



TEACHING AND LEARNING POLICY

RATIONALE

As learning and teaching are the central functions of our school, a policy on teaching and learning is necessary to establish an agreed set of standards against which the high quality of the written and taught curriculum can be monitored. The learner is at the heart of learning and teaching within our community where learners are capable of taking meaningful and intentional action. Our teachers are also viewed as learners and all members of our community acknowledge the learners' rights, responsibilities and identities demonstrated by learner influence and ability to direct learning. Our students and teachers learn in partnership, as they all contribute to and participate in the learning community together. This means understanding both the learning and teaching process, building on students' skills, background knowledge, demonstrated conceptual understandings and a collaborative approach. In order to support learning and preparation for external exams, MEF International School is aware of the need to balance the interests of learning and the interests of gaining externally set qualifications.

The role of the Leadership Team includes accountability to monitor the quality of learning, provide training, coaching, mentoring, modelling and appropriate systems to support the implementation of the Learning and Teaching Policy.

Definition of High-Quality Learning

High-quality learning is cultivated in a supportive environment where students investigate, explore, and create ideas. Students utilize these ideas to construct knowledge through higher order thinking and purposeful interactions that develop knowledge, skills, and attributes, which are transferable into practical experiences. The learning process creates lifelong skills and knowledge that transforms local and global communities.

Learning and Teaching should:

- lay the foundation of lifelong learning by providing active, challenging and engaging learning experiences for learners who will be involved in and aware of the process of learning;
- construct conceptual understandings of the world based on a foundation of knowledge through experiences and interactions that enable students to make connections across disciplines;
- motivate learners, provoke curiosity and allow risk-taking, so learners can learn through natural consequence which result in visible changes in thinking and performance;
- promote a high standard of learning and teaching throughout the school through reflective practices and ongoing research into learning and teaching;
- help create a safe environment to ensure the well-being of all community members.

PROCEDURES

The Roles of Learners and Teachers

These roles reflect the MEFIS learning definition and are based on self-awareness and an understanding of the dynamic, transformative and life-long processes of learning and teaching. Both learners and teachers aim for impacts not just the assessment outcomes. Teachers and learners collaborate in a secure environment in order to develop their thinking, research, self-management, social and communication skills and become responsible and 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 analysing 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 being responsive to and respectful of all learners by supporting individual needs and providing challenge and rigour, both in and out of the classroom.
Reflective inquirers who realize that people learn in different ways, discovering how they learn best and developing strategies to be successful throughout the learning process.	Reflective 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 allows 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.

Standards and Practices

Teachers at MEF International School;

1. Demonstrate knowledge and understanding of students and how they learn

- Engage students as inquirers and thinkers
- Build on what students know and can do
- Are conscious of the theory of the zone of proximal development, learning and the learner's role, teaching and the teacher's role, which underlies their own practice.
- Engage students in reflecting on how, what and why they are learning.

2. Know subject and curriculum content and how to teach it

- Have a thorough knowledge of the subject content covered in the lesson, use subject and developmentally appropriate material for the lesson.
- Make knowledge relevant by connecting learning to real-life problems that interest students.
- Address human commonality, diversity and multiple perspectives.
- Incorporate a range of resources, including information technologies.
- Demonstrate that all teachers are responsible for language development of students.

3. Demonstrate professional teacher values and attributes and develop them in learners

- Develop the Learner Profile attributes.
- Use reflective practice, striving for continuous improvement
- Develop student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

4. Establish professional relationships to develop and support learning and teaching

- Actively collaborates with the Curriculum Coordinator, teachers and leadership to develop and support learning and teaching and the needs of individual learners in the classroom.
- Collaborate with the Student Learning Support Team to incorporate recommendations for individual students. This may include the development of Student Support Plans within the mainstream classroom.
- Engage in positive communication with community members including parents, colleagues, students and the wider professional community.

5. Implement effective planning and assessment practice

- Identify the knowledge, understandings and skills that the students will develop in unit planning, starting with the end in mind.
- Use sound assessment practices to inform teaching and learning (see Assessment Policy).
- Promote the understanding and practice of academic honesty.
- Scaffold the thinking to make deeper connections and develop understandings based on thoughtful planning.

6. Demonstrate innovative and effective classroom practice

- Support students to become actively responsible for their own learning.
- Encourage students to demonstrate their learning in a variety of ways.
- Use a range and variety of strategies. Learning is experiential, fun, authentic, and

collaborative.

- Make connections, and extends the learner's understanding that results in action and change.
- Engage student interest through questioning to set the stage for exploration and experimentation.
- Inspire students to pursue excellence in all their learning endeavours.
- Support individual learners, providing challenge and rigour through differentiated instruction.
- Engage learners in critical, analytical and creative thinking.
- Allow for learner voice, choice and ownership.
- Foster curiosity, exploration and experimentation.
- Are innovative and creative, informed by research concerning educational practice.

7. Create and maintain a safe and inclusive learning environment

- Promote and cultivate global mindedness, developing an appreciation for individuals, groups, cultures and societies
- Cultivate positive relationships between teachers and learners and understands that learning and teaching depends on it.
- Develop empathy to understand and learn from the perspective of others.
- Foster a stimulating learning environment based on understanding and respect.
- Address the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

Review in line with the accreditation cycle.

ANNEX:

For further information, please reference the IBO for their [Learner Profiles](#) and Cambridge International Education for their [Cambridge Learner and Teacher Attributes](#).

For detailed descriptions of MEF IS expectations of the role of the teacher please refer to the following documents relevant to your context:

MEF IS Job Description for Teachers
[IB Standards of Practice \(Standard C\)](#)
[Cambridge Teacher Standards](#)

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