



ISH

INTERNATIONAL
SCHOOL OF
HELSINKI

HIGH QUALITY LEARNING AND TEACHING POLICY

Purpose.....	3
Mission and Vision.....	3
Mission.....	3
Vision.....	3
Core Values: The ISH Catalysts.....	4
Wellbeing.....	4
Autonomy.....	4
Belonging.....	5
Connection.....	5
Alignment with the IB Learner Profile and ACE Learning Frameworks.....	6
IB Learner Profile.....	6
ISH Catalyst and IB/ACE Alignment Table.....	6
Approaches to Learning and Teaching (ATL and ATT).....	7
High-Quality Learning.....	7
High-Quality Teaching.....	8
Profile of a High-Quality Teacher.....	8
A Culture of Reflection, Feedback, and Growth.....	9
Self-Reflection Framework.....	9
Assessment Principles and Practices.....	9
Use of Data to Support Learning.....	10
Use of Technology and Artificial Intelligence (AI) in Learning and Teaching.....	11
Technology Integration.....	11
The Role of AI.....	11
Ethical Considerations and Responsible Use.....	12
Supporting Academic Integrity with Technology.....	12
Global Citizenship and Children's Rights.....	13
Learning Environment.....	13
ISH Teacher Profile: Commitment to Students.....	13
ISH Professional Growth Cycle (for pilot implementation in 2025).....	14
Curriculum Delivery and Evaluation aligned with the Finnish Basic Education Act.....	14
Collaboration with Families and the Community.....	15
Commitment to Ethical Teaching Practices.....	15
Commitment to Safeguarding.....	15
Commitment to Continuous Improvement.....	15
Key Documents and sources of information.....	16
Annexe 1- ISH Teacher Job Description.....	18

Purpose

This policy defines and maintains the principles that guide high-quality learning and teaching at ISH. It reflects our commitment to fostering an inclusive, engaging, and academically challenging environment aligned with ISH's mission and vision. In alignment with the International Baccalaureate (IB) framework, our policy incorporates the core tenets of IB learning, including inquiry-based learning, global citizenship, and holistic student development.

In alignment with the ACE Learning Ecosystem, ISH supports the transformational dimensions of Conceptual Understanding, Commitment, Capacity, and Competence (the 4 Cs) to ensure impactful change that promotes high-quality learning.

Mission and Vision

Mission

Our learning community is Inclusive, Challenging, and Engaged. We provide a diverse and inclusive learning environment where students are empowered to explore their identity, strengths, and potential while respecting others. We challenge students to engage in deep learning experiences, encouraging both personal and academic growth.

The IB mission similarly emphasizes the development of inquisitive, knowledgeable, and caring young people who, through intercultural understanding and respect, help create a better, more peaceful world.

Vision

"We empower and inspire one another to take thoughtful action" by creating a learning community where diversity is cherished, every student feels a sense of belonging, and learning is personalized to meet individual needs. We foster autonomy, connection, and well-being to ensure our students are equipped to act with empathy and purpose in an increasingly interconnected world.

The IB vision supports a similar approach, focusing on international-mindedness and ensuring that students are prepared for global challenges through education that emphasizes intercultural understanding and respect.

ISH is committed to fostering socially responsible leadership in students and staff, aligned with CIS principles. We emphasize ethical decision-making, integrity, and responsible global citizenship, preparing students to take thoughtful actions that positively impact society.

Our vision aligns with the International Baccalaureate's commitment to fostering international-mindedness. We aim to cultivate students' intercultural understanding and respect, ensuring they are well-prepared to contribute positively in an interconnected world. Empathy, respect for diversity, and ethical action form the foundation of our students' ability to thrive in an increasingly globalized environment.

Core Values: The ISH Catalysts

The ISH Catalysts - Wellbeing, Autonomy, Belonging, and Connection - are the guiding principles and values for our approach to teaching and learning. These catalysts resonate with the core philosophy of the IB's Learner Profile, which seeks to develop students as inquirers, knowledgeable, principled, and reflective learners who are capable of thinking critically and ethically about the world around them.

In alignment with the ACE Learning Ecosystem, the ISH Catalysts also support the transformational dimensions of Conceptual Understanding, Commitment, Capacity, and Competence (the 4 Cs), ensuring that learning fosters deep reflection, ethical decision-making and the ability to act with autonomy in an increasingly complex and interconnected world.

Wellbeing

In the context of teaching and learning, Wellbeing means prioritizing the physical, emotional, and social health of both students and staff. Teachers create a supportive classroom environment that encourages students to feel safe, valued, and comfortable expressing themselves. We pursue a balance between academic demands and students' mental health, ensuring that all students have the resources and support necessary to thrive in their learning journey.

Aligned with ACE Learning's emphasis on preparing students for real-world challenges, we also encourage students to consider how their wellbeing affects their lifelong learning trajectory and the communities they engage with.

