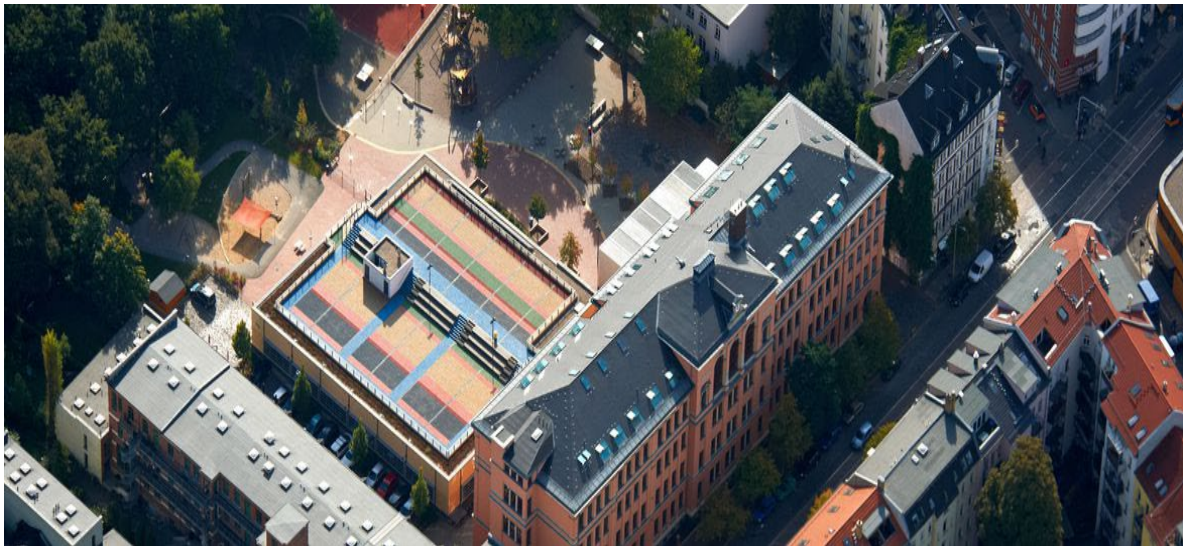


# LEIPZIG INTERNATIONAL SCHOOL



Secondary School Philosophies, Policies & Procedures  
for Teaching & Learning and Professional Growth.

## Our Mission

Leipzig international School is an inclusive learning community which empowers and inspires today's learners to make meaningful impacts in tomorrow's world.

## Our Vision

Learning to be a Citizen of the World.

## OUR VALUES

### COURAGEOUS

- ✓ We have the courage to listen, empathize, persist, follow our passions, and grow.
- ✓ We have the courage of our convictions knowing that we are members of a supportive and respectful learning community.

### INCLUSIVE

- ✓ We embrace diversity by celebrating our common humanity, empowering all learners on their personal journeys of growth.

### PROUD

- ✓ We recognize the unique opportunity we have as members of the LIS community and we enthusiastically embrace our responsibility to make a positive impact on ourselves, each other, and the world.



# L.I.S. Learner Profile

As an IB World School, we adhere to the values of the IB mission statement. This declares that the aim of all IB programmes is to develop internationally-minded young people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers**

**Knowledgeable**

**Thinkers**

**Communicators**

**Principled**

**Open-minded**

**Caring**

**Risk-takers**

**Balanced**

**Reflective**



# L.I.S. Learning Principles

## Our principles of learning

1. We teach for learning of concepts and ideas through the process of guided inquiry, so that students can apply understanding to new areas of study.
2. We teach for learning of skills and competencies through modelling, deconstruction and joint reconstruction, so that students can apply skills independently and practise to achieve mastery.
3. We teach to promote individual critical thinking and research capacity, so that students can explore local and global contexts and develop innovative solutions to the challenges of our time.
4. We teach and model for learning of effective student character traits that align to our values and promote a healthy, happy and meaningful life.
5. We teach learning dispositions and skills to enable students' self-management, for them to be rigorous, responsible and resilient in their learning behaviours.
6. We teach for learning of communicative, collaborative and social skills, to enable students to live and work effectively in their future personal and professional teams.
7. We teach for learning inclusive of all, differentiating learning and using formative and summative assessment to direct feedback and inform growth.



