



HIGH SCHOOL "CRNJANSKI"
INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME

ACADEMIC HONESTY POLICY

„We aim to employ student-oriented, holistic and life-long learning approach in teaching and mentoring.

We aim to develop young people who will become independent inquirers, as well as principled and caring citizens, ready to face different challenges in life.

We aim to encourage open mindedness, social responsibility and sense of multiculturalism in our students by introducing local, regional and global cultural values and models.”

OBRAZOVNI SISTEM



EDUCATION SYSTEM

Academic Honesty Policy IB Diploma Programme at Gimnazija Crnjanski, encourages students to become independent and principled learners building a foundation for future learning. Academic honesty is expected of all members of the school community; students, faculty, administration and parents. We are guided by the Learner Profile attribute which describes students as principled. This means that our students are expected to 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.

Academic honesty is embedded in the Programme standards and practices (2014). Standard C₃ states:

4. Teaching and learning promotes the understanding and practice of academic honesty. Standard B₁ for the Middle Years Programme (MYP), Diploma Programme (DP) and IB Career-related Certificate (IBCC) schools includes the following requirement.

5. The school develops and implements policies and procedures that support the programme(s).

Gimnazija Crnjanski has developed and implements an academic honesty policy that is consistent with IB expectations.

Academic honesty refers to:

- full acknowledgement of the original authorship and ownership of creative material
- production of 'authentic' pieces of work
- proper conduction of examinations
- protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.

As an IB World school, we place importance on the IB Learner Profile thus academic honesty is given close attention. Students are expected, at all times, to adhere to guidelines on academic honesty and always acknowledge others' intellectual property. At the beginning of their first DP school year, students receive a tutorial from the coordinator, on IB DP academic honesty policy. IBDP Coordinator hold meetings with the first year and second year Diploma students to additionally discuss the importance of academic honesty and the consequences of malpractice, whether it arise from plagiarism, collusion, cheating or excessive help from others. Malpractice considers any behavior that results in, or may result in, a student or group of students gaining unfair advantages in one or more assessment component.

Malpractice includes plagiarism, collusion, duplication of work, cheating, and falsifying data/work. Plagiarism is representation of the ideas or work of another person as one's own. Examples of this type of malpractice are: submitting as one's own work an examination, paper, homework assignment, or other work that was created entirely or partially by someone else; lack of use of quotation marks to assign that another person's precise words are used; missing the citation of the source of quotations and paraphrases, no matter if sources are unpublished or published items (books, articles, material on the internet, tutorials, etc.).

Collusion is supporting the malpractice by another student or assisting another student's academic dishonesty such as writing a paper or other project for another student, allowing another student to copy from other student's examination, homework or any type of assignment, sharing information regarding assessment contents and questions with other students. It is acceptable for two works to be written on the same topic, but the students' own writings must always be independent and different. Although co-operation is encouraged in some science practical work and projects, there is a distinction between co-operation and collusion, and guidance should be sought from teachers if a student is in doubt.

Cheating is the use or attempt to use of unauthorized assistance during an examination, on a writing assignment, homework assignment, or other project. This concerns copying answers from another student's examination, paper, homework assignment, with or without that person's consent, providing work to be copied (collusion), or communicating in any way with another student or a third party during an examination without the permission of the instructor.

Fabrication is considered to be the type of malpractice where creation of false data or citations, such as inventing or falsifying the data of a laboratory experiment, internal assessment, CAS activity, or other project.

Duplication of work is if the same work for more than one course is used without clear permission from the instructor. Students are expected to produce original work for each course of study.

Any kind of these or other attempts of malpractice can result in not obtaining the Diploma.

Cheating in examinations

A set of rules for the conduct of IB examinations is published and displayed throughout the school as well as in every examination room. It prohibits the following: copying, the taking of unauthorized materials in to the examination, and communication between students during the examination. This is given to all examination candidates in an examination preparation package a few months before final exams in a meeting held specifically to focus on examination procedures and issues. Using unauthorized materials or devices (including notes, textbooks, universal translator, cell phone, calculator, or any other electronic device) during an assignment or examination without the permission of the instructor, obtaining and/or reading a copy of an examination before its administration without the permission of the instructor, collaborating with other students or third parties on a take-home examination, paper, homework assignment, lab work or other project without the permission of the instructor. Help from others

Students are, as stated, expected to work independently and this means it is not acceptable to have an excessive amount of help or guidance from family members, friends or teachers. Each piece of internal assessment must represent the student's own knowledge and be signed off as the student's own work. Teachers are obliged to confirm that a student's work is their own and will not sign off on work if they do not believe this is so. A further matter of academic honesty is completion of the CAS requirements and necessary documentation as well as regular attendance at classes. Students who fail to attend classes or CAS activities on a regular basis are not fulfilling their obligations to the IB Diploma Programme and the Learner Profile.

