

COGDEL SCHOOL
CHENGDU
成都康禮學校

成都康礼学校小学项目 语言政策

Language Policy

Chengdu Cogdel School
Primary Years Program

(2026年3月修订)
(Revised March 2026)

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培养自豪行走世界的领袖人才

Cultivating Proud Global Leaders



一、使命宣言

培养自豪行走世界的领袖人才。成都康礼学校旨在培养具有中华底蕴和国际视野的全球公民。学生将通过修身立德、博古通今、融贯中西的成长路径，发展成为兼具社会责任感的终身学习者。他们在扎根中华优秀传统文化的同时，能够以开放包容的胸怀理解多元文化，以探究的方式应对全球挑战。

我们将通过以下方式实现我们的使命：

- 秉持全人教育理念，落实立德树人根本任务
- 营造开放包容、互助关爱、勇于探索的校园教育生态
- 提供个性化、差异化的教学指导与多元互动的学习体验
- 促进学生在德、智、体、美、劳等方面的全面且有个性发展
- 培育学生的民族自豪感、社会责任感与全球胜任力
- 引导学生理解并尊重文化多样性，树立跨文化交流与合作意识
- 助力学生塑造自信、坚毅、思辨、健康的人格品质
- 让学生掌握受用终身的学习方法与核心素养

1. Mission Statement

World Explorers with Chinese Pride. Chengdu Cogdel School is to cultivate global citizens with Chinese cultural grounding and international vision. Through self-cultivation in virtue, mastery of past and present knowledge, and integration of Eastern-Western wisdom, students will develop into lifelong learners with a strong sense of social responsibility. While deeply rooted in Chinese cultural heritage, they will embrace diverse cultures with open-mindedness and address global challenges through inquiry.

We will achieve our mission by:

- Upholding the concept of holistic education and fulfilling the fundamental task of fostering virtue through education
- Creating an open, inclusive, caring and exploratory campus educational ecology
- Providing personalized and differentiated teaching guidance and diverse interactive learning experiences
- Promoting the comprehensive and individualized development of students in morality, intelligence, physique, beauty, and labor
- Cultivating students' national pride, social responsibility and global competence
- Guiding students to understand and respect cultural diversity and establish awareness of cross-cultural communication and cooperation
- Helping students shape a confident, persistent, inquisitive and healthy personality
- Equipping students with lifelong learning methods and core competencies





二、语言理念

语言是一个能够团结人们, 解决全球事务的工具。口语和书面语都是我们生活的一部分。语言记录文明。学校全体员工都应该承担语言教师的角色从而为学生提供发展语言能力的机会, 让学生接触多种语言, 利用富有意义的教材学习语言, 通过好的 PYP 的教学方法支持母语的发展。同时, 语言教师的角色应延伸至家庭, 父母作为语言教师要示范和加强学生的母语学习。

2. Concept of Language

Language is a tool that can unite people and solve global affairs. Both spoken and written language are part of our lives. Language records civilization. All school staff should assume the role of language teachers to provide students with opportunities to develop their language skills as this helps expose the students to multiple languages. Students learn languages through textbooks. Also, their mother tongue language is developed through good PYP teaching methods. The role of language teachers is shared by the family including demonstration of the mother tongue language to enhance the language learning at home.

三、学校语言模式

1. 母语: 母语是学生们最熟悉、最易获得、使用最流畅和最真实的语言。母语对发展学生的认知尤为重要, 同时也是帮助学生掌握概念、与人沟通、理解文化内涵的重要工具。我校学生的母语为中文, 因此在我们学校, 中文是我们的教学语言。
2. 第二语言: 这是在学习母语的基础上进行的第二种语言学习, 它是帮助学生在不同的语境中理解该语言背景下的文化以及建立一个更加美好的世界观的重要工具。在我们学校, 英语是第二语言。
3. 根据我校的语言政策、教学大纲以及 IB 的语言教学理念, 针对中文和英文的学习, 我校为学生设置了一个良好的教学比例, 让学生在发展母语的同时, 也能够学习第二语言。

