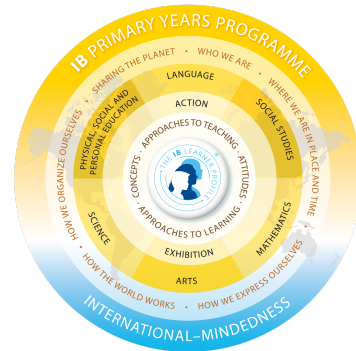
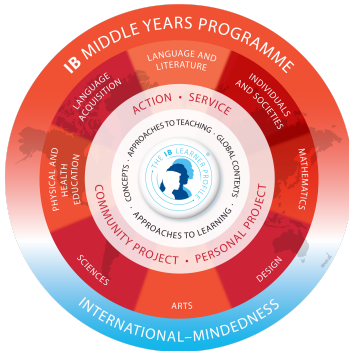




## Trondheim International School Learning and Teaching Policy



# Table of Contents

<b>Vision</b>	<b>2</b>
<b>Mission Statements at ThIS:</b>	<b>2</b>
<b>Rationale/Purpose for the Policy</b>	<b>2</b>
<b>Our definition of Learning</b>	<b>2</b>
<b>Our definition of Teaching</b>	<b>3</b>
<b>Methods used to promote effective learning and teaching</b>	<b>3</b>
A. To welcome our students to a safe, positive and inclusive environment, the staff at ThIS will:	3
B. To develop a learning community that is grounded in our core values: Care, Share, Respect and Learn the staff at ThIS will:	3
C. To ensure high-quality, holistic education the staff at ThIS will:	3
D. To adjust learning to the needs of the individual in the school community, the staff at ThIS will:	4
E. To actively engage students in the learning process including real world and experiential learning activities and service to the wider community, the staff at ThIS will:	4
F. To provide feedback and assessments that guide and support student learning to motivate them and help them develop self-efficacy, the staff at ThIS will:	4
G. To provide the support required that attends to the students' individual learning needs, interests and experiences, the staff at ThIS will:	5
H. To ensure that students are active participants in a positive relationship and sustained communication between their families and the school, the staff at ThIS will:	5
<b>Collaborative Planning</b>	<b>6</b>
Types of Collaborative Planning	6
Collaborative Planning Roles and Responsibilities	7
<b>Appendix I: Meeting Agreements</b>	<b>8</b>
<b>Acknowledgements</b>	<b>9</b>

# Vision

Building Global Citizens

## Mission Statements at ThIS:

**ThIS** is an IB world school that creates independent, knowledgeable and caring individuals.

**ThIS** fosters lifelong learners in a safe and supportive environment.

**ThIS** provides academic excellence through a high-quality education.

**ThIS** develops values and skills for the world of tomorrow.

**ThIS** inspires action and contributes to the local, national and international communities

## Rationale/Purpose for the Policy

To recognise and respect the diverse perspectives for learning and teaching in our community, it is important that we establish a common understanding of what learning and teaching will look like at our school and how we can achieve this together.

The IB Learner Profile is embedded in the mission of Trondheim International School and is the heart of our learning and teaching. As an IBO World School, ThIS's policies promoting learning and teaching closely follows the IB Publications related to both the PYP and MYP.

The purpose of the Learning and Teaching Policy is threefold:

1. To articulate the link between the guiding mission statement of Trondheim International School and our daily practice as an international learning community.
2. To provide Trondheim International School with a consistent, balanced and comprehensive statement on the philosophy and principles of our learning and teaching program that is grounded in the IB programmes.
3. To stimulate and further our culture of ongoing and continuous professional conversations on research-based current best practices in learning and teaching.

## Our definition of Learning

A dynamic process of developing meaningful skills and knowledge in order to understand the world around us. According to the IB (2017),

*These skills are grounded in the belief that learning how to learn is fundamental to a student's education. Five categories of interrelated skills aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process."*

In the IB, these are known as ATL skills (approaches to learning) and are categorized as: thinking, research, communication, social and self-management skills.