Consequences of malpractice

In case of malpractice being suspected, the teacher will raise their concern with the student in question before contacting first the student's mentor and the DP Coordinator. A meeting will be arranged with the student to discuss the situation where the student will be allowed to present their case and prove that the work is their own. If plagiarism has occurred and been admitted, a student may be given an opportunity to produce a new, independent piece of work where appropriate. If plagiarism is discovered in a final piece of work, no grade will be awarded.

Tests and term examinations

If plagiarism or cheating in any form is discovered during a test/examination, a student will be asked to leave the examination/test and will not receive a grade for this. The student will be invited to a meeting with the IBDP Coordinator to discuss the situation.

Final IB examinations

Any case of malpractice during final IB examinations will be reported to the IBO in accordance with the Handbook of Procedures for the IB Diploma Programme.

If a teacher suspects plagiarism, collusion, cheating or excessive help from others, the student is allowed one opportunity to revise and resubmit work. In the case of IA, the suspect piece of work will not be marked and the final mark will be devised from marked work only. If work is actually signed off by the student as their own work but the teacher still suspects plagiarism, collusion, too much help, or cheating, the IB must be informed and there will be an investigation to collect evidence for a report to the IB's Final Award Committee. This will include statements from the student, the teacher and the IB Diploma coordinator. If the Committee decides that malpractice has occurred, no mark will be given for the subject and the Diploma will not be awarded.

Responsibility for Academic Honesty

The IB Diploma Coordinator/Administration are responsible to:

- ensure that all students, parents, and teachers understand what constitutes academic honesty by providing verbal instruction, printed instruction, and additional resources when needed;
- facilitate the Academic Honesty Committee meetings when needed and plan and monitor all IB Exam testing sessions, provide teachers with materials and training necessary to guide students in maintaining academic honesty;
- maintain parent contact and participate in the investigation of academic dishonesty and malpractice;
- when necessary, document and report academic dishonesty and malpractice to IBO;

Teacher's responsibility is to:

- review the Academic Honesty Policy on a regular basis with each class including the most effective way to report malpractice;
- confirm, to the best of his or her knowledge, that all work accepted or submitted for assessment is the authentic work of each candidate;
- instruct students in the use of Turnitin.com and refer to the originality reports to detect plagiarism;
- understand and implement all school policies;
- demonstrate and model academic honesty in all presentations and projects;
- provide guidance to students on study skills, academic writing, research, and acknowledging sources;
- monitor testing environments and report and record academic dishonesty.

Students' responsibility is to:

- read and sign the Academic Honesty and Integrity Policy;
- ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly cited/referenced;
- understand the definitions of what is considered academic dishonesty and ask for clarification of instructions when necessary;
- talk to the IB Coordinator when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress;
- if academic dishonesty is suspected, to prove that all pieces of work are his/her own, and have not been plagiarised.
- understand the proper way of citing or acknowledging original authorship of works or ideas (MLA for English, History and Math classes, APA for Experimental Sciences and Psychology);
- understand the consequences of academic dishonesty and malpractice.

Internal Sanctions

Internal sanctions may be imposed by the school for incidences of malpractice relating to homework, classwork, and internal exams which do not involve internally and externally assessed final pieces of official IB examination work, and will include:

1st Offense: The student is required to re-do the work and is reminded of academic policy. Parents are notified by the teacher and the malpractice is noted in school records.

2nd Offense: The student is given zero for the work, parents are notified by the Principal, and the student receives disciplinary consequences. The second malpractice offense is noted in school records.

3rd Offense: If a student is found responsible of a 3rd breach of academic honesty, they will receive no credit for the relevant course, and may be recommended for withdrawal.

External Sanctions

External sanctions are assigned by the IB, or by the school, in compliance with IB regulations, and relate specifically to the perception that academic dishonesty has taken place in work which counts towards the award of the final Diploma.

Final notes

Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act (IB learner profile in review: Report and recommendation (April 2013), page 21).

IB DP students in Gimnazija Crnjanski recognize the usefulness of a great variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats. Sometimes, the level of rigour of their tasks can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty.

