



Ghana  
International  
School

EST. 1955 Motto: "Understanding of Each Other"



# Visiting International Educator (VIE) Programme

Members of:



Accredited by



# EXECUTIVE SUMMARY

## BACKGROUND

Ghana International School in Accra, Ghana was established in 1955 to 'provide an internationally diverse school experience that instils an understanding of each other, promotes holistic development, life skills and learning through a rigorous curriculum that meets international standards'. For over 67 years, the School has endeavoured to encourage and develop teaching and learning programmes to:

- Promote cross-cultural relationships and dialogue.
- Encourage freedom of expression irrespective of cultural, national, religious or social affiliation without intimidation or the feeling of insecurity but with civility and respect.
- Promote understanding and respect among staff, students and the wider school community.
- Maintain cultural and national balance in all sections and activities of the School.

As the key drivers of an excellent and holistic education at GIS, our teachers are supported by several goals in our current Strategic Plan document, The GIS Shared Vision (Strategic & Operational Priorities 2022 - 2025). Specific reference can be made to the following:

### Strategic Priority 2.1:

To Transform Our Teaching & Learning Environment To Be Consistently Ahead Of Emerging Trends.

#### Key Targets

**2.1.1** To be innovative through STEAM Education across all our campuses.

#### Action(s)

- Technology-enabled teaching and learning embedded across all disciplines.
- Institutionalise the Career Track Programme with targeted professional development to respond to unique teacher strengths and abilities.

**2.1.2** To develop alternative pathways to learning that leverage on students' abilities, talents, skills and interests.

#### Action(s)

- Institutionalise alternative academic curriculum and concomitant certifications for student learning.
- Develop and implement a roadmap for excellence in non-academic, exploratory and experiential learning e.g. sports, arts, music, outdoor education.

#### 2.14

The cultivation of a culture of international mindedness and lifelong learning in all stakeholders.

#### Action(s)

- Identify key staff recruitment channels and design an intentional onboarding/curriculum that addresses the importance of international mindedness.

- Create a Community of Learners forum that addresses the needs of all stakeholders (academic / non-academic staff, parents, friends of GIS).

### Strategic Priority 2.2:

To Drive Change that Creates & Enhances Access to Transformative Education in Our Local and Global Community.

#### Key Targets

- 2.2.1** The Sharing of Human and Material Resources to Remove Barriers to Social Development in Ghana.

#### Action(s)

- Create and Ensure Student Participation in the Global Citizenship

Programme and other opportunities that open a window to the world

- Institutionalise private-public and private-private partnerships for public good.

### 2.2.2 The Building of Partnerships for Collaborative Learning & Growth

#### Action(s)

- Institutionalise the Visiting International Educator (VIE) Programme.
- Engage international partners to expand the GIS Brand in and outside Ghana.

## GUIDING STATEMENTS



### OUR VISION

A highly respected school locally and internationally recognized, providing excellent education in multicultural setting that produces responsible global citizens

### OUR MISSION

To provide an internationally diverse school experience that instills an understanding of each other, promotes holistic development, life skills and learning through a rigorous curriculum that meets international standards.

### OUR MOTTO

"Understanding of Each Other"

## Our Educational Objectives

### 01 To maintain a high academic standard that:

- Delivers a broad curriculum that draws from various teaching methods, with English as the language of instruction;
- Offers the students opportunities to develop lively, enquiring minds and independent thinking;
- Encourages participation in co-curricular activities;
- Provides opportunities and encouragement for the professional development of staff;
- Identifies and meets the needs of students, except when students' special educational needs cannot be met within the school's resources;
- Keeps abreast of trends in education and ensures that the curriculum remains relevant and dynamic.

### 02 To promote positive personal values that:

- Cultivate integrity in students;
- Prepare students to become responsible, creative, self-reliant and productive members of the global community;
- Encourage effective teamwork;
- Foster a lifelong love of learning.

### 03 To ensure understanding of and respect for diversity that:

- Provides students with opportunities to share their cultures to promote understanding of each other;
- Promotes knowledge and understanding of Ghana;
- Promotes respect for other cultures, beliefs, nationalities, gender and persons with different abilities.

