

IB DP NEWSLETTER

2016



Dear Sir or Madam,

VIII Prywatne Akademickie Liceum Ogólnokształcące is one of Kraków's most rapidly-developing non-public schools. We have been part of the city's higher-secondary education for nearly 22 years, ranking high in national education league tables.

In January 2011, we were authorised by the International Baccalaureate Organisation to teach the Pre-Diploma and Diploma Programme, a globally acknowledged system for students aged 15 to 18. Our alumni continue to study in a wide range of academic fields at top universities in Poland and abroad.

Our Diploma Programme provides students with a unique opportunity to receive education tailored to their interests and needs. Thanks to this flexible approach, the students' results translate easily into other educational systems.

Thank you for taking your time to read our offer. I hope you will find it interesting and useful.

For further details, do contact us or pay us a visit.
Yours sincerely,

Professor Jerzy Waligóra, PhD
Head of VIII PALO



VIII Prywatne Akademickie Liceum Ogólnokształcące
IB World School No 006265

31-128 Kraków, Karmelicka 45

sekretariat@pack.edu.pl
dyrektor@pack.edu.pl
www.ibkrakow.pl

Newsletter 2016

Edited by:
Anna Krzemińska-Kaczyńska
Bartomiej Adler
Jolanta Jedzok
Magdalena Marmuszewska
Karolina Spyrka



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About DP

What is the DP?

Research suggests that there are many benefits to choosing the DP. The programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

The DP curriculum

The DP curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

Who is the DP for?

The DP is open to any student aged 16 to 19, at schools that have been authorized to implement the programme.

<http://www.ibo.org/en/programmes/diploma-programme/>

VIII Prywatne Akademickie Liceum Ogólnokształcące was founded in 1993. It belongs to the group of most rapidly developing non-public schools in Krakow. A great number of teachers is recruited from the teaching staff of Krakow universities, especially Pedagogical University, the Jagiellonian University, AGH University of Science and Technology. This fact guarantees high standards of teaching, whereas extensive pedagogical experience of our teachers, together with openness to new challenges and systematically held teaching workshops contribute to the development and perfecting of the quality of teaching.

One of our recent undertakings is opening the International Baccalaureate Diploma Programme (September 2012). Our experience in individual approach to our students, promoting voluntarism and various activities make the IB DP a natural step in our development.

The IB Learner Profile

Inquisitive
Knowledgeable
Discerning
Communicative
Principled
Open-Minded
Caring
Adventurous
Balanced
Reflective



All students interested in the programme are welcome to become acquainted with the rules and conditions of the admissions procedure.

<http://www.ibkrakow.pl/>

English A: Literature

Lynn Suh

The English A: Literature course encourages students to read novels, poems, dramatic works and other literary texts with an eye towards appreciating the artistry and vision of the writer. It is a course that treats each text not merely as an exercise in literary analysis, but as a window to the world that the writer has created which inevitably affects our own. In addition, students will explore the biographical, cultural and philosophical framework in which the writers wrote, to examine how historical and intellectual currents influence language and ultimately literature. Students interested in this course are expected to be proficient in writing academic papers in English, as well as fluent in discussion, both at the Standard and Higher Level. The writers who have been studied thus far include Flannery O'Connor, Elizabeth Bishop, Charles Baudelaire, Jean-Paul Sartre and Kenzaburo Oe.

Our students' opinions on the subject:

I chose this subject because... I like languages and literature.

The most interesting for me was/is... discovering the cultural context of works as I am keen on humanities.

The most difficult for me is... writing poem analysis and essays.



Język polski A: Literatura SL i HL

Bartłomiej Adler

Kurs literatury jest jedynym kursem w programie IB Diploma nauczonym w języku ojczystym. Podobnie jak w polskim systemie edukacyjnym, koncentrujemy się tu na omawianiu lektur szkolnych, jednak ich zestaw znacznie odbiega od tradycyjnego kanonu. Analizujemy więcej tekstów kultury współczesnej, przyglądając się im z różnych perspektyw literaturoznawczych (teoretycznej, historycznoliterackiej, antropologiczno-kulturowej). Uczymy się rozpoznawać różnorodne konwencje gatunkowe, stylistyczne i estetyczne. W porównaniu do wymagań systemu polskiego, program IB skłania do bardziej samodzielnych poszukiwań trafnej, dobrze uargumentowanej interpretacji.

Samodzielna, pogłębiona analiza i interpretacja tekstu literackiego jest kluczową umiejętnością potrzebną, aby zdać egzamin maturalny z literatury w IB DP. To jednak nie wszystko. Program wymaga również samodzielności w korzystaniu z akademickich opracowań krytycznoliterackich, tworzenia dłuższych prac pisemnych na wybrany przez siebie temat, słowem: prowadzenia pracy badawczej nad tekstem. Pracy, w której uczniowie są badaczami, a nauczyciel – przewodnikiem i konsultantem. Każdy maturzysta tworzy analizę i interpretację porównawczą, potrafi wykorzystywać konteksty, a także logicznie i spójnie argumentować, komentując dzieło literackie.

