



# **ARIS VISION 2025**

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ARIS Vision 2025 defines the strategic journey of the ARIS community from the period of 2019 to 2025. This strategic document was developed following the review of the ARIS guiding statements in 2018-2019.

The Strategic Plan and the School Indicators are each distinct and important pieces of ARIS's strategic journey. The indicators complement the strategic plan by ensuring the key elements of a leading international school are in place as a strong foundation for the Strategic Plan. While a strategic plan is generally completed in 3-5 years, the indicators do not have a set completion date, as these are ongoing benchmarks the school should meet.

# ARIS SCHOOL INDICATORS

To monitor and evaluate ourselves on an ongoing basis, ARIS Board and Management developed ARIS School indicators which are used to ensure that we continue maintaining the fundamental elements of a leading school focused on students and learning. Distinct from the Strategic Plan, these indicators are standards the school is expected to meet every year and is committed to maintaining. Throughout the years, we have had many staff, parents and students activities and sessions around learning and quality education. Accordingly these indicators were identified and developed.

## INDICATOR 1

### **ARIS considers Student learning to be the highest priority.**

- 1.1 Learning and Learning Principles are clearly defined, shared and updated regularly.
- 1.2 School core purpose and ethos is focused on community learning (student, staff, parents, board) and student success.
- 1.3 Budget review and focus is on learning and follows key benchmarks, school data, feedback and empirical research recommendations.
- 1.4 The written, taught and assessed curriculum is reviewed regularly to make sure that student learning is maximised.
- 1.5 Teacher learning and professional development is focused on maximizing student learning.

## INDICATOR 2

### **ARIS attracts, develops and retains excellent educators and leaders.**

- 2.1 ARIS will attract well-qualified staff and will focus on providing them with the necessary orientation and training to be successful.
- 2.2 ARIS offers employment conditions that encourage faculty retention to ensure sustainability of quality education and a positive and collaborative school culture.
- 2.3 ARIS is committed to a culture of continuous improvement and learning for staff to deliver a rigorous and comprehensive educational programme.

### **INDICATOR 3**

#### **ARIS offer a balanced and well-rounded programme**

- 3.1 To develop a well balanced educational and after-school programme that is focused on service learning, arts, athletics and academic activities.
- 3.2 Leadership and entrepreneurship opportunities are encouraged and promoted (SRC, CAS, Service Learning, student-led initiatives and projects, MUN...)
- 3.3 Emotional and Career Counseling support student well-being and success.

### **INDICATOR 4**

#### **ARIS students achieve strong academic results and their performance is tracked regularly.**

- 4.1 Student achievement/progress that are externally scored indicate students are at or above average expectations.
- 4.2 Student achievement/progress that are internally scored indicate students are at or above expectations.
- 4.3 Performance Review Meetings take place at least 4 times a year with clear interventions put in place for struggling students.

### **INDICATOR 5**

#### **ARIS values a diverse, inclusive and caring community through its actions and programmes.**

- 5.1 ARIS budgets for and maintains a scholarship fund for local students who would not be able to attend ARIS because of financial constraints.
- 5.2 ARIS supports all students, including those who are diverse in language, culture, and learning differences (PLSD, EAL, Gifted and Talented...)
- 5.3 ARIS develops and maintains a strong service learning programme which allows students to actively engage in meaningful service and connect with the local and global communities.
- 5.4 ARIS recruits and develops diverse candidates locally mainly and internationally whenever possible.

- 5.5 ARIS has a clear policy and guidelines for Child Protection and Safeguarding and offers a safe and secure environment.

## **INDICATOR 6**

### **ARIS has the facilities, resources, partnership, memberships and finances to support its programmes and achieve its mission.**

- 6.1 ARIS will complete all three phases of construction and campus development by 2025 with a strong focus on innovative, flexible and collaborative spaces.
- 6.2 Resources and finances are monitored and maintained to support the financial sustainability of the school and ensure the delivery of a quality IB and personalised education.
- 6.3 Documentation and planning are in place to support financial sustainability of the school and ensure the delivery of quality educational programmes.
- 6.4 ARIS will complete all four IB programmes authorisation in addition to Council of International Schools Accreditation- CIS/MSA by 2025.
- 6.5 ARIS will develop a strong partnership with local and international organisations to support its mission and the implementation of its programmes (IBCP career partners, Universities, local companies, governmental entities, IB world schools...)