In the IB approach, student well-being is at the heart of effective teaching and learning, emphasizing holistic development that nurtures emotional and social well-being alongside academic success.

In Practice:

- Creating classrooms where emotional, physical and social safety is prioritized alongside academic rigor.
- Integrating social-emotional learning into daily learning.
- Providing students with opportunities to develop resilience, embrace challenges in their learning, build agency, and enhance collaboration skills to support continuous learning.

Autonomy

Autonomy at ISH is a developmental process where students are guided to take control of their learning progressively. It is not about granting full independence from the outset but rather nurturing a growing sense of independence. Teachers balance guidance and structure with opportunities for students to make choices, gradually increasing autonomy as students develop the skills to manage their learning responsibly. This balance ensures that students are empowered to make thoughtful decisions within a supportive framework.

Aligned with the IB, autonomy promotes student agency through inquiry-based learning, where students take ownership of their learning by exploring their interests and engaging in self-directed learning tasks.

Aligned with the ACE Learning Ecosystem, this approach supports conceptual understanding by encouraging students to explore their learning pathways within a structured framework.

In Practice:

- Providing students with structured choices in learning activities while guiding them through decision-making.
- Balancing freedom and restrictions to help students learn the consequences of their choices.
- Offering reflection opportunities to help students grow in their ability to self-manage.

Belonging

Belonging reflects our commitment to ensuring that every student feels valued, respected, and included. Teachers strive to create a classroom environment where diverse perspectives and identities are embraced, and students are encouraged to contribute to the learning community. Belonging is not only about acceptance but also about fostering a shared sense of responsibility and collective engagement in the learning process.

The IB promotes an educational community that emphasizes intercultural understanding, ensuring students recognize their role as global citizens.

Aligned with ACE's focus on intercultural competence, ISH ensures that students experience belonging in a global context, preparing them to engage meaningfully with diversity.

In Practice:

- Implementing teaching practices that affirm students' identities and perspectives.
- Creating classroom cultures that promote collaboration, empathy, and shared success.
- Building strong relationships between students and teachers, ensuring every student feels seen and heard.

Connection

Connection extends beyond the classroom, encouraging students to link their learning to real-world issues and their roles as global citizens. At ISH, we emphasize the importance of understanding the broader implications of learning and how knowledge can be applied to solve problems in local and global contexts. Connection also involves fostering strong relationships within the learning community, including teachers, students, and families.

The IB approach highlights global citizenship and real-world application, encouraging

students to think critically about global issues, develop intercultural awareness, and contribute meaningfully to the world around them.

Aligned with the ACE learning principle, we focus on equipping students with the competence to apply their learning to global contexts.

In Practice:

- Using project-based learning to apply classroom knowledge to real-world situations.
- Promoting global citizenship by incorporating intercultural learning and discussions about global issues.
- Encouraging students to reflect on how their learning connects to their personal goals and the world around them.

Alignment with the IB Learner Profile and ACE Learning Frameworks

IB Learner Profile

The IB Learner Profile is central to ISH's commitment to developing internationally minded, responsible citizens who contribute positively to the world. The ten attributes - Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective - guide our students' academic and personal growth. Through the Learner Profile, ISH nurtures inquiry, ethical decision-making, intercultural understanding, and respect, fostering students' capacity to act with empathy and integrity. This holistic approach equips students to navigate an increasingly interconnected and complex world with confidence and resilience.

ISH Catalyst and IB/ACE Alignment Table

ISH Catalysts	IB Learner Profile	Alignment	ACE Learning Ecosystem Alignment
Wellbeing	Caring, Principled, Balanced	Prioritizing care, empathy, ethical behavior, and a balanced approach to physical, emotional, and social health.	Empathy: Fostering emotional well-being, care for others, and ethical responsibility in social and academic contexts.
Autonomy	Inquirers, Thinkers, Risk-takers	Encouraging students to take ownership of learning, engage in critical thinking, and embrace challenges.	Autonomy: Supporting student-driven inquiry, decision-making, and intellectual risk-taking.

Belonging	Communicators, Open-minded	Fostering inclusivity, empathy, and embracing diversity to create a cohesive learning community.	Connection: Emphasizing intercultural understanding and inclusivity to create a strong sense of community and mutual respect.
Connection	Knowledgeable, Reflective	Building global awareness and applying knowledge to real-world situations, encouraging reflection and responsibility.	Conceptual Understanding: Developing a deep, reflective understanding of knowledge that connects with global issues. Engagement: Applying knowledge in meaningful, real-world contexts.

