



## **Futuraskolan International School of Stockholm Learning Policy**

The aim of this policy is to ensure consistency in our approach to facilitating rigorous learning, and to serve as a tool for reflection and evaluation of our learning processes. Our mission is to ensure that our practices are progressive and follow cutting-edge research in pedagogy.

Grades 1-5 follow the International Primary Curriculum (IPC), Grade 6-8 follow the International Middle Years Curriculum (IMYC), and Grade 9 is a preparatory year for the International Baccalaureate Diploma Programme (IB DP) High School track focusing on independent study skills and critical thinking. Additionally, we supplement with conceptual knowledge found in other curricula, such as: Singapore Math and the Teachers College Reading and Writing Project in primary school; the US Common Core Standards and the Next Generation Science Standards in middle school.

For Grades 1-8, each unit of study adheres to the same learning process: Entry Point, Knowledge Harvest, Learning Activities that involve the stages of research, recording, and reflection, an Overarching Reflection, and an Exit Point. Assessment to Improve Learning is ongoing and allows for student choice and autonomy. Opportunities are also provided for students to take action and move their learning from their notebooks to the real world. For our Grade 9 Learners, we graduate from the pedagogical structure of the IMYC to prepare students for high school, introducing elements of the IB DP, such as subject content, the IB Learner Profile and command terms, and supporting an individual independent project work, the Discovery Project.

Additionally, we have developed the following school-wide definitions that motivate all our planning, teaching, and assessment practices:

**Our Promise:** *At Futuraskolan International every child is visible, challenged, and successful.*

**Our Shared Vision:** *We challenge and motivate each student to take responsibility in becoming open-minded and engaged global citizens, who are kind, empathetic, progressive and respectful.* Our definition is underpinned by and should be considered in conjunction with:

- the International Learning Goals informing our International Mindedness definition,
- and the Personal Goals. We aim to help learners become adaptable, collaborators, communicators, empathetic, ethical, resilient, respectful, and thinkers.

**International Mindedness** *is the ability to be open-minded, adaptable, appreciative, and respectful of other cultures and one's own, and to be actively involved in global issues.*



## **Our Definition of Learning:**

*Learning is a continuous journey of personal growth and development of knowledge, skills, and understanding.* We encourage our students to take an active role in our school community.

The following definitions are a contribution from the representatives of our student body:

- **Knowledge:** Information and facts that can be memorized.
- **Skills:** Being able to do something. You learn a skill by practicing it.
- **Understanding:** Making meaning of your knowledge and skills; making connections between topics learnt at school and real-life situations.

## **Transitioning from the IPC to the IMYC**

In order to respond to the specific development needs of the teenage brain, all our practices center around and consider the following 6 Key Needs of the Adolescent Brain: interlinking learning, making meaning, working with peers, developing agency, taking safe risks, transitioning from elementary education to exam-focused years.

## **Transitioning from the IMYC to Grade 9**

In order to respond to the specific needs that our students have as they navigate the high school application process we prepare the students for those skills through our Discovery Project. The Discovery Project is independent project work based on the students' interests and talents, resulting in a product or outcome presented at the end of their Grade 9 year. Through these efforts our students strengthen their abilities in research, reflection, personal engagement, creativity and project management, and better prepare themselves to be motivated independent learners in high school.

*Updated: January 2021*