

LANGUAGE POLICY



Międzynarodowe Szkoły Paderewski w Lublinie
IB World School 001 158

I. **BASIS** (documents)

IB mission statement

IB learner profile

Programme standards and practices (IB Continuum), 2020

MYP: From principles into practice, 2014 (updated September 2022)

Developing academic literacy in IB programmes, 2014

Language and learning in IB programmes, 2011, updated 2012, 2014

Learning in a language other than mother tongue in IB programmes, 2008

Guidelines for developing a school language policy, 2008

Guidelines for school self-reflection on its language policy, 2012

Further guidance for MYP languages, 2020

MYP Language acquisition guide, 2014 (updated August 2023)

Regulamin Programów Międzynarodowych IB MYP, IB DP (updated September 2023)

https://paderewski.lublin.pl/liceum/wp-content/uploads/sites/4/2023/10/2023_Regulamin-IB-MYP-DP_01.09.2023_obow-09.10.pdf

https://docs.google.com/document/d/1uSfAyoIBXJvCSW_UBiL0ittl36yGsz7h/edit

Paderewski's mission statement

<https://paderewski.lublin.pl/liceum/pl/o-szkole/>

Profil absolwenta/ Our school's graduate profile

<https://paderewski.lublin.pl/liceum/pl/o-szkole/>

The Polish school legislation

II. **SCHOOL LANGUAGE PHILOSOPHY** (our beliefs and values – reflecting IB philosophy – concerning language and learning)

1. As an International Baccalaureate World School, respecting and celebrating human commonality and diversity, we believe language to be the most efficient tool of communication as well as a fundamental part of a human – personal and social (cultural)– identity; also, the most precise instrument and means for academic learning.

2. Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

3. Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400).

4. Paderewski International Schools (PIS) mission statement recognizes and confirms – among others – the following IB programme standards and practices¹:

- The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community. (Section A: Philosophy, Standard A: The school's educational beliefs and values reflect IB philosophy, 4)
- The school promotes open communication based on understanding and respect. (Section A: Philosophy, Standard A: The school's educational beliefs and values reflect IB philosophy, 6)
- Teaching and learning fosters a stimulating learning environment based on understanding and respect. (Standard C3: Teaching and learning – Teaching and learning reflects IB philosophy, 14)
- Teaching and learning addresses human commonality, diversity and multiple perspectives. (Standard C3: Teaching and learning – Teaching and learning reflects IB philosophy, 6)
- The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives. (Section C: Curriculum, Standard C2: Written curriculum – The school's written curriculum reflects IB philosophy, 8)

5. In reference to *language and learning* the following regulations correspond with them:

- The school places importance on language learning, including mother tongue, host country language and other languages. (Section A: Philosophy, Standard A: The school's educational beliefs and values reflect IB philosophy, 7)
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students. (Section C: Curriculum, Standard C1: Collaborative planning – Collaborative planning and reflection supports the implementation of the IB programme(s), 8)
- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. (Standard C3: Teaching and learning – Teaching and learning reflects IB philosophy, 7)
- Teaching and learning demonstrates that all teachers are responsible for language development of students. (Standard C3: Teaching and learning – Teaching and learning reflects IB philosophy, 8)

¹ *Programme standards and practices* (IB Continuum), 2014, pp. 3-6.

6. The following regulations result from them – concerning language and learning – school beliefs:²

- Language is central to learning.
- All teachers are language teachers with responsibility to facilitate communication.

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

- The development of language is fundamental to exploring and sustaining personal development and identity.

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

- Multilingualism is the norm in the contemporary world.
- Multilingual education positively strengthens cultural and social identity.
- Mother-tongue³ maintenance and development is fundamental for sustaining personal and cultural identity.
- Language learning, multilingual education and the development of critical literacy are important factors in promoting intercultural awareness and international-mindedness.
- Multilingual education improves academic achievement.