Approaches to Learning and Teaching (ATL and ATT)

Building on the IB Learner Profile, ISH emphasizes both Approaches to Learning (ATL) and Approaches to Teaching (ATT). ATL focuses on developing key skills such as communication, critical thinking, collaboration, research, and self-management. These skills enable students to take ownership of their learning and thrive as global citizens. ATT ensures that our teaching practices are inquiry-based, conceptually focused, and designed to nurture the holistic development of each student. Both approaches are integrated across all grade levels, fostering reflective, engaged, and independent learners.

High-Quality Learning

High-Quality Learning at ISH is a journey to consolidate and extend students' knowledge, understanding, and skills to create meaning. It is an aspirational commitment to personalize learning to meet each student's needs. It fosters collaboration, reflection, and real-world application while embedding a deep respect for Diversity, Equity, Inclusion, and Justice (DEIJ). Learning can be individualized, collaborative, active, or reflective, providing challenges and moments to build confidence. Learning becomes dynamic, impactful, and transformative through inquiry, reflection, and goal-oriented experiences, preparing students to become self-directed, ethical global citizens.

Learning at ISH is:

- **Individualized and Collaborative:** Teachers create inclusive and flexible learning experiences that acknowledge individual learning needs while fostering a collaborative environment where students learn with and from each other.
- **Active and Reflective:** Learning involves both active engagement and continuous reflection to ensure growth and adjustment.
- **Challenging and Confidence-Building:** Learning provides challenges that stretch students' abilities, alongside moments that build confidence and success.

- **Conceptual and Real-World Focused:** Learning is applied to real-world problems and contexts, helping students understand the relevance of their education.
- **Lifelong:** Learning instills a love for continuous development, curiosity, and the skills needed for future success.

Aligned with the IB philosophy, ISH fosters inquiry, reflection, and real-world application, encouraging students to grow into self-directed global citizens. As IB Learners, we strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

In line with the ACE Learning Ecosystem, ISH integrates the dimensions of Conceptual Understanding, Commitment, Capacity, and Competence (the 4 Cs) to create meaningful and impactful learning.

Guided by the CIS domains - purpose and direction, Student Learning, Well-being, Global Citizenship, and Leadership and governance - ISH nurtures holistic growth, leadership potential, and global citizenship, supporting student well-being and ethical responsibility.

Learning at ISH is also shaped by our catalysts of Wellbeing, Autonomy, Belonging, and Connected Learning, ensuring a balanced and supportive environment for all learners.

High-Quality Teaching

At ISH, high-quality teaching is an ongoing process of reflection, collaboration, and growth. It is built on:

- **Inclusive and Supportive Practices** – Creating learning experiences that acknowledge individual needs while fostering collaboration.
- **Engaging and Inquiry-Based Learning** – Encouraging curiosity, student agency, and deep thinking through meaningful inquiry.
- **Challenging and Rigorous Learning** – Using a variety of teaching strategies to stretch students' thinking and promote deep understanding.
- **Building Essential Skills** – Embedding communication, critical thinking, collaboration, and self-management into everyday learning.
- **Assessment and Feedback for Growth** – Using assessment to guide learning, with clear feedback that helps students reflect and improve.

Profile of a High-Quality Teacher

At ISH, we believe a high-quality teacher is someone who:

- **Has a Growth Mindset** – Continuously reflects on and improves their practice, embracing new ideas and feedback.
- **Engages in Professional Learning** – Actively seeks opportunities to develop skills, learn from peers, and refine teaching strategies.
- **Builds Meaningful Relationships** – Fosters trust, respect, and collaboration with students and colleagues.
- **Values Reflection and Feedback** – Uses self-reflection and professional dialogue to enhance teaching and student learning.

- **Encourages Student Agency** – Empowers students to take ownership of their learning and develop independence.

A Culture of Reflection, Feedback, and Growth

Great teaching happens when educators are open to learning, reflecting, and growing together. At ISH, we support this through:

- **Professional Dialogue and Peer Learning** – Teachers observe lessons, share best practices, and learn from each other.
- **Ongoing Self-Reflection** – Encouraging teachers to recognise strengths, explore areas for growth, and set professional goals.
- **Feedback and Coaching** – Just as students receive feedback, teachers also benefit from structured feedback cycles, including peer discussions, coaching, and collaborative lesson reflections.
- **A Safe Space for Learning and Experimentation** – Recognising that not every lesson will be perfect and that learning from challenges is part of improvement.

Self-Reflection Framework

To support professional growth, teachers are encouraged to reflect on their practice using the "**Thinking about it, Working on it, Living it**" approach:

- **Thinking about it:** Identifying an area for growth.
- **Working on it:** Trying new strategies and approaches.
- **Living it:** Consistently applying and refining best practices.

By fostering **a culture of shared learning, feedback, and self-reflection**, we ensure that high-quality teaching is not just an expectation but a lived practice.

