
Common vocabulary for our shared work on Expected School-wide Learning Results

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academic achievement

a student's success in meeting short- and long-term goals in education

academic behaviour

behaviours associated with 'being a good student;' these include: regular class attendance, arriving ready to work, paying attention, in-class participation, studying and completing out-of-class tasks ¹

academic growth

a student's progress toward meeting short- and long-term goals in education over a period of time as measured from the beginning to the end of the defined period; academic growth is typically determined using multiple measures, which may include standardised assessments

academic mindset

the psycho-social attitudes or beliefs a student has about themselves in relation to academic work; mindsets may be positive or negative²; they may also be growth-oriented or fixed³

academic perseverance

a student's tendency to complete a school assignment in a timely and thorough manner, to the best of their ability, despite distractions, obstacles, difficulties or the

level of challenge; this may require grit, tenacity, delayed gratification, self-discipline or self-control ⁴

academic skill

the learned capacity to carry out pre-determined results and/or the ability to choose and perform the right technique at the right time, effectively and efficiently⁵

ACS International Schools

The name of our four-school organisation. The individual school name is created by inserting the name of the city, where the school is located, in between the acronym 'ACS' and the word 'International and changing 'Schools' to 'School.'

affective skill

skills that enable students to gain control over their mood, motivation and attitude; needed to help students build resilience, manage and recover from the highs and lows associated with academic endeavours and social interactions, persevere, self-regulate and adapt to enhance future performance and well-being⁶

approaches to learning

groups of strategies, skills and attitudes that are valued by International Baccalaureate World Schools; they include: thinking skills, communication skills, social skills, self-management skills and research skills

approaches to learning skill clusters

ten sub-categories of skills that fall under the five approaches to learning in the International Baccalaureate Organisation's Middle Years Programme (MYP); also refers to the eighteen sub-categories of skills

¹ Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson & Beechum (2012). Teaching adolescents to become learners: the role of non-cognitive factors in shaping school performance – a critical literature review. University of Chicago School Research. p. 10. Source: <https://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf>

² Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson & Beechum (2012). Teaching adolescents to become learners: the role of non-cognitive factors in shaping school performance – a critical literature review. University of Chicago School Research. p. 11. Source: <https://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf>

³ Dweck (2015). Carol Dweck revisits the 'growth mindset.' Education Week. pp 20 – 24. Source <http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>

⁴ Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson & Beechum (2012). Teaching adolescents to become learners: the role of non-cognitive factors in shaping school performance – a critical literature review. University of Chicago School Research. p. 11. Source: <https://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf>

⁵ Source <http://www.redwingexpress.com/blog/the-three-best-hard-skills-to-have/>

⁶ King and Lauzen. What is meant by learning skills? p. 4. Source: www.taolearn.com/articles/article32.pdf

that fall under the five approaches to learning in the International Baccalaureate Organisation's Career-related Programme (IBCP)

assessment

the on-going process of gathering, analysing, reflecting on and communicating evidence of learning

campus

the term campus is the geographic location name used to denote the physical setting of one of the four ACS International Schools; campus names include Cobham, Doha, Egham and Hillingdon.

cognitive skill

learner-initiated use and practice of active information processing, and retrieval strategies as well as study habits⁷

competence

what a student can do; a skill and the standard of performance reached; types of competences include technical knowledge, functional knowledge, communication skills, interpersonal skills, leadership skills, collaboration skills, decision skills and time management skills⁸

competency

how a student demonstrates a competence; the behaviour by which a competence is achieved⁹

competency continuum

a document that guides expectations for how a student will demonstrate a competence at a specified stage of their social, emotional, physical and cognitive development

courage

one of the six universal character virtues proposed by Seligman and Peterson in their 2004 *Character Strengths, Character Virtues Handbook*; a character

⁷ King and Lauzen. What is meant by learning skills? p. 4. Source: www.taolearn.com/articles/article32.pdf

⁸ Source <http://www.yourarticlelibrary.com/entrepreneurship/difference-between-competence-and-competency-explained-with-diagram/40696/>

⁹ Source <http://www.yourarticlelibrary.com/entrepreneurship/difference-between-competence-and-competency-explained-with-diagram/40696/>

virtue that includes bravery, perseverance, honesty and zest¹⁰

curriculum

the specific knowledge, understandings, skills and dispositions that we intend our students to develop

developing

a developmental growth stage; at this stage, the student understands and is making good progress toward mastery of expectations, based on chronological, psychological, cognitive, social, and academic expectations for a certain age or grade

developmental level

the milestones or stages in an individual's progression from dependency to increasing autonomy associated with children's physical, social, emotional and cognitive growth and development

disposition

situated learning strategies plus motivation-participation repertoires from which a learner recognises, selects, edits, responds to, searches for and constructs learning opportunities (Carr, 2001)

division

a group of grades within the school, typically led by a Principal; these include Early Childhood, Lower School, Middle School and High School

early childhood

a division with PreK3 (three year olds), PreK4 (four year olds) and Kindergarten five year olds; abbreviated K); early childhood is abbreviated EC

emerging

a developmental growth stage; at this stage, the student is not yet aware of, has not yet started or is in the first stages of developing mastery of expectations, based on chronological, psychological, cognitive, social, and academic expectations for a certain age or grade; students at this level may exhibit behaviours associated with expectations for younger students or students in lower grades

