LANGUAGE POLICY

IB DIPLOMA PROGRAMME

II LO im. Romualda Traugutta w Częstochowie

IB World School No. 052450

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1.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.

2.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.

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 ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

3. The school language philosophy

The purpose of this document is to outline the objectives for language teaching and learning and also the practices adopted by the school to achieve these goals.

Language acquisition is a fundamental lifelong process and it contributes significantly to students' intellectual and emotional development. Linguistic education promotes international mindedness, and makes it possible for our students to become proficient language users. The school puts a great emphasis on teaching languages and at the same time exploring cultures in order to develop and strengthen various forms of cultural links between students whose cultural backgrounds differ.

The policy represents 'the *internationally-Minded dimension of the School Culture'.* It encompasses multilingualism through diverse languages offered by the school, intercultural

understanding through references to cultural differences and global engagement through fostering global awareness, respect and appreciation for cultural diversity through teaching and learning various languages. By emphasising international mindedness at the core of the language policy the school aspires to create a positive and inclusive environment where students from different backgrounds feel welcomed and valued. This sense of belonging that the language policy promotes shall lead to strengthening relationships among students and staff and ultimately enhancing the overall school culture.

The language policy aims to:

- develop students' ability to communicate effectively and appropriately - enable students to learn and use both native and foreign languages effectively and accurately - develop students' language skills such as reading, listening, writing and speaking - develop students' ability to understand and appreciate literature

- enable students to use language skills in a variety of contexts and purposes - encourage students to explore language as a means to understand different perspectives of people from other cultures

- promote international mindedness, openness and tolerance to create a culturally aware learning environment which will help students to develop a broader understanding of the world and students' role as global citizens. Integrating international mindedness into the language policy involves exploring various issues and topics from multiple angles.

- encourage students to improve their language skills in order to comprehend other people and their complex personalities and various cultures and different perspectives, - educate competent, creative, independent and proficient language users able to cope with various linguistic tasks,

- awaken students' awareness of the significance of linguistic competence for all the subjects of the curriculum.

4. Language of Instruction

English is the language of instruction in classes following the IB DP Programme for all subjects except Language A – where the language of instruction is Polish and some Language B classes where instruction is delivered in the target language. The working language in the IB Diploma Programme is English which is taught at a higher level. English will be developed across different disciplines since it will serve as a means of communication. However, in certain situations we may choose to communicate with students in Polish especially with regard to oral communication. We shall communicate with parents in Polish or English. We strongly encourage our IB DP students to use English as a means of personal development outside of classroom communication. Apart from the mother tongue, each student learns English and may study another foreign language as part of the IB Diploma Programme curriculum.

5. Mother Tongue Support

Every student takes a compulsory first language (Language A) course in their most competent language. Therefore, learning the mother tongue is compulsory for Polish students at the school since it is their native language. With regard to IB Diploma classes, the school offers:

Polish A: literature Standard and Higher Levels.
Polish Literature A classes are taught 4 hours a week at SL and 6 hours a week at HL. Therefore, teachers of the subject are responsible for the native language development of Polish students. The study of the language is based on the reading and studying of literature.Foreign students without adequate language skills to follow are offered extra classes of Polish. Should need arise, the school will allow foreign students to register for Language A: Literature School Supported Self-Taught at Standard Level.
In this case students should study under the guidance of an external teacher and supervision of the school DP coordinator.

6. Second Language Study (Language B) The school offers English (only higher level) and foreign languages: French (ab initio-standard level), German (Standard) . In accordance with Language B Guide the language courses are interdisciplinary and help students perceive the Diploma Programme as a coherent whole. They address IB Learner Profile which is an integral part of the curriculum in the IB Diploma Programme. The aim is to develop IB students as knowledgeable and sensitive members of the international community. The working language in the IB Diploma Programme is English which is taught only at a higher level 6 hours a week. Students are exposed to a variety of teaching methods and techniques, used in various contexts to ensure they will be able to use a language for many purposes.

7. DP language courses offered by the school

Group 1: Studies in language and literature – Language A

The school offers Language A: Polish A Literature.

Group 2: Language acquisition

The school offers Language B

English B at Higher Level (HL)

German at Standard Level (SL)

French at Standard (ab initio) Level

8.Language development

All DP teachers are responsible for language development of DP students. They will be responsible for using proper teaching methods, strategies and styles to ensure students' language development. Regarding approaches to learning, the language policy encompasses developing students' thinking skills, communication skills, social skills , self-management skills, and research skills. Explicitly this should be achieved through setting students tasks that require higher-order skills such as analysis of evaluation and considering various viewpoints when formulating arguments. Fostering development of communication skills encompasses

constructing tasks around the use of different vocabulary and examples when speaking to different audiences, having students give oral presentations without using their notes , providing opportunities for students to use metacognitive learning strategies such as elf-correcting with reference to both oral performances but also the quality of their writing, providing opportunities for students to get competent in understanding different types of texts from various areas of knowledge that the IB programme offers. Regarding social skills, students are supposed to discuss their understanding of a given text or idea and come up with a shared understanding. The self- management skills within the language policy encompass breaking down larger and more complex tasks into specific steps

