

LANGUAGE SCHOOL'S POLICY



IB WORLD SCHOOL 002094



Updated 2020, 2023

We are one of the oldest schools in Poland, therefore we cherish the values and attitudes established by tradition in a unique way. However, we realise the importance of educating and nurturing our students to lead them to a conscious and active life in the present times, contributing thereto through our pupils, therefore we do our best to analyse the challenges and expectations that young people have to face in the “modern times”. As a result, being faithful to the tradition, on its foundation we promote and shape the model of attitudes, equip the students with knowledge, skills and values allowing them to knowingly and wisely mould their own lives and find their place in the world.

It is an important aim of our actions to develop in our students the feeling of belonging to and identifying with the region, country, as well as creating a stance of observing and analysing what happens beyond its borders, readiness for life in a world of various cultures, religions and ideologies. We desire to prepare the students to live in a modern world, where they will respect themselves and other people, be open to the ever-changing world and be able to function properly within it.

In order to achieve the above targets, the team of teachers supports their students and their parents in all forms of educational actions which stimulate the students’ correct development, both emotional and intellectual.

The school’s language policy was created to provide a means of understanding how and why language skills are taught at school and support language acquisition in ways which are consistent with and supportive of the standards of the IB Diploma Programme.

CONTENT

IB LEARNER PROFILE

IB MISSION STATEMENT

SCHOOL MISSION STATEMENT

GENERAL AIMS OF THE EDUCATIONAL PROCESS

THE GRADUATE'S PROFILE

SCHOOL OBJECTIVES FOR LANGUAGE ACQUISITION

LANGUAGE OF INSTRUCTION

ADMISSIONS

SUPPORT FOR MOTHER TONGUES

**SUPPORT FOR STUDENTS WHO ARE NOT PROFICIENT IN THE
LANGUAGE OF INSTRUCTION (ENGLISH)**

**LEARNING OF THE HOST COUNTRY OR REGIONAL LANGUAGE AND
CULTURE**

STUDENTS WITH LEARNING SUPPORT REQUIREMENTS

PARENTAL INVOLVEMENT

IB LEARNER PROFILE

The aim of the IB programmes is to develop internationally minded people who, recognizing their common humanity and more shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATORS They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

OPEN-MINDED They understand and appreciate their own cultures and personal histories, and are open to perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK- TAKERS They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

BALANCED They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SCHOOL MISSION STATEMENT

At our school, we prepare students for an active life in the modern world by developing independence, entrepreneurship and a sense of responsibility for their own future in order to help them plan and pursue their own educational and professional path.

We implement the school's mission by:

- 1) developing students' intellectual predispositions, talents and interests,
- 2) taking care of the comprehensive intellectual development and personality of students,
- 3) developing creative and abstract thinking,
- 4) developing the ability to understand phenomena taking place in the modern world and their modern interpretation while maintaining national tradition,
- 5) enabling students to work within international scientific programs,
- 6) developing foreign language skills at various levels,
- 7) using modern methods of communication,
- 8) ensuring safety and a friendly working atmosphere,

9) creating conditions for acquiring broad interdisciplinary knowledge and detailed understanding and skills enabling the student to continue education in the chosen field.

GENERAL AIMS OF THE EDUCATIONAL PROCESS

- 1) providing each student with the conditions necessary for his or her development;
- 2) taking care of the comprehensive development of each individual student;
- 3) preparing students for active participation in the community;
- 4) shaping civic attitudes, respecting the traditions and culture of one's own nation, as well as respect for other cultures and traditions;
- 5) developing students' patriotic and social attitudes;
- 6) strengthening the sense of national, ethnic and regional identity;
- 7) promoting the development of personality traits necessary for active and ethical participation in social life;
- 8) developing language competence and communicative skills as cognitive tools, in all disciplines of knowledge;
- 9) preparing the student for life in the information society;
- 10) developing thinking skills enabling students to experience and understand culture;
- 11) skill improvement;
- 12) conducting media education preparing students for proper reception and critical use of media;
- 13) developing the student's personal interests and integrating subject knowledge from various disciplines;
- 14) developing social, moral and ethical sensitivity;

15) developing students' desire for knowledge, developing passion for exploring the world and encouraging them for practical application of acquired knowledge;

16) preparing students to be actively involved at school and local community projects, including engaging in volunteering;

17) conducting health education in order to develop students' care for their own and other people's health, and developing skills that encourage development of pro-health attitudes.

