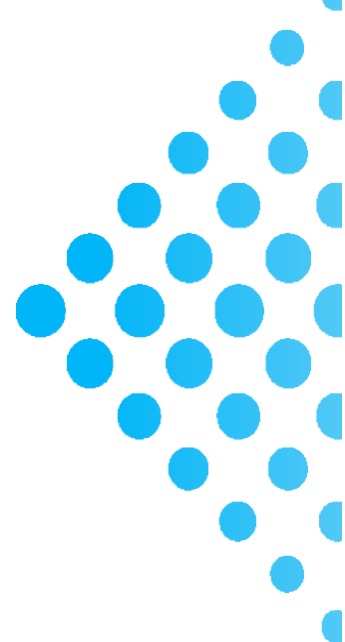




LEARNING & TEACHING STATEMENT AND POLICY



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LIS Nairobi Learning & Teaching Statement

At LIS Nairobi, learning is purposeful, active and inclusive. We want students to understand not only what they are learning, but why it matters, how it connects to what they already know, and how they can use it in new situations. High-quality teaching combines strong subject knowledge with responsive pedagogy, appropriate challenge, meaningful relationships and evidence-informed decisions.

Our shared definition comes directly from the LIS Guiding Statements: high-quality teaching and learning means that students are actively engaged, teaching is differentiated and students are aware of the “what” and the “why”. Students are concerned about their own learning and collaborate meaningfully inside and outside the classroom. They integrate digital literacy, connect learning with their experiences in the environment, and develop independent thinking and reflection.

A high-quality LIS classroom is not defined by one preferred lesson style. At different moments, effective learning may involve direct explanation, modelling, discussion, inquiry, deliberate practice, collaborative problem-solving, independent work, experimentation, play, practical activity, feedback or reflection. What matters is that the chosen approach serves clear learning intentions and helps students make progress.

Our learning culture is guided by the school’s motto, “Access to Success”, and by both sets of core values: LIGHT — Leadership, Integrity, Good Judgement, Honour and Trustworthiness — and ICARE — Integrity, Creativity, Achievement, Respect and Empathy. These values support the school’s mission to develop morally upright, socially responsible and academically competent individuals, while encouraging self-awareness, positive impact on others, appreciation of cultural differences and environmental consciousness.

Core principle	What it means at LIS Nairobi
Purpose and coherence	Students understand the “what” and the “why”; learning is clear, sequenced and connected across lessons, subjects, year groups and programs.
Active and intellectually demanding learning	Students are actively engaged and think, question, practice, create, explain, apply and reflect rather than remain passive recipients.
Inclusion and appropriate challenge	“Access to Success” is translated into practice by anticipating learner variability, removing barriers and providing challenge and support so every student can make meaningful progress.
Assessment for learning	Teachers and students use evidence of learning, questioning, feedback and reflection to decide what comes next.

Core principle	What it means at LIS Nairobi
Agency and metacognition	Students increasingly understand themselves as learners, set goals, make appropriate choices and evaluate their own learning.
Relationships and collaboration	LIGHT and ICARE values are visible in respectful relationships, psychological safety, empathy, integrity and purposeful collaboration.
Relevance and connection	Students connect learning with their experiences and with authentic local, environmental, intercultural and global contexts.
Digital and information literacy	Technology is used responsibly to exchange, access, evaluate and create information in ways that support learning and student well-being.
Professional learning	Teachers continually improve through collaboration, evidence, reflection, coaching, research and professional development.

Shared expectation: Every lesson should make learning more visible—to the student and to the teacher. Students should know what they are working towards, receive information that helps them improve, and leave with greater knowledge, understanding, skill or capacity than they had before.

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Appendices A–E: classroom look-furs, planning checklist, learning walk/reflection, student reflection and evidence matrix

1. Purpose and scope

This policy establishes a consistent but flexible whole-school approach to learning and teaching at LIS Nairobi. It applies from kindergarten through the senior school and is intended to support strong practice across the Cambridge pathway and any additional programs offered or under development by the school.

