



CIS Elementary Learning & Teaching Policy



Collegiate International School Policies



Our Vision

Providing world class education

Our Mission

To empower students with a rigorous, holistic and international education for success in an ever-changing world

Our Philosophy

- to be recognized by the success of our students in achieving their personal goals
- to make student development the center of all school decisions
- to aspire to the highest internationally recognized performance standards
- to build and celebrate a culture based on internationalism
- to enable the staff to become life-long learners through the development of their professional practice

Our Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

The CIS Motto

Community | Innovation | Success

The CIS Mascot

The Wildcat



IB 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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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INTRODUCTION:

The Learning and Teaching Policy of Collegiate International School is dedicated to creating a dynamic and student-centered educational environment that aligns with the Knowledge and Human Development Authority (KHDA) framework, while embracing the standards and practices of the International Baccalaureate (IB) Primary Years Programme (PYP). This policy outlines our commitment to fostering inquiry-based learning, holistic development, academic excellence, concept-based learning, the five essential elements of the IB PYP, and integrating strategies to promote teaching to mastery, higher-order thinking, and critical questioning.

1 STUDENT-CENTERED APPROACH:

1.1 Our learning and teaching approach places students at the center of the educational process. Teachers will design learning experiences that cater to students' diverse abilities, interests, and learning styles.

1.2 In accordance with the KHDA framework (Section 3.1), teachers will create a nurturing environment that encourages active engagement, critical thinking, and self-directed learning.

2 INQUIRY-BASED LEARNING:

2.1 We embrace the IB PYP's emphasis on inquiry-based learning, where students are encouraged to ask questions, explore concepts, and develop a deep understanding of the world around them.

2.2 Teachers will design units of inquiry that promote curiosity, investigation, and collaborative problem-solving, fostering a love for learning and a thirst for knowledge.

3 HOLISTIC DEVELOPMENT:

3.1 The KHDA framework (Section 3.1) highlights the importance of addressing students' cognitive, social, emotional, and physical development. Our learning and teaching approach will integrate these dimensions to nurture well-rounded individuals.

3.2 Teachers will provide opportunities for students to develop skills such as communication, teamwork, empathy, and resilience, aligning with the IB PYP's emphasis on holistic education.

4 DIFFERENTIATION AND INCLUSION:

4.1 Recognizing the diverse needs of our students, teachers will implement differentiation strategies to ensure all learners have equitable access to quality education.

4.2 In alignment with the IB PYP's commitment to inclusion, teachers will create a supportive and respectful classroom environment that values each student's unique strengths and contributions.

5 CONCEPT-BASED LEARNING:

5.1 Our learning and teaching approach will incorporate concept-based learning, a fundamental aspect of the IB PYP. Concepts serve as the lens through which students explore and understand subject matter, promoting deeper understanding and transferable knowledge.



5.2 Teachers will design learning experiences that revolve around key concepts, encouraging students to make connections and apply their understanding across different contexts.

6 FIVE ESSENTIAL ELEMENTS OF THE IB PYP:

6.1 Knowledgeable: Teachers will facilitate the acquisition of disciplinary and transdisciplinary knowledge, fostering a strong foundation for academic growth.

6.2 Inquirer: Students will be encouraged to develop a spirit of curiosity and inquiry, promoting active engagement and a lifelong love of learning.

6.3 Thinker: Critical thinking and problem-solving skills will be nurtured, empowering students to analyze, evaluate, and apply their knowledge effectively.

6.4 Communicator: Our learning and teaching approach will emphasize effective communication, enabling students to express their ideas and understanding confidently.

6.5 Principled: Ethical and moral development will be promoted, guiding students to make principled decisions and act with integrity.

7 TEACHING TO MASTERY OF STANDARDS:

7.1 Our teachers are committed to teaching to mastery, ensuring that students achieve a deep and comprehensive understanding of the curriculum standards.

7.2 Mastery learning promotes a growth mindset, encouraging students to persevere, take ownership of their learning, and attain a high level of proficiency in their studies.

8 PROMOTING HIGHER-ORDER THINKING:

8.1 Teachers will engage students in activities and assessments that require higher-order thinking skills, such as analysis, synthesis, evaluation, and application.

8.2 Students will be challenged to think critically, creatively, and independently, preparing them to tackle complex challenges in their academic and personal lives.

9 UTILIZING CRITICAL QUESTIONING:

9.1 Critical questioning will be an integral part of our teaching strategy. Teachers will facilitate discussions that encourage students to ask probing questions, explore diverse perspectives, and engage in intellectual discourse.

9.2 By promoting critical questioning, we empower students to think critically, develop a deeper understanding of concepts, and enhance their problem-solving skills.

10 COLLABORATIVE LEARNING COMMUNITIES:

10.1 Our school will foster a culture of collaboration and professional growth, aligned with the IB PYP's emphasis on shared inquiry and reflective practices.



10.2 Teachers will engage in collaborative planning, reflection, and professional development to continuously enhance their teaching practices and student outcomes.

11 LEARNING ENVIRONMENT:

1.1 The physical and virtual learning environments will be designed to stimulate curiosity, creativity, and critical thinking.

1.2 Teachers will create a safe, inclusive, and supportive atmosphere that encourages risk-taking, open dialogue, and the exploration of global perspectives, in line with the IB PYP's international-mindedness.

12 COMPLIANCE AND CONSEQUENCES:

12.1 Adherence to the Learning and Teaching Policy is mandatory for all teaching staff at Collegiate International School.

12.2 Failure to comply with the policy may result in corrective action, including professional development and performance improvement plans.

13 REVIEW AND AMENDMENTS:

- 8.1. Policy Review: This attendance policy will be reviewed periodically to ensure alignment with KHDA regulations and any necessary amendments will be made in consultation with relevant stakeholders.
- Review of the Attendance Policy and practice happens strategically throughout the school year
 - **Orientation:** During orientation all teachers participate in a workshop connected to Language policy
 - **End of Year Review:** At the end of each academic year the SLT and Middle Leaders review the Language policy to ensure it is effective, clear and up to date. This happens across the PYP, MYP and DP to ensure vertical alignment of policies and practices
 - **Governance:** Head of school share the Language policy with governance anytime changes have been made
- **This policy was reviewed in July 2023**
- **The policy will be reviewed again in July 2024**

The Learning and Teaching Policy of Collegiate International School underscores our dedication to providing an exemplary educational experience that aligns with the KHDA framework and embraces the standards and practices of the IB Primary Years Programme. By incorporating concept-based learning, the five essential elements, teaching to mastery, promoting higher-order thinking, and utilizing critical questioning, we aim to empower our students to become lifelong learners, compassionate global citizens, and contributors to a better world. Through inquiry-based learning, holistic development, and a student-centered approach, our teachers play a pivotal role in shaping the educational journey of our students and ensuring their success in an ever-changing global landscape.

