

上海闵行区万科幼儿园

Vanke Kindergarten Minhang

语言政策

Language Policy

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目 录 Content

语言政策 VKMH Language Policy

- 一、 基本理念 General Philosophy
- 二、 制定语言政策的目的 Purpose of the Language Policy
- 三、 基本原则
Basic Principles
- 四、 语言课程概览 Overview of Language Teaching and Learning
 - 1. 语言教学责任 Language Teaching Responsibility
 - 2. 幼儿语言水平评估 Student Language Proficiency Assessment
- 五、 语言教学与课程 Language Teaching and Curriculum
 - 1. 母语教学 Mother Tongue Teaching and Learning
 - 2. 英语教学 English Teaching and Learning
- 六、 语言教学的支持服务 Support for Language Teaching and Learning
 - 1. 图书馆 Library
 - 2. 信息技术的支持 Information Technology Support
 - 3. 学习环境支持 Learning Environment
 - 4. 家长和学校社区 Parents and School Community
- 七、 语言政策的审核过程 Language Policy Review Process

一、基本理念 General Philosophy

上海闵行万科幼儿园的语言政策是以我园育人理念“开拓全球视野，激发无限潜能”为基础建立起来的。我们认为，语言是增进国际理解、提升跨文化意识、促进认知发展和开

放性思维，以成为全球公民的重要工具。所有幼儿都应有机会发展母语，了解自身文化，以促进学习。同时幼儿园开设英语课程，幼儿通过外语学习可以加深对其文化的理解，并能够在他们所处的全球社区中开展学习和交流。我们的语言政策的推行方法是系统性的，即将语言视为沟通、思考和学习的基本工具。该政策也为语言发展提供一个全面的框架，确保幼儿不仅获得基本的语言技能，而且能够在不同背景下对语言有深入的理解。

The VKMH Language Policy is developed in alignment with the school's mission to 'Develop a Global Perspective, Inspire Unlimited Potential.' The school believes that all students should have opportunities to develop their mother tongue, supporting their studies and fostering an understanding of their own culture. This holistic language policy recognizes language as a fundamental tool for communication, thinking, and learning. It aims to provide a comprehensive framework for language development, ensuring that students not only acquire essential language skills but also gain a deep understanding of language in diverse contexts.

二、制定语言政策的目的 Purpose of the Language Policy

语言政策是我校所有教职员的工作文件。该语言政策与国际文凭组织的标准和实施要求相一致。订立语言政策，旨在明确幼儿在语言学习上的需要，营造丰富的语言环境，促进语言学习的乐趣，确保幼儿能够使用流利的母语，发展对母语以外的另一种语言的知识理解，确保每位教师承担语言教学的责任并通过小学项目中探究式的语言教学方式来进行实施。该语言政策基于我园办学理念、当地的教育环境，以及国际文凭课程小学项目的《制定学校语言政策指导纲要》和《对学校的语言政策的开展自我反思指导纲要》内容要点而撰写，以期：

This language policy serves as a working document for all VKMH staff and aligns with the IB PYP program standards and practices. Its aim is to support students in developing their language skills while fostering a rich language environment that promotes literacy, phonics, and assessment, with a dual focus on both local and global perspectives. The policy is based on two IB documents: *Guidelines for Developing a School Language Policy* and *Guidelines for School Self-reflection on Its Language Policy*, as well as the educational philosophy of our school and the broader educational context in China. As a result, the policy remains consistent with IB standards and practices while reflecting the realities of the Chinese educational environment.

The objectives of this policy are to:

1. 为全体教职工提供语言教学的指引，为全体小学项目幼儿提供语言学习的方向。
Provide guidelines for language teaching and all teachers are language teachers, and provide a direction of language learning for all students.
2. 为幼儿提供一个丰富的语言习得环境。
Provide a rich language acquisition environment for students.
3. 通过以语言政策为指导的语言学习，幼儿能够清晰流畅、大胆自信地用母语和外语表达自己对全球问题的观点，培养起国际情怀。
Students can express their views on global issues in both their mother tongue and the foreign language, in a clear, fluent and confident manner, thus gradually becoming an internationally-minded person.
4. 通过语言探索培养好奇心和对不同观点的理解。
Foster curiosity and understanding of diverse perspectives through language

exploration.

