

EIS Guiding Statements

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Mission Statement

Educational Village. Global Citizens.

An educational village where children learn to make positive contributions to their communities and the world beyond.

Vision Narrative (2020)

EIS is an educational village. It is a boutique school that listens to its community, is confident in its vision, is uniquely innovative and boldly different to the majority of schools in the city. EIS graduates are independent, collaborative, open-minded and creative thinkers who have the skills and courage to risk new ideas to stretch the limits of their ability. EIS empowers individuals to make a positive impact on the world.

EIS is an English medium and co-educational school which celebrates its diverse and globally-minded families from a variety of countries. Students are prepared for life after school be it for tertiary studies at quality universities across Europe and the rest of the world or other forms of post-school learning. We are a contemporary and progressive school, delivering the International Baccalaureate (IB) Continuum which we believe is dynamic, inquiry based and in line with best-practice recommendations drawn from current educational research and teaching methodologies. We aim to be a leading IB school in the region. EIS is a Council of International Schools member and aims to be accredited in 2019. The accreditation process supports the school through providing a rigorous quality assurance system and informs the school's strategic planning.

EIS has clearly articulated learning principles designed to support effective teaching and learning. They are informed largely by the research of John Hattie (Visible Learning) and Robert Marzano (Classroom

instruction that Works 2001 and Awaken the Learner 2014). The goals describe both what the students will learn and how this impacts on practice. First and foremost, EIS understands that students learn best in an environment where they feel safe and secure, able to take the initiative, try new activities, take risks and make mistakes. As such, the learning environment is characterized by being nurturing and respectful of learners and educators. We know too, that learners benefit from the interaction with other learners so this is encouraged and developed throughout their schooling. Although high standards are set for students, the challenge is at an appropriate level to stretch them without overstretching and through building on prior knowledge and understanding. Students are further empowered through understanding the purpose of learning so, to this end, they learn about effective goal setting, are encouraged to engage in meaningful and intentional practice, and are provided with opportunities to reflect on their learning with the support of timely and targeted feedback. Our academic programme is concept and skills driven so that students learn how to use, construct meaning from and think critically about the knowledge and information that surrounds them today.

EIS values the benefits that can be derived from connections and collaborations within our region and with the wider community. We recognise that there is strength in working with other schools and school networks, professional organisations and social networks. This happens through sports, academic programmes, social organisations, professional communities and cultural exchanges. Participation in all of these areas supports our goal of helping students to be balanced, internationally and interculturally minded critical thinkers.

EIS seeks to cultivate a spirit of innovation. We believe innovation is fundamental to effective teaching and learning in today's world, as it prepares students for a rapidly changing society. To achieve this goal EIS encourages students, teachers and the broader community to try new and imaginative approaches to professional practice and personal growth. All members of the community are encouraged to investigate, research and propose original and leading edge practices and initiatives that promote achievement and community wellbeing.

Our educational village values the diverse contributions that are made by the community, families and individuals to our supportive and happy learning environment. We appreciate the academic and social advantages for students and teachers in an educational setting where parental involvement is encouraged. Global citizenship is a core value for our school and connectedness to our local and wider community allows us to further foster intercultural awareness, compassionate empathy and intellectual curiosity. EIS believes that every individual can make a difference and has a responsibility to improve the lives of people and the environment around them. We want our students to be conscious of their fortunate circumstances and to use their learning and experiences as a force for good.

Our multi-lingual community enjoys learning languages because they understand the role they play in appreciating individual cultural identity, promoting intellectual growth and providing intercultural awareness. We enthusiastically support the safeguarding of home languages and the acquisition of new languages as a core value of our school. We believe that a propensity to language acquisition (which can

be established even in very young students) and an understanding of why language is such a treasured element of culture, are attributes that will allow students to flourish in and contribute to a multi-cultural world.

At EIS, staff are passionate about education. Our teachers' goal is to exceed the expectations of their students. We recruit internationally minded and experienced educators who are caring, creative, fun and innovative. EIS invests in professional development and provides opportunities for academic staff to explore and share new approaches to teaching and learning. Teaching staff are qualified for, and committed to, the delivery of our robust, transdisciplinary/interdisciplinary curriculum. Sustained academic rigor is a core classroom value amongst teachers at EIS. It sits alongside fostering innovation and creativity as essential strategies that allow individual students to make consistent progress and experience intellectual development in their own unique ways.

