

CLIL stands for Content and Language Integrated Learning. Internationally recognised, it is a method of teaching subject content (e.g. Science, History, etc.) through a second language to achieve two sets of educational aims: students learning the new content and the language, at the same time. The content area changes over time, enabling the development of vocabulary across several learning areas. Our Prep students learn Science through Chinese (Mandarin) as part of the Inquiry learning process. Their journey as compulsory second language learners will continue to the end of Year 8 in 2022, and thereafter they may elect to continue their Mandarin studies to Year 12 in 2026.

Our Mandarin teachers have completed the Professional Certificate in Education (CLIL) at the Melbourne Graduate School of Education, and worked with Dr Jane Orton and staff at the University's Chinese Teacher Training Centre to fine-tune their planning. Since 2012, we have benefited from their invaluable expertise and support, for which we are extremely grateful. The launch of the program in February 2014 brought all of the planning and preparation to fruition.

After just six weeks of the initial orientation program, our Mandarin teachers are more excited than ever about what the students have been able to achieve: *"We only spoke some English on the first day, in order to quickly give students clear expectations and encourage them to learn a new language with us. Since then, we have been only using Mandarin with gestures when we are teaching them in the class. Students learned basic greetings with songs. Many students can greet us and follow simple classroom instructions, such as hands up, stand up, sit down, and come here."* By the middle of February, students were ready for the 25 minute daily lessons accompanied by their Home Group teachers: *"They not only stay with us to learn Mandarin, but also become our partners to model the language for students."* Our Mandarin teachers have been delighted to notice that students are spontaneously using their Mandarin vocabulary to respond appropriately to questions when learning in other classes taught by the Home Group teachers. This has established a great foundation for the transition into the CLIL program in second term, when the students will begin to learn the science content and the language at the same time.

