



GOOD SHEPHERD INTERNATIONAL SCHOOL

TEACHING AND LEARNING POLICY

CIS WE ARE AN
ACCREDITED
SCHOOL



NEASC
Candidate

Cambridge Assessment
International Education
Cambridge International School

CIS INTERNATIONAL
CERTIFICATION





IB learner profile

The aims of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and co-conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies; we are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas, and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



VISION STATEMENT

Good Shepherd International School in its pursuit of a holistic education, envisages inspiring and fostering a community of caring, progressive, lifelong learners to embrace and celebrate all Creation.

MISSION STATEMENT

Good Shepherd International School endeavours to prepare each student for academic, social and personal success by creating a community of empowered and diverse learners striving to be globally-minded citizens in an atmosphere of mutual respect, understanding and trust.

OBJECTIVES

1. **VALUE EDUCATION** : To create a climate that encourages freedom of thought while inculcating the savor of self-discipline, punctuality, fair play and industry.
2. **HOME AWAY FROM HOME** : To actualize a 'home away from home' atmosphere where a right proportion of care and control is administered catering to the emotional and intellectual needs of a child.
3. **ACADEMIC EXCELLENCE** : To nurture heuristic, lifelong learners and who excel in conventional academic demands; explore and discover the interconnectivity of disciplines and grow into active generators of knowledge.
4. **CO-CURRICULAR ACTIVITIES** : To ensure that all students gain experience, and appreciate all the creative and performing arts thereby promoting the acquisition of team spirit and development of individual skills needed for a holistic growth.
5. **TEACHING STRATEGY** : To practise tailored teaching strategies incorporating latest technology to facilitate the diverse learning styles and intelligence quotients of the student.
6. **COMMUNITY SERVICE** : To disseminate awareness of environmental concerns and humanitarian issues and kindle a sense of responsibility towards the amelioration of the needy by working with charitable organizations.
7. **TECHNOLOGY** : To allow opportunities for a guided, constructive and age-appropriate use of technology and other resources within and throughout the academic programme.
8. **INDIVIDUAL ATTENTION** : To discover the latent potential in each child through individual attention and providing them with opportunities to hone their full potential.
9. **COUNSELLING** : To monitor a complementary growth of social, cognitive and spiritual facets of a child and aid in making fulfilling life and career choices.
10. **MULTICULTURAL** : To foster respect for and tolerance of other cultures and creed by creating a multicultural and secular ambience.
11. **TO GROW FROM STRENGTH TO STRENGTH** : To conduct periodic review of all programmes and procedures to ensure consistency and continuous improvement in line with the ideals espoused in the Mission Statement and the Motto of the school.

INTERNATIONALISM

GSIS fosters an ethically and culturally diverse learning environment wherein students transcend barriers through communication and mutual understanding which inspires them not only to become courageous leaders but also responsible citizens in the service of local and global communities.

DEFINITION OF GLOBAL CITIZENSHIP

High and Higher Secondary (Grades IX, X, XI & XII)

Global citizenship is an attitude which promotes responsibility in a varied and rapidly-changing world, nurturing respect for diversity with an aim to integrate multidisciplinary expertise towards co-existence and sustainable development for a safe and positively interconnected global community.

Middle School (Grades VII & VIII)

Global citizenship is a responsibility of every person to promote diverse natures and to encompass different cultures and traditions imbibing good values and knowledge for harmonious and peaceful living on this planet.

Upper Primary (Grades IV, V & VI)

Global citizenship is about accepting people of different cultures and traditions, and learning from them. It is also protecting the environment for every creation to have a happy living, now and in future.

Lower Primary (Grades II & III)

Global citizenship is about knowing people from different countries and being a good friend to all. We teach and learn from each other. We enjoy and protect the place we live in, with trees and animals. Together we live happily.

