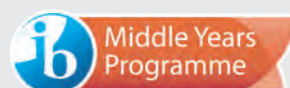# International School of Curaçao

Teaching and Learning Policy

October 2022

International School of Curacao
Teaching and Learning Policy

Introduction

Our Vision:

Learning for global citizenship.

Our Mission:

Cultures, Creativity, Knowledge

ISC provides a high-quality education using United States and internationally recognized standards in English. ISC aims to develop future citizens as individuals who are collaborative, involved, respectful, and responsible.

Our expectation is that students and adults at ISC endeavor to follow the *We are ISC* code of conduct and thought. The *We are ISC* code of conduct asks for the commitment and effort of the entire community to teach, reinforce, and maintain the pillars of *We are ISC* based on the IB Learner Profile: We are open-minded, We are reflective, We are communicators, We are caring, We are inquirers, We are principled, We are knowledgeable, We are thinkers, We are balanced, We are risk-takers.

Therefore, it is our goal that our Teaching and Learning Policies are aligned with the school's vision, mission, beliefs, and code of conduct. While this policy refers mostly to the teaching and learning taking place at school, we emphasize the importance of parental and home support. We believe that collaboration between school and home is essential for optimal student learning and growth.

Aim of the policy

The aim of ISC's Teaching and Learning Policy is to provide a framework of practices and strategies which ensure effective teaching, effective learning, and an effective learning environment.

Effective Teaching

Effective teaching at ISC encompasses Planning and Preparation, Instruction, Aligning Curriculum, Communication, and Assessment. Each of these domains is comprised of related practices and responsibilities.

A. Effective Planning and Preparation take place when teachers:
1. Demonstrate knowledge of content and pedagogy.
2. Demonstrate knowledge of students.
3. Select appropriate instructional goals based on data and student needs
4. Effectively use available resources.
5. Design coherent instruction.
6. Assess student learning in multiple ways (e.g. student-generated products, formal

and informal testing, pre- and post-testing).
       7. Use data (i.e. MPG and MAP test results) to assist in the planning
           and preparation of instruction.

B. Instruction is most effective when teachers:
       1.   Communicate clearly and accurately.
       2.   Incorporate a variety of questioning and discussion techniques.
       3.   Engage students in learning.
       4.   Provide timely and meaningful feedback to students.
       5. Use differentiation strategies, as evidenced during walk-throughs, formal
           observations, planning, and Student Support Plans (SSPs).

C. Aligning Curriculum is most effective when:
       1.   Standards and learning objectives are congruent with instruction and assessment.
       2.   Instructional strategies are based on learning goals.
       3.   Assessment procedures are varied.
       4.   Classroom resources are regularly employed in teaching and learning.
       5.   Curriculum review includes horizontal and vertical alignment.

D. Effective communication should take place between teachers and students, teachers and colleagues, and teachers and the community.

Communication with students is most effective when it:
       1.   Provides goals and expectations which are clearly stated.
       2.   Occurs verbally and in writing.
       3.   Is adapted to students' native language when not proficient in English.
       4.   Is available both in and out of the classroom and via technology.

Communication with colleagues is most effective when it:
       1.   Occurs horizontally and vertically for curriculum alignment.
       2.   Is well-documented.
       3.   Is utilized in preparation and planning, especially for cross-curricular learning.
       4.   Is clear, concise, and meaningful.
       5.   Follows the predetermined channels to administration and colleagues.

Communication with families and the community is most effective when it:
       1.   Occurs frequently.
       2.   Provides appropriate information about the instructional program.
       3.   Provides well-rounded and timely information on student progress, i.e. progress
           reports, report cards, and parent-teacher conferences.
       4.   Responds to parents' concerns promptly and with great sensitivity.
       5.   Maintains confidentiality appropriately.
       6.   Invites families and members of the community to participate in school programs.
       7.   Acknowledges successes and achievements.
       8.   Provides suggestions for improvement when needed.

E. Assessment of student learning is most effective when it:
       1.   Aligns with instructional goals both in content and process.
       2.   Includes clear standards that have previously been communicated to students.
       3.   Helps students be confident about what they have learned.
       4.   Sets targets for students' future learning.

5.   Employs the use of both formative and summative measures.
6.   Includes strategies, modifications, and accommodations to meet students' learning and language needs.

Effective Learning

ISC believes that learning is most effective when thinking and reasoning are combined in an effective learning environment.

A. Thoughtful Learning is effective when students are:
1.   Provided with the purpose of what is to be learned.
2.   Able to make clear connections with other subject areas and learning activities.
3.   Encouraged to listen to and consider the ideas and views of others.
4.   Provided opportunities to apply new knowledge and skills.
5.   Able to set time aside for establishing learning-based goals and reflection on past goals.
6.   Encouraged to express their thoughts through various mediums.
7.   Expected to exemplify high standards.
8.   Applying a growth mindset where they thrive on challenges and see failures and mistakes as opportunities for learning and growth.
9.   Taught to appreciate and function in a culture of thoughtful behavior.

B. Reasoning in Learning is effective when students:
1.   Deepen their knowledge and develop new cognitive skills.
2.   Apply Bloom's Taxonomy to develop and demonstrate higher-order thinking skills.
3.   Are not restricted to specific ways of exhibiting knowledge.
4.   Transfer academic knowledge to better understand how to solve real-life problems.
5.   Are allowed to make mistakes and solve them with self-sufficiency.
6.   Know the standards of learning and look for alternative ways to achieve them.

Effective Learning Environment

At ISC we believe that effective learning takes place in an atmosphere of trust and respect for all. Teachers are expected to establish a culture for learning in a comfortable classroom environment that sets high expectations and creates a safe place for risk-taking.

A. We recognize that effective learning takes place in an environment which:
1.   Encourages mutual tolerance, respect, and trust.
2.   Encourages students to demonstrate caring for one another.
3.   Is safe and well-organized.
4.   Is attractive, challenging, and stimulating.
5.   Allows students to demonstrate curiosity and take initiative.
6.   Has high expectations for all students.
7.   Makes learning accessible to different learning styles and needs.
8.   Provides timely and sensitive feedback to students on their behaviors and academic performance.
9.   Stimulates students to take pride in their work.

10. Has established routines for transitions and handling materials and supplies.
11. Encourages students to assume responsibility for their productivity.
12. Has clear standards of conduct that have been developed with student participation.
13. Promotes students and adults to follow the *We are ISC* code of conduct.
14. Takes into account the changing demands of our local community and broader society.
15. Promotes the health, safety, and well-being of all.

B. The learning environment should be organized to ensure that students have the opportunity to:
1. Work individually as well as cooperatively in groups.
2. Achieve academically.
3. Act compassionately.
4. Think creatively.
5. Solve problems.
6. Communicate their ideas effectively.
7. Reason critically.
8. Show pride in their cultures.
9. Celebrate diversity.
10. Develop social skills.
11. Develop independence.
12. Use initiative.
13. Receive support.

Review schedule
ISC's Teaching and Learning Policy will be reviewed each school year.
Last reviewed/revised: October 2022.

Resources
Danielson, C., Enhancing professional practice: a framework for teaching, ASCD, 2007

Welford and Wickham Primary School Teaching and Learning Policy
http://atschool.eduweb.co.uk/wickham/policies/t_lpol.html