

I. The World of SABIS

SABIS® is a global educational organization that educates 70,000 students attending schools in 21 countries on five continents. Approximately 8,000 employees are employed in schools throughout the SABIS® Network.

All SABIS® Network schools implement the SABIS® Educational System™, a proprietary system of education that uses a rigorous, internationally-oriented curriculum in the core subjects of English, math, the sciences, and world languages for students from 3+ to 18+ years of age. All courses are appropriate to students' developmental stages, and a well-rounded education is offered. The emphasis – even from the early years – is on academic achievement

The first school in what is now the **SABIS® Network** is the International School of Choueifat, founded in 1886 in the village of Choueifat, a suburb of Beirut, Lebanon. Today, the SABIS® Network consists of schools that operate in both the private and public sectors around the globe. Each school is financially and administratively independent; however, all these schools implement the SABIS® Educational System™, following a unified system and using the same methods of teaching, assessment, and accountability.

Time and results have proven the SABIS® Educational System™ to be highly effective. Individually and collectively, SABIS® schools are known for their commitment to education and are respected for their outstanding academic records. Graduates from SABIS® Network schools matriculate to the best colleges and universities in the world.

II. The SABIS® Educational System™

The SABIS® Educational System™ is distinguished by the philosophy upon which it is based, the goals it sets, and the methods it uses to meet these goals. It provides a sound, thorough, high-level education that helps students develop a solid foundation of knowledge and skills, a love of lifelong learning, and the ability to adapt to and lead change.

The SABIS® Educational System™ is a dynamic one, constantly evolving in order to ensure it retains global relevance in a changing world.

A. Mission Statement

All SABIS® Network schools share a common mission statement:

The School will be recognized as a provider of top-quality education to a highly diverse student body. It will strive to help all students achieve their full potential, prepare them for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical, and moral values.

The mission is supported by all school employees, regardless of their role or area of responsibility.

B. Philosophy and Goals

As a member of the SABIS® Network, the School believes that a university education is academically accessible to **almost all students**, not just a small percentage of very able students. The School implements a non-selective admissions policy, with students being placed in grade levels based on evidence of pre-requisite learning. The School also believes that its success is measured by the **value it adds to each individual**.

In living and realizing the shared philosophy, SABIS® Network schools pursue common academic and non-academic goals.

The School's **academic goals** are to:

- Qualify every student for entrance into colleges/universities around the world
- Provide a well-rounded education based on a mastery of English and Mathematics
- Enable students to acquire a firm command of a second language
- Train students in logical reasoning and critical thinking
- Prepare students to be able to sustain intellectual efforts for long periods
- Generate excitement for lifelong learning

The School's **non-academic goals** aim to prepare students who:

- Uphold high standards of ethical, moral, and civic conduct
- Make informed decisions on social issues
- Defend convictions and stand up to wrongdoing
- Participate in extracurricular activities, school management, and community work
- Foster tolerance, cooperation, and teamwork
- Understand the people of the world through an appreciation of differences as well as similarities

In today's competitive world, a university education gives students a wider choice and a better chance at achieving lasting success. Although the School is non-selective, practically **all** students educated in the SABIS® Educational System™ graduate from reputable universities and then pursue meaningful careers.

C. What Makes this System Different?

SABIS® believes that a well-planned, structured approach yields better results. At its core, this approach includes:

- Planning and preparation
- Teaching methodically and comprehensively, using SABIS® teaching methods
- Conducting frequent and regular assessment
- Continuous and appropriate follow-up and support
- Encouraging active student participation in the education process

At the School, everything possible is done to ensure success and **no one is allowed to "fail in peace."**

1. **Planning and Preparing:** Thorough preparation precedes teaching. Each course is **researched, structured,** and described in terms of hundreds of **clearly stated objectives,** called Points, thus eliminating guesswork.

A plan for each subject at each stage is centrally prepared and includes all the “points” to be taught and the skills to be developed. The plan is detailed: each objective is precise and measurable; it is paced: progress is charted against a time line. **The plan for each stage dovetails with that of the following stage,** ensuring that nothing essential to further learning is omitted and enabling the transition from year to year to be smooth and successful.