SCHOOL OBJECTIVES FOR LANGUAGE ACQUISITION

At I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie we believe language to be a key which facilitates the process of thinking and learning. It also promotes multicultural understanding and internationalism. As language is central to learning, all teachers are language teachers, responsible for language development of students.

The school implements and reviews a language policy that is aligned with IB language policy guidelines.

The school promotes open communication based on understanding and respect.

The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

Teaching and learning addresses human commonality, diversity and multiple perspectives.

The written curriculum provides opportunities for reflection on human diversity and multiple perspectives.

The school places importance on language learning, including mother tongue, host country language and other languages.

Teaching and learning address the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

SCHOOL LANGUAGE PROFILE

The Language Profile of our school indicated that 99% of our IB Diploma Programme students are native Polish speakers.

Only few students are bilingual Polish - English speakers and only few of them are multilingual, speaking languages such as Polish, English, Ukrainian and Chinese.

There are a few natively bilingual students – Polish students brought up outside the country (English, Polish).

English is the main language of instruction for all IB students and teachers at our school with the exception of the Polish and Spanish classes.

IB Diploma Programme students constitute 13,74 % of the whole school's enrolment.

Polish is the working language at our school for all students, parents, teachers and administrators.

LANGUAGE OF INSTRUCTION

The common language of communication in the school in IB DP is Polish that is shared by the staff as well as the whole school community including

students and parents. In order to provide students with ample opportunity for languages development the school has decided to offer the following range of classes.

The students enrolled with the IB Diploma Programme are required to learn Polish A: literature if they are Polish citizens. The language is offered at Standard level. Literature programme in Polish explore the requirements of each course components accordingly, variety of skills are being assessed, differentiated methodology, analysis of traditional and contemporary texts. In group 1 students may also opt to study English A: literature usually chosen at Standard level as a self-study course. In this group students are able to opt to study any other self-taught language SL if there is a need.

Group 2 in our school offers the opportunity to study English B at Higher level only, Spanish B, Higher level or Standard level, or Ab initio option.

I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie recognizes multilingualism as a fact, a right and a resource for learning:

- 1) Multilingualism is the norm in the contemporary world;
- 2) Multilingual education positively strengthens cultural and social identity;
- 3) Mother-tongue maintenance and development is fundamental for sustaining personal and cultural identity;
- 4) Language learning, multilingual education and the development of critical literacy are important factors in promoting intercultural awareness and international-mindedness;
- 5) Multilingual education improves academic achievement.

ADMISSIONS

The school accepts only 32 students per year applying for the IB Diploma Programme due to the Local Educational Authorities' decision based mainly on budget constraints.

The school accepts the IB Diploma Programme students on the basis of entrance examinations in English (written) and their score in Primary School National Examinations.

The school accepts students who have not attended primary school in Poland and are fluent enough in English to take the IB Diploma Programme.

All students accepted who are not Polish native speakers and do not take Polish as Group 1 subject are obliged to attend Polish classes additionally to their IB Diploma Programme subjects. Extra lessons are given to facilitate comprehension of complex ideas and fluency in speaking, reading and writing, to enhance grammar skills, stylistic and spelling.

All IB Diploma Programme students are obliged to take English B Higher Level as their Group 2 subject with the exception of those who take English self-taught Standard Level as their Group 1 subject.

SUPPORT FOR MOTHER TONGUES

I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie recognizes the importance of developing students' mother-tongue language as it is a fundamental expression of their history and identity. Moreover, it enables young people to remain in touch with the literature and culture of their homeland. Therefore, in order to support mother-tongue learning, we expand our library resources with literature in various languages.

