

**St. Andrew High School for Girls  
Academic Year 2013-2014**

**Theme: Children Learn what they Live, Children Live what they Learn**

**Focus: Strengthening Learning Skills and Life Skills**

**Focal points**

- Towards a more Interactive and Integrated approach to Education
- Moving from Ideas to Implementation

As we embark on the second year using the above theme and focus, I believe that there are some questions that we can use to guide us on our journey. I would like us therefore to consider the following questions and then seek to answer them personally and collectively:

1) If in fact our Children do live what they learn, then, **what really are they learning?** Are they really learning? What about our delivery of instruction-**what are we teaching? How effective are our methods?**

On a personal level: based on an assessment of the performance of the students in your classes last year- **are you satisfied that they have learnt what you set out to teach?** If your answer is yes, then how can you ensure that you strengthen your performance so that replication is assured? If your answer is no, then what steps are you going to take to improve your performance as a teacher so that in turn, you can improve the performance of your students?

On a Departmental level : based on the overall performance of the students at each grade level- **Are you satisfied that the objectives set out in your strategies for attaining excellence for the Academic year 2012-2013 have been met?**

Children live what they learn- Are we using the right strategies to teach them? How successful have we been in reordering our methodology so that our lessons are more interactive and our overall approach more integrated? What have our students been saying about us? What have they been saying about our subject?

Overall, as a school: have we fulfilled our mandate as set out in the Balanced Scorecard that "There should be high quality teaching/ learning experience for each student "so that they can be "consistently excelling nationally and internationally in academic and other spheres?"

2) Children learn what they live- **what is the quality of life of these children who have been put in our care? How have they been living?** Is their lifestyle reflective of the values and attitudes that we set out to teach them? If in fact they learn what they live, then how helpful has it been for them to live with us?

On a personal level: **As a Form Teacher/ subject teacher, have we been able to add value to the lives of these children by the way that we have interacted with them?** What is the nature of the relationships that we have been able to build with our students? We are their role models whether we like it or not. What is the impact of the role that we have been able to play in their lives? Is there anything that we need to do differently in this new Academic year to ensure that the impact that we have on their lives is a positive one?

At the Grade level: **What is your overall assessment of the attitudes and conduct of the students in the grade for which you shared responsibility whether as Grade Coordinator, Form teacher or subject teacher? Was there a decline in standards? Were you able to manage discipline effectively?** If yes what policies or procedures do you need to strengthen in order to ensure that the social and emotional climate among the students in the grade remains a healthy one? If no, then what strategies do we need to employ or reinforce to ensure that relationships among the students, between teachers and students, parents and teachers, parents and students are improved?

Overall as a school- **Are we satisfied that the lifestyle of our students reflects the core values that we have set out to instill in them?** If yes what strategies do we need to employ to ensure that we maintain the culture of "discipline morality and achievement" we have been, mandated to provide? If no, then what are the strategies that we need to employ to foster this positive culture that our students must have in order to be successful in a holistic way?

**We must spend time on introspection both individually and collectively if we are to, achieve the goals that we have set for ourselves and for the school community.** Introspection helps us to clarify our situation so that we can take the decisions necessary for us to move ahead with a sense of purpose. **It is important however that as we forge ahead with all these ideas in tow that we consistently pause to do our reality checks to make sure that we have in fact moved from ideas to implementation.** Let us work together to ensure that at the end of the year, our assessment will reveal that we had the collective will and commitment to move from the first stage of ideas to the second stage of practically putting in the necessary work to ensure that these ideas have been effectively implemented.

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