三、基本原则 Basic Principles

闵行万科幼儿园的全体教职员工、家长、社区成员以及幼儿均认同以下几点：

All faculty and staff, parents, community members and children of Minhang Vanke Kindergarten unanimously agree on the following:

1. 所有的教职员工、家长、社区成员以及幼儿，既是语言教师，又是语言学习者。
All faculty and staff, parents, community members and children are both language teachers and language learners.
2. 语言教学应该呈现出多样化和个别化，包括听、说、读、写以及非语言的交流。
Language instruction should reflect diversity and individualization, encompassing listening, speaking, reading, writing, and non-verbal communication.
3. 所有幼儿都应该学习第二语言，接触文化的多样性，增强文化意识。
In our kindergarten, we believe all young children should learn a second language, engage with cultural diversity through activities, and strengthen their cultural awareness to foster global citizenship.

四、语言课程概览 Overview of Language Teaching and Learning

1. 语言教学责任 Language Teaching Responsibility

语言在学习中发挥着中枢作用，因此所有老师在教学实践中都是语言教师，都负有促进幼儿语言习得和加强幼儿沟通交流的责任，在学科知识建构的过程中，老师们有意识地通过设计教学活动和任务，来促进幼儿语言技能的提升。

Language plays a crucial role in students' learning. We believe that all teachers are language teachers, and they all have the responsibility to promote students' language acquisition and strengthen their communication skills. The teachers should keep in mind that the teaching activities they design should also help enhance students' language skills.

2. 幼儿语言水平评估 Student Language Proficiency Assessment

语言老师（班主任）需要从阅读、听力、口语、前书写四个方面出发，记录幼儿在学习过程中语言水平的逐渐提高。

Language teachers (homeroom teachers) need to record students' progress in language skills in terms of reading, pre-writing, listening and speaking.

五、语言教学与课程 Language Teaching and Curriculum

基本概览，根据《小学项目的标准与实施要求》中对于课程部分的要求，结合《3-6 儿童学习与发展指南》，以及《小学项目的实施：课程框架》中对学科领域的说明，我园将国家指南与 PYP 进行了整合，对语言教学的方方面面进行了明确。

Based on IB standards and practices, the requirements of the Chinese National Curriculum Standards, and the subject area guidelines outlined in Making the PYP Happen: A Curriculum Framework for International Primary Education, we have

integrated the national curriculum with the PYP and clarified the expectations for language teaching. Assessment rubrics have been developed, and students will be assessed regularly.

幼儿园重视双语学习，随着社会的发展与需要，更加强了对幼儿双语语言的发展。为此我们除了注重鼓励及发展其母语学习外，也为幼儿提供了学习第二语言的环境。

The kindergarten places a strong emphasis on bilingual learning. With the growing demands of society, there is an increasing focus on the bilingual language development of young children. To support this, we not only encourage and nurture their native language learning but also provide an environment for them to acquire a second language.

根据幼儿的发展需要，让幼儿在自然的、浸润式的情境下学习语言：

In accordance with the developmental needs of young children, we facilitate language learning in a natural and immersive context:

1. 原则上采用普通话及英语作为教学语言进行探究式学习。
In principle, Mandarin and English are adopted as the instructional languages for inquiry-based learning.
2. 采用浸入式的语言学习方式，让幼儿沉浸在中文及英语的语言环境中，通过日常活动自然地发展听说能力，为阅读及书写做准备。
An immersive language learning approach is employed, allowing children to be enveloped in both Chinese and English linguistic environments. Through daily activities, they naturally develop listening and speaking skills, laying the groundwork for reading and writing.
3. 中／英语言同等注重，由班级两种语言教师（英、中）分别进行活动。
Equal emphasis is placed on both Chinese and English languages, with activities conducted separately by two language teachers (English and Chinese) within the classroom.
4. 中文教学是由经验丰富的中国教师担任（均获普通话水平测试二级甲等或以上），带领幼儿小组学习，以循序渐进地加强中文学习，帮助幼儿发挥语言的潜能，以达到最佳的学习效果。
Chinese instruction is delivered by experienced Chinese educators (all of whom have achieved at least Level 2A in the Mandarin Proficiency Test). They guide small groups of young learners, progressively enhancing their Chinese language skills and helping them to realize their linguistic potential, thereby achieving optimal learning outcomes.
5. 英文课程全部由专业并以英语为母语的教师任教，通过游戏、律动、阅读及探究等学习活动，让幼儿在自然环境下发展听说能力，并为阅读和书写做准备。
The English curriculum is entirely taught by professional, native English-speaking teachers. Through a variety of learning activities such as games, movement, reading, and inquiry, children develop their listening and speaking abilities in a natural setting, while also preparing for reading and writing.

6. 鼓励幼儿交往。幼儿来自不同语言背景家庭，丰富的语言环境本身也为幼儿之间的交往提供了语言学习的机会。

Children are encouraged to interact with one another. Coming from families with diverse linguistic backgrounds, the rich language environment inherently provides ample opportunities for language learning through peer communication.

7. 让幼儿循序渐进地学习第二语言，让幼儿在有准备的语言环境中巩固母语，循序渐进地发展中文和英文的双语能力。

Children are guided to gradually acquire a second language, while also consolidating their native language within a well-prepared linguistic environment. This approach fosters the progressive development of bilingual proficiency in both Chinese and English.

我们相信，语言是认知发展与社会/情感成长的必要联系，在本质上可以超越学科限制，并整合到所有内容领域之中。这些领域包括口头语言、书面语言以及视觉语言的发展，以帮助培养幼儿的社交技能、研究技能、思考技能、沟通技能以及自我管理技能。我们的探究单元中包含了口头、书面以及视觉语言，并在课堂上建立起与真实生活的联系。我们通过以下方式支持这些领域的发展：

We believe that language is a vital connection to cognitive development and social-emotional growth, naturally crossing disciplinary boundaries and integrating into all content areas. This includes the development of oral, written, and visual language, which fosters children's social, research, thinking, communication, and self-management skills. Our inquiry units incorporate these forms of language, creating meaningful connections to real-life situations within the classroom. We support language development through the following approaches:

1. 口头语言 Oral Language

- a. 在课堂中提出问题或者回答问题 Asking and answering questions in the classroom
- b. 在活动中表达自己的想法和观点 Expressing ideas and opinions during activities
- c. 在游戏中进行沟通和交流 Communicating and interacting during games
- d. 对作品进行解说 Explaining their work

2. 书面语言 Written Language

- a. 集体、小组、个别化的阅读和前书写活动 Group, small group, and individualized reading and pre-writing activities
- b. 通过环境创设和游戏策略支持幼儿符号的探索和表达能力 Supporting children's exploration and expression of symbols through environmental design and play strategies
- c. 在玩耍和游戏中发展幼儿的读写能力 Developing children's literacy skills through play and games

3. 视觉语言 Visual Language

- a. 语言标签丰富的教室（如：每日签到板、一日生活流程表、每周新闻分享板、班级值日生、创作书写区等）
Language-rich classroom environment (e.g.: daily sign-in board, daily schedule, weekly news board, classroom helpers Chart, creative writing area, etc.)
- b. 创造和展示视觉作品来表达学习的证据
Creating and displaying visual works to showcase evidence of learning
- c. 利用多媒体和技术，通过探究和指导进行表达、解释和评价
Using multimedia and technology for expression, explanation, and evaluation through inquiry and guidance
- d. 向学习社区的成员展示产品
Showcasing products to members of the learning community

4. 母语（中文）教学 Native Language (Chinese) Teaching

我们认为，幼儿母语的扎实基础有助于第二语言的学习，并且我们相信母语的发展对维护文化认同和情感稳定至关重要。

We believe that a strong foundation in a child's native language facilitates the learning of a second language, and we recognize that the development of their mother tongue is crucial for maintaining cultural identity and emotional stability.

