



LISA Curriculum Policy

Purpose: This curriculum policy document serves as a framework for Lemania International School Altdorf (LISA) and is consistent with the stated principles and practices of the IB.

School Mission Statement:

Lemania International School Altdorf believes in the curious nature of every child and our mission is to develop students as competent, curious, and engaged global citizens who help to create a more caring and peaceful world.

We are convinced that curiosity of other cultures fosters intercultural respect and understanding in an international environment.

We believe that curiosity together with open-mindedness and compassion leads to excellence in achievement and every students' realization of his or her true potential.

We believe that curiosity, in combination with a principled framework, encourages students in their learning process in key ways:

Core Values and Guiding Principles

Innovation. We lead in *innovative and creative* problem solving, across local and global settings.

Respect. We endeavour to understand ourselves and our unique perspectives whilst respecting the perspectives, values and culture of others.

Accountability. We take personal ownership of our actions and take responsibility as citizens of the world.

Communication. We understand the importance of multilingual communication, audience adaptation, and the virtue of listening in cooperating with others.

Reflective. We learn to understand our strengths and weaknesses through a guided process of self-reflection and personal development.

Academics. We strive for academic excellence and support our students to develop their individual abilities to the highest level of their potential. We provide a high quality international education, leading in pedagogy, innovation and global citizenship, within an intercultural environment.

Vision

We are committed to becoming an outstanding International Baccalaureate educational institution providing a challenging and well-rounded education to students from across the globe that imparts critical thinking skills, knowledge and a lifelong love of learning necessary for them to thrive as global citizens. We are committed to developing future generations of leaders prepared to tackle global challenges with confidence. We are committed to openness, inclusiveness, diversity, environmental sustainability, and excellence in achievement.



1. Learning Philosophy

The LISA curriculum policy is comprised of all activities that we as a school organise to promote learning, and personal development. This alludes to the written curriculum but also to all activities that help students develop as individuals and help them become responsible citizens of the world. We aim to keep the students' curiosity and thirst for knowledge alive and hope that we will help them grow as responsible individuals with core values. This document provides the guiding principles and ethos for learning.

At LISA we believe:

- That learning can be fun and meaningful.
- That every child has potential and should be given an opportunity to express it.
- That every child must be valued as an individual and as part of a learning community.
- That we are all lifelong learners.
- That international-mindedness is key to understanding culture and get a clearer vision of local and global issues.
- That languages play a key role in the appropriation of knowledge.
- That respect is essential to promote a favourable learning environment.

2. Aims

We wish our curriculum to enable students to:

- Enjoy learning.
- Build on successes and build up self-esteem.
- Understand that mistakes and errors are part of the learning process.
- Make use of their critical thinking at all times
- Become independent.
- Keep their creativity and innovative spirit alive.
- Be given significant time to learn new content and skills to keep learning as an enjoyable experience.
- Find the learning methods that correspond the best to the students learning style.
- Stay open-minded.
- Be communicators and listeners.
- Be flexible.
- Be able to set their own goals.
- Be knowledgeable of their strengths and weaknesses.
- Take responsibility for their own learning.
- Not shy away from difficulties and challenges.
- Be able to evaluate and assess their own learning
- Respect academic honesty at all times.
- Value collaborative work and team effort.
- Help others learn.
- Understand the importance of being balanced as learners.
- Make learning more meaningful by putting in in context.
- Never give up.
- Know how and where to seek for help.
- Be inquirers and learn with enthusiasm.
- Be knowledgeable and develop conceptual understanding.
- Use critical and creative thinking.



- Act with integrity and honesty while being principled.
- Remain open-minded and see differences as values.
- Show empathy and be caring towards others.
- Be resilient and keep learning by being risk-takers. Step out of the comfort zone.
- Be balanced between physical, intellectual and emotional aspects.
- Be reflective learners taking the time to stop and think about what you have done and what consequences it may have.
- That respect is essential to promote a favourable learning environment.

