



MEF INTERNATIONAL SCHOOL LEARNING AND TEACHING POLICY - PRIMARY SCHOOL

Learning is a continuous journey of constructing new insights about the world through experiences and interactions. This process involves making connections, reflecting, and building upon existing knowledge driven by motivation, curiosity, exploration, experimentation, and natural consequences, ultimately leading to a transformation in the way we think and perform.

Learning and teaching should:

- Establish a foundation for lifelong learning by offering active, challenging, and engaging learning experiences, ensuring learners are actively involved in and cognizant of their learning process.
- Develop conceptual understanding by fostering knowledge through experiences and interactions, enabling students to create connections across disciplines.
- Stimulate learners, ignite curiosity, and encourage risk-taking, allowing learning through natural consequences that result in observable changes in thinking and performance.
- Advocate for high standards of learning and teaching across the school by implementing reflective practices and continuous research into learning and teaching methodologies.
- Cultivate a safe environment to guarantee the well-being of all community members.

RATIONALE

As learning and teaching are the core functions of our school, a policy on teaching and learning is essential to establish a mutually agreed set of standards for monitoring the quality of the written and taught curriculum. The learner is at the center of learning and teaching within our community, where learners are empowered to take purposeful and intentional actions. Our teachers are also considered learners, and all community members recognize learners' rights, responsibilities, and identities, as evidenced by their influence and ability to direct learning. Our students and teachers learn in partnership, contributing to and participating in the learning community together. This involves having a comprehensive understanding of teaching and learning processes, adopting a collaborative approach, and building upon the learners' skills, knowledge, and conceptual understanding. MEF International School acknowledges the need to balance the pursuit of learning and externally set qualifications to support learning and preparation for external exams.

The leadership team is responsible for monitoring the quality of learning, providing training, coaching, mentoring, modeling, and appropriate systems to support the implementation of the learning and teaching policy.

THE ROLES OF THE LEARNERS AND TEACHERS

These roles embody the MEF IS learning definition and are grounded in self-awareness and understanding of the dynamic, transformative, and lifelong processes of learning and teaching. Both learners and teachers strive for impact, not merely assessment outcomes. Teachers and learners collaborate in a secure environment to develop their thinking, research, self-management, social, and communication skills and become responsible, productive members of local, national, and global communities.

Learners are	Teachers are
Confident in working with information and ideas using a variety of sources by analyzing and reflecting on visuals and multimedia.	Confident, knowledgeable, and visionary in teaching their subject and engaging each student in learning.
Responsible and principled for their own learning, making informed choices, and being responsive to and respectful of others both in and out of the classroom.	Responsible and principled for themselves by being responsive to and respectful of all learners by supporting individual needs and providing challenge and rigor, both in and out of the classroom.
Reflective and inquirers who realize that people learn in different ways, discover how they learn best, and develop strategies to be successful throughout the learning process.	Reflective and inquirers as learners themselves, developing their practice and fostering curiosity, exploration, and experimentation.
Innovative, resourceful, and resilient thinkers and risk-takers who take initiative in applying prior knowledge to solve present and future challenges.	Innovative risk-takers equipped for present and future challenges, who integrate 21st-century skills to enhance and transform learning and are informed by action research.
Engaged, balanced, and open-minded intellectually and socially, and ready to make a positive difference in local, national, and global communities.	Engaged, balanced thinkers intellectually, professionally, and socially, ready to make a positive difference in local, national, and global communities.
Communicative and caring in understanding constructive feedback and expressing ideas creatively and collaboratively in more than one language and in many ways.	Communicative and caring , allowing for student voice, choice, and ownership by promoting positive relationships and providing learners with constructive, timely feedback and strategic opportunities for using their mother tongue for developing understandings.

