

LEADERSHIP AND INTERCULTURAL UNDERSTANDING

OUR PURPOSE

To educate the youth of the world to take their productive place as leaders in the global community.

OUR MISSION

Through Visible Learning and holistic education, AISM strives to be the best Australian International School in the world.

OUR VISION

Our community seeks to develop lifelong learners who:

- *explore, extend and excel;*
- *exhibit passion for academic and personal success;*
- *demonstrate positive global citizenship and leadership.*

OUR VALUES

RESPECT and caring for each other

being dedicated to a culture of EXCELLENCE

openness in COMMUNICATION

acting with INTEGRITY

being PASSIONATE in what we do

creating an ENJOYABLE environment

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

One of the four core principles of this treaty, is 'Respect for the Views of the Child'. The student leadership model at AISM is designed to ensure the voices of all children are heard, respected and considered.

COUNCIL OF INTERNATIONAL SCHOOLS DEFINITION OF GLOBAL CITIZENSHIP

AISM is committed to actively developing global citizenship through the application of the CIS definition:

Ethics

research about, discussion of, and action related to issues of principle of personal, local, and global importance,

Diversity

the understanding of and respect for the similarities and differences of a range of individuals and peoples,

Global Issues

the understanding of multiple perspectives of local and global events and issues,

Communication

the development of fluency in multiple languages, including mother tongues, used to communicate within and across cultures,

Service

the development of the understandings, skills and dispositions to serve the local and global community through engagement in meaningful service learning,

Leadership

the acquisition and refinement of the skills of leading and following within different cultural contexts, and

Sustainable Lifestyle

a personal commitment to a lifestyle which supports local and global sustainability displayed through example and advocacy.

LEADERSHIP and SERVICE

At AISM, we seek to develop leaders who are productive and who understand that leadership is about serving and supporting others. When we refer to citizens in our school documents, implicit is the fact that we are looking to produce leaders as citizens of the global community, with sophisticated intercultural understanding.

Productive leaders get results. They demonstrate confidence and an ability to work with others, make decisions, influence and motivate others to achieve common goals.

Through our leadership development programs, our students learn that leaders serve others and their School, and in turn, demonstrate our School RECIPE Values. Servant Leaders, a term coined by Robert K. Greenleaf in 'The Servant as Leader' (1970), focus primarily on the growth and well-being of people and the communities to which they belong. Students leaders at AISM are encouraged to develop the following leadership skills and attributes:

- **Listen** intently and respectfully and act on the information they receive. (RESPECT)
- A commitment to the **personal and professional growth of the individuals** within their organization. (EXCELLENCE)
- Understand and **empathise** with others, seeking to understand their point of view. (COMMUNICATION)
- **Aware** of one's own strengths and areas for development and the ability to recognise and appreciate these characteristics in others. (INTEGRITY)
- The ability to **persuade** others as opposed to coercing them into compliance. (COMMUNICATION and PASSION)
- **Building and maintaining community** is fundamental. (ENJOYABLE ENVIRONMENT)

In addition to our formal leadership roles, our learners are given opportunities to develop leadership skills in general through:

- classroom roles (leader of class discussion, handing out letters, equipment monitor, 'buddy' for new students, etc.)
- classroom communication tasks (Daily Notices, public speaking, debating, formal speeches of thanks, etc.)
- assemblies (leading or contributing to an assembly)
- flag raising
- school tours (accompanying a new or existing student or parent or guest around the school)
- classroom rules (using Visible Thinking strategies and other creative and critical thinking tools to devise a set of shared classroom rules in line with the AISM RECIPE values)
- celebrations (opportunities to share and celebrate birthdays and days of cultural significance)
- fundraising (to organise or contribute to).

Each subschool has different formal opportunities available, which are kept current in the following documents:

- [Junior School Leadership](#)
- [Middle & Senior School Leadership](#)

INTERCULTURAL UNDERSTANDING

Our Purpose and Vision clearly state that our students are developing the skills required for success as global citizens. In order for this to occur, our learners must develop deep intercultural understanding.

Intercultural Understanding is one of the seven General Capabilities that underpin all learning areas of the Australian Curriculum, and through our commitment to the delivery of the NESA curriculum, our students develop a deep understanding through the following four key aspects:

- Recognising culture and developing respect
 - *Sharing cultural traditions through events and celebrations*
- Interacting and empathising with others
 - *Pastoral care programs*
- Reflecting on intercultural experiences and taking responsibility
 - *Service Learning and Student Committees*
- Intercultural Understanding in the learning areas
 - *Embedded in all Key Learning Areas*

These elements are detailed in the ACARA "[Intercultural Understanding Learning Continuum](#)".

Policy Version	Date	Reviewed By	Next Review
1	5 November 2018	Graeme Naftel; Ivan McLean	November 2020