2. **Teaching Methods: The whole class is taught together,** using the SABIS Point System® of instruction. Each objective (or “point”) of every lesson is taught interactively according to a cycle that includes teaching, group work, individual written work, and group checking. Class time is utilized to build students’ foundation of knowledge through interacting, analyzing, forming and expressing opinions, and effectively discussing issues based on critical thinking and logical reasoning.

The varied teaching methods used and the pace set engage students, keeping them interested and enthused. When **in class, students actively learn:** they do not simply listen to lengthy explanations or take dictated notes.

3. **Testing, Quality Control, and Student Support:** Testing to evaluate student learning and facilitate timely, positive intervention is frequent and regular. Students are assessed according to a schedule that is set prior to teach trimester. For students in Grade 4 on up, what is taught in one week is tested in the next.

All exams are externally set and teachers do not see them in advance.

Consistency and objectivity are essential elements of assessment and are achieved by using externally set marking schemes. Objectivity is also achieved by not having teachers mark exams of the students they teach.

Frequent assessment has many benefits: students learn to sustain mental effort for long periods of time; they learn to face and tackle pressure-filled situations; and they also learn how to work within time constraints.

4. **Follow-Up & Support:** Immediately following assessments each week, teachers and students focus their efforts on “filling the gaps” so that a coherent and structured body of knowledge is built.

The data gained through assessment is actively analyzed and used to identify students in need of additional academic support. This support can include content review with the entire class, depending on the number of students in need of support, Student Life peer tutoring or study groups, or intensive instruction. The kind of support given depends on the nature of the gaps.

5. **Student Participation:** The **SABIS Student Life Organization®** implemented at the School is an integral component of the SABIS® Educational System™. The SABIS Student Life Organization® encourages students to take a proactive

role in their education by working alongside the administrative and academic staff to raise the general academic and non-academic standards and promote both high social and moral values.

Students apply for Student Life Prefect positions based on descriptions of each position (much like a job description) and are appointed by the administration based on their competence and potential. They are not elected by the student body based on popularity.

To make the contribution of prefects meaningful and rewarding, they have real-life tasks to accomplish and are guided by a Student Life Coordinator, who trains, advises, and guides their efforts. The Student Life Coordinator monitors and encourages prefects' endeavors in such a way that they begin to assume responsibility comfortably.

Students' leadership potential and their self-reliance are nurtured, while cooperation and coordination are stressed. They are taught the social, managerial, academic, and physical skills that facilitate the organization and management of the nine Student Life departments. They also develop the skills that empower them to organize clubs and trips and to become peer tutors, mentors, and role models.

While being involved and having a good time, students help and motivate one another. They acquire and refine the skills, attitudes, and attributes that give them an edge. **The SABIS Student Life Organization® helps to increase the desire to participate and excel, and it helps to prepare students for university and for life beyond.**

D. Other Distinguishing Features

There are many characteristics that make the SABIS® Educational System™ different. Some that are very different from most other systems of education are:

- 1. Value-Added:** SABIS® defines a good school as one that adds value to each and every student both academically and personally from the time of admission to the time of graduation. The easy way of achieving good results is through selectivity in the admission and retention of students. SABIS® has opted against this approach.
- 2. Non-selective Admissions:** Schools in the SABIS® Network are highly academically oriented without being selective. Almost any student who is willing to learn is accepted. All students are taught methodically and comprehensively, and without being selective, outstanding results are achieved.
- 3. Rolling Admissions:** SABIS® schools enroll students throughout the year on a **rolling schedule** (i.e., without limitation throughout the school year). Rolling admissions may not apply to all grade levels at all times of the year.
- 4. Grade Level Placement:** In SABIS® schools, **students are placed in classes according to academic attainment**, not age. Once academic attainment has

been determined, age may be a limiting factor in the placement process. It is possible to find a 2- or 3-year age range in students in the same grade level.

There are no academic requirements for acceptance into KG and PreSchool (~3+ to 4+ years of age). Prospective students at these levels are interviewed. They must be able to speak and to follow simple instructions, and they must be toilet-trained.