To avoid any consequences, the Coordinator and the teachers in Gimnazija Crnjanski promote the development of conceptual understanding in students, take responsibility to set meaningful tasks that can be completed independently by the student, and raise the level of consciousness of the importance of academic honesty. This is a part of the school’s strategy that combines our internal policy with good academic practice.

The principle of academic honesty are viewed positively by the entire school community and are natural part of academic study, remaining with the IB student throughout his or her education and beyond.



HIGH SCHOOL "CRNJANSKI"
INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME

ADMISSION POLICY

OBRAZOVNI SISTEM



EDUCATION SYSTEM

ADMISSION

Our school has a very open admission policy but certain standards must be met.

Application process

Entrance procedure

The entrance criteria in order to be enrolled at the IB Diploma Program are:

1. Evidence of previous two years secondary education with respective official reports and grades.
2. English language test.
3. Interview with IB DP Coordinator and school counsellor.

1. Students enrolling into year 1 of the IB Diploma Program should provide evidence of their previous secondary education with their respective grades and report cards. Students enrolling into year 2 of the IB Diploma Program need to provide evidence of their previous IB DP studies from an accredited secondary education provider, this includes grades and report cards and any letter of recommendation. They should provide a first draft of their IA and EE. If there are no first drafts we will accept the student on certain conditions. We insist that the subjects taken at their previous secondary education provider are also offered at our school.
2. English language test is required in order to obtain a more balanced and holistic view of the student's knowledge and skills. We want to offer the opportunity of entering into this challenging program to every student that is interested. However, a certain level of competency in English language is required. The purpose of the test is in order to determine if there is a need for additional lessons and courses that will help students participate in the School program since it is completely taught in English.
3. The interview is used to determine the level of self-motivation of the candidates and whether the IB Diploma Program is the right choice for them. According to their future orientation the IB Diploma Program Coordinator suggests the subjects offered and recommended to the students. The other use of the interview is to allow entrance under special circumstances where required, such as unsatisfactory grades in previous schooling. In this circumstance we can offer more regular monitoring of the progress and additional classes where needed. The school counsellor can judge any inclusive education candidate and recommend further steps to ensure a successful education of that student.

Before taking the tests, students and their parents should fill in the forms: Basic info, General data form, list of subjects taken at "Gimnazija Crnjanski" and Psychological placement interview.



HIGH SCHOOL "CRNJANSKI"
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DIPLOMA PROGRAMME

ASSESSMENT POLICY

OBRAZOVNI SISTEM



EDUCATION SYSTEM

Assessment philosophy

Assessment should support and encourage students in terms of what they know, understand and can do. As for teachers, it should help them develop their practice and approaches to teaching. It is perceived as a continuous process, aimed at providing feedback about learning, but also seen as an opportunity to set future goals and improve along the way.

Assessment policy

- Key function of assessment in our IBDP is providing feedback to students, but also to teachers on students' particular strengths and limitations. It also allows for meaningful reporting to parents about students' progress.
- Teaching at Gimnazija Crnjanski is focused on effective teamwork and collaboration. Effective dialogue and feedback on what students have and have not understood during their lessons is encouraged, hence assessment plays a crucial role in supporting learning, as well as measuring learning.
- Assessment is based on the course aims and objectives, meaning that effective teaching to the course requirements also ensures effective teaching to the formal assessment requirements. We put emphasis on criterion related assessment.
- Assessment is integral to planning, teaching and learning.
- Assessment requires the application of knowledge, understanding and skills to address real world situations.
- Students need to understand what the assessment expectations and criteria are, hence these are introduced early in the course, playing an integral part of their class and homework activities.
- The assessment requirements make it clear how summative assessment will be conducted and how the students will be judged at the end of the course.
- Assessment is differentiated, enabling students to demonstrate their learning in various ways.

Balanced range of assessment strategies and methods are used – both formative and summative approaches.

Summative assessment is the kind of assessment directly contributing to the final diploma qualifications. It is comprised of:

1. Formal summative assessment, required by IB:
 - Subject specific IBO exam papers that are externally assessed – official IBO exams are held every May according to the IBO schedule

- Internal assessments completed during the two-year course, that are first assessed internally by the subject teachers, marking the IA according to the IB DP standards, criteria and descriptors, and then externally moderated by IB examiners. Internal assessments are submitted via IBIS in March/April of the senior year.
- Official oral recordings for the Language A (Internal Oral Commentary + Discussion; Internal Oral Commentary for Lang & Lit) & Language B (Individual Orals). Recordings are held in January in the second year, and submitted/uploaded via IBIS in March/April.
- Externally assessed written assignments for Language A & Language B – written assignments & written tasks – submitted via IBIS in March of the senior year.
- Internally assessed oral presentations (Language A, TOK), further oral activities (Language A: Lang & Lit) and interactive activities (Language B). Oral presentations/activities are done closer to the end of the first year, in May

2. Internal summative assessment, required by the school:

- Term exams (both Year 1 and 2): one term exam each year in December
- End-of-year exam (for Year 1): in June

Term and end-of-year school exams consist of previous subject exam papers or their combination, reflecting different subject components that are part of the official IB assessment. Further and more detailed explanation for each subject and the way different sample papers are introduced is given in the school' subject-specific documentation on assessment procedures.

