

# Langley Hill Independent School

## Vision, Values and Ethos

Date: March 2020

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## **Why we're here**

LHIS exists to help each person become a well-rounded human being through intellectual, moral and spiritual growth, and so make the world a better place.

## **Our core principles**

- We are unique spiritual beings with incredible potential and we achieve our full potential by discovering and nurturing all parts of ourselves – intellectual, emotional, physical and spiritual.
- We choose how we wish to respond to life and what we nurture within us.
- We care for and respect all life – human, animal and plant – and live in a way that causes the least possible harm.
- We each observe the one same reality from our own unique perspective and engage in open-minded dialogue to deeply enrich our vision.
- We serve a higher purpose by living a meaningful and satisfying life of contribution.
- We are nourished by personal relationships that fulfil our need to love and be loved, encouraging us to be the best we can be.

We are immensely proud of our pupils and staff and expect them to follow these simple rules:

- Be kind
- Be safe
- Be respectful
- Be ready to learn

## Our three-fold path

### **Educational excellence**

Our vision for educational excellence is one where deeply inspired teachers nurture joyful learners and nourish their innate passion for learning. Learning now emerges as a quest to discover each student's unique gifts and potential and lay the foundation for their lifelong journey of learning. This is inseparable from high academic standards, where a challenging holistic curriculum cultivates independently thoughtful and reflective students by working towards a sense of mastery, emphasising depth and not just breadth.

How we measure educational excellence:

1. Teachers and students are inspired and joyful.
2. There is high quality dialogue; learners display the ability and willingness to listen to others with an open mind and to speak sincerely, questioning their own assumptions and engaging in empathic dialogue.
3. There is a culture of intellectual curiosity and continuous professional development, including a focus on connecting research to classroom practice.
4. Learning is approached by examining the big questions of life in a holistic, values-based and contextualised curriculum to deepen motivation and personal insight.
5. Long-term student progress at least matches, in broad terms, the best state-funded and private schools in the country.
6. Students are actively involved in creating their own paths of learning with opportunities for in-depth study of their chosen areas, gaining deeper insight into their interests and abilities.
7. There is the committed engagement of parents and carers as co-educators.

## **Character formation**

Our vision for character formation is one where virtues are taught by example and a supportive community of learners fosters a powerful sense of individual and collective purpose. Learning now grows for these conscious changemakers as a quest for making the world a better place, starting with oneself. The capacity to internalise and put into practice what we have learned is the true test of learning. Building this capacity demands an experiential, virtues-led curriculum that embraces collaboration, custodianship and global perspectives.

How we measure character formation:

1. LHS virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout curriculum planning and school life.
2. The curriculum is experience based to support the transition from knowledge to wisdom and includes global perspectives to facilitate their transcultural proficiency.
3. Students make conscientious choices, develop moral literacy and display a sense of stewardship and reverence for life, nature and the earth's resources.
4. There is excellent provision for Philosophy Religion & Ethics, PSHE, yoga and meditation.
5. Student voice is palpable throughout the school, with ever-increasing opportunities for developing leadership and oracy.
6. Students take ownership of their learning experience by means such as self-organised learning and principles of restorative practice.
7. There are clean, uncluttered and well-presented learning environments.

## **Spiritual insight**

Our vision for spiritual insight is one where our interconnectedness with all living beings and with the universe, urges acts born out of humility and love, and the Self is perceived beyond its layers of coverings. Learning now blossoms for these seekers as a quest for self-discovery and opens the door to their unlimited potential; an antidote to the emptiness of a materialistic or mechanistic worldview. The curriculum unveils the possibilities of sacredness and transcendence at every moment and so engenders a deeply positive attitude to life, enduring happiness and heartfelt relationships.

How we measure spiritual insight:

1. Students have profound and stirring experiences of religious education, festivals and other activities for spiritual cultivation.
2. Effective pastoral care supports each student's personal, emotional and spiritual journey.
3. Students develop authentic and broad-minded insight into the complexities, essences and core principles underlying the varied manifestations of religion and spirituality.
4. The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief.
5. Students evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God.
6. There are opportunities and structures to support the development of heartfelt relationships between members of the school community, from which each person feels supported and nurtured.
7. All members of the school community are committed to introspection and their own personal journey of self-discovery.

### **Waldorf-inspired**

LHIS is a Waldorf-inspired school and will have the following additional key features:

1. A phasic, thematic curriculum, offering experiences that match and support the internal development of both psychology & physiology, cognition and consciousness.
2. Project based and deeper learning (including main lesson blocks) that encourages metacognition and learning to learn.
3. A delayed formal teaching of literacy and numeracy through a multi-sensory and context-rich approach to learning, at age 7 building on their excellent oral development, followed by accelerated progression.
4. Purposefully low-technology environments in the Primary years so as to optimise the individual generation of imagery, and in the Secondary years with carefully constructed curriculum to provide meaningful learning in and through technology.
5. The immediacy of industry (arts and crafts through all phases) and an aesthetic engagement with environment and place.