

SCHOOL LANGUAGE POLICY



II LICEUM OGÓLNOKSZTAŁCĄCE IM. KSIĘŻNEJ ANNY Z SAPIEHÓW
JABŁONOWSKIEJ W BIAŁYMSTOKU

SZKOŁA PODSTAWOWA NR 53 Z ODDZIAŁAMI DWUJĘZYCZNYMI W
BIAŁYMSTOKU

LEARNER PROFILE

THE AIM OF THE IB PROGRAMMES IS TO DEVELOP INTERNATIONALLY MINDED PEOPLE WHO, RECOGNIZING THEIR COMMON HUMANITY AND SHARED GUARDIANSHIP OF THE PLANET, HELP TO CREATE A BETTER AND MORE PEACEFUL WORLD.

As IB learners we strive to be:

INQUIRERS: 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.

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.

THINKERS: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: 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.

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.

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.

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.

RISK-TAKERS: 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.

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.

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.

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 programmes 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

The major educational objective within the scope of the school's actions is the pursuit of versatile students' development achieved through a harmonious realization of teachers' tasks concerning the curriculum, skills training and pedagogical activity.

Striving for universal growth of the students, the school undertakes many educational and pedagogical programs which:

1. strengthen open-mindedness and tolerance but at the same time underline student's own identity based on the cultural heritage of their motherland;
2. develop general knowledge and practical skills as well as the capability of understanding and defining the changing reality;
3. foster the bold search for the new and unknown but also the loyalty to the ethical principles.

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PHILOSOPHY STATEMENT

At II Liceum Ogólnokształcące in Białystok and at Szkoła Podstawowa nr 53 z Oddziałami Dwujęzycznymi in Białystok language serves as a key which unlocks the door of knowledge. It also permeates all areas of curriculum, social interactions as well as promotes multicultural understanding and internationalism. Language is not treated as a separate area but as a unifying subject which facilitates the process of thinking and learning. Therefore, all teaching staff at our school consider themselves to be language teachers responsible for educating confident language learners through exposure to a wide variety of authentic contexts.

Language enables our students to comprehend international-mindedness and develop respect for differing and different beliefs. Moreover, it also serves as peaceful means of resolving conflict situations.

The following document comprises provisions for second-language acquisition as well as mother tongue language support that meet the needs and expectations of students and mirrors the principles of the IB Diploma Programme as well as IB Middle Years Programme.

LANGUAGE OF INSTRUCTION

The language of instruction at II Liceum Ogólnokształcące in Białystok is English and at Szkoła Podstawowa nr 53 z Oddziałami Dwujęzycznymi in Białystok is Polish and English. The focus of it is its application throughout all subjects language at II Liceum Ogólnokształcące in Białystok and assigned subjects at Szkoła Podstawowa nr 53 z Oddziałami Dwujęzycznymi in Białystok which are implemented on bilingual basis. Students are immersed in a variety of authentic contexts and thus gain proficiency and confidence in using a language. Through the process of education, students master their listening, reading, speaking, writing and presenting skills through a variety of activities.

These activities involve, but are not restricted to, the use of literature studies to explore how language functions in different cultures, formal and informal written as well as oral exchanges and exposure to jargon or specific language used by scientists, historians, artists, etc. Thanks to literary texts, students learn how to analyze and think critically about what they read as well as make predictions based on information that is both explicit and implicit in the text.

Since authentic materials are incorporated into the curriculum, our school library offers its students a wide collection of carefully selected works of literature by English, American as well as international prize-winning authors. Students have a chance to practise their reading skills, broaden their knowledge about various cultural aspects as well as learn how to respond, analyze and interpret different ideas, beliefs expressed in various contexts. Our aim is to create passionate readers who take great pleasure in discovering books and thus learn their language skills to perfection.



SCHOOL LANGUAGE PROFILE

The common language of communication in the school in both IB DP as well as IB MYP 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 higher as well as standard level. In group 1 students may also opt to study English A: language and literature usually chosen at higher level as an exchange for English B classes.

