



# GBA Motto, Vision & Values



# GBA MOTTO 2005-2025

To unite the best of British education with the best of Kuwaiti culture.



# GBA MOTTO 2025 ONWARDS

To be a school with oracy at its heart,  
where learners think critically, speak confidently, and write meaningfully.



## OUR COMMITMENT

At Gulf British Academy, we believe in nurturing articulate, thoughtful learners through a rich culture of communication, critical thinking, and purposeful learning across all areas of the curriculum.



## KEY PILLARS

**1. Critical Thinking Through Talk**

We create opportunities for students to engage in meaningful conversations and collaborative inquiries. Using approaches like Philosophy for Children (P4C), learners explore big ideas, question assumptions, and develop deeper understanding.

**2. Confident Communicators**

From the classroom to the assembly hall, learners are supported to articulate ideas clearly and persuasively, embracing every opportunity to share their voices. Structured oracy practices help students build their vocabulary, articulate their thoughts with clarity, and listen actively to others.

**3. Purposeful Writing**

We connect spoken discourse to written expression, ensuring students craft meaningful, audience-aware texts that reflect depth of thought and creativity.

**4. Inclusive Oracy Practices**

Through structured talk routines, debates, presentations, and peer-feedback, we honour diverse voices and build mutual respect.

**5. Critical and Creative Thinking**

Through dialogic teaching and enquiry-based learning, including P4C, students learn to reason logically, challenge respectfully, and consider diverse perspectives.



## THE AIM

By embedding oracy across the curriculum and integrating practices like P4C into our learning culture, we aim to develop empowered, reflective, and articulate learners prepared for the challenges of the future.

Together, these pillars guide our commitment to an oracy-rich education—one that equips every learner to think deeply, speak boldly, and write with purpose.



## GBA VALUES

Trust

Respect

Empathy

Passion



## **GBA VALUES REDEFINED**

### **Trust**

We build trust through meaningful teacher-pupil relationships and create a safe space for learners to speak openly, think critically, and express their ideas without fear—forming the foundation of confident communication.

### **Respect**

We cherish one another and model positive, respectful behaviour in all dialogue. By listening actively and speaking considerately, we ensure that every voice is valued and that collaboration thrives.

### **Empathy**

We encourage learners to see with others' eyes, hear with others' ears, and feel with others' hearts—so they can understand diverse perspectives, engage in thoughtful discussion, and respond with compassion.

### **Passion**

We deliver engaging and purposeful learning experiences that ignite curiosity and give learners authentic reasons to speak, explore, and write—so they grow into passionate, articulate individuals.



# KEY QUALITIES OF A GBA TEACHER



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To be a school with oracy at its heart, where learners think critically, speak confidently, and write meaningfully.

Ability to create a caring and collaborative classroom environment underpinned by strong positive relationships with learners.

Demonstrates continuous commitment to the school's vision in their planning, teaching and the expectations they have for their learners.

Be a positive presence in school, remain flexible in their approach to work and resilient in the face of challenges.

Understands the fundamentals of effective teaching and learning and how to apply this to their practice.

A reflective practitioner who thinks critically about their teaching and takes ownership of their professional development.



# Recruitment Process



**1 - Application - Submit your application via Schrole ensure your profile is complete.**

**2 - Interview Stage 1 - 30 minute initial interview with Assistant Directors**

Purpose:

- To understand your motivation for joining GBA
- To explore your alignment with our school vision, values and approach to oracy-rich learning
- To assess your suitability for the role and your experience to date

**3 - Interview Stage 2 - 60 minute initial interview with Head of Key Stage and/or Year Leader or Head of Department**

Purpose:

- To evaluate your subject knowledge and understanding of effective teaching and learning
- To explore how you would contribute to our oracy-focused, enquiry-based approach
- To assess your ability to plan, differentiate and reflect on pupil learning
- To discuss your experience with the National Curriculum and wider school contribution

**4 - Offer and reference checks.**