



Al-Rayan International School



GUIDING STATEMENTS

2019-2025



Core purpose

“We are a diverse community of learners that are committed to inspire, empower, and transform for a better world.”



Mission

We are dedicated to transforming student learning through a personalised approach to education, staff professional development and by supporting the wellbeing of the entire ARIS community.

CORE VALUES



GREATNESS IN EVERYONE

The ARIS community greatly supports and addresses the individual needs of every student. Learning is a very personal process and we are committed to create an environment in which every student and staff member have the opportunity to flourish and achieve their best potential. We believe in creating opportunities for all students to learn and be assessed in a variety of ways and in diversifying the educational experience of every child. We thrive to build a supportive and responsive learning environment that helps students develop the right attitude and love for learning. We encourage open and honest discussion about difference, and an institutional respect for people of all backgrounds and abilities. The ARIS culture and values benefit everyone by fostering an environment where students, staff members and their families are valued for who they are.



LEARNING WITH EVERYONE

Everyone is a learner in ARIS: Staff, parents and students. Learning is our biggest priority and it is conceptual, creative, inquiry-based, active and purposeful. Personalized, differentiated, authentic, and inspiring teaching and learning are essential for achievement and growth. Each learner learns differently and at a unique pace. Learning happens best and endures for longer when it is in context and with clear purpose. Learning involves ongoing construction of meaning through a constant cycle of inquiry, critical thinking, feedback and reflection. Learning is maximized when individuals own the process through personal relevance, choice, autonomy and creation.



CREATIVITY BY EVERYONE

Creativity, adaptability, curiosity and inquiry equip us to thrive in a fast changing world. We effectively plan, communicate, think and collaborate on creative and innovative ideas with our colleagues and community.

Our students are aware that creativity is a skill that can be developed.

Our students are encouraged and inspired to be creative and imaginative in their thinking and in approaches to problems and dilemmas. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned and ethical decisions.

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. In ARIS creativity and innovation is a result of effective communication and imaginative thinking.



SERVICE TO EVERYONE

Contributing positively to society is our responsibility. We promote learning through active participation in service experiences and provide structured time for students to reflect about it. We provide an opportunity for students to use skills and knowledge in real-life situations and extend learning beyond the classroom and into the community. Through service, we foster a sense of caring and responsibility for others. Through service learning we build effective collaborative partnerships with other institutions and organizations to meet the community's needs and provide engaging and productive opportunities for our students to work with others.



CHANGE FOR EVERYONE

A culture of continuous improvement and growth is critical to success. We are at the vanguard of a powerful, persistent, and ever-present force: change. We accept it as a natural course of life. This is currently spearheaded by the fast pace of technological advancement and the challenges it presents as we adapt to it. We support students and staff to become more comfortable adapting to frequently changing situations and developing a level of comfort with change. As a community we learn to become more resilient in the face of change and have the necessary information and skills to adapt to it.

ARIS CHARACTERISTICS

RESPONSIBILITY AND RESPECT

Honesty, integrity and accountability are fundamental to our community. We are responsible for our actions and understand that all healthy relationships need to be based on mutual respect.

PASSION AND MINDFULNESS

Everyone in ARIS is passionate about learning. This greatly contributes to a successful and encouraging learning environment. We encourage our learners to connect to what they are passionate about as this ensures motivation, engagement and authentic learning. At the same time we encourage our students to be self-aware and conscious about their emotions, experiences, actions, responses, and using that information to achieve a higher level of understanding about self and the world around them.

COLLABORATION AND COMMUNICATION

A strong community is built through participation, communication, collaboration and mutual respect.

REFLECTION AND ACTION

We reflect on our learning and actions as part of a process of continuous learning. We promote learning through active participation in service experiences and we contribute positively to our school and extended community.

PARAMETERS

ARIS will...

1. Provide Early years, primary, middle and high school education
2. Use English as the primary language of instruction with a strong focus on mother tongue and foreign languages
3. Maintain a strong international identity while embracing the Ghanaian culture
4. Hire qualified and adaptable staff whose attitudes and actions reflect the school's core purpose, values and characteristics.
5. Approve and maintain programmes that are consistent with the ARIS strategic plan, that is financially justified and provide for professional development and assessment.
6. Maintain a sense of community-based on the school values and attention to individuals
7. Not accept any behaviour that is detrimental to the safety and dignity of any individual
8. Ensure a strong and sustainable governance
9. Adhere to a sustainable and transparent financial plan
10. Ensure that enrolment, resources and capacity are aligned

LEARNING AT ARIS

At Al-Rayan International School, learning is at the center of everything that we do. It is optimized by our shared beliefs and it is embedded in the International Baccalaureate's mission to help create a better and more peaceful world. Through our values and characteristics, we are committed to excellence in teaching and learning, as well as the promotion of connection through international mindedness and collaboration. We are committed to personalized learning, staff continuous professional development and nurturing the wellbeing of every person in our community.

