



Evolution International School

Board Policy on Educational Philosophy for Incoming School Leaders

28th July 2019

Purpose

The purpose of this paper is to describe to any incoming school leaders the vision the Board has for Evolution International School. Any changes to this vision and its implementation can only happen with the explicit approval of the Board in writing. This is intended to prevent major changes in the future based on personality, experience or preference of incoming school leaders. Any prospective candidates for such positions should be fully aware of this policy document and only accept an offer on the understanding that this policy is fully upheld.

Philosophy

Evolution International School was founded in 2018 but the preparation for the school was several years in the making before that. Discussions between the Chairman and the Founding Director led the school to develop its own conceptual project based learning approach. The curriculum was to embrace active learning, internationalism, cultural identity, technology integration and keeping up with the latest evidence based ideas in education. The Board, together with the Founding Director, agreed that the school would adopt the Montessori programme in the Early Years and work towards full international accreditation. In grades 1-8, the senior management team worked for a year in advance of the school opening on developing a curriculum which used best practice from around the world. Singapore maths was adopted as offering a challenging and rigorous mastery programme that would significantly raise the standard of maths being taught. English and science objectives come from the English National Curriculum, social studies from New Zealand as they are not regional specific. The arts and PE come from Ontario, French from Australia, technology from Hong Kong, character and citizenship education from Singapore and cross-curricular themes from Estonia. The idea was to look at the top performing PISA countries and find the curricula that would best support a project based/conceptual learning approach that would provide authentic cross-curricular links between all subjects. Four units cover nine weeks each and each unit ends in a cross-curricular presentation from the students. Technology is integrated through all learning with the use of iPads, laptops and an electronic library. Internationalism is key to providing a cultural and intercultural understanding for students and teachers and the school is proud to celebrate the best of Egypt and learn about the rest of the world through each unit. Students are encouraged to be independent, good communicators and thinkers. Community integration is the final element in the Evolution curriculum and involving the community whether it be through charity work, field trips, visiting speakers, work experience, etc. is an essential part of making the Evo curriculum relevant to the students and their lives. English is taught through the medium of a novel or non-fiction book related to the unit.



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The programme takes its essence from best practice around the world in terms of inquiry based learning and as such draws heavily on the Finish education system, the International Baccalaureate, the Estonian curriculum and Singapore. Assessment practices draw heavily on the work of Dylan Wiliam and others, with students using self-assessment, reflection, models and exemplars to improve their own work. The school does not give grades or marks to the students other than for exit report cards.

In grades 9 and 10 the students take a minimum of eight IGCSEs studied as two year courses. With exams in the final year. Students must not study any aspect of the programme for less than two years. This allows for proper depth of study and the ability to incorporate all the elements of the Evolution curriculum: internationalism, community integration, technology and key questions. In grades 11 and 12 the students take the IB Diploma.

The written curriculum is reviewed every three years with the teaching staff and the senior management.

The school is committed to excellence by achieving and maintaining CIS and Montessori accreditation, and IB authorization.

Future Management Growth

As the school grows the current format of the SMT will be unsustainable in managing all the school's short and long term affairs, therefore there will be a need for restructuring in terms of adding additional layers to the management team and the SMT itself.

It is intended that in the future the school will introduce grade leaders once it achieves three form entry in the majority of grade levels. This will enable adequate communication between grade level teachers and the senior management team. It is intended that grade leaders will be part of a middle management team who will communicate regularly with their Heads of Section. They are not intended to comprise part of the senior management team.

Curriculum Leaders will be instituted if suitable candidates can be found, who will be responsible for leading curriculum reviews and making any necessary rewrites of the Common Themes and the Units themselves. The Curriculum Leaders will come under the direct supervision of the Director and the Assistant Director. It is intended that these positions will be appointed, if possible, before the start of the next big curriculum review which is due to begin in the school year 2021-2022. The Curriculum Leaders will be members of the Senior Management Team. As a minimum there should be a curriculum leader for Montessori, one for grades 1-8, one for IGCSE and the IBDP coordinator. The role of the curriculum leaders is to oversee curriculum rewrites, ensure that subject integration takes place wherever practical, and ensure that the school's core elements of technology integration, internationalism/interculturalism, community integration and thinking skills are all represented in the written and delivered curriculum.

At this time, it is also likely that the school will invite the SENCO to become a member of the Senior Management Team.