

BE EMPOWERED AND
ACCOUNTABLE

revenue and
profit culture
push decision making down
demand accountability

BE
AGILE
AND
ADAPTIVE
nothing is forever
change when and where it is needed

CREATE CLARITY OF PURPOSE

GUIDING PRINCIPLES

NEW DIRECTIONS

SIMPLIFY AND
BE EFFECTIVE

avoid complexity
customer focus
build sustainable solutions

small teams
leadership involved at all stages
share credit

BE COLLABORATIVE
AND ENGAGED



Renewing Our Traditions, Re-Designing Our Future



TSIS

Thai Sikh International School

Managed by
iSS INTERNATIONAL
SCHOOLS SERVICES
Making a world of difference



Renewing Our Traditions, Re-Designing Our Future

Revisioning Our School lays out guiding principles and new directions for the renewal of TSIS from August 2018.

In the 2017-2018 academic year, our school, newly managed by ISS, initiated a process of collaborative improvement. We also embarked on our journey for re-accreditation with the Council of International Schools (CIS) for which review and renewal of the school's guiding statements was conducted, involving students, parents and staff. This process is the mechanism to help us identify needs for improvement and strategies to accomplish this.



In 2018-19, our school will continue to grow. The Junior School including Early years is a particular focus for this as we evolve a truly integrated inquiry-based curriculum with a predominantly new teaching staff. In the Senior School, new subject offerings include Global Perspectives and Psychology, with an emphasis on project-based learning, research, learning environments, and the continuing renewal of technology to support learning across the curriculum.

This is indeed an exciting time to be a member of our TSIS community, to contribute to building a world-class education for the students and to unify One School - Two Campuses.

The Guiding Principles and Directions contained herein will be reviewed at intervals by our teams in the year ahead as we formulate a complete strategic plan for the school.

John Zermani
Headmaster

August 2018

School History

The Thai Sikh International School (TSIS) was set up by the Thai Sikh Foundation, a registered body under the Royal Thai Government in 1985. The Foundation is a charitable and non-profit-making institution. The school is registered with the Thai Ministry of Education as an International School; the Senior School campus is located within a 13-acre campus in eastern Bangkok, and the Junior School campus is located in the southern part of the city.

The school curriculum originates from the English National Curriculum, IGCSE and A-Levels, with other additional programmes reflecting the school's international setting in Thailand. The school is accredited by ONESQA in Thailand and the Council of International School since 2013.

Partnership with ISS

In 2017, the Board of Thai Sikh International School formed a partnership with International School Services (ISS) to manage the school and lay the foundations for its renewal and redesign with the aim to build on the rich history, traditions and successes of the school. A new Headmaster was appointed to lead the school, with new experienced international staff recruited at both campuses.

The firm commitment of resources and support from the Board, the hard work of ISS and TSIS staff, and the leveraging of ISS resources and expertise, are driving school improvement towards our shared goals.



TSIS Learner Attributes

In 2017-18, our teachers collaboratively designed new TSIS Learner Attributes which summarize the qualities we wish to inspire in our students - shown below.

At TSIS we want to enable all students to meet their full potential. Our international curriculum provides students with the best possible start to their future university pursuits and career aspirations.

To achieve this, we must establish clear expected school-wide learning results and the essential qualities of a TSIS student. We must also develop a strong definition of international learning.





Our Challenge

Thai Sikh International School is among the longest established international schools in Thailand with high standards and examination results at all levels.

We must uphold and continually improve these since these provide the vital pathway to further educational opportunities for our students.

At the same time, we must ensure our students are equipped with the contemporary skills, attributes and concepts that prepare them for their fast-changing, globally connected, technology-rich future.



Mission Statement

The mission of the Thai Sikh International School is to provide a safe and caring environment which fosters academic success, celebrates diversity, promotes universal values and prepares students to be confident leaders in a global society.

Core Values

The Thai Sikh International School will motivate, encourage and prepare students to:

1. achieve academic success by promoting independent learning, innovation, critical thinking and research.
2. develop social skills, empathy, integrity and leadership qualities.
3. engage in an intercultural, multi-lingual global community.
4. embrace service in an inclusive interconnected world.
5. adopt a healthy and active life style.



One Outcome: Learners and Learning

At TSIS, **three principles** guide everything we do:

1. Whatever we do, we will strive for the best of the best, globally.
2. We are helping to develop and nurture the world's future leaders.
3. In providing an individualised educational experience, we focus on the **Learner and their Learning**. We define learning as: the process of modifying and developing understandings.