我们的双语模式: 我们的双语模式是一个过渡模式。通过这一模式, 我们的目标是让学生从接受中文的教学转向接受英语的教学。在小学, 我们为学生进入以英语为主要教学语言的高中打下基础。因此, 随着学生年级的提高, 我们将融入更多的英语到他们的学习中。为此, 我们采取了以下措施:

- 1-5 年级每周有 8-9 节英语课。所有的音乐、英语和体育课都是由一位当地教师和一位外籍教师共同授课。
- 按班级和学科划分了英语使用的大概百分比, 此百分比仅指不同年级不同学科在课堂上使用英语的最低标准, 不包括中文解说。
- 在英语方面, 我们的目标是为学生提供沉浸式的语言环境, 在学习和教学中使用英语。





但是,有时中文被用来帮助学生更好地理解一项活动的规则或者确保学生充分理解一个语法知识。

语言提示: 每个教室都有一个语言提示板, 帮助学生和教师知道他们应该在什么时候使用哪种语言。

3. Language Model at our school

1. The Mother Tongue: Mother tongue is the most familiar, accessible, fluent and authentic language that students use. Mother tongue is particularly important for developing students' cognition, and it is also an important tool to help students grasp concepts, communicate with others, and understand cultural connotations. At our school, the mother tongue language is Chinese, and Chinese is our language of instruction.
2. The Additional Language: The additional language is an important tool to help students understand the culture of the language in different contexts and build a better worldview. At our school, English is the additional language.
3. According to the school's language policy, syllabus, and IB's language teaching philosophy, we have set a ratio for Chinese and English learning to ensure that the students can learn the additional language while developing their mother tongue.

Our Bilingual Model:

Our Bilingual Model is a transitional model. Our goal through this model is to shift students from receiving academic instruction in Chinese to English instruction. In primary we are setting the foundation to prepare them for High School where English is the primary language of instruction. As such, we incorporate more English into student learning as they progress through the grades. To facilitate this, we have adopted the following into practice:

- Grades 1-5 All have 8 – 9 classes English lessons per week. All of our Music, art, English, and PE classes are co-taught with a local and a foreign teacher.
- Approximate percentage of English usage by class and grade. Please understand that this is English usage without Chinese translation. These percentages represent the minimum standard amount of English use in classes.
- In English, we aim to provide students with an immersive language environment where exposure to English is used in learning and teaching. Having said that, there are times when Chinese is used to help students to better understand rules to an activity or to make sure students fully understand a grammar point for example.

Language Cue:

Each classroom has a Language Cue which helps to keep students and teachers aware of which





Language they should be using and when.

四、教师的角色及责任

所有教师都是语言教师。全体员工合作进行备课，且在每周的年级组会议上进一步完善单元的探索。

4. Role and responsibilities of teachers

All teachers are language teachers. All teaching staff shall work together to plan lessons and further improve the unit exploration in the weekly grade group meetings.

五、语言教学方法

基于主题探究的教学模式，教师使用很多有效的教学策略来促进语言的发展，例如：利用分享阅读、写作、歌曲、韵律、童谣学习语言；通过角色扮演、木偶戏、故事、游戏、多媒体、对话等为学生提供表达自己的机会；同时有效参考 IB 小学项目的语言教学范围与顺序所包括的其他教学方法。

5. Language teaching methods

Based on the theme-based teaching model, teachers use many effective teaching strategies to promote language development. For example, learning language through reading, writing, songs, rhythms; providing students with opportunities to express themselves through role-playing, puppet shows, stories, games, multimedia, and dialogues, etc. Teachers regularly reference other teaching methods included in the language teaching scope and sequence of the IB PYP.