Assessment Principles and Practices

At ISH, our assessments align with the IB's commitment to ensuring that learning is meaningful, fair, and constructive for all students. We uphold IB's rigorous standards of validity, reliability, and security in our assessment practices. This includes strict adherence to IB security protocols and ensuring all summative assessments meet international benchmarks. Our use of technology enhances the validity and equity of assessments, reflecting IB's shift towards digital tools. Teachers receive ongoing, IB-recognized professional development to stay current with global best practices, ensuring assessments remain inclusive, consistent, and of the highest quality.

- **Assessment Validity:** Our assessments measure what they are designed to measure and provide meaningful feedback on student learning. Construct validity is central, ensuring tasks align with the intended learning outcomes.
- **Feedback and Feed Forward Balance:** Feedback (ongoing reflection and input) and feed forward (guidance for future learning) monitor progress and guide instruction. Feedback allows students to reflect on and adjust their learning, while feed forward provides insights and strategies for improvement, helping to shape their future learning experiences.

- **Holistic Assessment:** ISH assessments go beyond academic knowledge, aiming to develop students' skills in communication, critical thinking, and global citizenship. Assessments reflect the development of competencies in line with the IB Learner Profile.
- **Inquiry-Based and Real-World-Focused Assessments:** The IB philosophy of inquiry-based learning is central to our assessment approach. It encourages students to explore, question, and reflect on real-world issues, preparing them to think critically and act responsibly.
- **Constructive Feedback and Reflection:** Teachers provide clear, actionable feedback through formative and summative assessments, guiding students' growth as reflective, self-directed learners.
- **Technology in Assessment:** ISH is committed to using relevant technology to enhance assessment practices. Digital tools ensure that assessments are valid, reliable, and equitable, aligning with the IB's move toward digital assessments.

Use of Data to Support Learning

At ISH, the effective use of data is integral to fostering high-quality, valid, and equitable learning. Data provides critical insights into student progress, informs teaching practices, and supports timely interventions. We leverage various types of assessments—*assessment for learning* (to inform ongoing instruction), *assessment as learning* (to encourage student self-monitoring and engagement), and *assessment of learning* (to measure learning outcomes)—to ensure that learning remains personalized, reliable, and meaningful, supporting each student's growth.

Data-informed reflection enables teachers to continuously refine their approaches, ensuring that learning remains dynamic, inclusive, and responsive to each student's evolving needs. Data extends beyond grades to include both **qualitative and quantitative** sources, such as teacher assessments, professional judgment informed by educational theory and best practices, and the individualized relationships teachers build with students. By using a range of valid and fair data—such as observations, formative and summative assessments, student feedback, and classroom interactions—we foster transparency, accountability, and continuous improvement at individual, class, and school-wide levels. This commitment aligns with the **IB's emphasis on valid assessments and reflective practice**, as well as the **CIS and ACE frameworks**, which advocate for data-informed decision-making and educational excellence.

In Practice:

- **Using diverse and valid student performance data**—including formative and summative assessments, coursework, teacher observations, external benchmarking tests (where applicable), and student self-reflections—to inform instruction and ensure appropriate challenges for each learner.
- **Monitoring student well-being** by analyzing qualitative and quantitative indicators such as attendance patterns, engagement levels, student feedback, and pastoral observations to identify needs for early intervention and promote a holistic, equitable learning environment.
- **Employing diagnostic tools** such as rubrics, skill-based assessments, concept checks, and subject-specific evaluations (e.g., lab reports in science, writing samples

in language studies, problem-solving exercises in mathematics) to tailor support for both individual and group learning needs.

- **Integrating structured assessment tools** where applicable, such as external benchmarking assessments (e.g., MAP, ISA, or other standardized measures) to provide additional insights into student progress and curriculum alignment.

This **data-informed approach** supports student growth and development while enhancing teacher effectiveness and the overall learning experience at ISH.

Use of Technology and Artificial Intelligence (AI) in Learning and Teaching

At ISH, we recognize the transformative role of technology and the potential of artificial intelligence (AI) in modern education. Technology provides innovative tools that enhance learning experiences, streamline assessment practices, and equip students with the digital literacy skills necessary for success in the 21st century.

We use technology and AI in ways that support our teaching goals and align with the IB's focus on inquiry-based learning. AI is a tool to enhance critical thinking, creativity, and student agency—not to replace them. We also recognize the ethical concerns around generative AI, including issues of intellectual property. That is why we guide students and staff in using AI responsibly, ensuring it supports learning in a thoughtful and ethical way.

Technology Integration

ISH uses technology to:

- **Enhance Classroom Learning:** Through digital tools like learning management systems (LMS) and online collaborative platforms, students can engage in interactive, collaborative, and inquiry-based learning. These platforms facilitate immediate feedback, ongoing dialogue, and the integration of multimedia resources to support different learning styles.
- **Support Assessment:** Technology streamlines both formative and summative assessments, allowing for digital submission, immediate grading, and the use of online portfolios to track student progress over time. These tools also enhance the reliability and efficiency of assessments, making data more accessible and actionable for teachers.
- **Develop Digital Literacy:** In a world increasingly reliant on technology, ISH ensures that students develop essential digital literacy skills. Students are taught how to engage with digital platforms responsibly, critically assess online information, and utilize technology to solve real-world problems.

