

16.04.12

To whom it may concern
Robyn Schroeder

It is with pleasure that I am writing in support of Robyn Schroeder, our middle school Learning Support Specialist at the International School of Luxembourg (ISL) but it is also with more than a little regret Robyn and her husband, Pete have decided to move back to North America as they have both been tremendous assets to ISL over the last few years. Robyn joined ISL in August 2008 on a part time basis when Pete was appointed as ICT Manager at the school; however it soon became obvious just how valuable Robyn was as a learning support teacher and so when a maternity leave opportunity arose, we were able to offer her a full time position. In this role, Robyn has assisted many students in grades 6, 7 and 8 through a variety of learning support programmes; through individual and small group withdrawal, mainstream class inclusion, an intensive, individualized programme, short term specific literacy and numeracy skills programmes and online book reviews and reading blogs for the reading classes. All of these programmes have concentrated not only on improving basic executive skills of the students involved but also on teaching and re-teaching basic concepts learned in the core classes of English, Social Studies, Science and Mathematics. Robyn has developed a curriculum portfolio for all subjects in all the middle school grades, as well as complimentary support materials that she has shared with her colleagues and will leave for her successor. Robyn has also taught a Study Strategies course in grade 9 which focussed on helping high school students become independent learners and therefore allowing them to take greater responsibility for their own approaches to learning.

In the classroom, Robyn takes an impressively calm and encouraging approach with her students. She has endless patience, underpinned by a quiet but tenacious determination to help her students become self-advocates. Her approach is strengths based so that whilst her students may struggle in some areas, they also learn to recognise their strengths and to build on them. Her gentle but firm approach teaches her students strategies which give them the confidence and support to become independent learners in the mainstream classroom. Robyn remains in frequent communication with the parents of her students; she is extremely supportive of them and provides thoughtful advice for them on many subjects, including how as parents they may offer further support at home. This is greatly appreciated by those parents involved. To her credit, Robyn has also offered evening Parent Forums on Study Strategies which were very well received.

Robyn is greatly respected and trusted by her colleagues and she is highly adept at offering advice to teachers in a non-threatening manner. She works very effectively with a wide variety of teachers and teaching styles and is a master diplomat when suggesting alternative strategies to teaching a particular concept or skill in a class where some of her students may be encountering particular challenges. Her classroom collaboration with her mainstream colleagues has been invaluable as she has passed on her skills and knowledge to them in such an understated manner. Presentations at faculty meetings about Learning Support students, their challenges and successes, reporting back on professional

development opportunities, assessment and differentiation, the use of technology, such as shared workspaces and adaptive technology with students have helped colleagues become more aware of the many different ways in which students learn and the many different intelligences that students possess. Within the Learning Support department, Robyn has quietly shared her expertise with her colleagues by posting information, resources and documents on ISL 's Learning Support Workspace and by helping streamline the student referral process and paperwork through her development of improved templates and associated documentation.

Outside the classroom, Robyn has chaperoned several school trips, including an IB Creativity, Action and Service (CAS) field trip to Tanzania, Adventure Racing activities, Merite Jeunesse (the Duke of Edinburgh International Award) expeditions and a variety of grade level excursions.

At the centre of all that Robyn does is her desire to maximise the success of her students whether it is through developing further resources for them, collaborating with colleagues in planning alternative assessments, differentiating materials or simply being a sympathetic listener when her students feel frustrated or discouraged. Robyn is extremely knowledgeable and highly talented in her field and will be greatly missed by her students. Her contribution to ISL has been considerable; she is reliable, loyal, insightful, always positive and respectful and her responses are measured and thoughtful. It is always worth seeking Robyn's opinion. Robyn is a team player and will be a considerable asset to her next school. I wish her every success and would not hesitate to re-employ her, should the opportunity arise again.



Nicki Crush
Upper School Principal