



**II Liceum Ogólnokształcące im. Tadeusza  
Kościuszki Kalisz  
School 049645**

# **Language Policy Diploma Programme**

## 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.

## IB Learner Profile

The aim of all 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.

IB learners 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 the 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.

## Introduction

II Liceum Ogólnokształcące im. Tadeusza Kościuszki in Kalisz offers a challenging programme of academic study designed to prepare all students for success beyond the school. The curriculum incorporates real-world experiences within the school teaching/learning environment that nurtures the development of students as active and open minded global citizens in the rapidly changing world. We believe that learning a language is a priority, and the acquisition of more than one language and maintenance of the mother tongue enrich personal growth of our students and help facilitate international mindedness and understanding. In our school community, we aim to foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages.

## Purpose

This document provides a framework for language teaching and learning in II Liceum Ogólnokształcące im. Tadeusza Kościuszki. It sets out school philosophy about language and documents the practices and procedures of language teaching and learning.

## Philosophy

The language philosophy in II liceum Ogólnokształcące im. Tadeusza Kościuszki highlights the following:

- Language is central to learning.
- All teachers are language teachers facilitating students' awareness of the power of communication through spoken and written languages so that they become successful communicators in English, with full access to the academic language.
- The acquisition of language is a life-long process and is a central component of intellectual and personal growth.
- Language is an expression of culture and must be valued as an integral part of student's identity.
- Teaching/ learning process will take into account the linguistic needs of the students.
- Linguistic skills foster international mindedness by viewing things from a multicultural perspective.
- Proficiency in language helps the students acquire competencies in other academic areas.
- Language learning must be fostered in all aspects of the school community.
- Equity of access to IB courses is a fundamental right of all qualified students.

II Liceum Ogólnokształcące im Tadeusza Kościuszki aims to implement the following practices:

- The school places importance on language learning, and equips the students with language skills required for academic success
- The school provides qualified staff who see themselves as language teachers
- The library/media centre has enough appropriate materials to support the learning of languages
- The school ensures access to information on global issues and diverse perspectives and prepares students to live in a world where the rapidly changing technologies and the growth in information transforms our society and how language is used
- The school utilizes the resources and expertise of the community to enhance learning within the programme

- Collaborative planning and reflection incorporates differentiation for students' learning needs and styles
- Collaborative planning and reflection recognizes that all teachers are responsible for language development
- The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time
- Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than mother tongue
- Teaching and learning demonstrates that all teachers are responsible for language development of students
- Teaching and learning differentiates instruction to meet students' learning needs and styles
- Enable students to develop and use language skills in a variety of contexts and purposes.
- Promote the appreciation, understanding, and analysis of literature.
- Understand the vocabulary and terms used in different subject areas.
- Support teachers through professional development in their acquisition of the skills requisite to meet the language needs of all students enrolled
- Encourage students to explore language as a means to understand the differing perspectives of people from other cultures.

## Languages offered

II Liceum Ogólnokształcące im. Tadeusza Kościuszki offers Polish A: Literature Standard and Higher Levels as the only classroom opportunity for Language A. As need arises, II Liceum Ogólnokształcące will allow students the opportunity to register for Language A: Literature School Supported Self-Taught at Standard Level.

II Liceum Ogólnokształcące im. Tadeusza Kościuszki offers two languages B: English (Standard level and Higher level) and Spanish ab initio (Standard level). The aim of learning an additional foreign language is to enable our students to use effectively the language learnt as a means of practical communication, offer insight into the life and civilizations of the communities where the language is spoken, encourage positive attitudes towards speakers of other languages and an appreciation of other cultures, as well as develop curiosity, interest and enjoyment in the foreign language.

Emphasis is placed on listening, speaking, reading, presenting, and writing with reference to a variety of formats and register. The sources used include authentic

materials both scholarly and non-academic. Formative and summative assessments are used to enhance teaching and evaluate students' progress.

## **II Liceum Admission policy and language**

For admissions into grade 10 (Pre-IB DP) entrance testing plays an important role in the admissions procedure to determine students' English language proficiency level. English admission testing includes writing a test according to the instructions. After testing, acceptance into grade 10 is under the school's discretion.

Placement tests will also be carried out for entrance to the Diploma Programme (grade 11).

To determine admissibility, students must demonstrate a level of academic English language that they need in order to be successful, independent learners in the mainstream classroom.