The Role of AI

At ISH, we see AI as a tool that can **support** learning, teaching, and administrative processes while being used **ethically and responsibly**. While AI is not yet a replacement for human expertise, it has potential in areas such as:

- **Enhancing Learning Resources:** AI-powered tools can help generate practice exercises, summarize texts, and offer language support, providing students with additional ways to engage with content.
- **Supporting Formative Assessment:** AI can assist in checking for basic errors in assignments or providing automated feedback on structured tasks, though **critical thinking and conceptual understanding still require human evaluation.**
- **Improving Efficiency:** AI can help with organizational tasks such as transcription, lesson planning support, or analyzing student responses for patterns, allowing teachers to focus more on instruction and student engagement.
- **Facilitating Digital Collaboration:** Platforms like **Google Workspace and ManageBac** enable students and teachers to work together seamlessly, fostering communication, shared learning, and reflection.

Ethical Considerations and Responsible Use

We recognize that **AI is evolving**, and while it offers benefits, it also raises **ethical and environmental concerns**. AI models require vast amounts of energy, contributing to **significant environmental impacts**, and there are also challenges related to **intellectual property, bias, and data privacy**.

At ISH, we are committed to **aligning AI use with European AI regulations**, ensuring that:

- AI is used **transparently and responsibly**, with a focus on supporting—not replacing—critical thinking, creativity, and ethical decision-making.
- We **prioritize student data privacy** and follow best practices in **GDPR compliance** to protect sensitive information.
- We remain **critical of AI-generated content**, ensuring that it serves as a **supplementary tool** rather than an unquestioned source of knowledge or assessment.
- Students and staff are encouraged to use AI tools **responsibly and transparently**, recognizing the **importance of human agency, creativity, and original thought** in learning.

As AI technology continues to develop, we will **regularly review** its role at ISH, ensuring it aligns with **our educational values, academic integrity, and ethical responsibilities**.

Supporting Academic Integrity with Technology

ISH employs technology to support academic integrity, ensuring that students uphold the highest standards of ethical conduct. AI-powered plagiarism detection tools, such as Turnitin, help identify potential citation issues, but we recognize their limitations, including biases that may impact EAL and neurodivergent learners.

To promote ethical and responsible use, students are taught to engage critically with these tools, using them as learning aids rather than unquestioned authorities. Final assessments always involve human judgment to ensure fairness and account for individual writing styles. ISH remains committed to academic integrity that is both rigorous and equitable, focusing on education over surveillance.

Global Citizenship and Children's Rights

ISH is guided by the UN Convention on the Rights of the Child, ensuring that our students are treated with dignity, respect, and fairness. Every child has the right to an education that promotes holistic development and prepares them for a future as engaged global citizens. ISH integrates Global Citizenship into the curriculum, teaching students to appreciate diversity, act responsibly, and contribute positively to their communities.

Aligned with the IB's mission to develop internationally minded learners, ISH promotes the idea that education serves the individual and the global community.

In line with CIS's focus on fostering intercultural competence, ISH integrates global citizenship throughout our curriculum. We promote respect for diverse perspectives and encourage students to engage meaningfully with global challenges, cultivating empathy and a sense of shared responsibility.

Learning Environment

At ISH, we create a learning environment that supports **student engagement, wellbeing, and academic success**. This includes:

- **Safe Spaces** – Classrooms are places where students feel physically, emotionally, and socially safe, allowing them to take risks in their learning and contribute with confidence.
- **Technology Integration** – Teachers use technology to enhance learning, helping students develop digital literacy skills for the future.
- **Restorative and Transformative Practices** – We believe in building a school culture where students take responsibility, learn from mistakes, and contribute to a supportive community.
 - **Restorative Practices** focus on repairing harm and rebuilding relationships when conflicts arise, ensuring accountability and reflection.
 - **Transformative Practices** take a broader approach, working to address underlying issues and create lasting change through inclusive policies and an ongoing commitment to equity and justice.

ISH Teacher Profile: Commitment to Students

ISH teachers are committed to supporting the holistic development of each student. The ISH Teacher Profile outlines key responsibilities:

- **Inclusive Learning:** Teachers create differentiated learning experiences that meet the individual needs of students, ensuring all students feel supported and affirmed.
- **Challenging Learning:** Teachers encourage inquiry and deep thinking, providing students with opportunities to explore complex ideas and make meaningful connections.
- **Collaboration and Feedback:** Teachers foster collaboration in the classroom and provide timely, constructive feedback to help students grow.

