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## 6.0 Educational Philosophy and Programmes

### 6.000 Teaching and Learning Philosophy

#### Effective learning

Student learning is the highest priority at IST. The most effective learning happens in a context in which students feel understood, safe and confident. Teaching and learning at IST follows a constructivist approach, where students actively shape their understanding in interaction with teachers and peers.

Effective learning requires students to be engaged, motivated and inspired by their teachers, peers and environment, as well as intrinsically. Motivation increases when students have choice and control over their learning in authentic contexts. Students must master core skills and acquire substantive knowledge, which are necessary for the active, critical, and inquiry-based learning we value.

Students learn more effectively when teachers actively promote a growth mindset, purposefully fostering perseverance, practice and hard work in their students.

#### Challenge and support

IST believes that support and challenge maximise the potential of each individual student. All students are capable of making educational progress when they are appropriately supported and challenged. Therefore teachers at IST challenge students to continuously grow in their understanding and skills.

IST supports a diverse range of learning needs, as students come to us with various levels of readiness, learning support needs and interests. Working with diverse classmates enriches our students' education and prepares them for life.

It is vital that all students receive prompt, clear feedback about their performance, with a focus on how to improve. It is also essential that students have ongoing opportunities to communicate *their* experience of the teaching and learning process to their teachers.

#### International-mindedness

Teaching and learning at IST promote international-mindedness by aiming to develop students' sense of identity as global as well as national citizens. The curriculum contributes to this by stimulating students' curiosity about the world and commitment to solving its problems. Students benefit from working with classmates and teachers from diverse cultural backgrounds.

#### Curriculum

To implement this teaching and learning philosophy, IST follows IB curriculum programmes in the Elementary and Secondary years, as defined by the International Baccalaureate Organisation.

The curriculum is balanced and holistic, providing varied opportunities for students to learn and demonstrate their learning. It enables students to gain understanding and skills in ways that are disciplinary, trans-disciplinary and inter-disciplinary. It encourages students to be reflective and to act upon their learning.

DATE OF ADOPTION: November 07, 2013  
DATE OF IMPLEMENTATION: November 07, 2013  
CROSS-REFERENCES: 6.002 Teaching Methods

## 6.001 Programme Organization

The School offers a co-educational and international education to students who qualify for admission to the school.

The Grade structures are:

School	Grade	Programme
Elementary School	Early Childhood to Grade 5	IB Primary Years Programme
Secondary School	Grades 6 to 10	IB Middle Years Programme
	Grades 11 to 12	IB Diploma Programme

DATE OF ADOPTION: May 14, 2014  
 DATE OF IMPLEMENTATION: May 14, 2014  
 CROSS-REFERENCES: 6.101 Admission Criteria

## 6.002 Teaching Methods

Teaching practices in the School shall reflect an understanding of the different ways in which students learn. Teaching methods, materials and student learning activities shall be varied to address individual student needs, abilities and learning styles. In their subject area or Grade, teachers shall provide authentic contexts in which students have choice and control over their learning. Teachers shall challenge and inspire their students, actively promoting a growth mindset and purposefully fostering perseverance, practice and hard work in their students.

DATE OF ADOPTION: May 14, 2014  
 DATE OF IMPLEMENTATION: May 14, 2014  
 CROSS-REFERENCES: 6.000 Teaching and Learning Philosophy

## 6.003 Learning Standards

Comprehensive learning standards shall identify what students should know or be able to do as a result of their learning experience while attending the School. These standards shall support the teaching and learning philosophy of the School and shall serve as overarching standards that all teachers will help students attain.

Teachers are responsible for collecting evidence of learning that shows how students have acquired expected learning standards. To achieve this end, the School shall monitor curriculum implementation as a part of the teacher performance assessment process.

