



The International School

www.internationalschool.pl



The International School - Grades 0-3

34 Działkowa St.

05-500 Józefosław

mobile 604 944 999

email: sekretariat.dzialkowa@internationalschool.pl

Office hours: 8:00 – 4:00

The International School - Grades 4-8

2 Jagielska St.

02-889 Warszawa

mobile 606 420 000

email: sekretariat@internationalschool.pl

Office hours: 8:00 – 4:00

*Education is not the learning of facts,
but the training of the mind to think.*

Albert Einstein

Educating young people is a passion for discovering the world with each student anew, which is why The International School is a unique place among other schools in Warsaw and the surrounding area. Why? Because we are a community that is collaborative and sensitive to the development of young people. We are passionate about education. Specifically?

We offer:

- Original Canadian program (Canadian Curriculum)
- Bilingualism formula based on full linguistic immersion
- Cooperation exclusively with certified native speakers
- In grades 0-3, two teachers dedicated to each grade – the main teacher and teacher assistant
- Effective and innovative teaching methods
- Project teaching – interdisciplinary educational projects, multimedia projects,
- E-learning (Khan Academy, Kids A-Z), e-twinning,
- Original program preparing for the eighth-grader's exam

- Polish-English library

1. MISSION, OBJECTIVES AND TASKS

The mission of The International School is to educate, raise and support students in their comprehensive intellectual, emotional and social development.

The objective of the school is to shape the attitude of mutual respect and honesty and respect for intercultural differences as the basis of life in modern society.

The task of the school is also to prevent the appearance of risky and violent behavior and to promote an attitude of responsibility for oneself and for the quality of relations with others.

2. WHAT ARE WE AIMING FOR? OUR GRADUATE'S PROFILE

The aim of the school is to prepare students for effective functioning in society and to take independent decisions in the sense of responsibility for self-development. Our graduate has the following features:

- follows the principles of ethics and morals in daily life,
- knows and applies the principles of good morals and culture,
- respects themselves and others,
- is responsible,
- knows and understands the rules of social coexistence,
- is tolerant, open-minded, and emphatic,
- uses various sources of knowledge and information, uses the tools and information technologies reasonably,
- is interested in the world,
- is creative,
- is independent,
- is able to cooperate and is characterized by high self-discipline,
- has knowledge of the contemporary social and civilization risks, takes responsible decisions in the interests of safety of their own and others
- respects the needs of others and is willing to help,
- is focused on solution,
- is involved in class and school life.

3. TEACHERS

Canadian program teachers/English teaching

Taking care of the highest level of content of our program and guided by the mission of our school, we employ certified **native speakers**. We work with teachers from Canada and the United States.

The condition for employment in our school is to meet two overarching criteria: having a full pedagogical education and having experience gained in schools with a similar profile.

In addition, we value cooperation with charismatic and extraordinary enthusiasts, for whom teaching is more than a job, who would like to get involved in our numerous projects and enthusiastically pursue interesting ideas.

Polish program teachers

We employ teachers who are able to work in an international team, are open to changes in education and want to expand their workshop in teaching methodology.

What distinguishes us is that in grades 0-3, in addition to the homeroom teachers or subject teachers, our students are also supported daily by **a teacher assistant**.

Most often it is a teacher with a very good knowledge of English. The benefits of such a solution are enormous: on the one hand, it is to provide each student with more care and individual assistance in every everyday school situation, but on the other hand, it is also an opportunity to individualize teaching. We believe that a good quality of teaching in the junior grades will later affect the skills and achievements of the student in the older grades. This will allow the student to enter a new stage of subject education with the proper skills which is easier to achieve by offering the student additional support.

The teacher assistant cooperates with the main teacher during the lesson - supports students who need additional explanations or more detailed instructions. His presence also gives more opportunities to work with **talented students**, i.e. the opportunity to expand the curriculum in certain areas and awaken individual passions.

The ratio of the number of students to teachers is as follows:

	TEACHERS	STUDENTS	STUDENTS:TEACHER
GRADES 0-3	16	72	5:1
GRADES 4-8	19	89	5:1

4. EDUCATION

• GRADE 0 - important stage of starting education in our school

In grade 0, we implement a pre-school curriculum defined by the Ministry of National Education, which includes the so-called annual preparation for school and our original program of Canadian education implemented in English.

In Grade 0, students have 35 lesson hours per week, including 14 hours with native speakers* (*details: Original Canadian education program*).