Learning Definition

LEARNING at GSIS initiates a life-long journey of positive transformation through engagement in a wide variety of experiences. These experiences include opportunities for:

- * A range of academic, co-curricular and service-learning programmes.
- * Dormitory-style of living in a multi-cultural environment.
- * Building meaningful relationships.
- * Broadening the learners' comfort zone.
- * Self-awareness and self-management.
- * Nurturing and developing leadership skills.
- * Optimizing learning in a state-of-the-art infrastructure located in a pristine environment.

Introduction

The Teaching and Learning Policy sets the benchmark for an effective instructional system which needs to be horizontally and vertically aligned. In order to measure the efficiency of instructional methods, new and novel methods have been incorporated to keep pace with changes and advancement. To measure the effectiveness of teaching and assessment of student learning, a policy is required. The Policy is in alignment with the Vision, Mission and Objectives of the School and endeavors to empower the learning community of the school with holistic learning, thereby raising the standard and quality of teaching in a congenial environment which is growing, developing and evolving.

Therefore a Teaching Learning Policy is in place to implement the aims into practice and raise the standard of education in and outside the classroom.

This policy of teaching and learning fosters the Guiding Statements of the school with particular emphasis on internationalism, global citizenship and continuous learners.

The purpose of this policy is to elucidate the teaching and learning experience in Good Shepherd International School for students and staff. This policy intends to promote teaching and learning in an environment that is conducive to the development of confidence and enjoyment of learning in all students. The policy is therefore aligned to the SEN Policy which is an ongoing process, adhering to the new perspectives of modern education where no child should be left out. With the integration of new-age technology in education, encouraging students to explore apply and share knowledge through interactive sessions, activities and experiential learning, the school has been promoting mutual understanding and has taken an bigger leap towards internationalism.

The Teaching and Learning Policy is reviewed every 3 years and is communicated to the stake holders through school intranet, School Website, E-mail and sometimes by hardcopy.

Philosophy

The Teaching and Learning Policy of Good Shepherd International School fosters a conducive teaching and learning environment where students explore, apply and share knowledge through well-structured and well defined strategies espoused by the teaching community.

AIMS

- To provide a joyful and engaging learning experience
- To enable students to be passionate about their learning, and staff about their teaching
- To identify the individual needs of the child and to modify the teacher's teaching style accordingly
- To identify the students' areas of special interests among the subjects learnt
- To connect the academic subjects to the varied co-curricular activities they are involved in
- To link subjects with real life experiences during the teaching and learning process
- To develop in our students' subject knowledge and focus on the cross curricular links
- To be sensitive to the needs and requirements of fellow beings and the environment
- To improve the achievement levels of the students as a result of the differentiated teaching styles.
- To support teachers with adequate resources for their teaching
- To provide ample opportunities for professional development
- To enable students to become confident learners and responsible global citizens
- To adopt Approaches to Teaching and Learning (ATTL) skills in the Teaching Learning process and oversee its effective implementation

in classroom situations, in the ongoing whole school process

- To adhere to the IB Learner Profile in all aspects of learning and teaching in order to empower the students with independent learning skills and learning responsibilities across the sections
- To incorporate Learning Diversity as an essential part of Special Education Needs.
- To promote a class and school environment that welcomes and acknowledges the diversity of learners
- To introduce a system of self-reflection and peer review to support the diverse learners in developing self-confidence and become advocates for their own learning.
- To connect the academic subjects to the varied co-curricular activities the students are involved in

In order to achieve the above aims our teachers will

- Plan achievable and challenging learning objectives and outcomes
- Plan and Prepare the curriculum document, objectives, strategies, assessments etc. in the Rubicon Atlas before the commencement of the Academic Sessions
- Modify the contents in the Rubicon Atlas based on the pace and requirements of the students
- Develop a sense of collegiality and collaboration
- Share best practices of teaching and learning
- Kindle the interest of students and engage them in the learning process
- Connect teaching to real life experiences or situations and draw connections with acquired knowledge
- Encourage students to develop the skills required for a particular grade
- Assign regular homework as per the schedule
- Check the homework/assignments given regularly