我们为幼儿母语的发展提供以下支持：

To support the development of children's native language, we provide the following:

a. 环境支持 Environmental Support

语言环境：通过一日活动与孩子进行中文交流，确保孩子有充足的中文输入。

Language Environment: Encouraging Chinese communication throughout daily activities to provide ample exposure and opportunities for language development.

阅读环境：在班级设置阅读角，提供适合幼儿的中文绘本和书籍，培养阅读兴趣；每天与孩子一起阅读中文绘本，讨论故事内容，提升语言理解能力。

Reading Environment: Set up a reading corner in the classroom, providing Chinese picture books and books suitable for young children to cultivate their interest in reading. Read Chinese picture books with the children every day, discussing the story content to enhance their language comprehension skills.

b. 游戏与活动 Games and Activities

语言活动：通过儿歌、童谣等游戏，增强孩子的语言感知和表达能力。

Language Activities: Enhance children's language perception and expression skills through games such as nursery rhymes and songs.

角色扮演：通过扮演游戏，让孩子在情境中练习中文表达。

Role Play: Allow children to practice their Chinese expression through role-playing in various scenarios.

c. 课程支持 Curriculum Support

语言课程：幼儿园设置了系统中文课程，帮助孩子掌握基础语言技能。

Language Curriculum: The kindergarten has established a systematic Chinese language curriculum to help children master basic language skills.

教师引导：教师通过故事，游戏等方式，激发孩子的语言兴趣，通过日常对话帮助孩子积累词汇，鼓励他们表达对自己的想法。

Teacher Guidance: Teachers can stimulate children's interest in language through stories, games, and other methods. They can help children accumulate vocabulary through daily conversations and encourage them to express their thoughts and ideas.

d. 文化体验 Cultural Experience

传统节日：通过春节、中秋节等传统节日，让孩子了解文化背景，增强文化认同。

Traditional Festivals: Through traditional festivals such as the Spring Festival and the Mid-Autumn Festival, children can learn about cultural backgrounds and enhance their cultural identity.

文化活动：参与皮影、剪纸等文化活动，帮助孩子在实践中学习中文。

Cultural Activities: Participate in cultural activities such as shadow puppetry and paper-cutting, helping children learn Chinese through hands-on experiences.

e. 多媒体资源 Multimedia Resources

选择优质的中文教育节目或动画，增加语言输入。

Select high-quality Chinese educational programs or animations to increase language input.

f. 情感支持 Emotional Support

鼓励表达：鼓励孩子用中文表达情感，增强自信心。

Encouraging Expression: Encourage children to express their emotions in Chinese to boost their confidence.

积极反馈：及时给予积极反馈，帮助孩子建立语言学习的成就感。

Positive Feedback: Provide timely positive feedback to help children build a sense of achievement in their language learning.

g. 家校合作 Home-School Collaboration

定期沟通：家长与教师保持沟通，了解孩子的语言发展情况。

Regular Communication: Parents and teachers should maintain communication to understand the child's language development skills.

共同参与：家长参与幼儿园的语言活动，形成教育合力。

Joint Participation: Parents should participate in the kindergarten's language activities to create a collaborative educational effort.