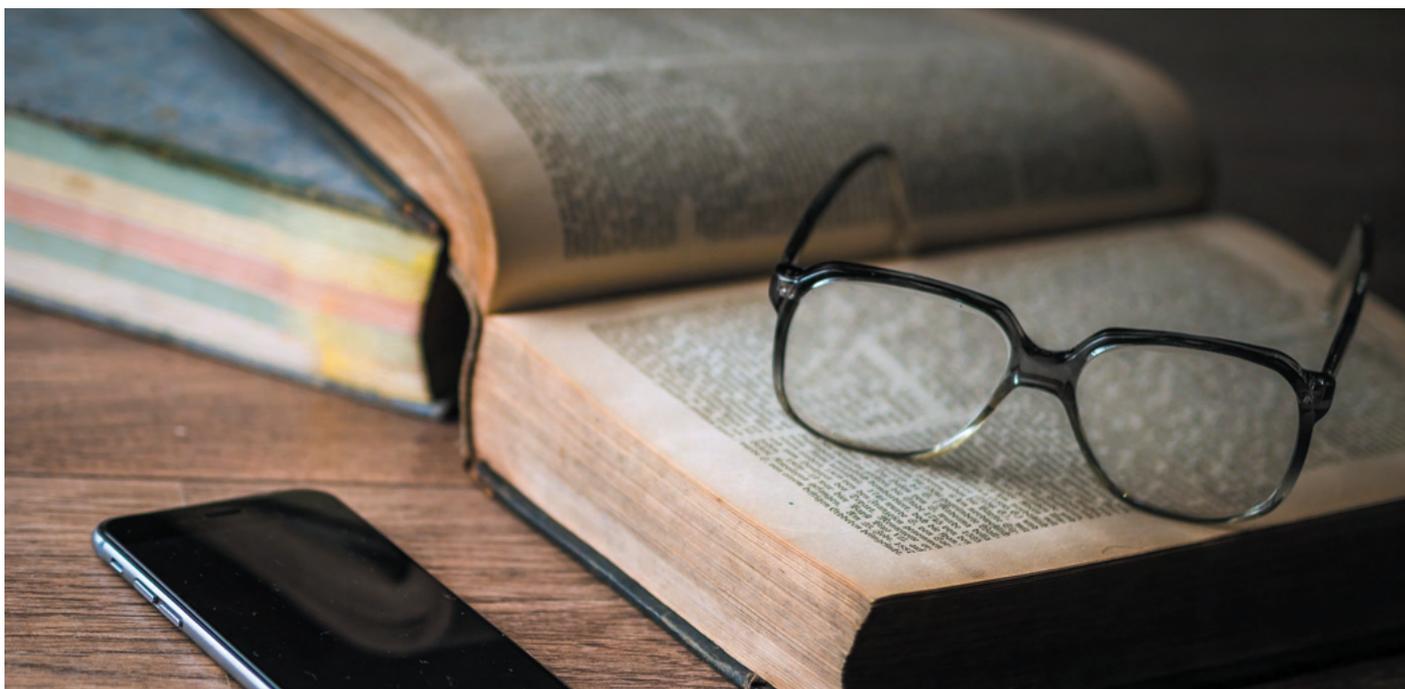
Na poziomie rozszerzonym rozwijamy treści omawiane podczas kursu „standard level” i czytamy więcej lektur. Wymagane jest tu lekkie pióro i zainteresowanie różnymi dziedzinami humanistyki, ze szczególnym uwzględnieniem nowości wydawniczych oraz aktualnego rozwoju życia literackiego.

Opinie naszych uczniów na temat przedmiotu:

Najbardziej interesujące dla mnie jest... poznawanie tekstów spoza ogólnie przyjętego kanonu.

Najtrudniejsza dla mnie jest... samodzielna analiza testów.

Jestem dumny/dumna z... faktu, że zauważam u siebie postępy w umiejętności pisania esejów.



In comparison with English language classes offered by Polish schools, the English B course in the IB DP programme is more advanced and more fun. Instead of following a coursebook organized around grammatical problems, IB students focus on five broadly defined areas of life (three of them are obligatory: Global Issues, Communication and Media, Social Relationships; the other two are chosen by students out of the following: Science and Technology, Cultural Diversity, Customs and Traditions, Health, and Leisure). In practice it means that the students may discuss for several weeks e.g. problems connected with ethics in science in all possible aspects, taking into account the latest developments in this area and topical debates concerning science in contemporary societies. While doing it, they read original texts, watch films, listen to lectures, make their own presentations, roleplay various situations, take part in class discussions and write essays connected with the topic.

Writing practice is an important part of the course – students write a lot and the range of forms they need to master is much wider than during regular classes in the Polish school (e.g. they learn how to write news reports, interviews, profiles, proposals, brochures, pamphlets, speeches, blogs, diary entries and many others).

The IB DP course puts special emphasis on Anglophone cultures, hence students learn a lot about the contemporary world and current situation in the countries in which English is spoken (not only the UK or the USA but also, for example, Singapore, Kenya or New Zealand). This makes attending English B classes a mind broadening experience and an intellectual journey into other cultures.

Another interesting feature of the English B course is reading English literature. The students have to read two set books which are later discussed in class.

To sum up, the English B course is an exciting intellectual adventure which helps students not only to improve their language but also to become independent thinkers, conversant with the customs of foreign cultures and the most pressing concerns of today's world.

In the 2015/2016 school year the German B course was offered as well. If there are enough students interested in the course, we will be continuing it in the next years.

Our students' opinions about the subject:

If I was to advise someone to choose the subject... I would say it is cool.

The most difficult for me is... writing without mistakes.

The most interesting thing for me is... reading books in English.

The DP history course has been developed to promote an understanding of history as a scientific discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present times through critical reflection upon the past. It is hoped that many students will find this course interesting – not only for their future careers but also their personal development.

The students may choose many options which can be discussed throughout the course (e.g. “Causes, practices and effects of war”, “Democratic states—challenges and responses”, “Origins and development of authoritarian and single-party states”) and much more. The variety of options allows adjusting a course to the personal needs and interests.

The history course in DP programme does not focus on the knowledge of dates and historical events. To study history is more than just to study the past and remember some dates. It is mainly the process of recording, reconstructing and interpreting the past through the investigation of many sources.

Our students' opinions on the subject:

*The most interesting for me is... to develop my knowledge on the politics, issues and events that I haven't had idea of.
I chose this subject because... without knowing history you neither can understand, nor change the future.
I am proud of myself... how much I have learned for last two years.*



Psychology is a branch of science focused on human behaviour. It seeks answers to crucial questions about human nature. Is our personality a product of our upbringing or is all decided by the complicated structure of the genome inherited from our ancestors? And what about our conscious mind - can we unravel the mystery of its location in the brain?

Students of the Psychology Course in the IB programme can get to know some of the theories explaining those matters related to the biological background of human behaviour.