DATE OF ADOPTION: May 14, 2014  
 DATE OF IMPLEMENTATION: May 14, 2014  
 CROSS-REFERENCES: 5.211 Performance Assessment  
 6.000 Teaching and Learning Philosophy

## 6.004 International Mindedness

The School supports the idea of international mindedness. This idea goes beyond having a diverse student and staff body or learning an additional language. Promoting international mindedness is to help students develop the ability to look at things in a broader context. It is about understanding the effects of global events and how they apply to local environments. It is about developing an understanding that the

beginning of resolution to world issues is in action, action that is forged by a passion for learning and tempered with an understanding that other people, with their differences, can also be right.

These concepts shall be embedded in the School's curriculum and the School may organise activities and events that promote international mindedness.

DATE OF ADOPTION: May 14, 2014  
 DATE OF IMPLEMENTATION: May 14, 2014  
 CROSS-REFERENCES: 6.000 Teaching and Learning Philosophy

## 6.005 Academic Freedom

Professional staff members are responsible for creating a climate of freedom in which students may raise questions dealing with critical issues, and for maintaining an atmosphere conducive to free, spirited, and friendly interplay of ideas.

In the classroom, academic freedom also means the right of teachers to encourage discussion of issues, including those that may be considered controversial, and to encourage students to engage critically in the examination of different meaning systems in their quest for knowledge.

In exploring issues, teachers should take into account the maturity level of students and ensure that the sensitivities of differing cultural positions on various political, religious and social issues are respected.

The School Leadership has the authority to direct the educational programme and teachers shall follow reasonable directives regarding content.

The School shall protect teachers from censorship or undue restraint that interferes with their obligation to fulfil their classroom duties in a manner consistent with School policy.

DATE OF ADOPTION: May 14, 2014  
 DATE OF IMPLEMENTATION: May 14, 2014  
 CROSS-REFERENCES: 6.009 Education about Controversial Issues

## 6.006 Differentiation

The School Leadership recognises and respects that students coming from a variety of backgrounds have varying learning styles and needs. Teachers, in partnership with parents, shall support, challenge and inspire students to fulfil their highest learning potential. Teachers shall provide differentiated teaching and learning opportunities within limits that are determined by the School Leadership.

DATE OF ADOPTION: May 14, 2014  
 DATE OF IMPLEMENTATION: May 14, 2014  
 CROSS-REFERENCES: 6.000 Teaching and Learning Philosophy

## 6.007 Languages

Language is fundamental to all learning. Language is a communication tool for oral, written and visual expression and a tool for inter-cultural understanding. Learning additional languages promotes cognitive development, critical thinking skills, creativity, open-mindedness, further language acquisition, intercultural awareness and international understanding. It also enhances career opportunities. Therefore, it is essential to learn language, learn about language and learn through language.

The common language used throughout the School and for all general communications is English. The School acknowledges and respects the variety of languages spoken in our community. In particular, the School values Kiswahili as the language of the host country.

English is the language of instruction in all classes, except in classes specifically teaching other languages.

The School shall endeavour to offer at least Kiswahili, Spanish and French as additional languages, though the offer of any particular subject to a particular Grade or in any given year is not guaranteed. The Director shall publish regulations for the choice of additional languages. The value of Kiswahili as the language of the host country shall be reflected in these regulations.

### **Language Support**

IST shall provide English as an Additional Language (EAL) support up to and including Grade 10 to students who do not have an adequate working knowledge of English.

### **Mother tongue classes**

The School recognises the importance of mother tongue/first language instruction to strengthen students' first language skills and facilitate the learning of additional languages. However due to scheduling, staffing and logistical constraints, the School does not offer first language instruction (apart from English, as the main language of instruction) during the school day.

The School shall encourage parents to continue development of the student's first language. Where possible, IST will endeavour to assist parents who wish to make arrangements to continue mother tongue instruction for their children by making school facilities available for this purpose.

IST does not contribute financially to the organisation of such instruction including IB self-taught language classes or externally tutored language classes.