III. SCHOOL LANGUAGE PROFILE resulting from STUDENTS' LANGUAGE PROFILES

1. Relatively monolingual school environment - most students and teachers are natively monolingual Polish speakers.
2. Natively monolingual and secondarily bilingual teachers.
3. Natively monolingual students from Ukraine or other countries who are provided with extra English and Polish individual lessons.
4. Exchange students who are provided with extra Polish individual lessons.
5. Natively bilingual students – Polish ones who come from mixed marriages (Polish, English).
6. Natively bilingual students – Polish students brought up outside the country (English, Polish).
7. Secondarily bilingual teachers from the IB programme (English, Spanish, German, French).
8. Natively or secondarily polylingual teachers (Polish, Spanish, German, French).

² *Language and learning in IB programmes*, 2011, updated 2012, 2014, Sections 1-3, 6; pp. 2, 3, 12, 16, 32.

³ Language learned first, language identified with as a 'native speaker', language known best, language used most (*Language and learning in IB programmes*, 2014, p. 16.).

9. Administrative staff whose mother tongue is Polish.

IV. LANGUAGES OF COMMUNICATION

1. Both Polish and English are recognized as languages of communication in IB MYP classes:

- a) English equivalents of subject specific terms and definitions, tasks or authentic materials are employed within the years 1 – 4 of MYP,
- b) English is mostly used as a language of instruction within the fourth and fifth year of MYP.

2. And additionally, the command of the Polish language can be improved:

- a) foreign students learn Polish at their parents' wish within the agreed school hours – depending on whether the language course is elementary or elementary and secondary.

V. LANGUAGE OF INSTRUCTION

1. In the fourth and fifth year of MYP, English is the language of instruction in PIS. All the subjects (apart from Language Acquisition: Spanish, French, German and Polish Language and Literature) are taught in that language. All the coursebooks for these subjects in the years 1-4 are in Polish whereas some additional support materials provided to students are written in English. IB MYP year 1-4 teachers implement English gradually to suit students needs and abilities. In MYP year 5 all subjects are taught in English.

2. All the documents, forms, notices, etc. issued by the IB MYP Coordinator are in English.

3. School (IB MYP) requirements concerning English as a language of instruction:

- a) During the IB MYP course all the students are obliged to participate in *Communication in English* classes led by a native English speaker (1 hour per week) apart from 5 hours per week with a teacher of English language
- b) The school offers support to the students who enter the programme with insufficient command of English. Depending on the language needs of an individual, the school may:
 - A. offer additional teaching hours of English (taught individually)
 - B. offer additional teaching hours of English (taught in groups).

Below are the appendices to the school regulations⁴ showing the language of instruction and communication in MYP years 1-3 and 4-5:

⁴ Paderewski International Programmes Regulations updated September 2023

Klasa	Unit Inquiry section: Pojęcie główne/ powiązane/ kontekst globalny/ pytania badawcze Cele i kryteria	Komunikacja uniwersalna na lekcjach	Tematy Lekcji	Podanie instrukcji/ dyskusja/ notatki		Nowy materiał		Teksty źródłowe	Zadania, ćwiczenia	Praca domowa	Formy sprawdzają ce wiedzę i umiejętność i
				ustnie	pisemnie	Wprowa dzenie	Słówka do działu/tematu				
6	P	P	P/E	P	P	P	E (lista 7-10 słówek/unit)	P	P	P	P
7	P/E (wprowadzenie każdego unitu)	P	P/E	P/E (E 5-10-% z <u>unitu</u>)	P/E (15-20% z <u>unitu</u>)	P	E (lista 10-15 słówek/unit)	P/E (1-2/ unit)	P/E (10% <u>unitu</u>)	P/E	P/E
8	P/E (wprowadzenie każdego unitu)	P/E	P/E	P/E (15-20% unitu)	P/E (20-30% unitu)	P	E (lista 15-20 słówek/unit)	P/E (min.3/ unit)	P/E (20% <u>unitu</u>)	P/E	P/E

Załącznik nr 1
do Regulaminu Programów Międzynarodowych IB Middle Years Programme i IB Diploma Programme w MLO Paderewski w Lublinie z 01.09.2023 r.

