



### 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 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.

### **School Mission Statement**

The mission of our school is to help young people to become aware of the choices they make and the responsibility they take for their self-development in every sphere of life. Whatever we do as teachers, whether it is connected with education, organisation, management or personal development, is supposed to create the best possible environment for intellectual, emotional and social development of our students.

Our school educates clever and caring young people who are interested in the world and who wisely and consciously take advantage of their knowledge to jointly create the world where core values are: intercultural understanding, mutual respect and fair treatment to people with different views all over the world.

### **School Language Policy**

Leon Kruczkowski Secondary School in Tychy teaches both Polish National Curriculum 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, its the legal status, the school's philosophy, policies, rights, rules and regulations concerning staff, students and parents. However, where the International Baccalaureate Programme is concerned, principles of the IBO apply.

The school recognizes the significance of language teaching. Languages are not only the means to get unlimited access to knowledge, but they also facilitate the notion of international mindedness. They allow people to communicate freely, allowing mutual understanding and participation in a global community. In the contemporary world, speaking different languages promotes the idea of United World, as a place where nations of different backgrounds and cultures coexist peacefully. In the school we believe speaking foreign languages contributes to better understanding of others and tolerance. The school puts particular emphasis on teaching Polish and English, however students are also taught the third language of their choice.

### **Practices related to teaching languages**

#### **1. Language of Instruction**

- a) National Curriculum Classes: Polish is the main language of instruction in classes following the National Programme. However, teachers, who themselves are more or less proficient English speakers, use resources in other languages (English mainly), thus, students often use them, too.
- b) IB DP Classes: English is the language of instruction in classes following the IB DP Programme for all subjects except Language A.

#### **2. Mother Tongue**

- a) National Curriculum Classes: Learning the mother tongue is a compulsory part of the curriculum for all grades. For most school 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. The mother tongue is an obligatory component of the final national Matura Exams.
- b) IB DP Classes: Every student takes a compulsory first language (Language A) course in his or her most competent language, which is Polish for most students of our school. It is offered as a Language A at both Higher and Standard Levels. Polish Literature A classes are taught 4 hours a week at SL and 6 hours a week at HL.

#### **3. Second Language Study**

- a) National Curriculum Classes: Since language teaching is one of the priorities of the school, apart from the mother tongue, each student learns English and another foreign



language as part of the school curriculum. Most students follow an extended program of teaching English (aiming at B2). Students with good language skills are taught English at an advanced level (C1,C2). Our goal is for all students to become proficient in English by the end of their education at school. Thus, the school offers regular support to students whose English language skills are not strong enough to allow them to fully participate and/or develop their skills at the same pace with the class. These students may join additional lessons to catch up with their class work. To ensure the best conditions for language learning and performance, during language classes students are divided into groups corresponding to their language level.

#### **4. Other foreign languages**

- a) National Curriculum Classes: As part of the obligatory curriculum students have a choice between French, German and Italian as their third language (second foreign). To ensure the best conditions for language learning and performance, during language classes students are divided into groups corresponding to their language level.
- b) IB DP Classes: Following the requirements of the IB Diploma Programme, all students study at least one language other than their mother tongue within Group 2. However, the school offer includes other foreign languages (German, French and Italian ab initio). IB students are also encouraged to learn languages by including language courses as one of the possible CAS elements.

#### **5. Admissions**

- a) National Curriculum Classes: There is no language exam as part of the application process for the students of the Polish National Curriculum. As all Polish students have English classes in their primary education, the final grade (the one from the primary school graduation certificate) is taken into account in the admission process. At the beginning of the school year students write their placement tests to determine their current language level. Basing on the results students are assigned 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 the third language (second foreign) to be taught to the prospective student. Those are also taught in different level groups.
- b) IB DP Classes: Since English is the language of instruction, candidates for the IB Diploma classes take a written exam in English and there is an interview in English.

#### **6. Additional support**

The school aims at supporting the whole 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



contests related to a variety of languages, literatures and cultures, organizing events promoting different languages, participating in international exchanges and projects, using teaching materials in different languages.

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.

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References:

1. School Statut
2. What is an IB education? International Baccalaureate Organization 2017
3. Dziennik Ustaw nr 57, poz 361, Ministerstwo Edukacji Narodowej, 1 April 2010, <http://isap.sejm.gov.pl/DetailsServlet?id=WDU20100570361>