



GOOD SHEPHERD INTERNATIONAL SCHOOL



INCLUSION / SPECIAL EDUCATION NEEDS POLICY





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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VISION STATEMENT

Good Shepherd International School in its pursuit of a holistic education, envisages inspiring and fostering a community of caring, progressive, lifelong learners to embrace and celebrate all Creation.

MISSION STATEMENT

Good Shepherd International School endeavours to prepare each student for academic, social and personal success by creating a community of empowered and diverse learners striving to be globally-minded citizens in an atmosphere of mutual respect, understanding and trust.

OBJECTIVES

1. **VALUE EDUCATION** : To create a climate that encourages freedom of thought while inculcating the savor of self-discipline, punctuality, fair play and industry.
2. **HOME AWAY FROM HOME** : To actualize a 'home away from home' atmosphere where a right proportion of care and control is administered catering to the emotional and intellectual needs of a child.
3. **ACADEMIC EXCELLENCE** : To nurture heuristic, lifelong learners and who excel in conventional academic demands; explore and discover the interconnectivity of disciplines and grow into active generators of knowledge.
4. **CO-CURRICULAR ACTIVITIES** : To ensure that all students gain experience, and appreciate all the creative and performing arts thereby promoting the acquisition of team spirit and development of individual skills needed for a holistic growth.
5. **TEACHING STRATEGY** : To practise tailored teaching strategies incorporating latest technology to facilitate the diverse learning styles and intelligence quotients of the student.
6. **COMMUNITY SERVICE** : To disseminate awareness of environmental concerns and humanitarian issues and kindle a sense of responsibility towards the amelioration of the needy by working with charitable organizations.
7. **TECHNOLOGY** : To allow opportunities for a guided, constructive and age-appropriate use of technology and other resources within and throughout the academic programme.
8. **INDIVIDUAL ATTENTION** : To discover the latent potential in each child through individual attention and providing them with opportunities to hone their full potential.
9. **COUNSELLING** : To monitor a complementary growth of social, cognitive and spiritual facets of a child and aid in making fulfilling life and career choices.
10. **MULTICULTURAL** : To foster respect for and tolerance of other cultures and creed by creating a multicultural and secular ambience.
11. **TO GROW FROM STRENGTH TO STRENGTH** : To conduct periodic review of all programmes and procedures to ensure consistency and continuous improvement in line with the ideals espoused in the Mission Statement and the Motto of the school.

INTERNATIONALISM

GSIS fosters an ethically and culturally diverse learning environment wherein students transcend barriers through communication and mutual understanding which inspires them not only to become courageous leaders but also responsible citizens in the service of local and global communities.

DEFINITION OF GLOBAL CITIZENSHIP

High and Higher Secondary (Grades IX, X, XI & XII)

Global citizenship is an attitude which promotes personal responsibility in a varied and rapidly-changing world, nurturing respect for diversity with an aim to integrate multidisciplinary expertise towards co-existence and sustainable development for a safe and positively interconnected global community.

Middle School (Grades VII & VIII)

Global citizenship is a responsibility of every person to promote diverse natures and to encompass different cultures and traditions imbibing good values and knowledge for harmonious and peaceful living on this planet.

Upper Primary (Grades IV, V & VI)

Global citizenship is about accepting people of different cultures and traditions, and learning from them. It is also protecting the environment for every creation to have a happy living, now and in future.

Lower Primary (Grades II & III)

Global citizenship is about knowing people from different countries and being a good friend to all. We teach and learn from each other. We enjoy and protect the place we live in, with trees and animals. Together we live happily.

Learning Definition

LEARNING at GSIS initiates a life-long journey of positive transformation through engagement in a wide variety of experiences. These experiences include opportunities for:

- * A range of academic, co-curricular and service-learning programmes.
- * Dormitory-style of living in a multi-cultural environment.
- * Building meaningful relationships.
- * Broadening the learners' comfort zone.
- * Self-awareness and self-management.
- * Nurturing and developing leadership skills.
- * Optimizing learning in a state-of-the-art infrastructure located in a pristine environment.