# L.I.S. Our Promises

## *Include. Inquire. Inspire.*

### Include:

- Teaching for learning is differentiated;
- Instruction and feedback is growth-oriented, with the presumption that all are capable of making progress;
- Students are given realistic advice to enable their success, but will be supported in their desires to challenge themselves;
- Students are considered to be individuals with unique learning capacities and situations.

### Inquire:

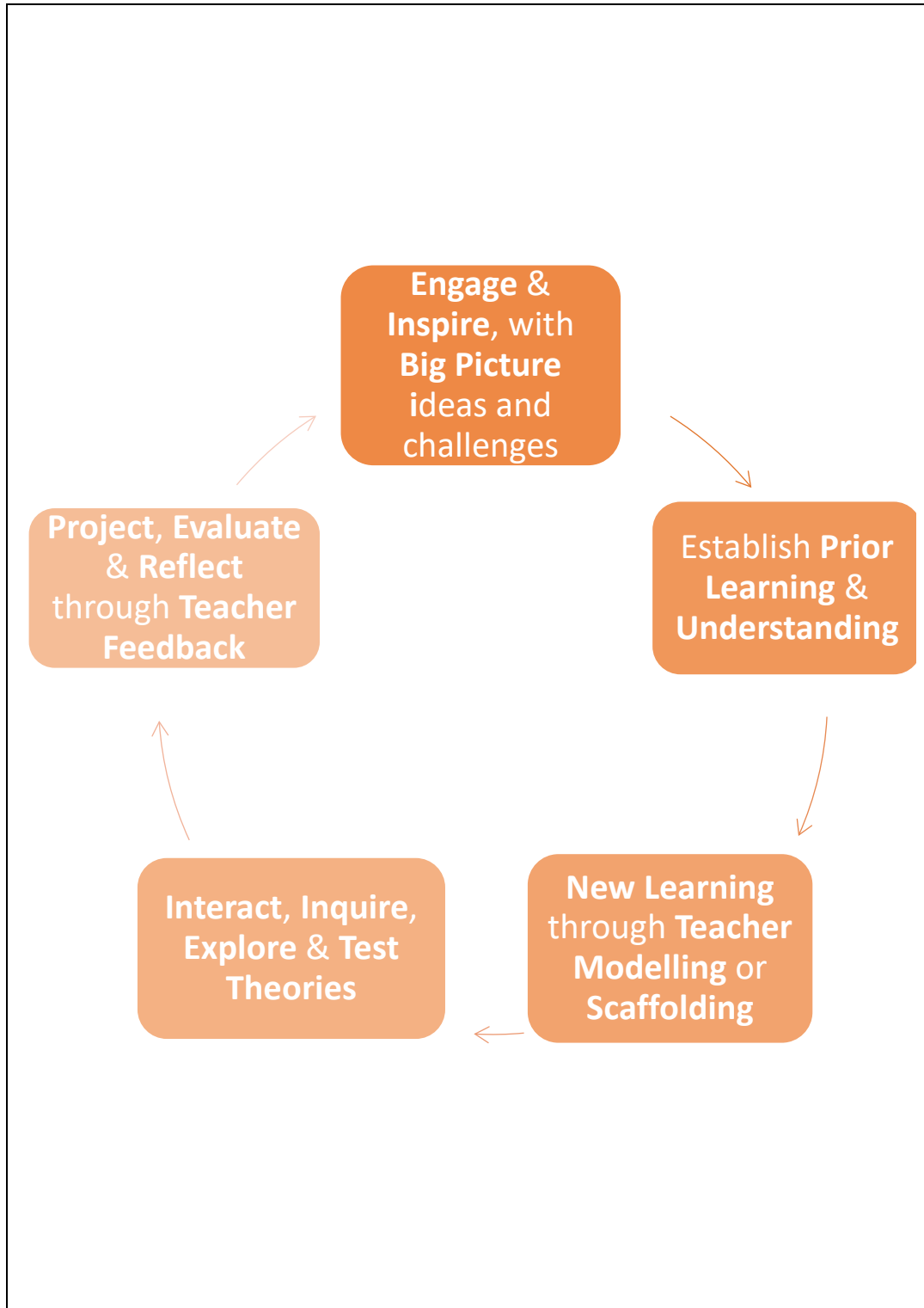
- Learning is not merely the filling of empty vessels with knowledge, but students are taught to generate questions, research existing understanding, create solutions and apply understanding to new situations;
- Students are taught to reflect on their learning;
- Students and professional learners are given targeted feedback and intervention to improve.

