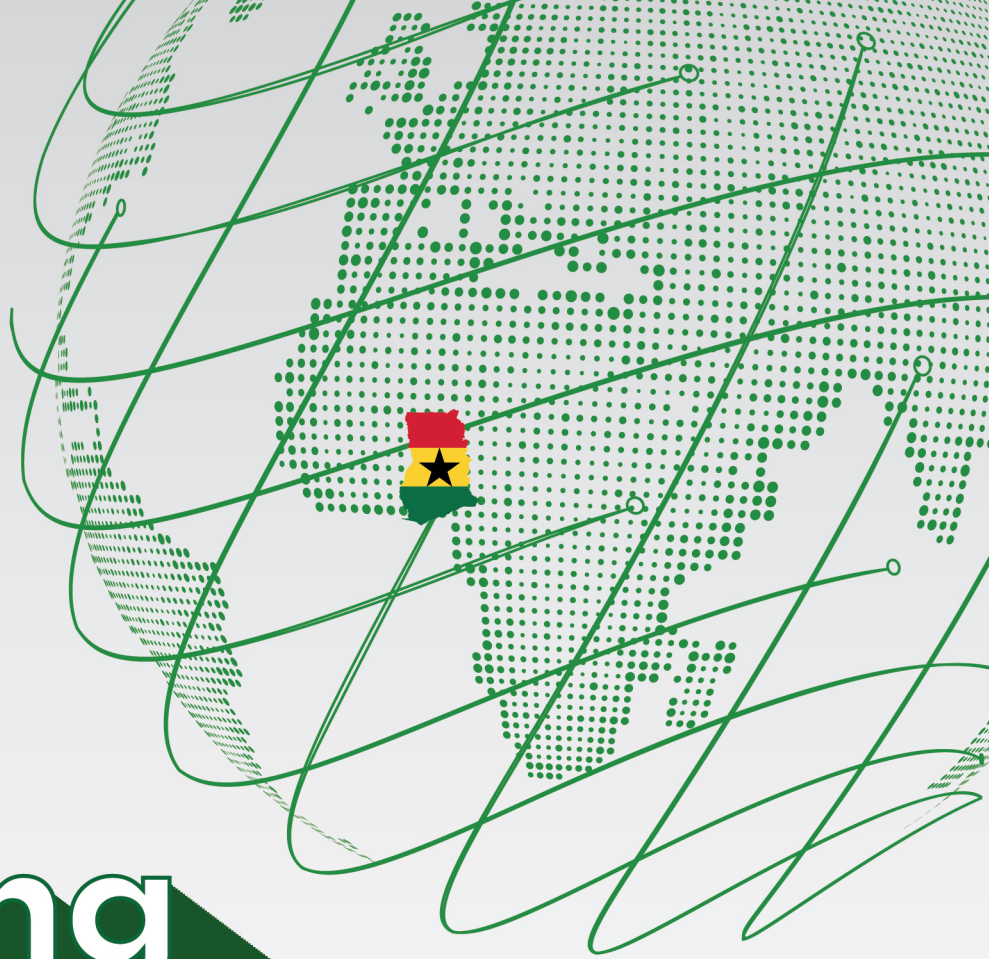




Ghana  
International  
School



# Visiting International Educator (VIE) Programme

Member of:



Accredited by:



[www.gis.edu.gh](http://www.gis.edu.gh)



# Executive Summary

## BACKGROUND

**G**hana International School (GIS) in Accra, Ghana was established in 1955 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’.

Since then, 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 additional pathways to learning that leverage on students’ abilities, talents, skills and interests.

#### Action(s)

Institutionalise additional 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.

**2.1.4** 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.

- **Operational Priority - Curriculum and Instruction**

- a. Increased focus on ensuring a comprehensive and integrated system for vertical and horizontal curriculum articulation.
- b. Explore curriculum innovations, reviews and changes in furtherance of the school's Strategic Priority 2.1
- c. Prioritise the intentional design of a disciplined campus environment in support of the school's guiding statements.

- **Operational Priority - Human Resources**

- a. Effective utilisation of staff competencies and skills through strengthened/ streamlined performance management systems.
- b. Adopt technology tools to transform and streamline the discharge of the HR Department's mandate.

