



## **LEARNING PHILOSOPHY**

### **Mission:**

Heritage International School is founded on the belief that all children have the right to a relevant, inclusive and holistic education, which will help to awaken each child's critical thinking, emotional intelligence and self-expression, preparing such a child to make meaningful contributions to the world.

### **Vision:**

The vision of Heritage International School is the development of the whole child and the creation of individuals who are life-long learners, socially and emotionally balanced, and who have the intellectual, physical and moral ability to be independent, responsible and actively contributing members of society. Such individuals will embrace the principles of high self-esteem and integrity, working together and supporting one another so to become visionaries and leaders who will make lasting and positive contributions to the world.

### **Our Approach:**

At Heritage we create a safe, supportive and stimulating learning environment, where all learners are treated with care and respect. Our leadership recognizes the importance of understanding, upholding and respect for each family's cultural heritage, and encourages parent involvement in the educational process of their children. Heritage tailors learning to the needs of each child with the help of highly-qualified and professional staff, prioritizing intellectual, emotional, social, physical, and moral development. We equip our learners with skills to set realistic goals, meet challenges ahead of them and aspire to high standards of performance and behavior. Heritage aligns Moldovan educational standards with an internationally accredited curriculum promoting the pursuit of educational qualifications through learning English in combination with Romanian and Russian which results in the upbringing of individuals who are culturally aware and internationally minded.

### **Learning as Heritage understands it:**

Heritage Parents about learning:

Parents' quotes:

„The study process for my child must be interesting, interactive and curious. I would like to make my child want to know new things, to want to explore and to derive pleasure from it. I would like my child to know how to work in a team and how to organize teamwork. I'd like my child to learn more at school and less at home.”

„Firstly, I would like the school to be interesting, to attract the child into the study process, not to be a strict and boring obligation. The school must take into account the particularities of the child, for him to be encouraged and supported.”

„Firstly, I would like my daughter to go to the school with pleasure. That's why we are going to apply to Heritage, because we expect here absolutely different approach to what it is in



the educational system of Moldova now. I would like her to know more about the general culture and less about narrow information what is offered by objects or science. I would like her creativity and imagination to be developed. Shortly, I would like school to offer instruments that will help Sofia to be able to go to any professional direction with love and appreciation.”

„I would like my child to be studying in a system like the Scandinavian one, where there is an emphasis on continuous self-improvement. I would like my child to have enough free time and to learn well during the school hours.”

Heritage Learners about learning: This portion is yet to be completed by the time we resume school.

Heritage about learning:

*Learning in Heritage International School is a life-long process of self-improvement. Learning occurs in a conducive environment through structured activities carried out by experienced professionals. They derive joy from learning. They attain their potential through continuous cognitive and emotional development and improve in their ability to communicate successfully and stay positive even in the face of challenges while transforming into future leaders. They learn how to appreciate the uniqueness of the universe by showing respect and care.*

*All members of the community – parents, learners, teachers and others are active participants in this process and provide relevant and timely support to one another while exhibiting positive attitudes.*

## **Curriculum**

### **The International Primary Curriculum (IPC) Framework**

Heritage is a bilingual school where students study the Moldovan Curriculum and the International Primary Curriculum Framework, integrated with resources from Cambridge for the Middle and Secondary years. Logical reasoning, Cross-Cultural Education, as well as Moral Education are central to preparing Heritage learners to be internationally minded and critical thinkers. Heritage believes in a low Teacher to Student ratio.

The IPC is integrated with resources from Cambridge for the Middle and Secondary years. Logical reasoning, Cross-Cultural Education, as well as Moral Education are central to preparing Heritage learners to be internationally minded and critical thinkers.

The IPC is a child-centered framework it is based on clearly defined learning goals, which reinforce the subject, personal and international skills, knowledge and understandings that learners need at different stages of primary school. Learning goals underpin planning and are organized into mileposts. Each Milepost identifies the learning goals that are to be achieved over the course of two years. Milepost One is for pupils aged 5-7, Milepost Two is for pupils aged 7-9 and Milepost Three is for pupils aged 9- 11. Heritage teachers carefully select and



rigorously monitor the IPC to ensure integration across the Moldovan national curriculum in the subjects of History, Geography, and Science.

Heritage teachers follow a distinct learning process in all IPC units, providing a structured approach to ensure that pupils engage in stimulating, brain-friendly and innovative learning experiences. - Entry Point – an exciting and memorable introduction to the theme - Knowledge Harvest – a chance for pupils to reflect on what they know and want to find out - Explain the Theme – an overview of the unit’s learning - Blocked Subject Learning – subjects are taught through different research and recording activities - Exit Point – an opportunity for learners to reflect on and celebrate the learning that has taken place.

