



# MySchool International Effective Instruction and Feedback Policy

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MySchool an IB World School

## Role of HODs

HODs must provide teachers with

- upfront training, using
  - reflection on current practices,
  - non-threatening challenges,
  - interactive means of development (observation, discussion, and reflection),
  - both generic and subject-specific pedagogy,
  - multimedia and different delivery approaches, and
  - a focus on active ingredients of the change they desire; and
- follow-on support (expert mentoring/coaching, majorly INSIDE school or sometimes by external coaches) via
  - discussions,
  - modeling,
  - application after learning,
  - observation + feedback,
  - ongoing moral support and encouragement,
  - highly-skilled coaches (a didactic approach, having skills in multiple areas, more than 5 years of experience), and
  - peer-to-peer collaboration based on collegial problem-solving and clear/structured objectives/processes.

HODs must

- have a comprehensive understanding of IB Standards and Practices,
- know the programs evaluation requirements (in-place + developing),
- do constant professional inquiry (action research) to identify the necessary changes/adaptations,
- focus on not more than 2 standards and 8 practices for each phase of implementation (changes, adaptations, or introducing new approaches),
- explore, prepare, implement, and sustain all the necessary changes/adaptations in the following areas, and
- encourage staff's buy-in via
  - creating a sense of urgency by showing that changes are necessary,
  - creating a guiding coalition (stakeholders, tutors, coaches, teachers, students, parents),

- creating and communicate a strategic vision,
- removing barriers,
- generating and rewarding short-term wins, and
- accelerating the changes after celebrating the short-term wins.

## Providing a High-Quality IB Education

Teachers must make sure

- they integrate the IB Learner Profile attributes in their lessons and actively draw upon and refer to them in their lessons;
- they create a corner in their classrooms for illustrating the practical uses of what has been learnt based on the transdisciplinary themes (PYP) and global contexts (MYP/DP);
- they help students develop skills and attitudes that are integral parts of personal and academic success;
- they follow a students-centered approach;
- they explore globally significant ideas and issues in their lessons;
- they help students develop both cultural awareness and cultural humility;
- they provide students with multilingual instruction (Language Acquisition, Additional Languages, Language and Literature, Language A, Language B);
- they challenge stereotypes in their lessons;
- they define the values in focus in their lessons;
- they use inspiration from the world in their lessons;
- they instill cultural empathy in students;
- they teach students adaptive communication (communication skills in ATLs);
- they give students courage to leave their “tribe” by equipping them with necessary skills;
- they teach cultural value resolution skills (affective, critical and creative thinking, and communication skills in ATLs);
- they include ample pair and group work in their lessons
  - based on explicit learning goals,
  - to accommodate learning differences,
  - to promote in-depth academic related interactions, and
  - to teach pupils to work collaboratively;

- they make grouping effective by
  - regularly change group construction and membership (3-5 students in each group),
  - choosing tasks that require collaboration,
  - providing clear instructions on group roles and rules to promote productive and autonomous group interactions,
  - embedding strategies that promote equal participation from all members,
  - providing positive and corrective feedback to support productive learning,
  - holding pupils accountable for collective and individual learning, and
  - monitoring and sustaining group performance through proximity and positive feedback;
- they help students develop their identities and pursue personal goals;
- they design and implement ample formative and rigorous summative tasks in each unit;
- they provide students with constructive feedback and feedforward (see the sections on feedback below);
- they use the assessment data to inform future planning and decisions;
- they share evidence and data with the school community;
- they plan multiple opportunities for students' success after feedback and feedforward;
- they integrate the SOLO Taxonomy (PYP) and the Bloom's Taxonomy (MYP/DP) in their approaches and lessons;
- they include and consider student-initiated action (PYP), service as action (MYP), and creativity action, and service (DP) in their lesson planning to reinforce service learning; and
- they use action research (professional inquiry) to develop and improve their practices and elevate students' outcomes.

All the stakeholders must ensure

- they provide students with access to a broad, connected, and coherent curriculum (vertical and horizontal planning as well as transition between IB programs);
- they promote conceptual understanding;

- they focus on powerful organizing ideas that are relevant across subject areas and that help to integrate learning and add coherence to the curriculum; and
- the programs emphasize the importance of making connections, exploring the relationships between academic disciplines, and learning about the world that reaches beyond the scope of individual subjects.

