



**LJUBLJANA**  
**INTERNATIONAL SCHOOL**

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**SLOVENIA**

# Language Policy

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September 2016  
March 2017

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# Language Policy

The languages of teaching and learning at Ljubljana International School are Slovene and English with the intention that all students work successfully using the Slovene and English languages interchangeably to communicate.

In PYP schools all students have the opportunity to learn more than one language from at least the age of 7. Every learner benefits from having access to different languages, and, through that access, to different cultures and perspectives. Acquisition of more than one language enriches personal development and helps facilitate international-mindedness.

## Language scope and sequence

At LIS, we believe that the development of language and literacy skills are of the highest priority. Both students and parents should realise that language is the main tool of learning and communication. The purpose of this language policy is to:

Ensure the effective delivery of the PYP curriculum

Ensure language skills are developed and used across the whole curriculum

Aid the monitoring of the teaching and learning of languages

## **Aims**

We aim to:

- Develop the skills of each child to the highest level
- Produce confident students able to understand and communicate effectively in the varieties of language available to them.

## **Philosophy**

As language is the key to all learning, all teachers at LIS are language teachers. Language learning at LIS refers not only to the learning of a specific language, but it includes any and all activities which bring about learning. Through language, our students acquire the ability to think and to learn, to develop social skills and values, and to acquire knowledge.

The acquisition of language is a dynamic, life-long process that permeates all learning and is a key factor in intellectual growth and promotes the development of personal and international understanding.

Learning language, learning about language, and learning through language is a most effective approach to teaching students, developing a wide range of skills, abilities and a deeper

understanding of the language itself and the culture and expressions associated with speakers of that language.

Effective teaching practice arises from a constructivist approach to learning, allowing students to build on prior knowledge and construct personal meaning.

The school community is a resource to foster language learning. The acquisition of an additional language enriches personal growth, enhances first language development and promotes internationalism. The development of mother tongue is crucial for maintaining cultural identity.

Learning in a bilingual format has a myriad of benefits to the child in other ways, which are recognized and promoted within the school community.

### **Language Practices**

1. All subjects are taught in both Slovene and English, as indicated on the class timetables. For example, Slovene teachers deliver some of the Mathematics lessons, whilst the remainder of the lessons are taught in English. In both cases, the teacher is a native speaker.
2. All teachers will create a risk-free environment to foster a variety of means of communication. Teachers will encourage students to demonstrate open dialogue in all interactions to understand the world through different lenses in specific disciplines. Teachers will model language through everyday use and directly teaching vocabulary and procedural terms within and across each discipline.
3. Curriculum will plan for the opportunity for personal choice and uninterrupted time for exploring multiple systems of communication in reading, writing, mathematics, art, music, drama, and movement. There will be opportunities for students to use language for making personal connections and exploring tensions and compelling issues. Teachers will plan effective, relevant and significant engagements to improve proficiency in all forms of language.

Where students are learning in a language other than their mother tongue, IBSL promotes a language philosophy whereby:

1. Slovene and English are acquired in addition to a child's mother tongue
2. We offer a differentiated teaching program through which they acquire skills and knowledge needed to access the regular curriculum in both Slovene and English
3. We promote maintenance and enrichment of the mother tongue by encouraging other international students or teachers to continue speaking, reading, and writing the language with the child. We also recommend that these students take advantage of any mother tongue instructional opportunities available.
4. Assessments are used to plan appropriate instruction and to evaluate students' progress.

### **Responsibilities of Stakeholders**

Effective implementation of the Language Policy requires the cooperation of the whole school community.

### **Role of School Leadership and Governing Body**

1. Use of Slovene or English as the primary languages of communication, as appropriate
2. Ensure that policies and procedures regarding the language acquisition are developed and implemented and are regularly reviewed.
3. Provide funding, facilities, leadership, and resources for the successful implementation of the language policy.
4. Hold administrators accountable for the effective implementation of the policies
5. Attract and retain highly qualified and experienced teachers.

### **Role of Class Teachers**

1. Use Slovene and English as the primary language of communication.
2. Share responsibility for oversight, implementation and revision of the Language Policy and curriculum efforts.
3. Promote an environment that encourages the use and development of Slovene and English.

### **Additional Language Learning**

At IBSL we intend to provide additional language learning, specifically specialist lessons in German.

All children above 3 years old are taught German weekly by a single-subject specialist teacher.

The specialist German teacher attends all possible collaborative planning meetings. The basis of teaching is to allow as much scope as possible for inquiry-based, constructivist style methodology, with the specialist German teacher as the key resource for language learning.

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