DATE OF ADOPTION: May 14, 2014

DATE OF IMPLEMENTATION: May 14, 2014

## **6.008 Service Learning and Community Engagement**

### **Definition of service learning and community engagement**

Service learning occurs in classrooms or guided situations as students connect academic study, skills and content with authenticated community needs and develop a response to these needs that advances their knowledge and abilities. Service learning adheres to a process that allows for youth initiative and provides structured time for reflection on the service experience along with a demonstration of acquired skills and knowledge.

Community engagement is involvement in community activities at various levels. Personal involvement includes being an active participant, showing willingness and the skills to respond to the needs of others and devising solutions to actively resolve issues within communities. Community engagement involves two-way learning: our students learn from others and others learn from our students.

### **Service learning and community engagement programmes**

The School's programme of Community Engagement and Service Learning shall encourage students to gain a deeper awareness and understanding of their place in the world and to take considered and meaningful action to bring about positive change where it is needed, while acting with integrity.

At stages that are appropriate to students' age and readiness, the programme shall incorporate different types of action: direct service, indirect service, action research and advocacy.

Community engagement and service learning at IST shall:

- Enable students to learn about local and global issues and provide opportunities for them to address these issues with actions;
- Be based on student initiative that arises from investigation and analysis;
- Engage students in experiential learning across a diverse range of local and international cultures and contexts;
- Require students to evaluate their actions through observation and thoughtful reflection;
- Recognise that Service Learning and Community Engagement can validly take different forms for different people. Students, therefore, have the right to question and challenge the aims and methods of any charity, pressure group or cause. No student shall be pressured into acting in a particular way or representing a particular cause.

DATE OF ADOPTION: May 14, 2014

DATE OF IMPLEMENTATION: May 14, 2014

REFERENCES:

CROSS-REFERENCES:

## 6.009 Education about Controversial Issues

A controversial issue is defined as an area of academic inquiry about which members of the community may hold sincere but conflicting points of view.

Discussion of controversial issues is constructive when it serves the School's educational purpose and is consistent with its curriculum objectives.

Teachers shall present potentially controversial issues in a fair and unbiased manner. A teacher may express a personal opinion so long as it is presented as such, and so long as students are encouraged to engage in open discourse and debate and to reach decisions independently.

In exploring issues, teachers should take into account the maturity level of students and ensure that the sensitivities of differing cultural positions on various political, religious and social issues are respected.

Material presented to students as part of the teaching and learning process, including films and live performances, should be age appropriate and relevant to the School's curriculum objectives.

Students have the right to express their personal opinions, within normal boundaries of avoiding gratuitous offence. Teachers shall encourage students to base their opinions on dispassionate, objective, and unbiased study of the concepts underlying any controversial topic.

The School Leadership has the authority to direct the educational programme and teachers shall follow reasonable directives regarding content.

DATE OF ADOPTION: May 14, 2014

DATE OF IMPLEMENTATION: May 14, 2014

CROSS-REFERENCES: 6.005 Academic Freedom

## 6.010 Education about Religious Beliefs

The School upholds the concept of neutrality on all matters relating to religion and politics. To maintain this neutrality, the School will adhere to the following principles:

- The curriculum will not promote a specific religious or political belief but will advance the students' knowledge and appreciation of the role that religion and politics play in the social, cultural and historical development of civilization. School publications and premises will not be used to publicize religious or political events.

- Music, art, literature and drama having religious or political themes are permitted as part of the curriculum for School-sponsored activities. These must be presented in a sensitive and objective manner and as a traditional part of the cultural heritage, taking into account the diversity present in the School Community.

DATE OF ADOPTION: May 14, 2014  
 DATE OF IMPLEMENTATION: May 14, 2014  
 CROSS-REFERENCES: 6.005 Academic Freedom  
 6.009 Education about Controversial Issues

## 6.011 Education about Sex and Relationships

Sex and relationships education shall provide balanced information within a holistic context of physical, emotional and social development. It shall help to:

- Prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood;
- Enable students to better understand the variety of human relationships;
- Enable students to understand the possible consequences of early sexual activity.