- **Professionalism and Continuous Growth:** Teachers demonstrate professionalism, reflect on their practice, and engage in continuous professional development to improve their teaching.

ISH Professional Growth Cycle (for pilot implementation in 2025)

At ISH, professional growth is a shared commitment. Our **Professional Growth Cycle** provides a structured yet flexible approach to ongoing learning, reflection, and collaboration, ensuring that all staff—teachers, support staff, and counselors—continue to develop in ways that enhance student learning and strengthen our school community.

- **Setting Goals** – Each staff member sets professional growth goals that align with ISH’s mission, values, and strategic initiatives, with a focus on improving student learning and fostering a positive school culture.
- **Reflecting and Collaborating** – Ongoing reflection is key to professional growth. Staff actively seek feedback from colleagues, leaders, and students, engaging in structured opportunities for discussion, mentorship, and shared learning. This includes:
 - Collaborative Time – Dedicated time within teams and faculties to refine and improve professional practices.
 - Professional Development – Regular training, workshops, and learning communities to support staff growth.
 - Weekly Meetings – A structured space for ongoing reflection and alignment across different roles.
 - Curriculum Alignment via ManageBac – A shared platform for reviewing and improving teaching and learning.
 - Team Collaboration – Supporting cross-departmental connections and shared planning.
 - Professional Collaboration and Growth Partnership (Appraisals) – Launching in the 2025-2026 academic year, this structured process will support professional reflection, feedback, and development for all staff.
 - Staff Wellbeing and DEIJ Strategies – Ensuring inclusivity, equity, and wellbeing are central to our professional culture.
- **Engaging in Ongoing Learning** – The Professional Growth Cycle encourages staff to pursue meaningful learning experiences that align with their professional roles and career aspirations. This includes sharing expertise through workshops, discussions, and exhibitions of learning, ensuring that professional development is both personal and community-driven.

Curriculum Delivery and Evaluation aligned with the Finnish Basic Education Act

At ISH, our curriculum is shaped by **both national and international standards**, guided by the principles of the **Finnish Basic Education Act**. We adhere to **Section 22**, which emphasizes **comprehensive student evaluation** that supports learning, encourages self-reflection, and fosters academic growth and ethical development. Our approach to assessment is **rigorous yet student-centered**, ensuring that evaluation is a tool for learning rather than just a measure of performance.

We also recognize the importance of **student feedback and participation** in shaping the learning experience. In line with **Section 47a** of the Finnish Basic Education Act, ISH actively involves students in **curriculum discussions** by:

- Collecting feedback through **student surveys, reflections, and learning discussions** to inform instructional practices.
- Encouraging **student voice in subject-area reviews**, allowing them to provide insights on content relevance and learning approaches.
- Integrating **student-led learning initiatives** where students contribute ideas to interdisciplinary projects, inquiry-based learning, and real-world applications of the curriculum.

Collaboration with Families and the Community

Effective teaching and learning require active collaboration between the school, families, and the wider community. As such, ISH fosters regular communication with families and engages parents as partners in the educational process, as encouraged by law (specifically, Section 47a of the Finnish Basic Education Act). We promote transparency in our educational objectives, ensuring that families are well-informed and involved in the progression and well-being of their children.

Commitment to Ethical Teaching Practices

At ISH, we are committed to maintaining high ethical standards and values, which align with the principles upheld by the teacher's union (OAJ). Teachers at ISH are expected to adhere to ethical guidelines that emphasize responsibility, respect, fairness, and dedication to the profession. This ensures a culture of trust, professionalism, and respect, supporting our goal of delivering high-quality education and fostering a positive school community.

Commitment to Safeguarding

At ISH, we are committed to the safety and well-being of every student, ensuring they feel respected, valued, and protected. All staff receive regular training to identify and report concerns related to child welfare. Our Child Safeguarding Policy ensures that identity-based harm, discrimination, and other forms of abuse are addressed promptly, with restorative practices in place to support healing and learning.

Commitment to Continuous Improvement

This policy is regularly reviewed to ensure that ISH stays aligned with best practices in education and responds to the evolving needs of our students and the global community. Our dedication to high-quality learning and teaching guarantees that we remain focused on fostering lifelong learners equipped to take thoughtful action and contribute to a better world.

ISH is committed to maintaining high educational standards as a CIS member school. We regularly review policies and practices to align with CIS accreditation requirements. We ensure that governance, safeguarding, and educational quality reflect our commitment to excellence in international education.

