



# **LEARNING AND TEACHING POLICY**

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## **1. Principles of Learning at CIS**

- i. The longer Students sit the more inattentive they become;
- ii. Students learn better if they use their five senses;
- iii. Students need to make sense of their learning, coordinating all the things they know;
- iv. Language is for communication, for thinking **and** for literacy;

## **2. The CIS Teacher's Ethos**

Teachers at CIS must treat Students as individuals, their lessons must plan for them as individuals and we must make sure that at least one Student leaves their classroom, after each lesson, understanding more about the world than when they came in.

**CIS Teaching achieves this because:**

1. Challenging and inspirational teaching must be present in every lesson at CIS.
2. Every day CIS Teachers must show 100% enthusiasm, passion and pride in their teaching and expect the same from our Students learning. CIS Teachers must have an obvious love of teaching and must want to influence, change and shape young lives.
3. CIS Teacher's must strive to be the main source of inspiration to the Students.
4. Charismatic teaching, at all times, must be present - nothing will replace it.

## **3. Active Learning**

CIS Teachers must practise and follow the guidelines of Active Learning

### **3.1 Introduction.**

Think of the difference between a jar that's filled and a lamp that's lit. In the former case, liquid is poured into an empty vessel—an apt metaphor for the traditional educational paradigm, in which Students sit passively in a classroom and absorb the knowledge transmitted by an expert. A growing body of research has made it clear, however, that the overall quality of teaching and learning is improved when Students have ample opportunities to clarify, question, apply, and consolidate new knowledge. In this case, educators create opportunities for Students to engage new material, serving as guides to help them understand and apply information. They help "light the lamp" of Students learning.

Students and their learning needs must be at the centre of active learning. There are any number of teaching strategies that can be employed to actively engage Students in the learning process, including group discussions, problem solving, case studies, role plays, journal writing, and structured learning groups. The benefits to using such activities are many. They include improved critical thinking skills, increased retention and transfer of new information, increased motivation, and improved interpersonal



Using active learning does not mean abandoning the lecture format, but it does take class time. The outstanding Teachers who use active learning pause frequently during the period—once every seven to twelve minutes or so (attention span)—to give Students a few minutes to work with the information they're providing. They may ask Students to respond to a question, to summarise important concepts in writing, or compare notes with a partner. For some lecture-based classes, using active learning may be a bit more challenging because of class size or room limitations such as fixed seating. Breaking Students into groups under these circumstances may not be possible, but other strategies such as individual writing or paired activities are quite possible and lead to good results.

### **3.1.1 Talking and Listening**

When Students talk about a topic, whether answering a Teacher's question or explaining a point to another Student, they organize and reinforce what they've learned. When they listen, Teachers must ensure that it's meaningful listening, relating what they hear to what they already know. In class, Students need periodic time away from passive listening in order to absorb what they've heard. Students need reasons to listen. Did the Teacher ask a question, before the learning segment, that was thought-provoking enough to cause the Students to search for the answer in the words that followed? Were they told beforehand that they would have to explain the points in the lesson to their response partner or whole class?

### **3.1.2 Writing**

Like talking and active listening, writing provides a means for Students to process new information in their own words. It is particularly effective in classrooms where breaking Students into pairs or groups may be difficult. It also appeals to individuals who prefer to learn independently.

### **3.1.3 Reading**

Students do a great deal of their learning through reading, but they often receive little instruction in how to read effectively. Active learning exercises such as summary and note checks can help Students process what they've read and help them develop the ability to focus on important information.

### **3.1.4 Reflecting**

In the all-too-typical lecture style class, the Teacher stops talking at the very end of the period. Students gather up their books and get ready for their next lesson. One can almost see the knowledge evaporating from their brains! They have had no time to reflect, to connect what they've just learned with what they already know, or to use



the knowledge they've gained in any way. Allowing Students to pause for thought, to use their new knowledge to teach each other, or to answer questions on the day's topics is one of the simplest ways to increase retention.

### **3.2 Active Learning strategies**

There are four broad categories of learning strategies that one might use in an active learning classroom:

1. individual activities
2. paired activities
3. informal small groups
4. co-operative Student projects

The Teacher's choice of these will depend on the size of their class, the physical space available, their learning objectives, the amount of time they have to devote to the activity, and their comfort level with the strategy.

### **3.3 Planning an Active Learning Activity.**

When planning an active learning activity, Teachers need to answer the following questions as the answers will help them clarify their goals and develop structure.

- What are your objectives for the activity?
- Who will be interacting?
- Will Students pair up with someone beside them or someone sitting behind/in front of them?
- Should they pair up with someone with a different background? Someone they don't know yet?
- Will you assess their responses or not?
- How will Students share the paired work with the whole class? Will Teachers call on individuals randomly or will they solicit volunteers?
- If Students are responding to a question Teachers pose, how are Teachers going to ensure that they leave with confidence in their understanding?
- What preparation do Teachers need to use the activity? What preparation do the Students need in order to participate fully?

## **4. Conclusion**

In conclusion, CIS Teachers must always make sure their lessons contain active learning. The following guidelines are for support in achieving this:



CIS Teachers must be creative! Invent new strategies and adapt existing ones to your needs.

CIS Teachers must develop a plan for an active learning activity, try it out, collect feedback, then modify and try it again.

Teachers at CIS must start active learning from the first day of class and stick with it. Students will come to expect active learning and perform better.

Teachers at CIS must insist the Students vary their seating arrangements, so as to increase their chances to work with different people.

CIS Teachers must use questions from in class activities on tests and assessments. Teachers plan, with colleagues, while they are implementing active learning activities.