## Developing Aspects of Learning in the IB Learner (IBLP)

All the stakeholders must cooperate to actualize the following aspects of an IB education in learners:

- cognitive: critical thinking and autonomous learning (knowledgeable, thinkers, reflective,
- conative: responsibility for and awareness of one's own learning (inquirers and principled,
- affective: social responsibility, well-being, and self-belief (caring, risk-taker, and balanced), and
- culture: collaboration and evaluating different perspectives (communicators and open-minded).

## Acclimating the Community Members to the IB Culture

All the stakeholders must learn, develop, teach, reinforce, and sustain

- cultural awareness,
- a clear definition of values,
- cultural humility,
- a challenge against stereotypes,
- inspiration from the world,
- cultural empathy,
- adaptive communication,
- multilingualism,
- courage to leave one's tribe, and
- cultural value resolution skills.

# Life-Long Learning, Agency, and Metacognitive Development

Teachers must make sure

- learners are aware of their weaknesses and strengths;
- learners develop a healthy dose of extrinsic and intrinsic motivation as well as a reasonable and fair sense of achievement (progress reports, praises, scores, bar graphs, etc.);
- learners develop the necessary knowledge about themselves as learners, the strategies they can use (ATLs), and the task (expectations, TSCs, band-descriptors, etc.);
- they help learners to plan, monitor, evaluate their own learning (process journals, diaries, checklists, etc.);
- learners have a voice and choice in lessons;
- they explicitly plan, teach, and model critical and creative thinking, self-management, and affective skills;
- they activate the background knowledge of learners, take them through step-by-step guided discovery (worked examples), and remove their support gradually to encourage independence;
- they support guided discovery and worked examples via Frayer's model:
  - defining the concept/topic,
  - identifying its features,
  - finding examples, and
  - contrasting them with non-examples;
- they provide students who have become independent with an appropriate level of challenge in unfamiliar but contexts to deepen students' knowledge and skills and give them a sense of achievement; and
- they trigger and sustain meaningful and constructive dialogue in the classroom (see structured talk).

## Data Collection for Teacher Assessment

The leadership team must triangulate the data via

- classroom observations by peers, principals or external evaluators,
  - 'value-added' models (assessing gains in student achievement),
  - student ratings
- Three other approaches had limited evidence,

- principal (or headteacher) judgment,
- teacher self-reports, and
- analysis of classroom artifacts and teacher portfolios.

## Implementation Data Collection and Interpretation

The leadership team must make sure

- they collect relevant and rigorous data;
- they assess teachers based on their (Danielson's Model)
  - planning and preparation:
    - knowledge of content and pedagogy,
    - knowledge of students,
    - setting instructional outcomes (IB subject-groups' skills and objectives),
    - knowledge of resources,
    - designing coherent instruction,
    - designing rigorous student assessments (formative and summative);
  - classroom environment:
    - respect and rapport,
    - establishing a culture of learning (IBLP and ATLs),
    - classroom procedures,
    - managing student behavior,
    - organizing physical space;
  - instruction:
    - communicating with students,
    - questioning and discussion,
    - engaging students in learning,
    - using assessment,
    - flexibility and responsiveness;
  - professionalism:
    - reflective practice (teaching),
    - accurate records,
    - communication with families,
    - participation in the professional community,

- collaboration,
- professional development, and
- showing professionalism in all the aspects at stake;
- they generate plausible and credible interpretation of that data via
  - internal test data,
  - standardized tests where possible,
  - lesson observations, and
  - surveys and interviews;
- they recognize weaknesses in the data:
  - biases: clarity and standardization,
  - validity: content and criteria,
  - reliability: moderation and triangulation as well as standardization, and
  - manageability: choosing the right data collection procedures; and
- they interpret the data via
  - describing how each piece of data provides evidence,
  - avoiding fitting the data into preconceptions,
  - creating a strong argument that is credible and acceptable, and
  - sharing the interpretations with others that might disagree with it.