Set a shared language for high-quality learning and teaching.

Clarify non-negotiable expectations while preserving professional judgement.

Support coherent curriculum planning, assessment and progression.

Ensure learning is inclusive and responsive to student needs.

Guide professional learning, coaching, observation and self-evaluation.

Provide evidence for school improvement, program development and accreditation.

2. School context, Guiding Statements and learning vision

LIS Nairobi is a co-educational day and boarding school offering the Cambridge International Curriculum from Kindergarten through A Level. The Learning & Teaching Policy is anchored in the school's formal Guiding Statements and translates them into expectations for curriculum, classroom practice, assessment, inclusion, digital learning and professional development.

The school may use additional public language such as “Education with Purpose”, but the Guiding Statements below are the formal reference point for this policy and for evaluating whether learning and teaching reflect the school's stated purpose.

2.1 Vision

To inculcate moral values set by society and religion;

To awaken the self-consciousness in every pupil;
To inspire the hearts and minds to endeavor positive effects on others,
To appreciate cultural differences and become environmentally conscious;
To offer quality education harmonized with the contemporary approach and fortified by technology.

2.2 Mission and motto

We are committed to delivering:

morally upright,
socially responsible and
academically competent individuals to society.

Motto: Access to Success.

2.3 Core values

LIGHT: Leadership, Integrity, Good Judgement, Honour, Trustworthiness; and ICARE: Integrity, Creativity, Achievement, Respect, Empathy.

In learning and teaching, these values should be visible through responsible leadership, academic integrity, thoughtful judgement, respectful relationships, creativity, perseverance, achievement, empathy and responsible participation in the school community.

2.4 High-Quality Teaching and Learning

High-quality teaching and learning for LIS mean that our students are actively engaged, teaching is differentiated and students are aware of the “what” and the “why”. Students are concerned about their own learning and are willing to collaborate with other students meaningfully inside and outside the classroom. It means students can integrate digital literacy in their learning and can easily relate what they learn with their experiences in the environment, to create independent thinking and reflection.

2.5 Global Citizenship

Refers to LIS students acquiring intercultural awareness by developing our core values, skills, knowledge and attitudes that provide sustainable solutions to challenges that affect the environment. At LIS, students are able to work with integrity, care for humanity, celebrate achievement through community service, respect and show empathy towards cultural diversity and inclusivity.

2.6 Digital Citizenship

Digital citizenship at LIS refers to the responsible use of technology and digital platforms to exchange and access information for students' well-being, therefore becoming responsible digital citizens.

2.7 Intercultural Learning

It refers to the acquisition of skills, knowledge, attitudes, and understanding of different world cultures that make our students interact with other students and people around the world harmoniously as they develop intercultural competence. We believe that through celebration of various international activities, LIS students will develop a sense of cultural self-awareness that leads to intercultural awareness.

2.8 How the Guiding Statements are operationalized

The remainder of this policy turns the Guiding Statements into observable learning and teaching practice. “Access to Success” is reflected through inclusion and appropriate challenge; the High-Quality Teaching and Learning statement informs classroom expectations; LIGHT and ICARE shape relationships and academic conduct; Digital Citizenship informs technology and AI use; and Global Citizenship and Intercultural Learning are embedded across curriculum, service, co-curricular learning and reflection.

3. Definition of high-quality learning and teaching

High-quality learning and teaching at LIS Nairobi mean that students are actively engaged in meaningful learning; teaching is appropriately differentiated; students understand the learning purpose; and they have opportunities to collaborate, think independently, use technology responsibly, connect learning with their experiences and reflect on progress.

Quality is judged primarily by the learning that results, not by compliance with a fixed lesson formula. Teaching should be purposeful, responsive and appropriate to subject, age and context.

