

MIDDLE YEARS PROGRAMME



Szkoła Podstawowa nr 108 im. Juliana Tuwima
Julian Tuwim Elementary School No. 108



PROGRAMME INFORMATION

Informational brochure
for parents and students

SCHOOL MISSION STATEMENT

The primary educational and developmental goal of our school is to provide students with conditions for comprehensive development in an atmosphere of mutual respect and tolerance. We aim for our students to become responsible, inquisitive, and critically thinking individuals who understand the need for lifelong learning.

Our mission is to support the individuality of young people while fostering respect for differences and diversity. We help our students develop their talents and discover paths to success in a global, dynamically changing society. We believe that equipped with the right competencies and aware of the need to promote universal values such as truth, honesty, and goodness, they will build a better, more just, and safer world.

SCHOOL STATUS

In 2026, Szkoła Podstawowa nr 108 im. Juliana Tuwima received official authorization to offer the International Baccalaureate Middle Years Program. Thanks to this, students can complete the next stage of this program—which leads to the International Baccalaureate Diploma—entirely free of charge at a school funded by the local government.

This was the next step following authorization for the PYP program in 2024. The MYP stage covers grades 5–8. Instruction at the school is conducted in Polish and fully aligns with the Polish national curriculum; students receive Polish diplomas and take the eighth-grade exam.

Candidacy phase took two years, and the school successfully navigated the demanding candidate phase. The final decision was made by the International Baccalaureate after a rigorous review by a verification team, whose members observed classes, spoke with students, parents, and teachers, and assessed the accuracy of the school's documentation.



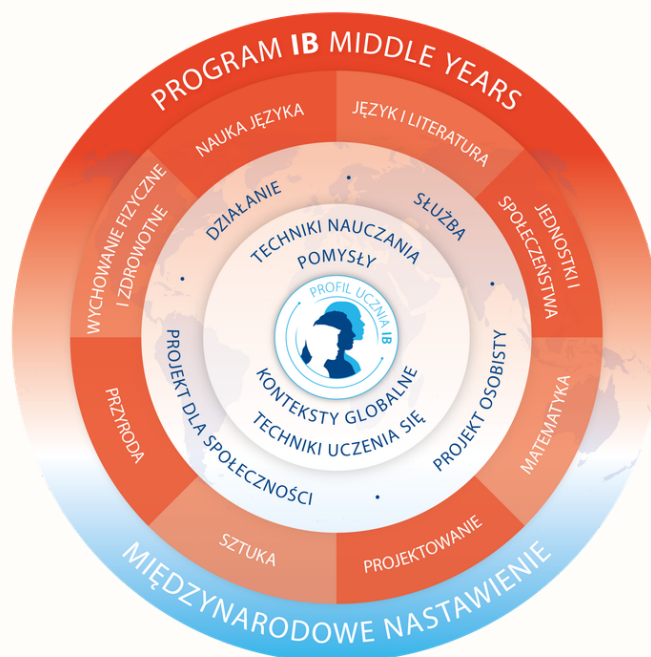
We help our students develop talents and discover routes to success in a global, rapidly changing society.

BENEFITS OF STUDYING IN IB PROGRAMS

Our students:

- Learn according to refined, international standards that are recognized in IB schools around the world.

- They implement the Polish core curriculum in a modern way, based on the child's natural cognitive curiosity and fostering his or her agency.



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- Thanks to the increased number of hours of English language acquisition, they are better prepared for the Eighth Grade Examination.

- Develop social and communication skills. They learn to work in a group, share tasks and responsibilities.

- Shape the ability to learn independently and consciously,. They purposefully develop skills and reflectively approach learning.

- Are assessed according to a clear criteria system.

- Learn in a holistic and interdisciplinary way, pursuing at least one interdisciplinary unit each year.

- Are active and involved in local community actions, so they develop a sense of agency and responsibility for the common well-being.
- Develop international mindedness.
- Are prepared to continue their studies in IB programs in high school, up to the IB Diploma Programme.
- Learn under the guidance of well-prepared teaching staff. Our teachers hold internationally recognized certificates from IB workshops.

BASIC PRINCIPLES OF THE PROGRAMME. INTERDISCIPLINARITY OF TEACHING.

At Julian Tuwim Elementary School No. 108, students in MYP classes follow the Polish core curriculum within the framework of International Baccalaureate programs. Content is divided into sections (units) with clearly defined objectives and related tasks.



We implement the Polish core curriculum and prepare students for the Eighth Grade Examination.