### Inspire:

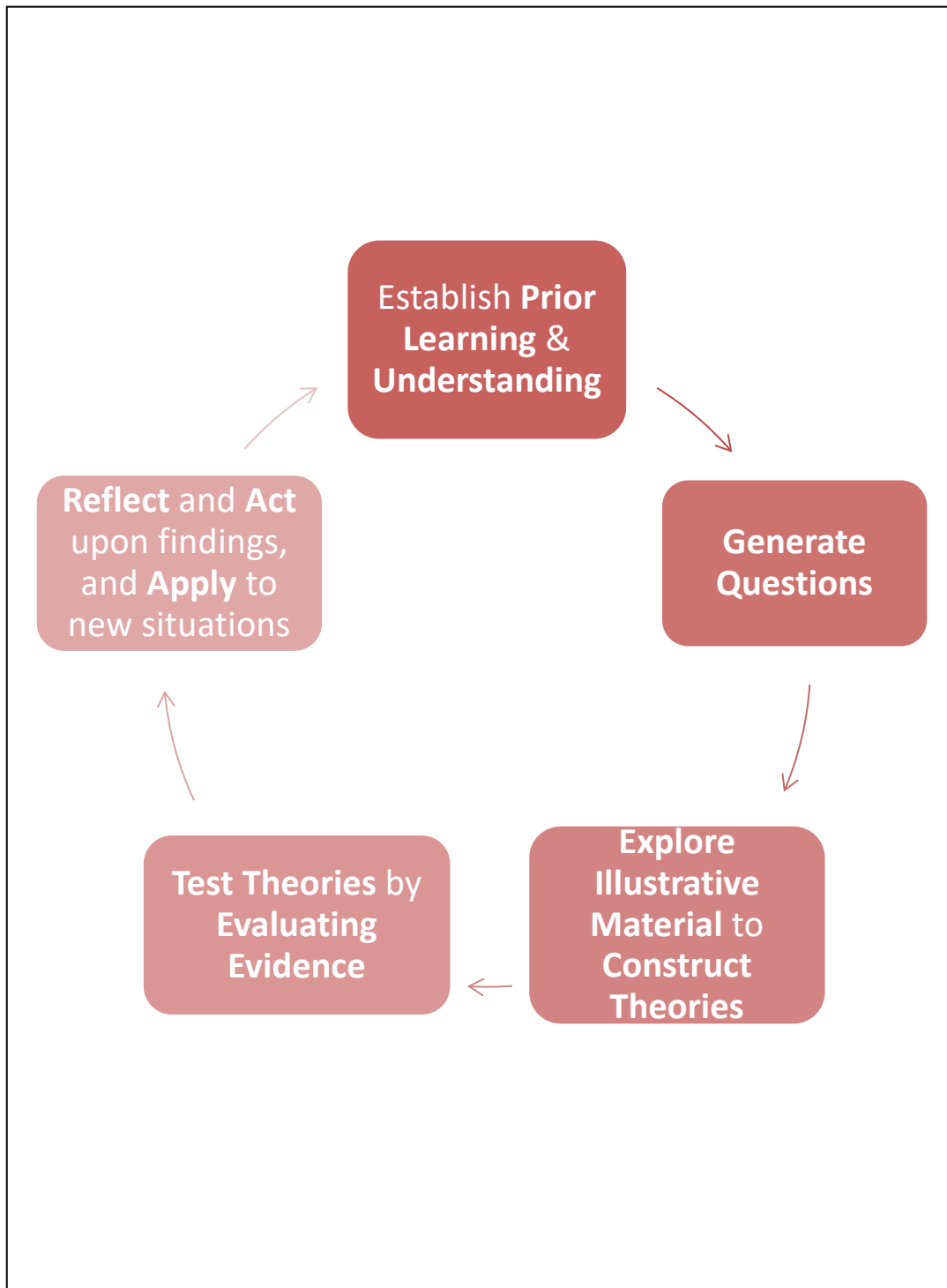
- Learning is built upon a body of knowledge, understanding and heritage;
- Learning is aspirational and inspirational, with a strong focus on making learning engaging and fostering a passion for learning;
- We provide an environment of academic and holistic rigour appreciative of the need for strong foundations and maintenance of quality, in order that students will have the capacity and motivation to develop innovative solutions to the challenges of our time.



