



The International School of Podgorica - United Kids International Montenegro LANGUAGE POLICY

Our school's mission statement

UKIM aims to inspire a lifelong love of learning through interactive, inquiry-based opportunities for students, teachers and parents as a joint education community integrating concepts into the everyday world. By embracing each student's diversity and strength, we strive to develop courageous global citizens who help to create a more peaceful world through holistic skill development, community action and intercultural understanding.

UKIM language philosophy is to nurture multilingualism as a tool for better understanding, appreciation, and acceptance of other cultures, traditions, and differences. Language development is a crucial aspect of human development, beginning at birth and continuing for life.

At UKIM, all teachers are language teachers, but we strongly believe that language learning/acquisition does not happen only in language classes.

Our school welcomes students, staff, and scholars of all language backgrounds (32 nationalities including the United States, United Kingdom, Uruguay, Israel, Ukraine, Rwanda, and many more). We also have students who attended national programs. The official language of education and instruction is English.

This document is made with the purpose to serve as a guideline connected with the resources we use, and to define practices in the process of language acquisition.

Our school is located in Montenegro. It is therefore mandatory for students to learn Montenegrin (officially Montenegrin-Serbian-Bosnian-Croatian) from Gr 1 to Gr 8 twice a week. As the host language, it is the mother tongue of a third of our student population. Our school offers two more foreign languages-German and Spanish from Gr 6 (Yr 7.)

School Language Profile (Language of Instruction, admission, and assessment)

All teachers at UKIM are language teachers since language is central to learning and teaching in our school.

English is the language of instruction at UKIM. It is the primary language that UKIM uses to communicate with its community. All the learning instructions are provided in English. English is integrated into the units of inquiry or organized into stand-alone language sessions.

UKIM considers language development as a crucial aspect of human evolution. Therefore multilingualism and diversity are highly valued at our school.

Educational research shows that those students who maintain their mother tongue will have better access to learning when working in a second or third language, therefore we must provide the opportunity for students to access their first, or mother-tongue languages.

Students have 2 lessons a week of the Montenegrin language according to the requirements of the Ministry of Education of Montenegro.

Starting from Grade 6 (Year 7) our students have the possibility to learn an additional language - German or Spanish.

UKIM students are allowed to conduct their research and use the materials for their learning in their mother tongues. For that reason, the school library provides resources in multiple languages which are most common among the students of UKIM.

Various field trips, workshops, and other educational activities are held in the Montenegrin language to promote the host country's language. UKIM encourages parents to talk, read and write with their children in their mother tongue, and the National Costume, National Cuisine Days as well as National Music, Mother Tongue, and Other Languages Days are held each year at UKIM.

Based on the agency questionnaires' data, UKIM encourages and supports using English at recess to help socialize and communicate with their peers who come from more than 30 countries of the world.

UKIM administrators, teachers, librarians, and other school staff attend professional development in the fields of language learning and teaching.

Admission to UKIM

English is the language of instruction and a key working language at UKIM.

Kindergarten Students are advised to have a minimum of A1 level of English (CEFR) when joining UKIM for smooth integration and socialization.

PYP Students are required to have a minimum of A2 level of spoken and written English (CEFR) when joining UKIM for smooth integration and socialization.

MYP students are required to have a minimum B1 level of English (CEFR) to be able to comprehend and apply their academic knowledge.

iGCSE and iALevel students are required to have a minimum B2 level of English (CEFR) to be able to comprehend and apply their academic knowledge.

If the level of the student's English is not sufficient, UKIM offers intensive ESL courses at an additional fee.

Assessment

Differentiation in language lessons is based on best practices according to the standards and practices of the IB. All teachers respond to students' needs and may therefore provide individualized instruction guided in some cases by specific learning goals and Individual Learning Plans (ILPs). Teaching strategies

may include working in small groups, using different resources with different levels of language complexity, as well as changing the level of questioning and tasks for individual students. Our school also follows the IB recommendations on student placement.

Assessment is integral to teaching and learning at UKIM. Using a range of tools and strategies, teachers can determine students' knowledge, skills, understanding, and attitudes toward language.