- Mock exams (in all subjects) for Year 2 students, held in March of their senior year. Mock exams represent a full “replica” of the May session exams from the year before. Mock exam results are used in composing students' IB predicted grade and their end-of-year 2 grade.
- Mock oral exams for Year 2 students (Language A&B) – as a part of the students' preparation for the official recording in January of the second year, mock oral exams are held at school in October/November, in their senior school year.
- End-of-unit tests – organised and composed according to subject-specific aims & objectives, aimed at assessing the students' academic progress throughout the two-year program. These test are usually organised on a monthly or a six-week basis.

Note: All term, end-of-year and mock exams are undertaken under exam conditions. If a student's is absent due to illness, a doctor's medical certificate will be required to permit a retake of the designated task. If no such medical certificate is forthcoming, the students will receive a 0 IB assessment grade for that task.

Formative assessment relates to various activities undertaken by teachers and students with the aim to provide feedback that will be used for modifying their teaching and learning activities, i.e. it is a tool that teachers use to improve students' learning – resulting in **assessment FOR, not OF learning**. It incorporates various kinds of quizzes, games, tests, projects, class discussions, as well as regular monthly, term and mock exams. The frequency and the type of formative assessment varies depending on the subject (further details can be found in separate subject assessment tables within the school' subject-specific assessment documentation) and is always aligned with the IB subject criteria requirements and general IB principles and practice. Having in mind the fact that formative and summative assessment are not exclusive to each other, various forms of summative assessment are used as a part of the formative assessment designed to enrich and enhance the learning process.

It is the responsibility of the teachers to design and provide ongoing formative assessment that informs students about their learning. Formative assessment also enables teachers to develop types of assessment which are tailored to address the learning needs and approaches of every student individually. These types of formative assessment help in devising teachers' lesson plans and designing students' learning activities.

Practices of formative assessment used in our school include:

- Systematic use of detailed assessment criteria
- Peer-to-peer assessment moderated by the teacher (usually face to face)
- Student self-evaluation and self-assessment supported and supervised by the teacher

Following the ATL (Approaches to Teaching and Learning) principles, we strongly believe that **students' self-assessment** is one of the core formative assessment strategies which contributes significantly to students' confidence, motivation and academic development in a holistic way.

Assessment Standardisation

Teachers at Gimnazija Crnjanski strongly believe that the process of standardisation within a subject is an important way of making sure all our students receive the best possible guidance in regard to IB requirements and expectations.

The process of standardisation is undertaken within those subjects that are taught by two or more teachers. The process involves teachers' cooperation in a variety of ways:

- teachers meet regularly to discuss subject reports. If there are no available subject reports, teachers rely on reports in similar subjects. For example, Serbian A teachers use English A and Croatian A reports;
- teachers meet at the beginning of each school year to discuss students' results and examiners' feedback;
- teachers devise tests and exam papers together to make sure they correspond to the students' levels (standard or higher) for both school grades;
- teachers exchange their students' work, mark it against IB criteria and descriptors;
- teachers discuss together the process of grading whether it is grading at the end of the term, the end of the school year or giving the IB predicted grade.
- when introducing IB criteria and exam samples to students, or moderating students' selfassessment, teachers work and deliver those lessons together.

When there is only one teacher per subject, the process of standardisation does not take place.

However, during the regular subject group meetings teachers engage in discussions on IB criteria and their implementation across subjects within different subject groups, especially if there are similarities between subjects. For example, teachers of Language A or B discuss differences and similarities in the ways students' work can or should be assessed.

Additionally, following the principles and recommendations of the IB's ATL¹ principles, subject and group teachers discuss and evaluate the progress of their student's learning skills and abilities, and what pedagogical principles should be emphasised through the process of assessment.

