



# Zhuhai International School Curriculum Policy 2020

## CONTENTS:

<b>I. Overview</b>	<b>1</b>
Who we are	1
<b>II. Policy Aims</b>	<b>2</b>
<b>III. Curriculum Aims</b>	<b>2</b>
<b>IV. Guiding Documents</b>	<b>3</b>
<b>V. Roles and Responsibilities</b>	<b>5</b>
Senior Management Team	5
Curriculum Coordinators	6
Teachers	6
Curriculum Review Coordinators	7
<b>VI. Inclusion</b>	<b>8</b>
<b>VI. The Curriculum Review Cycle</b>	<b>8</b>
<b>VII. Links to other Policies</b>	<b>10</b>
<b>VIII. Policy Review</b>	<b>10</b>
<b>X. Glossary</b>	<b>10</b>
<b>XI. Bibliography</b>	<b>12</b>

## I. OVERVIEW

*This policy document was written through the collaborative efforts of the Senior Management Team, IB coordinators and teachers and administrators. In writing this policy, the team referred to the Core Standards of the CIS Membership Report, numerous IBO documents including IB Standards and Practices and the Common Core State Standards Initiative.*

### **Who we are**

Zhuhai International School (ZIS) educates students aged 3-18 from around the world. Founded in 2007, it has maintained a family-oriented atmosphere. While a sizeable portion of our students have spent much of their childhood in the country, they hold passports from other nations. Students enter ZIS with a range of needs, cultural backgrounds, family dynamics and perspectives.

The ZIS Child Protection Policy outlines the necessary components of the environment needed for students to live out the school's mission statement:

*At ZIS we strive to develop dynamic and principled global citizens who have the skills and attitudes to enable them to become compassionate, life-long learners who will contribute positively to the future of our world.*

## II. POLICY AIMS

- Outline our curriculum aims and ensure they reflect our mission statement
- Provide links to our guiding documents
- Outline the roles and responsibilities with regards to curriculum writing, implementation and review
- Outline our inclusion policy
- Reference other policy documents connected to curriculum
- Outline the policy review process