¹⁰ Peterson, Christopher and Seligman, Martin (2004). *Character Strengths and Virtues: Handbook and Classification*. OUP USA.

expanding

a developmental growth stage; at this stage, the student has exceeded mastery of expectations, but within a realistic range based on chronological, psychological, cognitive, social, and academic expectations for a certain age or grade

expected-school-wide learning result

an agreed statement of the competences – the standards that describe the individual attributes that all students are developing through the acquisition of knowledge, understandings, skills and dispositions – which are intentionally addressed and assessed in the curriculum

high school

a division with grades 9 – 12; high school is abbreviated HS

humanity

one of the six universal character virtues proposed by Seligman and Peterson in their 2004 *Character Strengths, Character Virtues Handbook*; a character virtue that includes love, kindness, social intelligence¹¹ and global mindedness

justice

one of the six universal character virtues proposed by Seligman and Peterson in their 2004 *Character Strengths, Character Virtues Handbook*; a character virtue that includes teamwork, fairness and leadership¹²

learning

growth and development in knowledge, understandings, skills and dispositions

learner profile

ten attributes valued by International Baccalaureate World Schools; they include inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

learning skills

the cognitive, affective and meta-cognitive processes involved in effective learning

learning strategies

processes and tactics used by students to aid in the cognitive work of thinking; this includes recall strategies, strategies for monitoring comprehension, and strategies for monitoring and self-correction; learning strategies may also include goal-setting and time management¹³

lower school

a division with grades 1 – 4 or grades 1 – 5; lower school is abbreviated LS

metacognitive skill

skills that provide students with awareness and knowledge of their own learning¹⁴

middle high school

a division with grades 6 – 12; middle high school is abbreviated MHS

middle school

a division with grades 5 – 9 or grades 6 – 9; middle school is abbreviated MS

non-cognitive skills and dispositions

a set of attitudes, behaviours and strategies that are thought to underpin success in school and at work; examples include motivation, perseverance and self-control; sometimes called 'soft skills and disposition'¹⁵

philosophy

an explanation of the beliefs, concepts and principles that explain how an organisation will achieve its vision

proficient

a developmental growth stage; at this stage, the student has achieved mastery of expectations, based on chronological, psychological, cognitive, social, and academic expectations for a certain age or grade

¹¹ Peterson, Christopher and Seligman, Martin (2004). *Character Strengths and Virtues: Handbook and Classification*. OUP USA.

¹² Peterson, Christopher and Seligman, Martin (2004). *Character Strengths and Virtues: Handbook and Classification*. OUP USA.

¹³ Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson & Beechum (2012). Teaching adolescents to become learners: the role of non-cognitive factors in shaping school performance – a critical literature review. University of Chicago School Research. p. 13. Source: <https://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf>

¹⁴ King and Lauzen. What is meant by learning skills? p. 3. Source: www.taolearn.com/articles/article32.pdf

¹⁵ Gutman and Schoon (2013). The impact of non-cognitive skills on outcomes for young people: Literature Review. University College London, Institute of education. P. 2. Source <https://educationendowmentfoundation.org.uk>

skill

the learned capacity to carry out pre-determined results and/or the ability to choose and perform the right technique at the right time – effectively and efficiently; education involves cognitive skills, metacognitive skills, academic skills, learning skills, affective skills and social skills

social skills

acceptable behaviours that improve social interactions among peers and between students and people of other ages, including teachers and adults; they include interpersonal qualities like cooperation, assertion, responsibility and empathy¹⁶

temperance

one of the six universal character virtues proposed by Seligman and Peterson in their 2004 *Character Strengths, Character Virtues Handbook*; a character virtue that includes forgiveness, humility, prudence and self-regulation¹⁷

transcendence

one of the six universal character virtues proposed by Seligman and Peterson in their 2004 *Character Strengths, Character Virtues Handbook*; a character virtue that includes appreciation of beauty and excellence, gratitude, hope and humour¹⁸

transdisciplinary skill

skills that are relevant across a range of subjects and disciplines and that are relevant from grade to grade and into the post-secondary period of life-long learning; the International Baccalaureate Organisation's Primary Years Programme (PYP) specifies 37 transdisciplinary skills that fall under five approaches to learning

vision

an aspirational description of the long-term impact that an organisation strives to achieve; it serves as a guide for choosing current and future courses of action

values

statements that express an organisation's preferred modes of conduct and define its culture

wisdom

one of the six universal character virtues proposed by Seligman and Peterson in their 2004 *Character Strengths, Character Virtues Handbook*; a character virtue that includes character strengths associated with creativity, curiosity, judgement, love of learning and perspective¹⁹

¹⁶ Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson & Beechum (2012). Teaching adolescents to become learners: the role of non-cognitive factors in shaping school performance – a critical literature review. University of Chicago School Research. p. 13. Source: <https://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf>

¹⁷ Peterson, Christopher and Seligman, Martin (2004). *Character Strengths and Virtues: Handbook and Classification*. OUP USA.

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