At the School, teachers use pre-assessment to determine what students already know, can do and understand. Formative assessment is used to check in and to give constructive feedback or praise on learning. Summative assessments are used to gather evidence about students' progress at the end of a unit. Various forms of both formative and summative assessment may be used. Along with teacher assessment, students are often asked to peer or self-assess as well.

Assessments are reported to parents in different ways. Students receive written report cards about their language learning. Parents are also invited to attend three-way conferences twice a year.

Our Language Policy is implemented as a working document throughout the existing channels of communication with the school agency as well as in the form of a leaflet that is shared with the agency at the beginning of each school year.

1. Reporting and Feedback on Language Development:
 - Provide regular and timely feedback to students on their language development progress.
 - Use clear and specific criteria to assess students' language skills.
 - Offer constructive feedback that highlights strengths and areas for improvement.
 - Involve students in the feedback process by encouraging self-reflection and self-assessment.
 - Use a variety of assessment methods to gauge language proficiency, including written work, oral presentations, and group discussions.
2. Differentiation Strategies for SEN Learners:
 - Identify and understand the specific needs and challenges of each SEN learner.
 - Adapt teaching materials and instructional strategies to accommodate diverse learning styles and abilities.
 - Provide additional support through one-on-one or small group sessions.
 - Use multisensory approaches and manipulatives to engage students with different learning preferences.
 - Break down complex tasks into smaller, manageable steps.
 - Offer alternative assessment methods that align with students' strengths and abilities.
3. Supporting and Nurturing the Agency's Mother Tongues for the PYP/MYP:
 - Recognize and value students' mother tongues as assets and an integral part of their identity.
 - Incorporate students' mother tongues into classroom activities and discussions.
 - Provide opportunities for students to use their mother tongues in written and oral assignments.
 - Encourage students to explore literature and resources in their mother tongues.

- Promote cultural diversity and understanding by sharing and celebrating different languages and traditions within the classroom.

The study of global languages (English, German and Spanish) is a cornerstone for each of our students.. At UKIM students are not just exposed to the language itself, they also learn about the history and culture of the people and countries they study. This serves to impress upon the children how interconnected our world truly is and better prepares them to live in such a world.

At UKIM we believe that language is fundamental to the success of all students learning. This includes the ability to express oneself through speaking, reading, writing, drawing, etc. This also includes communication through different languages, including the language of Science, Math Arts and of course, foreign languages.

Language is essential to the construction of meaning and connects all of our curriculum elements and ultimately supports the mission of our school. We believe that literacy instruction should connect to our units of inquiry, instilling an intrinsic love of literacy by using balanced literacy, authentic assessment, and instruction that is differentiated to the needs of each learner thus building life-long readers and writers.

Through inquiry, teachers provide students with opportunities to use language in many different formats, including debate, role-play, and art, as well as the traditional teaching of language both embedded in the units of inquiry and as stand-alone subjects. All of our teachers work together to make sure that language is through integrated learning and meaningful context.

Language in the Classroom

In the classroom, language is supported through various literacy activities such as reading A-Z, guided reading, writer's workshop, writing in content, classroom libraries, visuals, instructional vocabulary, individual word lists, daily read-aloud, and opportunities for students to use language during presentations and collaboration. Learning is differentiated in the classroom in a variety of ways. Students are individually assessed in their reading ability using STAR testing and often organized into leveled groups.

Language and the Program of Inquiry

Language is integrated throughout the Program of Inquiry. Higher level thinking, key concept questions, and extended research all lend themselves to having a strong vocabulary and language presence within the planners. Oral, visual, and written language are all present within planner activities.

Language Resources

Our goal is always to increase language resources. We continue to add to an extensive literacy library of leveled books that support our IB planners. UKIM library has an array of fiction and nonfiction books,

and we are continuing to grow our collection of books in other languages. In addition, we have a variety of online resources to support student learning and research.

The ways in which the policy should be communicated within the school are various. Leaflets and posters throughout the school in visible places as a constant reminder. Monitoring is required throughout the whole school year and it is essential to be very clear about the policy of the school community. Some of the ways are face-to-face communication as well as to be open for feedback.

