



GOOD SHEPHERD INTERNATIONAL SCHOOL

REVIEW POLICY

CIS WE ARE AN
ACCREDITED
SCHOOL



NEASC
Candidate

Cambridge Assessment
International Education
Cambridge International School

CIS INTERNATIONAL
CERTIFICATION





IB learner profile

The aims 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.

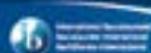
BALANCED

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.



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 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.

REVIEW POLICY

Guiding Statements

Aims of this Document:

This document is aimed at specifying the basis and timeline of the review of all the documents that guide the school in all its operations.

Focus of the Review:

- The School's Motto
- The Vision, Mission and Objectives
- Policy Documents

Review

- The School's Motto, the Vision, Mission and Objectives, and the Policy Documents will be reviewed regularly in consultation with the constituent groups of the school, that is, the Principal, the Board of Governors, the Senior Management, the Academic Council, the teachers, the support staff and the students
- The school's Guiding Statements are revisited every year by a team of teachers and students. When a change is recommended there are several meetings involving discussions among all the constituent groups of the school. The change will be incorporated when there is a consensus of all the stake holders. This Review Policy will be revisited every three years.
- If the Guiding Statements are to be modified by the review committee, survey questionnaires will be circulated and the results evaluated to gather the agreement percentage of the stakeholders with regard to the change
- When the change is agreed upon by the Head of School based on the data gathered the change is incorporated in all the school documents which serve as the guide to the school operations
- During a self-study process for the purposes of accreditation, re-accreditation / evaluation, affiliation or re-affiliation, the Guiding Statements may be reviewed and any necessary change incorporated following the same afore-mentioned process (consultative process followed by a survey)

- Academic Honesty Policy - Its rules are subject to review and change every three years
- Admissions Policy - Its rules are subject to review and change every three years
- Assessment Policy – is subject to review and changes every three years
- Boarding Policy – Its rules are subject to review and change as per the school requirement.
- Child Protection Policy - Its rules are subject to review and change every three years
- Counselling Policy – is subject to review and changes every three years
- Digital Citizenship Policy – is subject to review and changes annually
- Internet Usage Policy - is subject to review and change as per the requirement
- IT Policy - is subject to review and change as per the requirement
- Language Policy - Its rules are subject to review and change every three years
- Special Education Needs Policy - is subject to review and change every three years
- Teaching and Learning Policy - is subject to review and change every three years



GOOD SHEPHERD INTERNATIONAL SCHOOL

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