The program in Polish is implemented by a teacher with full professional qualifications and includes the following educational areas: cognitive, emotional, social and physical. In the field of cognitive education we distinguish the following educations: Polish, mathematical, natural-social, art-craft, musical and physical.

The Polish program teacher is also the homeroom teacher of the class and we assume that the same person will also lead the class at the stage of grades 1-3. This solution, in our opinion, gives younger students a greater sense of safety.

In grade 0, students also start learning a second foreign language, i.e. French, for 2 hours per week.

The student also has the opportunity to participate in religion or ethics classes.

- **1st & 2nd STAGE OF EDUCATION (Grades 1-3 & Grades 4-8)**

Primary school education lasts 8 years. During this period, we implement the core curriculum set by the Ministry of National Education and continue our original program of Canadian education in English.

- **1st stage of education includes grades 1-3**

In grades 1-3, students have 35 lesson hours a week, including 14 hours of Canadian education* (*details: Original Canadian education program*).

At this stage, early childhood education is integrated and includes the following educations: Polish, mathematical, natural, social, art, craft, IT, musical and physical. In the weekly timetable, we allocate 21 lesson hours for the implementation of this program.

Most of the lessons are conducted by an early childhood education teacher who is also the homeroom teacher. In the timetable we distinguish subjects - music and physical education because they are conducted by specialist teachers.

We also implement a second mandatory modern language of 2 hours per week. The student also has the opportunity to participate in religion or ethics classes.

- **2nd stage of education includes grades 4-8**

In grades 4-8, students have a minimum of 35 lesson hours per week, including 10-11 hours with a native speaker* (*details: Author's Canadian education program*).

According to the framework curriculum defined by the Ministry of National Education for each grade, the following subjects are implemented in the school: Polish language, history, nature, geography, biology, chemistry, physics, mathematics, music, art, technology, computer science, physical education, civics, education for safety, career guidance.

All subjects are conducted by Polish teachers with full professional qualifications.

At this stage, we also continue to teach the second compulsory modern language : French, Spanish or German.

The student also has the opportunity to participate in religion or ethics classes.

5. CANADIAN EDUCATION PROGRAM

Learning English at The International School is based on an original program based on the Canadian program of the Province of Ontario.

Our objective was to create a place combining a thorough didactic basis for learning a foreign language with a method of full immersion in language (linguistic immersion), applied worldwide for more than 50 years and based on many years of pedagogical practice.

Our program is divided into four main areas:

Language Arts
Mathematics
Science
Social Studies/History/Civics

In grades 7-8, Social Studies is replaced by **History & Geography**.

An example of the hour grid within the above subject areas is as follows:

	GRADE 0	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
SUBJECT	NO.OF PERIODS	NO.OF PERIODS	NO.OF PERIODS	NO.OF PERIODS	NO.OF PERIODS	NO.OF PERIODS	NO.OF PERIODS	NO.OF PERIODS	NO.OF PERIODS
<i>Language Arts</i>	Based on individual needs	8	8	8	9	8	9	3	4
<i>Mathematics</i>		2	2	2	1	2	2	2	2
<i>Science</i>		2	2	2	3	2	2	2	2
<i>Social Studies/History/Civics</i>		2	1	1	1	1	1	2	3

All Canadian education program classes are taught by certified teachers from Canada, the United States and Great Britain with full pedagogical qualifications and international experience. We cooperate with teachers for whom teaching and being in a multicultural environment is not just a job, but an idea for life and passion.

We work with textbooks used in schools in Canada, including the following volumes:



The requirements of the Canadian International Program are combined with the standards of the Common European Framework of Reference for Languages.

Additionally, we have enriched our Canadian program classes with English grammar covering the requirements of the Ministry of National Education core curriculum for modern languages in public schools.

The grammar program complements immersion-taught content by adding tense usage, correct variation, grammatical and phrasal forms, correct grammatical constructs and selected additional lexical content.

This comprehensive implementation of the program helps our students to prepare for external exams after primary school which mainly test their knowledge of English grammar based on the UK curriculum.

As experienced educators, we recognize that the ability of our students to use and apply grammar is more likely to be ahead of us when we introduce these topics in grammar classes. It is the peculiarity of immersion in a language and its use on an equal footing with the mother tongue. Thanks to grammar classes, our students are given the opportunity to organize the topics they have often used fluently for

years at home or at school. We give students the opportunity to familiarize themselves with Polish terminology relating to English grammar, so that the Polish naming does not cause them difficulties on the final test.