## High-Quality Instruction

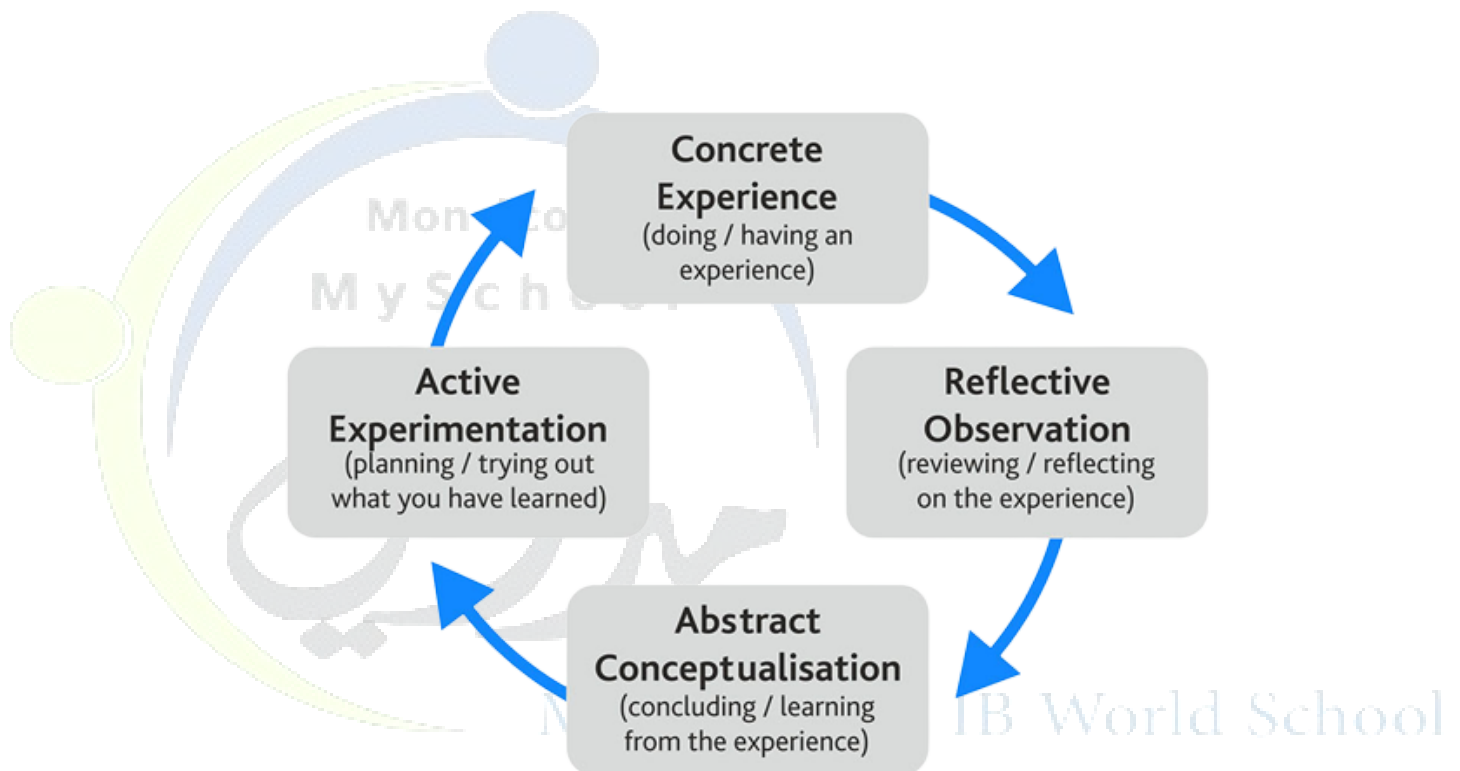
The teachers must make sure

- they have explicitly selected, planned, modeled, and taught all the objectives and skills (including ATLs) in focus;
- they scaffold and support students use of the learnt objectives/skills through the following stages:
  - exposition: teacher's modeling, explaining, demonstrating and thinking aloud,
  - shared practice: explicit teaching with the teacher and students practicing together,
  - guided practice: students' performance with support from the teacher, and
  - independent practice: students practicing on their own;

- they break down complex objectives/skills into smaller and more manageable steps;
- they build new lessons upon students' prior knowledge;
- they sequence lessons carefully based on the inquiry cycle;
- they use powerful analogies, examples, comparisons, explanations and demonstrations;
- they think about and spot common misconceptions students may develop regarding the topics and concepts, and try to address them effectively;
- they relate what they teach to real-life uses and issues (global contexts and transdisciplinary themes);
- they provide students with various, purposeful, valuable, and relevant content;
- They take students through the process of guided discovery and worked examples instead of lecturing them. Such procedures must include
  - contextualized problems,
  - step-by-step problem-solving,
  - information that is not overwhelming,
  - application of what has been learnt, and
  - differentiation in content, process, and outcome according to individual students' needs and capabilities as well as preferences;
- they make meaningful connections to TOK (DP);
- they help students monitor their own learning via checklists, self-assessment, asking for explanation, etc.;
- they have designed at least one formative assessment task for each objective/skill in the form of spaced retrieval practice activities;
- they find a common ground between knowledge, skills, and concepts in their lessons (conceptual understanding);
- they follow a pedagogical approach to instruction for PYP/MYP (7 and 9) and an andragogical approach to instruction for MYP (9 and 10)/DP; and