### 04 To develop a positive educational facility that:

- Provides a nurturing, secure, clean and friendly learning environment where students can grow intellectually, socially, emotionally and physically;
- Provides sufficient resources to create and maintain a stimulating learning environment.

### 05 To promote understanding of and participation in global concerns that:

- Encourage students to regard the natural world as their inheritance and their responsibility;
- Recognise the need to protect and sustain the local and global environment;
- Foster a fundamental understanding of and respect for the rights and freedom of each individual in our community and the wider world in the spirit of the UN Declaration of Human Rights;
- Encourage each student's participation in community service.



For over 67 years, collaborations between the Human Resources Department in conjunction with the Principal's Office and all Sectional Vice Principals have welcomed several educators from among others: Canada, England, Scotland, United States of America, Australia, India, South Africa, Benin, Nigeria, Ivory Coast, Switzerland and the Netherlands. Our expatriate teachers benefit from the experience in many ways, primarily, the exposure to a culture different from their own.

Our own GIS teachers benefit from that as well, and the interactions, most noticeably in the area of skills upgrade and awareness of even more varied ways of teaching. We look forward, in a post-covid era, to solidifying our hybrid teaching model and quest to provide an internationally diverse school experience so that we can conceive of team teaching, penpal and student exchange models with overseas teachers/schools in the future.

As we seek to eliminate all forms of social and racial injustice, providing opportunities for people of different backgrounds to learn and work together is a proven way to achieve this goal.

Our regular recruitment programme (Programme A) offers expatriate staff and their families an initial two-year contract which is renewable to a maximum of 6 years. Conditions of service for expatriate staff reflect the importance we place on this kind of experience and in several instances, expatriate staff have chosen to remain in Ghana beyond this period and consequently, in local employment with GIS.

While this regular programme will continue, it is imperative that as a school, we adapt to the change in climate for global travel and work, some of which is due to the Covid-19 Pandemic. Our programme 'B' that will address this adaptation is termed the **Visiting International Educator Programme (VIE)**.







AD 1957

FREEDOM AND JUSTICE



## VISITING INTERNATIONAL EDUCATOR PROGRAMME

# KEY ELEMENTS

### ORGANISATIONAL

- (a) Visiting International Educators spend one month at Ghana International School.
- (b) Educators do not pay a fee to participate in this programme. For each Academic Year, the programme dates are :
  - (i) Cohort 1: October
  - (ii) Cohort 2: Mid February - End of March
- (c) Visiting International Educators may choose to extend their stay purposely for in-land travel and tourism beyond that provided
- (d) Due to the many engagements and expected focus, we ask that participants travel alone for the duration of the programme.

within the programme . An itinerary for the month-long experience will be shared and discussed with the Visiting International Educator prior to acceptance of the offer to participate in the programme.

Please note that in the instance that the teacher chooses to stay in Ghana longer, GIS will not be responsible for any expenses incurred in that time period; this includes the cost of accommodation among others.



### ELIGIBILITY

- (a) Candidates must have a minimum of an undergraduate degree.
- (b) Candidates must be a certified teacher from his/her home country and in good standing with the accrediting Teacher Education body of his/her country.
- (c) Candidates must have at least 3 years experience teaching children in pre-tertiary educational institutions or supporting the work of teachers in school in an administrative capacity.
- (d) Candidate must understand that this experience will require them at times to co-teach with a GIS Teacher (unspecified nationality) and that they will be required to participate in all aspects of school life including participating and leading PD sessions with and for teachers/staff.

### TRAVEL

- (a) All Visiting International Educators will receive technical assistance to support applications and issuance of visitors' visas by the Ghana Embassy of the Visiting Educator's home country.

### COSTS:

- (a) Accommodation and utilities in Ghana are borne by the Ghana International School. Visiting Educators are accommodated in modern, GIS Ubuntu Apartments in the capital city, Accra. This facility is a 5-8 minute drive from both campuses of the School. The School's bus will transport visitors daily to and from school.
- (b) Flights, Travel Insurance, Visas and other travel related costs are borne by the Visiting International Educator.
- (c) Lunch provided by the School when participants are on campus.
- (d) In-land travels for sightseeing are borne by the Visiting International Educator. Ghana International School will facilitate all internal travel.