• **ADVANTAGE PARTNERSHIP PROGRAM WITH BRITISH COUNCIL**

Having worked in the European area for many years in cooperation with the British Council. Our students have been taking Cambridge Assessment external exams.

• **TERM REPORTS**

At the end of each term, our students receive a descriptive, highly detailed semester report card that takes into account their learning progress, which is valid in Canada and the USA, and at the end of the year, an additional certificate confirming the completion of the grade.

It should be noted that in the application process for schools abroad it is required to provide report cards, describing the child's progress, authorized by a licensed teacher.

Goals we set ourselves as part of the Canadian program implementation at The International School:

- ✓ developing skills useful in adulthood:
 - comprehensive preparation for work by project method
 - information management
 - ability to present and participate in the debate
 - unconventional and creative approach to the tasks
- ✓ developing students' communication skills and building their linguistic certainty
- ✓ adapting the program to the needs of students who are not native speakers
- ✓ modifying the program and meeting the CEFR (The Common European Framework of Reference for Languages) scale requirements

Having been a long-standing practitioner and operating on the Warsaw market for over 20 years, we believe that the offer of the Canadian program that we present to you is a response to the search for all parents who care about thorough education and the world standards of international education for children.

The graduates of our school are young citizens of the world with broad horizons who are already studying at home or abroad, and because of their language proficiency, they can find themselves in any situation of life regardless of where they live.

Our graduates are scholars of international schools in many places around the world.

The most important benefit your child will gain by participating in the Canadian program classes in our school is free communication in English – the use of English will be as natural as the use of Polish. Even if they make grammatical mistakes or choose inappropriate words when communicating, they will easily participate in the conversation. The child will also be free to access English-speaking resources on the Internet. It is worth noting that the child will learn the language through the subject program, discussions or project classes often much earlier before they learn the grammar rules.

In our school, we do not teach language through arduous learning of vocabulary and grammar, but through "immersion" in it, that is, listening, speaking, observing, interacting and learning the content of the subject matter. However, this does not mean that we underestimate the importance of knowledge of English grammar – on the contrary, we teach the basics of grammar at the same time as the lexical-linguistic program, but the increase in the child's knowledge of the subject matter, if only because of the number of subject hours, is disproportionate to the increase in grammatical knowledge.

Often, the child uses grammatical forms fluently through imitation before they are named and will learn about them in grammar classes. This is typical for learning a language that is similar to learning your mother tongue.

• CONTESTS ORGANIZED BY THE SCHOOL



The International School is the organizer of contests: "Spelling Bee" and "The International Speaking Contest." Obtaining points in this type of contest allows you to get additional points in high school recruitment.

The first of the mentioned contests is the world's most famous English language learning contest, which is to demonstrate the ability to spell English words. From the simplest in the junior grades to the most difficult in the upper grades. "Spelling Bee" is over 90 years old!



The International Speaking Contest is an individual presentation on any topic, lasting up to 5 minutes. The contest takes place in three age groups.

The International Speaking Contest promotes:

- discovering and enhancing language skills and competences and the English vocabulary of primary school children,
- learning self-presentation and public speaking
- promoting children's talent and stimulating creative activity
- improving the skills of beautiful word handling and workshop recitation skills
- inspiring young people to participate actively in culture
- developing expression and aesthetic sensitivity
- integrating children from different schools and institutions

Every year, we apply for the inclusion of our competitions 'Spelling Bee' and 'The International Speaking Contest' in the list of contests of the Mazovian Education Superintendent, as well as for obtaining patronage over the competition.