Pedagogy (young learners)	Andragogy (adult learners)
<ul style="list-style-type: none"> <li>• Teacher-dependent students</li> <li>• Subject-centered</li> <li>• Extrinsic motivators</li> <li>• Not enough life experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Independent</li> <li>• Enough life experiences</li> <li>• Problem-centered learning</li> <li>• Intrinsic motivation</li> <li>• Must understand the reason and importance of lessons</li> </ul>

➤ they follow an experiential approach for lessons in DP.



## Teaching Strategies for PYP, MYP, and DP Based on SOLO and Bloom's Taxonomy

The teachers can use their own strategies or use the following table to make sure they design engaging and effective lessons. They are to do research on the strategies since only the titles are mentioned here.

SOLO Levels (from simple to complex)	Bloom's Levels (from simple to complex)	Suggested Strategies
Pre-structural and uni-structural	Remember	Strategy 1: Vocabulary-Building Movement
Multistructural	Understand	Strategy 2: Inductive Learning Strategy 3: Matrix
Relational	Apply	Strategy 4: Ten Most Important Words Strategy 5: Build Background Knowledge Strategy 6: Content Links
	Analyze	Strategy 7: Concept Attainment Strategy 8: Metaphor (Understand to Analyze) Strategy 9: Media Metaphor (Understand to Analyze) Strategy 10: Quote It! Code It! (Understand to Analyze) Strategy 11: Visual Thinking Strategy 12: Concept Maps (Understand to Analyze) Strategy 13: Mind Maps (Understand to Analyze) Strategy 14: Hear. Think, and Wonder (Understand to Analyze) Strategy 15: Anticipation Guide Strategy 16: Cubing Strategy 17: Consensogram (Understand to Analyze) Strategy 18: Fishbone Cause-and-Effect Analysis (Understand to Analyze) Strategy 19: Directed Reading-Thinking Activity Strategy 20: Overheard Quotes (Understand to Analyze)

		Strategy 21: Discrepant Event (Understand to Analyze) Strategy 22: Extent Barometer Strategy 23: SWOT Analysis Strategy 24: Gallery Walk (Understand to Analyze)
Extended abstract	Evaluate	Strategy 25: Four Corners (Remember to Evaluate) Strategy 26: Rank Order Strategy 27: Questioning Protocols (Remember to Evaluate) Strategy 28: Inferencing Strategy 29: Jigsaw With Case Studies Strategy 30: Think-Pair-Share Continuum Strategy 31: Decision Making Strategy 32: Peer Critiquing Strategy 33: Evaluate Around the Oracle Jigsaw Strategy 34: Investigation Strategy 35: Evaluate an Author's Reasoning Strategy 36: Media Analysis Strategy 37: ReQueSt (Understand to Evaluate) Strategy 38: Find the Fiction Strategy 39: Quads Strategy 40: Claims, Evidence, Reasons Strategy 41: Color-Coded Critical Feedback Strategy 42: Rank. Talk, Write Strategy 43: Affirm and Challenge Quotes
	Create	Strategy 44: Affinity Diagram Strategy 45: Problem Solving Strategy 46: Carousel

		Brainstorming Strategy 47: SCAMPER Strategy 48: Hits and Spots Strategy 49: Six Thinking Hats (Evaluate to Create) Strategy 50: Inferential Ladder (Understand to Create)
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## Student Support, Differentiation, and Avoiding Cognitive Overload

Teachers must make sure

- they analyze and understand students' differences in terms of familial background, culture, prior learning, learning preferences, expectations, interests, goals, etc.
- they use clear and succinct language when explaining things to pupils, checking their understanding frequently;
- they use dual coding (i.e. diagrams, images or tables on a mini-whiteboard) to aid students' understanding of new content;
- they model how to complete a task before expecting pupils to work independently;
- they support pupils to recall previously learned content, before they move on to new content;
- they help pupils to organize their thinking by 'chunking' the content into smaller steps
- they ask metacognitive questions that support pupils to plan, monitor and evaluate their own learning;
- they use scaffolds (visual, verbal, and written) that support pupils to access the learning;
- they use scaffolding in a way that reduces pupils' reliance on adult support, lessening scaffolds over time;
- they provide scaffolds in a non-stigmatising way (i.e. providing them for a small group or pair, rather than only for 1 pupil);