Our mind is capable of extraordinary actions of cognition but what are the boundaries of our memory and why are there problems beyond our understanding? Why can intelligence be quantified and what does it represent? These kinds of questions are typical of the Cognitive level of psychological analysis - another crucial part of this course.

Finally, we explore the origins and mechanisms of socialisation, the creation of stereotypes and other matters crucial to the understanding of the influence of culture on our human behaviour. Those three basic elements of biological, cognitive and sociocultural psychology constitute the Core material of the course. Optional elements to be chosen by the class refer to basic clinical, developmental, health and sport psychology, and the psychology of human relationships. The structure of the course contains lessons allowing students to actively explore scientifically supported theories on these matters. The Internal Assessment in the course provides students with a possibility of conducting and creating a report on a classical psychological study.

Our students' opinions on the subject:

I chose this subject because... I would love to become a psychologist in the future. It is interesting to discover why people behave in a certain way.

I think that skills such as... critical thinking and evaluating could be useful because... they allow me to draw conclusions about various things without having to learn them by heart.

I would prefer... to do more practical excersises in the field of psychology.



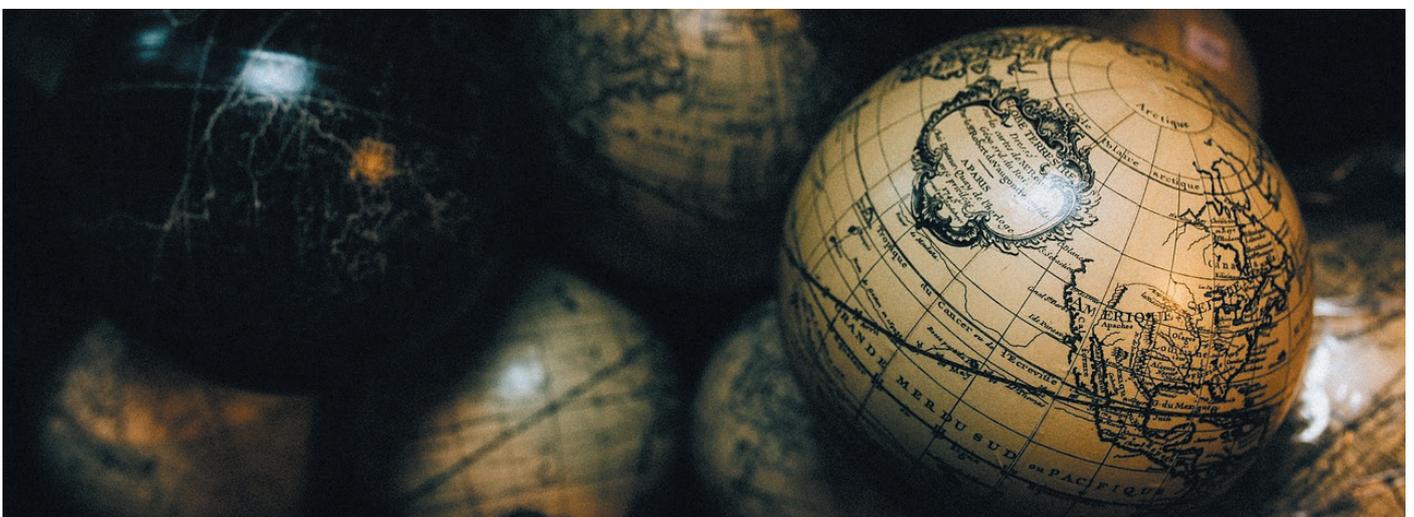
Fieldwork is an aspect that every geography teacher generally knows something about. But there is a long way from knowing to doing. In this brief comment I will try to unpack the fieldwork issue to give some idea of activities outside the classroom. A good example of such an approach is the Geography course within the International Baccalaureate Diploma Programme, where students must complete fieldwork as part of their final diploma. It should be mentioned that in the new Polish national curriculum the government puts more emphasis on this kind of activity. Fieldwork may be an excellent opportunity to show the students that geography is not only a matter of numbers and encyclopedic facts, but an interesting way to the discovery and exploration of the surrounding environment. Also, for bilingual teachers, it can be a great opportunity to introduce English geographic elements in the natural and local environment. The IB DP Geography course, to a greater extent than the Polish one, gives the teacher a chance to get the students engaged in the process of learning. Such a form (it can be either experimental fieldwork or pseudo-experimental one) awakens their curiosity, not only about geography, but about the world that surrounds them. I have observed that Polish students, overloaded with the amount of easily available information, seem not to be curious anymore. They have stopped asking questions. In the IB DP programme they are expected to become critical thinkers. Thus, no geography lab, no matter how well-equipped it is, can replace a real life situation. That is why, IB Geography courses must be based on the local environment well-known to students and be effective. As long as the topic is interesting for students and new technologies are used (modern GPS receivers, a smarthphone application, worldmapper.org-type websites); and the fieldwork is interdisciplinary, then conducting fieldwork can always be appreciated by the students. A reward for good fieldwork implementation into the classroom is the students' willingness to take up challenging topics and their active participation in all tasks.

Our students' opinions on the subject:

I chose this subject because... I think that geography is connected to life and that everyone should know how our world is constructed.

The most interesting for me are... the economic topics.

If I was to advise someone to choose the subject... I would tell them to be prepared to learn interesting facts and shocking statistics.



The foundations of Economics in the 21st century have changed a lot. Nowadays it is regarded as a very multidimensional social science. In simple words, the coexistence of scarcity and infinite human wants in the world demands the development of strategies to allocate our resources, decisions on the choices we should make to solve these self-conflicting goals in the best possible way. This science has included some elements of sociology, anthropology, law, psychology and mathematics to answer this question. Therefore, the area of issues possible to be analysed within this subject is very wide-ranging, which is reflected in the IB DP syllabus designed for this course.

During this course we study microeconomics (analysing variables affecting individuals and firms, market failure and elasticities), macroeconomics (analysing economic issues at the national level, showing different policies of governments to fulfil macroeconomic goals), international economics (analysing the problems of contemporary international trade) and development economics (focusing on the developing countries). HL students throughout this course have an opportunity to get familiar with more advanced economic theories (e.g. the theory of firm).

