TEACHING AND LEARNING

DAIS Curriculum standards are coherent, rigorous, innovative, and futuristic, that align with international curricula, ensuring successful learning outcomes for all learners, and support stewardship in real-world contexts

OBJECTIVES

Written Curriculum is research-based, relevant, contextual, and adaptable

Taught curriculum fosters student agency that nurtures innovation and life-long learning

STRATEGIES

- Regular and annual reflection and review of the written curriculum to ensure vertical and horizontal alignment
- Embedding the attributes of HQTL, Digital Citizenship and Global Citizenship
- Regular alignment of the written curriculum with evolving international curricula

- Approaches are student-centred, inquiry and concept based. Experiential learning strategies
- ATL integration
- Trans and interdisciplinary
- Technology integration
- Increased focus on creativity and innovation to support future learning

MEASURES/INDICATORS OF SUCCESS

- Standardized test results and bench marking indicators
- Integration of all units
- CIS Yearly Community Survey
- Appraisals

- Unit and lesson plans
- Reflections tools
- Innovative teaching practices that enhance student experiences
- Effective use of technology in classroom teaching
- Implementation of pilot courses by the school
- Peer Observation (Learning Walks) reflections
- PLC/PD/Time with a focus toward interdisciplinary collaboration
- Introduction of innovative learning experiences - Design thinking, AI, VR and Robotics
- Aligned learning experiences with career pathways

RESPONSIBILITY

Faculty, Head of Departments & Coordinators Programme Coordinators, Instructional and ICT Coaches, Curriculum Coordinator, SLT

Faculty, Head of Departments & Coordinators Programme Coordinators, Student Care Department Instructional and ICT Coaches Curriculum Coordinator, SLT

TEACHING AND LEARNING - contd.

DAIS Curriculum standards are coherent, rigorous, innovative, and futuristic, that align with international curricula, ensuring successful learning outcomes for all learners, and support stewardship in real-world contexts

OBJECTIVES

Supportive and inclusive pedagogical practices and approaches make learning accessible to ALL learners

Analysis of assessment data provides indicators for enhancing and revising teaching and learning approaches

STRATEGIES

- Differentiated instruction
- Personalised learning
- Collaborative learning
- Metacognitive learning
- Future learning
- Feed Forward learning
- Thinking routines

- Track assessment data
- Analyze assessment data
- Use the data to improve teaching and learning

MEASURES/INDICATORS OF SUCCESS

- Paced-based learning plans
- Personalised learning Plans
- Inclusive learning
- Use of learning Spaces and LC resources

- Assessment Practices - examples of assessment for learning
- RBAs
- Exhibition/Projects/ CW/IAS
- Upscaled teacher capacity

RESPONSIBILITY

Faculty, Head of Departments & Coordinators Programme Coordinators, Instructional and ICT Coaches Student Care Department, Curriculum Coordinator, SLT