### REMUNERATION

- (a) There is no remuneration from Ghana International School to the Visiting International Educator for participation in the Programme.

<sup>1</sup> Participants' flight itinerary for departures should be no later than the Monday following the end of the programme on Friday.

<sup>2</sup> This must however, be within the validity period of the visa obtained to visit and stay in Ghana.

<sup>3</sup> GIS will provide an introductory letter (with detailed info as prescribed by the Embassy), assist with visa on arrival arrangement in case a Ghana Consulate is not available in the VIE's home country.



20:23



## Application Process

**(a) For educators interested in joining the programme, we ask that you:**

- (i) Visit our school website to learn more about our school: **[www.gis.edu.gh](http://www.gis.edu.gh)**
- (ii) Please write to us at **[prinoffice@gis.edu.gh](mailto:prinoffice@gis.edu.gh)** indicating your interest and attaching a curriculum vitae and supporting documents as outlined below. Kindly use **"Visiting International Educator Programme"** as the Subject/Heading to facilitate processing.

**(b) Supporting Documents:**

- (i) References: Two References - one of which must be from Visiting International Educator's Principal/Head of School approving and attesting specifically to the educator's suitability for the experience.
- (ii) Police Checks: Kindly submit checks done within a year of application from the applicant's home country.

**(c) Deadlines:**

- (i) For both October and February/March Cohorts, all applications must be received by July 21.

## VIE COHORT - MEMORIES ABOUT THE PROGRAMME

**Participant comments: What did you like the most about the programme?**



"I liked meeting people with different backgrounds and stories of how they arrived at GIS. I loved meeting the beautiful children who embraced me so well and made me feel at home."

**Evelyn Armstrong & Doreen Asiedu Bonsu; February 2023 Cohort**

"Physical and infrastructural needs (safety and security, lodging, nourishment, transportation, wifi in and out of school, printing needs, teaching resources, etc.) were provided and easily accessible. These are structural conditions that only enable a smooth transition to Ghana, and therefore enable immediate and easy embeddedness at GIS. They are also indicative of the expertise and care of the staff responsible for ensuring these are in place, which adds psychological safety and ease to the experience of being on a visitor exchange in a new country. Without these basic conditions being met, we would not have been able to optimise the experience as well as we did." **Olella Nyiendo; February 2023 Cohort**



"I am trained to teach quite differently and so observing and engaging with the teachers at GIS really helped me to see how it can be done really well in a completely different way than I have seen before. It helped me to reflect on my own practice a lot."

I love that we have set up everything to connect a class at GIS with my class when I return."  
**Marwah Elghobashy; September 2022 Participant**

"The people - Having lived around the world, it is always the people that make any experience something to remember and this is the case here as well. It also gave me an opportunity to reflect on my beliefs and practices both professionally and personally. Being given the opportunity to step out of your everyday life for a month to stop and observe the world is a fantastic experience and one that would be good for anybody to experience. Thank you!"

**Sabrina Manhart; February 2022 Participant**



"I was made to feel welcome by faculty and students. The opening ceremony was a great way to start this. I liked being included. I experienced the school in intimate ways. I like that the programme challenged me to see differently with Ghanaian culture."

**Dr. Loretta Tolliver; February 2022 Participant**

"The whole experience was enriching and insightful!"  
**Zoey McFarlane; February 2022 Participant**





## VIE EXPERIENCE







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## CONTACTS

For information about Ghana International School, please visit **[www.gis.edu.gh](http://www.gis.edu.gh)**.

All sectional details e.g. Vice Principal of Section, programming & activities are all available on this website. As well, the School's governance structure and history can be found here.

For more information on the programme and candidate's suitability and/or preparedness, please email **[prinoffice@gis.edu.gh](mailto:prinoffice@gis.edu.gh)** and address your request to **Dr. Mary Ashun, Principal**.