¹ ATL stands for Approaches to Teaching and Learning

Reporting Student Assessment at Gimnazija Crnjanski

C. Two-week reports on students' attendance and progress – these are sent electronically to parents in order to further the process of monitoring students' achievement and help them get a better sense of their time-management

D. Report cards – report cards are issued at the end of each term / school year, containing short summative statements, accompanied by grades, to note successful completion of the term / year.

E. Midterm mentor letters – these letters to parents are sent in November and March every year, with brief information from each subject teacher on an individual student's progress, achievement and further growth. They are not intended to be included in students' transcripts as indicators of achievement.

F. Mentor letters sent on a monthly basis – these letters contain brief comments on students achievements, strengths and weaknesses that should be addressed, and are related to the principles of formative assessment.

G. Parent–teacher meetings:

Gimnazija Crnjanski calendar schedules three time slots (September, October & March) in the school year for the parent-teacher-student conferences. Student presence is an expectation.

Meetings in September are primarily organised for parents and represent introductory meetings where parents of the Year 1 students are introduced to the programme requirements and assessment procedures; the parents of our Year 2 students are given information on the progress done during the first year of the programme, on the students' assignments completed during the summer break, and on the expected deadlines in the second year.

Gimnazija Crnjanski has an open-door policy and families are invited to communicate and schedule other appointments, at any time of the school year.

Gimnazija Crnjanski DP Internal Assessment (IA) deadlines

- Gimnazija Crnjanski has its internal deadline calendar for students in each year of the Diploma Programme. The deadline calendar is set every year as a modification of the previous school calendar. This is done in order to respect and address students' individual needs and learning styles as well as to encourage them in developing their self-management skills.

Internal deadlines are set earlier in order to give students enough time for the completion of all tasks. All deadlines are carefully balanced across subjects and it is our aim to balance the workload in collaboration with our students. The aim of this collaboration is to avoid deadline "clogs".

- Students are expected to meet the deadlines for each step of the IA process. Those who fail to meet Gimnazija Crnjanski final IA deadline will not have their IA fully revised by the subject teacher. Only Academic honesty principles will be thoroughly checked and evaluated. Any lateness on the student's part will be recorded in their two-week progress and attendance sheets.

Grading at Gimnazija Crnjanski

Besides getting their official IB grades at the end of their schooling, students at Gimnazija Crnjanski are regularly graded by the school teachers on a term and end-of-year basis: at the end of the first term (January) and the end of the year (June).

Constructing the grades during the two-year programme

Term grades: 40% term exam + 60% students' other work

End of year 1 grade: 40% end-of-year exam + 60% students' other work

End of year 2 grade: 80% predicted IB grade + 20% midterm Y2 grade

Predicted IB grade (submitted via IBIS in April): **Mock exam grades + Internal/External Assessment projected grades.** When giving an IB PG, it is left to the teacher's discretion to consider and include other forms of assessment done by the student.

Predicted grade for the students' university application (usually given in September of their senior year): it consists of the student's end-of-year 1 grade whose value can be modified according to the work student did during the summer break.

Applying IB criteria and descriptors

When it comes to application of IB criteria and descriptors, all term, end-of-year and mock exams are aligned with the subjects' components and their corresponding sets of criteria.

Other forms of assessment (that represent 60% of the students' term and end-of-year 1 grades) are designed in a way that allows the application of different criteria across the subject's components, addressing the quality of different skills students' need to develop. These types of assessment are supported by the general descriptors of IB grades (shown in the table below) and aligned with the ATL principles.

Assessment grades

Descriptors are shown below for each level of achievement, grades ranging from 1-7, with 7 being the highest achievement.

| Grade | Descriptor |
|-------|---|
| 7 | Excellent. A consistent and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces a work of high quality. |
| 6 | Very Good. A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight. |
| 5 | Good. A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a variety of situations . The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrate originality and insight. |
| 4 | Satisfactory. A good general understanding of the required knowledge and skills and the ability to apply them effectively in normal situations . There is occasional evidence of the skills of analysis, synthesis and evaluation. |
| 3 | Mediocre. Limited achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support . |
| 2 | Poor. Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations even with support . |
| 1 | Very poor. Minimal achievement in terms of the objectives. |

School Grade Boundaries

| | |
|------------------------------|--------------------|
| Average of all scores 90% | - 7 (Excellent) |
| Average of all scores 74-89% | - 6 (Very good) |
| Average of all scores 62-73% | - 5 (Good) |
| Average of all scores 48-61% | - 4 (Satisfactory) |
| Average of all scores 29-47% | - 3 (Mediocre) |
| Average of all scores 15-28% | - 2 (Poor) |
| Average of all scores 0-14% | - 1 (Very poor) |

Grade boundaries represent school grade boundaries which are stricter than the boundaries that are presented in the IB subject reports because we strongly believe it is necessary for our students to get a strong academic training and experience. In this way, they will gain more focus in their work and strengthen their motivation and diligence. Recommended scales are subject to appropriate modifications within subjects, in accordance with the subject grading scales published in the latest subject reports on the OCC.