At appropriate developmental stages, students shall be given information on a variety of contraceptive methods. While general statements about the efficacy of these methods may be provided, specific advice and guidance to individuals shall not be given, unless sought specifically by students in an individual counselling situation.

DATE OF ADOPTION: May 14, 2014  
 DATE OF IMPLEMENTATION: May 14, 2014  
 CROSS-REFERENCES: 6.005 Academic Freedom  
 6.009 Education about Controversial Issues

## 6.012 Education about Substance Misuse

At age-appropriate levels, the School shall educate students in the legal, physical and psychological consequences of substance use.

The School shall encourage the development of attitudes and behaviours regarding substance use based on responsible citizenship and accurate information.

DATE OF ADOPTION: May 14, 2014  
 DATE OF IMPLEMENTATION: May 14, 2014  
 REFERENCES:  
 CROSS-REFERENCES:

## 6.1 Admission, Placement and Retention

### 6.100 Admission Philosophy

All children are eligible to apply for admission to the School, but the School's admissions priorities are guided by our vision to serve the educational needs of children of internationally mobile families in Dar es Salaam.

The School considers it important that parents understand and support IST's Values and educational philosophy and may take this into account when making admissions decisions. As a private educational institution, the School predominantly depends on fee payments for its operations.

Admission at the School shall not be denied because of nationality, ethnicity, gender or religious beliefs.

English language proficiency is a requirement for applicants to Secondary Grades.

DATE OF ADOPTION:	March 06, 2014
DATE OF IMPLEMENTATION:	March 06, 2014
CROSS-REFERENCES:	1.100 Guiding Statements 6.000 Teaching and Learning Philosophy 6.101 Admission Criteria

### 6.101 Admission Criteria

#### Admission criteria

Admission to the School is dependent on the applicant meeting the School's admission criteria in terms of academic performance, behaviour and ability to benefit from the School's programme. The School shall not admit students whose presence within the school deems likely to harm the learning or well-being of other students.

#### Admission procedure

The Director shall ensure that there are effective regulations in place for identifying the learning needs of students, both at admission and whilst enrolled, to ensure that students in the School can benefit from the School's programmes.

#### Admission test

As part of the admission process, the School shall secure relevant information about an individual student's abilities, learning differences, talents and learning styles to assist in determining whether the student's educational needs can be met by the School.

The School reserves the right to assess all applicants and to deny admission to any student who does not meet the defined entrance requirements.

#### Provisional admission

At its discretion, the School can determine to grant provisional admission to applicants for whom it is uncertain as to whether there is an appropriate educational programme in place. The provisional admission will be for a specific period of time, and will allow the School time to assess an individual student's situation more clearly. At the end of the provisional period, the School will make a final admission decision.

#### Admission of non-English speaking children

The School provides a comprehensive English as Additional Language (EAL) programme throughout the Elementary School and most of the Secondary School. Students shall be admitted to the Elementary School irrespective of their knowledge of and experience with the English language, as long as they meet the other admission criteria. At Secondary School the curricular demands of the International Baccalaureate Middle

Years and Diploma Programmes make a reasonable command of the English language a pre-requisite for admission to these programmes.

#### **Admission of children with special learning needs**

The School shall admit all students who, in the School's judgment, can benefit from its programmes and services and whose needs can be met by the School. The School shall accept as eligible for admission students with moderate as well as mild learning support needs. The School shall also consider, on a case by case basis, the admission of students who require intense support. The School shall, however, only admit students for whom it is able to provide suitable resources and support.

In cases where the School determines that it is necessary to provide extra assistance to enable a child to access the School's programmes, it may require the parents to fund some or all of the additional associated costs.

The School shall provide guidance to parents when they are considering applying to IST regarding the types of support that the School can provide. Prior to an admissions decision being made, the School shall consult with parents regarding the type and level of support that their child might need. The final decision on admission, however, rests with the School.

