Exupery International School
1.5 Guiding Statements

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Founder Approval (if required):	Board Meeting
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Notes:
1. The board agreed that these guiding statements should be reviewed again in four years to give time for the school to move towards achieving its vision.
2. The board agreed that the guiding statement (Section 2) should be made visible around the school, and on the website. Thus, the detailed bullets form part of the policy, but as many parents are non-native speakers of English only guiding statement (Section 2) will normally be used unless there is a specific focus on the guiding statements.
3. The board understands that it would be helpful for the younger children to make stories (from characters such as Happy Honey Bee, Creative Chameleon, Resilient Raccoon, Responsible Rhino, Internationally-Minded Iguana …) in order to understand our expectations within these guiding statements.

1. **Description**

1.1 The Exupery International School (EIS) offers preschool through secondary education for internationally-minded families within Latvia, the Baltic Region, and the wider world.

2. **Our Guiding Statements**

2.1 Guided by the ideals of the United Nations, and as an IB World School, Exupery International School provides a caring and challenging learning environment which fosters international mindedness and multilingualism. We inspire our students to become creative, resilient, and responsible citizens, who will thrive and be happy within our ever-changing technological world.

3. **Our Guiding Statements in Action**

There are **three** key strategic directions embedded within our Guiding Statements (as indicated by the bold text), which will be central to our success going forward as a school, and which will therefore guide decision-making and action within the school. These three directions and associated bullet points are intended to also help us to measure our success in achieving the vision described in this guiding statement.

Within this context we believe that:

A. **Members of our internationally-minded community are committed to being responsible citizens, and accepting of the values and principles of the United Nations and the International Baccalaureate**. [1]

   In this regard, we are expected to:
   ● Demonstrate respect for human rights, and the United Nations Rights of the Child
   ● Understand the relationship between rights and responsibilities within society
   ● Be PRINCIPLED by interacting with honesty, fairness and OPEN-MINDEDNESS
   ● Encourage community members to appreciate and express BALANCED views
   ● Act in a CARING**,** responsible, and supportive manner
   ● COMMUNICATE in a respectful, courteous, thoughtful and 'Adult to Adult' manner[2]
   ● Develop international mindedness[3] and a 'Growth Mindset'[4]
   ● Celebrate and respect cultural identities
   ● Foster multilingualism for cultural understanding, and to support learning and CREATIVITY

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[1] The capitalized words in the following sections denote attributes of the IB Learner Profile.

[2] 'Adult to Adult' communication in line with Transaction Analysis from the psychologist Eric Berne.

[3] International Mindedness at EIS is defined in a separate document.

[4] The research of the psychologist Carol Dweck suggests that those who develop a Growth Mindset will be happier and more successful in life and in school.

- Contribute to and collaborate within the school, regional and global communities.

B. EIS provides a caring and challenging learning environment

In this regard, EIS offers nationally and internationally recognized curriculums to support the diverse educational needs of our students.

Students are expected to:
- Understand that in the optimal zone for learning, they will need to be challenged; make and learn from mistakes; get tired, and work with an expert other. [5]
- Use technology for learning.
- Learn how to learn, and how they learn best
- Maintain the fluency of their home languages while valuing the acquisition of others
- Attain depth and breadth of academic knowledge and understanding
- Develop the skills and attributes that support intellectual and academic success (such as resilience, adaptability, risk-taking).
- Prepare for the demands of further education
- Learn how knowledge is acquired and justified in each subject area, and what problems there may be with such justifications and the certainty of our knowledge

Staff are expected to:
- Deliver the curriculum with an international and multilingual perspective
- Respond sensitively to the full range of students' individual needs
- Challenge and support students to achieve academic potential, and use assessment for learning strategies which promote a 'Growth Mindset'
- Create opportunities to enable students to develop their skills and discover their passions for learning
- Involve students, staff and parents, as partners in the educational process
- Provide an environment which allows new members to quickly settle and develop a sense of belonging

Parents are expected to:
- Work in partnership to support student learning
- Share their knowledge of their child's interests, achievements, and special skills
- Be knowledgeable of the EIS's curriculum and opportunities to support and challenge their child
- Act in a manner consistent with the EIS Code of Conduct
- Take part in the Parent-Teacher Events Committee
- Take part in electing parent representatives to the EIS Parent Advisory Council.

C. The ISE community prepares students for an ever-changing technological world by developing their capacity for creativity and collaborative problem solving.

We will support the development of student's creativity by:

(i) Teaching for Creativity
- Celebrate and praise alternative solutions, suggestions, and the general creativity of all members of our community
- Celebrate and promote discoveries, inventors and inventions; particularly those that help us to live in the world more sustainably, or provide a deeper insight into the natural world

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[5] This learning theory is from Vygotsky; such learning theories should be explained to students so they will understand the approaches used within the classroom and why.

- Celebrate story-telling in order for students to develop confidence in public speaking, and to engender CREATIVE THINKING and deeper levels of comprehension and connections between concepts
- Foster story-telling as a means for promoting and sharing values within the community
- Provide extended time in the curriculum for students to engage in problems, creativity or design so that they can truly invent and create
- Promote and celebrate transdisciplinary thinking and those artists, scientists, engineers, and researchers who altered prevailing views or provided a new way of looking at the world
- Engender and value 'THINKING LIKE an EXPERT' in all disciplines
- Value, acquire and utilize a variety of tools and technologies for learning and teaching which promote inquiry, comprehension and the relationship between concepts
- Provide regular feedback to students which praises and thereby promotes creativity
- Develop critical, reflective thinkers who have the ability to make responsible choices
- Utilize strategies which require **collaboration**, and focus on creative problem solving, and the application, understanding and responsible use of technologies
- Provide opportunities for the students to take responsibility for their own learning using a variety of strategies and tools.
- Offer a range of disciplines including those associated with activities outside the classroom and extracurricular opportunities.

(ii) A Culture for Creativity
- As educators, value the input of others, be accepting of constructive criticism, and recognize that lesson planning, strategic planning, and problem solving will benefit from the positive exchange of ideas;
- Demonstrate flexibility in working with others and in the use of space, and resources;
- Demonstrate the willingness to share ideas, expertise, and knowledge to inspire students to learn, accept challenge, develop greater depth in their understanding, and to take risks in offering their own views, opinions, strategies, and efforts.
- Recruit teachers who can demonstrate creative thinking, find enjoyment in the creative process, and have worked creatively with students and colleagues
- Create an atmosphere in which students value creativity, reflection and the positive exchange of ideas, and which promote a growth mindset.

(iii) A Curriculum for Creativity and Multilingualism
- Provide induction programmes and training to engender the concept of teachers as language teachers
- Recruit multilingual teachers who possess knowledge and experience in multiple domains
- Select courses and curriculums that specifically promote the language learning, multicultural understanding and co-creativity of students, and adapt methods of teaching to promote such co-creativity (eg. drama, film, world politics).
- Introduce a Personal, Social and Health Education course that ensures students will learn and have opportunities to practice: theories of learning, brainstorming and problem-solving techniques, quality decision making, models for design, creating positive effective teams, how to work collaboratively and positively with others, leadership, entrepreneurialism, ...

School Director   Dmitrijs Vinogradovs