5. 英文教学 English Language Teaching

闵行万科幼儿园的家长社区高度重视英语能力的发展，对于许多家长来说，这是选择这所幼儿园的重要因素。英语是万科幼儿园的重要教学语言。许多家庭希望孩子能接受国际小学教育，而英语的良好发展是进入国际化小学的先决条件。在闵行万科幼儿园，我们通过以下方式支持幼儿的英语学习：

The parent community at Minhang Vanke Kindergarten highly values the development of English skills, making it a significant factor in their choice of our kindergarten. English serves as a key teaching language at Vanke Kindergarten, as many families aspire for their children to pursue an international primary education, where a strong command of English is often a prerequisite. At Minhang Vanke Kindergarten, we support children's English learning through the following approaches:

a. 沉浸式的语言环境 Immersive Language Environment

英语课堂：将英语作为主要教学语言，确保孩子在课堂上大量接触英语
English Classes: Use English as the primary teaching language to ensure that children are exposed to a significant amount of English in the classroom.

日常交流：鼓励教师和学生日常活动中使用英语，营造自然的语言环境。

Daily Communication: Encourage teachers and students to use English during daily activities to create a natural language environment.

b. 互动与交流 Interaction and Communication

英语角：设立英语角，让孩子在轻松的氛围中练习英语对话。

English Corner: Set up an English corner for children to practice English conversation in a relaxed atmosphere.

外教互动：外教全天带班，让孩子接触地道的英语发音和文化。

Interacting with foreign teachers enhances children's authentic English pronunciation and cultural understanding by exposing them to native accents and real-life language use. This interaction fosters a deeper appreciation of cultural nuances, idiomatic expressions, and social contexts, enriching their overall language learning experience.

c. 游戏与活动 Games and Activities

英语游戏：通过英语儿歌、卡片游戏等，激发孩子的学习兴趣。

English Games: Use English nursery rhymes, card games, and other activities to stimulate children's interest in learning.

角色扮演：通过扮演游戏，让孩子在情境中练习英语表达。

Role Play: Use role-playing games to allow children to practice their English expression in various contexts.

d. 阅读与故事 Reading and Storytelling

英语绘本：提供丰富的英语绘本，培养孩子的阅读习惯。

English Picture Books: Provide a variety of English picture books to cultivate children's reading habits.

故事时间：每天安排英语绘本故事时间，帮助孩子提高听力和理解能力

Story Time: Schedule daily sessions for reading English picture books to help children improve their listening and comprehension skills.

e. 多媒体资源 Multimedia Resources

选择使用优质的英语学习 app，通过互动方式提升语言能力。

There are several high-quality English learning apps that utilize interactive methods to enhance language skills.

f. 文化体验 Cultural Experience

英语节日：庆祝英语国家的节日，如万圣节、圣诞节等，让孩子了解文化背景。

Celebrating holidays like Halloween and Christmas in English-speaking countries can enhance children's understanding of cultural backgrounds. Engaging in activities that explore these traditions fosters inclusivity and appreciation for diverse values and practices.

文化活动：组织英语国家的文化活动，如美食、服装等。这些活动为孩子们提供了动手实践的机会，加深了他们对所学语言相关文化和传统的理解。

Cultural Activities: Organize cultural events from English-speaking countries, such as food tastings and traditional clothing showcases. These activities provide children with hands-on experiences that deepen their understanding of the culture and traditions associated with the language they are learning.

g. 家校合作 Home-School Collaboration

家长参与：鼓励家长参与幼儿园的英语活动，形成教育合力。

Parental Involvement: Encourage parents to participate in the kindergarten's English activities to create a collaborative educational environment.

h. 评估与反馈 Assessment and Feedback

定期评估：定期评估孩子的英语水平，了解他们的进步和需要改进的地方。

Regular Assessment: Conduct regular evaluations of children's

English proficiency to understand their progress and identify areas for improvement.

积极反馈：及时给予积极反馈，帮助孩子建立语言学习的成就感。

Positive Feedback: Provide timely positive feedback to help children build a sense of achievement in their language learning.

i. 个性化支持 **Personalized Support**

小组教学：根据孩子的英语水平进行分组教学，提供更有针对性的指导。

Group Teaching: Organize group instruction based on children's English proficiency levels to provide more targeted learning.

个别辅导：为有特殊需求的孩子提供个别辅导，确保每个孩子都能跟上进度。

Individual Tutoring: Provide one on one support for children with special needs to ensure that every child can keep up with the learning progress.