#### **Denied admissions**

The parents or guardians of a child denied admission to the School may request a meeting with the School management to better understand the decision. The School's decision is final.

DATE OF ADOPTION: March 06, 2014  
 DATE OF IMPLEMENTATION: March 06, 2014  
 CROSS-REFERENCES: 6.100 Admission Philosophy  
 6.102 Admission Priority

## **6.102 Admission Priority**

Students enrolled as of the end of the previous school year that have been able to meet the School's financial and performance requirements, including effort, behaviour, academic and attendance dimensions, shall be automatically enrolled for the following year.

Whenever it is not possible to accommodate all qualified applicants, applicants are classified by the following admission categories with priority for admission given in that order:

- 1 A child of a full time member of School Leadership, Professional Management or Teachers employed by the School;
- 2 A child of an employee of an international agency, foreign government or private company that has formally become a grant-giving organisation to the School;
- 3 A child who has a sibling enrolled at the School;
- 4 A child of a parent who is subject to international assignments and who has taken on residence in Tanzania;
- 5 A child of an IST alumnus or alumna who attended the School for at least one school year;
- 6 All other children.

The School's Admissions Office shall determine the necessary documentation to establish parents' employment situation and newly commenced residence in Tanzania.

Admission to the School is dependent on the applicant meeting the School's admission criteria as defined in policy 6.101.

To preserve the diversity of the student body of the School, no single grant-giving organisation shall occupy more than 15 % of the total enrolment of the School. The total number of students permitted under admission category (2) above should not exceed 30 % of the total enrolment of the School.

**Waiting list**

When the number of eligible applicants exceeds the availability of spaces for a particular Grade, year or programme, applicants may be placed on a waiting list until space becomes available. The category of admission priority of the student and the date of the completed application, including payment of the application fee, determine the applicant's position on the waiting list. The first student placed on the list will then be eligible for the first opening at the Grade for which he/she was accepted.

DATE OF ADOPTION: March 06, 2014  
 DATE OF IMPLEMENTATION: March 06, 2014  
 CROSS-REFERENCES: 6.100 Admission Philosophy  
 6.101 Admission Criteria

**6.103 School Size**

The number of classes in each Grade will be determined by actual and projected demand and in consideration of existing resources.

DATE OF ADOPTION: March 06, 2014  
 DATE OF IMPLEMENTATION: March 06, 2014

**6.104 Class Size**

The interaction between an individual student and his/her teacher is fundamental to effective education. While recognising that Teachers may group students in different ways for different educational purposes, the School believes that it is important to set maximum sizes for administrative groupings of students. The maximum class sizes for different Grades stipulated below represent the ratio of students to Teacher that are regarded as acceptable at the School. Class sizes for EC1, EC2 and KG have been set with the understanding that two adults (Teachers and/or Teacher Assistants) are present, other than in exceptional circumstances.

**Maximum class sizes**

EC1 and EC 2	maximum 16 students per (combined) class
KG	maximum 18 students per class
Grade1 – Grade 10	maximum 20 students per class
Grade 11 and 12	maximum 90 students each

**Discretionary seats**

Up to two additional seats per class in Grades EC to 10 (or for each twenty students in Grades 11 and 12) are intended to accommodate children and families whom the School believes it can uniquely serve. These discretionary seats shall be allocated to applications in the admission categories 1 to 4 in accordance with priority for admission given in that order.