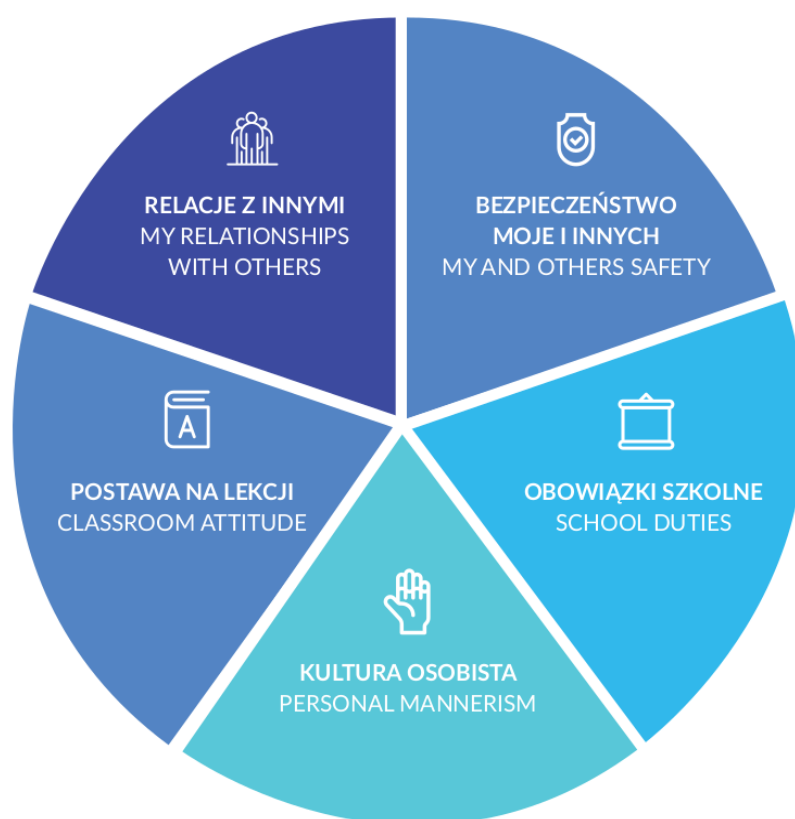
6. PEDAGOGICAL AREAS

Comprehensive student education, raising and personal development is our mission. We want our students to be able to share these values. The program created by our pedagogical team is a valuable signpost in the daily activities of our students.

We want our students not only to carry out an international bilingual educational program, but also to be able to cooperate, to build positive relationships, function in different groups, follow the rules and be sensitive to the needs of others.

Our **student behavior circle** in grades 0-3 and the **student behavior pyramid** in grades 4-8 are a visualization of our expectations - they represent important spheres of development that we focus on throughout our education.

Behavior circle grades 0-3



Behavior pyramid grades 4-8



● PSYCHOLOGICAL PREVENTION

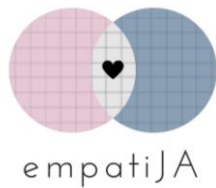
An important area of educational work in our school is preventive measures taken by a psychologist, and the most important are:

- observations of children at group level
- workshops in each grade on basic coping skills at school
- promoting psychoeducation for parents e.g. internet tab "An aware parent's zone" and psychological corner (newspaper, articles, books of the month)
- training, lectures or workshops for parents

The areas of support for basic psychological skills in each grade are:

- building a sense of security, integration
- recognizing and naming emotions, developing the ability to deal with difficult emotions
- shaping conflict resolution skills, learning the basics of correct communication
- promoting cooperation and discovering own potential

In grades 0-3 we implement the original psychological project "**EmpatiJA**".



The aim of the project is to learn to recognize and name emotional states of one's own and others, promote positive attitudes among students, promote cooperation as a way to success, develop the ability to use the "language of emotions", promote correct communication in the group, develop active listening, observe skills, promote volunteering as a form of influence on the surrounding reality and improve the relationship between students, deepening the bond between children, improving the quality of work in groups, integration, building a sense of security, raising children's awareness of the needs of others.

"In grades 4–8, we work based on the assumptions of our original educational project '*Don't Hate Educate*'. The project involves work in the following areas:"



- making students sensitive to the concept of respect according to the statement: Learn to respect yourself in order to respect others
- learning the culture of the word in the context of the Japanese proverb: "Words hurt more than a sword"
- development of the concept of "personal culture" as a guarantee of successful coexistence and communication with the world around us
- showing students how and where to seek help when they are harmed or if they see harm to others
- defining the background of aggression or peer
- recognizing types of violence
- showing what open communication with others is all about and resolving conflicts without aggression
- learning the methods of responding to tensions and stresses.

7. PARENTS IN SCHOOL

We expect the parents of our students to:

- check Librus
- participate in meetings organized by the school
- benefit from individual meetings with teachers
- benefit from workshops and trainings organized by the school
- ask for information about their children at school
- cooperate with a homeroom teacher, teacher assistant, subject teachers and a school psychologist

- ensure that students have the right form of leisure time
- read school correspondence
- actively participate in the school life
- comply with the Principles of Cooperation with Parents contained in the Regulations of The International School

All regulations are available on the www.szkolamiedzynarodowa.pl.