International mindedness is at the core of Heritage’s education vision. Heritage teachers help all learners develop a national, international and cross cultural perspective of learning. Learning-focused activities are embedded to nurture a global awareness in learners providing them with a sense of who they are, their community, and the world around them. Learners identify similarities and differences between cultures, promoting and celebrating diversity within Moldova and the broader world.

### **Cambridge International Education (CIE)**

The CIE curriculum is practised in the Gymnasium. Learners complete Secondary School 1 when they take Checkpoint Exam (a three-subject exam administered by the age of 14 and comprising English Language, Mathematics and Science).

By the time learners are in the Lyceum they are offered the option of selecting their Senior Secondary School 2 courses (subjects) which are taken during two academic sessions and, if the learner is aged 16, culminate in acquiring of the International General School Certificate of Education or (IGCSE). At the age of 18 the learners can opt for the AS and A Level certification.

### **The curriculum of the Ministry of Education of the Republic of Moldova**

Heritage International School has been approved by the Ministry of Education of the Republic of Moldova. The school works with the requirements of subject allocation and number of lessons for each class and level recommended by the Ministry of Education.

### **Character and Moral Upbringing**

Heritage International School intends to partner with leap4change (<http://leap4change.org>) in our efforts to ensure that the learners are prepared for their future as leaders on a global scale.

### **Heritage International School Curriculum**

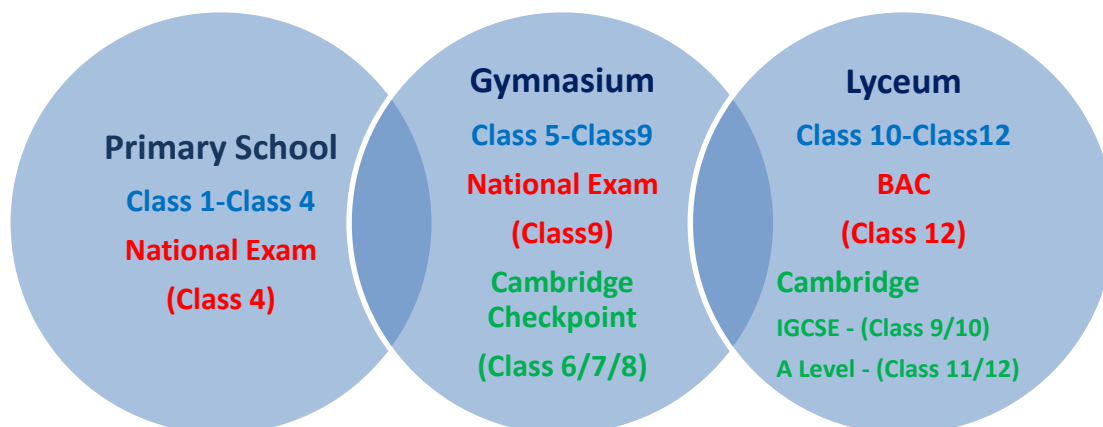
The curriculum of Heritage International School is a unique blend incorporating three distinct curriculums.

### **The Pathways**

Heritage International School is registered with the Ministry of Education of the Republic of Moldova and follows the calendar and main requirements of the curriculum.

Learners of Moldovan origin will be expected to complete their three levels of education – **Primary School, Gymnasium** and **Lyceum** after which they will be able to join tertiary institutions in the country.

The Cambridge International Education (CIE) programme is taught to all learners. However, taking the examinations for Cambridge International General Certificate of Secondary Education (IGCSE) at the age of 16 is optional.



### **Supporting Learning**

Heritage International School is a place where the culture of learning is evident in everything we do.

#### Methodology

Heritage International School employs research-based methodology for supporting learning. Our diverse approaches to promoting learning are based on the understanding that there are various aspects of this concept.

We believe that providing the necessary facilities, equipment, learning aids and study materials is an essential component in the process of successful learning.

However, the teaching methods, employed by our staff are that most important element which facilitates the success of the learning process. Therefore, all academic staff of Heritage International School are qualified, knowledgeable and experienced in their subject matter. In addition, they are teachers who have abilities to set high expectations of their learners and organize the learning process through the practice of activity-based learning employing enquiry, research and team skills which promote the development of independent and critical thinking skills, problem solving, global reasoning and abilities to adapt and succeed in a fast changing environment.

#### Assessment for Learning

The timely feedback from the learning process from all stakeholders (teachers, learners and parents) is paramount to continuing to learn and achieve the set targets.



Heritage International School employs a variety of ways in order to collect and make use of data which informs all about the quality and success of the learning process.