4. Learner outcomes and dispositions

In line with the Mission and Vision, teaching should progressively develop morally upright, socially responsible and academically competent learners who are:

Knowledgeable and able to connect ideas across topics and disciplines.

Curious and willing to ask worthwhile questions.

Confident in using evidence, reasoning and subject-specific methods.

Reflective about how they learn and able to respond to feedback.

Independent, organized and increasingly self-regulating.

Collaborative and able to listen, explain, negotiate and contribute.

Creative and willing to test ideas, take appropriate intellectual risks and learn from mistakes.

Digitally and information literate, including critical evaluation of sources and responsible use of AI.

Culturally aware, respectful of different perspectives and able to engage with local and global issues.

Ethical and academically honest in the way they create, communicate and use knowledge.

5. Core principles of classroom practice

Principle	Expected practice
Clear purpose	Students understand the learning intention, key concepts/knowledge and what successful learning will look like in language appropriate to the phase.
Prior knowledge	Teachers identify and activate relevant prior knowledge and address misconceptions.
Appropriate challenge	Tasks require thinking and progress; challenge is adjusted without lowering meaningful expectations.
Active participation	Students have purposeful opportunities to explain, question, practice, discuss, create, investigate or apply.
Effective questioning	Questions check understanding, probe reasoning and invite students to explain rather than simply recall.
Modelling and scaffolding	Teachers make expert thinking visible, model quality and gradually remove support as independence grows.
Checking for understanding	Teachers gather evidence from all learners, not only volunteers, and adapt instruction accordingly.
Feedback and improvement	Students receive usable information and time/opportunity to act on it.
Reflection	Students are helped to identify what they learned, how they learned and what should happen next.
Safe learning climate	Students can ask questions, make mistakes and disagree respectfully without humiliation or fear.

6. Curriculum coherence and planning

Planning should create coherence rather than paperwork. Teachers and academic teams are expected to know the intended curriculum, assessment requirements and progression within and beyond their own class.

6.1 Long- and medium-term planning

Curriculum maps / schemes of work identify intended knowledge, concepts, skills and assessment opportunities across the year.

Planning aligns with the relevant curriculum framework, syllabus or program documentation.

Departments identify prerequisite learning, progression, opportunities for retrieval and deliberate practice, and likely misconceptions.

Teachers plan horizontal coherence among teachers of the same cohort and vertical coherence across year groups and subject pathways.

Interdisciplinary or cross-curricular connections are used where they deepen rather than dilute subject learning.

Planning considers LIGHT and ICARE values, global/intercultural contexts, environmental awareness, digital citizenship, language development and academic integrity where relevant.

6.2 Lesson / unit planning

Learning intention/outcome and relevant success criteria or indicators of quality.

Connection to prior and future learning.

Appropriate learning activities, including active participation.

Checks for understanding and formative assessment.

Differentiation / scaffolding / extension and learning-support considerations.

Resources and responsible technology use.

Opportunities for reflection or next-step planning.

The school does not require one rigid lesson-plan format for every teacher or program. Approved planning formats may vary by phase or subject, provided they make the essential thinking and learning sequence visible.

7. Expectations for lesson design and delivery

7.1 Beginning learning

Establish a purposeful start and connect to previous learning.

Communicate the learning purpose and relevance.

Identify what students already know or need to recall.

Create readiness and appropriate intellectual challenge.

7.2 During learning

Use a balance of teacher explanation, modelling, guided practice, discussion, inquiry, collaboration and independent work as appropriate.

Keep teacher talk purposeful; direct instruction is used when it is the most effective way to move learning forward, rather than reduced for its own sake.

Check understanding throughout the lesson and adjust pace, grouping, explanation or task when needed.

Use questioning that reaches a broad range of learners and encourages explanation and reasoning.

Create time for students to practice, apply and transfer learning.

Use teaching assistants and support staff strategically to increase access and independence rather than create unnecessary dependence.

7.3 Ending / consolidating learning

Check what students now know, understand or can do.

Address key misconceptions or unfinished learning.