EIS has an inclusive and responsible enrolment policy. We aim to create a learning environment in which every child can thrive. We are committed to a growth mindset approach, which promotes the concept that positivity, engagement and challenge will allow all students to experience praise for improvement and progress, thus providing the motivation for students to face further challenges with perseverance and resilience. In other words, whatever challenges we identify, if we feel we can engage, support and motivate a child towards making progress in their educational achievements, we welcome them at EIS and will be committed to the undertaking.

Currently at around 430 students, the school will grow to around 650 students. The size of the school is significant in maintaining a strong community feel where everyone is valued and well-known. No child is overlooked or left behind. The proposed size enables the school to offer a variety of options at a depth that is appropriate and flexible, whilst maintaining an environment where children can be recognised for their achievements and offered genuine responsibility for building our community. EIS is a financially responsible and sustainable school which invests in the long term future of the school.

We aim to provide educational facilities of a high quality and we value age appropriate, purpose driven, intimate physical environments for our students. The EIS campus' low-rise buildings, connected by beautiful garden surroundings, are each adapted to provide excellent learning spaces. Being in touch with nature and interacting with our natural environment, enables us to cultivate the calm and healthy atmosphere that our entire community values so highly. EIS appreciates the educational and psychological benefits of moving between and experiencing different learning spaces throughout the day. We aim to excel in our learning spaces and our specialist facilities.

This is our Educational Village.

Learning Principles

EIS has clearly articulated learning principles designed to support effective teaching and learning.

EIS students enjoy a teaching and learning environment where they feel safe, secure and cared for

- ☐ so we create an educational environment that is nurturing and respectful.
- ☐ so students are provided with a learning culture where they feel safe to work hard, succeed, take risks and make mistakes.

EIS students understand the purpose of their learning

- ☐ so learners must be set clear goals and learn to set clear goals for themselves.

EIS students learn by building on prior knowledge

- ☐ so our teaching connects new learning with previous experience and understanding.

EIS students learn to listen, talk and interact

- ☐ so they are given the opportunity to engage with various other individuals and groups.

Students at EIS construct meaning by making connections between knowledge, experience and concepts

- ☐ so student learning needs to be in context and is organized around, core concepts.

EIS students are challenged appropriately

- ☐ so they are provided with opportunities to learn that align with their individual needs and their developmental stage.

EIS students receive timely and targeted feedback

- ☐ so ongoing assessment should be regular, strategic and informative enough to give students direction in how they can develop and enhance their skills.
- ☐ so students are given feedback that is linked directly to rubrics.

EIS students are encouraged to engage in meaningful and intentional practice

- ☐ so they should be given time, space and frequent constructive opportunities to practice what they learn so as to deepen their understanding and knowledge of what is taught.

EIS students are set high expectations and explicit criteria for all assignments

- ☐ so that they can understand how to improve, and grow in confidence and preparedness to tackle challenging tasks.

EIS students take initiative for their learning

- ☐ so require learning and teaching experiences designed to allow for student choice and self-regulation.

EIS students think and act upon their learning

- ☐ so our students need to be given time and opportunities to develop planning, monitoring and reflective skills in order to make adjustments to their learning.

EIS Values

1. Lifelong learning
 - Taking every opportunity to learn and improve oneself throughout your life.
2. Accepting individual, collective and mutual responsibility
 - Recognising that all of us have a role to play in creating a better world. Understanding that we sometimes make mistakes or poor decisions, accepting responsibility and being willing to learn from them.
3. Contributing locally, regionally and globally
 - The obligation to contribute positively to your community on a local, regional and global scale. Even small actions can make a big difference.
4. Integrity
 - Being honest and having strong moral principles, and being willing to stand up for what is right.
5. Modest and humble
 - Avoiding arrogance and sensitively supporting those in need. Being aware of privilege and the responsibility associated with this.
6. Respect for others and self
 - Respecting that our differences are a normal part of life and celebrating this diversity. Respect for self includes living a healthy and balanced life.
7. Empathy and compassion
 - Actively understanding and sharing the feelings of another. Being prepared to take action to support those in need.
8. Open-mindedness
 - Being unprejudiced and willing to consider new ideas. Accepting the perspectives of others and being able to justify one's opinions.
9. Respect for the rule of law
 - Understanding that laws apply equally to everyone.
10. Appreciation of cultural roots
 - Preserving and respecting our cultural identities and language

Statement of Strategic Intent 2017

EIS' Statement of Strategic Intent is intimately connected to the school's Vision Narrative to ensure the Vision is achieved, and includes relevant sections of the Narrative by way of guidance for the reader. The document is split into the 8 Domains that are used by CIS to promote understanding and alignment with the self-study process and action plan that will result from the CIS Accreditation process.