Communication as an act of information transmission is a key component in our efforts to assess for learning. Therefore, we place a particular emphasis on improved communication methods which include our regular exchange of information with parents through various means – mails, phone calls, regular meetings, school diaries and reports, exhibitions and celebration events and a host of others. Heritage has adopted School Information Management System (SIMS) as a way of storage and communication of information to parents who can, through a click of a button, track the performance and all other relevant information about their child or children.

Both teachers and learners are encouraged to set goals in order to continue to master the subject matter or to perfect their attitudes and abilities. Reflection, discussion and review of set goals is a vital part of the routines of the members of the community. Such fora take place during the regular parent-learner conferences or the exhibition and Exit Point activities, which mark the end of a learnt concept, topic or a theme in the IPC framework.

Frequent and meaningful records (descriptive, anecdotal, numeric or in any other form) which will provide information about the learning process are used as data for informed assessment for learning.

Assessment for learning is used as a methodology in identifying and supporting the individual developmental levels of all learners.

#### Assessment of Learning

Assessment of learning in Heritage takes place by the end of each semester. For the classes in the Primary School the end-of-semester report contains a detailed descriptive evaluation of the progress in each area of study defining the learner's progress as compared to the expected standards. For classes in the Gymnasium and Lyceum, the end of semester report is designed in both descriptive (standard-based) and numeric ways. The Report for the second semester contains the summary for the academic session.

#### The Role of Homework

The purpose for homework in Heritage is to enable the consolidation of knowledge and skills in a continuous manner. In addition, homework is a tool in teaching thinking, study and organizational skills, thus affording each learner to become more reflective, responsible, self-regulated and adaptable.

We believe that homework should be designed and rationed according to the individual needs of each learner in a particular area of study or level of development. Therefore, it would be prudent not to exceed the recommended time to be devoted to homework based on the learner's ability and developmental level in order to achieve meaningful learning.

We believe that learners who are consistent in their homework completion will be in a better position to achieve their potential for academic excellence.



Homework time in Heritage is carried out in a manner which benefits the learner. Therefore, different teachers may be present at one or another homework session, depending on the needs of the class or individual learners for that particular time or area of learning.

### Attendance

Attending school is an essential component of learning. Heritage will put in place measures in order to ensure that make-up studies and lessons are arranged for in cases when learners miss lessons due to illness or other inevitable reasons. Such learners will be assisted through additional individual sessions with the respective teachers or home-based schooling, if necessary. Parents are implored to support their children's efforts in make-up studies.

### **Successful Learning**

#### Personal Goals

Heritage teachers believe the IPC Personal Goals build part of the foundation in nurturing learners of the future. The Personal Goals help to develop both individual qualities and learning dispositions that allow pupils to grow in a rapidly changing world. In everything students do, Heritage teachers provide opportunities for learners to practice and understand:

- ❖ Cooperation
- ❖ Thoughtfulness
- ❖ Resilience
- ❖ Respect
- ❖ Morality
- ❖ Communication
- ❖ Enquiry
- ❖ Adaptability

#### Learning Ethics

Heritage International School believes in learning ethics guiding the propriety of the learning process employed by the school. Heritage expects all learners to comply with the school **CODE OF ETHICS**. By doing that each learner will be able to study and complete his or her education in the school successfully

In addition, all learning is carried out keeping in mind the school **CHILD PROTECTION POLICY**.

#### Parent Involvement

Heritage International School views parents as partners in the education of their children. Heritage welcomes parents to be present in the school, and to be part of the Parent Committee, become a Home Parent or apply for the Parent position on the School Board.

It is the expectation of the school that parents are partners and will assist in making it possible for their children and all other children in Heritage learn in order to achieve their personal goals in academic excellence and character building.

#### Sponsorship



It is our belief that all children have the right to learn. In order to provide equal opportunity for all, Heritage International School will look for and strive to sponsor learners from less privileged families and talented children meriting educational assistance (both among those attending school and from the non-Heritage community).

Special scholarships will be offered to such learners both as single grants and motivational awards or as long-term tuition waver. Heritage will communicate to such learners and their families the criteria for meeting the requirements for qualifying into Heritage Sponsored Education Programme.

#### Life-long Learning and Global Mindedness

It is the vision of Heritage International School to raise and promote the culture of life-long learning by the teachers, the learners and their families. The school invests considerable time and funds in the professional development of the staff as part of its efforts to achieve the Vision. Furthermore, Heritage International School is a hub of learning through organizing, promoting and sponsoring fora of educational character involving the local and international community. Such events include educational, cultural and professional gatherings aimed at spreading and sustaining the culture of life-long learning and global mindedness.