Part 2: Domain D (Teaching and assessing for learning)

Introduction

Domain D addresses the school's delivery, assessment, and review of the full range of educational experiences and programmes that make up the school experience. Domain D and Domain C are different from the other domains in that in that they assess standards and criteria for each curricular section of the school as the school identifies and organizes them (e.g. early childhood, primary/elementary, middle school, upper/high school), rather than for the entire school.

Evaluators assigned to Domain D should identify whether student learning is considered the central goal of the school and how closely the taught and assessed curriculum is aligned to the planned curriculum and supports the school's guiding statements. It will be necessary to how the taught and assessed curriculum incorporates and promotes the four drivers of accreditation:

- supporting and aligning with the school's guiding statements,
- promoting high-quality student learning,
- advancing student well-being, and
- developing global citizenship.

Evaluators responsible for the upper/high school curriculum should meet with upper/high school students, and likewise for middle school. Those responsible for the primary/elementary or early childhood levels of curriculum should consult the school about what is comfortable and appropriate for young students.

It is unlikely that students or parents will have specific knowledge of the findings of the self-study report, and teachers may not know specifics regarding offerings in learning areas other than their own.

Use the attached document to help you take notes during your meeting with various stakeholder groups.

The Self-Study committee responsible for Domain D

1. How is teaching and the assessment of learning aligned with the school's guiding statements?
2. Does the school have one definition of learning that identifies learning principles and preferred pedagogical approaches for each stage of student development?
3. Are all students provided with adequate support to access the curriculum? Is there appropriate challenge in their learning?
4. To what extent are students engaged with learning and inspired by their teachers?
5. Do teachers act as learning role models, coaches, and mentors?
6. Are students encouraged to take responsibility for their own learning?
7. Do teachers set clear learning objectives and clearly identify the desired knowledge, skills and dispositions that students are expected to attain.
8. Is the analysis of student achievement data used to ensure that appropriate adaptations are made to the learning programme?
9. How effectively is technology integrated and used appropriately as a learning tool by students?
10. How is the development of digital citizenship supported through teaching?
11. To what extent are students given opportunities to reflect upon their learning?
12. How is student achievement tracked across the planned curriculum framework?
13. Is there appropriate professional development provided to enable teachers to continue to develop their skills to effectively teach the planned curriculum in engaging ways?
14. Are adequate resources provided to support the teaching and assessment of learning programmes?

The Board

1. How is the Board informed about student learning and student achievement? How is this information used to develop strategic planning?

Head of School

1. To what extent are teachers' instructional techniques varied and appropriate for the range of student abilities and learning styles? How do you know that?
2. How do you assess the effectiveness of teaching and learning within the school?
3. How effective is the analysis of student assessment data in the curriculum evaluation and review process and in developing appropriate pedagogies?
4. What steps could the school take for future development?

Curriculum leadership team

1. Describe the school's efforts to assess the effectiveness of teaching and learning on a regular basis.
2. How do you assist teachers to be conversant with current educational thinking and pedagogical approaches?
3. How is teaching and learning throughout the school aligned with the school's definition of high-quality teaching and learning?

4. How does the school define its commitment to global citizenship or interculturalism for a global society?
5. What steps could the school take for future development?

Teachers

1. How well does your teaching match the school's definition of high-quality teaching, and how far does your teaching support the pedagogy promoted by the school?
2. How responsive has the school been to your needs for professional development?
3. Describe any changes you have made in curriculum content or teaching approaches as a result of the analysis of student assessment data.
4. How do you ensure that every student is appropriately challenged?
5. How do you involve students in taking responsibility for their own learning?
6. Describe any changes you have made in curriculum content or teaching approaches as a result of professional development work.
7. How does the school assess the effectiveness of teachers?
8. How do you measure your class/course/programme effectiveness?
9. How would you describe the use of technology as a learning tool in your class?
10. To what extent are you involved in teaching your students about safeguarding and child protection?
11. How do you track student achievement against the planned curriculum?
12. What steps could the school take for future development?

Special needs teachers, guidance counsellors, language support staff

1. Describe the teaching resources and written curricula provided to meet the needs of students receiving special education and English language support.
2. What processes provide students with modifications to the regular learning programme?
3. How is the progress of students receiving specialized or individual programmes reported to parents?
4. What is the role of guidance counsellors and learning support teachers in advocating for students who are experiencing learning difficulty?
5. How are students' gifts and talents recognized, and how are their particular needs met?
6. What steps could the school take for future development?

Students

1. How would you describe this school to a friend who may be considering enrolling here?
2. How challenging is the schoolwork here?
3. Do you have all of the learning materials and equipment you need in all of your classes/courses? If there are shortages, where are they?
4. How do your teachers explain expected learner outcomes and assessment requirements to you? Do you know exactly what you are expected to know and be able to do?
5. Who do you talk to if you find the work you are doing too challenging?
6. What steps could the school take for future development?

Parents

1. Does your child have the necessary learning materials (texts, equipment, supplemental materials) for a good learning experience?
2. How has the school and the teachers explained what your child should learn and how their progress is monitored and reported to you?
3. How well is the school meeting your child's educational needs?
4. What steps could the school take for future development?