Support students to reflect on progress and identify next steps.

Use evidence from the lesson to inform subsequent planning.

8. Active learning, inquiry and thinking

Active learning means students participate in building knowledge and understanding. It is not simply being physically busy or working in groups. Teachers design activity so that students think about worthwhile content and increasingly take intellectual responsibility.

Inquiry starts with questions, problems, evidence, phenomena or authentic situations appropriate to the subject.

Students are expected to explain reasoning, justify conclusions and use evidence.

Collaborative tasks have a clear learning purpose, roles or structures where useful, and individual accountability.

Students encounter unfamiliar contexts and are encouraged to transfer concepts and skills.

Creativity and risk-taking are encouraged within clear academic and safety expectations.

Reflection and metacognition are explicitly taught rather than assumed.

9. Differentiation, inclusion, EAL and learning support

Differentiation at LIS Nairobi means responding intelligently to learner variability while maintaining ambitious learning goals. It is not the routine creation of separate worksheets for every learner.

Use assessment and observation to understand starting points, strengths and barriers.

Adapt explanations, examples, scaffolds, grouping, resources, pace or route to the learning goal.

Provide extension through depth, complexity, application and independence rather than simply more work.

Apply approved accommodations and Individual Education Plans / support plans consistently.

Plan with Learning Support and EAL specialists where students require additional provision.

Recognize that language development is part of learning in every subject; explicitly teach subject vocabulary, reading, writing, speaking and disciplinary language.

Use visuals, modelling, sentence frames, pre-teaching, vocabulary support and structured talk where they help learners access demanding content.

Support should build independence over time.

10. Assessment for learning, feedback and reporting

Assessment, teaching and learning should inform one another. Formative assessment is used continuously to understand where students are, where they need to go and what teaching or learning action will help them get there.

10.1 Formative assessment

Use questioning, observation, retrieval, mini-whiteboards, short tasks, discussion, quizzes, exit checks, self-assessment or other fit-for-purpose methods.

Gather evidence from a representative range of students.

Use the evidence to reteach, extend, regroup, adjust pace or plan the next lesson.

Help students understand quality through exemplars, criteria, modelling and comparison.

10.2 Feedback

Feedback should be timely, specific and connected to learning goals.

Written marking is one method of feedback, not an end in itself. Oral, whole-class, peer, self and digital feedback may be equally appropriate when they improve learning.

Students should have opportunities to respond to feedback through correction, redrafting, practice or reflection.

Not every piece of work requires a grade or extensive written comment.

Department/phase expectations should be sustainable and proportionate to the learning benefit.

10.3 Summative assessment and reporting

Summative assessment follows relevant program and school requirements and should be valid for the intended learning outcomes.

Teachers use results diagnostically as well as for reporting.

Students and parents receive clear information about strengths, progress and next steps.

Assessment data is interpreted alongside classroom evidence; one score should not define a student's capability or potential.

11. Home learning / homework

Home learning should have a clear learning purpose and should not be set simply as evidence that homework was given. Expectations may vary by age, subject and program.

Reinforce, retrieve, practice, prepare, extend or apply learning.

Be accessible and appropriately challenging.

Be coordinated to avoid unnecessary workload peaks, particularly in examination program.

Respect students' wellbeing, sleep, family life and participation in co-curricular activities.

Be communicated through approved school systems.

Receive appropriate follow-up so students understand that the work matters.

Phase-specific homework guidance may establish recommended frequency and time expectations. These should be reviewed in light of student age, program demands and evidence of impact.

12. Digital learning, digital citizenship and responsible AI

Digital citizenship at LIS refers to the responsible use of technology and digital platforms to exchange and access information for students' well-being, therefore becoming responsible digital citizens. In classroom practice, technology should be used when it improves access, feedback, creation, collaboration, practice, information handling or learning efficiency, and digital use should be purposeful rather than driven by novelty.

12.1 LIS digital citizenship principles

Share with care: consider privacy, audience and consequences before posting or sharing.