Letter Codes for Effort and Behaviour

Following the ATL principles and believing that education is more than a quantifiable academic achievement, at Gimnazija Crnjanski we aim to assess and give feedback on our students' effort and behaviour which represent important aspects of their education.

Areas that are assessed are:

Motivation (for learning, working with others, following deadlines, etc)

Behaviour (towards classmates, teachers, school property, etc.)

Working habits (which are reflected through their homework, timely assignment submission, the way they effectively organise their own time)

Class participation (including both individual and group activities)

Effort and Behaviour are assessed through the following categories:

O – Outstanding (always, in all four areas)

G – Good (needs to improve in one area)

S – Satisfactory (needs to improve in two areas)

N – Needs improvement (needs to improve in three areas)

U – Unsatisfactory (needs to improve in all four areas)



HIGH SCHOOL "CRNJANSKI"
INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME

INCLUSIVE EDUCATION POLICY

OBRAZOVNI SISTEM



EDUCATION SYSTEM

Inclusive assessment arrangements

IBDP Department Crnjanski High School promote and accept inclusive assessment arrangement from the very beginning of our work.

The Department has a *Learning Support Team* that consists of the teachers, mentors, a coordinator and a psychologist.

Our aim is to implement different methods and/or individual approaches to educational needs of the students. That way we support students with temporary educational needs and/or with dyslexia.

Our school policy "*student as an individuality*" respects not only student's personal characteristics, but, also, student's individual educational needs. That often puts a request for individual lessons as a way of answering to some special and temporary educational needs. Delivering lessons individually together with having in mind personal educational needs of each student, if necessary, gave more than good results and learning achievements.

WE believe that a sort of/part of inclusion process we can offer at our school has benefits, for students, both with and those without special learning needs.

- Students develop empathy for their classmates with special learning needs
- Students acknowledge that it is possible to learn in different ways
- Students learn that we live in a diverse world and understand how to get along with all people
- Students experience that there are many ways to achieve our goals

In addition, inclusion is, definitely a challenge for teachers.

During the last five years, IBDP department had one student with dyslexia, who require inclusive assessment arrangements.

In cooperation with teachers, parents and the student himself, following the procedures aimed at fulfilling special requirements, teachers, IB DP Coordinator and Psychologist recommend written examinations for a student with dyslexia, authorized 50% additional time and a computer with access to word processor.



HIGH SCHOOL "CRNJANSKI"
INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME

LANGUAGE POLICY

OBRAZOVNI SISTEM



EDUCATION SYSTEM

Introduction into the language policy

Gimnazija Crnjanski and its IB Diploma Programme, in accordance with the IB general principles, is "committed to supporting multilingualism as fundamental to increasing intercultural understanding and international mindedness."

In line with this, the school language policy, being in strict correlation with the IB principles and practices and deriving from the school language philosophy, is intended to provide a framework that will ensure that the IB's values and aims are reflected in the school's organization activities.

Within our language policy we understand and recognise that:

- Language is central to learning and that all teachers are responsible to facilitate communication.
- Students are supposed to learn at least one other language in addition to their mother tongue.
- The development and maintenance of the mother tongue is to be encouraged and supported
- Administrators, teachers, librarians and other school staff will require professional development in the fields of language learning and teaching.
- Parents are to be involved in planning their children's language profile and development.

School Language Profile

It is our firm belief that the concept of international education is based on students' ability to communicate in more than one language, and that language is essential in shaping the meaning. We recognise that teaching languages in DP is crucial and should be open and inclusive, affirm each student's identity and promote critical thinking, as underscored in the "Language and Learning in the IB Programmes" document. Moreover, all DP teachers have a responsibility to address the language needs of their students in the language of instruction - English.

According to the mentioned document, every student in the International Baccalaureate® (IB) Diploma Programme (DP) studies in both their best language and in other languages taught as a requirement of the programme." With this in mind, DP students at Gimnazija Crnjanski study at least two languages throughout their time in the programme.

