

Varvakeio Model Lyceum

School Mission Statement

The mission of VARVAKEIO MODEL LYCEUM (upper-secondary school) is to foster the comprehensive, harmonious, and balanced development of our students' intellectual and psychosomatic skills so that, regardless of gender and national origin, they all have the opportunity to evolve into well-rounded personalities and live a creative and meaningful life.

Specifically, it helps students:

- a) To become free, responsible, democratic citizens, to defend the national independence, and territorial integrity of the country, as well as democracy. To be inspired by love for humanity, life, and nature, guided by faith in our country, and the principles of Christian Orthodox tradition. Their religious freedom is inviolable.
- b) To cultivate and develop their mind and body, inclinations, interests, and skills. To acquire, through their school education, a social identity and consciousness, understanding and recognising the social value and equality of both intellectual and manual labour. To be informed and trained in the proper, beneficial and sustainable use of the modern world's resources, as well as the values of our folk tradition.
- c) To develop creative and critical thinking as well as a sense of collective effort and cooperation, so that they take initiatives and, with their responsible participation and integrity, contribute decisively to the progress of our country and society as a whole.
- d) To understand the importance of art, science, and technology, to respect human values, and to preserve and promote our country's cultural identity.
- e) To nurture a spirit of friendship and collaboration with all peoples worldwide, aspiring towards a just, peaceful, and better world.

International Baccalaureate Organization (IBO) Mission Statement

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

Philosophy

In accordance with the regulations regarding the Greek educational system (Law 4692/2020), Model Schools (P.S.) are established and operate with the purpose of contributing to optimal educational planning and the pilot implementation of the educational policy, to cultivate and diffuse the best educational methods, practices, and tools throughout the entire educational system.

Aims of Model Schools

Model Schools are public secondary education institutions in Greece that promote and implement educational excellence. Their main goals include:

- Encouraging innovation and student self-improvement
- Supporting talented and high-potential students
- Testing new curricula, teaching methods, and materials
- Participating in educational and psychological research with universities
- Creating excellence, creativity, and innovation clubs open to students from other public schools
- Providing university student and teacher internships in demanding academic environments

- Collaborating on doctoral research related to education
 - Training teachers and sharing best practices with neighboring schools
 - Organizing seminars and promoting school partnerships
 - Working with local and international universities and research bodies
 - Piloting quality evaluation programs for teaching and infrastructure
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IB Diploma Programme Language Policy

1. Philosophy and IB Alignment

Language is central to learning, identity, and intercultural understanding. Varvakeio Model Lyceum recognizes that all teachers are language teachers and share responsibility for supporting students' language development.

This policy aligns with IB philosophy and promotes multilingualism, communication, and international-mindedness.

2. Language Profile of the School

- Primary language: Greek
 - IB language of instruction: English
 - Small number of students with other mother tongues
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3. Languages of Instruction

- Greek is the official language of the school
 - English is the language of instruction in the IB Diploma Programme (except Language A: Modern Greek)
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4. Language Learning in the National Curriculum

Greek

The primary language of instruction and cultural identity.

Ancient Greek

Taught in Lower Secondary and selected Upper Secondary classes.

English (1st Foreign Language)

Introduced in early education and continues through all school years.

Second Foreign Language (French/German)

Introduced in primary school and continues until Upper Secondary.

5. Language in the IB Diploma Programme

- All IB subjects (except Greek Language A) are taught in English
- Students develop advanced academic and communicative language skills
- Emphasis on intercultural awareness and global communication
- **English Language (Language Acquisition)**

The English B language curriculum follows IB directives as well as the aims and objectives connected to these. The programme aims to develop students into sensitive, receptive, and skilled users of English by exploring the language through literary, social, and cultural contexts. It focuses on enhancing their abilities as readers, writers, speakers, listeners, and thinkers. Students are encouraged to see English as a flexible communication tool suited for various purposes and to recognize their unique personal styles. Ultimately, the programme promotes an active, evolving relationship with the language, empowering students as individuals and global community members.

6. Teaching and Learning Practices

Teachers:

- Integrate language development in all subjects
 - Use scaffolding strategies
 - Teach academic vocabulary explicitly
 - Encourage speaking, reading, and writing across disciplines
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7. Support for Mother Tongue

The school promotes mother-tongue development through:

- Access to literature and resources
- Encouragement of cultural engagement
- Support for identity development

The Modern Greek language curriculum aligns with IB guidelines and the associated learning aims and objectives. The programme aims to support academic and career aspirations by fostering social, aesthetic, and cultural literacy alongside language and communication skills. Language and literature are examined with a focus on the relationships between texts, readers, and writers, as well as on the functions of texts across different times and places.

8. Support for Additional Language Learners

Support includes:

- E-learning tools (Digital Frontistirio)
 - Language-focused activities
 - Participation in after-school clubs (e.g., MUN, writing clubs)
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9. Roles and Responsibilities

- **Teachers:** Support language development in all subjects
 - **Students:** Actively develop language skills
 - **School:** Provide resources and support
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The school upholds the principles of language learning, which include valuing all languages equally, recognizing language as a key to personal identity, and encouraging lifelong language development. Multilingualism is promoted to enable students to utilize their full linguistic skills to enhance learning. In practice, this might involve using more than one language for scaffolding complex ideas, aiding understanding, and fostering deeper conceptual thinking, while gradually developing proficiency in the language of instruction.

10. Connections to other policies and IB Standards and Practices

This policy is aligned with the IBO's "Guidelines for developing a school language policy", "IB language tenets", and "IB language tenets in Practice".

It is also aligned with the "Programme Standards and Practices, 2024":

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

11. Resources

- School library
 - Digital tools
 - Extracurricular activities
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12. Review Process

*The policy is reviewed annually and updated as needed.
Final versions are published on the school website.*

Review process

The present policy has been revised by all teachers, led by the Heads of all sections of the School:

Psychicon, 01/04/2026

Vamnies Dimitrios
Head of School

In the IB DP:
Koutsangelou Vasileia
IBDP Coordinator

Seranis Panagiotis
Head of Greek Language and Literature

Gkioka Sophia
Head of English and Language B

The final version will be posted on the School's website: <https://varvakeio-lykeio.gr/> in April 2026.

Bibliography

IBO publications:

Guidelines for developing a school language policy, 2008

IB language tenets, 2024

IB language tenets in Practice, 2024

Programme standards and practices, 2018, updated 2020

Also:

“Η Ξενόγλωσση Εκπαίδευση Στην Ελλάδα: ΠΕΑΠ.” Η Ξενόγλωσση Εκπαίδευση Στην Ελλάδα | ΠΕΑΠ, rcei.enl.uoa.gr/peap/. Accessed 22 July 2025.

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“About Multilingualism Policy.” European Education Area, education.ec.europa.eu/focus-topics/improving-quality/multilingualism/about-multilingualism-policy. Accessed 22 July 2025.

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Ενιαίο Πρόγραμμα Σπουδών των Ξένων Γλωσσών (ΕΠΣ-ΞΓ), ΙΕΠ

(<https://ebooks.edu.gr/info/newps/Ξένες%20Γλώσσες/ΠΣ%20Ξένων%20Γλωσσών.pdf>)

Πρόγραμμα Σπουδών για τις Ξένες Γλώσσες στο Γενικό Λύκειο, ΙΕΠ 2021

Πρόγραμμα Σπουδών Νεοελληνικής Γλώσσας στις Α', Β' και Γ' τάξεις του Γυμνασίου, ΙΕΠ 2021

European Commission multilingualism policy: <https://education.ec.europa.eu/focus-topics/improving-quality/multilingualism/about-multilingualism-policy>