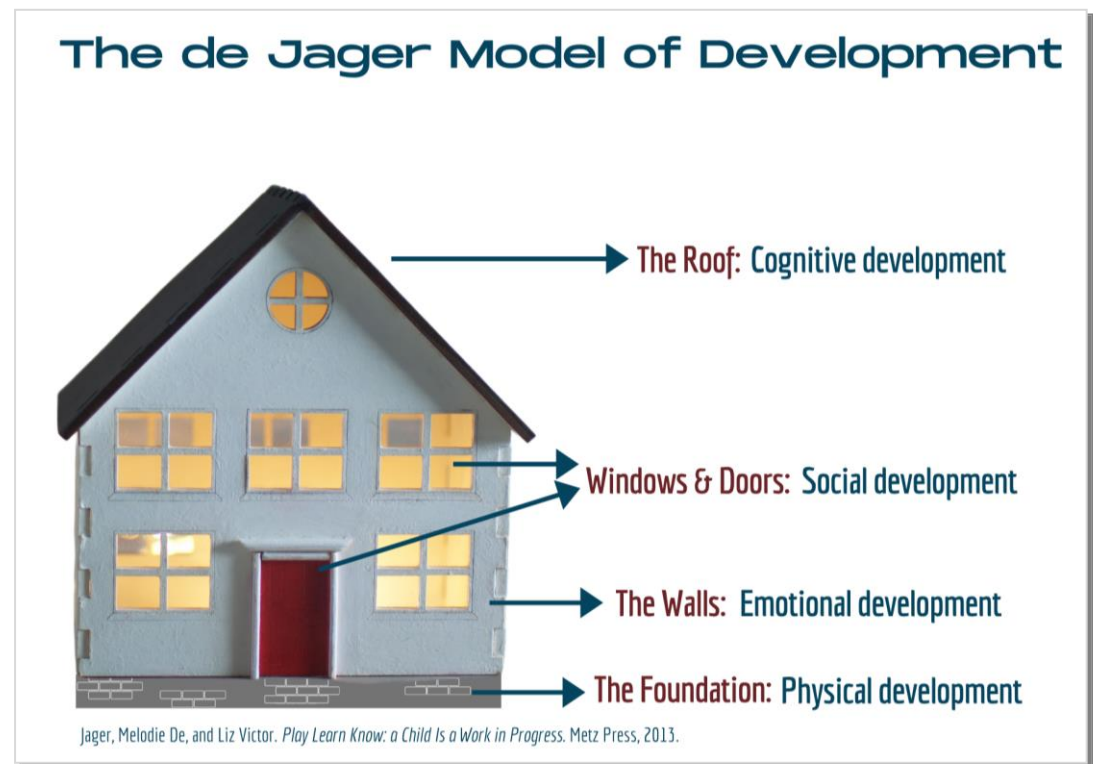
## III. CURRICULUM AIMS

As an IB World school, we believe strongly in the education of the whole child. In order for a student to gain academic knowledge, they must first feel safe and secure. The *de Jager Model of Development* outlined by the founder of the *Mind Moves Institute*, Dr Melodie de Jager, compares the developing brain to building a house. Each part of the house builds on what is underneath, starting with a firm foundation. This approach recognizes that student well-being needs to be a prime consideration at all times in order for learning to take place.

Educating the whole child implies a curriculum model that looks at social/emotional education, well-being, physical safety as well as cognitive development.

ZIS acknowledges that children come to school with different learning needs. We aim to meet those needs through our curriculum and our teaching and learning practices.

Our guiding documents, outlined in the next section, ensure that we are supported by and answer to outside bodies in our curriculum development.



### In short, our curriculum aims to:

- Provide a rigorous, balanced, global education for all pupils that prepares students for success now and after ZIS
- Help students become dynamic and principled global citizens
- Provide students with the skills and attitudes to enable them to become compassionate, life-long learners who will contribute positively to the future of our world
- Promote a positive attitude towards learning
- Enable students to develop the attributes of the IB Learner Profile
- Enable students to develop the soft skills outlined in the IBO Approaches to Learning skills framework
- Support pupils' physical development, health and well-being to enable them to be active healthy individuals
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide globally recognized certification for students through the MYP Certificate and the Diploma Programme Diploma
- Provide a curriculum that allows students to apply to the colleges and universities of their choice with confidence

## IV. OUR GUIDING DOCUMENTS

The documents outlined below provide the outside guidance, research and integrity of recognized educational programs to ensure that we are providing an internationally-minded, well-developed and recognized curriculum.

ZIS is an IB school. As a result, we rely heavily on IBO guides to ensure that our curriculum meets the standards set in place to allow us to remain a fully accredited IB World School for the PYP, MYP and DP.

<b>IBO Standards and Practices</b> <i>(updated March 2019)</i>	This document outlines “the foundational set of principles for schools and the IB to ensure quality and fidelity in the implementation of the programmes. [...] The programme standards and practices provide a set of criteria that can be used to evaluate the success of IB World Schools in the implementation of the four programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the Career-related Programme (CP).” (1) “The <b>standards</b> are general principles that lie at the heart of being an IB World School, while <b>practices</b> are further definitions of the standards that include references to implementation. <b>Requirements</b> are more specific
---	--