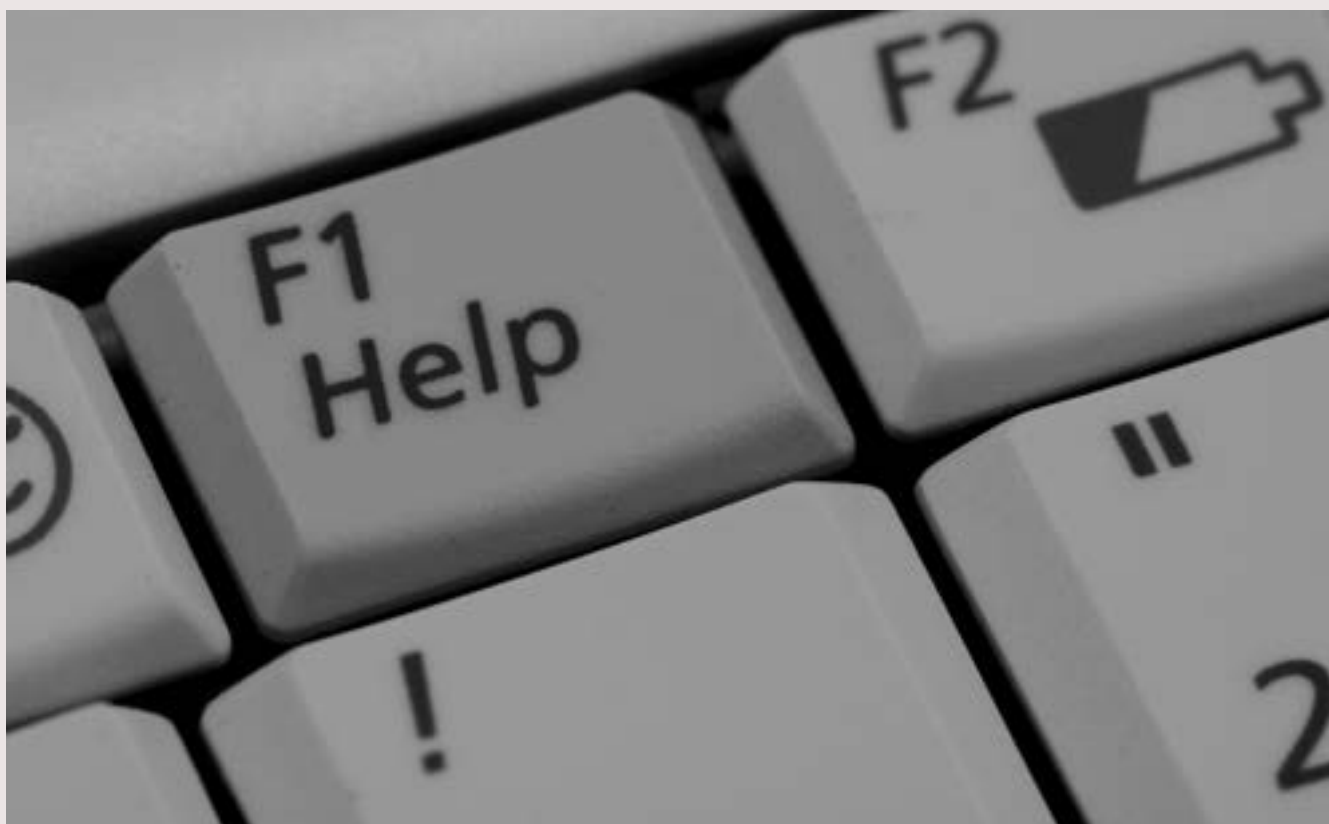
Group 2 in our school is quite rich as it offers the opportunity to study English B at higher level only, German B, also usually chosen as higher level option, French B or ab initio and Russian ab initio. The school also features classes of Italian, Spanish and Chinese for interested students as extra curriculum classes that could be included into CAS experience.

The students participating in the IB Middle Years Programme are offered to study Polish as their language and literature classes. The terms of language acquisition they are required to study two foreign languages. That is why, our school offers English as well as German classes. Of course, they are also offered the extra curriculum option of Italian, Spanish or Chinese if there is such interest on their behalf.

The students' language acquisition level enables the school to introduce the following language phases in the IB MYP years.

IB MYP year / Polish class	MYP 2 Class VII	MYP 3 Class VIII	MYP 4 Class 1	MYP 5 Class 2
English	3	3 / 4	5	5
German	1	2	2	2

MOTHER TONGUE SUPPORT



II Liceum Ogólnokształcące in Białystok and Szkoła Podstawowa nr 53 z Oddziałami Dwujęzycznymi in Białystok recognize the importance of developing its students' mother-tongue language since 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 our endeavors to support mother-tongue learning, we constantly expand our library resources with bilingual dictionaries as well as literature in various languages.

Our school provides equality of access to the IBO program for all learners, including those whose mother-tongue is different than Polish. First of all, in IB Diploma Programme in order to allow for more flexibility as far as the choice of language A in group 1 is concerned, the school decided to introduce English A: language and literature classes to cater for the needs of non-Polish language speakers. In case of learners whose first language is different than Polish or English a school-supported self-taught option will be offered. 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 NOT PROFICIENT IN THE LANGUAGE OF INSTRUCTION

II Liceum Ogólnokształcące in Białystok and Szkoła Podstawowa nr 53 z Oddziałami Dwujęzycznymi in Białystok put 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 IBO programmes. Therefore, the school pays a lot of attention to the language skills development of both students and teachers. First of all, our teachers as well as school librarians, involved in the programmes, have been given the opportunity to master their language abilities during an intensive international workshops, including Erasmus + mobilities. Moreover, teachers are offered opportunities to participate in face-to-face IB recognized workshops to increase their level of language confidence as well as give them opportunity to become a member of the international community of teachers.



The school goes also to great length when students' language competence is concerned. The students of the preparatory year preceding the entry to IB DP are offered 7 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 small 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 exchange programmes and trips organized by the school. The IB MYP students are also supported by the school to master their English language competency. The school offers 6 teaching classes of English a week and provides opportunities to learn in small language group. The development of IB MYP students' language skills is also strengthened by the bilingual approach implemented on selected subjects.

STUDENTS WITH LEARNING SUPPORT REQUIREMENTS



Since difference and diversity are central in IB World Schools, II Liceum Ogólnokształcące in Białystok and Szkoła Podstawowa nr 53 z Oddziałami Dwujęzycznymi in Białystok recognize the importance of all students, including those with special education needs, to have the possibility to receive a meticulous education. Therefore, our school strives to provide students with learning support requirements with friendly and welcoming environment and makes sure that they have access to appropriate education which will enable them to reveal their talents and potential.

Moreover, at our school each student is treated as an individual person and it is our top priority to construct a challenging curriculum with a wide range of techniques to cater for all students' needs. Flexibility of timing and approach is also applied if necessary. Also 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 employed at our school.

CONCLUSION

The following document has been created in collaboration with all IB DP and IB MYP programmes beneficiaries including parents, students and all teachers. It is considered to be a flexible document to be modified and reviewed as our learning community expands. The following document is available at the school website and made available also in our school library.

