



Redland School
Santiago, Chile

Recruitment of Head of School

Candidate Information



The Redland School Mission

To develop fully the spiritual, intellectual, physical, artistic and social abilities and talents of each pupil, supporting and encouraging the uniqueness of each individual and guiding him or her to live according to a clear set of values and to seek, not only personal excellence and happiness, but also the welfare and happiness of others.



A Message from the Founders

Redland was conceived in the mid-1960s as a school, which would strike a balance between the most valuable aspects of contemporary British education and the traditions and culture of the host country. Our pupils would be mainly Chilean and as such would be brought up to respect their own country and to develop a strong sense of commitment towards it, but at the same time their education should be widened through contact with the philosophy, customs and practices of British education. Emphasis on the importance of the individual and the need to encourage each child to develop his or her own abilities, talents and interests should be balanced by a strong commitment to the group or society as a whole. The teaching and use of the English language would be one of the main pillars of the school, given that mastery of this language would be of undoubted benefit to most of our pupils throughout their lives. At the same time and for similar reasons it was felt that

our charges should gain the ability to communicate with the outside world and to appreciate cultures and ways of thinking other than their own.

While placing great importance on high academic achievement – without excluding those with less pronounced intellectual gifts – the school would commit itself to the belief that education should go far beyond pure academics, encouraging the development of all the varied aspects of the human being – spiritual, moral, physical, social, emotional, aesthetic, and so on. This implied setting up a great variety of activities outside the strictly academic curriculum.

Our firm faith in the gospel of Christ would ensure that Christianity would be a living presence in the school and that Redland's values and ideals would be deeply rooted in the Christian religion. On the other hand, we did not wish the school to become exclusive to any particular denomination or pupils to feel ostracized on religious grounds. If one

of our aims was to broaden the outlook and critical understanding of our pupils, a narrow-minded approach to religion would not be of much help.

Above all Redland was to be a happy school, a school where children felt appreciated and their needs catered for, a school where human relationships were of vital importance. Each year in the life of a child is of great value: it would be truly sad if our pupils – most of them committed to being with us for thirteen or fourteen years – could not find joy in the daily life of their school.

Why coeducation when most Chilean schools at that time were single sex? Quite simply we felt that an important aspect of education is learning to live together and to understand each other. Why deprive children of the possibility of learning to live together with the opposite sex?

These were the basic ideas on which the educational philosophy and system of Redland were founded and we are sure that they still permeate the



mission and practice of the school today.

Richard and Julia Collingwood-Selby **Past, Present and Future**

Redland opened its doors to the public for the first time in November 1965 and its first school year, with thirty-five pupils between kindergarten and first grade, was 1966. After three years on rented premises, and with 120 pupils, the school moved into its own buildings in the district of "Los Dominicos". Since then it grew gradually every year until in 1977 its first group of school leavers went on to university. Numbers continued to increase for some years until by 1994 there were two classes at each level and a total of over 800 pupils. Numbers have remained much the same ever since, the policy being to keep Redland small enough to ensure the achievement of our ideals of personal attention and friendly human relationships. On the other hand, there is a determined intention that the school should grow physically in the next few years, increasing and improving its infrastructure in order to keep abreast of the educational tendencies of the 21st century.

Location

"Villa Los Dominicos", where Redland is located, is one of the choice residential areas on the eastern outskirts of Santiago. With its backdrop of majestic mountains and its tree-lined streets, it lacks the noise and bustle of the city but is near enough to permit visits to places of cultural interest, contact with communities where our community service activities can be developed and rapid access to up-to-date medical centres. It is an area where security is not a great problem and where the air is relatively free of the smog which affects a large part of the city.

School Structure

The school is divided into three sections, each of which is to some extent a school in itself. The Junior School, which caters for children between the ages of four and ten (pre-kindergarten to fourth grade). Pupils from ten to fourteen attend the Middle School, while those in their four years of secondary education (ninth to twelfth grades) attend the Senior School. Each of these three sections, with its own Head of Section, functions largely as an independent community, thereby enhancing the "small school" atmosphere.

Language

Most of our pupils are native speakers of Spanish, but there is a good sprinkling of those who speak two languages at home - usually Spanish and English. For the school English is an active second language which is used regularly inside and outside the classroom. Pupils are expected to use their English at all times with members of staff who speak the language: this includes the Headmaster, Heads of Sections, Librarians, Secretaries and, of course, the teachers of English. We often have native speakers of the language, usually from the United Kingdom, attached to the staff, whose main job is to help the pupils develop their oral English skills.

In pre-kindergarten and kindergarten about half the total class time is devoted to the learning and use of English. In first to eighth grades about a third of the day is occupied with the learning of English, although in the last two years there is a slight decrease. In the Senior School there is considerably less class time available for English, but the obligation to use English outside the classroom continues throughout the school.