The Language of Instruction

The language of instruction in the DP programme at Gimnazija Crnjanski is English, thus a strong need to strengthen the language skills and capabilities in all DP students throughout the time in the programme. Moreover, we encourage and strongly support English to be adopted as a lingua franca, a common language of communication among DP students and teachers outside the classroom and in lesson breaks. However, since the IB DP department with its students and teachers is accommodated at Gimnazija Crnjanski together with the national programme high school students, it is also common for DP students to communicate with other, non-DP students in most students' mother tongue – Serbian.

Mother Tongue

“No matter what your first language, you should treasure it all life” Kurt Vonnegut

Based on the principles of multiculturalism and multilingualism, we at Gimnazija Crnjanski particularly recognize the importance of mother tongues as languages that serve as the foundation for our students' sense of self-worth and cultural identity. Furthermore, teaching mother tongue strengthens students' cognitive, psychological and linguistic development which together with English, which is a language of instruction in other subjects, leads to building cultural awareness, open-mindedness and readiness in our students to become the citizens of both the world and their local milieus.

Therefore, our mother tongue policy encourages all the students to study their mother tongue as their Language A first choice while for those who are also proficient in English, they are recommended to study two mother tongues because we believe that in that way students will broaden their world views. Additionally, having in mind that our students come not only from Serbia and neighboring countries but from different regions, bringing their mother tongues, we also continually work on developing strong support for Language A school-supported self-taught students. For these students who have so far chosen (Russian, Modern Greek, Dutch), Gimnazija Crnjanski gave support in finding the best tutors, while also offering a clear methodological and pedagogical support for those SSST teachers that might not be closely familiar with the IBDP practice. Also, believing that a good sense of other language could be gained through the sound and melody aspects, we at Gimnazija Crnjanski always aim to organize classes where all students could read literary works from their languages to their classmates so they could share the feeling of the language and strengthen their cultural awareness.

When it comes to Serbian being the most frequent mother tongue at Gimnazija Crnjanski, we also encourage and develop in our students a strong sense of regional awareness and open-mindedness for the languages in the Balkans that are linguistically very close to Serbian and easy to understand by our students (languages such as Bosnian, Croatian and Montenegrin). This is achieved through the use of various authors from the Balkans who have been writing in these languages, and whose works are usually used in different extracurricular activities.

Additional Support in Serbian / Serbian as a Second Language

Finally, since our students come from various international backgrounds, speaking different languages, we also offer an opportunity for them and their families to learn and discover the cultural and linguistic values of Serbian language, having in mind that they would usually spend at least two years in Serbia. These classes are offered as "Serbian as a Second Language" and not "Serbian for Foreigners" because we strive to instil a sense of domestic atmosphere and hospitality in an educational surrounding. During these lessons, our teachers also encourage students who are native Serbian speakers to help their fellow students in not just acquiring linguistic skills but also learning about multicultural profile of Serbia where many diverse ethnic communities live together (Hungarian, Romanian, Croatian, Albanian, Bosnian, etc.).

Additional Support in English

When entering the DP programme at Gimnazija Crnjanski, our students have varied and often complex language histories and consequent multilingual profiles. Some are true native speakers in English, others are bilingual students who were either born or previously educated in an English speaking country. However, majority of our DP students are of local origin who are learning the language of instruction - English as a second language. They usually possess a considerable command of English when entering the DP, but they still have a strong desire and need to further develop the language while studying in the programme. Therefore, it is our school's priority and main responsibility to ensure that all students reach their full potential by providing for the language needs of such students so that they can participate fully in the programme.

Assessment Policy

For this reason, before entering the IB DP, and as part of our common practices relating to language teaching and learning, all students are assessed for their current language competence. The English admission test, designed by English language teacher(s), is either based on a written response to literature and assessed by the English A rubric, or is the assessment of the four language skills similar to the international English language exams (TOEFL, FC, IELTS) The language requirement is a B2 + level, the upper-intermediate to

advanced, for a student to be able to join the programme. If the assessment shows that the student lags behind, the school, upon request, and in agreement with the student and the parents, provides the additional ESL (English as a Second Language) lessons, based on individual student's needs and accommodated in student's timetables, during the initial or the whole study period in order to help the student master the language and reach better final results. The regular DP language teachers, supported by the school and the DP Coordinator, are provided with all teaching materials, the time and space necessary for teaching these lessons.

