



PEAK
SCHOOL
山頂小學

Peak School Learning and Teaching Policy

This policy outlines the philosophy and approach to learning and teaching at Peak School. It is consistent with the school's mission statement and values which are as follows:

At Peak School we aim to become effective communicators, confident critical thinkers and enthusiastic life-long learners. In partnership with our community, we strive to have integrity and be socially responsible global citizens.

Core School Values/Attributes:

Balanced, Caring, Principled, Thinkers, Communicators, knowledgeable, inquirers, risk-taker, reflective and open-minded.

Philosophy

As a school we understand that the world is changing and there is a movement away from simply acquiring knowledge to the importance of skills.

High quality learning is relevant, challenging, significant and engaging. It is most effective and meaningful when there is an environment that challenges, provokes, stimulates and celebrates learning. High quality learning focuses on what the learner can do rather than simply on what the learner knows.

Learning environments that allow student agency, with positive relationships between all learners are crucial to the successful learning at Peak School.

At Peak School, we believe in teaching and learning to respect, celebrate and recognise the normality of commonalities and diversity in all areas of life. We strive to become global citizens through a curriculum based on respect, critical and creative thinking, and informed/reflective action.

Through our commitment to **international and intercultural education**, as global citizens we respect, think and take action.

Respect ourselves so we can respect others wherever they live or come from

Think deeply and critically about what is fair and what will help our planet

Take action to make a positive impact.

As an IB and CIS school we actively develop internationalism through our program. Within this framework, teaching and learning is underpinned by the IB Learner Profile Attributes (see above).

Principles

- Teaching and learning fosters the development of the whole child including social, emotional, physical, spiritual and academic well-being.
 - Learning and teaching reflects the diversity and changing needs of students.
 - Collaboration underpins planning, teaching, learning and assessing.
 - The curriculum is student centred and based on a constructivist approach to learning. Inquiry is the leading pedagogical approach, with an understanding that time for explicit teaching is also required. The taught curriculum is a direct reflection of the written curriculum.
 - Assessment is integral to teaching and learning as it provides feedback on the learning process.
 - Parents are an integral part of the school learning community and are invited to support student learning through sharing expertise, helping in classrooms and participating in excursions. Student learning thrives when parents become an active part of the learning community.
-
- A relational school culture based on positive relationships and a growth mindset enables students to develop resilience and feel safe to take risks with their learning.
 - Students develop agency, are responsible for their own learning and acquire the skills and dispositions to be lifelong learners.
 - Staff model active learning and build a culture of learning through collaboration and reflective practice.
 - Language learning of mother tongue and additional languages enhances personal development, develops cultural identity and intercultural understanding.

Implementation

Teaching and learning at Peak School is guided by:

- ESF policy and curriculum documents
- IB PYP standards and practices
- CIS standards and indicators
- Peak School policy, procedures and curriculum documents, overviews and UOI planners/addendums

Curriculum documentation

- Peak School Strategic Plan and Annual Implementation Plans set curriculum priorities
- Scope and sequence documents are in place for all subject areas and are mapped on yearly overviews showing meaningful links with the programme of inquiry
- The learner profile attributes, PYP ATLs* and concepts are mapped on yearly overviews (*once we have had a chance to explore/experiment with the Enhanced PYP).

