

Personal Development - Secondary

School Policy - General

November 2017



NORD
ANGLIA
EDUCATION

Be Ambitious

The personal development of students is the top priority for Nord Anglia International School Manila (NAISM). The following are the initiatives that NAISM has implemented to promote the personal development of students at Secondary age.

GENERAL

The school will ensure through the tutoring system that personal development is reviewed and reported upon. This is accomplished through a combination of tutor reports, residential reports, reward and sanction records, and student records of achievements. Staff are expected to promote the personal development attributes of NAISM through leading by example.

THE ROLE OF THE TUTOR

The Tutor plays a key role in the personal development of students. Tutors are expected to guide students, discussing their progress in an open, supportive and frank way. Specifically, tutors must:

- Hold regular personal meetings with tutees to discuss their personal development as well as academic and pastoral welfare. (At least half termly)
- Keep a record of each student's personal development
- Guide students in the planning of their BSF Award and monitor their progress
- Provide a well-informed and detailed report to parents on their children's personal development in the Tutor section of the school reports

PERSONAL DEVELOPMENT AIMS

Independence

Students must be taught and encouraged to think independently and to become self-reliant.

- Students take responsibility for their own learning
- Students are expected to be reflective learners and will play an active role in parent/teacher consultations, self-evaluation activities and their own target setting
- Students are expected to make decisions that benefit their own development
- Students will plan how they will meet the criteria of the BSF Award for each year

Teamwork & Leadership

The school views teamwork and leadership as interdependent and complementary skills. Students are expected to work in teams and groups when appropriate. They should learn to appreciate and demonstrate good leadership and be provided with opportunities to develop their own leadership skills.

All schools should have:

- A Student Council that meets regularly and includes representatives from all year groups
- Major events and assemblies led by students
- Inter-house and inter-school events
- Expeditions that are challenging
- A programme of charity, community and enterprise events
- The BSF Award

Established secondary schools should all have:

- Head Boy, Head Girl and House Captains with clearly defined roles
- Prefects who contribute to the smooth running of the school
- Sports captains

- Student mentors
- A sports leadership programme
- Representation in international events and competitions (e.g. COBIS, FOBISSEA)

Self-discipline

Self-discipline stems from the benefits and satisfaction of hard work. The school must develop students' capacity for purposeful effort by focusing on and rewarding effort over achievement.

- The importance of sustained effort and resilience will be encouraged and celebrated through the school's on-going reward system
- Staff must prioritise promoting positive behaviour
- Excellent attendance, punctuality and time management is expected
- Excellent effort and achievement will be celebrated through awards and commendations

Presence

Presence refers to the positive presentation of one's self and one's work before others. Students must be encouraged at all times to develop and refine the oral, written and visual presentation of their work.

- Students will be expected to wear uniform with pride according to school guidelines
- Student leaders are recognised by appropriate ties and badges
- Assemblies will be considered a formal occasion
- The school will have a confident speakers programme
- Students will be given the opportunity to voice their own opinions in a variety of forums
- Students are expected to take pride in their work

Awareness

Personal success and well-being correlates strongly with self-awareness. Within the scope of each teacher's own capability, pupils should be taught and encouraged to reflect on and appropriately express their emotions. The school must provide opportunities for quiet thought and reflection.

- At appropriate stages of their development, students will reflect on their academic progress and their own personal development
- Time for contemplation and reflection will be built into the school week in assemblies and tutor periods.
- Students will be encouraged to reflect on local and global current affairs and how it relates to them and their community.

Decency

Behaving decently towards others is everyone's unquestionable responsibility. The school must ensure that the promotion of kindness, honesty and integrity is a daily part of school life and that all poor conduct is quickly addressed.

- Students will demonstrate courtesy to each other, school visitors and all other members of the school community
- Students demonstrate respect for other cultures, beliefs, customs and traditions
- Students should be given opportunities to celebrate equality and diversity

Courage

Courage empowers people to do well for themselves and for others. The school must teach pupils to overcome their fears and make well-considered and calculated risks in a healthy, constructive way.

- All students will be expected to perform in public
- The school celebrates purposeful failure
- The school community applauds the unconventional
- The school will teach students to defend what they believe to be right even when it comes at a personal cost to them.

BSF AWARD

The BSF Award is a programme of personal endeavour open to all pupils from in Years 7 to 9 (later to be extended to Years 10-13). The programme provides opportunities beyond the classroom and the regular extra-curricular programme for pupils to develop the personal development attributes of NAISM.