DATE OF ADOPTION: March 06, 2014  
 DATE OF IMPLEMENTATION: March 06, 2014  
 CROSS-REFERENCES: 6.101 Admission Criteria

## 6.105 Grade Placement

Grade placement is based upon age, educational needs, English language proficiency and social/emotional maturity. The School reserves the right to place students in the appropriate Grade based on previous school records, assessment results and age appropriateness. Appropriate ages, in the year of enrolment, for Grade placement are:

- EC1 students must be 3 by August 31<sup>st</sup>
- EC2 students must be 4 by August 31<sup>st</sup>
- KG students must be 5 by August 31<sup>st</sup>
- Grade 1 students must be 6 by August 31<sup>st</sup>
- Grade 2 students must be 7 by August 31<sup>st</sup>
- Grade 3 students must be 8 by August 31<sup>st</sup>
- Grade 4 students must be 9 by August 31<sup>st</sup>
- Grade 5 students must be 10 by August 31<sup>st</sup>
- Grade 6 students must be 11 by August 31<sup>st</sup>
- Grade 7 students must be 12 by August 31<sup>st</sup>
- Grade 8 students must be 13 by August 31<sup>st</sup>
- Grade 9 students must be 14 by August 31<sup>st</sup>
- Grade 10 students must be 15 by August 31<sup>st</sup>
- Grade 11 students must be 16 by August 31<sup>st</sup>
- Grade 12 students must be 17 by August 31<sup>st</sup>

At the time of admission, a student shall not be more than two years older than the normal age of students in that Grade. Any exception to this policy may be granted by the Director only in exceptional circumstances.

The parents shall have the right to make a request for placement in a certain Grade and their request shall be considered, but all Grade placement decisions are made by the Director.

### Change of initial placement

The Director may change an initial grade placement if deemed necessary within the first term. Such change will take into consideration recommendations from the assigned Teacher and Staff directly involved with the student's education.

DATE OF ADOPTION: March 06, 2014  
 DATE OF IMPLEMENTATION: March 06, 2014  
 CROSS-REFERENCES: 6.108 §Promotion, Retention and Acceleration of Students

## 6.106 Class Placement and Grouping for Instruction

### Class Placement

The School supports the instruction of students within heterogeneous classes that accommodate individual student differences in learning support needs, academic achievement and interests. The Principal, or designee, shall assign students in the Elementary School to self-contained classes in such a way as to optimize balance. The decision shall be inclusive of, but not limited to, consideration of the following areas: native language background, gender, social development, academic achievement, English proficiency, learning support need and class size.

### Grouping for instruction

The School shall address grouping for instruction by division in developmentally appropriate ways in order to optimize student learning. Classroom teachers may group students for instruction in ways that promote differentiated instruction for all members of the class. With the knowledge of the Principal, teachers may create team teaching opportunities and/or other inter-class groupings.

Some Secondary School classes shall be organized by subject area and may be open to students of different Grades. The Secondary schedule of classes should be sufficiently flexible to allow students' choice in the way they fulfil graduation requirements.

DATE OF ADOPTION: March 06, 2014  
DATE OF IMPLEMENTATION: March 06, 2014  
CROSS-REFERENCES: 6.006 Differentiation  
6.104 Class Size

## **6.107 Late Admissions and Early Withdrawal**

### **Late admissions**

Late admissions and early withdrawals are permitted at the School and the School shall attempt to make the transition for these students as smooth as possible. It is recognised that late admissions and early withdrawals interfere with the educational process and the classroom situation, but it is also recognised that the society we live in is highly transient and, therefore, the School must plan accordingly.

### **Early withdrawal**

Students having to withdraw from the School prior to the end of the school year shall be provided with all necessary school records for completed coursework, provided that all financial obligations have been met and all School materials have been returned.

DATE OF ADOPTION: March 06, 2014  
DATE OF IMPLEMENTATION: March 06, 2014

## **6.108 Promotion, Retention and Acceleration of Students**

It is the practice of the School to place students with their chronologically age appropriate peers. Therefore students will normally progress to the next Grade level. In extreme circumstances, as recognised by the School, the Principal may consider exceptions to this practice and consider retention (repetition) and acceleration, with decisions based on input from parents, Teachers and Staff directly involved with the student's education. The final decision on retention and acceleration of a student shall be taken by the Director.