The New Diploma Programme Circular Model



SPECIAL EDUCATION NEEDS POLICY

Introduction

This document outlines the position of Good Shepherd International School with regard to special education needs in all its programmes. It is intended for the school governing body, programme coordinators, teachers, parents and students. Its purpose is to structure and practise the special education needs at the school.

Good Shepherd International School in its mission statement has expressed its need to encompass “diverse learners”. The connotation of “diverse learners” is now re-aligned along the IB mission. GSIS therefore adopts the generic term “special education needs” for students, who because of gender, ethnic background, socio-economic status, differing ability levels, learning styles, learning disabilities may have academic needs that require varied instructional strategies to help them learn.

Programmes / Support for Special Education Needs Learners at GSIS:

- a holistic learning environment and development strategies through a wide variety of academic and extra- curricular activities
- varied curricular options-both National and International, to choose from.
- unconditional acceptance of their multiple ability levels and learning styles
- education through interaction in the diverse community they live and work in

Admission Policy for Students with Special Education Needs (SEN)

The school does not discriminate on the basis of race, creed, color, gender, nationality, cognitive, social, emotional and physical development and seeks to accept all qualified students who apply.

Students are eligible for admission if they believe that the school can meet their specific needs. The school is not equipped or staffed to educate students with any gross and severe learning, physical, mental or emotional disabilities or problems. Such students will not be admitted to the school. Students with milder symptoms of these disabilities may be admitted on approval of the Resident Medical Officer and the Director of Counselling.

Students seeking admission in GSIS will be tested in English, Mathematics and other Languages to ascertain their proficiency in the subjects, so as to determine the appropriate curriculum / stream and the grade. Other tests will also be administered to ascertain the cognitive, social, emotional and physical development of the student. This will help identify the students as SEN, if applicable. The SEN Policy of the School is contiguous to the Teaching and Learning Policy of GSIS.

Good Shepherd International School is a different school of thought. We believe that the learning need of one child differs from that of another and this will be enabled at GSIS, provided the student does not have gross learning disabilities. The Academic Council will study the reports of students identified with SEN. This will be discussed with the parent and the concerned faculty and a decision arrived at whether to admit the child or not.

GSIS will accommodate the following special needs of students.

- Attention sustaining difficulty
- Lack of organization
- Inconsistent effort
- Problems with waiting, taking turns and following directions
- Poor social skills
- Academic strengths / weaknesses
- Lack of confidence
- Stammering and Stuttering (speech that is hard to understand)
- Inappropriate behavior that frequently borders on attention seeking
- Gifted and talented
- Mild learning difficulties due to lack of exposure to the English language

Special Education Needs students may display difficulties or conditions that are a barrier to learning and therefore will need particular teaching strategies to address the special needs mentioned above for classroom management and effective education.

The teaching strategies identified

For attention sustaining difficulty

- Seating students near the teacher, to avoid distractions
- negotiating an individual, physical or visual cue to bring students back to work
- helping students to keep their workspace free from distraction

For lack of organization

- helping students to plan their daily routine
- encouraging the use of a diary/planner and for regular checks
- encouraging and acknowledging punctuality
- using a timer for activities

For inconsistent effort

- adapting the task
- providing clear step-by-step instructions
- breaking the task into steps
- setting frequent interim deadlines
- considering negotiating extra time
- allowing enough time to copy homework instructions
- increasing the time spent on tasks over small intervals

For problems with waiting, taking turns and following directions

- allowing frequent movement
- giving practice waiting and taking turns
- changing the type of activity regularly

Students with poor social skills

Using a system of behaviour modification based on rewards / daily evaluation systems / short measurable goals

Academic strengths / weaknesses

Interaction with peers by providing structured activities or games where specific roles are identified and encouraged.

