

International American School

Pastoral Care Policy

Aims:

- a) To encourage a positive and co-operative atmosphere, to support each student, to teach students the value of education, to give students the confidence to succeed and to provide guidance where needed.
- b) To celebrate each student's achievements in all areas, academic, creative, physical, social and spiritual so that by experiencing success students may be encouraged and assisted to develop to their full potential.
- c) To liaise and communicate, as appropriate, with parents and colleagues regarding the academic progress and personal welfare of individual students.
- d) Enable all students to make a positive contribution to the building of the school community.

What is Pastoral Care?

Pastoral care involves all activities in the school and therefore every teacher plays an essential role in meeting the needs of individual students. Each teacher is continually guiding and advising students on personal, educational and vocational matters to help them to maximize their time at school and prepare them for life outside. Teachers and students that take roles leading the student body must ensure that activities are focused on building community and belonging amongst the student body.

Pastoral Care Elements:

1. Pastoral Casework - That is individual work with students who are having problems be they of an academic, vocational, social, emotional or behavioral nature. The primary caregiver should be the student's Homeroom Teacher. Although other members of staff may become involved in this type of work for any number of reasons, all appropriate information must be passed to the homeroom teacher.
2. Pastoral Curriculum - This focuses on the 'hidden curriculum' that is the ethos of our school, the day to day relationships between staff and students and the opportunities for moral, spiritual, social and cultural development of both the individual and the school community as a whole.
3. Pastoral Control - This is the reward and discipline system in our school that includes the giving of sanctions but is a much wider concept. Good discipline which is consistent, which affirms the student's value, which builds rather than defeats, which encourages individuality rather than dull conformity, but all within an orderly environment, is an essential ingredient of effective pastoral care.

Responsibility for Pastoral Care

Head of School

The Vice-principal and the Head of Elementary are the coordinators of the Pastoral Care Program (PCP) at IAS and have overall responsibility for the pastoral care of all students. The Vice-principal is primarily responsible for the PCP in the High School (Grades 9-12) and the Head of Elementary is responsible for the PCP in the Primary School and Pre-school. PCP is conducted formally by way of Student Progress Meeting with all faculty held four times a year, to review student issues and identify ongoing academic, social or behavioral issues. Homeroom Teachers inform the appropriate head of school of any new or urgent student issues. The appropriate head of school must be informed if a student:

- Is close to failing or is failing any subjects
- Has a rate of attendance that has fallen below 90%
- Has gained one or more level 4 Central Administrative Detention (CAD)
- Has a requirement for an Inclusive Assessment Arrangement (IAA)

The administration will review the situation with the Homeroom Teacher and decide on appropriate action such as:

- Arranging for the student to meet with the School Counsellor
- Meeting with the student and the Homeroom Teacher to try and talk through possible issues:
 - i. Arranging for appropriate rewards or sanctions for the student
 - ii. Arranging a meeting with parents
 - iii. Preparation of a behavior contracts
 - iv. Booking an appointment with the IB Coordinator to discuss IAA for IB Exams.

Homeroom Teachers:

All classes have two Homeroom Teachers where one has responsibility for the Polish program and one has responsibility for the International program. However, both Homeroom Teachers are equally responsible for the daily pastoral management of that class. They are the primary source of support for students and should take a keen interest in the welfare of their specific class. Homeroom Teachers should monitor their students' attendance, routinely review the log of incident reports and level 3 Teacher Administrated Detentions (TADs) from other teachers for each student (as recorded on Managebac for students in their homeroom), monitor the atmosphere in the classroom and attempt to diffuse any conflicts that develop. Homeroom Teachers play a vital role in the establishment of a community within the class and for the class within the school. To this end, Homeroom Teachers are actively encouraged to organize trips, projects and events with their classes.

School Counsellor:

The School Counsellor works in consort with Faculty and Administration to ensure that all students receive the support they need to grow as members of the school community. Issues believed to require individual and professional attention are to be communicated to the School Counsellor through direct contact with the appropriate member of the teaching staff and via quarterly Student Progress Meetings. The School Counsellor's duties are outlined in the Individual Needs Policy (INP).