DATE OF ADOPTION: March 06, 2014  
DATE OF IMPLEMENTATION: March 06, 2014  
CROSS-REFERENCES: 6.105 Grade Placement

## 6.2. Assessment

### 6.200 Assessment Policy

Assessment is integral to all teaching and learning. It provides feedback to various audiences - including parents, students and educators - about students' knowledge, understanding skills and dispositions at different stages in the learning process. This feedback allows students to adjust their learning strategies, teachers to adjust their teaching methods, and the school to improve its programs so that all students can fulfill their potential and improve the world.

To ensure effective learning for all students, IST uses assessment to inform and improve ongoing instruction, to evaluate and report progress of students' learning and to review programmes that support the school's mission. Students receive frequent feedback in a timely manner that they and their teachers can use to monitor and improve their learning in order to ensure that all students master learning outcomes. Assessment data is collected and analysed to enable students, educators and the board to monitor and improve learning and programmes

DATE OF ADOPTION: November 09, 2017

DATE OF IMPLEMENTATION: November 09, 2017

## 6.4 Co Curricular Activities

### 6.400 Co-Curricular Activities

Students at IST should have the opportunity to participate in a variety of experiences. In order to support student access to excellent learning experiences in a wide range of environments, the Director should ensure that a robust program is offered to IST students outside of school hours. To facilitate the inclusion of all students, and to provide for developmentally appropriate levels of competition, these opportunities should be categorized as follows.

#### After School Activities

These programs should support the overall curricular program of the school, and feature opportunities in sports, clubs, activities, the performing arts, service, and student-led events. The overall excellence of the program will be provided for through annual budget allocation, staffing, supervision, and evaluation within the existing resources of the school. Students and families of the school should be provided with registration and course selection information prior to each Activity session. There should be no additional cost for participation, unless specifically stated in the registration material.

#### Interscholastic Activities

The Board supports the school's participation in interscholastic programs for international schools, and exchanges with other schools. Such activities will include, but not be limited to, sports, performing arts, academic events and service opportunities.

Each activity will be organized and supervised by qualified staff members/volunteers.

DATE OF ADOPTION: April 25, 2018

DATE OF IMPLEMENTATION: April 25, 2018

## 6.5 Student support services

### 6.501 Background to Policy

This section of the policy manual deals with student support services. These are the additional services that the School offers to those of its students whose educational needs are not met fully by the standard programme of teaching, within the normally expected range of differentiation. Typically these services will be delivered by classroom teachers in collaboration with student support service personnel, with the aim of meeting several kinds of need, such as:

- helping students, whose mother tongue is not English, to access the curriculum;
- providing additional support for students with various kinds of learning difficulties and/or behavioural problems and/or social and emotional needs;
- assisting students with sensory and/or physical impairment;
- challenging and providing extension to higher achieving students beyond normal differentiation;

DATE OF ADOPTION: March 04, 2015

DATE OF IMPLEMENTATION: March 04, 2015

### 6.502 Guiding Principles of Policy

IST's provision of student support services is informed by its guiding statements, other areas of school policy (such as admissions), by the standards of its accreditation agencies and the IB curriculum itself. The mission of IST is to challenge, inspire and support all of its students to fulfil their potential and improve the world. IST believes that support and challenge maximise the potential of each individual student. While IST is not a specialist centre for exceptional educational needs, the School does serve a diverse and international community and recognises that students have a broad range of learning needs.

In order to enrich the curriculum for students needing further challenges or to assist students needing additional support, the School shall provide support to its students beyond the normal expectations of classroom differentiation, in so far as this is consistent with the admissions policy and School resources. Students with intense needs may require modification of curriculum and/or assessment. Information about the variety and extent of SSS available to students at various Grade levels shall be published by the School and made available to the community and to prospective parents.

DATE OF ADOPTION: March 04, 2015

DATE OF IMPLEMENTATION: March 04, 2015

### 6.503 Student support services personnel

The number, qualifications and levels of experience of student support services personnel shall be appropriate to the number and the needs of students.

The Director shall ensure that staffing levels within the student support services departments shall be reviewed annually to ensure that student needs can be met.