Język instrukcji i komunikacji na lekcjach w programie IB MYP – zasady ogólne
Przedmioty realizowane na poziomie podstawowym

Obszar realizowanego przedmiotu	klasa 1_ IB MYP4	klasa 2_ IB MYP5
Temat i cele	PL	PL/EN
Komunikacja podczas lekcji	PL	PL
Materiały źródłowe	PL/EN	PL/EN
Kluczowe pojęcia, terminologia i słowniczek do każdego działu	PL/EN	PL/EN
Praca na lekcji (zadania, projekty, prezentacje)	PL	PL/EN
Ocenianie (znajomość kluczowej terminologii)	PL/EN	PL/EN

Przedmioty realizowane na poziomie rozszerzonym

Obszar realizowanego przedmiotu	klasa 1_IB MYP4	klasa 2_IB MYP5
Temat i cele	EN/PL	EN
Komunikacja podczas lekcji	EN/PL	EN
Materiały źródłowe	EN/PL	EN/PL
Kluczowe pojęcia, terminologia i słowniczek do każdego działu	EN/PL	EN
Praca na lekcji (zadania, projekty, prezentacje)	EN/PL	EN
Refleksja podsumowująca dział	EN	EN
Ocenianie (formy i typy zadań określone w PNO)	EN/PL	EN

IB MYP Language and Literature: Polish (year 5)

IB MYP Language Acquisition (years 1-5): students are divided into language groups relating to the most relevant phase in respect to Phases 1-6 (emergent, capable, proficient) informed in MYP Language acquisition guide.

VI. **MOTHER-TONGUE** maintenance and development support

The school promotes maintenance and development of the mother tongue for all students through:

- a) organising Group 1 studies (taught and self-taught courses)
- b) encouraging foreign students to do language classes of their mother tongue as CAS experiences.

VII. **HOST COUNTRY LANGUAGE** programme

Since the school is primarily monolingual and monocultural, the language of the host country is also the mother tongue of the vast majority of students. However, the school promotes learning Polish as a host country language through:

1. Organising classes of Polish as a second language for foreign students.
2. Enabling/encouraging students-foreigners to take part in the school theatre and library club which all promote Polish as a language of literature and culture.

3. Enabling/encouraging students-foreigners to take part in educational tours/ field trips to the cultural places and events, especially the ones promoting the Polish language, culture and heritage.
4. Enabling/encouraging students-foreigners to take part in physical education classes, including extracurricular physical activities and sports clubs, where they can practise their Polish communicative skills while playing team sports or doing individual sports under the supervision of PE teachers.

VIII. OTHER LANGUAGES

1. Apart from English (offered as a language acquisition course), IB MYP students choose their second language acquisition course (Spanish, German, French) before the start of the MYP.
2. Being aware that language learning, multilingual education and the development of critical literacy are important elements in promoting intercultural awareness and international-mindedness, the school organises:
 - a) a few-day trips to European countries
 - b) Erasmus+ and, formerly, Comenius projects' short-term exchanges (usually 1-week visits to partner schools), including meetings with native citizens of a given country, international communities, taking part in cultural events and educational activities in specially prepared programmes tailored to the main theme of a project and participants' needs, which all gives the possibility to speak a language and encourages the students, both Polish ones and bilingual ones and students-foreigners, to take part in those trips
 - c) participating in competitions related to a variety of languages, cultures, their literature, history
 - d) events, happenings promoting different languages
 - e) international exchanges and projects.

IX. LANGUAGE SUPPORT FOR SPECIAL EDUCATIONAL NEEDS STUDENTS

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) for students suffering from dyslexia, dysorthography and dysgraphia therapeutic classes are organised where students learn how to cope with the difficulties they face

- b) students with dysgraphia can use word processor to produce works for assessment
- c) spelling errors are not taken into account while assessing dyslexic student's work
- d) depending on the recommendations in the medical/psychological documentation, where appropriate, students are also granted extra time (usually 10%) when taking tests and other assignments
- e) students with attention deficit are entitled to rest periods during lessons/tests as well as they are given up to 10% extra time.

In a separate document: *Special Educational Needs Policy in Paderewski PGS.*

X. LANGUAGE TEACHERS

Since language is central to learning, all the teachers in school are language teachers. Their responsibility is therefore to engage students in various productive, receptive and interactive processes of oral, visual and written communication. Students are to demonstrate their understanding by applying and using various skills in authentic situations, such as:

- a) requesting and providing information
- b) giving and receiving ideas and opinions
- c) creating and sharing a solution, a suggestion
- d) responding to a message
- e) listening to, discussing a problem
- f) viewing and interpreting an idea, an issue presented.