Teaching, learning and assessment

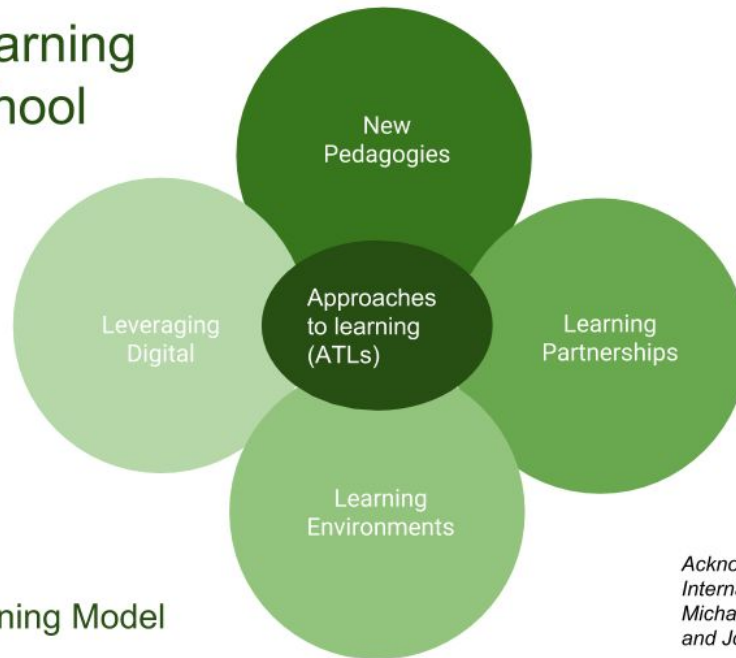
- Learning intentions (what/how/why we are learning) and success criteria are shared with and/or collaboratively developed with students where and when appropriate
- Teaching and learning is guided by essential agreements collaboratively developed between students and the teachers
- Teachers collaboratively plan and discuss learning in year level teams, vertical teams and across curriculum areas
- Staff have the opportunity to meet regularly to vertically articulate the curriculum, develop and support student learning, and build professional practice
- Collaboration for learning takes place between students, teachers and parents
- All staff work collaboratively to improve student learning in identified priorities in the annual school implementation plan
- Student self assessment, peer assessment and a range of formative assessment strategies are used to provide feedback to improve learning
- Assessment informs collaborative planning, reflection and curriculum development

Resources and Support

- Funding is allocated annually for the implementation and development of teaching and learning programmes
- The LMT ensures that all staff receive IB-PYP accredited professional development and other continuous professional learning opportunities to build knowledge, skills and attitudes for quality instructional practice
- PYP coordinator supports planning, curriculum mapping and programme implementation
- Dedicated time is provided for teachers' collaborative planning and reflection
- Head of Learning Technologies supports the use and integration of ICT to enhance learning
- Teachers of Chinese work collaboratively with different year levels across the year to develop and integrate Chinese language and culture through a transdisciplinary approach.
- Educational Assistants support student learning across the school.
- The physical and virtual learning environments, facilities, resources and specialised equipment support the implementation of teaching and learning
- The Library plays a central role in supporting teaching and learning
- The Learning Enhancement team (LET) provides support for students with learning and/or special educational needs
- To support transdisciplinary learning class timetables are flexible, allowing for in-depth inquiry in each UOI
- The school utilises resources and expertise of the community and beyond to enhance learning
- Home learning consolidates and/or extends the learning that students undertake at school, engaging parents in the learning process

Next Steps - Future Aspirations

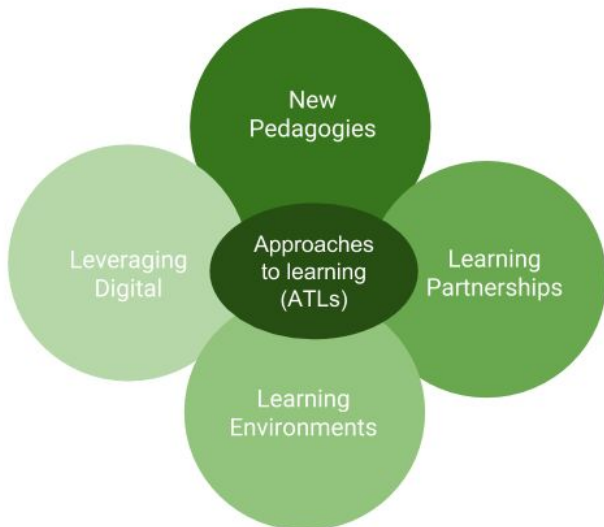
Deep Learning Peak School



Quality Learning Model

*Acknowledgements -
International Baccalaureate,
Michael Fullan, Joann Quinn
and Joanne McEaschen*

Deep Learning = Quality Learning



Deep Learning at Peak School

As a school we understand that the world is changing and there is a movement away from simply acquiring knowledge to the importance of skills such as collaborating, creativity, problem solving and communicating.