This course is recommended for all students who want to understand the complexity of today's economy and desire to develop their knowledge and analytical skills, both in theory and practice.

Our students' opinions on the subject:

The most interesting for me is... the theory of firm.

If I was to advise someone to choose the subject... I would say that it changes the way you see the world.



What are the similarities and differences between studying biology in the IB programme and the traditional Polish system? Both programmes, IB Biology and Biology in the Polish system, share the common idea of discovering the secrets of biology, however, the approaches to reaching this goal differ slightly. In the IB system, students choose at which level (standard or higher) they wish to study the subject.

Biology in the IB programme stresses the importance of independent thinking and being creative in the field of science. The theoretical material in this 2-year course covers the basis of biological knowledge in the following specialties: cell biology, molecular biology, genetics, evolution and biodiversity, ecology, metabolism, animal and plant physiology. Practical activities in IB Biology represent around 25% of the course length. The students learn how to design, conduct and analyse biological experiments. These abilities are then implemented in individual investigations that constitute 20% of the final examination score.

The Polish traditional programme focuses mainly on theoretical knowledge. It is supplemented with practical activities but not as extensively as it is in the IB programme. The theoretical knowledge covers the same fields of biology as in the IB course, however, they are focused on detailed knowledge. The course lasts 3 years and does not allow the student to choose the course level, only the level of the final exam may be selected.

Our students' opinions on the subject:

I chose this subject because... I want to become a doctor one day.

The most interesting for me is... doing the lab experiments.

The most difficult thing for me is... to learn pure theory. In biology there is a lot to learn by heart.



IB DP Chemistry	Polish programme Chemistry
A „wider” approach (wider range of topics, including more advanced and sophisticated branches of chemistry, for example coordination chemistry, molecular spectroscopy and mechanisms in organic chemistry)	A „deeper” approach (deeper understanding of a narrower scope of material)
Theoretical and practical approach	More theoretically focused
10 hrs of an interdisciplinary, collaborative investigation called Group 4 Project	No obligatory practical work
10 hrs of an individual investigation counting as 20% of the IB exam score	
Obligatory core material and a selection of 1 out of 4 options (Materials, Biochemistry, Energy or Medicinal Chemistry)	No programme flexibility
The final exam consists of 3 separate papers checking both theoretical and practical knowledge.	The final exam consists of 1 paper
20/40 hrs (SL/HL) of obligatory practical activities (in a laboratory or in the form of virtual experiments)	

Our students' opinions on the subject:

The most interesting for me is... the concept of atoms and their structure.

I would prefer... to do more labs.

The most difficult for me is... stoichiometry.



The core curriculum of teaching physics in the Polish educational system includes only 30 hours of physics classes which are compulsory for grades 1–3 of the upper-secondary schools. At this level, 1 hour of physics is taught per week. Only the basic concepts, such as gravitation, nuclear and atomic physics are discussed. In the next two years students can choose physics at the extended level which covers 240 hours. A common core syllabus at the extended level is basically similar to the IB Physics syllabus. In this course, students develop an understanding of the basic concepts of physics through an analysis of the interrelationships between physics and technology, and a consideration of the global impact on society and the environment of technological applications of physics. Students develop their analytic skills, as well as the habits of mind required for scientific study. They are required to do some experiments, but most of them are based on simulations.

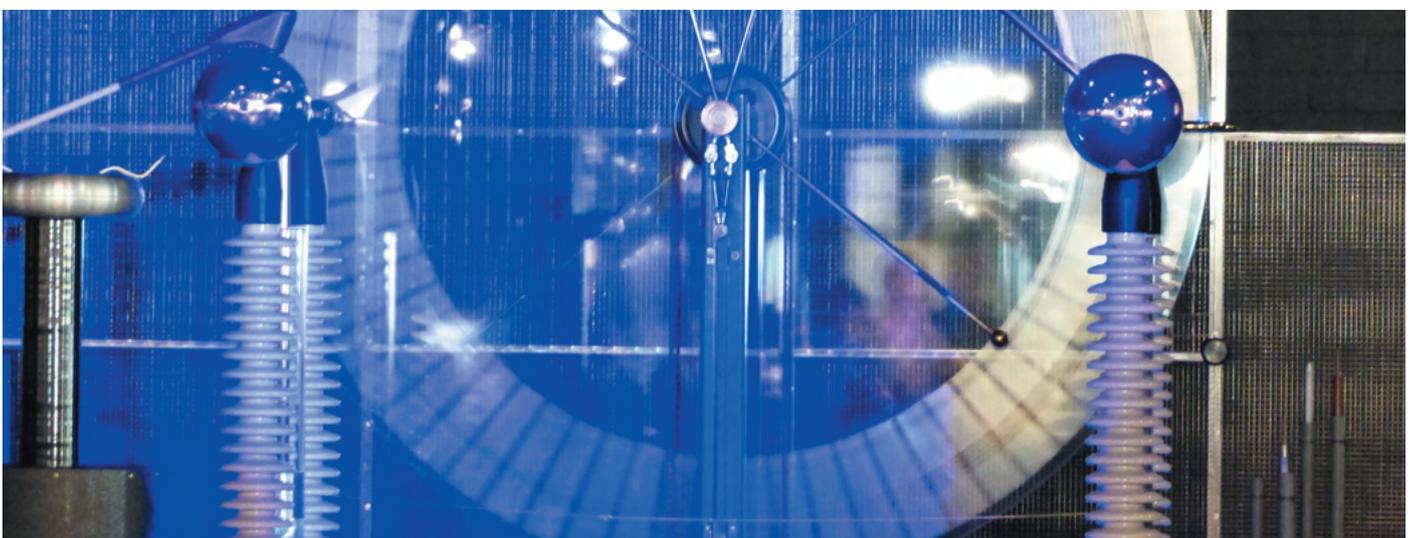
The International Baccalaureate Physics course is offered at both higher (HL) and standard level (SL). Physics students at standard level (150 hours) and higher level (240 hours) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. While the skills and activities of group 4 science subjects are common to the students at both SL and HL, students at HL are required to study some topics at a greater depth, in the additional higher level (AHL) material and in the common options.

