

International Education for a New World

**Pedagogic Guidelines of
Sai International Schools**

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THE UNIQUENESS OF SAI INTERNATIONAL SCHOOLS

Consists of blending five factors:

- The finest academic excellence
- The deepest integral education consistent with the new holistic paradigm
- Humanism and spirituality (West and East)
- A prestigious international syllabus (I.B. proposed) in an intercultural/ cosmopolitan atmosphere
- Social sensitiveness with social service

- Apart from the I.B. affiliation, the Project can be implemented within the frame of any syllabus and even independently from any official board
- Then, we can draw materials from sites (Tata, Vidya Vahini, Khan Acad.) and students will be prepared for public exams

A close-up photograph of a young boy with dark hair, smiling broadly and winking with his left eye. He is wearing a light-colored, possibly yellow or cream, crew-neck shirt. The background is a plain, light-colored wall. The image is framed by a decorative blue and white wavy border at the top.

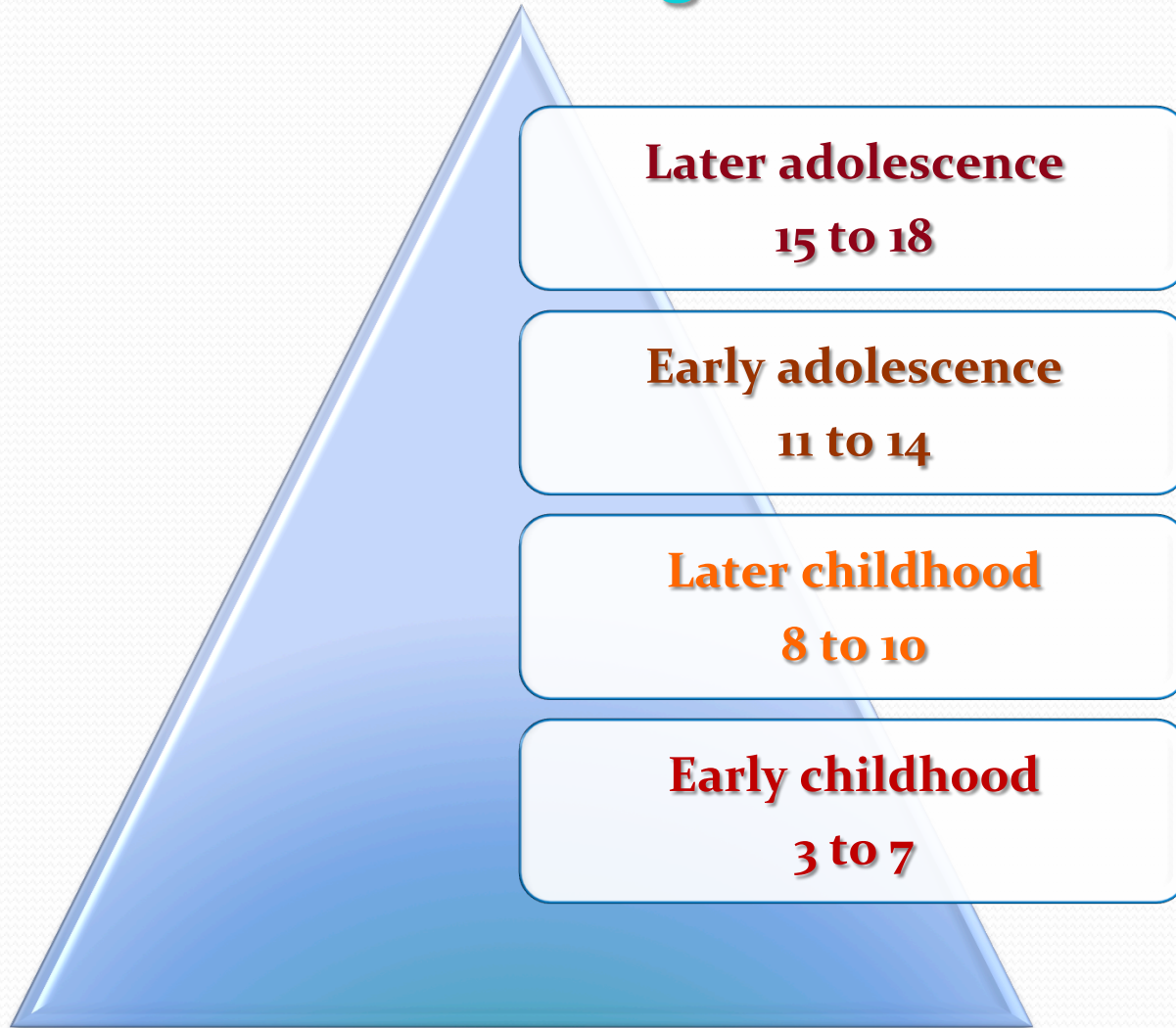
International
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A New World

