

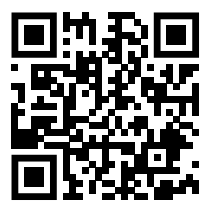


ADRIATIC
COLLEGE

Language Policy

Private International School
Montenegro, Budva

adriaticcollege.com





LANGUAGE POLICY

This document outlines the foundations, principles, and practices of the School's policy related to multilingualism, as well as the learning and maintenance of languages.

The document includes the following sections and aspects:

The "Values and Purpose" section describes

- the School's mission, values and aims, and this Policy's vision, within their context

The "Concepts and Terms" section describes

- concepts and classifications related to languages and language learning;

The "Practice and Procedures" section describes

- measures of language support;
- the rights and responsibilities of members of the school community regarding the teaching and learning of languages, and what is expected of them;
- what is expected of the school.

The "Development and References" section describes

- the process of developing and updating the Policy, its dissemination, monitoring of compliance and effectiveness;
- references to regulatory documents;
- connections with other school policies.

SECTION: VALUES AND PURPOSE

The mission and values of *Adriatic College* are aligned with the Mission and Values of the International Baccalaureate (IB).

The mission of the School is to create a comfortable and respectful learning environment that fosters the development of caring, responsible, and critical-thinking individuals with a global outlook, who recognize the importance of ongoing personal growth and lifelong learning.

The School's values are:

- Independent thinking and intellectual honesty
- Aspiration and skills to learn
- Openness to diverse perspectives and cultures
- Freedom of thought, of expressing one's views and identity; respect for the individual
- Safe environment, care for others and mutual support
- Health and well-being

The School regards the development of the qualities outlined in the IB Learner Profile as the main goal of school education. It is evident that the development of these qualities, multilingualism, and language learning are closely interconnected and mutually reinforce each other.

IB Learner profile attribute	Description	How we see the connection between the Learner Profile attributes and language learning
Inquirer	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	Knowledge of languages makes a person a more effective researcher. The ability to understand different languages allows us to access primary sources of information. Languages are learned through inquiry; an inquiry-based approach enables more effective language learning.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	We gain more knowledge by using different languages and by applying our understanding of linguistic concepts. Knowledge and understanding of linguistic concepts make it possible to learn more languages.
Thinker	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	The language we speak influences our thinking. Learning a new language allows us to think in new ways. Studying languages helps us make balanced judgments.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.	Improving language skills facilitates the verbalization of reflection. New languages help carry out self-analysis through the use of new words and expressions.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.	Knowledge of languages enables the exploration of other cultures and perspectives and fosters respect for them.
Communicator	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	Learning a new language broadens communication opportunities. Languages are a treasure chest for communicators.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	Taking responsibility for one's actions is as important as taking responsibility for one's words. Language learning helps us reach balanced judgments, which are essential for responsible actions.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.	Through language, a person can reach another's heart. Words can heal or harm. Using another language is a way to show respect for other people.
Risk-taker	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.	Languages help us plan, launch, and carry out the boldest projects. Proficiency in different languages makes us more confident in taking well-considered risks.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.	Multilingualism expands opportunities for action in various fields of activity.

SECTION: CONCEPTS AND TERMS

The School identifies the following groups of languages that should be in focus within the educational process and school life:

- Mother tongues
- The host country language (Montenegrin)
- Languages of instruction (English, Russian, *Montenegrin*)
- Languages of communication within the school (English, Montenegrin, Russian, Turkish, and others)
- Acquired languages studied (English, Spanish, German, and others)
- A mother tongue studied according to the curriculum, including self-study
- IB official languages (English, Spanish, French)

The School recognizes that the actual range of language groups is much broader, as all these languages are used by members of the school community at different levels and for different purposes. Moreover, since the school community is renewed every year, the range of languages in use also changes, along with the related needs for language support. To address issues connected with multilingualism, the School's language profile (the number of school community members with particular languages and linguistic needs) is assessed and discussed annually. The language profile is assessed and discussed by teachers and coordinators in working groups (there is no single established council or committee).

SECTION: PRACTICE AND PROCEDURES

Principles underlying practice

- Multilingualism is a fact, a value, and a challenge.
- Every teacher (in addition to teaching their subject) is also a language teacher.
- Language is variable, and its variations have the right to exist.
- For language learning, the richness of the environment is essential, and language itself constitutes an environment.

Language support measures

Three contexts are identified in which language exists and in which support measures are considered and developed:

- Language as an object of study
- Language as a vehicle for study
- Language as an environment and cultural context

The language support measures that the School may and should undertake, as well as the extent of their implementation, depend on a number of factors, such as the number of languages used, the number of native speakers or learners of a given language, and their level of proficiency.