Five Development Areas:



1.

Students:

Well-being, Leadership,
Voice, Communication

2.

Teachers, Teaching & Staff:

Well-being, Leadership,
Professional Learning,
Community, Recruitment,
Communication

3.

Curriculum:

Leadership, Assessment,
Well-being, Communication

4.

Community:

Values, Leadership,
Service Learning,
Parents, Communication

5.

Learning Environments:

Learning Spaces,
Facilities, Resources,
Leadership, Parents,
Communication, Well-
being

New Directions - The Development Areas

Students



What We Believe

We believe that our students can learn anything and that they should have responsibility for their own learning. We believe that our students should have the opportunity for their voices to be heard on matters that directly have an influence on their lives and their learning. We believe that leadership is a service activity and that our students should lead by example. Our students should be of service to

their communities, locally and globally. We believe that students should have the opportunity to develop and demonstrate their leadership capabilities and skills both inside and outside the classroom. We believe that our students should be encouraged and challenged and supported to develop academically, physically, socially and emotionally and that our students' well-being is key to this development.

Future Steps

S1. Research and develop a curriculum for student leadership with a focus on values, character and service learning.
S2. Develop a set of core leadership values with our students.
S3. Purposefully create a culture in which students take responsibility for their own learning and their learning environments.
S4. Expand the opportunities for gathering student voice on matters that directly impact the student body.
S5. Review the house system, the role of homeroom tutors and student mentoring so that it best meets the needs of our students.
S6. Develop our whole-school counselling programme to support our students.
S7. Develop our well-being programme that addresses the personal, health and social issues relevant to students at each stage of their development.

S8. Review our student well-being and medical provision across the school.
S9. Develop transition programmes for new and departing students.
S10. Develop the role of our Alumni to act as role models and advocates for the school
S11. Further develop a culture to increase student leadership of school spirit and whole-school collaboration.
S12. Review how we report to parents to put students at the centre of their own learning and to reflect the best of the best, globally.
S13. Develop ways for our students to be more involved in daily school operations.

New Directions - The Development Areas

Teachers, Teaching and Staff



What We Believe

We believe that our students deserve the very best teachers who are committed to delivering an inquiry-based, constructivist, collaborative and challenging curriculum every day. We believe that our teachers are key to the process of helping students co-construct their learning and in preparing students for the challenges of a globally connected and fast-changing world.

We believe that teachers should innovate and collaborate, and model a growth mindset, striving to be the best that they can be. We believe they should have responsibility for, and take ownership of, their own professional learning, supported by the school.

Future Steps

T1. Recruit the best of the best teachers, globally.
T2. Develop and communicate clear professional expectations and standards of excellence for staff.
T3. Develop a culture that purposefully seeks to retain the best staff.
T4. Nurture a culture of Contributive Leadership among the staff, with a clear focus on learning.
T5. Develop the TSIS Professional Learning Community to be a centre of excellence in the AP region.
T6. Develop staff plans that ensure optimum use of resources for the most effective learning.
T7. Continually review and develop our induction and orientation programmes to offer the best support to new staff.

T8. Maintain attractive remuneration packages designed to recruit and retain the best staff locally and globally.
T9. Develop our Performance Management system with a clear focus on learning and in line with global best practice.
T10. Create systems that purposefully promote and support the well-being of our staff.
T11. Support staff in the use of technology to enhance and transform learning.
T12. Ensure our policies, procedures and handbooks are up to date and in-line with our guiding statements.

New Directions - The Development Areas

Curriculum



What We Believe

We believe that our students should have access to contemporary curricular and co-curricular programmes that fully prepare them for the challenges of a globally connected and fast-changing world. We believe these programmes should be based on best international practice and should be fully articulated, personalised, student-centred, inquiry-based, constructivist, collaborative and challenging.

Future Steps

- C1. Research and seek internationally recognised accreditation.
- C2. Plan the development of our whole-school curriculum to incorporate best international practice to be the best of the best, globally.
- C3. Develop assessment policies and procedures to ensure a consistent, whole-school approach that focuses on improving learning.
- C4. Develop our own Learner Profile that takes from the best of the best, globally and embeds our learning language in the whole community.
- C5. Develop our curriculum so that it is as inclusive and accessible as possible.
- C6. Develop and expand our extra-curricular programme to extend the curriculum to promote a broad and balanced range of offerings at all levels led by student interest, passions and talents.
- C7. Create opportunities for both boys and girls to compete in various sports activities and competitions in partnership with GBAC Greater Bangkok Athletic Conference.



