

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