INTERNATIONAL SCHOOL OF MOROCCO

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Casablanca, Morocco
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CHILD CENTRED PROVISION

At the International School of Morocco, we aim to meet the needs and aspirations of the pupils within the school through a commitment to the principles set forth in the International School of Morocco mission and philosophy statement.

Overcoming barriers to learning: The school seeks to meet the additional education and other needs of pupils at to help them overcome barriers to learning by:

- Promoting positive behaviour (Please see the Student Behaviour Expectations and Policies)
- Promoting pupil engagement (Please see the Approach to Strengthening Pupil Engagement and Motivation)
- Providing individual learning support:

The Head of Teaching and Learning, in conjunction with the class teacher, may recommend additional support or services for pupils and an Individualized Education Plan (IEP) may be created. Recommended support or services may include, but are not limited to: external assessments, occupational therapy, speech and language therapy, personal assistants or private tutors. This additional support is provided at the parent's expense.
Cases in which pupils who are receiving additional support and for whom an IEP is in place, will be reviewed at specific intervals to determine if the International School of Morocco can continue to provide for their needs.
The Head of Teaching and Learning is also a support for teachers in determining strategies to address student learning needs. Meetings between all teachers allow student concerns to be addressed and discussed to provide the best support for each child with a learning need. (Please see the SEND Policy)

Healthy environment: The school supports children in making healthy choices and through the provision of a healthy environment.

- Appropriate first aid supplies and equipment can be easily accessed by all staff. Two paediatricians can be reached by telephone to answer questions or concerns, and a local children's clinic is available within five minutes from the school.
- The building and premises meet or exceed all local regulations in regards to fire, health and safety arrangements.
- Play areas and equipment are chosen and developed with children's safety and well-being in mind.
- The school provides students with a healthy, balanced snack and lunch, as well as access to bottled or filtered drinking water at all times.

High quality teaching and learning: The school provides a broad and relevant curriculum as is evidenced by

- Curriculum design

Unit plans throughout the year encompass learning targets, enduring understandings and authentic assessments related to personal development and mutual understanding.

- Character education

Character education is an important aspect of the ISM curriculum and is an integral part of daily instruction and school life. The ISM Learner Characteristics is a set of attributes and behaviours for achieving in school and into adulthood as good citizens of positive, well-rounded character. These traits are deliberately taught, modelled and reinforced throughout the ISM curriculum and by all ISM leadership and staff. Members of the ISM community strive to be open-minded, principled, reflective, risk taker, thinker, caring, communicator, inquirer, knowledgeable and balanced.

We promote positive relationships between teachers and their pupils and with other school-based staff through

- Classroom management policies that promote positive behaviour and interactions:
- Teaching staff and leadership ensure that pupils know and understand what is expected from them in terms of behaviour. Rules and expectations are posted in each classroom, including the ISM Learner Characteristics.

All teachers have in place a classroom management system that has been clearly explained and is understood by all parties involved: pupils, parents and co-teachers.
An effective classroom management system relies on consistency and follow-through. More than one system may be in place for different levels of reinforcement: individual, small group, or whole group.

Whenever possible teachers strive to use positive methods of discipline and guidance that encourage self-esteem, self-control and personal responsibility. These methods include:

- Using praise and encouragement of good behaviour instead of focusing only on unacceptable behaviour.
- Reminding a pupil of behaviour expectations daily by using clear, positive statements
- Redirecting behaviour using positive statements

Teachers use a range of teaching strategies that respond to the diversity within the classroom, such as:

- Differentiated instruction
- Collaborative learning
- Strategies to address multiple learning styles

Teachers reflect on their own work and the outcomes of individual pupils through:

- Collaborative planning that includes reflections on the effectiveness of instruction following a unit, activity or period of time
- On-going teacher observations and assessments of pupils' personal development and behaviour

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- Creation and implementation of an Individualized Educational Plan (IEP) in cases where pupils are not achieving at expected levels and/or learning or emotional issues are suspected

Effective leadership: The school leadership understands their responsibility for the pastoral care of pupils. They do this by:

- **Monitoring**: Monitoring and evaluating the strategies in place for
  - Promoting the pastoral care, health and well-being of students
  - Reporting of student behaviour
  - Evaluating teacher performance and interactions with students
- **Professional development:** In relation to pastoral care we support the professional development, sharing and learning from best practice by:
  - Supporting teachers in seeking additional training
  - Participating in the professional community, locally and globally and sharing good practice
- **Resources:** We provide the resources needed to support pastoral care through
  - Classroom resources
  - Play resources and facilities
- **Review and feedback:** We monitor and evaluate our pastoral care practices in a number of ways:
  - Through regular review of the school's performance, either informally or formally in preparation for accreditation documentation and review
  - Student and parent surveys, workshops, reflections, online communications and other information gathering activities