3. Curriculum

We wish our curriculum to promote concurrency of learning. As such, we make sure to offer a variety of subjects to give every student an opportunity to feel comfortable within his choice of subjects and to give them the most chances to fulfil their dreams. As it stands, the subject offer is:

For languages

- English A
- Chinese A
- German A*
- English B
- French ab initio*
- German ab initio*
- Self-taught languages (whenever possible)

For humanities

- History
- Economics
- Business Management

For experimental sciences

- Physics
- Biology
- Chemistry

For mathematics

- Mathematics standard level
- Mathematics higher level



4. Pedagogy

Inquiry-based learning

Experience is the most efficient way to enjoy and acquire a solid education. Through a dynamic classroom approach, and a student-centred pedagogy, students acquire a deep knowledge of local and global issues. They are not only provided with a solid theoretical background but are also encouraged to investigate complex problems through active and inquiry-based learning. We make sure that students are challenged with interesting and insightful projects on which they work for an extended period. It is the most suitable way to prepare them for universities.

Initiation to research

Students are encouraged to conduct experiments and provide reports detailing their research results. This prepares them to work within an academic environment which is an excellent preparation for university studies.

Epistemology

Students consider questions such as: “What is knowledge?”, “How do we acquire knowledge?” and “What should we make of knowledge?”. In this context, we believe that epistemology is a vital tool for the learning experience and must be the focus of each student.

Community service

Students achieve balance in the curriculum by recognizing the importance of being caring young citizens, volunteering their time to create a better world on a local and global scale.

Mentoring

LISA has introduced a mentoring program. This means that every teacher is personally responsible for certain students. The extent of the role of the mentors is varied and depends on the student needs. This allows students and teachers to build a relationship of trust and understanding which also contributes to the classroom’s environment.

Students leadership program

Students Leadership Programs allow students to take responsibility and initiative. They can demonstrate their sense of organisation. It is also a chance for them to obtain additional experience which will prove helpful in applying successfully to the best universities across the world. We promote and support these programs as we truly believe that it is an essential opportunity for students.

All teachers are responsible for planning, evaluating and teaching in their classes. This is done by using unit planners. The written curriculum is at students and parents’ disposal. Attention is given to differentiation in the classroom. Individual study plans may be handed out when the



situation requires it. These individual study plans outline assessment opportunities and expected outcomes.

5. Assessment

Assessments are described in detail in the assessment policy.

6. The roles of the head of departments

It is the role of each head of department to keep apprised with the developments in their subject and to keep the school community informed about it. It is also their role to promote collaborative work and interdisciplinarity. Head of departments should:

- provide a coherence for the teaching of the subject among the teachers.
- provide advice and strategic support to colleagues.
- support the development of the subject and improve the quality of teaching and learning over time.
- evaluate the need for resources in the subject area.
- monitor the students progress and plan lessons observation.
- monitor and evaluate teacher's planning and teaching.
- liaise with the governing body.
- make sure there is consistency across all aspects of the curriculum for the subject area.

7. Inclusive education

SEN or, as we prefer to call it, inclusive education, is addressed in a different document called 'Inclusive Education Policy'.

8. Communication to parents

Communication with parents is key. We strongly believe that education is a collaborative works and implies all the actors of the community. Therefore, it is utterly important to keep the parents apprised of the students' progress, of their strengths and successes, but also of their weaknesses and areas of improvement. The communication happens in different ways:

- Formal communication from the school to the parents regarding, any aspect of the school life.
- Formal communication through written reports, showing the progress of students and their performance in ATLS.
- School website informing parents of what is happening in the curriculum.
- Parents are also informed by documents shared on Gdrive, such as lesson plans, curriculum changes and other important information.
- Meetings with teachers, formally and informally. This is done with parents at least twice a year but can be requested by parents or teachers at any time if any party finds it necessary or useful.
- Communication with mentors is utterly important. They are often the link between the parents, the teachers and students. They should be contacted regularly and often have a very good knowledge of the students' overall performance.
- Communication can also be established with the class prefects if and when necessary.



9. Extra-curricular activities

Extra-curricular activities are normally compulsory for students. However, students often create their own clubs and have a certain latitude to choose between several activities. However, we always require them to have at least an artistic activity, a sports activity and a community service project.

10. Resources

LISA cares to provide students with sufficient resources to be successful in their research projects. The resources are described in another document called “Academic Honesty Policy”.