## **INDICATOR 7**

### **ARIS Board is generative, sustainable, well-informed and focused on learning.**

- 7.1 ARIS will receive yearly training on governance, learning principles and the programmes being implemented.
- 7.2 ARIS Board will ensure sustainability and have an orientation programme for all new members.
- 7.3 ARIS Board will receive regular reports from the school management.
- 7.4 Board retreats are held yearly to finalise action plans and follow up on indicators and strategic plans.
- 7.5 Board reports are completed yearly to present data and report on strategic plans.

# ARIS STRATEGIC PLAN

## PERSONALIZED LEARNING

### GOAL

**To develop engaged and motivated learners by supporting them in ways that are relevant to their life, cultures, interests and ambitions.**

We recognise that ARIS is an inclusive school whose students come from different educational experiences. We also believe in the principles of Neurodiversity and that there are alternative forms of natural human differences. Each individual brain is wired differently and every student has a unique background, learns differently and at their own pace.

We believe that self-directed and empowered students are more inspired to find and pursue their passions and in doing so experience deeper learning and engagement.

We commit to empowering students to take proactive roles in designing and evaluating their own learning. We also commit to make learning relevant and personalised through concept-based inquiry.

### Objective 1

Learning is differentiated, flexible and informed by what the learners have and have not understood and mastered.

### Objective 2

Multiple pathways and personalised schedules are offered to support the success of all learners (IB and others).

### Objective 3

Universal Design for Learning Principles guide teacher planning and design of learning environments and experiences.

### Objective 4

Learners will transfer knowledge, skills, and understanding and apply them to different contexts that are relevant to them.

### Objective 5

Learning is inquiry-based, student-centered, requiring students to construct knowledge and understanding of the world.

### Objective 6

Student Profiles are developed and updated every year. They guide learning design, planning and decision making.

### Objective 7

Learners will take a proactive role in designing and evaluating their learning.

### Objective 8

Programmes and staff are in place to support the needs and learning styles of all learners (PLSD).

## STUDENT WELL-BEING

### GOAL

**To integrate a comprehensive approach to student and community well-being throughout the school and develop intra and inter-connected learners.**

We recognise that overall well-being of students enhances intrinsic motivation, increases academic achievement, improves school satisfaction and leads to flourishing of individuals and communities. We also recognise that our school community, our host country Ghana and the international community provide invaluable potential for us to be enriched by the perspectives of others.

We believe that those who feel better about themselves and the world around them, will learn better. We also believe that learning is a continuous process of making connections driven by the need to make sense of the world we live in and to better understand ourselves. Connected learners collaborate and communicate with empathy.

We commit to support students and staff to have a good understanding of well-being and social and emotional needs. Students will also engage with, learn from and contribute positively to the communities to which they belong.

### Objective 1

Learners will understand that each individual is unique and their action and beliefs have an impact on others (Service Learning, International Mindedness).

### Objective 2

Well-being definition, curriculum and programme in place for all classes linked to PSPE and ATL skills.

### Objective 3

Learners and staff involved in consistent and personalised well-being learning opportunities.

### Objective 4

Student agency and attitude towards learning support community well-being and engagement.

### Objective 5

A restorative approach is implemented to manage behavior and build community.

### Objective 6

Learners will utilize global and local information networks, using technology safely and effectively to make informed decisions and contributions.

### Objective 7

Learning is focused on learner identity and skills development through collaboration, communication and reflection.

## STAFF DEVELOPMENT

### GOAL

**To hire, train, orient and retain excellent educators and leaders**

We recognise that teacher development and learning is a continuous and lifelong process through which educators develop their personal and professional abilities, and improve their knowledge, skills and practices. This leads to their empowerment and their transformation as learners.

We believe that educators who are passionate and deep learners will inspire students to achieve their best potential and embrace a deep love for learning. We also believe that educators are designers of learning experiences and environments.

We commit to developing an extensive yearly professional learning programme for all staff in addition to building local capacity of educators in Ghana.



**Objective 1**

To develop a yearly professional learning programme for staff that is personalised, data-driven and is focused on the ARIS learning principles.

**Objective 2**

To develop a Personal Growth and Learning Plan for educators that is linked to a yearly evaluation process.

**Objective 3**

To develop a strong orientation and internship programme for new staff that support the needs of learners and the school's learning principles.

**Objective 4**

To develop a teacher training academy programme to meet the needs of the growing student body.

**Objective 5**

To establish strong Professional Learning Communities within the school that have clear guidelines and expectations.

**Objective 6**

To train all staff on Design Thinking as an approach to learning, collaboration, and problem solving.

**Objective 7**

To develop instructional coaching models and utilize coaching cycles to maximize student learning.