- they work with several different pupils, forming temporary groups when several pupils have the same current difficulty;
- they promote peer tutoring, facilitating pupils learning from one another;
- they utilize technology as part of the delivery of interventions;
- they support pupils to use technology to record their learning, i.e. through speech-to-text software.
- they regularly assess the resources in terms of accessibility, relevance, origin, required level of expertise to use, rigor, engagement, design quality, alignment with the curriculum, and design quality;
- they connect new knowledge with students' existing knowledge;
- they pre-assess students' knowledge and provide them with lacking knowledge before starting a new topic;
- they make effective use of formative assessment via
  - clarifying, understanding and sharing learning intentions (e.g. by sharing clear success criteria for pupils at the outset of learning activities),
  - providing feedback that moves learners forward (e.g. by being explicit about what pupils should do next to improve their learning),
  - activating students as learning resources for one another (e.g. by explicitly teaching strategies, such as peer-assessment), and
  - activating students as owners of their own learning (e.g. by explicitly teaching pupils strategies to monitor and regulate their own learning);
- they focus on the key learning and remove distractions. Simplify the process of learning, rather than dumbing down content. Some pupils may need additional opportunities to practice. Teachers should plan extra time and support for this;
- they reframe questions to break complex concepts down into smaller units of knowledge and to highlight stages in a process or aspects of a bigger idea. Use higher order questions to stretch and challenge; and
- they use flexible grouping within class for different tasks and activities to give pupils the opportunity to learn from each other, access the whole curriculum and engage.

## Timing and Aspects of Feedback

The teachers must make sure

- they have an understanding of when to provide immediate feedback and when to postpone it based on
  - the characteristics of the task,
  - the individual student, and
  - the situation/class; and
- they focus on the task, subject knowledge (objectives), and self-regulation strategies (ATLs) and avoid focusing on students' characteristics or general aspects of the task.

## Feedback Quality and Adaptability

Teachers must make sure

- when giving feedback, they consider students'
  - motivation,
  - self-confidence,
  - trust in the teacher, and
  - capacity to receive information;
- they use strategies that encourage students;
- they monitor and support students' use of feedback; and
- they provide students with ample opportunities to use feedback (uptake).

These may include

- using graphs, pictures, and other visuals,
- rewriting,
- paraphrasing,
- illustrating,
- comparing and contrasting,
- physicalization (acting out),
- low-stake quizzes, and
- similar tasks.

## Mode of Feedback

Teachers must make sure

- they use written methods of feedback as
  - comments,
  - scores, and
  - marksboth in students' notebooks and on ManageBac; and
- they use clear, time-efficient, and timely oral feedback during the tasks and after them (as appropriate).

HODs must

- devise a colored feedback system based on their respective subjects,
- create acronyms for the most important aspects of each topic to focus on, and
- help teachers prioritize the aspects of their lessons that need more attention.

## Moving Forward with Feedback

Teachers must make sure

- they provide students with clear feedback;
- they focus mainly on short-term aims and objectives and break them down into smaller, practical steps;
- they give students thinking time and reflection time after providing them with feedback;
- they clarify and summarize the elements and expectation in the feedback; and
- they design similar tasks that require students to act on feedback.

## Literacy: Disciplinary Literacy

Teachers must make sure

- they cover and provide students with guidance on both general and subject-specific literacy; and
- their literacy instruction is carefully aligned with the subject's aims and objectives.

## Literacy: Vocabulary Development

Teachers must make sure

- they define words clearly via
  - everyday language,
  - several contextual usages of the words in focus,
  - immediate follow-on retrieval practice (e.g., sentence completion),
  - deep processing (new contexts, reflection, spaced retrieval practice, etc.), and
  - providing interesting examples from real-life;
- they teach students etymology and morphology where possible; and
- they use different strategies, including
  - word building,
  - independent word learning (dictionaries + morphology/etymology),
  - graphic organizers,
  - regular low-stake assessment,
  - signposting synonyms,
  - spelling instruction, and
  - exceptions and false friends awareness.