All pupils are expected to be able to pass the Cambridge Preliminary English Test either in seventh or eighth grade and several pupils take the Cambridge First Certificate examination in tenth grade. In addition, the majority of pupils sit one of the English examinations of the International Baccalaureate in twelfth grade.

Although the basic medium of instruction in most subjects is Spanish, a certain amount of interdisciplinary work (related, for instance, to history, geography, literature, mathematics or science) is included in our English programme.

The school offers French as a third language from seventh grade upwards. It is compulsory for the first two years and then becomes elective.

Community Service

Recognizing community service as a fundamental area of activity if one of the principal aims of the school is to develop people with a profound sense of commitment to the wider community, the school has given it increasing importance over the years. We are concerned that all our pupils should have the opportunity to gain first-hand experience of the outside world and to acquire a spirit of compassion and service.

Some of our service activities are organized within the school, especially in support of our auxiliary staff and also in the form of a system of student tutors - senior pupils who help younger ones with

their academic work. But our main efforts are centred on an external institution for which the school has taken full responsibility, a free school in a very poor sector of "Lo Barnechea", which the Redland community founded, partially finances, as well as having members on its Board.

The Junior School

The vast majority of our pupils are admitted to pre-kindergarten at the age of four. There is a selection process which runs from March to May of the previous year. Applicants should be registered by the end of April. Selection depends not so much on the performance of the child as on a variety of criteria related largely to the family.

The academic curriculum is based on the requirements of the Chilean Ministry of Education but with additions and modifications aimed at adapting them to the school's specific aims. Pupils are involved in the International Baccalaureate Primary Years Programme, paving the way for the Middle Years and Diploma programmes. At each level teachers have to work together as a team and importance is given to interdisciplinary projects.

The two years of pre-school constitute a transitional phase between the play groups from which most of the children come before admission and the gradually increasing formality of the first years of primary education.

We are concerned that during the whole of the Junior School phase the child should be thoroughly immersed in a learning environment but at the same time should feel valued as an individual and enjoy his or her daily life to the full.

The overall curriculum is well balanced between academic work, artistic activity, physical development and voluntary extra-curricular activities (after class hours in the afternoons), such as art, music, gymnastics, computing, science, chess, drama, explorer and cooking. The regular sports programme begins in third grade and occupies one complete afternoon each week.

The Head of Section has the overall responsibility for pastoral care, but she is fully supported by the Junior School psychologist and the Form Teachers, who take an active interest in each of their charges.

The Middle School

All Junior School children normally go on to the Middle School after completing



fourth grade, so only a few places at each of the four levels are filled by new pupils. Entrance examinations for these occasional vacancies are carried out on a rolling basis.

The Middle School covers that difficult period of transition between childhood and early adolescence, a period when good pastoral support is often essential. The pastoral system is very similar to that of the Junior School, but there are also special planned outings where the stress is on personal development - learning about oneself and one's relationships with peers and adults.

As regards the academic programme, the guiding spirit is that of the Middle Years Programme of the International Baccalaureate which, although it officially runs from sixth to tenth grade, in practice is also applied in fifth grade. The structure of this programme is based on eight disciplines (Language A, Language B, Humanities, Sciences, Technology, Mathematics, Art, Physical Education) and five interdisciplinary areas of integration (Learning to Learn, Homo Faber, Health and Social Education, Service and Community, Environment).

Staffing in fifth and sixth grades is similar to that of the Junior School in that a small number of teachers attend each class, one teacher in each case teaching several subjects. In seventh and eighth grades, however, there is a different teacher for each subject and most of these teachers also work in the Senior School.

There are two sports sessions every week and the majority of pupils participate in interschool sporting activities on Saturdays, usually in the morning.

Voluntary extra-curricular activities after lessons are also a popular feature of the school day. Typical activities included in this programme are gymnastics, chess, music, art, drama, ecology, computing and journalism.

The school offers a visit to the United Kingdom in eighth grade and there is a rugby and hockey exchange with Buenos Aires schools in seventh grade.

The Senior School

During these last four years of schooling a small number of new pupils are accepted to fill vacancies through a rolling selection process. During the first two of these years the International Baccalaureate Middle Years Programme is being completed. This ends with the Personal Project in Tenth Grade, when each pupil is required to choose a theme of interest, to research the theme and to present a final product which will include a written explanation. All pupils will study the International Baccalaureate Diploma Programme and it is expected that

they take the examinations. Pupils begin their IB programme in the second term of tenth grade, completing it by the end of the first term of twelfth grade, sitting the May examinations, and then focusing on the local curriculum and university entrance examinations for the last two terms.