- lesson content and instructions are modified and simplified
- students' comprehension skills and writing abilities are considered
- students are encouraged to focus on the real world
- students are diverted from persistent questioning related to irrelevant fixations
- guidelines are produced on paper to help with the control and uniformity of writing
- allow extra time
- use of technology is encouraged
- structured sessions are ensured
- work is broken down into smaller steps
- frequent feedback is offered
- redirection opportunities are given

- non-verbal signals are used to bring students back on to the task
- Lack of confidence
- the strengths of students are highlighted
- extra time is provided for classroom tasks or assignments
- understanding is checked
- one-to-one support is offered if needed
- social contact with peers is encouraged and initiated
- the need to “get on with life” is emphasized

Stammering and Stuttering (Speech that is hard to understand)

- advance alert is given before questioning (“John ... what is ...”)
- extra time is allowed for oral responses
- the lesson or reading is previewed with students
- reading is divided into smaller sections
- reading aloud in front of the class is made optional
- the use of visual spelling strategies is promoted
- understanding of material and tasks is discreetly checked
- the quality rather than the quantity of responses in oral tasks or exams is taken into consideration

Inappropriate behavior that is frequently attention-seeking

- emotional/behavioural problems are noted and the classroom arrangement is carefully considered
- a working relationship built on trust and mutual respect by both parties is established

- order and discipline is ensured in class so that learning can take place
- social and behavioural expectations are outlined and upheld
- written contracts are drawn up with individual students, stating rules and expectations
- lesson is abandoned if it is not working; fun activities used to enable students to refocus
- tasks are modified to be made them achievable
- frequent praise is given with a positive outlook
- A relaxed, controlled voice and body language is used by teachers
- a sense of responsibility to be fostered
- special assessment accommodations for internal and external assessment used

Gifted and talented:

- open-ended inquiry-based tasks used
- higher-order thinking and problem-solving activities provided
- students encouraged to take on roles of responsibility
- a mentor and time provided within the school to assist the students with a particular interest such as art or music
- enrichment of units within the subject planned
- prior knowledge tested and used as a starting point for students' learning when introducing a new unit
- use of information and communication technology for research and development of higher-order thinking tasks encouraged
- activities and work sessions negotiated

- meetings of like-minded students, for example, debating club, chess club arranged and encouraged

Mild learning difficulties due to lack of exposure to the English language

- Teachers aware of the ESL student in the class, and of the contribution someone from another culture can make to the group
- involve the ESL learner with other students. Listening, observing or participating in group activities will promote language learning
- use visual clues, e.g. pictures or diagrams, and concrete materials to support long teacher talk
- ask ESL students questions to check their understanding. Many of these students are reluctant to put their hands up to answer a question. However, such students are encouraged to be active participants
- repeat or rephrase, where necessary, at an individual level
- make sure that instructions are clear
- re-inforce oral instructions in writing
- modify language. Pausing can be an effective way of slowing down the pace of delivery. Slang and idiomatic language are avoided
- encourage students to respond and seek individual assistance, out of class time if necessary
- present texts in manageable „chunks‘
- select and pre-teach key vocabulary
- always provide a model as a guide to students‘ writing
- give the students plenty of opportunity to practise writing the particular genre you require

- clarify what is required in assignments
- allow more time for tests as these students will not be able to work as quickly as those whose first language is English
- when assessing written work, give some consideration for second language students. Areas of great difficulty for ESL students like verb tenses, prepositions and correct sentence structure are worked on so that these concepts will be reinforced
- Orientation classes held for students for two months during the summer vacation to develop the English language skills of the students who do not meet the standards of GSIS. Regular coaching classes in the form of tuitions / special coaching / intensive coaching are held for students to develop the language skills and other special needs

Special Education Needs

At GSIS, special education needs were always part of the mainstream education. Processes of inclusion, differentiation and assessment led to the re-conceptualization of “special needs” and its ardent practice

Inclusion and differentiation

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities. Inclusion is responding positively to each individual’s unique needs. Inclusion is less about marginalizing students because of their differences. It is an unending process of increasing learning and participation for all students. Differentiation is inclusion in practice.

