



ICS Policy & Practice Foundational Principles





Introduction

Foundational principles are a broad philosophy and a set of statements or values that establishes a framework for expected behavior and decision-making. These Foundational Principles guide our behavior, shape our expectations, drive our decision-making and ultimately shape our culture.

Our Foundational Principles set the course to be a highly effective learning progressive school, ensuring that all students learn and engage at high levels.

Table of Contents

Strategic Principles	page 2
Teaching & Learning Principles	page 3
Character Building Principles	page 5

This Policy & Practice shall be reviewed every year by the Executive Leadership and Schoolwide Leadership teams. Next review 2021-22 school year.

Strategic Principles

Vision

Our Best with Africa and Our world.

Mission

We nurture the talents, character and intellect of all learners, challenging them to be a positive influence and empowering them to excel in their world.

Collective Commitments

To become a Highly Effective Learning Progressive school...

- Teachers will embody the ICS Learner Profile traits
- Teachers will ensure that all students learn at high levels
- Teachers will collaboratively and positively contribute to the professional learning community
- Teachers will facilitate the standard-based guaranteed and viable curriculum through an inquiry and blended learning approach
- Teachers will build professional capacity through ongoing learning and leading

Global Citizenship - working definition

At ICS we are committed to the development of Global Citizens.

A Global Citizen is a person who conducts their daily life with a commitment to understanding others; who makes decisions with an awareness of how they affect communities locally and globally; and who advocates and holds themselves responsible for social and environmental sustainability. *-Adapted from Global Citizens Diploma Organization*

Global Citizens embody the IB Learner Profile and embrace the ICS vision of being *Our Best With Africa and Our World*.

Schoolwide Goals - 2020-21

- We will prioritize and protect the physical, social and emotional health, safety and security of each of our students and employees, particularly in the face of the ongoing pandemic and the uncertain political landscape.
- We will deliver an exceptional blended learning program as we strive to be a highly effective and learning progressive school. Creating learning experiences that transition seamlessly between face-to-face and digital environments.
- We will authentically reflect on our structures, processes and programs to develop honest and candid plans for change as we navigate the CIS Accreditation Process.

Teaching and Learning

Definition of Learning

Learning is an ongoing process in which learners acquire, develop and apply knowledge, skills, and dispositions essential to thrive in, and contribute to, an ever-changing world.

Learning is optimized when it is...

Meaningful, authentic, reflective, collaborative, conceptual, transdisciplinary, active, personalized

The ICS Learning Process

- Inquiry--What do I want to know, understand and be able to do?
- Action—How will I demonstrate that I know it?
- Reflection-What will I do if I'm not learning? what will I do if I already know it?

REFLECTION

Q3:What will I do if I am not learning?

Q4:What will I do if I already know it?



INQUIRY

Q 1: What do I want to know, understand and be able to do?

ACTION

Q 2: How will I demonstrate that I know it?

PLC Critical Questions

1. What do we want all students to know, understand and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Blended Learning

Blended learning is the combination of active engaged **learning** online and active engaged **learning** offline with the goal of giving students more control over the time, place, pace, and path of their **learning**.

Character Building

ICS Way

- Take care of ourselves.
- Take care of each other.
- Take care of this place.

7 Norms of Collaboration

Pausing: I am waiting a minute to allow time to think first.” (Pausing before responding and/or asking a question allows for time for yourself and others to think.)

Paraphrasing: “So...” “As you are...” “You’re thinking...” “You’re wondering...” “The intention seems to be...” (Effective paraphrases help all members hear and understand the ideas being presented.)

Posing Questions: “I would like to know more about your idea/position.” “Tell me more about...” (Seek first to understand before advocating for your own idea.)

Putting Ideas on the Table: Identify your point of view, and use tentative language. For example, “From the Grade 5 perspective...”, “Considering the needs of this group of students...”, “One thought I have is...”, “Here is a possible approach...”, “Here is one

Providing Data: “Some possibilities for learning that this data may present are...”, “Some patterns/trends that I notice...”, “I observe that...”, “We can see X number of...”, “This data reveals information about.... but not about...”, “This is different from last year’s data in that...”.

Paying Attention to self and others: “What effect might my words or actions have on others in the group?”, “What can I do to move us forward together?”, “How am I reacting to what is being said?”, “How am I feeling?”, “How are others reacting to what I am saying?”, “Have I used possibly charged language unintentionally?”, (Watch for body language and check perceptions by paraphrasing and probing for specificity.)

Presume Positive Intentions: “I know we are trying to learn more about all angles, so let me share...”, “Knowing that we would like to make a decision that works for all of us, let’s...”
Thinking in your head thoughts like: “Like me, I am sure she wants what is best for students”, or “We are putting students’ interests ahead of our own personal agendas.”

Learner Profile

The Learner Profile is the core and foundation of what we teach at ICS. We believe that these traits will help our students develop into compassionate, engaged and active global citizens.

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.

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.

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

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.

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

COURAGEOUS: 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.

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.

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.

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.

*The Learner Profile is based on the IB Learner Profile, International Baccalaureate Organization 2013