LEARNING AND TEACHING STANDARDS AND PRACTICES

At MEF International Primary School, our educators are the cornerstone of our mission to provide a high-quality, inclusive, and engaging learning environment for all students. We recognize the essential role our teachers play in shaping young minds, fostering personal growth, and nurturing a lifelong passion for learning. In this section, we outline the key standards and practices that our dedicated educators embody and uphold, ensuring the delivery of an exceptional educational experience at MEF International School. From fostering expertise in student learning processes to embracing technology for enhanced learning, our teachers are committed to upholding the highest standards in their practice and inspiring our students to reach their full potential.

Learning and Teaching Standards and Practices at MEF International Primary School include:

1. Fostering Educator Expertise and Understanding of Students

- Our educators exhibit comprehensive knowledge of student learning processes and cater to individual needs.
- We encourage students to become inquisitive thinkers and active participants in their learning journey.
- Teachers build on students' existing knowledge and capabilities, applying the zone of proximal development theory.
- We engage students in reflecting on their learning process, promoting self-awareness and growth.

2. Mastery of Subject Matter and Curriculum Content

- Teachers possess thorough understanding of their subjects and utilize appropriate materials for effective lesson delivery.
- We make learning relevant by connecting it to real-life situations and addressing diverse perspectives.
- Our educators employ a variety of resources, including technology, to enrich the learning experience.
- All teachers actively contribute to the language development of students.

3. Cultivating Values and Attributes

- We foster the development of the Learner Profile attributes in both teachers and students.
- Reflective practice and continuous improvement are hallmarks of our school culture.
- Our educators nurture attitudes and skills that empower students to take meaningful action for personal and community needs.

4. Building Professional Relationships to Support Learning

- Teachers collaborate with the Curriculum Coordinator, colleagues, and school leadership to enhance learning experiences.
- Our educators work closely with the Student Learning Support Team, implementing tailored Student Support Plans.

- We maintain open communication with parents, students, and the wider professional community to foster a supportive learning environment.

5. Effective Planning and Assessment Practices

- We design curriculum units with clear learning objectives and desired outcomes.
- Teachers employ evidence-based assessment practices to inform instruction (refer to Assessment Policy).
- We promote academic honesty and scaffold learning to deepen understanding.

6. Innovative and Engaging Classroom Practices

- Our educators encourage students to take responsibility for their own learning and express their understanding in diverse ways.
- We employ a variety of strategies to make learning experiential, fun, authentic, and collaborative.
- Teachers inspire students to pursue excellence while addressing individual learning needs through differentiated instruction.
- We empower students to think critically, analytically, and creatively, fostering their voice, choice, and ownership in learning.
- Our educators stay informed about the latest research and embrace innovative, evidence-based practices.

7. Creating Safe and Inclusive Learning Environments

- We promote global-mindedness, appreciation of diversity, and respect for all individuals and cultures.
- Teachers and students cultivate positive relationships, recognizing their importance for learning success.
- We foster empathy, understanding, and mutual respect in a stimulating learning environment.
- Our educators address the diverse language needs of students, including those learning in languages other than their mother tongue.

8. Integrating Technology for Enhanced Learning

- We utilize the SAMR model to reinforce our constructivist principles, ensuring that technology is thoughtfully integrated into the learning process to enhance 21st-century learning and the maximization of the development of higher-order skills.
- Our educators utilize video conferencing, virtual classrooms, and digital tablets to deliver instruction and resources, transforming the learning landscape and enabling greater accessibility.
- We integrate a variety of online tools, educational websites, and applications to support student learning, fostering engagement, and encouraging students to explore new concepts and ideas.
- Multimedia elements, such as audio, video, and animation, are incorporated into our curriculum to enrich learning experiences and cater to diverse learning preferences.

- Teachers employ real-time polling and assessment tools to gauge student understanding, providing immediate feedback and adapting their instruction to meet the students' needs.
- We promote online communication and collaboration through digital applications, nurturing essential 21st-century skills and fostering a sense of community within our learning environment.

Document History		
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