通过这些措施，可以有效支持孩子的英语学习，为他们未来的国际教育打下坚实基础。

Through these measures, we can effectively support children's English learning and lay a solid foundation for their future international education.

6. 评估 **Assessments**

a. 持续形成性评估 **Continuous Formative Assessment**

纳入持续的形成性评估，为教学提供信息并确定后期需要改进的领域

Incorporate ongoing formative assessments to inform instruction and identify areas for improvement.

使用测评表来评估第二语言学习中特定的语言技能和行为，例如词汇习得、口语交流和音素意识。

Use checklists to assess specific language skills and behaviors, such as vocabulary acquisition, oral communication, and phonemic awareness.

使用学习档案和学业报告来记录语言的发展。

Use observations, portfolios, and checklists to document language development.

b. 适合幼儿发展的总结性评估 **Developmentally Appropriate Summative Assessment**

收集幼儿作品集，展示他们在各种语言活动中的成果，包括绘画、阅读日志和口头演讲录音。

Compile student portfolios showcasing samples of their work across various language activities, including drawing, reading logs, and recordings of oral presentations.

设计能够评估幼儿在真实环境中语言技能的表演任务，例如创建幼儿感兴趣的演示活动或参加辩论。

Design performance tasks that assess students' language skills in authentic contexts, such as creating a multimedia presentation on a topic of interest or participating in debate.

确保评估公平、真实，并反映幼儿展示语言流利度的多种方式。

Ensure assessments are fair, authentic, and reflect the diverse ways students demonstrate language proficiency.

7. 专业发展与协作 Professional Development and Collaboration

a. 持续专业发展 Continuous Professional Development

促进同伴观察和反馈机会，教育工作者可以观察彼此的教学实践，分享见解，并为专业发展提供建设性反馈。

Facilitate peer observation and feedback sessions where educators can observe each other's teaching practices, share insights, and provide constructive feedback for professional growth.

鼓励教师之间的协作和有效策略的分享。

Encourage collaboration and sharing of effective strategies among teachers.

b. 家庭和社区参与 Parent and Community Involvement

组织有关语言发展、读写策略和支持家庭语言学习方法的家长工作坊和信息分享。

Organize workshops and information sessions on language development, literacy strategies, and practical ways to support language learning at home.

举办家庭语言学习活动，例如故事会、书展和阅读俱乐部，以促进学校社区内的读写发展和增加家长的参与文化。

Host Family literacy events and activities, such as story center, book fairs, and reading clubs, to promote a culture of literacy and encourage within the school community.

六、语言教学的支持服务 Support for Language Teaching and Learning

1. 图书馆 Library

图书储备。购置适用于幼儿园各年龄段的中英文图书，以及针对六大超学科主题探究的图书以及与我园探究计划相关的图书。建立图书推荐系统，搜集来自幼儿、家长和老师的购书建议，不断扩充和更新图书馆，为幼儿提供充分的语言学习支持。

The library offers a diverse selection of Chinese and English books for all grade levels, including titles aligned with the six transdisciplinary themes and our Program of Inquiry (POI). A book recommendation

system allows students, parents, and teachers to suggest new titles, ensuring the library is continuously updated and expanded to better support students' language learning.

为 UOI 探究提供支持。在 UOI 探究开始前，老师协作备课时，将探究中幼儿可能需要阅读的图书书单提供给图书管理员，管理员根据书单，提前采购好书籍，同学们可以阅读搜集资料，进行探究学习。

As the learning resource center, the library plays a crucial role in supporting students' inquiry-based learning. Teachers will curate a list of books that align with the unit's inquiry and provide it to the librarian for purchasing.

图书管理员专业发展。图书馆管理员参加 IB 培训，明确自己的工作职责，使我校图书馆能够满足 IB 要求，为幼儿的探究学习提供强大支持。

Librarians participate in professional development workshops, Making the PYP Library the Hub of Learning, to gain a deeper understanding of the role of a PYP librarian. This will help them create a library that meets IB requirements and provides strong support for students' inquiry-based learning.

