



VI LICEUM
OGÓLNOKSZTAŁCĄCE
im. Adama Mickiewicza w Krakowie



IB Diploma Programme
Language Policy
VI Liceum Ogólnokształcące
w Krakowie

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.

THE SCHOOL'S MISSION STATEMENT

VI Liceum Ogólnokształcące in Kraków aims to develop knowledgeable students and independent thinkers as well as open-minded and caring people who communicate and live in harmony with others all around the world. To this end the school nurtures students' interests: offers a wide range of subjects and extracurricular classes, collaborates with universities and cultural institutions as well as challenges students to participate in various competitions.

It is our mission to develop internationally-minded young people, who appreciate their national heritage while at the same time understand and respect other cultures and world-views. Therefore, the school puts special emphasis on students' language learning and engages in numerous international student exchanges and projects.

Of great importance to us is also providing guidance to students on how to leverage the opportunities presented by the contemporary world and instilling in them skills that will empower them to seek admission to their preferred universities both in Poland and abroad. However, above all, we want to show to our students that personal development is a continuous and lifelong journey. We encourage all our students to embrace this perspective, treating education as a life project.

PHILOSOPHY RELATED TO LANGUAGE LEARNING

Language is much more than just a structured system enabling communication. Language is seen as a reflection of everyday life, beliefs and its users' attitude to the surrounding world. Learning a language is in a way learning about another world, which we explore through the language. Our school's principle to promote learning foreign languages is demonstrated by our educational programme. We have been successfully promoting bilingualism for thirty years now. Learning languages has always been a way of gaining an insight into other cultures, which leads to a better understanding of other people's outlook on life, promoting intercultural knowledge and open mindedness. The school fosters learners' multilingualism and their intercultural development and at the same time it places a great importance on learning the mother tongue as a way of strengthening learners' cultural identity and the development of their academic skills.

IB LEARNER'S 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.

Our school's understanding of the importance of developing mother tongue and learning foreign languages will especially help learners to become: knowledgeable and open-minded inquirers, as well as successful communicators.

SCHOOL LANGUAGE PROFILE

The language of instruction for the International Baccalaureate (IB) Diploma Programme is English. Since the majority of learners are native speakers of Polish, they will be learning in a language that is not their native tongue.

The school admission policy guarantees that learners whose level of English is sufficient are selected for the IB Diploma Programme. One of the criteria for admission is the successful completion of the English language proficiency test.

The admission to the first-year classes of international programme (“oddziały międzynarodowe”) is governed by Polish Education Law (Prawo Oświatowe, Ustawa z dnia 14 grudnia 2016r.) and annually published on the school website. Other candidates to IB Diploma Programme need to present a high level of proficiency in English (C1 according to Common European Framework), which is assessed according to the rules outlined in *IB Diploma Programme Admission Policy VI Liceum Ogólnokształcące w Krakowie*.

All IB Diploma Programme students will continue to expand their knowledge of English throughout the entire learning experience: in the classroom learning English B, TOK and all the subjects of their choice, but also outside of the classroom involving CAS projects. The school fully understands the importance of native language development in the learning process and its role in shaping and maintaining cultural awareness. Therefore, Polish literature and the Polish language, as the native language for most students, will be taught within the framework of the IB Diploma Programme.

Students whose nationality is not Polish have the right to gain assistance in learning Polish from teachers qualified to teach Polish as a foreign language. This is guaranteed by appropriate regulations. Such students are also encouraged to engage in self-study of their native language with support from a suitable teacher from the school or from outside the school environment.

Understanding learners’ individual needs concerning learning other foreign languages is demonstrated by identifying and recognizing their language preferences and learners’ language profiles at the admission stage to the international programme („oddziały międzynarodowe”) and the IB Diploma Programme, during which students submit appropriate declarations. Currently, the school offers **four foreign languages** for IB DP students to learn at school: English, French, German and Spanish.

WORLD LANGUAGES

The following languages will be offered in the IB Diploma Programme at school:

- **Polish** A Literature HL and SL
- **English** B HL
- **Spanish** B SL
- **German** B SL
- **French** B SL

By offering students a wide choice, we promote multilingualism and intercultural communication. The school aims to continuously expand its language offerings (in addition to the languages mentioned above, Italian, Russian, and Hebrew are also taught). For candidates whose native language is not Polish, the school will, to the extent of organizational and financial capacity, facilitate the learning of their native language at the standard level (SL) and provide the supervision of a teacher and the IB DP coordinator within the framework of 'school-supported self-taught Language A'.

It is well understood by the school community that learning also takes place outside the school building. Therefore, self-study of any foreign language (outside the school's offerings) will be supported by all the teachers.

The school library offers a wide selection of resources in foreign languages. Librarians are also open to suggestions from students and teachers regarding enriching the existing library resources. All necessary materials are continuously updated.

The school promotes foreign language learning through events such as *Mother Tongue Day*, foreign language days such as *Francophonie Day*, foreign language song contests, as well as a series of projects and international exchanges including those with France, Germany, the Netherlands, Denmark, and Italy. These activities support not only language development but also international mindedness.

TEACHERS

Proficiency in academic language and effective communication are closely linked to learning in school. Therefore, all teachers should primarily be perceived as language teachers. As a result, all teachers in the IB Diploma Programme undergo professional development and hold certificates attesting to their proficiency in the English language. Moreover, teachers are encouraged to improve their qualifications and language skills to actively uphold the IB mission.

In language teaching, teachers are guided by openness. Teachers respect the identity of each student and promote critical thinking. Diversity, including that related to students' language backgrounds, should be valued and supported. Students receive assistance and support in challenges related to language choice, learning, and acquisition. Teachers are committed to adapting their requirements and language teaching methods to students with special educational needs.

LEARNER'S LANGUAGE PROFILE

As mentioned above, learner's language profile is recognized at the admission stage (for first - year students of international programme („oddziały międzynarodowe”) and during the admission to the IB Diploma Programme). Learners are requested to specify which languages they wish to study. The record of students' choices is kept in the school records and determines which language groups are offered annually by the school. During their studies, students may change their language choice. The school has regulations in place that allow for this.

ASSESSMENT

In our school assessment is perceived as a method of monitoring and reinforcing learners' progress. Its primary role is to give learners and their parents valuable feedback concerning the students' linguistic and academic development. The ways of assessing students' progress should be motivating for them.

The school adapts its requirements and teaching methods to work with students with special educational needs, including specific difficulties in learning and language acquisition.

Students as well as their parents are informed about the school requirements and assessment policy. The whole school community has a clear understanding of the methods, criteria, and the purpose of assessment.

This document was prepared in accordance with the publications published by the IBO: *Guidelines for developing a school language policy, 2008; Learning in a language other than mother tongue in IB programmes, 2008; Language and Learning in the IB programmes, 2014; Programme Standards and Practices, 2022.*

This information was reviewed and updated in April 2024.