From Grade 1, **all new students take diagnostic tests** in the core subjects of English and mathematics (and a second language, where applicable). Diagnostic tests are used to determine whether or not prospective students have the necessary pre-requisite knowledge for the appropriate grade level. When the diagnostic tests have been marked and checked, and the results discussed and considered, **the Director makes the final placement decision.**

The goal is to achieve heterogeneous classes at the start of each school year. **Students are not streamed**, and neither parents nor students have a choice of section assigned. Any change of section is made at the discretion of the administration and for purely academic reasons.

- 5. Promotion: Students' academic progress is measured by exam performance throughout each school year.** Make up exams for missed exams or re-takes for failed exams are administered based on specific guidelines. At the end of the academic year, the information obtained from ongoing assessment as well as end-of-term and end-of-year exams determines whether a student is promoted. Students who do not meet the promotion requirements can attend summer school and retest or pass a retake exam at the end of the summer in order to earn promotion. Although it does not happen regularly, students who do not meet promotion requirements by the end of the summer are required to repeat the grade level as long as they are age-appropriate.

When local regulations permit, outstanding and sustained academic achievement can result in a double promotion. Alternatively, high achievers are challenged laterally or vertically, depending on the student and the student's interests. They may also be encouraged to reinforce and deepen their knowledge by becoming Shadow Teachers or peer tutors.

- 6. The SABIS® Curriculum:** In SABIS® schools, a **comprehensive, international curriculum** is taught. All students are prepared for university and a life of continuous learning.

Although all courses are age-appropriate, students are encouraged to have high expectations of themselves from the very beginning. In this they are assisted not only by the methods and support already mentioned, but also by the textbooks and other instructional support materials prepared and provided by the **SABIS®**. These resources complement each course and ensure that learning has in fact been achieved.

The SABIS® Curriculum prepares students to sit for a variety of internationally-recognized examinations. The choice of programs and examinations offered ensures that students' aspirations are catered for.

Students may opt to sit for IGCSE examinations of the British system of education, **Advanced Placement (AP®)** exams overseen by The College Board in the US, or the International Baccalaureate (IB) Diploma Programme. Students can also opt to study for the **High School Diploma**.

- 7. Subject Specialization: In Kindergarten/Preschool through Grade 3**, students have **class teachers** who teach all subjects except the second language. **From Grade 4 onwards, subjects are by subject teachers.**

The system of subject teachers allows students to benefit from subject expertise. Teachers also teach vertically which allows them to become familiar with the standards required at different levels. Comparative analysis (to compare similar classes in one school or among schools or with those of previous years) is also facilitated through subject teachers.

- 8. Administrative Structure: Schools in the SABIS® Network operate using an administrative structure that is different from the norm.**

- a. **Academic Coordinator** are senior administrators that have a complete, 360-degree picture of all aspects of students' lives at school. They monitor students' progress in all academic areas: they confer with Heads of Department as necessary and closely interact with the Student Management Coordinator and the Student Life Coordinator.

- **Parent/Teacher Meetings:** When parents have a concern, a problem or seek information about their child, they meet with the person who has a complete overall picture of the child's academic and non-academic record and will give the parents all of the information needed. **This person is the Academic Coordinator, not a teacher.** If there is a problem, the Academic Coordinator investigates thoroughly and objectively. S/he proposes a solution and does all necessary follow-up until the problem has been solved. This approach is more efficient and effective and avoids the possibility of conflict between a teacher and parent.
- **Parent/Teacher Conferences are held two to three times/year at ISF.** During P/T Conferences, parents who wish to can sign up for 15-minute meetings with their child's teacher(s).

- b. **Student Life Coordinator:** The **Student Life Coordinator** provides training and guidance to all students in the Student Life Organization at the school. The Student Life Coordinator promotes teamwork and cooperation and constantly encourages students to get more involved themselves, to get more students involved, and to increase all students' scope of interest in engagement. The Student Life Coordinator's job is to teach students about how to be responsible, reliable, and accountable. The SLC teaches; the SLC does not do the work for the students.