Approaches to teaching

Our beliefs about language teaching and learning are that:

- All languages are of equal worth
- All teachers are, in practice, language teachers with responsibilities in facilitating communication
- All members of PIS learning community are responsible for modelling appropriate communication skills
- More peace, compassion and international mindedness can be achieved through languages, through the ability and skill to speak different languages as a global citizen with intercultural understanding and respect
- The development of interpersonal and communication skills as well as thinking and research skills allows our students to be open-minded and inquiring individuals
- Confident language and communication skills are essential in the development of the IB Learner Profile
- Students learn best through meaningful and authentic contexts

- Students learn best when differentiation is used to support individuals at their current level

XI. **LIBRARY AND MEDIA RESOURCES**

1. The library is equipped with a traditional learning environment as well as the up-to-date digital one. One could find titles of printed materials mainly in Polish and English. Those are both works of literature and dictionaries, encyclopaedia and scientific publications necessary to acquire knowledge on the subjects studied at school and broaden it in the process of self-teaching. The works of literature other than English ones (representative for their culture) are available as translations.

2. Magazines are mostly available in Polish, the library subscribes the magazines helpful for the IB students in English. There is also a growing selection of videos available. Students can work in the library and bring their laptops. Free Wi-Fi connection is provided for the school community.

Different software available allows teachers to work in their respective fields. Classrooms are equipped with OHPs linked to teachers' desktop computers enabling a proper interactive learning environment.

XII. **ASSESSMENT**

In a separate document: *Assessment Policy*

Assessment of Language is an ongoing process of planning for differentiation and moving students to the next phase of development. Teachers use a range of assessment strategies to gather evidence of students' learning.

The methods are:

- *Observations*: focusing on a whole class, collaborative groups, and individual students to gather evidence on different learning situations from visual, verbal, anecdotal, photographic and video evidence on collaborative and individual learning situations
- *Performance assessment*: writing samples and reading and listening criteria works
- *Selected responses*: single occasion, one-dimensional tasks such as tests and quizzes
- *Open-ended tasks*: scenario/stimulus-based problem-solving; students are asked to provide an original response

XIII. PARENTAL INVOLVEMENT

1. Parents are an integral part of our community of learners and provide tremendous support for language learning at Paderewski. The school uses multiple methods to communicate the critical importance of maintaining academic proficiency in the mother tongue to parents.

2. The school cares for those students' parents whose mother tongue is not Polish so as to make them aware of their children's mother tongue value in the intellectual and cultural development and conscious defining of their identity. Parents of foreign students – whose language is taught at school – support language maintenance and development by helping their children to do homework and talking to them in this language. 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 become such a teacher themselves, letting the school supervise the course process.

XVI. PROFESSIONAL DEVELOPMENT

1. Understanding that teachers, as well as other school staff, require professional development in the fields of language learning and teaching, the school endeavours to fulfil this requirement by organising English language classes for teachers and other members of the school staff. The classes are conducted mainly by a native speaker of English and their syllabus is created in response to the teachers' needs.

2. Moreover, secondary school teachers at PIS, including IB MYP staff, have recently had a chance to take part in language and methodological courses abroad within the 2-year Erasmus+ project (action KA1 devoted to teachers' professional development). Participating in multilateral partnership projects (formerly known as Comenius projects) within Erasmus+ (action KA2 devoted to students' exchange programme) in which English is usually the working language is also an opportunity to improve and polish the language.

XVII. SCHOOL LANGUAGE POLICY AS A WORKING DOCUMENT AND REVIEW PROCESS

The language policy is regularly reviewed according to the procedures in which other school documents are revised. Therefore, it is discussed in subject groups once every two years. Any suggestions of changes desired, which are worked out by particular subject group teachers, are later discussed at the IB MYP teachers

meetings. The changes agreed upon are introduced in the updated version of the policy.

The policy was revised in October 2023.