EIS' Statement of Strategic Intent is not designed to be an exhaustive overview of all the school's goals for the next few years but is meant to provide a framework to keep our decisions on track and to review progress. Timelines have been included where relevant, though many elements are simply ongoing.

A: Purpose and Direction

EIS' purpose and direction is to meet its Mission Statement and Vision Narrative.

Mission Statement: *An educational village where children learn to make positive contributions to their communities and the world beyond.*

EIS will remain a school that is visually different and retain its current design ethic with a low rise garden and villa focus. To further fit in with our boutique vision we aim to increase our enrollment to around 700. We listen to our community and actively seek out their involvement and voice in our key decisions. EIS aims to be an excellent international IB continuum and school in Vietnam.

To achieve this, EIS will:

- Grow to at least two class entry in each grade by 2022
- Increase enrollments to 700 by 2022
- Undertake an annual review of Guiding Statements to ensure viability and relevance.
- Maintain a diversity balance. Approximates - European nationalities at 30%, Australasian at 5%, The Americas at 5%, East Asia at 20%. Vietnamese at 30%. Others 10%.
- Increase enrolments for first time expatriates to Vietnam by 5%

B: Governance, Leadership & Ownership

EIS has strong leadership which lives the values described in the school's guiding statements. It provides the necessary and sustainable resources to enable the school to achieve its purpose and direction. The proprietors and school leadership team support the school through long-term strategic planning of its facilities and growth, ensuring that each are managed ethically and responsibly.

To achieve this, EIS will:

- Complete a Green School Audit by 2020.
- Support budget holders towards accountability and responsibility. Budget holder group ensure that discussions are inclusive and representative (ongoing).
- Ensure all financial decisions, consideration is given to our profit, cashflow and balance sheet projections (ongoing).
- Practice response models to stress scenarios are carried out to ensure financial stability and security (as required).
- Ensure Board evaluation and training takes place by June 2018.
- Complete the EIS Core Document and Policy Compendium (December 2018) with sign off from the Board.
- Ensure Senior Leadership Team participates in leadership training (ongoing).

C: The Curriculum

We are a contemporary and progressive school, delivering the International Baccalaureate (IB) Continuum which is dynamic, inquiry based and in line with best-practice recommendations drawn from current educational research and teaching methodologies.

To achieve this, EIS will:

- Embed the school's Learning Principles into daily practice by June 2019.
- Undertake rigorous updates of the curriculum using the three year Written, Assessed, and Taught Curriculum review cycle (ongoing).

- Improve the value learning experiences from the PYP Exhibition and MYP Personal Project. Raise awareness in the community of the importance of these events (ongoing).
- Continue to develop the MYP Service as Action programme ensuring that MYP students meet Service as Action outcomes each year (ongoing).
- Develop the DP Service component to ensure each DP student meets service requirement for the Creativity Activity Service programme (ongoing).
- Create a makerspace (by June 2019) and promote our Design Programme (ongoing).
- Develop our robotics programme (Arduino / Lego / Raspberry Pi) (ongoing).
- Implement a careers program throughout all grades in Middle & High School by June 2019.
- Establish a thorough transition programmes across the curriculum by June 2019.

D: Teaching & Assessing for Learning

At EIS the teaching and assessment within the curriculum is dynamic, inquiry based and in line with best-practice recommendations derived from current educational research and teaching methodologies. Teaching and learning at EIS is underpinned by our Learning Principles.

