



ICS London aims to be a progressive and innovative learning environment which promotes intellectual curiosity, creativity, and independent thought. We encourage students' knowledge and ownership of the learning process, destigmatising failure whilst promoting appropriate risk taking. Our teaching aims to empower students to focus on the concepts behind the method as well as the result.

Our IB Programmes empower students to take agency in their own learning process. A combination of the Learner Profile, Approaches to Learning (ATL's) and a transdisciplinary (PYP) and interdisciplinary (MYP) approach supports learners in their development of:

- Independence of thought, whilst appreciating and interacting with the thoughts of others.
- Intellectual curiosity in working with, and learning from, the world around us.
- Academic rigour and precision in performing a task.
- Resilience and determination in solving problems
- Creativity and imagination in applying abstract knowledge to complex scenarios
- Confidence in taking informed risks and reflecting upon any failure.
- Humility in learning from mistakes and from regular self-evaluation
- Ability and desire to question existing theories and modes of working
- Responsibility for learning, becoming autonomous and self-regulating in learning which is not limited to the classroom

We appreciate that our teachers are instrumental in generating enthusiasm and enabling students to develop the qualities listed above as part of an intellectually vibrant, imaginative, and supportive community. There is no specific teaching or learning strategy preferred or championed. However, we believe that all strategies should have intellectual depth as well as clear and coherent direction. Any strategy used by our teachers must not directly, or indirectly, encourage passivity in our learners. In providing only answers, we believe that the process of learning is bypassed, and long-term intellectual gain is not achieved.

As reflective practitioners, we aim to:

- Facilitate learning and promote a collaborative environment that encourages coaching and mentoring rather than direction and instruction.
- Challenge pupils both personally and intellectually.
- Develop pupils' understanding of, and engagement with, higher order thinking skills, through a range of classroom activities and homework.
- Provide opportunities for students to reflect upon and refine their own learning, understanding how to adopt the most appropriate strategies to further their progress.
- Promote the use of questioning; involve pupils in discussions about what is being learned and how to apply their knowledge to challenging scenarios.
- Provide appropriate stretch and challenge for all students. Differentiate by task, not outcome, responding to the needs of individual students.

- Be aware of any specific SEND or EAL needs and to employ strategies (*as per any ILLP*) to readily engage each student.
- Grasp any appropriate opportunity to explore the socio-political context and implications of any material covered (*supplementing the School's delivery of SMSC*) as well as actively engaging with Fundamental British Values, never undermining, but promoting them through reasoned discussion and scrutiny.
- Encourage constructive feedback from students to inform the development of our teaching practice, ensuring we are meeting the academic needs of our students.

As teachers at ICS London, we strive to become models of academic enquiry and intellectual endeavour. Through our language and behaviour, we aim to promote a passion for learning in its broadest sense (rather than just experts in one or two discrete subject areas).

As teachers, we acknowledge the importance of our own professional development as well as the importance of creativity and innovation in developing our craft. Providing opportunities to reflect on effective pedagogy and formulate a response to developments in pedagogy we regard as essential to achieving our stated objectives.

Such collaboration is supported through responsive teaching and learning initiatives and staff training including professional learning communities in the Primary School and Faculties in the Secondary School. Students are also encouraged to contribute to teaching and learning strategies through the unit reflections which occur frequently throughout the academic year.

This is in addition, and supported by, the school Professional Growth Plan (PGP) programme for every member of teaching staff.

Every member of the community is encouraged to approach the Academic and Teaching & Learning Coordinators to discuss any additional training opportunities.