



# Szkoła Podstawowa nr 108 we Wrocławiu

im. Juliana Tuwima

ul. Bolesława Chrobrego 3, 50-254 Wrocław

tel.: 071-798 68 38

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## Language policy

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(authors: Anita Obelnicka, Justyna Lech, Magdalena Puławska)

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## IB learner profile

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

## 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.

## School mission statement

The main educational and pedagogical goal of our School is to provide students with conditions for comprehensive development in an atmosphere of mutual respect and tolerance. We want our students to become responsible, inquisitive and critically thinking people who understand the need for life-long learning. Our mission is to foster the individuality of young people, while awakening respect for difference and diversity. We help our students develop talents and discover ways to succeed in a global, rapidly changing society. We believe that equipped with the right competencies, aware of the need to promote universal values such as truth, honesty and goodness, they will build a better, fairer and safer world.

## School language profile

Julian Tuwim Elementary School No. 108 in Wrocław is an intimate school in which the vast majority of students are of Polish origin. The largest group of foreign-language students is from Ukraine. In addition, among the school's alumni there are children of Roma origin, and, less frequently, students from other countries. The school welcomes all students representing other cultural areas, believing that cultural richness and diversity make it possible to build a balanced school community, open to the world and learn about it, and shape sensitivity of responsibility.

Lessons at our school are taught in Polish (the exceptions are lessons of English and German language acquisition), and non-Polish-speaking students receive additional Polish lessons and facilitation during class work.

## Philosophy

Language as a basic tool of communication is a prerequisite for sustainable, comprehensive development. Developing language skills gives students the ability to think critically and act creatively, to learn about the world around them, both locally and globally. Language is a means of expressing cultural identity and building intercultural understanding. We make every effort to ensure that all students can develop their potential and benefit from the programs offered at our school. In doing so, we are guided by the awareness that every teacher is a teacher of language.

In our school, by learning languages:

1. we care about the development of linguistic competences within each subject group / transdisciplinary area,
2. we build students' awareness of the need to constantly deepen their knowledge of their native language and culture,
3. we emphasize the integrity of all areas of language skills – speaking and listening, writing, reading, viewing and presenting,
4. we promote the need to learn foreign languages and the benefits of being able to communicate with people from different linguistic areas,
5. we support an attitude of tolerance and respect for other cultures,
6. we create an atmosphere conducive to dialogue based on mutual understanding and respect,

7. we provide students with opportunities to develop the language and use it in a variety of situations and contexts - during classes, artistic performances, school celebrations, competitions, presenting their achievements,
8. we encourage parents to actively support their children in the process of developing language competences,
9. we emphasize that the mother tongue is crucial for cognitive development and it is the basis for broadening horizons in all other areas,
10. we take into account different learning styles, different needs and experiences of students.

## Rights and responsibilities of students:

Our students:

1. develop their knowledge and understanding of the Polish language,
2. benefit from opportunities to learn foreign languages at school,
3. understand the importance of language learning, including the role of English for the development of international mindedness, communication skills and the ability to use various sources of information,
4. have the right to preserve their linguistic and cultural identity and to be supported in this regard, as well as to be respected in relation to their culture and identity and protected from exclusion,
5. seek linguistic correctness and a deeper understanding of both the language and the culture in which it functions - for all languages spoken or learned,
6. consciously develop the student's profile and approaches to learning through language acquisition,
7. share their experiences and linguistic and cultural identities with the entire school community,
8. choose their own learning strategies to deepen their linguistic competence,
9. use variety of sources of information in different languages, maintaining the citation rules established in the school's academic honesty policy,
10. have access to free language learning textbooks, library resources and other resources that support the development of their language profile.

## Rights and responsibilities of teachers

Our teachers:

1. are encouraged to learn English in order to develop professionally and take benefit from the opportunities offered by the IB,
2. have access to documents translated into Polish, so they fully understand the programs offered at our school,
3. as members of the school community, are encouraged to celebrate their native language as the base on which they build their identity,
4. develop their own and their students' international mindedness,
5. implement elements of English in lessons in all subjects (with the exception of Polish and German lessons); these elements consist of introducing subject-specific terminology in both languages, working on English-language materials, and encouraging students to use English-language sources,
6. support all students in developing their language potential and communication skills; support non-Polish-speaking students so that they can fully participate in the programs offered at our school.
7. have the right to preserve the celebration of their own culture and identity based on their individual linguistic profile.