Attendance, Academic and Behavior Issues

1. Attendance is monitored daily by the Homeroom Teacher in conjunction with the school administration. The school's attendance benchmark is 90% and all absences are expected to be communicated to the school Administration by the student's parent or legal guardian with a legitimate excuse note.
2. Academic performance is recorded quarterly by subject teachers, at the mid-semester and end of semester periods. Parent-teacher conferences are organized at these times to review achievements and areas of concern with each student.
3. Students recognized as dealing with behavioral issues are to be disciplined in line with the school's Behavior Management Policy. Homeroom Teachers act as mentor and guide for each class and serve as coordinator for any issues that arise. All relevant information regarding accumulated TADs and CADs are the responsibility of the Homeroom Teacher.

Actions to Be Taken

Homeroom Teachers:

- Attendance is monitored and recorded, and all absences must be challenged. If any student's rate of attendance falls below 90%, the appropriate administrator is to be notified immediately.
- Homeroom Teachers monitor the academic performance of their students. If a student's academic progress has been shown to be weak in one more subject, the Homeroom Teacher should arrange a meeting with the student to discuss and identify any issues that may be preventing the student from making progress in the given subject(s).
- Homeroom Teachers monitor behaviour incidents and other sanctions accumulated by each student through Managebac. However, they also have a responsibility to talk with the student and try to ensure the student understands why they received a detention. These conversations should take a positive tone of how the student can improve and how we can help the student, rather than threatening further sanctions. If a student has received 1 or more CAD, the appropriate PCP coordinator is to be notified immediately.
- Communicate with the appropriate administrator regarding any issues that require professional attention

Subject Teachers:

- Be attentive to individual needs of students and report incidents of misbehavior and/or poor academic performance to the Homeroom Teacher.
- Enforce the methods for behavior management as outlined in the Behavior Management Policy.
- Track incidents on the Managebac System, thereby notifying parents and homeroom teachers of the issue.
- Manage incidents of misbehavior with effective communication and counsel on a case by case basis, as defined in the Teachers' Expectation section of the Behavior Management Policy.
- Employ the Stage 3 Teacher Administrative Detention (TAD) prior reaching the Stage 4 CAD level.
- Maintain a positive channel of communication with students beyond original incidents of misbehavior and/or poor academic performance.

Pastoral Curriculum

All teachers in the school are responsible for the provision of pastoral curriculum. An important part of this at IAS is the development of a Dynamic Learning Community (DLC). DLCs are characterised by:

- Distributed control where students can also play the role of teacher in certain situations
- Commitment to the generation and sharing of new knowledge between students and teachers
- Flexible and negotiated learning activities
- Autonomous community members
- High levels of dialogue, interaction, and collaboration even between different faculties
- A shared goal, problem, or project that brings a common focus and incentive to work together.

Virtual Learning Environment (VLE)

As of March 2020, we have faced the challenge of managing pastoral care fully or partially across a digital learning platforms. When the school is providing a full or partial digital learning environment, the following responsibilities will be in place:

Homeroom Teachers:

- Are responsible for arranging online meetings to maintain regular contact with students outside of their typical classes. These are to be used to support integration of students, to monitor wellbeing and to ensure a continued sense of connection between students and the school.

Subject Teachers:

- It is necessary to carefully monitor the workload placed upon students to ensure

there is no overload on specific days, weeks or at specific parts of the year. Workloads need to be adjusted during the time of VLE and students must be set an appropriate amount of homework.

IB Learner Profile

We take the lead from the IB Learner Profile as a basis for a types of learners that we want to encourage in our DLC. The following list represents characteristics of Dynamic Learner.

1. Inquirer

They develop their natural curiosity. They acquire skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

2. Knowledgeable

They explore concepts, ideas issues that have local and global significance. In so doing they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

3. Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

4. Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

5. Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

6. Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from experience.

7. Caring

They show empathy, compassion and respect to the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the life of others and to the environment.

8. Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

9. Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

10. Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development