Key Documents and sources of information

This is a list of key documents that informed this policy:

Council of International Schools (CIS). (2024). International Accreditation: Framework and Protocol [Online]. Available at:

<https://www.cois.org/for-schools/international-accreditation/framework-and-protocol>

Council of International Schools (CIS). (2024). Socially Responsible Leadership [Online]. Available at: <https://www.cois.org/about-cis/socially-responsible-leadership>

Council of International Schools (CIS). (2024). Membership Standards [Online]. Available at: <https://www.cois.org/for-schools/membership-standards>

Council of International Schools (CIS). (2024). Perspectives Blog: Socially Responsible Leadership [Online]. Available at: <https://www.cois.org/about-cis/perspectives-blog/blog-post/%7Eboard/perspectives-blog/post/socially-responsible-leadership-taking-a-closer-look>

International Baccalaureate Organization (2023) *Academic Integrity Policy*. Available at: <https://www.ibo.org> (Accessed: 18 October 2024).

International Baccalaureate Organization. (2018). Assessment Principles and Practices [PDF]. Available at: <https://ibo.org>

International Baccalaureate Organization. (2015). Rules for IB World Schools [PDF]. Available at: <https://ibo.org>

International Baccalaureate Organization. (2018). What is an IB Education? [PDF]. Available at: <https://ibo.org>

International School of Helsinki. (2024). High-Quality Learning and Teaching Policy. Internal document.

International School of Helsinki. (2024). Mission and Vision [Online]. Available at: <https://ishelsinki.fi/mission-vision/>

Finnish Ministry of Education and Culture. (2014). Basic Education Act 628/1998. Available at: <https://www.finlex.fi/en/laki/kaannokset/1998/en19980628>

Finnish Education Evaluation Centre. (2024). Oppilas- ja opiskelijahuoltolaki (Student Welfare Act) [Online]. Available at: <https://karvi.fi/>

OAJ. (2024). Teachers' Union of Finland [Online]. Available at: <https://www.oaj.fi/>

Finnish National Agency for Education. (2024). Education and Training System in Finland. Available at: <https://www.oph.fi/en>

United Nations General Assembly. (1989). Convention on the Rights of the Child. Available at: <https://www.unicef.org/child-rights-convention>

Mannerheim League for Child Welfare. (n.d.). Children's Rights at School [Online]. Available at: <https://www.mll.fi/ammattilaisille/lasten-oikeudet/lasten-oikeudet-koulussa/>

Finnish Ministry of Education and Culture. (2024). Education Policy Report [PDF]. Internal document.

International School of Helsinki. (2024). ISH Child Safeguarding Policy & Procedures. Internal document.

International School of Helsinki. (2019). ISH Definition of Learning. Internal document.

International School of Helsinki. (2023). ISH Learning Updates - Jan-Feb 2023 - Board Version. Internal document.

International School of Helsinki. (2024). ISH Professional Growth Cycle Overview. Internal document.

International School of Helsinki. (2024). ISH Statement of Belonging. Internal document.

International School of Helsinki. (2024). ISH Teacher Job Description - Standards. Internal document.

International School of Helsinki. (2024). ISH Teacher Profile Self Evaluation. Internal document.

International School of Helsinki. (2024). ISH Teacher Profile. Internal document.

New England Association of Schools and Colleges (NEASC). (2024). **ACE Learning 2.0 Ecosystem and Guide**. Internal document.