Interdisciplinary learning and teaching broadens students' horizons, promotes critical and creative thinking skills, and prepares them to function in an increasingly globalized world. To achieve this, subjects are divided into eight groups:

- **LANGUAGE AND LITERATURE (POLISH)**
- **LANGUAGE ACQUISITION (ENGLISH, GERMAN)**
- **MATHEMATICS**
- **SCIENCE (BIOLOGY, CHEMISTRY, PHYSICS, NATURE)**
- **INDIVIDUALS AND SOCIETIES (HISTORY, GEOGRAPHY, CIVICS)**
- **PHYSICAL AND HEALTH EDUCATION**
- **ARTS (VISUAL ARTS, MUSIC)**
- **DESIGN (PRODUCT DESIGN - TECHNOLOGY, COMPUTER SCIENCE)**

A subject implemented outside the program, not belonging to either group, is security education.

During each year of the program, students complete a certain number of hours of study within each subject group. In order to enable full implementation of the program, we increased the number of hours of some subjects (technology, art, nature). Within a given subject group, teachers work collaboratively to plan educational activities and pursue the same objectives in general, filled with content from the Polish core curriculum.

The program is implemented in Polish language, with an increased number of hours of English language acquisition



At least once a school year, students complete an interdisciplinary unit, the theme of which combines several different subjects. During this time, they not only gain knowledge, but also analyze complex problems from different angles in a way that would not be possible while working on a single subject. This allows them to analyze complex issues in greater depth and develop their analytical and synthesis skills.

In addition, MYP students carry out community service (Service as action) of their own choice every year, and at the end of the program they carry out a community project (Community project). All students who complete a community project receive a certificate of volunteerism that gives extra points for recruitment to high schools.



Our students develop the ability to learn independently, consciously develop their skills and take a reflective approach to learning.

CONCEPTUAL AND CONTEXTUAL LEARNING

In MYP, students embed the knowledge and skills they acquire from the core curriculum in a real-world context, and teaching is done in an interdisciplinary manner. This is achieved through key concepts common to all subject groups (sixteen concepts) and global contexts that can be derived from the PYP program's units of inquiry. The global contexts expand the six areas familiar to students from PYP and allow them to connect the knowledge they have learned to local and global issues.

GLOBAL CONTEXTS IN MYP:

- IDENTITIES AND RELATIONSHIPS
- ORIENTATION IN SPACE AND TIME
- PERSONAL AND CULTURAL EXPRESSION
- SCIENTIFIC AND TECHNICAL INNOVATION
- GLOBALIZATION AND SUSTAINABILITY
- FAIRNESS AND DEVELOPMENT



Students are assessed according to standards used in schools around the world.

Each unit contains a conceptual statement of inquiry that connects the global context, concepts and subject content. At the end of each unit students complete summative tasks that demonstrate their acquired knowledge, skills and understanding of the statement. These tasks are linked to the research statement and assessed according to standardized criteria.



Na każdym przedmiocie uczniowie rozwijają pięć sposobów uczenia się (approaches to learning – ATL), dzięki którym rozwijają umiejętność pracy samodzielnej i współpracy w grupie, uczenia się i refleksji. Są to:

COMMUNICATION SKILLS (COMMUNICATION)

SOCIAL SKILLS (COLLABORATION)

SELF-MANAGEMENT SKILLS (PRGANIZATION, AFFECTIVE AND REFLECTION SKILLS)

RESEARCH SKILLS (INFORMATION LITERACY, MEDIA LITERACY)

THINKING SKILLS (CRITICAL-THINKING, CREATIVE-THINKING, TRANSFER SKILLS)

LEARNER PROFILE

The IB Learner Profile is the ten qualities that every member of a learning community like our school should strive to develop. Our students have the opportunity to develop the characteristics of the learner profile from the first grade when they start in the Primary Years Programme. Our students are:

INQUIRERS
KNOWLEDGEABLE
THINKERS
COMMUNICATORS
PRINCIPLED
OPEN-MINDED
CARING
RISK-TAKERS
BALANCED
REFLECTIVE

SERVICE AS ACTION

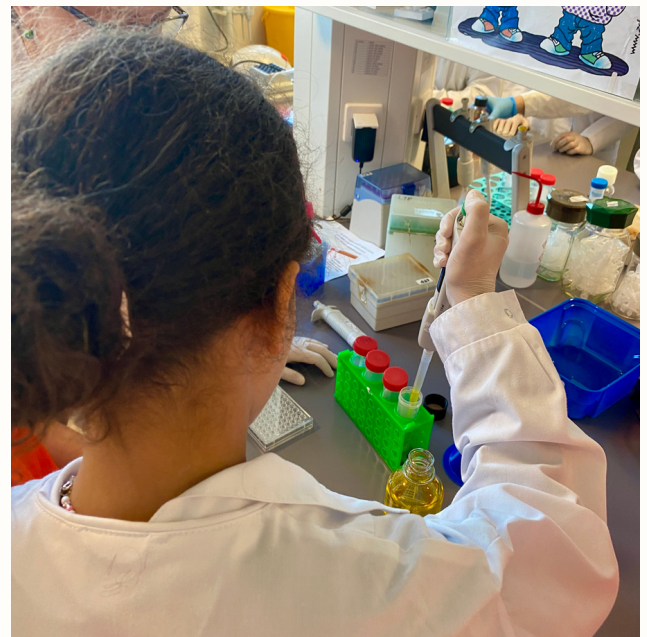
The MYP is not only a learning experience for acquiring knowledge, but also for developing agency and practicing the skills of making informed choices and taking action on behalf of the local community. Students participating in the program are required to complete six hours of the Service as action module each year of study.

The target of the activity may be the school community or a part of it, the family (e.g. younger siblings), the local community (e.g. the neighborhood or nearby institutions). The activity can take various forms, such as physical assistance, organizing an event, raising awareness of an issue, preparing a petition or otherwise addressing institutions to solve a local problem.

In the eighth grade (MYP 3), the Service as Action component takes its most elaborate form - a Community project, which is the last part of Middle Years Programme in our school.

COMMUNITY PROJECT

In the last year of MYP, students carry out a mandatory Community project. It is evaluated according to standardized criteria. The project can be carried out individually or in a group.



The Community project gives students the opportunity to develop an awareness of needs in different communities and to meet those needs. It represents a consolidation of the learning process and all the activities previously undertaken Service as action. Its goal is to increase students' awareness of their own impact on the world, the importance of taking responsible action for the benefit of other people. The implementation of the project helps students learn something new about themselves, better understand the world around them, demonstrate the skills they have acquired in previous years of study and appreciate their past achievements.

After completing a Community project, each student receives an entry on his or her graduation certificate about "activity for the benefit of other people" giving additional points for admission to secondary school.

POLICIES

Our school has four basic policies, which are part of the school's charter and address the most important aspects of IB programmes.

- The **Language Policy** addresses an important part of students' identity, which is language. The document describes ways to support students in maintaining their mother tongue and learning a foreign language (English, German), as well as forms of assistance for non-Polish-speaking students.

- The **Assessment Policy** gathers the most important principles of formative and summative assessment, including criterion assessments in MYP classes.

- The **Academic Honesty Policy** addresses copyright, the rules for using sources, the independence of students' work and the consequences of transgressing established rules on these issues.

- The **Inclusion Policy** addresses the rights and responsibilities of all members of the school community in building a learning-friendly environment. It also concerns supporting students with special educational needs.

ADMISSIONS

One MYP class is created in each year, and candidates are selected from among the interested students of our school on the basis of the following criteria:

- Result of compulsory diagnostic tests in English, Polish and mathematics
- PYP exhibition tutor's opinion on the student's involvement in the project and reflection after the exhibition
- Conduct assessment (mark 4 and higher)

The final composition of the pre-MYP class is determined by the Recruitment Committee appointed by the school director.



Our teachers hold internationally recognized certificates from IB workshops.

QUESTIONS AND ANSWERS

How can I find out more about the program?

The best place to start is with information on our website and the IB website. Additional questions will be answered by the program coordinator at our school.

Why is there only one class in the school implementing the MYP program?

This fact is due to the legal requirements that every public elementary school must meet. All children from the district are admitted to our school, and their parents have the right to waive the additional learning hours required for the program and enroll their children in a parallel class.

How can I enroll my child in the MYP class if he/she has not previously attended SP108?

All the parent has to do is indicate at enrollment that he or she is interested in the MYP class. The program coordinator will set up a date for the diagnostic test with the parent.

I have read that the MYP program ends with an exam, a personal project and an official IB MYP certificate can be awarded to the student. Why doesn't SP 108 have this?

MYP eAssessment is taken by fourth or fifth year MYP students. They also complete Personal project. In the Polish education system, students graduate from elementary school at the eighth grade, which corresponds to MYP 3. Students can continue their education in the IB system and take eAssessment at a secondary school implementing this program.