COMMUNICATION WITH PARENTS

The program of good communication with parents in our school includes:

- presentation of the school calendar on September 1, which includes the dates of the most important events planned in a given school year and the dates of holidays
- informing parents at least one week in advance of all school events resulting from the school calendar
- informing parents about the daily organization of the school work according to the needs
- in grades 0-3 organization of three class meetings per year with the homeroom teacher and Canadian teacher,
- organization of two individual meetings where the parent has the opportunity to talk to teachers individually
- possible organization of meetings with a school psychologist
- willingness to personal meetings in a difficult situation
- preparation by the Canadian program teacher in grades 0-8 mid and final reports describing the level of skills of the student
- preparation by the homeroom teachers and Polish program teachers in grades 0-3 mid year reports describing the behavior and level of educational skills
- preparation by the homeroom teachers in grades 0-3 and teachers of the Canadian program a monthly summary of the implementation of program content in each grade
- in grades 4-8 preparation of a monthly Newsletter in English
-
- systematic posting on the school's website and on class pages of reports of interesting class and school events
- co-organizing events, school trips, charity events, educational projects with parents

8. FRAMEWORK DAILY PLAN

- At **7.50-8.45** we organize morning duty for students under the supervision of designated teachers,
- At **8.45-3.25**, students take part in compulsory educational activities in 7 periods, including both curricula,
- During the day, students take 6 in-school breaks, of which a 10-minute break after the second lesson is intended for eating a second breakfast, and 25 minutes breaks after the fourth and fifth lessons are intended for lunch, taking place in two rounds, or going to the school playground,
- At **3.25-5.00** (for grades 0-3) and **3.25-5.00** (for grades 4-8) we organize afternoon duty for students staying in school under the supervision of designated teachers,
- At **3.30-5.00** each student can participate in additional activities organized on the school premises,
- In grades 4–8, in addition to the regular timetable, subject consultations and interest clubs are offered, and preparatory classes for the final exam after grade 8 may also be conducted.

HOMEWORK

Most of the work students do in class, and homework in grades 0-3 is only to memorize the material. In grades 0-3, tasks are handed out on additional worksheets (textbooks and workbooks students leave at school) once a week from the Polish program and once a week from the Canadian program, and their execution takes an average of 20 minutes per day. By assigning homework, we want to build a sense of responsibility in students.

In grades 4–8, the amount of homework is gradually increased in accordance with the students' age and the currently applicable educational law guidelines.

9. ADDITIONAL ACTIVITIES

Additional activities take place between 3:25 p.m. and 5:00 p.m. The school offers two types of classes: paid and free of charge. They provide students with opportunities to develop their interests and serve as an alternative to spending free time during afternoon supervision.

At the beginning of each school year, we prepare a new range of classes. Consistently, every year in grades 0–3, sports, art, music, and karate classes are conducted. In different years, the offer of extra classes for grades 0–3 has also included a variety of original interest clubs: IT (coding with Photon robots), science (Discovery Club), artistic (dance classes, ceramics), and chess.

Depending on their individual needs, students of The International School can count on the support of our teachers during free additional support classes (grades 0-3) or subject consultations (grades 4-8). These classes are conducted at 8.00-8.30 (or 8.40 in grades 4-8) and at 3.30-4.15.

In grades 0-3 we offer:

- Additional activities for students who, due to absence or transfer from another school, need to make up for curriculum differences
- Enrichment classes for particularly gifted students.
- Corrective and compensatory classes (re-education) for students who have received an opinion from a counseling and guidance center about the need for pedagogical therapy
- English consultations with a Canadian teacher
- Additional Polish lessons for foreigners and children returning from abroad

In grades 4-8 we implement:

- Corrective and compensatory classes (dyslexia, dysgraphia, disortography)
- English consultations
- French consultations
- Spanish consultations
- Math and science consultations: mathematics, physics, chemistry, IT,
- Natural science consultations: biology, natural science, geography
- Humanities consultations: Polish, history, civics
- Interest clubs
- Sports clubs
- Additional Polish lessons for foreigners and children returning from abroad
- Classes preparing for the Education Board contests e.g. of English

10. TRIPS, WORKSHOPS AND PROJECTS

The opportunity to explore the surrounding world together is an important part of class life. We strive to ensure that trips are connected to current school projects or lesson topics, so that our students can learn not only in theory but also in practice. Within one school year, each class, as part of the annual trip fund, participates in 6 to 10 excursions chosen by the teachers of the Polish and Canadian programs. We also invite well-known guests and specialists in their fields to lead workshops and meetings with students at the school, on the occasion of nature, science, or literature projects, which we carry out during the school year — 2 to 3 projects per semester in grades 0–3.