Differentiation is based on good teaching practice. Differentiated instruction may be conceptualized as a teacher’s response to the diverse learning needs of a student.

Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed goals. Differentiation calls for greater understanding in the way learners work, either alone or with others, based on their individual needs and goals. It requires the learner to take a more active and responsible role in the planning, carrying out and reviewing of what is learned.

Differentiation is implemented as an ongoing whole-school practice to:

- transform teaching and learning
- develop classroom relationships and expectations
- differentiate assessment practices

Students who need specialized language support to access the curriculum are provided with appropriate, clearly-defined programmes delivered by qualified teachers. Children of Indian and foreign origin who need to develop their English language skills in order to access the curriculum are being provided with orientation programmes and special remedial classes/tuitions.

All staff members use pedagogical approaches which support the special needs of language learners.

The faculty has undergone language oriented training from reputed institutions / organizations. This kind of training is a regular feature. The language needs of the students are therefore facilitated and supported to the best possible extent.

Assessment

Assessment allows for self-reflection and peer review, which enhances and supports all learners in gaining independence and becoming advocates for their own learning.

Four principles of good teaching practice

1. Affirming identity and building self-esteem

Affirming the identity of a learner encourages the qualities, attitudes and characteristics identified in the learner profile, promoting responsible citizenship and international-mindedness.

Affirming identity can be achieved by:

- promoting a class and school environment that welcomes and embraces the diversity of learners
- valuing and using the diversity of cultural perspectives to enhance learning
- liaising with parents to establish understanding of how best to collaborate to achieve shared goals

2. Valuing prior knowledge

When planning the range of new learning that can take place in any individual, previous learning experiences or prior knowing must be taken into consideration. Therefore, teachers will:

- explicitly assess learners' prior understanding
- use their knowledge of learners' prior understanding to differentiate tasks and activities that will build up the background knowledge necessary for new learning to occur
- record information in learning profiles that will support planning for future differentiation and inform teaching practice
- consider the time and the strategies necessary for activating and building up background knowledge when planning a unit of work or lesson

3. Scaffolding

Scaffolding is a temporary strategy that enables learners to accomplish a task that would otherwise be impossible or much more difficult to accomplish. Scaffolding should foster learners' increasing

independence in taking responsibility for developing strategies for their own learning, thus always extending the zone of proximal development (ZPD). Scaffolding is a dynamic practice in the learning process.

The use of graphic organizers to develop a piece of written research is an example of scaffolding. Other scaffolding strategies may provide a more concrete and less abstract context for understanding. Examples of these are:

- visual aids
- demonstrations
- dramatization
- small, structured collaborative groups
- teacher language
- use of mother tongue or best language to develop ideas and initial plans

Knowing the level of aptitude of a particular learner allows a number of small steps to be incorporated into the learning process so that they can work towards mastery while receiving constructive feedback on all attempts. Templates may be designed for particular tasks, with quite a large amount of detail provided in the first level that diminishes over time as the learner begins to grasp the requirements of the task. An example may be a template for writing up a science experiment, where key terms and phrases are given in a graphic organizer that can be used until they are internalized by the learner and the format can be completed without the scaffolding.

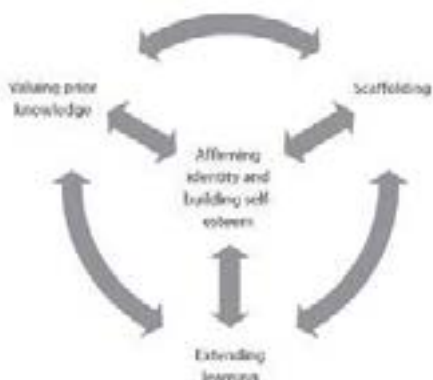
4. Extended Learning

As learners progress through the years, they are required to read and write increasingly sophisticated texts in the content areas of the curriculum.

