

Educating for Global Citizenship

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Twenty-first century independent schools must prepare students to be knowledgeable, compassionate citizens and effective leaders within a rapidly transforming world. This objective requires an understanding of one's own culture while extending well beyond the boundary of the nation where instruction occurs.

Such schools:

1. Present a view of the world that invites and rewards curiosity concerning the richness and diversity of all human societies and encourages respect for all people.
2. Develop a curriculum that helps students recognize how differing cultures, traditions, histories, and religions may underlie views and values that can sharply contrast with their own.
3. Provide resources and activities in support of instruction that can help carry learning in the direction of world understanding.
4. Expect teachers, administrators, and other staff members to model respect for all peoples and cultures and to address constructively instances of bias or disdain for nationalities, cultures, or religions outside of their own.
5. Seek beyond the institution itself partnerships and networking that may help it promote global awareness, experience, and problem-solving for its students.
6. Educate and encourage parents to support school initiatives that promote global understanding.
7. Seek a diversity of cultural, national, and ethnic backgrounds in the recruitment of teachers and administrators.

Teachers and Supervisors of Teachers

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Entrusted with the education of children, the independent school teacher promotes the best interests of the child within the context of the school's philosophy. Those who supervise teachers are responsible for the quality of teaching and for promoting growth in those who teach. The following principles of good practice provide guidelines for supervisors of teacher.

Teacher

1. The teacher has a thorough knowledge appropriate for his teaching assignment and stays abreast of recent developments in the field.
2. The teacher uses a variety of teaching techniques suitable to the age and needs of the students and subject matter being taught.
3. The teacher establishes positive relationships with students, which, while recognizing the differing roles of adult and child, are characterized by mutual respect and good will.
 4. The teacher collaborates with colleagues and the school's leadership in the design and implementation of curriculum within the context of the school's overall program and mission.
5. The teacher initiates growth and change in her own intellectual and professional development, seeking out conferences, courses, and other opportunities to learn.
6. The teacher is self-aware and self-monitoring in identifying and solving student, curricular, and school problems. At the same time, the teacher knows the mission and policies of the school and, when questions or concerns arise, raises them with appropriate colleagues and supervisors.

7. The teacher serves his school outside the classroom in a manner established by the individual school and consistent with the responsibilities of a professional educator. For example, teachers often serve as advisers, coaches, or activity sponsors.
8. The teacher participates in the establishment and maintenance of an atmosphere of collegial support and adherence to professional standards.
9. The teacher welcomes supervision in the context of clearly defined and well communicated criteria of evaluation.
10. The teacher models integrity, curiosity, responsibility, creativity, and respect for all persons as well as an appreciation for racial, cultural, and gender diversity.

Supervisor of Teachers

1. The supervisor has thorough knowledge appropriate to her supervisory assignment and stays abreast of recent developments in the field. The supervisor also exemplifies in her own work with faculty members the qualities that she hopes to develop in the faculty.
2. The supervisor develops and administers a comprehensive system of hiring, consistent with the policies of the school, which results in the appointment of the best-qualified candidate and a well informed match between school and teacher. Throughout the hiring and supervisory processes, the supervisor values racial, cultural, and gender diversity.
3. The supervisor ensures that faculty members new to the school receive orientation and support sufficient for them to work effectively and with confidence that they are carrying out the educational mission, policies, and procedures of the school.
4. The supervisor ensures that teachers are informed of both praise and criticism of their work and that useful support and assistance are available to each teacher to improve the quality of teaching.
5. The supervisor makes available to all faculty members on an equitable basis whatever resources the school can provide for professional growth and development, both inside and outside the school.
6. The supervisor encourages and challenges teachers to initiate curricular improvement by providing the necessary time and resources and by creating structures to foster faculty collaboration on curriculum development.
7. The supervisor leads faculty members in upholding high standards of professional behavior and responds immediately when behavior occurs that is harmful to children or harmful to the school community.
8. The supervisor evaluates and works to improve teaching through classroom visits, discussions with teachers, and other methods that are fair and consistent with the practices of the individual school. Evaluation is based on clearly articulated criteria that teachers have helped define and occurs in a context of respect for the teacher's professional knowledge and decision-making capability. The supervisor also monitors her own work by inviting suggestions and critiques from teachers.
9. When a faculty member's future in the school is in question, the supervisor devotes sufficient attention and resources to ensure that the situation is resolved or that the faculty member's departure from the school is handled with attention to due process and the dignity of the individual.
10. The supervisor ensures that all personnel policies are clearly articulated to faculty members and makes every effort to promote the establishment of salaries and benefits commensurate with the professional responsibilities of teaching.

Equity and Justice

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Creating and sustaining an inclusive, equitable, and just independent school community requires commitment, reflection, conscious, and deliberate action, as well as constant vigilance based on the overarching principles of inclusivity, diversity, and multiculturalism. The following Principles of Good Practice for Equity and Justice provide the foundation for such a community.

1. The school establishes the foundation for its commitment to equity and justice in its mission statement and strategic planning.
2. The school respects, affirms, and protects the dignity and worth of each member of the school community.
3. The school establishes, publishes, implements, and reviews policies that promote equity and justice in the life of the school.
4. The school supports the ongoing education of the board, parents, students, and all school personnel as part of the process of creating and sustaining an equitable and just community.
5. The school ensures an anti-bias environment by assessing school culture and addressing issues of equity and justice in pedagogy, assessment, curriculum, programs, admission, and hiring.
6. The school values each and every child, recognizing and teaching to varied learning styles, abilities, and life experiences.
7. The school uses inclusive, anti-bias language in written and oral communication.
8. The school complies with local, state, and federal laws and regulations that promote diversity.
9. The school provides appropriate opportunities for leadership and participation in decision making to all members of the school community.
10. The school includes all families and guardians as partners in the process of creating and sustaining an equitable and just community.
11. The school expects from its students and all members of the community an appreciation of and responsibility for the principles of equity and justice.

Parents Working with Schools/Schools Working with Parents

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Parents and independent schools work together to create and sustain effective partnerships. The following principles of good practice describe the respective roles and responsibilities of both partners.

Parents Working with Schools

1. Parents recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. In selecting an independent school, parents seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school.
3. Parents are familiar with and support the school's policies and procedures.
4. Parents provide a home environment that supports the development of positive learning attitudes and habits.
5. Parents involve themselves in the life of the school.
6. Parents seek and value the school's perspective on the student.
7. When concerns arise, parents seek information directly from the school, consulting with those best able to address the concerns.
8. Parents share with the school any religious, cultural, medical, or personal information that the school may need to serve the student best.

Schools Working with Parents

1. The school recognizes that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. The school clearly and fully presents its philosophy, program, and practices to parents during the admission process and encourages dialogue that clarifies parental expectations and aspirations for the student.
3. The school seeks and values the parents' perspective on the student.
4. Teachers and administrators are accessible to parents and model candid and open dialogue.
5. The school keeps parents well informed through systematic reports, conferences, publications, and informal conversations.
6. The school defines clearly how it involves parents when considering major decisions that affect the school community.
7. The school offers and supports a variety of parent education opportunities.
8. The school suggests effective ways for parents to support the educational process.
9. The school actively seeks the knowledge it needs to work effectively with a diverse parent body.