At Szkoła Podstawowa nr 108 im. Juliana Tuwima, every teacher is a language teacher. Therefore, all teachers care about the linguistic development of their students (both in terms of their native language, including ensuring its correct use and supporting students in correct writing and speaking, as well as in terms of foreign languages, primarily English), as well as their own linguistic development (by ensuring the correct use of their native language and acquiring foreign language skills).

## Rights and responsibilities of parents

Parents at our school:

1. are actively involved in planning their children's language development,
2. are regularly informed about their children's progress in language development,
3. encourage their children to learn both their mother tongue and foreign languages,
4. stay in touch with the school and provide feedback on the language practices used at school,

5. take an active part in developing their child's mother tongue skills, enabling them to speak,
6. read and write in their mother tongue at home.

## Mother tongue

The mother tongue is the key to the identity of students and teachers and the means through which they give meaning to elements of the surrounding world. Its support helps create an atmosphere of tolerance and mutual respect and build international mindedness. At the same time, the mother tongue is the base on which the student builds when learning another language (including Polish in the case of non-Polish-speaking students). At our school, students whose native language is not Polish are encouraged to learn about the traditions and culture of their country of origin and to share information about it with the school community.

## Polish language

Polish is the language of instruction and the primary language of teacher-student, student-student communication. It is integrated into all elements of the curriculum. For most of our school's students, Polish is their mother tongue, and deepening their knowledge of this language is part of their identity.

Students from abroad are provided with additional support-individual classes, enabling them to learn the Polish language effectively. An important element of support for non-Polish-speaking students is to include them in the life of the class and encourage them to communicate with their classmates, including during group activities. An important part of this interaction is practicing communication and social skills, as well as shaping the characteristics of the student profile (open-minded, communicator, caring).

The Polish language curriculum meets the requirements of the Polish core curriculum (Polish language education in grades 1-3, Polish language in grades 4-8). In PYP classes (1-4) is an integral part of transdisciplinary learning and meets the requirements of the IBO stated in the relevant documents (scope and sequence). The scope and sequence of Polish language teaching in PYP grades (1-4) is described in a separate document.

In MYP classes (5-8, MYP division), Polish is part of the language and literature subject group (language A). While implementing the requirements of the Polish core curriculum, teachers simultaneously use the objectives of the literature and language subject group and the assessment criteria assigned to it.

## English language

English is a foreign language taught from grade 1, and is taught in an expanded number of hours relative to the framework curriculum for Polish public schools:

- grades 1-3: 4 hours per week
- grades 4-7: 5 hours per week
- grades 8: 4 hours per week

Teaching strategies are based on various methods and forms of work, using diverse educational materials and multimodal tools. Its proficiency is aimed at increasing international awareness and allows access to a variety of educational materials.

In grades 1-4 it is an integral part of transdisciplinary learning. In MYP grades (5-8, MYP division) it is part of the language acquisition subject group (language B). While implementing the requirements of the Polish core curriculum, teachers simultaneously use the objectives of the language acquisition subject group and the assessment criteria assigned to it.

## German language

German is a foreign language taught from grade 7, at a rate of two hours per week. It is part of the language acquisition subject group, so when planning German language lessons, the objectives and assessment criteria assigned to this subject group are applied. German is a language historically associated with the city of Wroclaw and the Nadodrze neighborhood, where Julian Tuwim Elementary School No. 108 is located, and its teaching is linked to local culture and history.

## School library

The school library is a place for expanding knowledge in all subjects, developing interests and comprehensively improving language competences. The library resources include dictionaries, encyclopedias, educational games, fiction and popular science literature in Polish, English and Ukrainian languages. The library's resources are regularly updated and enriched with books in various languages.

## Policy review process

This policy is a living document that is regularly reviewed and modified. Each revision of the policy is discussed and developed by a group of collaborating teachers before it is finally

adopted and published. Changes to the policy are communicated to the entire school community (teachers, students and parents).