Academic Writing

Teaching experience has shown that the DP students' biggest challenge in the programme is academic writing, i.e. appropriate writing for the exams and all the written assignments in different DP subjects, as well as the extended essay. Even the students with the full command of English need to be taught how to define a thesis, how to structure a paragraph, organise the paper or reference and list bibliography. Students are introduced with the MLA and Harvard systems of referencing, commonly used in listing the resources. In addition, great emphasis is given to the occurrence of plagiarism in written works and how to avoid it. For this reason, and in order to cover this specific need, an additional lesson of academic writing per week is organized and taught by the English language teacher for all students in year 1 of the DP. Moreover, all DP teachers are responsible to, throughout the course, assist and support their students in proper assignment writings related to the subject.

ESL in PreIB programme

Many students from the national programme at Gimnazija Crnjanski and other schools are interested in joining in the DP for the last two years of their high school. However, they often lack or have insufficient knowledge in English. In order to meet the needs of the prospective DP students, the school has designed a Pre IB course for Year 10 high school students who are then taught national curriculum in English and according to the IB concept and methodology. Throughout the year the students have an intensive English course of 6 classes per week in which they work hard to improve all the four language skills, with the stronger emphasis on writing and reading comprehension. This Pre IB course has proven itself as worthwhile, since the students who attended it prior to entering the DP have been better prepared and achieved better DP results.

Additionally, during the course lessons, the students are guided and supported to take up an FC Cambridge, IELTS or TOEFL English language exams by the end of the school year. A language diploma gained from any of these exams is internationally valued and is an excellent introduction into the English B in DP.

Diploma Programme Language Courses

The comprehensive range of courses has been designed to address and acknowledge the complexity and range of language profiles that students may bring to the DP

Language courses are offered in two of the subject groups:

- group 1—studies in language and literature: Serbian, English, German, French
- group 2—language acquisition: Serbian, English, French

Group 1

In Group 1, there are two courses designed for students who have previous experience of using English in academic contexts.

- Language A literature course allows the close study of literary texts and their varying contexts.
- Language A and literature course focuses on critical literacy and the way meaning in texts is constructed by, among other things, the contexts of production and reception.

All DP students are expected to study at least one group 1 course.

Mother Tongue

Group 1 is also the site where the IB recognizes the right of all students to study their mother tongue at the same level as other DP subjects.

In this group we offer: Serbian A: Literature, English A: Literature, English A: Language and Literature, German A: Literature, and other mother tongues as School-supported self-taught Languages A.

The main aims of these mother tongue subjects are in accordance with the aims given in the Language A: Literature and Language&Literature IB guides. Mother tongue subjects offer a wide range of literary and non-literary texts, both linguistic and multimedia material that help students acquire skills of close reading, critical thinking and critical media and textual analysis; by introducing works from different time periods, regions, languages and genres, we help students to develop a stronger sense of their cultural rootedness while simultaneously encouraging them to appreciate and welcome the otherness they recognize in other cultural backgrounds. For our teachers at Gimnazija Crnjanski it is both important to develop oral and written skills, but also to create an awareness in our students regarding their own cultural identities and how that influences their understanding of the language and literature.

Regarding the Serbian A course, school mostly recommends studying at Higher Level so the students could acquire a proper balance between nurturing their mother tongue and being strongly involved in English either as their second language or their language of instruction in other subjects.

When it comes to English A, at Gimnazija Crnjanski we believe that both English A Literature and English A Language & Literature are equally important as subjects, and the students' choice is determined by their level of competence in English which is assessed by our English teachers. Language & Literature course suits better the needs of those students who are proficient in English but are more interested in different textual and media genres, while the Literature course is important since it offers our students a wide range of literary texts, coming from very rich and diverse cultural backgrounds.

Gimnazija Crnjanski also provides a strong support for the students to maintain and develop their mother tongue knowledge and skills through School-supported self-taught courses. So far, at Gimnazija Crnjanski we had Dutch, Russian and Modern Greek.

Group 2 – Learning a Second Language

As a requirement of the DP curriculum, every student learns at least one additional language. Group 2 offers two modern language courses:

- language B—for students with some experience of the language
- language ab initio—for students with little or no experience of the target language.

In each course, students may choose from English (SL,HL), French (Ab Initio, SL,HL) and German (Ab Initio, SL,HL).

The courses share an emphasis on the importance of understanding language acquisition as a process that also involves the recognition and understanding of another culture. It is important in the development of intercultural awareness and international-mindedness.

We understand that the language policy defined by the school is a working document subject to revision and changes. We are open to the DP teachers' recommendations and assess carefully the students' and parents' suggestions. We put every effort to collect the information on students' language needs through interviews with students and teachers, informal discussions and observations. The information gathered is invaluable in later readjusting and improving the school language policy.