Besides, teachers should continue using a variety of approaches and strategies appropriate for a particular unit of work. The ultimate aim should be developing good approaches to teaching skills in the classroom. Teaching in DP is based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, differentiated to meet the needs of all learners and informed by assessment. As for the teaching based on inquiry in the context of the policy students should be encouraged to
take increased responsibility for their own learning. The development of linguistic self awareness on the part of the student is one of the objectives of the policy. This encompasses developing the ability to take charge of one's language development by assessing and monitoring one's progress. Teaching focused on conceptual understanding should explicitly refer to using a variety of different types of questions including factual, conceptual and debatable in order to provide opportunities for students to make links between concepts covered in different subjects and consequently encouraging students to transfer their learning to new contexts through the use of the language in various contexts including local and global ones. Students' language development should also be facilitated by teaching focused on effective teamwork and collaboration which includes various group activities , debates, role plays, group projects. Students should be provided various opportunities to take shared responsibility for collaborative work but at the same time they should be exposed to a kind of teaching that enables every student to achieve their personal learning goals. Regarding the language policy this includes possible extension activities to challenge very gifted students. On top of that, students' language development must be fostered by teaching informed by constructive assessment with reference to both formative and summative forms of assessment. This includes providing reliable evidence-based feedback on a given task, asking students to improve on assignments previously submitted and ensuring that all students clearly understand all criteria for a given task.

9. Resources and practices to support parental involvement

The language policy encompasses practices and resources to involve parents or guardians in their children's language profile and development. By incorporating the resources and practices into language policy, the school creates an inclusive, collaborative, and effective approach to language development. This ensures that parents or guardians are both well informed and encouraged to get engaged in shaping their children's linguistic development.

The school provides parents and guardians with the following accessible and practical resources in order to help them support their child's language learning:

Guides for different stakeholders including parents - The school offers various guides for both students and parents to support parental involvement. These documents provide explanations

regarding language learning goals, curriculum, and strategies for language development. The documents include:

- Extended Essay Handbook

- Core Supervision- Developing Critical Thinking Links to TOK and EE

- Traugutt CAS Handbook

- Library in II LO im. Romualda Traugutta (including library resources that support IB learner profile and language development

Opportunities to participate in IB annual events

- Day of Languages in March (typically last week of the March) Sessions on bilingualism, multilingualism, literacy development, and ways to support language learning at home

- IB Open Day - promoting International Mindedness (multilingualism, intercultural understanding, local engagement), Approaches to learning (ways to support language learning at home)

Support regarding home language development

- Library resources available for use (books, guidelines, digital resources suggesting activities regarding the student's home language and the target language development

- School online register (Vulcan) - parents can track their child's progress, access learning materials, and communicate with educators.

Access to IB documentation prepared both in Polish and English

- The school ensures that parents whose native language is not Polish can easily access all IB school communications in English and participate fully.

Language policy includes strategies that actively engage parents in decision-making and ongoing support. Some key approaches are:

Regularly scheduled meetings with parents

The meetings are scheduled at least once a month. They have the form of either individual consultations or group meetings and discussions during which parents, teachers, and school administrators develop and review a child's language profile.

Culturally Inclusive School Events

Celebrations of linguistic diversity, such as The Day od Foreign Languages (annually organized in March). It encourages parental participation.

IB OPEN DAYS in Traugutt

These are annually organized in March or April . Among others, they encompass the topic of multilingualism, strategies for student's language development etc.

Parent-Teacher Partnerships

Regular communication channels (meetings, parent groups) that involve parents in shaping their child's language learning experiences.

Encouraging Home Language Use

Recognizing and validating the home language while supporting bilingual or multilingual development.

Opportunities for parental involvement during IB classes

Parents with language skills and ideas on how to contribute to IB programme development at the school can be invited to participate in classroom activities or additional activities.

Involving parents in their children's language profile and development through practices and resources helps students :

- express ideas and information in an proper academic manner (Communicators)

- develop skills necessary to conduct different kinds of inquiry (Inquirers)

- to act in accordance with the Academic Integrity policy regarding showing respect for the ideas and work of others, and caring for the welfare of subjects studied (Principled)

- express an appropriately wide range of points of view (Open-minded)

- show their personal involvement regarding helping others in need (Caring)

- take up initiatives, explore new areas or novel situations (Risk-takers)

- acquire a profound knowledge of their topic through exploration of relevant literature

and research (Knowledgeable)

- understand the importance of intellectual development which is reinforced by the

research process (Balanced)

- make reasoned analysis of their research topic and apply critical thinking in a creative

way (Thinkers)

- demonstrate thoughtful consideration and they have the opportunity to assess their strengths and weaknesses. (Reflective)

10. Links to other school policies

Admissions policy – Students take a written language placement test in English to estimate their

level of proficiency.

Inclusion policy – Regarding students' language development, language teachers are required to apply differentiation strategies for all learners in order to respond to their individual educational needs and facilitate their language learning.

11. Language Policy review

The policy is annually reviewed at the beginning of the school year in September in order to ensure the effectiveness of the language policy as a working document. At the beginning of DP Year 1 students are presented with the policy by the DP Coordinator. The last update of the policy was in March 2025. The policy is made available to students, parents and teachers via the school website.

Bibliography

Guidelines for developing a school language policy (Published April 2008) *Guidelines for school self-reflection on its language policy* (Published 2012) - *Learning in a language*