

INTERNATIONAL RELATIONS

International Schools Consortium • China and UAE

Relationships are at the heart of the education model adopted across the International Schools Consortium (ISC) portfolio. All seven schools under the group’s umbrella prioritise the student-teacher and student-parent bonds, as well as the dynamics between the students themselves, as crucial factors in directing the development of each child.

“This is especially important in an international-school setting,” says Angela Patterson, Superintendent of Teaching and Learning at ISC. “The diverse student body encompasses more than 100 nationalities and many of these pupils are in transition. We understand that international education is going to differ from a traditional school model, as we are addressing families in transition and the needs of global learners.”

The school’s teachers become more than just educators. “They are mentors, coaches, counsellors and more,” says Patterson. For the staff at these schools, six of which are based in China with one in the United Arab Emirates, education is a calling more than a job. Each is committed to providing the harmony and security needed to foster learning in students of all ages while providing a stimulating learning environment.

INTERACTIVE CLASSROOMS

Classrooms are hives of activity as students explore the intricacies of each subject in an interactive setting, mastering the tools of learning with the enthusiasm that comes from an atmosphere that encourages hard work and perseverance. One parent of an ISC school pupil said: “It is evident that my child has developed absolute trust for her teacher. I am especially thankful for the way the teacher tries to relate and connect with the child’s heart first when a conflict between students arises, rather than scolding or punishing the child immediately.”

The parent relationship also plays a key role in smoothing the path for children who are new to the school and have

recently transferred from overseas. Translators are employed to ensure parents can participate fully in their child’s learning and provide the necessary emotional support with classes available in English and Chinese, as well as exercise and support groups for the mothers of infants and toddlers.

This support structure contributes to the overall growth of ISC students through an education model that engages the whole child – mind, body and spirit. “Students develop the assurance and ability to be a leader of self before they are a leader of others,” says Patterson. Older students model vital life skills for younger students, including patience and compassion, while collaborating on projects to broaden their academic horizons.

CULTURAL EXCHANGE

This is complemented by exposure to other cultures and countries on service-learning trips, both at home and abroad. These experiences give students an opportunity to confront difficult questions, think critically and embrace the challenge of leading and learning in a global context. They also engage with other students in schools across the ISC network through athletic competitions, Model United Nations, academic events and fine arts activities.

The benefit of the bonds they form is felt throughout their education and beyond, as they go on to tertiary institutions in countries around the world and enter the workforce as deep thinkers and confident communicators. They also create lasting relationships – teachers travel around the globe to attend the university graduation ceremonies and weddings of their former students, and catch up with them at reunions, reinforcing the sense of continuity and commitment that underpinned their time at school.

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