Don't fall for fake: question sources, scams, misinformation and manipulated content.

Secure your secrets: protect accounts, passwords and personal information.

It's cool to be kind: communicate respectfully and report cyberbullying.

When in doubt, talk it out: seek help when online behavior or content feels unsafe or inappropriate.

12.2 Responsible use of generative AI

AI use must comply with the school's Academic Integrity / AI guidance and program-specific requirements.

Students should be taught when AI is permitted, when it is not, and how to acknowledge or document its use where required.

Teachers should design learning and assessment so that student thinking remains visible and authentic.

AI outputs should be critically evaluated for accuracy, bias, source quality and appropriateness.

Personal, confidential or safeguarding-sensitive information must not be entered into unapproved AI systems.

13. Intercultural learning, global citizenship and service

The LIS Guiding Statements define Global Citizenship as developing intercultural awareness, core values, skills, knowledge and attitudes that help students contribute sustainable solutions to environmental challenges, care for humanity, serve the community and show respect and empathy towards cultural diversity and inclusivity. Intercultural Learning develops the skills, knowledge, attitudes and understanding that enable students to interact harmoniously across cultures, beginning with cultural self-awareness. In this policy, both are cross-cutting dimensions rather than isolated subjects.

Use local and global contexts where they make curriculum learning more meaningful.

Create opportunities to compare perspectives and question stereotypes.

Use languages, literature, humanities, sciences, arts and co-curricular experiences to develop intercultural understanding.

Connect learning to environmental, ethical or community issues where appropriate.

Use service learning when it combines genuine community need, student learning, action and reflection.

Avoid tokenistic cultural activities; cultural celebrations should include learning, student voice and reflection as well as celebration.

14. Learning environment, relationships and behavior for learning

Classrooms should be safe, orderly and inclusive, with routines that maximize learning time.

Relationships reflect LIGHT and ICARE values: they are respectful, consistent, empathetic and characterized by integrity; high expectations are communicated without humiliation or fear.

Students should feel able to ask questions, make mistakes and disagree respectfully.

Behavior responses should protect learning and help students understand responsibility and impact.

The physical and digital learning environment should make resources accessible and support independence.

Displays, examples of student work and learning resources should support current learning rather than function only as decoration.

15. Learning beyond the classroom

LIS Nairobi recognizes that powerful learning also happens through clubs, sport, arts, competitions, internships, trips, service, student leadership and boarding life. These experiences should extend the school's learning principles by developing independence, collaboration, responsibility, communication and real-world application.

Where co-curricular or experiential activities have a learning purpose, students should be helped to reflect on what they learned and how the experience connects to wider goals.

16. Professional collaboration and teacher learning

A learning organization depends on adults learning together. Professional learning should be connected to identified student needs, school priorities and evidence of classroom impact.

Protected collaborative planning within and across departments/teams.

Moderation and discussion of student work.

Peer observation, learning walks and professional dialogue.

Coaching and mentoring, including support for new staff.

Teacher-led micro-PD and sharing of effective practice.

Inquiry cycles in which teachers identify a student-learning need, test an approach, examine evidence and refine practice.

Program-specific professional development and subject training.

Reflection on research and evidence, with adaptation to the LIS context rather than uncritical adoption.

17. Monitoring, evaluation and improvement

Monitoring teaching and learning is primarily developmental: its purpose is to understand the quality of student learning, identify strengths and priorities, and support professional growth. No single observation should be treated as a complete judgement of a teacher's practice.

Evidence source	Purpose
Learning walks	Short, focused visits used to identify patterns in learning across the school.
Lesson observation	Planned observations linked to agreed criteria, followed by professional reflection and feedback.
Work / portfolio review	Review of student work to understand curriculum coverage, challenge, feedback, progress and response.
Assessment evidence	Analysis of formative and summative evidence to identify strengths, gaps and equity of outcomes.
Student voice	Structured feedback on clarity, challenge, support, belonging, feedback and learning experience.
Teacher reflection	Self-evaluation, coaching conversations and professional inquiry evidence.
Planning / curriculum review	Checks coherence, progression, assessment alignment and collaborative planning.
Parent feedback	Used selectively to understand communication, workload, support and broader learning experience.