THE DEFINITION OF LEARNING

Learning is defined as the natural, life-long, self-regulated process in which learners engage with and reflect upon information and experiences to construct new or modify existing understanding as well as develop and apply skills and qualities.

ARIS LEARNING PRINCIPLES

- 1. Student agency and motivation inspire all learners:**
Learning is inspiring, active and relevant when individuals own the process through personal relevance, choice, autonomy and creation. Learner's motivation, both intrinsic and extrinsic, is a key component to ensure engagement and learning
- 2. Student Wellbeing, safety and protection empower all learners:**
Learning needs an empowering, positive and respectful environment in which it is safe to succeed or make mistakes and try again.
- 3. Connection to multiple local and global context transforms learners:**
Learning can best be transferred when it is embedded in authentic contexts and is used to address real-world issues in creative ways
- 4. Personalization, which honours diversity, transforms learners:** Learning opportunities should align with the developmental stage and individual needs of learners. Learners also need well considered and multiple opportunities over time to develop and improve skills and understanding

5. **Conceptual learning empowers learners:**
Learning experiences need to be organised around core concepts → **conceptual learning optimizes learning**
6. **Inquiry learning inspires and reflection transforms learners:**
Learning involves ongoing construction of meaning through constant cycle of inquiry, critical thinking, feedback, reflection and action
7. **Collaborative learning transforms learners:**
Learning is enhanced through connections, communication and collaboration across diverse perspectives → **collaboration** through connections and a cooperative learning structure optimizes learning
8. **Information literacy, innovation and technologies empower learners:**
Learning in a rapidly changing landscape requires a high level of information and media literacy, and technology integration

INQUIRY LEARNING

A learning process where learners ask questions, research, evaluate, reflect to acquire new understanding and make connections to the real world.

COMPETENCY LEARNING is happening when students are:

- **Deconstructing** expert performance and comparing it with their own
- **Identifying** the adjustments they need to make
- **Practising** the competency in order to refine it and allow their performance to become more and more automatic

CONCEPTUAL LEARNING is happening when learners are:

- **Connecting** new knowledge to prior understanding and to important concepts
- **Constructing** theories of:
 - how things work
 - why things are the way they are
- **Testing** their theories in different contexts in order to:
 - refine them so they have more and more explanatory power
 - see when, where and how they apply

CHARACTER LEARNING (IB Learner Profiles, ARIS Characteristics)

is happening when learners are:

- **Considering** the potential impact of applying dispositions and values in specific, authentic contexts
- **Acting** as a result of these considerations
- **Reflecting** on the results of these actions

SERVICE LEARNING

Service-learning involves teaching and learning that connects academics, personal growth and civic responsibility with positive and meaningful action in the community. Service-learning engages students to develop new skills and knowledge through integrated connections to the academic curriculum and opportunities to apply their knowledge in new and purposeful ways.

ACTION LEARNING CYCLE

In ARIS we believe we are preparing students for life, therefore our learning process models how real-life learning takes place. We believe that relevant and inspiring learning experience when students go through the cycle:

- Choose/Plan
- Act
- Reflect
- Share

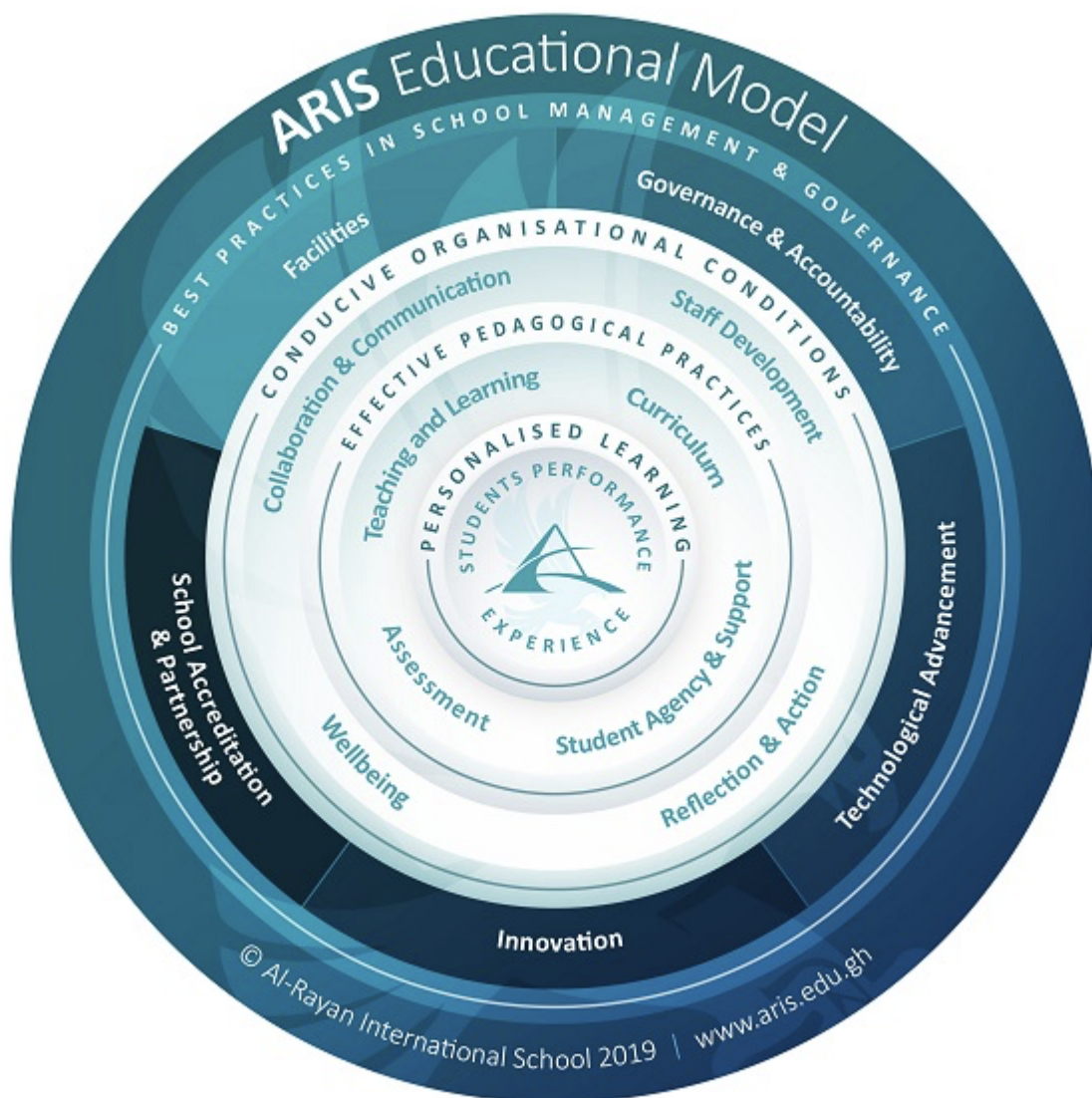
BLENDED LEARNING

At ARIS, we believe that blended learning transforms student learning through personalization and increased autonomy by providing opportunities for:

- **Active learning** with a variety of choices where students have more responsibility toward their learning, setting goals and checking their progress
- **Personalized learning** and differentiation
- **Promoting best practices** by improving teachers' pedagogical approach and making them lead learners alongside students
- **Improve technology standards** for both technology and other subject areas
- **Individualized learning** by creating space for teachers to dedicate more small group and individual time for students
- **Improving school emergency readiness** and preparedness by training teachers, students and parents to use a Virtual Learning Platform that provides an easy transition and continuity in case of emergency closures

ARIS PERSONALIZED LEARNING MODEL

ARIS believes that Personalized Learning-PL develops life-long learners, cultivates exceptional thinkers, and prepares students for their futures. Personalized learning is student-centred, grounded in each learner's profile, and characterized by competency-based progressions, customized pathways, and flexible learning environments. Student Agency is at the heart of PL; learners are expected to take ownership of their learning, developing skills for deep learning and application of that learning, while developing personal connections with each other, teachers, and others in the community.



STUDENT PERFORMANCE

At ARIS, we regularly monitor students' performance and progress, focusing on the extent to which they achieve their short or long-term educational goals. This guarantees that all students are on the right track and what they are receiving such as services and education-related interventions are appropriate to them and their needs. Student progress monitoring is a practice that helps the school use student performance data to communicate academic achievement status to the student, parents and school; to provide descriptive feedback that a student can use for reflection and growth; to inform teachers as they plan and modify instruction; to indicate the student's progress toward mastery of the learning goals and Approaches to Learning skills.

STUDENT EXPERIENCE

At ARIS, we take a cohesive and personalized approach to enhancing our student experience while in school. We are interested in data and information that give us a complete picture of a pupil's motivation, attitude and engagement in learning. We monitor closely the wellbeing of students. We also strongly support our students through extracurricular activities, academic advice, emotional counselling, mentoring, internship experiences, in addition to university guidance and preparedness.