Teachers can help learners extend their learning by combining high expectations with numerous opportunities for learner-centred practice and interaction with cognitively rich materials and experiences. The use of assistive technology and software enables

learners with language issues to access material that they can engage with metacognitively.

The curriculum documents in the various subjects of GSIS reflect the varied teaching styles/ differentiation adopted by the teachers. Regular professional development sessions at the beginning of every academic term are provided for all the teachers. These sessions are conducted by internationally-acclaimed educationists and subject specialists. The teachers of various curriculums attend regular face-to-face and online workshops.



There are professional development sessions for the school and departments held every week to strengthen the vertical and horizontal curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in the content.

Differentiation and diversity are central at Good Shepherd International School where all students enrolled in national and international programmes receive meaningful and equitable access to the curriculum. Motivating students to learn from multiple perspectives, through collaborative teaching approaches, can lead to positive outcomes for all students. These outcomes include improved academic and social skills, increased self-esteem, and more positive relationships with others in the community. Teachers are also rewarded professionally and personally as they develop an enhanced sense of community within each classroom.

GSIS is organized in such a way that student diversity of all kinds can be included as a resource; seeing individual differences and special education needs not as problems to be fixed, but as opportunities for enriched learning. Diversity is a positive resource with regard to what it means to be internationally-minded and increase intercultural awareness.

Practicing differentiation through identifying a student's learning style, scaffolding their learning, and differentiating the curriculum in order to develop the student's true potential is the focus of GSIS. This is achieved by collegiality and collaborative planning by all teachers who are part of a student's education

Teachers require factual and procedural knowledge when teaching students with different learning styles. This is collected by conducting a series of tests like VAK for Grades III to XII, David's Battery of Differential Abilities for Grade IX to XII. These tests will be administered by the Department of Counselling consisting of Counsellors of each section (Primary, Middle, High and Higher Secondary). These tests will be administered at the beginning of the academic year. The results of these tests are documented and informed to the students, teachers and parents. These tests will provide the following details:

- information about factors that affect a student's learning, particularly with regard to inquiry-based learning
- type of learners
- how best to respond to the student's needs
- how to differentiate and match teaching approaches to the student needs
- knowledge of technology that will assist in alleviating and removing barriers to learning

All information regarding the tests, progress and performance will be contained in the Students' Aptitude and Achievement File. Access to these files will be on a strictly "need-to-know" basis. The Principal, Senior Vice Principal (Academics) Coordinator-curriculum and Professional Development, Director of Activities, Section Coordinators, Director of Counselling and Counsellors will have access to them at all times. Teachers can update the progress of the students' performance and

any special needs on the Management Information System of GSIS.

Admission to the IBDP programme is open to all students who have completed Grade X of any National or International Boards. Although the IBDP is rigorous and challenging, students who have special needs are not denied admission, provided they fulfill the SEN Policy of the School. GSIS ensures continuous improvement in the special learning needs of students by periodic reviews of its written, taught and learnt curriculum, assessment policies and curriculum documents.

Individual Learning Plan

Curriculum is designed to suit the specific learning needs of each student at GSIS. The use of an Individual Learning Plan (ILP) is one way of achieving specific learning goals, and can be recorded to best support student learning outcomes.

General stages of support

Stage 1: To identify and meaningfully liaise with others (e.g. teachers/parents/guardians/ counsellors) when a student's strengths, skills, learning preferences and abilities are recognized, and in turn, the most fitting learning plan is identified.

Stage 2: An ILP is used to set long and short term goals for the student. These goals are tailored to be specific, measurable, achievable, relevant, timebound. Care is taken to allow the student to participate in his/her curriculum content learning and experiences similar to those for his/her peers, in an inclusive manner, wherever possible, to maximize opportunities for students with learning needs. It is to be included within a normal classroom context, building on their strengths and skills, albeit in differentiated settings.