建立班级图书角，方便幼儿课下阅读和阅读课的开展，鼓励幼儿分享自己的图书，鼓励家长赠书。

A reading corner will be set up in each classroom, to facilitate students' reading. We encourage the students to share their books, and we encourage parents to donate books for their own class.

2. 信息技术的支持 Information Technology Support Center

UOI 探究过程中，教师会教授幼儿如何使用电脑查找搜集资料，提高幼儿的资料查找与信息搜集能力。电脑上预装专为语言学习而设计的阅读软件，使语言教学更加多样化，增加语言学习的趣味性。

During the UOI inquiry process, teachers will instruct students in ICT skills, such as how to search for information effectively. The computers in the ICT center are equipped with software specifically designed for language learning, offering students a variety of engaging and diverse language learning opportunities.

3. 学习环境支持 Learning Environment

教室布置需倡导对母语和第二语言英语的学习，营造丰富的语言习得环境。标识和海报等文字内容均以双语展示。

The classroom should be decorated in a way that can help the students' language acquisition. All signs and posters should be showed in a bilingual way to promote learning of both the mother tongue and the foreign language.

各班分别制定班级核心契约，包含语言学习支持内容，例如成立班级语言学习小组，互帮互助，共同进步，满足不同幼儿语言需要。

Each class will develop an essential agreement concerning language learning support. For example, students will form language learning groups to help each other, especially to help the non-native students.

成立班级图书角，幼儿可捐赠图书，也可交换分享自己的图书。
Classroom reading corners will be set up, and students can donate and share their books.

4. 家长和学校社区 Parents and School Community

家长是学习社区的一个组成部分，为我们的语言学习提供大力支持。学校与家长沟通语言学习的重要性，家长参与、指引、观察、幼儿课下的语言习得情况，记录幼儿课下的语言表现。Parents, as integral members of the school community, play a key role in supporting students' language learning. The school will communicate with parents to emphasize the importance of language development, encouraging their active participation in guiding and observing students' language learning at home. Parents will also be asked to track their children's progress.

我们希望在整个学习社区形成一个浓厚的语言学习氛围，人人都可以成为幼儿语言学习的老师。

We hope to form a strong language learning atmosphere in the entire school community, where everyone is a language teacher.

5. 利益相关者的责任 Stakeholder Responsibilities

语言政策的有效推行，需要幼儿园学习社区内所有利益相关者的合作。所有利益相关者都认识到，语言学习可以促进对国际化和多元文化的理解。同时，闵行万科幼儿园的语言发展是所有利益相关者的共同责任。The successful implementation of the language policy relies on the collaboration of all stakeholders within the kindergarten learning community. All stakeholders acknowledge that language learning fosters understanding of internationalization and multiculturalism. Furthermore, the language development at Minhang Vanke Kindergarten is a shared responsibility among all involved.

七、语言政策的审核过程 Language Policy Review Process

本语言政策由学校成立的专门语言政策指导委员会（包括园长、协调员、年级组长、保教主任、图书管理员、家长代表）协作制定，适用于 2025-2026 学年的两个学期。语言政策指导委员会将通过非正式讨论、调查问卷、观察报告、采访幼儿及学校社区中的其他成员等方式，搜集来自利益相关者的意见建议，对语言政策进行审核修订，并通过网站、家校手册、校宣传栏告知整个学习社区。同时，管理层会对语言政策的实施过程进行审核，并将其作为日常工作的一部分。

The language policy for the 2025-2026 school year is developed by the Language Policy Committee, which includes the principal, PYP coordinator, year-level leaders, school office director, librarian, and representatives from parents and students. Each semester, the committee will gather feedback from stakeholders through discussions, surveys, observations, interviews, and other methods to revise and update the policy as needed. The policy will be communicated to the school community through the school website, parents' handbook, and bulletin board. Meanwhile, the management team will monitor the implementation of the language policy as part of their



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