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III Liceum Ogólnokształcące

im. Marynarki Wojennej RP w Gdyni

International Baccalaureate World School 0704



School Language Policy

(reviewed: August 2024, updated November 2024)

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 IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education

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

Gdynia High School No. 3 and IB School No. 0704 (**III LO w Gdyni Szkoła Matury Międzynarodowej nr 0704**) is made up of Polish National Curriculum classes following regulations set by the Polish Ministry of Education and classes following the International Baccalaureate Diploma Programme.

The School Statute is the supreme document that defines the organization of the school, it's the legal status, the school's philosophy, policies, and rights, rules and regulations concerning staff, students and parents.

The general language policy of the school related to languages is stated in its Statute.

Where the International Baccalaureate Programme is concerned, they are related to stipulated principles of the IBO.

School philosophy

The school's mission statement is outlined in the introduction to its statute:

§ 1

III High School in Gdynia aims at holistic education of students for life in modern civilization.

§ 2

It ensures every student the right to holistic development regardless of nationality, religion, social status, wealth, sex, health conditions or any other features that might imply inequality.

§ 3

The mission of the school is to raise and develop a righteous and respectable people, citizens committed to their community, who protect their national heritage and appreciate the values of modern civilization.

§ 4

As a community of students, their parents or guardians, teachers, and all other staff, the school strives for an educational dialogue in which each student has the right to choose and pursue their own unique path of development.

§ 5

The school aims to help build a local community that is enriching, supportive, and contributes to creating a positive image of the society and region.

The statute specifically recognizes the significance of language teaching:

§ 6

As language is the most important tool for thinking, ethical action and mutual understanding, and because speaking foreign languages is the basis for participation in societies of the Uniting Europe of many nations and cultures, the school puts particular emphasis on teaching Polish and English, and bilingualism is the general policy in most classes. Aiming at trilingualism, the school pays special attention to language teaching in general.

Practices related to teaching languages

Language of Instruction

Polish is the main language of instruction in classes following the Polish National Programme, **IB Middle Years Programme**.

The school offers bilingual classes, with divisions into bilingual and non-bilingual groups.

In bilingual classes, at least two subjects are taught in both Polish and English, excluding classes covering Polish language and literature, Polish history, and the geography of Poland. Bilingual teaching covers at least one subject selected from biology, chemistry, physics, general geography, world history, and mathematics. The extent to which English is used depends on the students' proficiency in the language and the complexity of the subject content.

Candidates for bilingual classes/groups with English are required to take a language proficiency test.

IB Diploma Classes

In the IBDP classes the language of instruction is English, excluding Polish, group 2 subjects (if not English), Polish history, and the geography of Poland, where the language of instruction is Polish.

Mother Tongue

Learning the mother tongue is a compulsory part of the curriculum for all grades. For the majority of the students Polish is their native language. The study of the language is based on the reading and studying of literature and language. The number of teaching hours a week varies depending on the class profile, level and grade. The minimum is four hours a week.

Polish as the mother tongue is an obligatory component of the final national Matura Exams for Polish citizens.

As an IB World School, Gdynia High School No. 3 is responsible for encouraging students to maintain and develop their mother tongue while mastering the language of instruction. Due to the generally uniform ethnic structure of the school community the most common mother tongue is Polish, shared by the staff, students and parents.

Regardless of the language of instruction in class, students may:

- use their mother tongue to improve their learning process (working independently, searching resources on the subject etc.),
- take advantage of the school library resources in different languages (books, newspapers, magazines, Internet resources etc.),
- seek out opportunities to use the language of their heritage in CAS projects and activities.

On request of parents/legal guardians, Gdynia High School No. 3 may provide time in the schedule for mother tongue learning with a teacher provided by parents/legal guardians. The schedule of such classes is a subject for discussion between school administration and parents/legal guardians.

If students need support in language learning, the school is obligated to apply a wide range of approaches and strategies in order to support them.

This can include:

- differentiation in tasks and time for completing assignments,
- extracurricular consultation hours.