	<p>and refined measures of implementation, and include programme-specific elements known as <b>specifications</b>. The standards and practices, requirements and programme specifications are necessary for the successful implementation of the relevant IB programme.” (1)</p>
<p><b>What is an IB Education</b> <i>(updated May 2017)</i></p>	<p>This document “outlines our educational philosophy. It also explains how this philosophy shapes the four IB programmes.” The focus is placed on the 4 main areas that are at the core of this philosophy:</p> <ul style="list-style-type: none"> <li>• International-mindedness</li> <li>• The Learner Profile</li> <li>• The broad, balanced, conceptual and connected nature of this curricular framework</li> <li>• Approaches to Teaching and Learning</li> </ul>
<p><b>PYP Learning and Teaching</b> <i>(updated February 2019)</i></p>	<p>“Through acknowledging and aiming to foster the diverse capacities—physical, social, intellectual, aesthetic, cultural—of students, IB World Schools implementing the Primary Years Programme (PYP) ensure that learning is engaging, relevant, challenging and significant.” (1)</p> <p>This document aims to support educators on:</p> <ul style="list-style-type: none"> <li>• a theoretical level: reflecting on the transdisciplinary nature of the PYP and reviewing its transformative nature</li> <li>• an operational level: demonstrating “how the PYP framework and key elements of the PYP are designed to promote and strengthen transdisciplinary learning and teaching.”</li> <li>• a practical level: it offers reflective questions for IB World Schools to push beyond traditional subject-based teaching to innovative concept-based and transdisciplinary approaches that bring relevance, authenticity and connection to student learning.” (1)</li> </ul> <p>It is expected that all PYP teachers and administrators have access to and use this guide.</p>
<p><b>MYP: From Principles into Practice</b> <i>(updated September 2014)</i></p>	<p>A Guide for all MYP teachers and school administrators in schools that offer the MYP. “The principles and practices detailed in this guide apply to all teachers in all IB World Schools offering the MYP. All staff involved in the programme should have access to, and be familiar with, this guide.” (1)</p> <p>Teachers will refer to this as well as the subject guides that outline the specific elements that pertain to their discipline in order to understand and implement the MYP.</p>

<p><b>DP: From Principles into Practice</b> (updated September 2014)</p>	<p>A Guide for all DP teachers and school administrators in schools that offer the DP. “The principles and practices detailed in this guide apply to all teachers in all IB World Schools offering the DP. All staff involved in the programme should have access to, and be familiar with, this guide.” (1)</p> <p>Teachers will refer to this as well as the subject guides that outline the specific elements that pertain to their discipline in order to understand and implement the MYP.</p>
<p><b>Learning Diversity and Inclusion in IB Programmes</b> (online - updated May 2020)</p>	<p>This guide outlines how to support inclusion in an IB school.</p> <p><i>Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.</i></p> <p><i>Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.</i></p> <p><i>Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community. (1)</i></p>
<p><b>Preparing America's Students for Success: Common Core State Standards Initiative</b> (online)</p>	<p>This document outlines the Common Core Standards used in the Primary classes to structure the Reading, Writing and Mathematical knowledge and skills taught. These standards as used within the PYP Framework of teaching and learning.</p>

## V. ROLES AND RESPONSIBILITIES

In order to effectively implement an IB curriculum, it is important that all stakeholders have access to the curriculum itself and understand their role in ensuring it is successfully written, taught, reviewed and improved. In 2019 ZIS reinstated a formal process to review, align and improve upon the vertical articulation of the curriculum in place. This involved all members of the Senior Management Team, Coordinators and Teachers. A more detailed explanation can be found in Section VIII and in the *ZIS Curriculum Review Process*.

## SENIOR MANAGEMENT TEAM (SMT)

The Senior Management Team is comprised of the 3 Division Heads and the Head of School. They are charged with ensuring that the curriculum policy is implemented.

SMT will ensure that:

- ZIS follows the IB framework when setting curriculum priorities and targets
- The timetable allows for curriculum to be covered adequately
- Curriculum Coordinators are supported through time and resources as they work to implement their respective curricular frameworks
- Teachers and Coordinators receive the proper training as outlined by the IBO
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school ensures time and resources are set aside for external assessments like MAP Growth, MYP eAssessment and DP external exams.
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils have access to Guidance Counselling in order to prepare for life after ZIS.

## CURRICULUM COORDINATORS

Each IB programme is overseen by a Curriculum Coordinator. These Coordinators (PYP, MYP and DP) have received training as outlined by the IBO.