Where improvement is needed, leaders should identify a manageable number of priorities, agree support/actions, revisit evidence and evaluate whether student learning has improved.

18. Roles and responsibilities

Role	Core responsibility
Governance / ownership	Provide strategic oversight and resources; ensure learning quality remains central to school development.

Role	Core responsibility
Principal	Set and protect the learning vision; ensure coherent systems, staffing, resources, professional learning and accountability.
Head of Academics / academic leadership	Coordinate curriculum coherence, quality assurance, assessment, data use and improvement priorities.
Heads of School / Section Leaders	Translate whole-school expectations into age-appropriate practice and monitor consistency.
Heads of Department / subject leaders	Lead curriculum sequencing, collaborative planning, moderation, subject pedagogy and professional learning.
Program leaders / coordinators	Ensure program-specific requirements, collaborative planning, assessment and pedagogical expectations are understood and implemented.
Teachers	Plan and facilitate high-quality learning, assess responsively, maintain inclusive expectations, reflect and collaborate.
Teaching Assistants / Learning Support / EAL	Remove barriers, scaffold access, develop language and independence, and collaborate with teachers.
Students	Engage actively, act on feedback, reflect, collaborate responsibly and increasingly take ownership of learning.
Parents / guardians	Support attendance, routines, communication and learning habits; raise concerns constructively and encourage independence.

19. Student and parent voice

The school uses student and parent perspectives as evidence about the lived learning experience, not as a substitute for professional judgement. Feedback should be gathered through purposeful surveys, focus groups, mentoring, student councils, consultation meetings and other appropriate channels.

Students should be able to explain what helps them learn and where they experience barriers.

Student feedback should include learning, challenge, feedback, inclusion, wellbeing and opportunities for agency.

Parents should receive clear curriculum and progress information and have structured opportunities to discuss learning.

Leaders should close the feedback loop by communicating themes and actions where appropriate.

20. Program alignment and transitions

The LIS Guiding Statements and whole-school learning principles provide continuity while program-specific requirements provide detail. Cambridge curriculum frameworks, syllabuses and assessment objectives remain the authoritative reference for Cambridge courses. Where the school is developing or implementing other program, teachers follow the relevant official program documentation while maintaining alignment with the LIS Vision, Mission, Motto, core values and definitions of high-quality learning, digital citizenship, global citizenship and intercultural learning.

During IB Diploma Program candidacy/development, where applicable, the school will strengthen teaching that is inquiry-informed, conceptually focused, contextualized, collaborative, differentiated and informed by assessment; it will also develop explicit approaches to learning such as thinking, communication, research, self-management and social skills. Reference to these principles does not imply IB authorization and the school communicates its status separately and accurately.

Transitions between phases should include purposeful sharing of curriculum expectations, learner needs, support plans and relevant assessment information so that students experience progression rather than unnecessary repetition or gaps.

21. Review and evidence of implementation

This policy is reviewed annually. The review considers whether the formal Guiding Statements are visible in students lived learning experiences and whether implementation is consistent enough to support “Access to Success” and equitable access to high-quality learning.

Curriculum maps / schemes and collaborative planning records.

Lesson/unit plans or equivalent planning evidence.

Learning walks and observation themes.

Student work and portfolios.

Assessment and progress data.

Learning-support / EAL evidence and IEP implementation.

Student and parent voice.

Professional learning records and evidence of impact.

Examples showing implementation of the Digital Citizenship, Global Citizenship and Intercultural Learning Guiding Statements, including service and environmental learning.

Action plans showing how identified priorities were followed through.