- C8. Create a development plan for our Creative and Performing Arts curricula.
- C9. Develop an extensive World Languages programme (including Mother Tongue), which incorporates the curricular and co-curricular programmes.
- C10. Develop an English Language Support programme school-wide.
- C11. Develop our High School programme specifically designed to open doors for our students and give them the best global opportunities.
- C12. Establish a digital learning environment specifically designed to support, enhance and transform learning.
- C13. Review our school calendar, school day and timetable structures with a clear focus on the best possible learning opportunities.
- C14. Develop our Guidance Programme, including student decision-making, careers, and university applications.

New Directions - The Development Areas

Communities: Many, but One



What We Believe

We believe that our school community thrives as a result of the cohesion among its three components; the students, the school staff and the parents, where the common goal of enabling each student's development in an ambitious, inclusive and international environment, is achieved through an ethos of nurture, celebration and a collaborative community. Students, parents and staff are encouraged to work together as a community for the benefit of others. In our ever-evolving global society, we, as citizens of our world, aim to build constructive relationships, and encourage the development of greater empathy and understanding through deeper, service-led collaborations with our wider community. We believe that building bridges achieves lasting relationships and enables us to foster hope in our community.



Future Steps

CS1. Actively foster community service and service learning throughout our community.

CS2. Create a set of agreed upon Community Values that guide how we interact with each other and the wider community.

CS3. Establish a Parent Teacher Student Association PTSA to engage all members of the TSIS community.

CS4. Increase whole school awareness of, and participation in the global classroom.

CS5. Actively promote the international nature of our school.

CS6. Create a whole-community committee to review and develop our internal and external communication strategies.

CS7. Continue to develop initiatives to involve the whole community in the professional learning and development of our school, such as the PTSA Lecture series.

CS8. Build and develop local, national and international partnerships with companies and schools that strengthen our school's position locally and globally.

CS9. Develop a welcome programme for new families.

CS10. Establish the role of Parent Class Representatives.

CS11. Continually review and develop our guiding statements and definition of learning so that it aligns with the best of the best, globally.

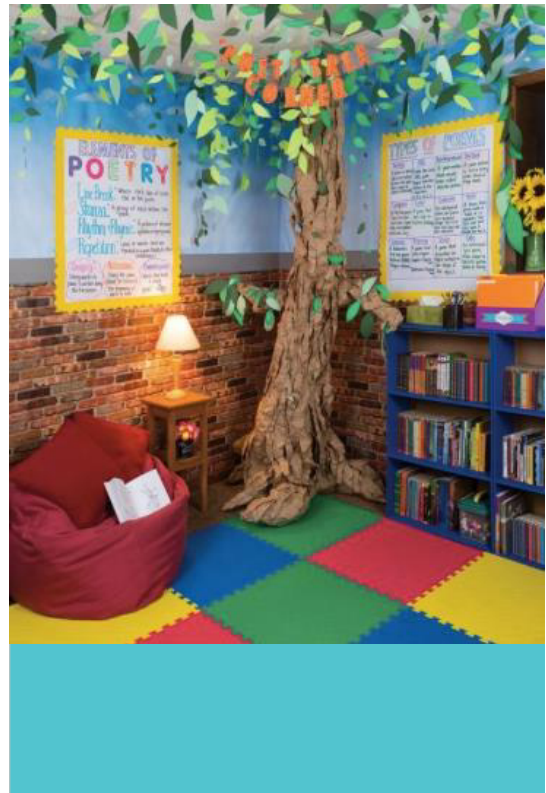
New Directions - The Development Areas

Learning Environments



What We Believe

We believe that our learning environments should be student centred and inspire active, creative and innovative learning opportunities. We believe that all learning spaces, neighbourhoods and other functional areas should be designed to provide opportunities for flexible, collaborative, personalised and authentic learning experiences in a stimulating, safe and welcoming community environment. We believe that technology is an important tool for learning and that it should be used to enhance, transform and personalise learning for our students and staff.



Future Steps

L1. Create a regional Centre of Excellence for Professional Learning in a variety of areas, with an initial focus on Leadership for Learning and Early Years practice, and Technology for Learning.

L2. Create on-going Professional Learning opportunities for staff to work in modern, learning- focused, technology-rich environments.

L3. Create a 'Learning Design Team' that continues to review the whole teaching and learning environment to ensure it remains the best of the best, globally.

L4. Review and develop transport systems that have a focus on safety, efficiency, health and the environment.

L5. Review and create opportunities and relationships that bring the local community into our campus.



TSIS

Thai Sikh International School

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