For details of the admission process see Admissions Policy.

## **II Liceum Assessment policy and language**

Students' rate of acquisition varies greatly from individual to individual. Therefore language teachers assess all language skills (reading, writing, listening and speaking) regularly. Formative and summative assessments in the classroom provide information on language growth, and are modified and differentiated as appropriate.

For details of the assessment process see Assessment Policy.

## **Mother Tongue Support**

II Liceum Ogólnokształcące im. Tadeusza Kościuszki acknowledges the importance of developing a student's mother-tongue language in promoting personal identity, cultural heritage, and overall learning.

In case of any non-Polish speakers, teachers will receive information about students' mother tongue(s) which is/are other than Polish. Teachers will be encouraged to use this information in developing lesson plans that emphasize differentiated instruction and honour multicultural diversity. The coordinator and Language A: Literature teacher will discuss how to develop the programme

so that non-Polish speakers have access to books in translation. These students will be assisted through their 2-year course by Language A: Literature teacher who will conduct support sessions on a joint and individual basis with the students. The students will be encouraged to participate in the world literature sessions of the Language A: Literature classes.

Families will be encouraged to arrange a tutor/tutors for mother tongue support or the school will assist parents to find a tutor. The coordinator will provide the tutor with all necessary information on the program. Also, the coordinator will supervise and advise non-Polish speakers and will be ready to:

- provide the student with the document *School supported self-taught language A:Literature. A guide for students, supervisors, tutors and coordinators*, and past examination papers.
- advise students on selecting a course of study that conforms to IB regulations.
- ensure that students have access to the works chosen before starting the course of study
- give the candidate a clear idea of the course of study, the papers to be taken, their format and the link to the course studied
- provide the candidate with the published genre questions for the formal oral commentary specific to the examination session
- ensure that the candidate works regularly, is studying the works approved by the examiner and is preparing seriously for the examination
- supervise the work required for the world literature component
- ensure that the candidate has regular access to and is familiar with the assessment criteria and corresponding descriptions for all assessed components
- provide formal literacy training, giving general advice on the techniques required for such tasks as essay writing and the commentary

## Language of Instruction

The language of instructions is English with the exception of Language A classes where the language of instructions is Polish and Language B classes where instruction is delivered in the target language.

## Communication outside the classroom.

The working language in the IB programme is English, both for teachers and students. That means that written and oral information from the school staff to students is in English. We strongly encourage all students to use English as a

means of personal development outside of classroom. However, we also recognize that we are a Polish school with Polish students and, in certain situations, we may therefore choose to communicate with parents and students in Polish. Also, some specific documents targeted at universities, parents, Head of School, City Council, Department of Education and Ministry of Education will be recorded in Polish.

## Cooperation with school library

Modern library has variety of functions. Apart from its traditional role of collecting, classifying and lending books, it should also be a multimedia centre helping teachers and students implement educational programmes, help students search for information in various sources, use information technology effectively as well as develop students' personal interests and passions.

Therefore the library in II Liceum Ogólnokształcące will:

- subscribe foreign language newspapers and magazines in accordance with language teachers' needs.
- give advice on how to search for information and materials that will be used in the classroom.
- discuss with teachers the purchase of coursebooks and teaching materials.
- collect materials in foreign languages, acquire new books in English and will stock a small section of rare languages for Language A Literature self-taught students if the need arises.
- collect, store and lend teaching materials prepared by teachers.

## Compliance with other school documents

Language school policy is linked to other school documents:

- Admissions policy,
- Assessment policy, and
- Special Education Needs policy.

## Language Policy Review

This IB Diploma Language Policy is reviewed by IB DP teachers and II LO administration regularly. As new ideas are developed, the research will be conducted comprising other members of school community and the result of the

research will be gathered and included in the language policy document. Language school policy is informed to all members of staff, school community and parents. They are also informed on how they may contribute to the development of the document.

It is the responsibility of the IB Diploma Program Coordinator to ensure the success of the Language Policy review.

## **Communication of II Liceum Language Policy**

The II Liceum Ogólnokształcące im. Tadeusza Kościuszki Language policy is available through many of the communication channels utilized within the school community, such as II Liceum website, school library, school presentations during Open Days, visits to middle and primary schools and email communication.

Reviewed in 2018