Curriculum Coordinators will ensure that:

- They remain up to date on changes made by the IBO to their respective programmes
- They implement programme changes as they occur
- They support teacher PD in order to ensure that the training requirements are met
- Teachers receive the support they need to write their units, plan collaboratively and align curriculum expectations
- External requirements (such as eAssessment and DP exams) are planned for and executed correctly
- Their teams adequately prepare for and manage the authorization visits
- They organize and manage the 5-year plans that result from authorization visits



- They manage requests to adjust subject choices made by students/parents/teachers, where appropriate (ie. Language levels, SL vs. HL, etc.)
- Proper provision is in place for pupils with different abilities and needs, as required by the school and individual programme needs (ie. IEPs are sent to IB for support during MYP eAssessment or DP external exams)

## TEACHERS

Teachers have direct contact with students. It is the teachers that write, implement, assess and review long-term plans, units and daily lessons.

Teachers will ensure that they:

- Read the guiding documents written to outline and support the implementation of their respective programme and/or discipline
- Attend collaborative planning sessions to allow for the writing, implementation and review of their respective curricular area
- Participate in the whole-school Curriculum Review Cycle
- Maintain the documentation required to articulate and document the written curriculum
- Maintain the documentation required to demonstrate how the curriculum is assessed
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

## CURRICULUM REVIEW COORDINATOR(S)

Curriculum Review Coordinator(s) support the 5 Year Curriculum Review (CR) Process that ZIS follows.

Curriculum Review Coordinator(s) will ensure that:

- Teachers are placed into subject groups that allow for the articulation of the vertical curriculum with a view to ensure that these groups are balanced (containing members from each division where possible and from different perspectives)
- They explain the purpose, nature and goals of CR
- They organize the CR meetings
- They organize the CR prompts, directions and instructions for each meeting
- They review the notes taken by each CR group in order to provide feedback and support as needed
- They guide/support CR groups if/when questions and concerns arise

- Clear guidance is given with regards to end goals/products
- They report to SMT and the Curriculum Coordinators throughout the process

## VI. INCLUSION

ZIS is an inclusive school. Through our IB Curricular Framework and our Learning Services Department, we are able to meet the needs of students with a variety of strengths and needs.

Teachers, administrators and coordinators will work together to provide a learning journey that is suitable for:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an Additional Language (EAL)

Teachers will use differentiation and universal design to meet the various needs of students in their classroom. Through our 3-Tiers support system and collaboration from Learning Services, students with more specific needs will be supported as they access the curriculum in place.

Further information can be found in our SEN policy.

## VII. THE CURRICULUM REVIEW CYCLE

The Curriculum Review Cycle is a 5-year plan that allows for all members of the teaching and management staff to participate in the writing, review, implementation, monitoring of the curriculum. Its 4 stages are as follows:



<b>Review &amp; Research</b>	<p>This stage of the curriculum review cycle involves reviewing and researching curriculum specific to the age range and programmes taught.</p> <p><u>The report at the end of this stage includes:</u></p> <ul style="list-style-type: none"> <li>• current curriculum documents</li> <li>• a summary of the content area across the school</li> <li>• an outline of the resources consulted and</li> <li>• recommendations for moving forward in the Writing Stage. <i>The team ensures these recommended resources align with IB programme expectations.</i></li> </ul>
<b>Writing</b>	<p>This stage in the cycle begins by establishing a shared vision for the content area across the school.</p> <p><u>The report at the end of the cycle includes:</u></p> <ul style="list-style-type: none"> <li>• a complementary scope and sequence and</li> <li>• resources for the implementation of the curriculum. <i>During this curriculum development process, the resources collected from the previous stage are considered.</i></li> </ul>
<b>Implementation</b>	<p>This is the stage when the curriculum is put into practice in the classrooms. Staff development is the major focus during this stage.</p> <p><u>The report at the end of this stage outlines:</u></p> <ul style="list-style-type: none"> <li>• areas of success</li> <li>• areas that need further attention.</li> <li>• examples of how to best move the curriculum forward as well as</li> <li>• initiatives that are/will be taken to do so. <i>Possible areas to consider are: potential workshops and/or consultant visits to the school, Wednesday staff meetings, grade level meetings and/or department meetings agendas outlining staff training for successful implementation and other support systems for teachers such as email support, a mentor system, a buddy system, or other effective strategies.</i></li> </ul>
<b>Monitoring (2 years)</b>	<p>At this stage in the cycle, the curriculum is fully operational in all classrooms, as appropriate.</p> <p><u>The report at the end of this stage indicates:</u></p> <ul style="list-style-type: none"> <li>• how teachers are implementing the curriculum and how instruction is in alignment with IB programme expectations.</li> <li>• the data collected for use during the Research/Review stage of the following year.</li> <li>• staff development that could be done in needed areas with the approval of the relevant IB Coordinator and Head of Section</li> </ul>