六、专业发展机会

教师持续参加校内和校外的 IB 工作坊，教师之间相互分享并讨论我们的 PYP 课程。学校支持教师参加课外培训和学历提升，鼓励和支持参加工作坊来进一步提升自己，提高教学。

6. Professional Development Opportunities

Teachers participate in IB workshops on and off campus. Teachers share and discuss our PYP courses with each other. The school supports the participation of teachers in extracurricular training and academic qualification improvement, and encourages and supports their participation in workshops to further equip themselves with necessary skills to improve teaching.

七、图书管理员的角色

学校图书管理员与其他员工一起合作，参加备课，支持学习者目标的培养，促进概念的形成，发展技能，用知识武装我们的学生。图书管理员参加所有的备课，选购支持教学的资源，支持母语的发展。





7. Role of Librarian

The school librarian works with other staff in lesson planning, supports the implementation of the school's vision of the cultivation lifelong learners and teaches the development of concepts and skills to arm the students with knowledge. The librarian participates in all major lesson planning sessions, selects and purchases resources that support teaching and learning, and supports the development of the mother tongue language.

八、家长参与

学校鼓励家长参与到班级事务中和学校大事件中。每个班级的代表与学校代表共同组建成了我们的 PTA。家长每学期参加学校的家长工作坊增加交流沟通。提供给家长的大部分文件都使用中英文双语。

8. Parent participation

The school encourage the participation of parents in class affairs and school events. Representatives of each class and representatives of the school jointly form our Parent Teacher Association. Parents take part in the school's parent workshops every semester to enhance understanding and communication. Most of the documents provided to parents are bilingual - Chinese and English.

九、语言政策如何与家长/员工/董事会沟通

语言政策将由学校所有的工作小组审核通过后。之后，用中英双语印在教师手册上。

9. Communicating the Language Policy with Parents/Staff/SEB

The language policy will be reviewed and approved by all working groups of the school. After that, it will be printed in the Teacher Handbook in both Chinese and English.

十、如何修改语言政策

教学领导团队、PYP 协调员、教师和学校的工作小组将每年修订和复审语言策略。

10. Amending the Language Policy

The teaching leadership team, PYP coordinator, teachers and school working groups will review the language policy annually.

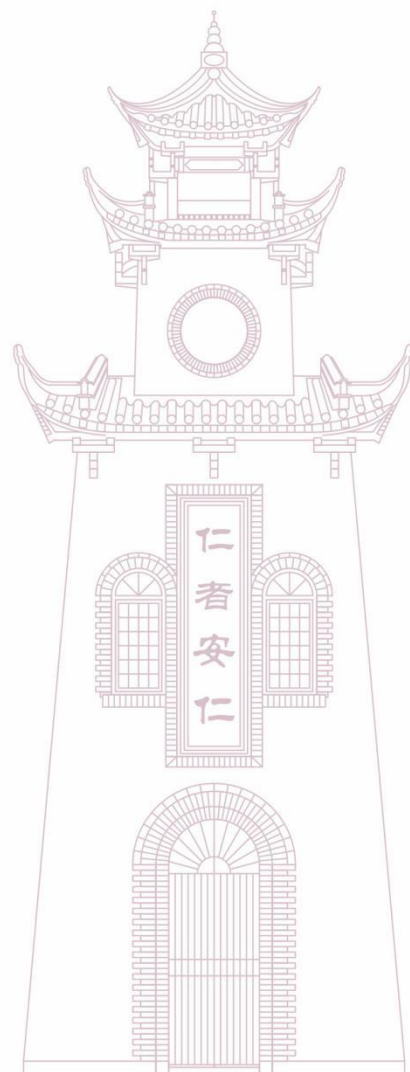




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电话·T: 400-803-6661 网址·w: www.cogdelschool.com
地址·A: 四川成都中国博物馆小镇(安仁古镇)迎宾路二段247号
No.247 Yingbin Road 2nd Section, Anren Town(China Museum Town), Chengdu, China