IB Diploma Classes

Every student takes a compulsory first language (Language A) course in his or her most competent language. This is normally the language of the environment which the student has been academically exposed to from an early age or for an extended period.

Polish is offered as a Language A course at both Higher and Standard Levels. Polish A: Literature classes are taught 4 hours a week at SL and 6 hours a week at HL.

If possible, a student may study a different Language A at Standard Level through the IB school- supported self-taught option. In this case, the students study under the guidance of an external teacher provided by parents/legal guardians and supervision of an appointed member of the IB faculty.

Second Language Study

Since language teaching is one of the priorities of the school, the school offers foreign language instruction:

- as part of the curriculum for the first foreign language – English, in every grade,
- as part of the curriculum for an additional foreign language – including French, German, and Spanish, in grades specified in the school's teaching plan for the given school year,
- as part of extracurricular activities – selected languages from the above as well,
- for foreign language learning, students are divided into groups based on their proficiency in the given language, whenever possible within the school's organizational and financial means,
- to ensure the best conditions for language learning and performance, classes students are divided into groups corresponding to their language level.

In the teaching of English as a foreign language all classes follow an extended program of teaching English (aiming at B2). Students with very good language skills and all in the **Middle Years Programme** are taught English at an advanced level (aiming at C1,C2).

At the request of students, teachers and/or parents the Parents Council of the school may provide funds for extra-curricular language classes for students.

IB Diploma Classes

Following the requirements of the IB Diploma Programme, all students study one language other than their mother tongue within Group 2. For students taking Polish as their Language A, it is English.

As part of their IB curriculum, students may choose a second foreign language from the following list:

- French ab initio
- French Standard Level
- German ab initio
- German Standard Level

All effort is put into making it possible for students to study a second language at a level most suitable to their needs as well as an additional foreign language. If the school schedule allows, students may take a second Language B as their seventh, additional certificate subject.

Polish for non-native students

The school provides Polish language instruction as a foreign language to all students, including those in the IBMYP and IBDP international divisions who are not Polish citizens.

Students of foreign backgrounds or Polish students may learn Polish as mother tongue if their language skills are good enough. In this case they can choose the same courses as Polish native speakers: standard or extended level for national Matura Exams or IB Polish SL or HL for IB DP.

Admissions

As part of the application process candidates take a language assessment test in English to determine their current language level. Basing on the results students are assigned to bilingual or non-bilingual classes and the within the latter into appropriate level groups to guarantee the best conditions for learning.

When applying to the school, candidates, or their legal guardians, indicate their choice of second language to be taught to the prospective student.

IB Diploma Classes

Since English is the language of instruction for majority of subjects, candidates for the IB Diploma classes must present high grades from the English classes from previous years – according to the current school Admission Policy as the evidence of their proficiency in English.

When applying to the IB class, candidates indicate their choice of second language on the application form.

Additional support

The school aims at supporting the school community in assisting language learning. This is done by:

- providing extra classes for students to develop their skills or interests,
- providing access to literature in a variety of languages in the school library,
- participating in competitions related to a variety of languages, literature and cultures,
- organizing events promoting different languages,
- participating in international exchanges and projects, CAS activities.

Since language is the basic tool in teaching, the school aims at promoting multilingual teaching and developing language skills among the staff. This is done by:

- promoting bilingual teaching in classes,
- teacher participation in international workshops and exchanges,
- organizing and participating in international projects,
- enabling teachers and school staff to develop their foreign language skills on language courses,
- collaboration between subject teachers and language teachers that allows for further development of language skills among the school staff.

References

1. *Statut Zespołu Szkół Ogólnokształcących nr 1 w Gdyni*, updated January 2013
http://www.gdynia.pl/g2/2010_10/40336_fileot.doc
2. *Dziennik Ustaw nr 57, poz 361*, Ministerstwo Edukacji Narodowej, 1 April 2010,
<http://isap.sejm.gov.pl/DetailsServlet?id=WDU20100570361>