Possible support measures may include the following:

Mother tongues	Where possible – inclusion of mother tongues in the curriculum of different programmes; Where necessary – organization of mother tongue learning through self-study with the support of a teacher/mentor (as a <i>self-taught</i> subject); Collaboration with organizations and specialists who can provide support in mother tongue learning; Use of various strategies that encourage students to check their work written in their mother tongue for accuracy and correct mistakes; Recommendation of literary sources and cultural events that promote the development of the mother tongue; Expansion of library resources.
The host country language	Where possible – inclusion of the host country language in the curriculum of different programmes; Where possible – organization of courses in the host country language for members of the school community;

	Collaboration with organizations that can support the study of the host country's culture and language in various ways; Recommendation of literary sources and cultural events that promote the development of the host country language; Implementation of support methods using modern technologies.
Languages of instruction	Language support programmes for students with insufficient proficiency in the language of instruction (organization and recommendation of language courses, clubs, additional consultations, and involvement of tutors to assist during the learning process); Differentiation in lessons (for students with different levels of proficiency in the language of instruction), including grouping speakers of different languages together for group work; Use of CLIL techniques; Development of subject-specific glossaries; Encouragement of teachers' professional development in the area of the language of instruction; Implementation of support methods using modern technologies.
Languages of communication	Recommendation and organization of language courses, clubs, and learning platforms; Translation of documents, letters and messages, and website materials into several languages; Interpreter support during meetings and conferences; Labeling of objects and items located in school spaces (furniture, dishes in the cafeteria); Implementation of support methods using modern technologies;
Acquired languages	Grouping students according to their initial language level; Organization of professional development opportunities for language teachers; Expansion of teaching resources

What is expected from members of the school community

All members of the school community are expected to understand the importance of multilingualism and language learning.

Teachers, coordinators, administrators are expected to:	Familiarize themselves with the current Language Policy document; Familiarize themselves with the concepts related to the Language Policy; Develop the attitudes and skills required for learning and maintaining languages, and apply these skills; Reflect on various issues and challenges related to language learning; Participate in the collective process of creating and revising the School's Language Policy, as well as in monitoring its implementation and evaluating its effectiveness; Take part in collaborative planning and reflection on language learning and language support issues; Serve as role models by learning and improving languages; Use opportunities for professional development in order to teach languages more effectively.
Students are expected to:	Familiarize themselves with the current Language Policy document; Familiarize themselves with the concepts related to the Language Policy; Develop the attitudes and skills required for learning and maintaining languages, and apply these skills; Reflect on various issues and challenges related to language learning; Participate, when necessary, in monitoring the implementation of the Language Policy and evaluating its effectiveness;
Parents are expected to:	Familiarize themselves with the current Language Policy document; Familiarize themselves with the concepts related to the Language Policy; Develop the attitudes and skills required for learning and maintaining languages, and apply these skills; Reflect on various issues and challenges related to language learning; Participate, when necessary, in monitoring the implementation of the Language Policy and evaluating its effectiveness;

	Serve as role models by learning and improving languages.
--	---

What is expected from the School, and what measures are taken to implement the Language Policy

The School is expected to:

- Ensure that all members of the school community can access and read the School's Language Policy;
- Translate the Policy into the languages of instruction used at the School;
- Ensure that members of the school community understand the Language Policy;
- Translate essential information into the languages of communication (website, documents, letters, and messages);
- Ensure that skills required for language learning are included in collaborative planning and reflection;
- Ensure that teachers receive appropriate training and professional development;
- Ensure that students receive appropriate support, including those with special educational needs (**see also the Inclusion Policy**);
- Allocate and expand resources for the implementation of the Policy, including library resources and those necessary for organizing relevant events and projects (such as world languages and cultures days and festivals, film clubs, performances and activities in various languages involving both native speakers and learners, creation of subject-specific glossaries, visualization of multilingualism at school, etc.);
- Monitor the implementation of the Policy and evaluate its effectiveness;
- Edit/update/revise the Policy periodically.

SECTION: DEVELOPMENT AND REFERENCES

The process of developing, revising/editing, disseminating, implementing, and evaluating the Policy

Principles and approaches used in the process of developing and revising school policies:

- The Policy is an authentic document reflecting the vision of the School (**see also the Academic Integrity Policy**);
- The Policy is created in accordance with IB requirements and guiding documents;
- The Policy is the result of collaborative work among school staff; its creation and updating involve open discussion with respectful consideration of all viewpoints;
- The Policy is created and revised using a variety of strategies, including in-person meetings and online tools;
- Programme coordinators / the academic coordinator are responsible for collecting information and suggestions for creating/revising the Policy and for preparing the final version of the document;

The Policy is disseminated through the school website; through discussions with staff, students, and parents in various formats.

The implementation of the Policy is monitored through the collection and analysis of data (analysis of surveys on language issues, formative assessment data, teacher self-assessment, analysis of assignments, planning forms, etc. **See also the Assessment Policy**), and its effectiveness is evaluated.

The review/revision of the Policy is based on the evaluation of its effectiveness, as well as on updates in IB documentation.

The documents used

This Policy was developed in accordance with the following documents:

- IB language tenets (2024)
- The IB language tenets in practice (2024)
- Standard and practices (2020)
- IB Learner profile.
- IB Mission statement
- Diploma programme: from principles into practice. IBO. Published April 2015
- Approaches to teaching and learning in the Diploma programme. IBO. Published January 2015. Last updated May 2019.
- Guidelines for developing a school language policy. IBO. April 2008.
- Guidelines for school self-reflection on its language policy. IBO. 2012

This Policy was developed in alignment with other school policies:

- Academic Integrity Policy;
- Admission Policy;
- Assessment Policy;
- Inclusion Policy;
- Homework Policy.

Date of policy creation: July 2020

Date of last revision: August 2025



Private International School
Montenegro, Budva

adriaticcollege.com