## Literacy: Reading

Teachers must make sure

- they avoid students' cognitive overload: the text, background information, and inference at the same time;
- at earlier stages of reading after phonics training, they model reading a text aloud, ask students to read aloud several times to develop fluency, and provide them with feedback;
- they encourage extensive reading to sustain fluency and reinforce vocabulary;
- they teach learners to be strategic readers via
  - activating prior knowledge,
  - prediction,
  - questioning,
  - clarifying (identifying uncertainties and trying to clarify them), and

- summarizing; and
- they reinforce subject-specific reading via
  - sourcing (Is the source reliable? To what extent?),
  - contextualizing (the purpose and intended audience), and
  - corroborating (comparison between sources).

## Literacy: Writing

Teachers must make sure

- they break writing down into word-, sentence-, and whole-text levels;
- they teach subject-specific connotations in vocabulary;
- they explicitly teaching planning strategies;
- they help students monitor and review their writing (e.g., checklists, peer-assessment);
- they model the strategies;
- they gradually remove assistance;
- they sequence strategies (the process writing cycle: planning, drafting, revising, editing, publishing);
- they support students by pre-writing activities to generate ideas, integration writing and other receptive skills, using AI and computers, and making transcription activities automatic;
- they motivate students via
  - collaborative writing,
  - competition, and
  - self-talk (celebrating success in writing);
- they combine writing and reading via
  - choosing high-quality texts (+ process and product writing),
  - reinforcing strategies:
    - writing before reading (jotting down background information or generating questions on the topic),
    - annotations,
    - short summaries of texts read,
    - checklists, and
    - anticipating student misconceptions in each subject; and
- they teach spelling, punctuation, and grammar via

- teaching groups of related spellings (along with morphology and etymology),
- pre-teaching problematic words and anticipating errors,
- phonics (see below),
- group work,
- self quizzes (retrieval practice; e.g., flashcards),
- handwriting practice,
- contextualizing grammar, and
- sentence-combining activities.

## Literacy: Phonics

Teachers must make sure

- they follow phonics instruction systematically;
- they include the look-say-cover-write strategy;
- they provide students with regular practice and provide them with feedback;
- they check to see if learning can be accelerated or extra support is needed;
- they make lessons enjoyable to pupils;
- they group pupils (121 and small-group tutoring);
- they make careful adaptations in their instruction where needed;
- they teach and assess phonological awareness and phonemic awareness:
  - isolation: alliteration, recognizing shared final phonemes, isolating the first phoneme,
  - blending: creating words from isolated phonemes, blending longer words with consonant clusters,
  - segmentation: segmenting words to their isolated phonemes, segmenting longer words with consonant clusters, manipulating longer words by deleting phonemes within consonant clusters,
  - addition: manipulating words by adding phonemes in different locations,
  - deletion: deleting phonemes from the beginning or end of words, manipulating words by deleting phonemes in consonant clusters, and
  - substitution: replacing the first phoneme with another to form a rhyming string, substitute a phoneme within a word.
- they deal with errors:

- phonological error: explicit teaching of phonemes and sounding them all through the words, as well as teaching digraphs,
- orthographical: teaching patterns in words, and
- morphological: teaching affixes and assigning them to meanings.

## Dialogic Learning: Structured Talk in the Classroom

Teachers must make sure

- they encourage accountable (high-quality) talk:
  - knowledge (being accurate and true),
  - reasoning (justifications for claims), and
  - community (listening and showing respect);
- they encourage metacognitive talk (learning and barriers to learning):
  - elaborative interrogation (Why is something true?), and
  - self-explanation (Why am I studying this subject/topic? How is it related to other topics/subjects?);
- they
  - use questioning to increase challenge and deepen learning,
  - prompt pupils to inspect their existing knowledge – articulating and retrieving helps clarify and consolidate learning, and improves the likelihood that it will be retained,
  - focus pupils on the key components of the learning sequence,
  - model for pupils how experienced learners seek meaning, moving them towards greater independence,
  - prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding (e.g. ‘tell me how you reached that answer’, ‘what tells you that this is the correct answer?’),
  - use ‘hands-down’ questioning – when you pose a question to the whole class, give them thinking time, then you select the pupils to speak,
  - combine ‘hands-down’ with ‘think-pair-share’, where everyone thinks alone, then discusses with a partner, before the teacher selects the pupils to answer, and

- allow thinking time – often a little longer than feels naturally comfortable; and
- they use strategies:
  - modeling,
  - integrating talk and receptive skills (first reception, then production),
  - sentence starters and prompts,
  - open-ended questions,
  - setting goals and roles in group discussions,
  - wait time,
  - feedback, and
  - whole-school routines.