DATE OF ADOPTION: March 04, 2015

DATE OF IMPLEMENTATION: March 04, 2015

### 6.504 Decision to provide student support services

The type and level of support services given to individual students are determined by the student support services personnel. The School shall establish in writing clearly defined and effective referral systems and screening programmes to identify the nature and intensity of students' needs (whether in

the areas of learning difficulty, behavioural problems, English language support or extension for higher achieving students), which shall be available to the School community and prospective parents.

The decision to offer student support services to a student shall always be made in consultation with the parent/guardian, excepting regular personal and social education (PSE) programmes and career/university counselling. However, in a situation where a parent/guardian does not agree with the School about the type and/or extent of support that is being offered to the student, the final decision will rest with the Director.

Students assessed as requiring learning support will be provided with a student support service plan to facilitate the provision of additional services and to specify accommodations necessary for learning assessment and examinations.

The student support service plan shall follow established best practice in its format, including such elements as a description of the student's learning needs, accommodations and modifications to be followed by the student's teachers and targets to be met. The student support service plan for each student shall be reviewed annually.

The School is responsible for ensuring that the student support service plan is communicated to and followed by all the student's teachers.

DATE OF ADOPTION: March 04, 2015  
DATE OF IMPLEMENTATION: March 04, 2015

#### **6.505 Additional fees for student support services**

The School reserves the right to charge parents/guardians an additional fee, on top of the normal school fee, for the provision of student support services which are intensive and which require modifications to the curriculum. The Director shall publish a schedule of fees for such services, which will be approved annually by the Board.

DATE OF ADOPTION: March 04, 2015  
DATE OF IMPLEMENTATION: March 04, 2015

#### **6.506 Class Placement**

Student support services staff work in collaboration with classroom teachers, students and parents to optimise student learning. It is the policy of IST to instruct students as far as possible within heterogeneous classes that accommodate differences in student support services needs, academic achievement and interests. Class groups are to be structured to optimise balance and student learning, to the extent that resources allow and are both reasonable and practical. Under normal circumstances, students with Learning Support needs or who receive timetabled EAL support shall together comprise no more than one third of a Class.

DATE OF ADOPTION: March 04, 2015  
DATE OF IMPLEMENTATION: March 04, 2015

#### **6.507 English as an Additional Language (EAL)**

The School shall run a comprehensive programme for students needing help with English which shall be delivered by specialist teachers and which shall run from Kindergarten to Grade 10. The primary purpose of the EAL programme is to develop English language proficiency, thereby allowing students to participate successfully in the full academic programme as soon as possible. Students who attend the EAL programme may miss certain classes in other subjects; however, the subject/classroom teachers and EAL teachers shall coordinate to provide an effective overall instructional programme for EAL students.

DATE OF ADOPTION: March 04, 2015  
DATE OF IMPLEMENTATION: March 04, 2015

**6.508 Counselling and Guidance Programme**

The School shall provide an effective counselling programme to support the developmental, emotional, and social needs of its students. Counsellors also have a role in the School's child protection policy. The counselling service shall be delivered by staff who have an appropriate level of widely recognised qualifications in counselling. All staff concerned with the counselling programme shall respect confidentiality when dealing with students under their care. Any decision by the School to offer counselling shall be taken with the consent of the parent/guardian of the student and in accordance with the School's Child Protection guidelines.

DATE OF ADOPTION: March 04, 2015  
DATE OF IMPLEMENTATION: March 04, 2015

**6.509 Evaluation of student support services**

The School recognises that the learning of students receiving student support services is sometimes evaluated in ways other than by applying the indicators commonly used for other students. Therefore, the School Leadership will monitor the effectiveness of student support services using a range of information sources which are appropriate to students receiving student support services, and will inform the Board annually of their assessment and any recommendations through routine reporting structures.

DATE OF ADOPTION: March 04, 2015  
DATE OF IMPLEMENTATION: March 04, 2015