## Our definition of Teaching

At ThIS, we define teaching as both a formal and informal process of educating and raising lifelong learners. Our Teaching is:

- Based on inquiry
- Focused on conceptual understandings
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by assessment: (formative and summative)

## Methods used to promote effective learning and teaching

A. To welcome our students to a safe, positive and inclusive environment, the staff at ThIS will:

- Recognise, foster and celebrate diversity to build understanding
- Participate actively in whole-school events and programs
- Have and model positive behavior expectations
- Nurture a supportive and motivating environment
- Provide opportunities for relaxation and physical activity within the school calendar
- Implement the appropriate induction plan for new members of the community
- Support the use of information on ICT devices in line with school policy
- Promote a healthy self-confidence in our students
- Implement the School Environment Plan

B. To develop a learning community that is grounded in our core values: Care, Share, Respect and Learn the staff at ThIS will:

- Utilize the ThIS mission statements to communicate ThIS expectations
- Educate our students about the advantages of being in a global community and being a global citizen
- Model and implement the ThIS mission statements
- Participate actively in whole school events and programmes
- Teach and model respect for one's own beliefs and those of others
- Promote respectful behavior and open-mindedness
- Provide opportunities to engage in problem solving and collaboration
- Provide opportunities for reflection and appreciation of actions taken
- Educate our students about the unique privilege we have as members of a global learning community

C. To ensure high-quality, holistic education the staff at ThIS will:

- Regularly update and map the curriculum in collaboration with appropriate members of staff

- Adjust the curriculum to meet learning needs for the community
- Make learning purposeful and engaging through real world connections
- Systematically support collaboration between all members of the school community
- Create an environment that fosters inquiry-based learning for the community
- Use essential components to develop a sound unit of inquiry: essential questions, enduring understandings, 21st-century skills, and relevant content
- Provide clear learning objectives to students
- Differentiate learning experiences to allow access to learning
- Provide opportunities for students to reflect about and share their learning
- Promote and teach critical thinking skills
- Use and monitor data to assess measurable academic performance
- Provide opportunities to display and celebrate students' learning
- Provide time and the skills for self-reflection and evaluation
- Promote professional dialogue and collaboration between teachers

**D. To adjust learning to the needs of the individual in the school community, the staff at THIS will:**

- Provide access to the curriculum through differentiation for all learners
- Encourage and provide opportunities for peer teaching, learning and collaboration
- Embrace the role of a facilitator to encourage independent learning
- Focus on the development of self-management skills
- Provide students time to understand and digest the learning goals
- Ensure our students have agency; choice, voice, and ownership of their own learning
- Teach goal setting and self-reflection
- Set individual goals in conferences
- Use feedback to feed-forward

**E. To actively engage students in the learning process including real world and experiential learning activities and service to the wider community, the staff at THIS will:**

- Provide opportunities for civic responsibility and encourage our students to take initiatives as young leaders
- Engage responsibly in local and global issues or events focusing on social justice, human rights or environmental issues
- Encourage and provide guidance for healthy risk-taking learning opportunities
- Recognize and celebrate the culture, history and traditions of Norway and other nationalities in our school community
- Organize learning to ensure experiences that take place outside the classroom: day trips, field trips
- Invite both local and global expert guests
- Provide opportunities for the application of skills

**F. To provide feedback and assessments that guide and support student learning to motivate them and help them develop self-efficacy, the staff at THIS will:**

- Align all assessment practices with our assessment policy
- Include an overview of key summative assessment forms as part of annual planning / curriculum mapping

- Embed formative and summative assessments in each unit of inquiry
- Routinely provide students with positive, learning-focused feedback that builds confidence and capacity to improve
- Ensure that students understand that the purpose of assessment is to help them optimize their potential
- Develop consistency and coherence amongst teachers, grades and subjects
- Include an open-ended component in all assessments
- Routinely standardize within and across grade levels
- Routinely share and analyze the results of assessments for patterns and trends as a teaching team
- Ensure that students can explain what is expected of them, what they achieved and what they need to do to improve
- Ensure that students are confident and comfortable talking about their strengths, areas for development and are able to articulate their next steps in learning
- Make formative tasks that enable the students to practice specific skills
- Give specific feedback on formative and summative assessments
- Use rubrics for clarifying assessment criteria
- Publish/share feedback
- Value written feedback in student workbooks

G. To provide the support required that attends to the students' individual learning needs, interests and experiences, the staff at ThIS will:

- Advocate for every child's fundamental rights to access the curriculum despite learning differences
- Proactively meet with the community to discuss learning needs of individual students or groups of students as required (i.e. IEPs)
- Ensure the communication and collaboration between the classroom teacher and the support teacher for the student's best interests
- Commit to collaborating within the community for the well-being of the student
- Use student feedback to further improve the programmes of instruction
- Access the record of student data and learning profiles of all students
- Seek out and use the recommendations by specialists/professionals for strategies that best serve students' learning needs
- Determine service (push in or pull out) based on observed student needs
- Use the Individual Educational Plans written in collaboration with teachers in collaboration with the Special Needs Coordinator
- Regularly evaluate services to ensure that the current model is most beneficial
- Collaborate with support teachers for resources to ensure access to the curriculum
- Systematically engage in assessments to determine students' learning needs
- Plan open-ended units
- Plan time for individual inquiry and agency

H. To ensure that students are active participants in a positive relationship and sustained communication between their families and the school, the staff at ThIS will:

- Share strategies with parents for active interest and engagement in their children's learning
- Develop positive dialogue with parents to create a collaborative partnership
- Encourage methods for developing good habits

- Model respectful and constructive communication
- Foster positive relationship between families and any outside specialists
- Invite and encourage attendance for school events, information nights and orientation meetings
- Have clear expectations and agreements
- Use the learner profile as a guide on how to be a learner

## Collaborative Planning

To ensure that collaborative planning and reflection supports the implementation of the IB Programmes, we will refer to the methods above to uphold the school values during collaborative planning.

At Trondheim International School, we value the importance of collaborative planning. Attendance of collaborative planning sessions is mandatory / is a prerequisite for all teaching staff. Collaborative planning sessions are included in each teacher's schedule. Teachers are expected to set their own agendas and keep minutes of meetings to record the professional nature of collaboration. Please see Types of Collaborative Planning and Collaborative Planning Roles and Responsibilities below.

In order to plan for the diverse needs of learners, all THS teachers are required to engage in structured collaborative planning and reflection to develop Transdisciplinary Units of Inquiry in the PYP and disciplinary and interdisciplinary units in the MYP. The planning team consists of all teachers teaching within both programs. Vertical planning will take place to revise and strengthen the articulation within the PYP and MYP Programs.

### Types of Collaborative Planning

Collaboration (self organized)

- Organized as needed by individuals within staff
- Not part of master schedule
- Completed within Teacher's individual time

Collaboration in within Program Groups

- Self-directed in agreement within the collaboration team
- Supported by the coordinator

Collaboration within Teaching Teams

- Organized by the coordinator on separate days (MYP and PYP)
- Can be lead by specific teachers within the program (MYP or PYP)

Collaboration within Whole Staff

- Organized by the Pedagogical Leadership team

## Collaborative Planning Roles and Responsibilities

<p><b>Coordinators:</b></p> <ul style="list-style-type: none"> <li>- Map out team collaborative planning sessions with the teams</li> <li>- Lead and support team meetings within the program</li> <li>- Support small collaborative planning sessions</li> <li>- Set minimum expectations for documentation in planning sessions (See Appendix 1 below)</li> </ul>	
<p><b>All teachers:</b></p> <ul style="list-style-type: none"> <li>- Ensure minutes are recorded for scheduled collaborative planning sessions</li> <li>- Ensure appropriate planning is in place for program implementation</li> <li>- Take action to meet with other teaching staff as appropriate. (These may/may not need to be recorded in minutes)</li> <li>- Collaborate, contribute and share information about students' welfare and learning</li> <li>- Share and collaborate to improve units, assessments and learning and teaching activities within subjects</li> <li>- Share effective assessment practices (formative and summative)</li> <li>- Discuss and develop conceptual understanding within subjects and across year levels to meet IB expectations</li> <li>- Plan, teach and share ATL skills and resources that are appropriate across year levels</li> <li>- Contribute to Program Reviews (horizontal and vertical)</li> </ul>	
PYP	MYP
<p><b>Contact Teacher</b></p> <ul style="list-style-type: none"> <li>- Plan and teach Transdisciplinary Units of Inquiry and ensure subject teachers are consulted as required</li> <li>- Arrange time with subject teachers during "office hours" to plan Transdisciplinary Units of Inquiry</li> <li>- Share information as required with appropriate staff concerning student welfare</li> </ul>	<p><b>Contact Teacher</b></p> <ul style="list-style-type: none"> <li>- Share information as required with appropriate staff concerning student welfare</li> <li>- Monitor and assess the Service as Action for their year level</li> </ul>
<p><b>Subject Teachers</b></p> <ul style="list-style-type: none"> <li>- Ensure connections to units of inquiry are made through key and related concepts, lines of inquiry, attributes of the learner profile, ATL skills or the Transdisciplinary Themes</li> <li>- Arrange time with contact teachers to plan Transdisciplinary Units of Inquiry during "office hours"*</li> <li>- Utilise the PYP curriculum model for all learning and teaching</li> </ul> <p>*Office hours are reserved for collaborative planning with PYP Teachers and are mapped out each semester.</p>	<p><b>Subject Teachers</b></p> <ul style="list-style-type: none"> <li>- Reflect and further develop the learning within their subject and across the year levels to meet the IB expectations</li> <li>- Plan, teach and share Service as Action opportunities that align with units within their subject</li> <li>- Share examples of work for review and standardization</li> </ul>