## Class Management and Improving Student Behavior

Teachers must make sure

- they figure out the reason behind a student's behavior,
- they explicitly teach, model, prompt, and scaffold desirable behavior;
- they set clear expectations and simple routines for daily class activities;
- they consider each and every student's context and background when interpreting or addressing behavior;
- they provide students with engaging content in the lessons;
- encourage students to reflect on their own behavior (self-management skills in ATLs);
- they use reward systems after they have rigorous classroom management approaches in place;
- they inform the HODs and parents about students' behavior (meetings, ManageBac behavioral messages, etc.); and
- they adapt their approaches to students' individual needs, especially for the students with challenging behaviors.

The HODs must make sure

- they train teachers in classroom management techniques and strategies;
- they encourage teachers to reflect on their own class management approaches;
- students have a friendly, constructive connection to one of the school staff; and

- school behavioral policy is clear and consistently applied.

## Motivation

Teachers must make sure

- they praise students' efforts, not their ability;
- they never label students positively or negatively in their comments;
- they show students that hard work pays off;
- learners look at failure as part of learning and learn from it;
- they provide students with ample ATLs;
- learners set SMART goals;
- learners feel teachers' support and trust; and
- they provide students with an acceptable level of challenge and tap into their curiosity (engagements and provocations).

## School-Parents Connection

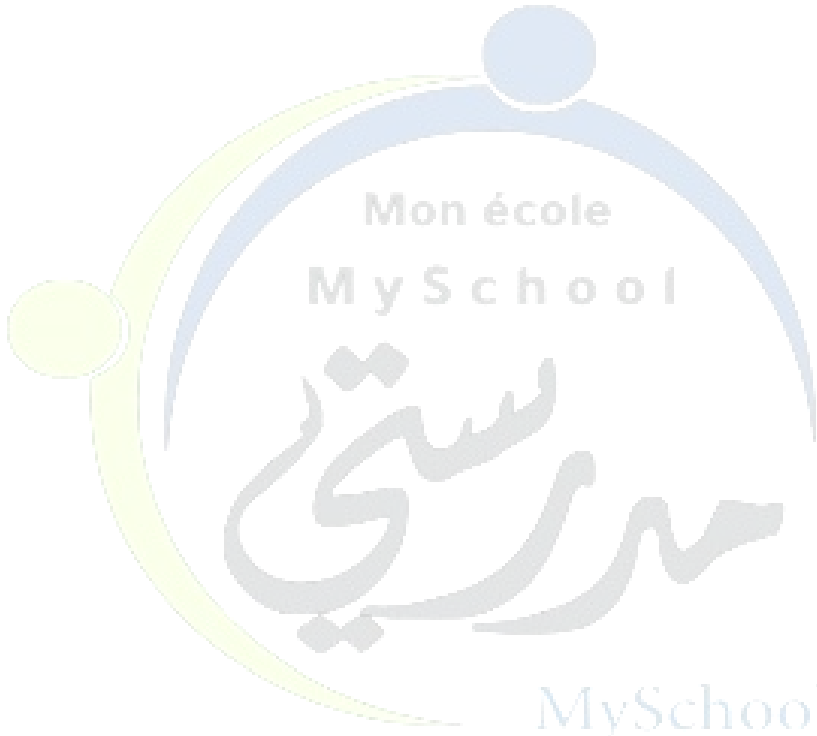
The school's leadership team and teachers must make sure

- parents are contacted effectively and regularly and are informed about their children's progress (SMS, ManageBac, phone calls, etc.);
- parents are provided with tips, support, and resources they may need to support their children's learning at home;
- they support parents to set and follow good homework and exercise habits at home for their children;
- they help parents teach their children how to set goals, plan, manage their time, and manage their emotions;
- they maintain a two-way approach to communication where parents also have a say;
- they clearly share expectations with parents;
- they hold meetings and workshops with parents in case a more fundamental change is necessary.

## Sustaining Development

All the stakeholders must make sure regular monitoring, assessment, and data collection and interpretation are in place. The intervention and literacy framework

are to be followed strictly as well. We believe that professional development is a process that may take at least two semesters to take effect and emerge in classroom practices and student outcomes.



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