Stage 3: An ILP typically is implemented based on what needs to be taught, priorities for the content to be taught, and appropriate pedagogies. It is assumed in an ILP that the learning may occur in the classroom, during recreation, evening study hours and when the student is engaged in community activities.

Stage 4: Assessment and the development of revised strategies for teaching and learning is done periodically. Monitoring and evaluation of students enables progress to be measured, the effectiveness of the program to be assessed and new goals to be developed. Where a student's progress does not seem to be occurring within the anticipated time-frame goals, targets, activities and methods will be reassessed.

Guidelines for Teachers

Student assessment data is discussed with teachers involved, prior to the preparation of an ILP. Students meeting any one of the criteria listed in the SEN/Inclusion Policy will have an ILP created for them. ILP goals must be specific, measurable, achievable, relevant and time bound.

ILPs should be created and students following it should be monitored. Review dates should be set when preparing the ILP. An ILP should be reviewed every fortnight. ILPs that are documented under the supervision of the counsellor must be presented to parents/guardians to facilitate parents'/guardians' input into the process when necessary.

Parents/guardians must be informed about the ways by which they can support their child during vacations to reinforce or achieve ILP goals. This could be communicated during the Parent Teacher Meetings and/or through the Counsellor's Report or via emails just before the vacation period. Written documentation needs to be retained in the student's file for future reference.

The Prerequisites to the ILP progress review

The assessment data should be gathered to measure all goals.

Comments and ratings should be recorded

Revised goals and a revised ILP are to be developed based on the assessment/evaluation notes

The Parameters

An ILP is created by the concerned subject teacher in consultation with the counsellor, where one of the following learning conditions are observed:

- He/she is assessed and identified as being below the expected standard that the curriculum demands
- He/she is assessed and identified with learning disabilities by a qualified external authority
- This student has been observed to have minor learning difficulties
- He/she is assessed and identified as one who has misconceptions and gaps in prior learning

GSIS Individual Learning Plan Template: for Teachers and Counsellors

Aims and Objectives: To improve the learning process and critical thinking skills.

Specific Academic Goal(s) for two weeks:

Subject: _____

Strategies to achieve the academic goal(s):

Subject:

- _____
- _____
- _____
- _____
- _____

Teachers' Reflections:

a. Extent of success of strategies: _____

b. Remedial Measures _____

c. Reinforcement plans _____

d. Parental _____

Cumulative Review:

Counsellor's Observations:

Student's Reflection at the end of a Fortnight

What I learnt _____

What I found hardest to learn

My plan of action to reinforce my learning

Student's Signature

Date :

Teachers' Signatures

Counsellor's Signatures

Date :

Work cited:

- a. International Baccalaureate Organization – PYP, MYP, DP Special educational needs within the International Baccalaureate programmes - 2010.
- b. International Baccalaureate Organization – Teaching students with particular special educational and learning needs – a resource for schools - 2004.
- c. <http://www.learningplace.com.au/deliver/content.asp?pid=44267>

GLOSSARY

Candidates with special assessment needs (2011) (specific to the Diploma Programme) Continuum learning stories for inclusive education (2013) Language and learning in IB programmes (2011)

Learning diversity and the IB Programmes/Special educational needs within the International Baccalaureate programmes (2010)

Meeting student learning diversity in the classroom (2013) - A summary of learning challenges and suggested teaching strategies and ideas for resources.

Programme standards and practices (2010) What is an IB education? (2013)

VISION STATEMENT

Good Shepherd International School, in its pursuit of a holistic education, envisages inspiring and fostering a community of caring, progressive, lifelong learners to embrace and celebrate all Creation.

MISSION STATEMENT AND DESCRIPTORS

Good Shepherd International School endeavours to prepare each student for academic social and personal success by creating a community of empowered and diverse learners striving to be globally minded citizens in an atmosphere of mutual respect, understanding and trust.