IB Physics is taught more practically. SL students are required to spend 40 hours, and HL students 60 hours, on practical activities (excluding the time spent writing up their lab reports and preparing Internal Assessment tasks). Students have some opportunities to design investigations, collect data, develop manipulative skills, analyse the results, collaborate with their peers (within Group 4) and evaluate and communicate their findings. The investigations may be laboratory-based or they may make use of simulations and data bases.

Our students' opinions on the subject:

The most interesting thing for me is... nuclear physics.

If I was to advise someone to choose the subject... I would say: if you don't have problems with maths, choose physics.



Mathematics SL and HL

Alicja Rozpędzka

Mathematics at standard level (SL) is a basic mathematical course offered by our school. The course lasts for two years and covers six topics: algebra, functions, trigonometry, vectors, statistics and probability, and calculus. During the classes, we use different international coursebooks and practice guides designed specifically for the IB syllabus. The course finishes with an external exam.

Although the greatest pressure is put on gathering mathematical knowledge and developing thinking processes, the use of the graphic display calculator (GDC) is one of the most important skills that our students achieve after this course. After two years, the students are able to use most of the GDC features, which they can later use in other scientific subjects, as well as for data analysis in psychology or sociology. During two years of classes, each student is supposed to write a paper, six to twelve pages long, about a chosen mathematical problem. This exploration provides a great opportunity for our students to address their personal interests, show a thorough knowledge and deductive skills. A few of the topics submitted this year were: perfect numbers and Mersenne primes, properties of magic squares, constructions – estimated solutions to the Delian problem.

Mathematics SL is a good choice for any student that likes mathematics, feels quite sure about their skills but is not remarkably talented in this area. It is also chosen by those who do not connect their future with science, economics, informatics etc., but who want to challenge themselves with some mathematical problems on an average level. Mathematics at higher level (HL) is a rigorous, demanding course designed for students who want to strongly increase their mathematical abilities and acquire a wide and deep knowledge of the subject. The Core of the syllabus covers six topics: algebra, functions, trigonometry, vectors, statistics and probability, and calculus. Additionally, one optional topic is chosen to be taught during the course. For the last two years, we have decided on Discrete Mathematics. The course finishes with an external exam consisting of three parts – two covering the core, one - the optional topic.

Like in the SL course, HL students are obliged to write an exploration paper, on an appropriate level, showing their wide knowledge and deep understanding. Some of the recently chosen topics were: the knight problem for non-standard chessboards, an investigation of a designed fractal. The students of our HL courses not only take part in lessons, but are also encouraged to take up other activities – we provide extra afternoon classes, visit universities for open lectures and workshops, take part in competitions.

Our students' opinions on the subject:

The most interesting thing for me is... writing my Extended Essay and Internal Assessments.

I wouldn't like... to lose the extra maths lessons next year.

Mathematical Studies SL

Patrycja Łuszcz-Świdecka

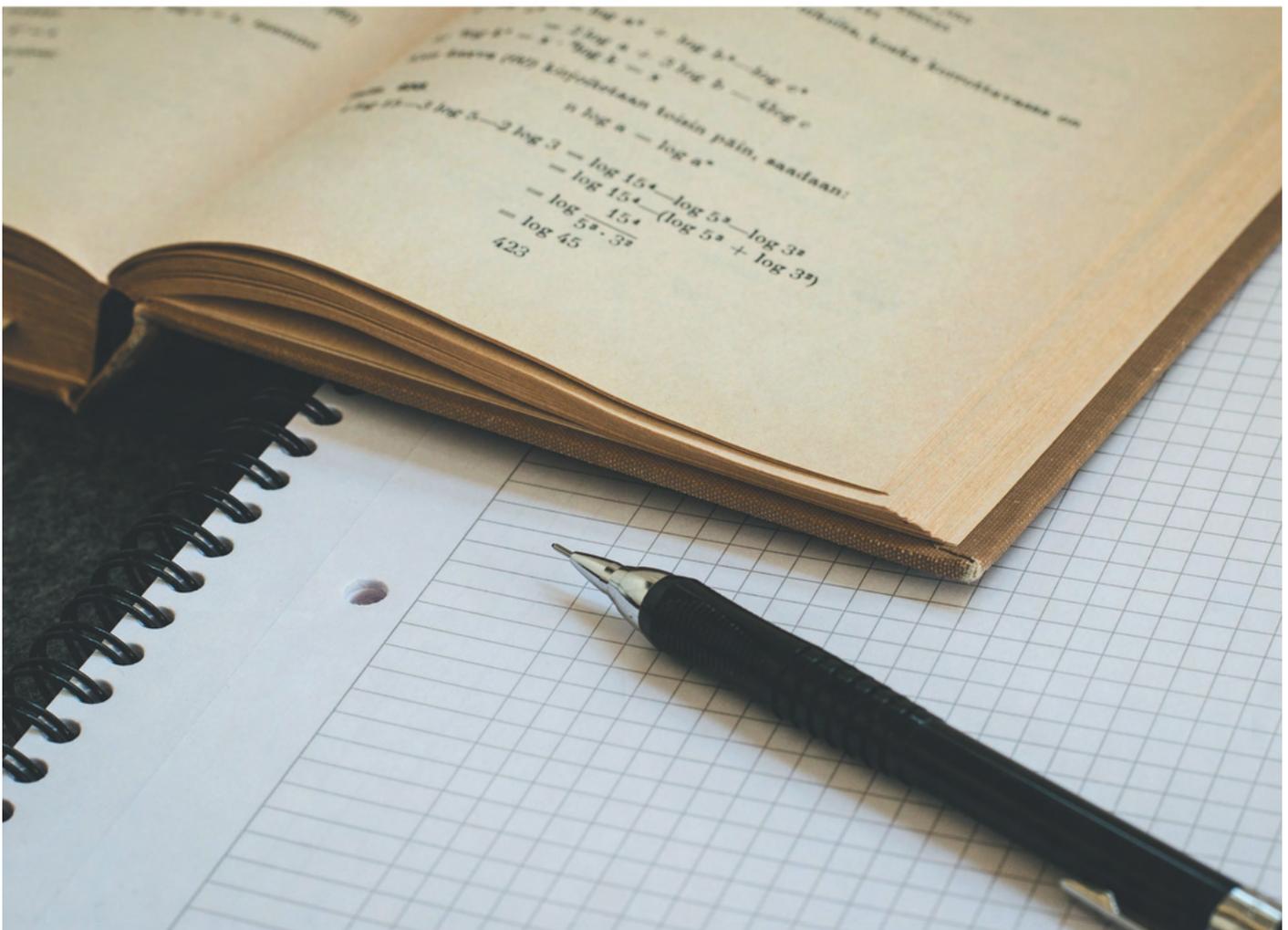
A lot of people prefer humanistic researches to those connected with mathematics. For such students, the IB Organisation has introduced Mathematical Studies SL. It is one of the subjects from group 4 of Mathematical Sciences, but differs a lot from the remaining subjects in the group. The biggest difference is that it is dedicated to the people who need only the basics of mathematics in their future life. It is the only mathematical subject with logic as part of the core. The subject is focused on the most important real-life applications of mathematics, statistics and financial mathematics. The mathematics one learns during this course is far from complicated calculations. The emphasis is on the practical application of calculations.