- c. **Student Management Coordinator:** The **Student Management Coordinator** deals with student behavior infractions on a day-to-day basis. **Teachers** record student misbehavior that disrupts the flow of the lesson and submit their report daily to the Student Management Office. Teachers do not assign consequences. **Only the Student Management Coordinator (and the director, where applicable)** are authorized to assign consequences for

behavior that is not aligned with set expectations. The Student Management Coordinator can also advise teachers on classroom management practices if requested.

Note: Discipline: A high level of discipline is expected at all times from all students in SABIS® Network schools. Students are encouraged to understand and appreciate the many benefits to be derived from respecting rules. They are also encouraged to be considerate of others and to take care of their school/campus.

All members of staff in the school are expected to uphold and promote behavior expectations by *actively* enforcing the same rules and by setting a good example.

SABIS® schools follow set guidelines for disciplinary matters; however, consequences are not automatic. Consequences are assigned after a disciplinary matter has been carefully investigated. A student's previous history of infraction may or not be considered as part of the process of determining consequences. In such matters, the Student Management Coordinator works closely with the Academic Coordinator, the SLC, and the School Director to assign consequences and develop a plan forward.

- 9. Efficiency:** In SABIS® schools, **time is considered precious commodity**. The process of preparing lessons, the teaching methodology, and student follow-up and support are all designed to operate efficiently within the SABIS® Educational System™. The rapid feedback given by state-of-the-art technology is also extremely efficient: it enables mistakes to be corrected before they become embedded and before they become an obstacle to further learning. Technology also relieves teachers of many repetitive tasks, saving them valuable time to do their job efficiently.

Students in SABIS® schools learn how to organize and discipline themselves, developing study habits to complete assigned work in a timely, efficient manner.

- 10. Length of the Day:** The school day runs from 8:15 AM to 3:25 PM for students in Kindergarten through Grade 4 and from 8:15 AM – 4:10 PM for students in grades 5-12.

To keep instruction effective and learning efficient, breaks of varying length are incorporated into the school day (i.e., morning break and lunch). Students are, therefore, able to return to class relaxed, refreshed, and ready to focus anew.

The workday varies for school employees depending on their role and area of responsibility. Teachers' workday runs from 8:00 AM to 4:10 PM Monday through Friday. There are a limited number of days on which teachers are required to work outside of these hours and/or on weekends.

- 11. Accountability: Accountability is essential in all SABIS® Network schools.** Efficiency and high standards cannot be achieved or maintained if people are not held responsible for their actions and decisions.

In SABIS® Network schools, all individuals are held accountable. Top administrators bear the responsibility for setting the standards and building the framework to achieve them. Key administrators at the school level are accountable for the complete implementation of the SABIS® Educational System™ by ensuring awareness, setting an example, and establishing a harmonious, cooperative and coordinated team. Both staff and students are responsible for achieving the objectives laid down in the syllabi.

To help ensure that objectives are met, each member of staff reports to an individual who can provide guidance and support.

- 12. Class Size:** The SABIS® Educational System™ is designed to deliver a high-quality education to students in larger classes. Larger classes help students develop important life skills and offer an enriching diversity of ideas and approaches that contribute to raising academic standards. Through the SABIS Point System® of instruction, students in SABIS® schools also learn to work collaboratively.

In SABIS® schools, we can teach larger classes successfully because of the way we form our classes, our classroom management techniques, our behavior expectations, our teaching methods, and our ongoing monitoring of students' learning and progress.

- 13. Extra-Curricular Activities:** SABIS® schools place importance on extra-curricular activities. Students are encouraged to explore their talents and develop their interests through participation in physical, academic, scientific, and artistic pursuits during the Student Life Period as well as after school through clubs and sports organized by the ISF Sports Academy. Involvement in extra-curricular activities keeps students physically fit, increases their stamina and energy, develops their interests, and promotes mental agility while providing ways to socialize, relax, have fun, and become refreshed. Extra-curricular activities round-out students' education and complement and facilitate academic studies.

III. Other Aspects of Interest to Prospective Teachers

- A. The Work Week:** The work week at ISF consists of five days, and teachers have up to 32 academic periods per week. In addition to the 32 academic periods, teacher may be asked to substitute for absent colleagues for two additional periods per week.