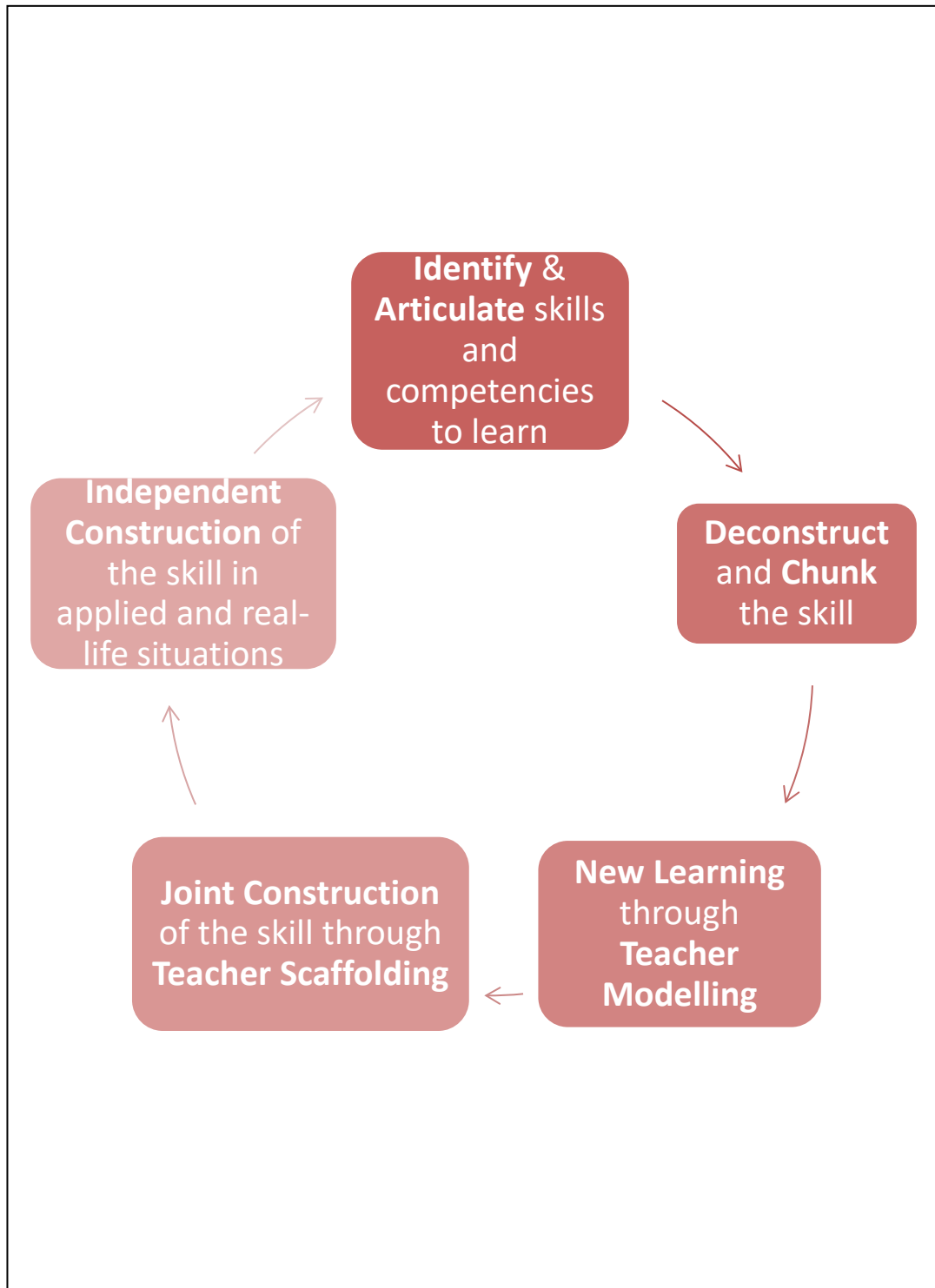
# L.I.S. Learning & Teaching Cycle



# L.I.S. Learning for Understanding through Inquiry



# L.I.S. Learning for Skill Progression





## Teacher Observation Feedback Sheet

TEACHER:

DATE:

CLASS:

<b>Teacher Instruction Skills:</b> Designs and delivers learning activities for understanding and skill development.	
1. Hooking, inspiring and connecting learning to prior learning & big-picture concepts.	
2. Explicit learning objectives; Modelling and / or Scaffolding.	
3. Subject understanding, effectively articulated.	
<b>Teacher Feedback Skills:</b> Gives feedback on learning for future development.	
4. Teacher feedback and intervention, both individual and universal.	
5. Directed questioning, including three-part questioning.	
6. Makes opportunities for structured student reflection on learning and plenary.	
7. Short, medium, and long-term planning evident, and sets direction of future learning.	
<b>Dynamics of Learning:</b> Manages student groupings for learning.	
8. Teacher-led whole-class.	
9. Student-led whole-class.	
10. Individual, Pair, Small Group.	
11. Visual, Auditory, Kinesthetic.	
12. Blend of taught idea/skill, applied inquiry with outcomes, and reflections on application of idea/skill and with relation to big-picture concepts.	
<b>Classroom Management:</b> Manages classroom space and layout for learning.	
13. Calm and controlled, displaying enthusiastic and positive relationship with students.	
14. Ensures <i>all</i> students are engaged in appropriately differentiated learning throughout.	
15. Uses explicit timings for tasks and activities to signpost learning and ensure pace.	
16. Ensures smooth transition between learning aspects and activities.	



**Strengths of the lesson:**

**Areas for improvement:**

\_\_\_\_\_ Teacher Signature

\_\_\_\_\_

\_\_\_\_\_ Observer Signature

Date



## Teacher Reflection Sheet

TEACHER:

DATE:

CLASS:

What did the students learn in the class and was it as expected in lesson objectives?

What did the teacher learn during the class?

What did the teacher learn from professional feedback?

\_\_\_\_\_ Teacher Signature

\_\_\_\_\_

\_\_\_\_\_ Observer Signature

Date



# How do we know learning has occurred?

## Attainment Level Descriptors

Grade	Descriptor
	<i>At this year level the student's progress is:</i>
7	<b>Excellent</b> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces work of high quality.
6	<b>Very Good</b> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. There is <b>consistent</b> evidence of analysis, synthesis and evaluation where appropriate. The student <b>generally</b> demonstrates originality and insight.
5	<b>Good</b> A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
4	<b>Satisfactory</b> A <b>general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
3	<b>Mediocre</b> <b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able</b> to apply them fully in normal situations <b>with support</b> .
2	<b>Unsatisfactory</b> <b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
1	<b>Poor</b> <b>Minimal</b> achievement in terms of the objectives.



# What learning behaviours can make learning more successful?

## Endeavour Descriptions

Endeavour is a combination of

- Behaviour (respect for teachers, fellow students and subject)
- Participation (being engaged, being prepared, having materials)
- Effort (work completion, doing homework, taking notes, studying for tests, using the language of instruction)

Grade	Grade Descriptor
EXCEPTIONAL	<b>Student exceeds expectations.</b> Is an example to others in terms of behaviour, participation and effort.
GOOD	<b>Student meets all expectations.</b> Shows good behaviour, participates actively and works hard.
SATISFACTORY	<b>Student mostly meets expectations.</b> Student fully meets expectations in two out of three aspects, but there is room for improvement in the third.
INCONSISTENT	<b>Student does not always meet expectations.</b> There is room for improvement in two out of three of the aspects.
UNSATISFACTORY	<b>Student does not meet expectations.</b> Student is not meeting any of our expectations.