Our students' opinions on the subject:

I chose the subject because... since I don't need mathematics for my further education I decided Mathematical Studies might be a better fit for my situation.

The most interesting for me was... the way the subjects and topics are explained by the teacher step by step.

I wish... we could do some more complicated topics.



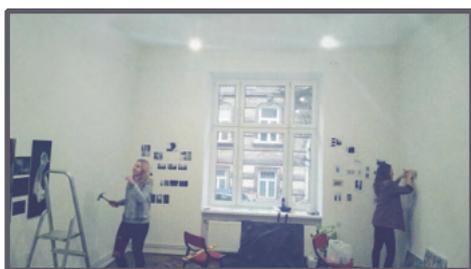
Visual arts

Karolina Spyrka

The Visual arts course in the IB programme has been designed for creative and talented young people who are interested in including art in their future studies. The course combines functional activities with a theoretical approach to show students how professional artists and curators practice contemporary art from a consistent perspective, and to give them an opportunity to enter the world of art. The diversity and range of methods that are explored during the course, enriched by lectures on the history of art, are crucial for understanding contemporary art.

During the first year of the course, the students are encouraged to explore and experiment with various media of art, such as: classical drawing, painting and new media, e.g. video, photography or installations. Although visual arts training is based on individual students' projects that often oscillate around their interests, it is important for us to create and examine works in a group, and to participate in current cultural events. Thus, visiting galleries and exhibitions together is a crucial activity undertaken in order to formulate and share personal, intellectual statements and critical opinions about art. These experiences, together with knowledge taken from curatorial and theoretical studies, are the core and solid basis for second year's challenges, which are concentrated on assessment tasks.

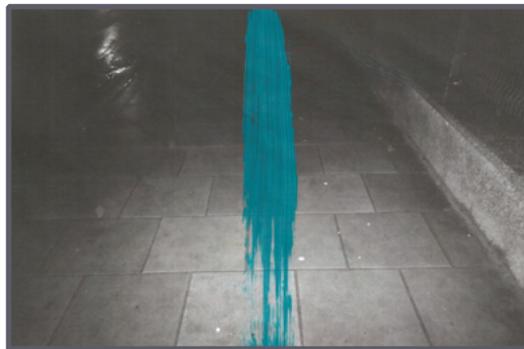
The second year of the course is devoted to individual exhibition projects and preparations for submitting the student's portfolio, which is intended to be a reflection of the two-year work. Taking part in the visual arts course is a great opportunity to gain practical skills, and to acquire more perspectives and knowledge that are related to culture. For people who are fascinated by art and want to develop their passion, the visual arts course is a perfect first step into the art world.

