

GIIS-AD-Policy-26-27-017

TEACHING AND LEARNING RESOURCE POLICY

Last Review	April 2026
Revised on	11 April 2026
Reviewed by	Principal, Vice Principal, SLT, Inclusion Head, Learning Resource Committee
Next Review	April 2027

SCOPE/INTENT

To provide all Students, teachers and parents with an understanding of teaching and learning practices at GIIS.

RESPONSIBILITY & AUTHORITY

Academic Supervisor and Subject Heads of Departments shall be responsible for the implementation of this policy. This policy will be reviewed and updated as needed by the school and in line with ADEK guidelines from time to time.

APPLICATION

This Policy is applicable to all teachers and students of GIIS.

POLICY

At GIIS, we are committed to high quality teaching and learning to raise standards of achievement for all students. This policy summarizes expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At GIIS, we recognize that education involves children, parents, staff, School Management Committee, Board Members, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- Recognize the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- Ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- Develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- Develop children's confidence and capacity to learn and work independently and collaboratively;
- Develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- Encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- Encourage children to value the diversity in our society and the environment in which they live;

- Encourage children to become active and responsible citizens, contributing positively to the community and society.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. All members of the school community should work towards the school's aims by:

- Esteeming children as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well ordered environment in which all are fully aware of behavioral expectations;
- Offering equal opportunities in all aspects of school life and recognizing the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviors and work;
- Working as a team, supporting and encouraging one another.

Teachers will strive to:

- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- Recognize and be aware of the needs of each individual child according to ability and aptitude;
- Ensure that learning is progressive and continuous;
- Be good role models, punctual, well prepared and organized;
- Keep up-to-date with educational matters;
- Provide clear information on school procedures and pupil progress;
- Have a positive attitude to change and the development of their own expertise;
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- Providing support for the discipline within the school and for the teacher's role;
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- Participating in discussions concerning their child's progress and attainment;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behavior;
- Support the school's homework policy and give due importance to any homework;
- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allowing their child to become increasingly independent as they progress throughout the school;
- Informing the school of reasons for their child's absence;
- Actively supporting the Home-School Agreement.

Students are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep;
- Attending school regularly and punctually;
- Being organized, bringing necessary equipment, taking letters home promptly, etc;
- Conducting themselves in an orderly manner in line with the expected behaviour policy;
- Taking increased responsibility for their own learning.

The community is invited to support the school by:

- Contributing to activities, such as assemblies, specialist outings, clubs, etc.

- Presenting themselves as positive role models to be emulated;
- Organizing activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- Supporting school events;
- Voluntarily helping in the classroom.

Planning

The foundation for curricular development is the School Development Plan, developed through a process of collaboration between staff, and approved by governors.

At GIIS, we are committed to following the programmes of study as required by the CBSE, India and Ministry of Education, UAE.

Planning takes place before the beginning of the academic session in April every year. Implementation is monitored throughout the year through a variety of mechanisms.

Supervisors have a variety of roles. These include:

- Taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- Supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- Monitoring progress for their levels and advising the Principal on action needed; taking responsibility for the purchase and organization of central resources for their subjects;
- Using release time to support colleagues;
- Keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavor to make use of cross curricular opportunities to enhance learning.

Organization

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- Whole class teaching;
- Group work, organized according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- One to one teaching;
- Conferencing;
- Collaborative learning in pairs or groups;
- Independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organized to facilitate learning and the development of independence. For example:

- Resources in each area will be grouped according to curriculum subjects;
- Labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- Areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- Pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Classroom helpers assist with the many aspects of school life. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Students are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Student of the Month' awards are given monthly to celebrate individual academic or behavioral achievement.

Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- Provision of an integrated curriculum;
- Teacher observation;
- Discussion and questioning (open and closed as appropriate);
- Previewing and reviewing work;
- Interactive teaching;
- Conferencing;
- Listening;
- Brainstorming;
- Providing opportunities for reflection by students;
- Providing opportunities for repetition/reinforcement;
- Providing encouragement, positive reinforcement and praise;
- Making judgments and responding to individual need;
- Intervening, as appropriate, in the learning process to encourage development.
- Providing all students with opportunities for success;
- Using a range of communication strategies – verbal and non-verbal.

The emphasis of our policy is on a good variety of experiences, and we encourage children increasingly to take an active role in their own learning. Thus:

- Investigative work is used;
- Children are encouraged to communicate findings in a variety of ways;
- Opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At GIIS, we recognize the importance of key skills. Opportunities will be made available across the curriculum to develop:

- Application of number;
- Communication;
- Computing skills
- Problem solving;
- Working with others;
- Improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- Creative thinking;
- Critical thinking;
- Enquiry;
- Information processing;
- Reasoning;
- Evaluation.

Learning Processes and Learning Styles

Students enter school at different stages of development. They learn in different ways and at different rates of progress. In the course of learning, students develop their skills through a variety of processes and learning styles. These include:

- Investigation;
- Experimentation;

- Listening;
- Observation;
- Talking and discussion;
- Asking questions;
- Child-initiated play;
- Practical exploration and role play;
- Retrieving information;
- Imagining;
- Repetition;
- Problem-solving;
- Making choices and decision-making.

At GIIS, opportunities are organized to allow students access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognize that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, e.g. VAK. Teachers are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'.

Planning will incorporate as many styles of working as possible. These styles include:

- Individual learning;
- Collaborative learning in small groups, or pairs;
- One to one learning with an adult, or more able pupil;
- Whole class;
- Independent learning.

Group work may include friendship, matched ability, mixed ability, etc. appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Effective learning is ensured through the process of monitoring successful teaching and students' learning outcome i.e. Baseline Study, regular periodic tests and benchmarking tests.

Resources

Classroom and central resources are the responsibility of classroom teachers and HoDs who ensure that:

- There is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable for the task in hand.
- All children know where classroom resources are kept and the rules about their access and use.
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- The library is a valued resource and used appropriately.
- Children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom and special rooms are appropriately equipped to meet the curriculum needs and achievement of learning outcomes by students.



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