- Regular feedback on the students work to be given in writing
- Be professional in interaction with students
- Create meaningful learning atmosphere
- Reflect on the teaching practices to improve students' performance
- Undertake a continuous process of adding to own knowledge
- Take up responsibility other than teaching for the well-being of the entire school community
- Devise lessons to instil in the students curiosity to acquire knowledge
- Structure query based teaching method which will ignite critical thinking and inquiry
- Encourage, appreciate and motivate the students to explore through Project-based learning
- Introduce learning activities that can make learning a joyful experience
- Integrate subjects with teacher-guided activities
- Involve the students in Experiential Learning through various curricula and Co-Curricular activities that fosters international-mindedness
- Give the students multiple-skill-based assignments
- Lay emphasis on conceptual learning through differentiated teaching
- Plan teaching modules to develop research skills
- Prepare lessons integrating Smart technology to apply ICT integrated knowledge in classroom teaching across the Sections
- Identify the learning styles of the learners and modify lessons accordingly
- Devise Individual teaching plan for students with Special Educational Needs and to encourage them to learn at their pace

- Appreciate , motivate ,encourage through varied learning styles and teaching modules, the students identified as students with Special Education Needs
- Encourage school students to help the special needs students through peer teaching
- Encourage students to reflect on their learning
- Connect IB Learner Profile in all aspects of teaching in order to empower the students with independent learning skills and learning responsibilities across the sections
- Adopt Approaches to Teaching and Learning (ATTL) skills in the Teaching and implement it effectively in the classroom situations & to further explore it outside the classrooms through various Extra-curricular activities
- Equip themselves with the demands of the 21st century learning skills

Our students will

- Be courteous, respectful and open to correction
- Be enthusiastic learners
- Be inquirers
- Be responsible to learn the key skills in all the subjects offered
- Take responsibility for their own learning in the spirit of academic honesty
- Develop curiosity in knowing and applying the knowledge acquired to the real life situations
- Seek extra help / tuitions whenever required
- Participate in all the activities of the school and link to their subjects
- Reflect on the feedback given and make positive rectifications
- Develop a sense of purpose through their learning and be goal oriented

- Develop a value based and ethical outlook towards life
- Participate in academic and co-curricular activities which develops awareness and sensitivity to global issues encompassing all aspects of life
- Be sensitive to the feelings of peers and welcome and acknowledge peers identified as diverse learners or learners with special educational needs
- Understand the essence of Experiential and Project based learning
- Investigate through problem-solving assignments
- Understand the importance of connecting the concepts to the topics learnt to make the learning more purposeful
- Connect IB Learner Profile to all aspects of learning in order to empower themselves with independent learning skills and learning responsibilities across the sections
- Make learning more effective through Approaches to Teaching and Learning (ATTL) skills in the classroom situations and the outward bound activities and to ensure to apply these skills to the real-life situations
- Make learning meaningful beyond the classroom situations
- Develop self-management skills

Our school shall

- Provide a stimulating learning and teaching environment
- Create a physically and emotionally safe environment
- Align with the SEN Policy adopted by the school in keeping with the changes in the perspective of modern education
- Identify students with Special Needs and create an individual plan to accommodate learning strategies for students with Special Education Needs

- Create a healthy and joyful learning environment where students with Special Education needs are catered to and not particularly discriminated
- Provide learning facilities to students with Special Educational Needs who require time and space for imbibing lessons
- Provide examples to the school community on sustainable development
- Provide opportunities to offer meaningful solutions to underprivileged members of the society
- Provide facilities to embrace information communication technology and experiential learning
- Provide facilities to imbibe ATTL skills throughout the school community
- Supply adequate resources required for teaching and learning
- Provide time for planning and preparation of lessons
- Employ appraisal systems that are transparent and which will improve teaching & learning.
- Reward and encourage students and teachers
- Provide teachers with adequate professional development opportunities
- Provide opportunities for teachers to collaborate with one another while planning the curriculum and during classroom delivery.

GOOD SHEPHERD INTERNATIONAL SCHOOL

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