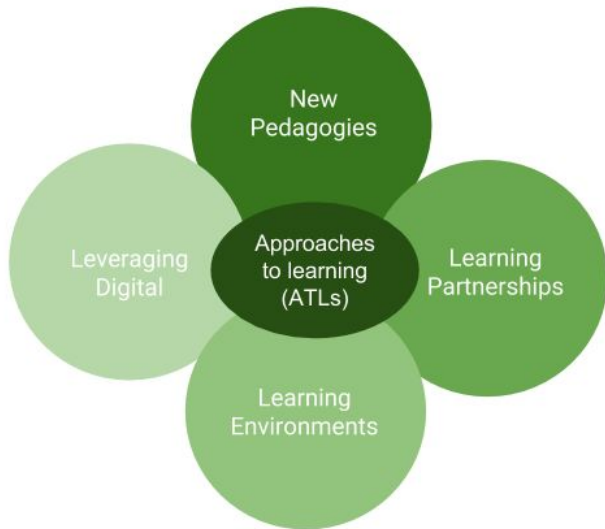
This is reflected in our Mission Statement and this helps ensure our learners are deeply engaged, motivated and value learning.

High quality learning is relevant, challenging, significant and engaging. It is most effective and meaningful when there is an environment that challenges, provokes, stimulates and celebrates learning.

Our focus is more on what our learners can do rather than what they know.

Acknowledgement - Deep Learning, pg 77 (2018)

Approaches to Learning



Approaches to Learning @ Peak School

As we move away from simply acquiring knowledge to a set of skills, at the heart of what we do are key competencies necessary for our learners in this accelerating world.

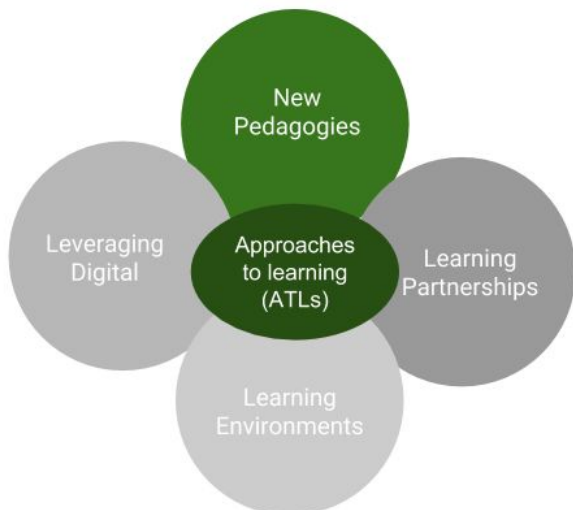
These skills include:

Thinking skills, social skills, communication skills, self management skills and research skills.

We also feel strongly that character (learner) and citizenship (global citizens) are key competencies that help shape who our learners are and will become.

Acknowledgement - IBO, 2018

New Pedagogies



New Pedagogies - a fusion of proven pedagogical practices and emerging innovative practices

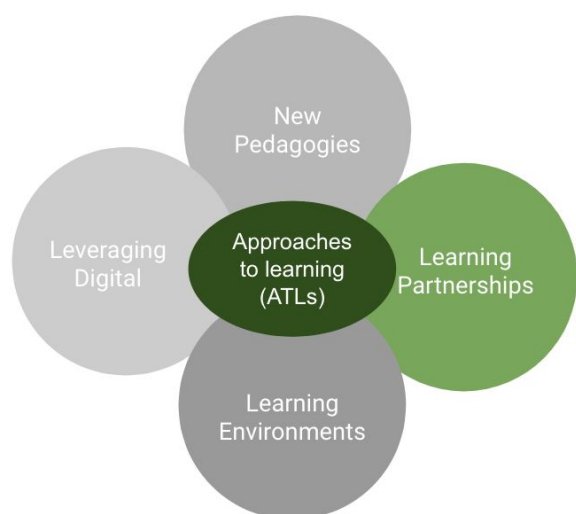
Learning Partnerships includes:

Inquiry learning & student voice and agency

Relevant Documentation

- IB Programme of Inquiry - PS
- Teaching and Learning Policy - ESF
- Scope and Sequence Documents - ESF
- ESF Teachers capability framework
- ESF Leaders capability framework
- Language Policy - PS
- Assessment Policy - PS
- PRD procedures - PS
- Home learning policy - PS
- Learning Technologies Policy - PS
- CPD Policy - PS
- SEN Policy - PS
- Differentiation definition & guidelines - PS

Learning Partnerships



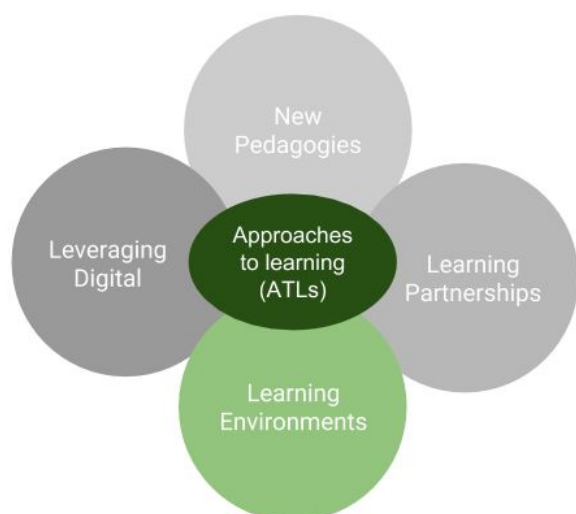
Learning Partnerships - changes in how relationships between students, teachers, families and community are conceived and structured.

Learning Partnerships includes:
Students, Parents, Teachers, other Schools, Experts, Industry and Community

Relevant Documentation:

- IB Programme of Inquiry - PS
- Assessment Policy (portfolios, conferences) - PS
- Home learning policy - PS
- Digital Citizenship Policy - PS

Learning Environments



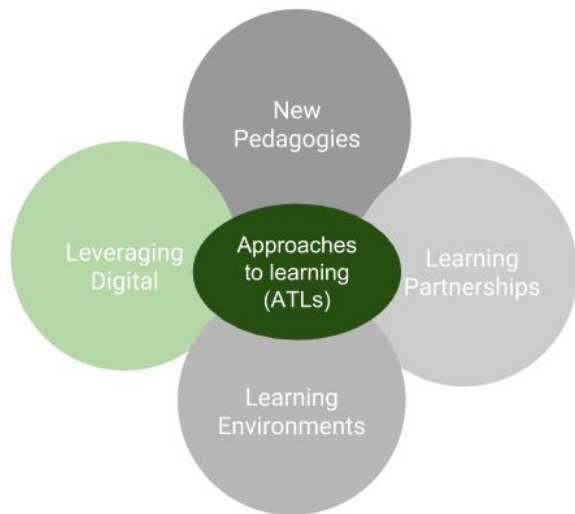
Learning Environments - A climate and culture for learning - Interactive learning environments where students are deeply engaged and motivated

Learning Environments includes:
Home, Global, Outdoors (environment and sustainability), School, Libraries, Virtual

Relevant Documentation

- IB Programme of Inquiry - PS
- Library Policy - PS
- Outdoor Fieldwork Policy - ESF
- Student Leadership framework - PS
- Child Protection - ESF
- UN Human Rights
- Critical Incident - PS to develop
- Relationships Policy - PS
- Rules of Respect - PS
- Code of Conduct - ESF
- International and Intercultural Education - PS
- Global Citizenship Continuum - PS

Leveraging Digital



Leveraging Digital - Embedding digital technologies into classroom practice to accelerate, amplify and add value to learning.

Leveraging Digital includes:

Digital access, personalisation, connecting and collaborating, real time assessment, feedback and reporting, connecting families with their child's learning.

Relevant Documentation

- IB Programme of Inquiry - PS
- Assessment Policy - PS
- Home learning policy - PS
- Digital Citizenship Policy - PS
- Academic Honesty Policy - PS
- Resources - Technology roadmap - PS