- **Operational Priority - Wellness & Wellbeing**

- a. Promoting the social and emotional learning/ wellbeing of staff, students and relevant stakeholders.

## OUR 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 student(s) 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

“  
I am not  
African because  
I was born in  
Africa, but because  
Africa was born  
in me.”

Dr. Kwame Nkrumah

*Kwame Nkrumah*



## THE VISITING INTERNATIONAL EDUCATOR PROGRAMME - THE RATIONALE

Since 1955, Ghana International School (GIS) has 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 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 teaching and our quest to provide an internationally diverse school experience through team-teaching, penpal and student exchanges with overseas teachers/schools in the future. As we seek to eliminate all forms of social and racial injustices, 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)**.

A group of people is walking across a suspension bridge made of ropes, set against a backdrop of dense green forest. The bridge is made of thick, light-colored ropes and has a dark mesh railing. Several people are visible, including a woman in the foreground with a black shirt and a grey bag, and a man in a yellow shirt further down the bridge. The scene is brightly lit, suggesting a sunny day.

# Key Elements

## ORGANISATION & DURATION

- a. Visiting International Educators spend **two weeks** at Ghana International School.
- b. Educators do not pay a fee to participate in this programme.
- c. For each Academic Year, the programme dates are<sup>1</sup>:
  - i. **Cohort 1: October**
  - ii. **Cohort 2: Mid to end of March**
- d. An itinerary for the two week-long experience will be shared and discussed with the Visiting International Educator prior to arrival in Ghana.
- e. Visiting International Educators may choose to extend their stay purposely for in-land travel and tourism beyond what is provided within the programme<sup>2</sup>. Please note that in the instance that the Educator chooses to stay in Ghana longer, GIS will not be responsible for any expenses incurred within that time period; this includes the cost of accommodation among others.
- f. Due to the many engagements and expected focus, we ask that **participants travel alone** for the duration of the programme.

## 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. Candidates 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 ASSISTANCE

- 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<sup>3</sup>

## COSTS

- a. Accommodation and utilities in Ghana are borne by Ghana International School. Visiting International Educators are accommodated in the modern, GIS Ubuntu Apartments in the capital city, Accra. This facility is a 5-8 minute drive from both campuses of the School. They could also be accommodated in a nearby hotel. 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 is provided by the School when participants are on campus during the week. The cost of all other meals is the responsibility of the Visiting International Educator.
- d. GIS will organise some sightseeing trips for the Visiting International Educator free of charge.
- e. All other in-land travel costs for sightseeing are borne by the Visiting International Educator. Ghana International School will facilitate all other internal travel should there be a need to do so.