The visual arts course in photos

Photos by Karolina Spyrka

Visual arts

Examples of a visual arts student's works



Works by Madgalena Zawieracz

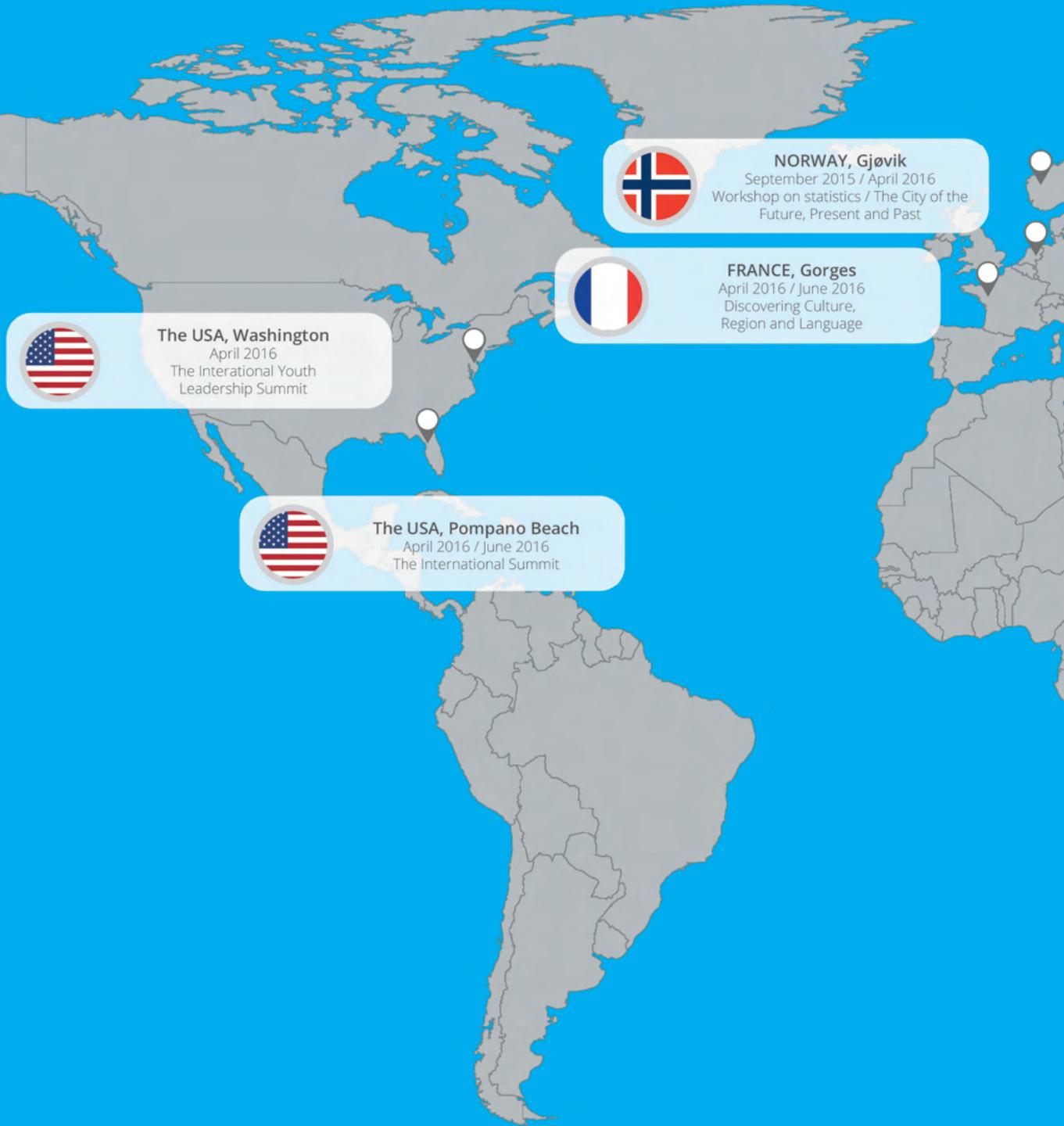
Our students' opinions on the subject:

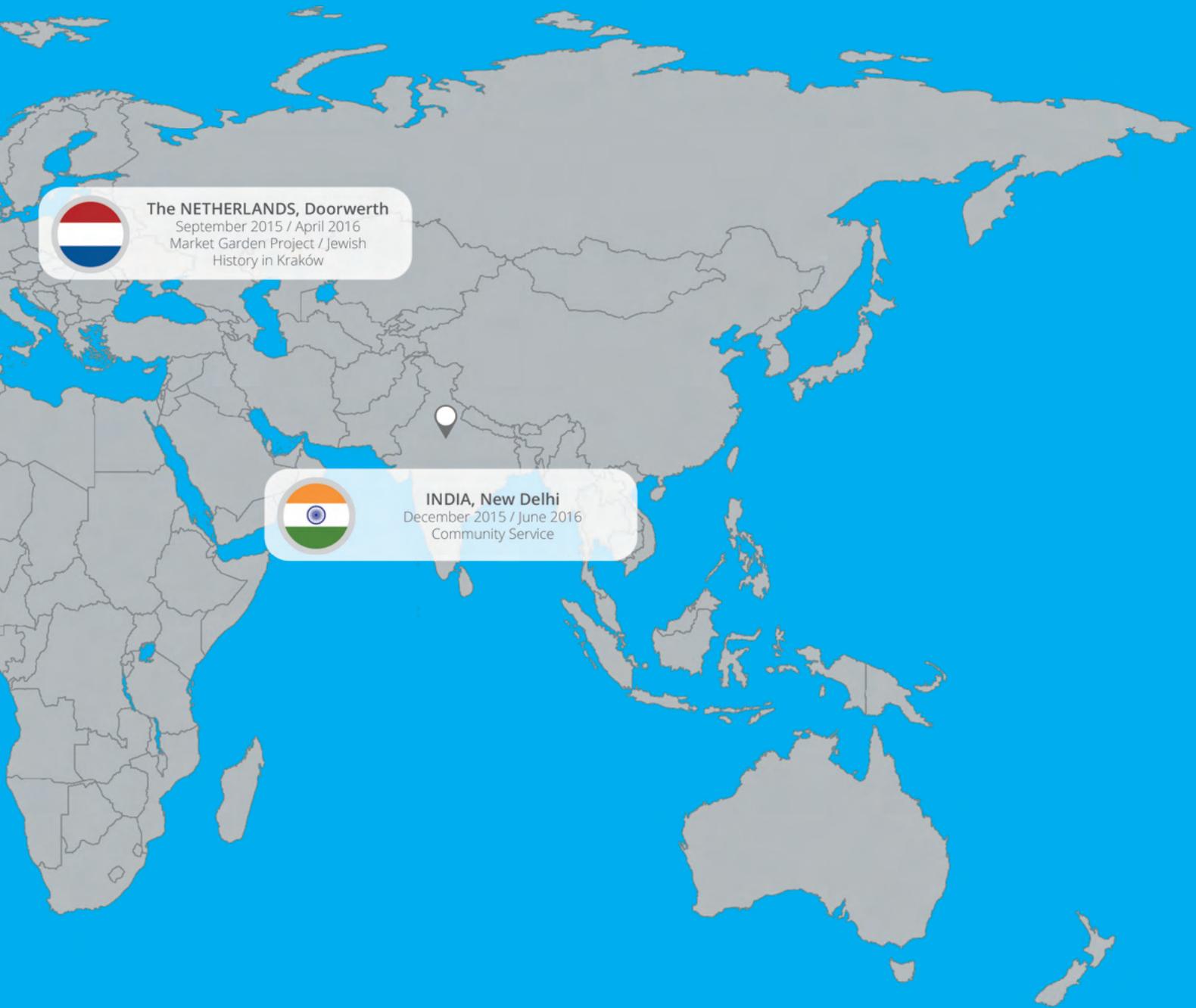
The most interesting for me is... to learn about various artists and to create my own art.