GSIS is an International School by:

- ❖ maintaining a global perspective in an Asian context wherein it is situated
- ❖ embracing a diversity of cultures represented by its staff and students
- ❖ being sensitive and accepting of all cultures
- ❖ upholding a secular perspective within the School community
- ❖ offering national and international curriculums

Academic Success at GSIS is:

- ❖ acquisition of academic skills
- ❖ training to apply knowledge to real life situations
- ❖ provision of qualified staff to ensure quality education
- ❖ being in a residential set-up that facilitates holistic academic growth and development
- ❖ benchmarked results and learning outcomes on global standards
- ❖ entry into leading colleges / universities in the country and worldwide

Social Success at GSIS is:

- ❖ development of a strong identity and self worth
- ❖ ability to relate, connect and communicate effectively with others
- ❖ cultural sensitivity and acceptance
- ❖ valuing justice and fairness in social living
- ❖ being service oriented unconditionally
- ❖ having an acceptable level of decorum

Personal Success at GSIS is:

- ❖ being a life long learner equipped with a keen spirit of inquiry
- ❖ developing a value based and ethical outlook on life
- ❖ imbibing cognitive and behavioral skills to take on the world
- ❖ acquiring a sense of purpose and being goal oriented
- ❖ possessing a sense of equanimity and ability to balance reason and emotion
- ❖ having acceptable standards of deportment
- ❖ having a spiritual rootedness within a secular context

Community Life at GSIS means:

- ❖ staff and students living in a multi-cultural ambience / context
- ❖ having a sense of being in a 'family'
- ❖ developing a sense of belonging and togetherness in all we do
- ❖ allowing for personal space within a structured environment
- ❖ experiencing the joy / art of living – joie de vivre

Empowered Learners at GSIS:

- ❖ take responsibility and are accountable for one's learning
- ❖ value and enjoy the process of learning as much as the outcome
- ❖ share and transmit knowledge
- ❖ develop initiative and leadership skills

Diverse Learners at GSIS:

- ❖ acquire holistic learning and development through a wide variety of academic / extra curricular activities
- ❖ have varied curricular options to choose from catering to their diverse needs and backgrounds
- ❖ are recognized and accepted for their multiple ability levels and learning styles
- ❖ learn from each other in the diverse community they live, learn and work in

Globally minded Citizens at GSIS:

- ❖ value the human spirit beyond the constraints of cultural boundaries
- ❖ develop awareness and sensitivity to global issues encompassing all aspects of life

- ❖ understand the impact of one's thoughts and actions on the world at large
- ❖ think globally and act locally

Mutual Respect at GSIS means:

- ❖ upholding the sanctity of teacher students roles
- ❖ appreciating and accepting individuality and diversity
- ❖ safeguarding and promoting the values ethos of the institution
- ❖ preserving and maintaining the environment we live and work in

Understanding and Trust at GSIS means:

- ❖ Truth /Trust /Triumph (our school motto)
- ❖ caring for individual needs even as we live in the community
- ❖ belief in the goodness of the individual and the human race
- ❖ developing empathy and rapport amongst members of the community
- ❖ being active listeners and critical thinkers before being judgemental

OBJECTIVES

1. **VALUE EDUCATION** : To create a climate that encourages freedom of thought while inculcating the savor of self-discipline, punctuality, fair play and industry.
2. **HOME AWAY FROM HOME** : To actualize a 'home away from home' atmosphere where a right proportion of care and control is administered catering to the emotional and intellectual needs of a child.
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11. **TO GROW FROM STRENGTH TO STRENGTH** : To conduct periodic review of all programs and procedures to ensure consistency and continuous improvement in line with the ideals espoused in the Mission statement and Motto of the school.

INTERNATIONALISM

GSIS fosters an ethically and culturally diverse learning environment wherein students transcend barriers through communication and mutual understanding which inspires them not only to become courageous leaders but also responsible citizens in the service of local and global communities.

GOOD SHEPHERD INTERNATIONAL SCHOOL

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