## REMUNERATION

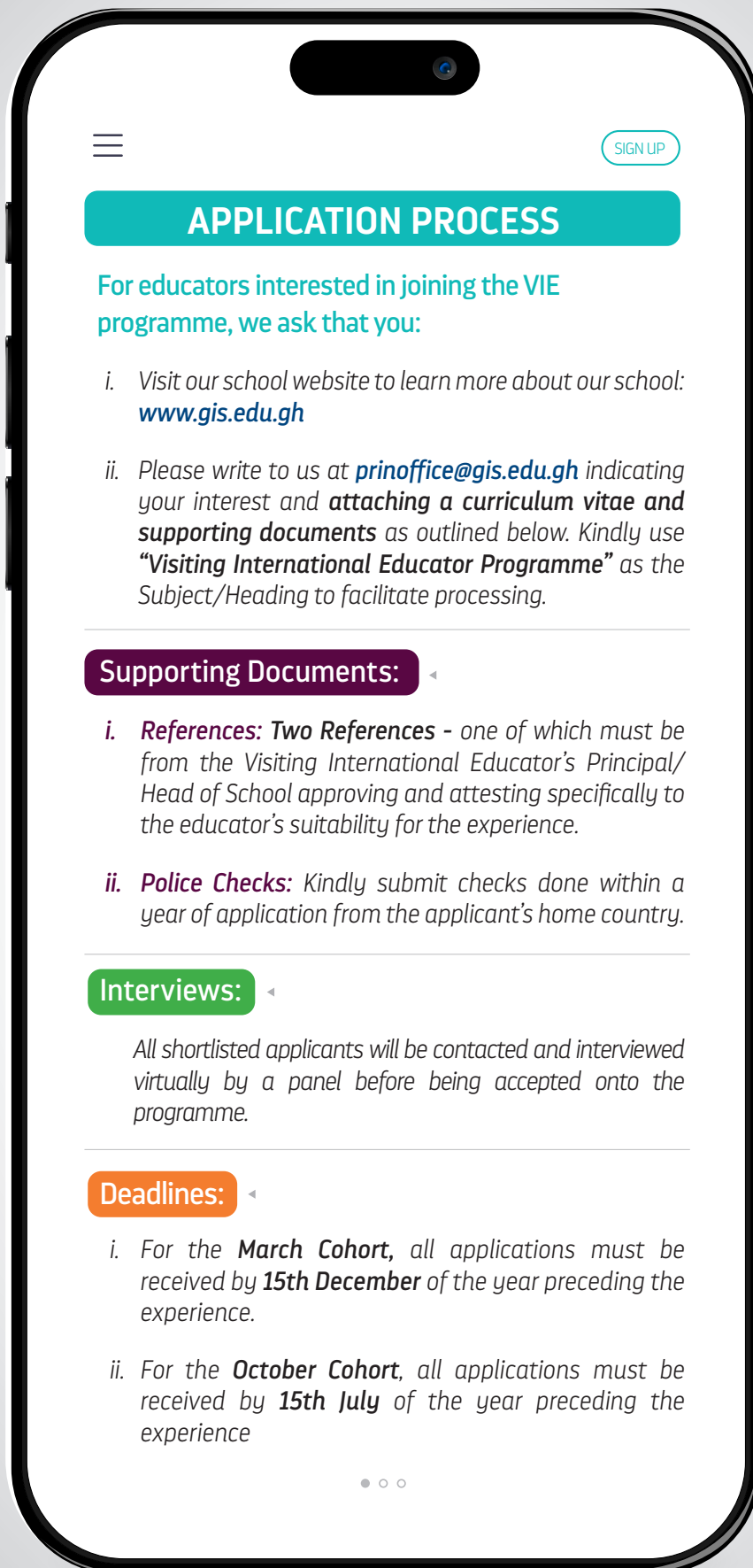
- a. There is no remuneration from Ghana International School to the Visiting International Educator for participation in the Programme.

<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 information as prescribed by the Embassy) or assist with visa on arrival arrangement in case a Ghana Consulate is not available in the VIE's home country.







## TESTIMONIALS FROM PAST VISITING INTERNATIONAL EDUCATOR COHORTS

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

"I had an incredibly positive experience, thanks to the remarkable attention to detail provided by Doris and David. Their constant assistance ensured we were always well taken care of. I am deeply grateful for the opportunity to participate in such a positive program for educators. I would encourage schools around the globe to consider incorporating similar programs". - **Mariama Akunyare, March 2024 Cohort**

"The student debate is a strong highlight. Also, the town hall meetings that I conducted alongside Dr. Pierre and the staff/student basketball game are a highlight. I had an amazing experience and overall, I am so grateful to have been a part of such an amazing experience. My capacity as an educator has expanded and I am changed forever. I look forward to future opportunities to work with GIS!" - **Dr. Eboni Bell, March 2024 Cohort**

"It was very interesting and inspiring to follow the classroom teaching in English Literature and Language..." - **Tine Marie Balck Sørensen, October 2023 Cohort**

"Being part of the GIS community and meeting very interesting people." - **Virginija Barbaravičiūtė, October 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 Cohort**

"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 Cohort**

"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 Cohort**



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## CONTACT US

- For more information about Ghana International School, please visit [www.gis.edu.gh](http://www.gis.edu.gh) where you will find all sectional details e.g. the School's governance structures, programmes and activities.
- Email [prinoffice@gis.edu.gh](mailto:prinoffice@gis.edu.gh) for further information on the Visiting International Educator (VIE) programme. Please address your request to **Frank D. Amponsah-Mensah Esq, Principal, Ghana International School.**

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*We look forward to having you join us at GIS!*