## VIII. LINKS TO OTHER POLICIES

The following policies outline and clarify how different elements of our curriculum are implemented and supported.

<b>SEN Policy</b>	Reviewed annually, this policy outlines support given to our exceptional students. Through the Learning Services Department, students receive Individual Education Plans (in collaboration with teachers informed by formal, external testing), EAL support, Special Educational Needs support and Social/Emotional Support.
<b>Assessment Policy</b>	Reviewed annually, this policy outlines the aims, objectives and practices of assessment
<b>Academic Honesty Policy</b>	Reviewed annually, this policy defines academic honesty, it's importance and how to support our student development in it.

## IX. POLICY REVIEW

This policy document will be reviewed annually to ensure that it is both current and relevant to the changing needs and dynamics of the school. After each review, the policy document will be shared with our school community on the school website.

## X. GLOSSARY OF TERMS

**Differentiation** Adjusting the content, process, product or environment during learning to meet the individual needs of the student

**Early Years** Nursery and Reception. Students can be enrolled in Nursery at the age of 3. Students typically progress from Reception to Year 1 at the age of 4 or 5 years.

<b>Exceptionality</b>	A learning difference (whether physical, behavioural, intellectual, communication or multiple) that changes what a child needs in order to be successful in a regular school setting
<b>Inclusion</b>	Ensuring the classroom is a place in which all students can access learning, regardless of their individual needs
<b>Individual Education Plan (IEP)</b>	describes the student's learning difficulties, how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively; the plan is reviewed regularly by all involved parties; a legally necessary document in some countries and cities
<b>Learning Services (LS)</b>	Comprised of specialists in their field, the Learning Services team helps students in their learning journey; they also provide staff with the tools needed to assist their students. This team works specifically with those students who require extra support with academics or social/emotional well-being.
<b>Primary School</b>	Follows the PYP (Primary Years Programme). Students enter in Year 1 and finish in Year 6. Students are typically 10-11 years old upon their completion of Year 6.
<b>Secondary School</b>	Made up of 2 separate programmes: MYP (Middle Years Programme) Year 7-11 DP (Diploma Programme) Year 12-13
<b>Senior Management Team (SMT)</b>	Made up of the Head of School, Head of Primary, Head of Secondary, and Head of Learning Services, this team meets weekly to make decisions that impact well-being, teaching and learning and policy matters.
<b>Special Educational Needs (SEN)</b>	Learning difficulties or differences that make it harder for children to learn. Children with SEN are likely to need extra or different support from that given to other children in their age group.

## XI. BIBLIOGRAPHY

“Curriculum Model Policy.” *The Key for School Leaders*, schoolleaders.thekeysupport.com/policy-bank/curriculum/curriculum-model-policy/#section-0.

Jager, Melodie De, and Liz Victor. *Play Learn Know: a Child Is a Work in Progress*. Metz Press, 2013.

“Preparing America's Students for Success.” *Home | Common Core State Standards Initiative*, www.corestandards.org/.

“Learning Diversity and Inclusion in IB Programmes.” International Baccalaureate Organization, Jan. 2016.

IBO. *Diploma Programme: From principles into practice (2015)*. Cardiff: International Baccalaureate Organization, 2015. Print

IBO. *Middle Years Programme: From principles into practice (2015)*. Cardiff: International Baccalaureate Organization, 2015. Print

IBO. *PYP Learning and Teaching (2019)* Cardiff: International Baccalaureate Organization, 2019. Print

IBO. *What is an IB Education (2017)* Cardiff: International Baccalaureate Organization, 2017. Print