

Challenge: How to define the process of whole school education policy?

School profile

A bilingual – team-teaching educational approach in which the study of the content subject is combined with the use and learning of FL1 and FL2 in the Upper Secondary school of Economics - Commercial course as well as in vocational school (the Secretarial course and the Course for Shop assistants).

The school's strengths in language education

From 2010 we (teachers and a principal) introduced the whole school policy education plan based on the priorities:

1. **Macro planning:** school priority vision
Micro planning: cross curricula class collaborative planning of subjects' teachers and FL1-ENG and FL2-ITA teachers and their team-teaching
Nano planning: students' language learning to improve subjects' aims and skills
2. **Teaching teams of FL1/FL2 teachers and subjects' teachers** (professional learning and development – peer learning)
3. **Timetabled lessons of team teaching** of a specific subject teacher and a FL1/FL2 teacher in upper secondary school – CLIL
4. In all “bilingual” CLIL lessons **scaffolding strategies** that focus on students' cognition and help them become more interested, active, responsible, self-initiative and independent etc.
5. **Original/authentic texts** motivate students to make more research on topics, learning new things – authentic things, finding new information in foreign language etc.
6. **Final vocational Matura examination in FL1/FL2 includes topics from CLIL lessons;** also a project work for Matura examination – students choose authentic topics that are interested in – mostly they use sources in FL1/FL2
7. **Migrants: teachers' tutors for students** from Kosovo, Bosnia and Herzegovina, Macedonia work individually with students and help them with language and studies (pilot project)
8. **Projects** (national and Erasmus+ projects): languages in the center of projects (using various sources in different languages)

Three points to start from in order to set up an efficient language learning environment for and through language education.

1. **Setting a whole-school language** (FL1, FL2, language(s) of school, migrant languages) **curricula** that takes into consideration the needs, interests and abilities of students –comparing different languages.
2. **Adopting a whole-school approach** to promote the learning and use of languages through the collaboration of teachers of all subjects (horizontal and vertical) and use of digital tools that help direct use of languages (ones called pen-friends could be changed to tag-friend/net-friend etc.)
3. **Organizing excursions, projects** (Erasmus+, e-Twinning) to provide an authentic language learning and involve regional employers to find out what are job-related tasks, skills

Key features of the school about language education

A bilingual educational approach in which the study of the content subject is combined with the use and learning of FL1 (English) and FL2 (Italian):

- CLIL started as a new school practice from bottom-up and top down as a priority for curricula added value (from 2008).
- All CLIL lessons are taught through team teaching of FL1/ FL2 teacher and a content subject teacher.
- It is highly motivating and challenging for students and teachers. Students learn a foreign language unconsciously (=implicit language learning and switching from one language to another) and acquire new competences during each individual CLIL lesson.