## Appendix I: Meeting Agreements

<b>Essential Agreements: Professionalism</b> <i>Respect, Care, Share, Learn</i>	<ul style="list-style-type: none"> <li>• Model and exhibit the IB Learner Profile attributes</li> <li>• Be prepared for meetings, agenda in advance</li> <li>• Be respectful of others' time</li> <li>• Attend meetings</li> <li>• Read minutes of missed meetings (on the Drive)</li> <li>• Screens only when requested</li> </ul>
<b>Whole Team Learning</b>	<ul style="list-style-type: none"> <li>• Program Evaluation</li> <li>• Whole school events</li> <li>• ATL development</li> <li>• Emphasis on academic language</li> <li>• Emphasis on language development</li> <li>• Whole school policy development</li> <li>• Summarizing learning outcomes from PD courses</li> <li>• Sharing teaching practice</li> <li>• Building understanding of programmes</li> <li>• Share information between MYP and PYP</li> </ul>
<b>Friday Morning (Foci)</b>	<ul style="list-style-type: none"> <li>• Housekeeping, Announcements, Reminders</li> <li>• School Environment concerns</li> <li>• Reports, HSE - <u>The first Friday of every month</u></li> </ul>
<b>Team Meetings</b>	<b>Lunch/Break Sessions</b> <ul style="list-style-type: none"> <li>• Address student/class issues</li> <li>• Information about trips, if lessons need to be swapped, etc</li> <li>• Announcements</li> <li>• Updates from units/trips</li> </ul>
	<b>Afternoon Sessions</b> <ul style="list-style-type: none"> <li>• PYP/MYP Curriculum discussion / learning</li> <li>• Program development</li> <li>• Program Reviews (horizontal/vertical)</li> <li>• Standardization</li> <li>• Vertical and horizontal alignment within and between subjects (MYP)</li> </ul>
<b>Collaborative Planning (small group)</b>	<ul style="list-style-type: none"> <li>• Share best practice and new units</li> <li>• Standardization</li> <li>• Unit development/reflection/evaluation</li> <li>• Plan/organize according to units (trips, etc.)</li> <li>• Identify summative assessments</li> <li>• Go through the Essential Elements of upcoming units and set targets (for students and teachers)</li> <li>• Information from PD (subject-specific)</li> <li>• PYP/MYP vertical/horizontal curriculum review</li> <li>• Assessment development</li> <li>• Work towards goals/targets set last year</li> <li>• Standardize work before students receive grades</li> <li>• Working across programs when needed or required</li> </ul>
<b>Admin</b>	<ul style="list-style-type: none"> <li>• Share information between different areas of the school</li> </ul>
<b>Ped Leadership</b>	<ul style="list-style-type: none"> <li>• Curriculum development</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Annual planning</li> <li>• Strategy overview development and implementation</li> <li>• Organization and BoD</li> </ul>

## Acknowledgements

**The following IBO publications were referenced in the creation of this policy:**

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