11. CHARITIES

At The International School, we promote volunteerism among students and explore different forms of helping those in need. Every December, our school takes part in the *Szlachetna Paczka* charity initiative. Together with parents, we get involved in helping residents of a single mothers' home or personally prepare care packages for the homeless as part of the international *Blessing Bag* program, along with supportive letters created with the Canadian program teacher. Each year, we strive to refresh or change the ways we participate in aid programs. For example, within our original psychological project *EmpatJa* and in cooperation with the UNAWEZA Foundation, we organized a unique charity initiative called '*Pocket Comforter*', in which funds were donated to children in Mexico.

12. SCHOOL UNIFORM

The school uniform is an important element that identifies students with the school. The formal uniform is worn by students when representing the school during official visits and school ceremonies. The everyday school uniform is required from Monday to Thursday. On Fridays, students are allowed to wear casual clothing.

Formal uniform

The blazer should be in a classic navy-blue color and cut, and the formal shirt is white with long sleeves. Additional elements of the formal uniform include classic navy-blue trousers as well as school plaid skirts and navy-blue tights for girls. A mandatory part of the outfit is the school tie with the school logo for boys and the tie-ribbon for girls. We recommend footwear suitable for the formal uniform, such as dress shoes or sneakers in black or navy-blue.

School uniform orders are fulfilled by an online store <https://prostyktroj.pl/szkola-international/>.



Grades 4-8 tie



Grades 0-3 tie

From Monday to Thursday we wear casual school uniform:

Polo shirt with school logo in navy or white variants for long or short sleeves and dark trousers or skirts.

**Sports clothes:**

In physical education classes, students wear sports clothes including a white T-shirt, navy shorts and sports shoes with a bright sole.

13. SCHOOL LUNCH

During the school day, three meal times are scheduled for students:

- 10:20 – 10:30: second breakfast in the form of healthy snacks prepared by parents
- 12:10 – 12:35 (1st shift) and 13:20 – 13:45 (2nd shift): lunch
- 14:30 – 14:40: afternoon snack in grades 0–3

A two-course lunch and the afternoon snack are provided by a catering company. The daily cost of meals is 27 PLN per student. Parents register in the meal ordering system (e.g., Pagaspot or Zamów Posiłek), which enables:

- selection of special diets (dairy-free, gluten-free, vegetarian, meat)
- cancellation of lunch for the following day in case of absence from school

- payment processing

The school provides unlimited access to drinking water. We encourage children to bring their own reusable bottles in order to reduce plastic consumption.

14. TRANSPORT

The school provides a comfortable school bus service. We offer paid transportation for students in the morning between 8:00 and 8:30 a.m., and return rides after classes between 3:30 and 5:00 p.m. Detailed information about prices and bus routes can be found on the school's website: www.szkolamiedzynarodowa.pl.

15. ADMISSIONS

Enrollment at The International School is open throughout the year. We understand that the process of choosing a school can be very challenging for both children and parents. That is why we invite prospective students to a trial day, during which the child spends the whole day with the class, integrating with peers and participating in all lessons and activities. This allows the child to experience what it feels like to be part of our school. During the day, the candidate also takes part in several individual meetings assessing their skills and knowledge in relation to the Polish core curriculum, mainly in Polish and mathematics, and meets with the Canadian program teacher, who evaluates the level of English. The candidate is also observed by the school psychologist. Candidates applying for Grade 0 are additionally invited to an integration meeting.

Admission to Grades 0–3 requires:

- completion of the application form,
- participation in integration activities, a trial day, or competency tests,
- a positive opinion from the school psychologist,
- an interview with the School Principal,
- signing the education agreement and paying the enrollment fee.

Admission to Grades 4–6 additionally requires:

- a positive result in the skills test,
- an opinion of the qualification committee appointed by the School Principal,
- a behavior grade no lower than "good."

Admission to grades 7–8, in addition to the above, also requires:

- a positive result in the oral English exam and the skills test,
- an opinion from the qualification committee appointed by the School Principal,
- a conduct grade no lower than "good."

16. EDUCATIONAL AGREEMENT AND FEES

Parents whose children have met the admission requirements sign an education agreement with the school.

Up-to-date information about fees is sent by email from the school office.