To achieve this, EIS will:

- Embed the school's Learning Principles into daily practice by June 2019.
- Build Learning Principles into performance management system by June 2019.
- Ensure all assessment tasks allow for purposeful reflection by June 2019.
- Ensure all assessments, (internal, external, ongoing and formative) results are universally used to inform teaching and learning (ongoing).
- Implement a system to track longitudinal student progress to ensure individual and cohort growth by June 2019.
- Ensure educator based CPD ties in line with the curriculum review cycle (ongoing).
- Strengthen our support for students' home languages and seek new ways to celebrate languages at EIS (ongoing).

E: The Students' Learning & Well-Being

EIS understands that students learn best in an environment where they feel safe and secure, able to take the initiative, try new activities, take risks and make mistakes. EIS supports the development of skills and dispositions that will help students to be happy and successful at school and when they leave.

To achieve this, EIS will:

- Embed the school's Learning Principles into daily practice by June 2019.
- Implement a system to track alumni by June 2018.
- Promote the IB learner profile, ATL's and IB attitudes throughout the school (ongoing).
- Evaluate the Additional English Programme by March 2018.
- Employ a full time school Social and Emotional Counsellor from August 2018.
- Ensure employment processes provide academic staff that are able to demonstrate the soft skills needed for ensuring a safe and nurturing environment (ongoing).
- Implement an annual student climate survey (ongoing).
- Finalise Diverse Learners Policy and review the existing capacity of the Teaching & Learning Support Department by June 2018.
- Support and promote school wide events, activities and initiatives which encourage teamwork across grades and sections (e.g. the cardboard challenge) (ongoing).
- Ensure all staff will have completed Basic Child Protection Training with EduCare by June 2018. Ensure child protection processes are rolled out to school volunteers and parents.
- Further promote the House System to improve vertical community building and to support some elements of pastoral growth (ongoing).

F: Staffing

EIS recruits internationally minded and experienced educators, administrators and support staff who are caring, creative, fun and innovative. EIS staff are passionate about education and value continuing professional development.

To achieve this, EIS will:

- Continue to provide school based CPD which is linked to our learning principles (ongoing).
- Review our Performance Management system to ensure it is focused on support for professional growth, user friendly and tracked March 2018.
- Optimise competitiveness of compensation packages for staff (ongoing).
- Establish a research grant programme for school based action research activities (Jun 2019)
- Continue to work on a culture of initiative (ongoing).

G: Premises & Physical Accommodation

EIS provides quality educational facilities that value age appropriate, purpose driven, intimate physical environments for our students. The EIS campus' low-rise buildings, connected by beautiful garden surroundings, are each adapted to provide excellent learning spaces.

To achieve this, EIS will:

- Update the campus masterplan regularly to ensure that our renovations and site-wide upgrades are considerate of our educational village philosophy (with each new development).
- Develop learning spaces that differ to the traditional model of standard furniture and standard layout, towards modern, flexible, alternative learning spaces both indoor and outdoor, as and when the opportunity arises
- Ensure the development of new physical premises are managed by project managers with experience of international standards to ensure facilities are excellent learning spaces.
- Construct additional purpose built facilities to include a large multi-purpose space additional sports, a swimming pool, science labs, theatre and classrooms (March 2019).

H: Community & Home Partnerships

EIS is a community driven school which values the benefits of working closely with its students, parents, staff and alumni. EIS engages positively with the local community as well as educational groups and networks.

To achieve this, EIS will:

- Continue to deliver, analyse and act upon the bi-annual survey of parents / students / staff (ongoing).
- Ensure that Parent Council is representative and maintains an active voice in the school (ongoing).
- Work with the Parent Council to promote active Class Parent Representatives.
- Development of more parental education workshops. Include one specific workshop for parents, similar to the one led by Eowyn Crisfield (ongoing).
- Implement quarterly meetings between Primary and M&HS Student Councils and Heads of School by December 2017.
- Participate fully in the IB VLMC network (ongoing).
- Lead and participate in the Saigon International School Heads Network and Heads of Section Networks.
- Participate, and on occasions lead, SISAC events and other competitions / conferences where the opportunity arises (ongoing).
- Increase participation in regional and international events, including sports, MUN academic competitions and other conferences (ongoing).
- Seek additional ways to share CPD with our network schools.
- Implement a system to track alumni of students (through Open Apply).
- Re-establish the Action for Community and Environment (ACE) Committee to coordinate charity events throughout the year (June 2018).

Updated 15th November 2017