Annexe 1- ISH Teacher Job Description

Job Title:	ISH Teacher
Reports To:	IB Division Leader / Head of School
Position Summary:	The ISH teacher ensures learning emphasizes all ISH Catalysts. ISH teachers engage with students, teachers, parents, and the greater community to forward school improvement. In partnership with the learning community, the ISH teacher participates in school decision making to seek institutional continuity while representing one's teaching role. ISH teachers agree to meet the ISH Teaching Standards outlined in this job description.
Principal Duties and Responsibilities	
ISH Teachers meet the ISH Professional Standard.	
<p>1A - Communicates Effectively with Students - It is the teacher's responsibility to listen, understand and communicate information both orally and in writing with accuracy, clarity, sensitivity and effectiveness to a variety of audiences. Good practice includes:</p> <ul style="list-style-type: none"> • Demonstrating effective use of the English language in written and oral communication. • Responding appropriately and timely to requests from students, parents, leaders, and colleagues. • Demonstrating effective skills supporting students and parents. • Having rapport with one's students. <p>1B - Collaborates Effectively with Colleagues - It is the teacher's responsibility to cooperate/contribute with colleagues to plan/teach/reflect/share good practice, including:</p> <ul style="list-style-type: none"> • Cooperating with others to effectively enhance the education program.. • Respecting differing points of view. • Contributing to the wellbeing and function of the professional team. • Demonstrating flexibility when dealing with difficult situations. <p>1C - Exhibits Professionalism Consistently - It is the teacher's responsibility to demonstrate a professional approach to their employment and model school values (vision, mission, and catalysts) in and out of school. Good practice includes:</p> <ul style="list-style-type: none"> • Following the professional ethics of the school (i.e., punctual and timely, attentive, presentable, safety-conscious, etc.). • Following school policies and procedures. Support the vision, mission and IB philosophy. • Maintaining a positive and proactive demeanor. Assume good intentions, respect, and optimism. • Performing other duties to support student learning (i.e. serve on committees, coach ASA's, participate in community events, etc.). 	
ISH Teachers meet the ISH Teaching Standard.	
<p>2A - Demonstrates Effective Pedagogy - It is the teacher's responsibility to use a variety of teaching and learning activities to meet the academic, social, emotional, physical and cultural needs of students. The teacher individualizes learning and promotes higher order thinking skills. Good practice includes:</p> <ul style="list-style-type: none"> • Employing a variety of teaching methods focused on curricular goals and learning objectives. • Individualizing learning to both support/challenge a wide range of learners. Effectively access learning support resources. • Scaffolding learning activities to big questions and to engage learners. Communicate learning outcomes regularly. • Providing away from class time learning (i.e., homework) that meaningfully supports learning objectives (as appropriate). <p>2B - Displays sufficient content knowledge - It is the teacher's responsibility to maintain high standards of expertise in one's learning area(s); the teacher will involve oneself in opportunities to stay professionally current. Good practice includes:</p> <ul style="list-style-type: none"> • Demonstrating an understanding of the principles, concepts, and skills related to one's content area(s). • Effectively planning and carrying out instructional practices that reflect this understanding. • Staying current about developments in one's field. • Assisting in the selection of learning resources to promote effective learning opportunities. <p>2C - Implements IB curriculum and philosophy - It is the teacher's responsibility to guide the learning process toward curricular goals, to develop and implement the school's IB curriculum, to establish clear objectives for learning, and to communicate these objectives to students. Good practice includes:</p> <ul style="list-style-type: none"> • Following IB frameworks to develop and implement the curriculum. • Communicating lesson objectives and intent clearly with students. • Establishing appropriate IB benchmarks to prepare students for future learning. • Modeling the IB Learner Profile as how one learns effectively <p>2D - Assesses and reports learning effectively - It is the teacher's responsibility to develop and use appropriate procedures to assess student performance and diagnose learning needs, to provide a consistent, informative record of students' progress, and to evaluate instructional effectiveness. Good practice includes:</p> <ul style="list-style-type: none"> • Communicating learning standards with students. • Assessing students and having students self-assess their own understanding to inform future learning experiences. • Using a variety of assessment tools to provide feedback to students about their learning. • Communicating student progress with students regularly and with parents (both verbally and in writing) as required. <p>2E - Manages student learning behaviors - It is the teacher's responsibility to establish and maintain a safe, healthy, socially and intellectually engaging learning environment which is age appropriate and conducive to learning. Good practice includes:</p> <ul style="list-style-type: none"> • Respecting all students. Pursue positive behavior management with clear and well communicated learning expectations. • Giving positive and appropriate feedback regularly to students. • Being present, timely, and accessible for students. • Regularly updates and attends to the physical learning environment. 	
ISH Teachers meet the ISH Learning Standard.	
<p>3A - Makes Efforts to Improve - It is the teacher's responsibility to respond to professional feedback to improve teaching and learning. Good practice includes:</p> <ul style="list-style-type: none"> • Listening and responding to constructive feedback. • Developing growth-oriented goals to pursue professional growth focused on teaching and learning. • Modifying instructional strategies in response to improvement feedback. • Actively participating in professional development. <p>3B - Partners with parents and the community - It is the teacher's responsibility to encourage parents and community members to become involved with the educational process by sharing learning, promoting understanding, and contributing to supportive partnerships. Good practice includes:</p> <ul style="list-style-type: none"> • Establishing and maintaining open lines of communication with students and parents. • Making provisions for being available to students and parents beyond teaching periods to address concerns. • Promoting awareness of school/classroom programs or activities • Cooperating in school/community partnerships <p>3C - Displays Global Understanding and Awareness - It is the teacher's responsibility to show sensitivity and understanding of cultural differences and cultures (as defined by the IBO). Good practice includes:</p> <ul style="list-style-type: none"> • Being culturally sensitive and appropriate. • Welcoming differing viewpoints. • Demonstrates understanding of student characteristics which are indicative of their culture. • Celebrating diversity and the individuality of each student in his/her care. 	
Education, experience and other qualifications:	
<ul style="list-style-type: none"> • Minimum 2 years teaching experience and a degree or certification in Educational or similar field of study • Skilled oral and written language skills in English and Effective interpersonal skills and positive approach to working with students, parents and teachers 	
Last Updated: January 2022	

DISCLAIMER: The above statements are intended to describe the general nature and level of the work being performed by people assigned to this work. This is not an exhaustive list of all duties and responsibilities. The International School of Helsinki management reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.