If a teacher's timetable contains fewer than 32 academic periods, he or she may be asked to undertake other duties such as exam invigilation, supervision of students, substitute teaching, assisting the administration, contributing to academic development, etc.

Over and above class contact hours, teachers are required to allocate adequate time to ensure good teaching. Teachers are expected to prepare lessons thoroughly, keep classroom displays fresh and current, and attend weekly subject meetings to discuss student progress, exchange ideas, and trouble-shoot difficulties. These meetings may take place during the school day or after school hours as agreed upon within each department. Teachers

may also have to allocate time to study any part of the course with which they are either unfamiliar or not confident. It may also be necessary to attend in-service training courses.

Students are inspired by caring, conscientious staff and teachers who nurture positive, respectful relationships in class as well as welcome the opportunity to spend time with students outside of class.

- B. Private Tutoring:** While employed by the school, **teachers may not engage in any other employment**, paid or unpaid. **This includes acting as a private tutor** to students of the school.
- C. Attendance & Punctuality:** Attendance and punctuality are essential to the school's operation. All class periods, either academic instruction, SLO Periods, or extra-curricular activities, require full, prompt attendance in order to maximize the benefit of the time spent. Every minute of every period, every period of every day, and every day of the school year directly contributes to sound learning. Classes must begin on time and they may not be dismissed before the period ends.

Teachers are also expected to attend all classes unless they are too ill to do so. (Teachers are encouraged to make any medical or dental appointments outside of school hours or during school vacation periods wherever possible.) When ill, teachers are expected to contact the school as early as possible, but by 7 AM at the latest. Weekly lessons plans prepared by the teacher and submitted to the Academic Coordinator are distributed to substitute teachers to ensure that the learning never stops.

- D. New Teacher Orientation:** Academic staff are required to attend a week long orientation prior to the beginning of the academic year. This is necessary to introduce teachers to all components of the SABIS® Educational System™ and to help them to become familiar with the school's history, educational approach, teaching methodologies, and organizational structure.
- E. Teacher Observations:** Administrators regularly visit classes on a formal/announced basis as well as an informal/unannounced basis throughout the school year. Formal, announced observations take place more frequently for new teachers, but a minimum of twice per year. Formal observations are followed by a meeting to discuss the details of the observation, identify strengths, and agree upon a plan of action to address any areas of concern.

Class visits take place for two main reasons: they assure the administration that SABIS® methods are being implemented effectively and confidently, and they allow teachers to receive any support that may be necessary. In-service training to support teacher professional development is arranged 2 to 3 times during the school year.

IV. The Track Record of the SABIS® Educational System™

The SABIS® Educational System™ has been designed, tested, and proven to be effective in educating students who develop a solid foundation of knowledge and skills,

a love of lifelong learning, and the ability to adapt to and lead changes. For 135+ years, the SABIS®'s track record has been second to none.

This impressive track record is mirrored at ISF, where over 800 seniors have graduated and matriculated to an impressive list of the world's top universities.

The SABIS® Educational System™ helps prepare young men and women who go on to become prominent members of their societies all over the world. They are able to attain prominence because an integral part of the education they have received ensures that they have the knowledge, skills, attitudes, and attributes needed to succeed.

V. The Staff Sought for the SABIS® Network

Successful teaching candidates for open positions at ISF hold a degree in education or a PGCE and have experience in the classroom, although these are not required for all positions. What is required is sound subject(s) knowledge with the ability to motivate students and imbue them with a love of learning. In addition, successful candidates should enjoy working with students, be hard-working, conscientious, flexible, cooperative and polite, tolerant of differences in beliefs and customs, and have a growth mindset and amiable disposition.

Although essential, the above-mentioned characteristics are, in themselves, not enough. Other paramount traits include **commitment and respect**. Candidates must be willing to:

- Commit themselves to fulfilling their remits and completing the full academic year
- Respect SABIS® policies and procedures and fully implement the SABIS® Educational System™
- Observe the laws and traditions of the country of employment