All students accepted who are not Polish native speakers and take their mother tongue as the self-taught subject in Group 1 are assisted by the IB DP Coordinator and the class teacher in finding the language tutor at the Maria Skłodowska-Curie University in Lublin or the Lublin Catholic University Language Departments – the school cooperates with these two universities. They are able to participate in lessons of Polish language financed by the government body for two years. Moreover, a full-time teacher of a language A will be assigned to supervise and provide self-taught candidates with guidance on the techniques of writing an essay or commentary. In order to facilitate the process of learning, every self-taught candidate will be also acquainted with the past examination papers as well as the assessment criteria and exam requirements.

SUPPORT FOR STUDENTS WHO ARE NOT PROFICIENT IN THE LANGUAGE OF INSTRUCTION (ENGLISH)

I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie puts a lot of emphasis on the importance of English language development in terms of both language learning and teaching. We are a school whose teachers and students share the same first language which is different than the language of instruction used in IB programmes. Therefore, the school pays attention to the language skills development of both students and teachers. First of all, our teachers as well as school librarian, involved in the IB DP programme, have been given the opportunity to master their language abilities during the international workshops, including Erasmus + mobilities. Moreover, teachers are offered opportunities to participate in face-to-face IB recognized workshops

in order to increase their level of language confidence as well as give them opportunity to become a member of the international community of teachers.

The students of the pre-IB classes preceding the entry to IB DP are offered 6 teaching classes of English a week, including academic writing classes as well as speaking lessons. The level of students' language competency is also increased through language groups and English language appearing as means of instruction also on other subjects to further develop students' abilities.

Additional opportunity to master the language is offered to students through:

- a) a few-day trips to European countries;
- b) language workshops organized in European countries;
- c) Erasmus+ projects', short-term exchanges, (usually 1-week visits to partner schools);
- d) participating in competitions related to a variety of languages, cultures, their literature, history and traditions;
- e) events, happenings promoting different languages;
- f) international exchanges and projects.

All our IB DP Programme students are proficient in English.

LEARNING OF THE HOST COUNTRY OR REGIONAL LANGUAGE AND CULTURE

All students accepted who are not Polish native speakers ARE OBLIGED TO ATTEND Polish classes where they learn Polish language, are familiarised with Polish culture, literature and customs.

STUDENTS WITH LEARNING SUPPORT REQUIREMENTS

Since difference and diversity are central in IB World Schools, I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie recognizes the importance of all students, including those with special education needs, to have the possibility to receive a meticulous education. Therefore, our school aims to provide students with learning support requirements and make sure that they have access to appropriate education.

In terms of assessment, teachers use diverse marking styles and support all students in their efforts to become responsible for their learning. Furthermore, students with learning support requirements are also provided with professional help and advice which they may seek from full-time psychologists and pedagogue employed at our school. Flexibility of timing and approach is also applied if necessary.

The school understands specific educational needs of students with dyslexia, dysgraphia, or attention deficit (including attention deficit hyperactivity disorder). Prior to employing any measures or procedures with the aim of helping SEN students, the school requires appropriate documentation confirming special educational needs.

The school takes the following measures to help students with special learning difficulties:

- a) students with dysgraphia can use word processor to produce works for assessment;
- b) spelling errors are not taken into account while assessing dyslexic student's work;

- c) depending on the recommendations in the medical/psychological documentation, where appropriate, students are also granted extra time when taking tests and other assignments;
- d) students with attention deficit are entitled to rest periods during lessons/tests as well as they are given extra time.

PARENTAL INVOLVEMENT

Parents are an integral part of our community of learners and provide support for language learning at I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie. The school communicates the importance of maintaining academic proficiency in the mother tongue to students' parents in order to make them aware of their children's mother tongue value in the intellectual and cultural development and defining of their identity.

Parents of students who learn their mother tongue at the self-taught course often take part in looking for a teacher/ supervisor of the language course. Some of them help the school supervise the course process.

The language policy is reviewed once every two years by IB DP teachers.

The policy was revised in October 2023.