



# ACTION PLAN FOR PEOPLE IN SCHOOLS (APPS)

Please complete this template step by step

School name	Address	Contact persons
PHILOLOGICAL HIGH SCHOOL TEAM I	KAMENIČKA 2, BELGRADE	IVANA KATIĆ, ASSISTANT PRINCIPAL

**What is the school already doing in these fields?**

Please note the school activities and strength(actions, resources, people, networks) to the following topics (see Matrix)

1. Language and languages	<p>1.1. Philological High School, with 9 Modern and 2 Classical Languages in its regular curricula, is known for the plurilingual and intercultural education.</p> <p>1.2. Methods used for teaching foreign languages are selected with objective to develop all main language skills (reception, oral and written production and mediation).</p> <p>1.3. School participates in international projects to support language skills development and it reflects cultural and language diversity in its working policies.</p>
2. Valuing languages	<p>2.1. Various projects and activities are implemented in the school so as to enhance the value of learning in a multilingual context, such as Erasmus+ and eTwinning projects. Besides 11 languages in the official curriculum, there are 4 optional languages and the list of optional languages broadens with each new school year thanks to the international partners and networks.</p> <p>2.3. The students master their knowledge of languages by taking exams for internationally accepted diplomas, such as DSD, DELF, DELE or HSK.</p> <p>2.4. Students are supported to develop awareness of their own identity, language and culture.</p>
3. Intercultural-ity	<p>3.1. Interculturality is promoted through international projects.</p> <p>3.4, 3.2. Through international network, teachers and students have opportunities to work on cross-curricular projects with foreign partners, while at the local level, teachers collaborate with cultural institutions (museums, theaters and art galleries).</p> <p>3.4. Since school has foreign languages assistants for various languages, students have the possibility to communicate with native speakers and they also use target language during exchanges.</p>
4. Enriching curricula	<p>4.1. Besides learning foreign languages, Philological High School's students also learn about the literature, culture and arts created in the target language.</p> <p>4.3. Teaching methods that are mostly used are CLIL and various extra-curricular projects.</p> <p>4.4. School has enough partners to give each student access to mobility</p>
5. Everyday languages	<p>5.3, 5.4. The school organizes various activities to promote linguistic diversity with foreign partners and we plan to set up a specific environment or a space dedicated to the school's international partners.</p> <p>5.1. Also, students actively participate in exchanges or spend one school year studying abroad.</p>

**Priorities** Please note here the priorities (see Matrix)

- 1.1 Supporting language skills - Language teachers and subjects teachers should work more closely on improving language skills of each student
- 2.2. Evaluating and assessing - It is necessary to establish more balance between formative and summative assessment in class.
- 2.3. Setting up a whole-school language policy -Subject teachers need additional support and training

in language learning so that they can have their role in language education.

3.3. Developing international networks - Classroom practices could be more influenced by the school's participation in international projects.

4.3. Ensuring cross-curricular continuity - Coherence and cross-linkages between languages and other subjects should be improved

4.4. Promoting collective intelligence - Digital tools could be used to better advantage of linking international cooperation with classroom practices

5.2. Using all learning contexts - Teachers need more training to design cross - disciplinary courses and learning environments where all types of learners are considered

### Interconnections

*Use TrEOL and find out all potential connections*

*Improve quality standards by implementing cross - curricular approaches; How to enhance language learning by combining foreign languages and subject teaching?*

#### *TrEOL sections:*

- *1.2. People:* Skills of listening and observing
- *4.3. People:* Continuous cross-subject teamwork
- *3.2. People:* Empowering teachers in bilingual and multilingual teaching
- *2.2. Culture:* Balancing formative and summative assessment
- *5.2. Structures:* Self-training platforms

### Taking action

*What could be the first steps*

- 1. Research/ survey for teachers and students*
- 2. Putting more emphasis on CLIL*
- 3. Becoming comfortable with the idea of cross-subject teamwork*

### Project title

***New perspective on language learning environment in Philological High School***

### Action plan

	Phases of development	Planned actions/activities	Involved staff
Y E A R 0	Period 1: Initiating draft version (= on one aspect) of project May-June	Inform the staff at the teachers' meetings about the planned project activities: <ul style="list-style-type: none"> <li>- to conduct the survey/ research on how the students see the language learning environment in the school, is it supportive enough?</li> <li>- to conduct teachers' trainings on CLIL</li> <li>- to conduct teachers' trainings on cross - curricular teamwork and cooperation</li> </ul>	All teachers
Y E A R 1	Period 2: Planning August - September	<ul style="list-style-type: none"> <li>- Defining and selecting questions for the survey in which students would participate</li> <li>- Defining and selecting questions for the survey in which teachers would participate</li> <li>- Collect the survey results by the end of September</li> <li>- Do the cross-analysis of the survey results and present the results at the teachers' meeting</li> </ul>	Heads of different subjects' departments

	<p><b>Period 3: Implementing September - April</b></p>	<ul style="list-style-type: none"> <li>- Include the survey results in teachers' lessons planning on annual and monthly level</li> <li>- Conduct one training in October on formative assessment</li> <li>- Conduct one training in November on CLIL</li> <li>- Conduct one training in December on cross-curricular cooperation and project-based learning</li> <li>- Plan, prepare and realize classes while implementing cross-curricular cooperation in teams of 3 foreign languages' and subjects' teachers. Lesson plans should also include project-based activities realized by students - February, March and April</li> </ul>	<p>All teachers</p>
	<p><b>Period 4: Evaluating interim report, January</b></p>	<ul style="list-style-type: none"> <li>- Evaluating the teachers' training results and plan additional trainings if it's needed</li> </ul>	<p>Heads of different subjects' departments</p>
	<p><b>Period 5: Evaluating Final report # 1, April</b></p>	<ul style="list-style-type: none"> <li>- At the level of subjects' departments evaluate the cross-curricular classes held in the February-April period and include the positive outcomes in the lesson and content planning for the next school year.</li> </ul>	<p>Heads of different subjects' departments</p>
	<p><b>Period 6: Finalizing whole school EOL project, May - June</b></p>	<ul style="list-style-type: none"> <li>- Make an exhibition at school's halls with documented results of cross-curricular and project-based special classes held during the project implementation period.</li> <li>- Dissemination of project outcomes at the teachers' meetings, Students' Council meeting and Parents' Council meeting.</li> <li>- Sharing the projects results at the School's website.</li> <li>- If possible, organize a training on the project results for colleagues from other schools.</li> </ul>	<p>All teachers, students and parents.</p>

**Impact on school structure and/or school organization**(100 words max.)

Expected impact would be:

- to enhance pluralistic approaches to teaching foreign languages and cultures while putting emphasis on language dimension of all subjects.
- to improve teachers' teamwork and co-operation skills.
- when it comes to school structure, to create spaces for display of multilingual and international projects
- when it comes to school organization, to empower teachers and other staff members for project management and further professional development through the school's partnerships and networks.
- on the overall level, to further develop school's language curricula and continue widening language diversity.

**Final Outcomes for the school**(100 words max.)

Final outcomes would be:

- to strengthen horizontal and vertical teachers' teamwork so as to further develop cross-curricular competences
- to continuously implement integrated foreign languages learning in combination with culture, literature, arts and general subjects' content.
- to balance formative and summative assessment
- to train teachers' in communication and conflict resolving strategies.
- to continuously foster school's international collaboration through projects, partnerships and networks.
- to implement innovative teaching methods that are more in compliance with students' needs and ultimately improve students' motivation and achievements.