Appendix A. LIS Nairobi classroom “look-furs”

Look-for	Evidence may include
Purpose	Students can explain the “what” and the “why”: what they are learning, why it matters and how it connects.
Thinking	Students are doing meaningful cognitive work: explaining, applying, questioning, evaluating, creating or practicing.
Challenge	Tasks are appropriately demanding and expectations remain high for all.
Participation	A broad range of students is engaged; participation is not dominated by a few voices.
Checking understanding	The teacher gathers evidence during learning and responds to it.
Differentiation / inclusion	Scaffolds and support remove barriers while protecting challenge and independence, making “Access to Success” visible in practice.
Feedback	Students know how they are doing and have opportunities to improve.
Language	Key disciplinary language and vocabulary are explicitly supported.
Student agency	Students make appropriate choices, ask questions, monitor progress or reflect.
Relationships	LIGHT and ICARE values are visible through respect, integrity, empathy, responsible collaboration and psychological safety.
Technology	Digital tools are purposeful and support—not distract from—learning.
Reflection / next step	Learning is consolidated and informs what happens next.

Important: These “look-furs” are prompts for professional dialogue, not a checklist that must appear in every lesson. The age group, subject, learning phase and lesson purpose determine what strong practice looks like in context.

Appendix B. Planning checklist

- ☐ What do students need to know, understand or be able to do?
- ☐ What prior learning will this build on?
- ☐ What misconceptions or barriers are likely?
- ☐ What evidence will show that learning has occurred?
- ☐ What sequence will make the learning coherent?
- ☐ Where is explanation/modelling needed?
- ☐ Where will students practice, apply, discuss, inquire or create?
- ☐ How will I check understanding across the class?
- ☐ What scaffolds, adaptations or extensions are needed?
- ☐ How will language needs be supported?
- ☐ How will feedback be used?
- ☐ Is technology adding genuine learning value?
- ☐ What local/global/intercultural connection is relevant, if any?
- ☐ How will students reflect or identify next steps?

Appendix C. Learning walk / observation reflection

Reflection prompt	Notes
Learning focus	What were students intended to learn?
Evidence of learning	What did students say, do, produce or demonstrate that showed learning?
Student thinking	Where were students required to explain, apply, inquire, practice or reflect?
Participation and inclusion	Who was participating? Who may have been less visible or less supported?
Assessment	How did the teacher know what students understood during the lesson?

Reflection prompt	Notes
Challenge and support	Was challenge appropriate? How were barriers addressed?
Student agency	What opportunities existed for ownership, decision-making or self-regulation?
Feedback / next steps	How was improvement supported and what should happen next?
Professional reflection	What should be retained, adapted or explored further?

Appendix D. Student learning reflection

What was the most important thing I learned?

What can I now explain or do that I could not do before?

What was difficult, and what helped me?

What feedback did I receive and what did I do with it?

What question do I still have?

Where could I use this learning in another subject, situation or real-life context?

What is my next step?

Appendix E. Evidence matrix for implementation

Area	Possible evidence
Curriculum coherence	Curriculum maps, schemes, vertical/horizontal articulation records, program documentation
Classroom practice	Learning walk's themes, observations, student work and student voice showing active engagement, differentiation, the "what" and "why", collaboration and reflection
Assessment and feedback	Assessment plans, moderation, feedback samples, response-to-feedback evidence, data review
Inclusion / EAL	IEPs/support plans, adaptations, collaborative records, progress evidence
Student agency / reflection	Goal-setting, reflection, self/peer assessment, portfolios

Area	Possible evidence
Digital learning / citizenship	Approved platforms, student products, digital citizenship teaching, AI/academic integrity evidence
Global/intercultural learning	Cultural/global projects, environmental awareness, Global Perspectives, service/community learning and student reflection aligned with the Guiding Statements
Professional learning	PD calendar, coaching, peer observation, inquiry cycles, impact review
Continuous improvement	Action plans, review minutes, survey themes and follow-up evidence