



Language Policy The IB Diploma Programme

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School Mission Statement

We strive to prepare all students to become life-long learners and responsible citizens both locally and globally ready to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students – both inside and outside the classroom - that help them develop the knowledge, critical thinking skills and character necessary to succeed in a technologically advanced world.

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.

School language philosophy

At Gymnázium Šrobárova 1 we believe that language forms the basis of all communication and learning. Language learning is a lifelong process and plays a great role in intellectual development. It helps students to acquire competencies in other academic areas. All IB teachers at our school are responsible for the language development of students in their subjects.

School language profile

We think that mastering more than one language is an essential part of discovering and learning about the world and other cultures. Developing mother tongue is also critical to maintain the cultural identity.

Languages which are offered at our school in IB DP:

Group 1:

Slovak A: Literature

English A: English language and literature (for students whose mother tongue is not Slovak)

Group 2:

Language B: English B, German B, French B

We encourage Slovak students to study Slovak A: Literature, since we strongly believe that it is very important for students to learn about their own culture and literature in their mother tongue. Our school also provides an opportunity for students whose mother tongue is other than Slovak to study Language A: English language and literature.

Other languages can be studied as self-taught and with the help of a supervisor. The self-taught supervisor is a Language A teacher and can therefore guide students completely in the syllabus outline in the subject guide. The school can help the students establish contact with other IB students and teachers of the language in question. However, the school cannot support these studies financially. This way, students and parents have to finance the tutoring of self-taught language themselves. The students' exam expenses are paid by the school and the exams are provided in the school according to the IB regulations during the regular IB exam periods.

The working language at our school is Slovak, however, the language of instruction for IB DP is English except for language courses other than English. Internal policies of IB DP are available both in English and Slovak language for the IB community.

Communication with parents is lead in Slovak or in English depending on the parents' requirements.

According to the IB regulations a simple bilingual dictionary is permitted for non-language examinations (group 3 – 6). The dictionary must not contain notes of any kind and is only permitted if the response language of the examination is not the best language of the candidate. An electronic dictionary of any kind is forbidden.

Language learner's profile

Students are admitted to IB DP after entrance examination where their English language knowledge is assessed. It is expected that majority of IB DP students will have the same mother tongue.

Even though, the language knowledge will be assessed during entrance examination, we do not assume that the students will necessarily share the same previous learning knowledge. Therefore, the teachers should take this into account when planning the lesson. This issue will be discussed during collaborative planning meetings. The IB teachers can share their observation experience of students' language knowledge level to identify their strengths and weaknesses and create purposeful strategy how to meet students' needs. Switching between English and Slovak is encouraged whenever the teacher finds it required for students' better understanding the task or material. In particular cases the tasks and materials might be challenging for some students (both Slovak and foreign), so the IB teachers will provide students with extra time for consulting the topic.

The contribution of parents, students, teachers and other members of society will go a long way in developing a caring language community and confident language learners. Students will be encouraged to use both Slovak and English outside formal settings, so their professional communication is welcomed to be bilingual. Slovak students of IB DP will be asked to provide effective support to their foreign classmates in their communication with Slovak school staff to overcome the language barrier.

The language policy steering committee

The members of the language policy steering committee are the following at the time of compiling it:

The headmaster: PaedDr. Z. Frankovičová

IB coordinator: Mgr. I. Melichová

Language A teachers: Mgr. A. Palírová, Mgr. K. Kňazovická

Language B teachers: Mgr. K. Horváthová, Mgr. E. Šolcová

Career counsellor: Mgr. D. Starostová

Bibliography:

Guidelines for developing a school language policy. IBO. 2008

Towards a continuum of international education. IBO. 2008

Language and learning in IB programmes. IBO. 2014