I wish... there were an art trip to a city in which the students could sketch and learn the history of art firsthand.

If I was to advise someone to choose the subject... I would definitely do it.

International exchanges





The NETHERLANDS, Doorwerth

September 2015 / April 2016
Market Garden Project / Jewish
History in Kraków



INDIA, New Delhi

December 2015 / June 2016
Community Service

Our international exchanges photo gallery



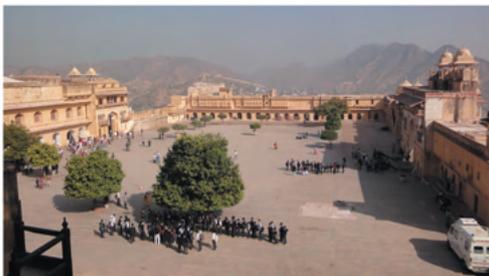
The USA, photo by AKK



Norway, photo by Bartłomiej Adler



The USA, photo by U.S. Consulate General



India, photo by Joanna Zagrodzka

Partners in Excellence

Pompano Beach High School and VIII Prywatne Akademickie Liceum Ogólnokształcące 2014-2016

The American School in Florida, Pompano Beach High School (PBHS), and Polish school in Krakow, VIII Prywatne Akademickie Liceum Ogólnokształcące, IB World School 006265 began a partnership in December of 2014 during Pompano Beach High School's International Summit. For 10 days, Principal Professor Jerzy Waligora, Anna Krzeminska-Kaczyńska and 12 students from Krakow were hosted by PBHS families, community members, and school organizations. Throughout the week the students exchanged ideas on the focus of education, culture, and economics. They were able to tour places such as Everglades National Park, Walt Disney World, Miami Beach, Fort Lauderdale Intercoastal, Pompano Beach, and others.

Polish students kept their blog on that experience:

<http://krakowtopompanobeach.blogspot.com/>

This initial exchange began lasting relationships between the students, faculty, staff, and the two schools.

In June, 2016 VIII Prywatne Akademickie Liceum Ogólnokształcące, IB World School hosted LTC Gregory Johnson, Assistant Principal Jill Narus, 6 cadets of the PBHS Junior Reserved Officer Training Course (JROTC) and 2 students from Pompano Beach High School for 7 days. Throughout their visit they were able to tour historic landmarks such as Wawel Castle, Salt Mine, Auschwitz, Warsaw, Jewish District, Krakow's Old Town, and others. Alike Polish students, American group created a blog preseting their Polish experience:

<https://pbhspolandtrip2016.wordpress.com/>

Both schools had the opportunity to participate in educational discussions, were immersed in a new culture and exposed to different school systems. Through this exchange both the American and Polish students formed an appreciation for each other's cultures, learned the history of each other's country, and were able to experience the others home life. These experiences and memories will be cherished by all. The hope is to continue this partnership and expand in the years to come.

How to survive the IB and succeed?

What should an IB alumna tell students struggling with the program or just about to begin the 'adventure'? The standard piece of advice most of us got would be: don't do it. However, it was suggested that I should keep this message positive.

I'm positive no student will ever fit the learner profile. Otherwise, they will have to reflect upon how awesome they are. Honestly, your way is the best way. Just because some method of revising sounds smart or everyone else appears to be using it, it doesn't mean it's better than the one most comfortable for you. Sometimes going through tons of exercises won't help you improve and neither will rewriting all your course companions. Sometimes picking up a seemingly useless activity (that won't even count for CAS!) and just enjoying yourself is what you need to do instead.

Despite the habit of overworking yourself you might develop during those two years, I now find the amount of tasks and requirements to be an upside of the IB. It's what kept me going, challenge after challenge, without much time to complain about it. Having finished the IB, I'm left with a feeling that if I work hard enough I can do what I want, so instead of freaking out about university courses, I keep the bring-it-on attitude.

Another thing about the IB that wasn't so bad was the constant urging to reflect on everything and state my point of view. Obviously, it helped me to develop my opinion on a range of subjects. But, more importantly, it made me feel like that opinion actually matters. What I found tricky about it though, was that some questions already gear you towards an answer that's in line with the program's ideology. It's perhaps of some use to be more open-minded than the task requires you to. I'm positive that going through this program is not half as bad as it seems. If you ever find yourself doing the IB and wanting to quit, it just might be a sign you're doing it right. But these two years are a good time to actually enjoy the work you do and decide what you want from life after you successfully graduate.

Marta Topór



Erasmus Plus Mobilities 2014-2016

Erasmus plus Project, Action 1 for teachers, entitled: Languages Open the Door to the World, Knowledge and Friendship, was supported by the budget of the EU in years 2014-2016. Twenty-four teachers of our schools took part in language or CLIL workshops across Europe. After participating in a wide-range of professional development workshops, our IB teachers have founded their tool bank of ideas and resources which has been greatly increased across all grade levels.

Our IB teachers are aware of the fact that all teachers are language teachers, and therefore the support they received during the workshop gave them greater confidence when applying the IB curriculum and strategies within their classrooms. It is hoped that the combination of the teachers personal growth and their work on better language aquisition and knowledge will continue to give insight into the growth of the students, as well as provide valuable information when tracking the ELL students as they go from early years to secondary school (some students attend our school since 1st grade of primary school). Such an individual grant lets our teachers to meet subject-teachers from other countries and understand different European systems of education. It can be helpful in our school community, when there is a growing number of expat children and we need to support their education once they appear in our IB DP school. The teachers had an opportunity to go to the UK, Malta, Spain, Italy, France, and Austria.

The Project is an example of the best practise Project. During the School International Days, our teachers presented a few examples of teaching materials introduced to our school environment in front of the staff members. Finally, the Erasmus teachers have built a resource platform for all the teachers in our school out of newly obtained methodological materials and plan to continue their life learning journey.

Anna Krzemińska-Kaczyńska