The pastoral system changes in the Senior School, in that, as well as the role played by the form teacher, personal counselling is carried out, in some cases, by tutors, who are teachers in charge of small groups of pupils whom they see on a one-to-one basis. There is also a guidance counsellor responsible mainly for advising on subject choices and higher education, as well as a psychologist who is concerned with personal development and individual problems.

From ninth to eleventh grades there is an obligation to take part in some form of extracurricular activity. The choice is wide and includes gymnastics, music, art, theatre, chess, literature, photography, computing, magazine committee, library committee and community service. All pupils must commit themselves to some form of community service for a specific period of time during their passage through the Senior School.

There is a sporting exchange with schools in Buenos Aires for the intermediate category rugby and hockey teams (ninth and tenth grades), a rugby and hockey tour for senior category teams to South Africa or elsewhere every other year, an annual linguistic and cultural visit to France for tenth graders and a linguistic exchange with Tahiti for those studying French in their last two of three years was also an option.

The Arts and Special Activities

The school is a firm believer in the importance of offering young people a wide variety of activities outside their academic programme, in order to give them the opportunity to develop their own individual talents and to encourage them to undertake worthwhile projects in their free time.

Art and music are included in both the academic curriculum and in the extra-curricular area, but become electives in the Senior School academic curriculum.

There are also numerous occasional activities during the school year, such as outings, field trips, concerts, plays, celebrations and talks. Some intimation of the various activities available has been given in the accounts of the three sections. Undoubtedly Redland is an active school in which most of our pupils find plenty of opportunities for personal development.

Sports and Physical Education

The school places great emphasis on sport and physical education in general. We see sport as a wonderful vehicle for developing character and values. The team aspect of most of our sports underlines the need to work together as a group and to do one's best for the good of all rather than just for one's own personal benefit. There are also many qualities, such as courage, self-confidence, joy, perseverance, self-control, respect for rules, respect for authority, losing with dignity and winning with humility, that can be acquired through sport. Then there is the aspect of physical fitness, the training in physical skills and the harmonious functioning of body and mind. To inculcate the habit of physical exercise and playing games is also useful in ensuring that good use is made of leisure time.

As has already been stated, the sports programme is introduced in third grade, although physical education starts in pre-kindergarten. At the level of third and fourth grade there are very few events involving other schools but from fifth grade upwards there are regular matches and tournaments almost every Saturday. Our fixtures are mainly with members of the Association of British Schools in Chile or with visiting touring teams. Our sporting exchanges with schools in Buenos Aires are extremely popular, as is our biennial tour of South Africa or New Zealand.

Religion

Redland is not a church school but Christianity is the principal source of its educational philosophy. At the same time Redland has always welcomed those of other traditions.

Through regular classes in the Catholic faith and through the importance given to prayer and to the Bible, pupils are encouraged to accept Christian values and to find a religious basis for their lives.

During their time in the Junior School pupils are offered the opportunity of preparation for their First Communion. The classes are organised by the school, with the involvement of parents and the approval of the local parish church. There is also preparation for Confirmation in the Senior School, which is conducted mainly by former pupils of the school under the supervision of the religion department. The Association of British Schools in Chile

Redland is a founding member of the Association of British Schools in Chile, which at present has a membership of seventeen schools, and participates actively in all its activities. There are cultural events (such as debates, drama and music festivals, literary encounters, art exhibitions and essay competitions), a



highly organized annual sports programme and activities for teachers which include conferences and in-service training. One of the main characteristics of this association is that, although each school is totally independent, it has been possible to establish a spirit of friendly co-operation rather than competition.

Old Redlanders

Redland is proud of the fact that a large number of former pupils continue to maintain strong ties with the school. Many have their children in the school, several serve on the staff and there is a flourishing Old Reds Association which produces sporting teams that participate regularly in national tournaments. It is also fairly common for individual Old Redlanders to

take part in some of the school's activities, such as community service, concerts, plays and preparation for Confirmation.

Partnership with Parents

Education is a shared responsibility between home and school, which is best based on mutual understanding and trust.

The school does its best to keep parents informed about their child's personal and academic development through reports, organized meetings and individual interviews with the tutor or form teacher. Parents are encouraged to contact tutors, form teachers or subject teachers if there is any matter of concern which they would like to discuss.

The school also runs special evenings on specific pastoral, social or academic themes of importance to parents.

There are ample opportunities for parents to take an active part in the school community, whether it be as delegates of their child's class, as supporters of the community service activities, as directors of the Parents' Association, as speakers on vocational themes, as spectators at matches, concerts or plays, and so on.

A visibly strong commitment to the school on the part of his or her parents will undoubtedly in turn help the pupil to develop that sense of commitment which is essential if he or she is to take full advantage of what the school has to offer.