SCHOOL STRUCTURE

- **Separate boys' and girls' schools in the same campus with common gardens**
 - **Implementing the gender differences in learning**
 - Ideal number of students per classroom: 20
 - Ideal teacher / student ratio: 1/ 10
 - Day scholars and residential students (hostel)
 - Quality food: vegetarian/ international menu
 - **Close contact with parents/ families**
 - **Interaction with the community (systemic approach)**
 - **Teachers' training: academic and value-based (Internal + external: share + divulge)**
- The school as a Vivarium or living hub.**

Pedagogic process through age groups

From Rousseau to Piaget and Steiner



Schools with a human seize and touch

About the educational space

- **Boys'/ Girls' Schools** divided into 3 smaller units: **Primary/ Middle/ Higher Sec.**
- **Small Hostels with their own name and character** run by students/ brotherhood
- **Classrooms** as a **House of Knowledge** maintained by students
- **Revising the structural inputs** of the classroom and school

About the pedagogic strategies

- **Periods can be consolidated according to the pedagogic needs**
- **Respecting the biological needs of the age groups**
- **Mixing children of different age groups (esp. afternoons)**
- **Students assistants to teachers/ elder monitors to younger**
- **Spaces of meeting between boys and girls**

SCHOOL ORGANIZATION

- School Assembly
- Weekend/ holiday clubs
- School/ cultural days
- Outdoor activities
- Seasonal festivals
- Boy scouts/ girl guides for all students
- Social service (adequate to the age group)
- Mornings for academics
- Afternoons for integral education
- Through a flexible system of workshops (centred on the project)
- Sports/ games
- Free playing
- Gardening/ Nature

Combining group teaching

and personalized tutorials

Syllabus:

INTERNATIONAL BACCALAUREATE (IB)

3 sections/ 3 streams:

- Primary Years Programme
- Middle Years Programme
- Diploma Programme

- Academic stream
- Arts Programme
- Vocational school

The Project can be run
under any other syllabus

5 I.B. goals:

- Holistic approach
- High quality education
- Positive attitude to learning

- Intercultural perspective
- International mindedness

And even by creating our
own syllabus

Academic excellence: Conceptual education directed towards



understanding

research

learning how to learn

free thinking

problem solving/ case study

creativity

imagination

self-expression

AFTERNOON WORKSHOPS

for integral education

Arts/Crafts

- Fine Arts
- Visual Arts
- Pottery
- Carpentry
- Handicrafts

Performing

- Music
- Dance
- Drama

Inner work

- Humanities
- Spiritual traditions
- Human values
- Groups dialogue
- Yoga
- Meditation

Value-based education

Aesthetics

Fine Arts

Crafts

Media

Puppetry

Drama

Corporal expression

Dance

Musical expression

Collective singing

Relation/ community

Role playing

Attitude tests

Groups dialogue

Positive thinking

Story telling

Field trips

Community life

Consciousness

Meditation

Visualization

Relaxation

Yoga

Philosophy

Intercultural

Social/ literary

Service

Community life

School uniform
Active role of students
in campus life

Personal guardian
Master/ disciple ethos

School
Parliament

Students as monitors
Elder taking care of younger

Scout oath
Modern initiation

Physical punishment prohibited
No mechanical tests/ No robotic rote learning

Evaluation

- Continuous evaluation
- Holistic assessment
- Student as a human being
- Conceptual exams
- Commentaries
- Dissertations
- Oral presentations
- Projects/ problem solving
- Experimental methods
- Individual effort
- And team work

Discipline

- Love for the student
- Respect for the child
- Self-discipline
- Self-learning
- Qualified freedom
- Positive transformation
- Positive values/ character
- Autonomy/ maturity
- Responsibility
- Self-reliance (tasks)
- Leadership with wisdom

Sai International schools: A UNIQUE BLEND OF THE BEST CONTRIBUTIONS FROM THE WEST AND THE EAST

From educational systems

- The I.B. syllabus from Geneva (integral/ comparative)
- British tutorials (Oxford/ Cambridge)
- The French “apprendre a apprendre” (essays, etc)
- Project/ experience-based pedagogies from the U.S.
- The Indian/ Buddhist Gurukula (master-pupil)
And paths of inner work

From great educationists

- Socratic dialogue
- Platonic philosophy
- Rousseau’s feeling for Nature
- Kant’s subject autonomy
- Hegel’s Bildung/ dialectics
- Steiner: imagination/ arts
- Montessori’s self-learning
- Tagore’s role of Humanities
- Aurobindo’s Integral Yoga
- Krishnamurti on relation
- Sai Baba’s human values

INTEGRAL EDUCATION.

Together with academic excellence:

Physical development
Contact with the
environment

relation
community life
brotherhood

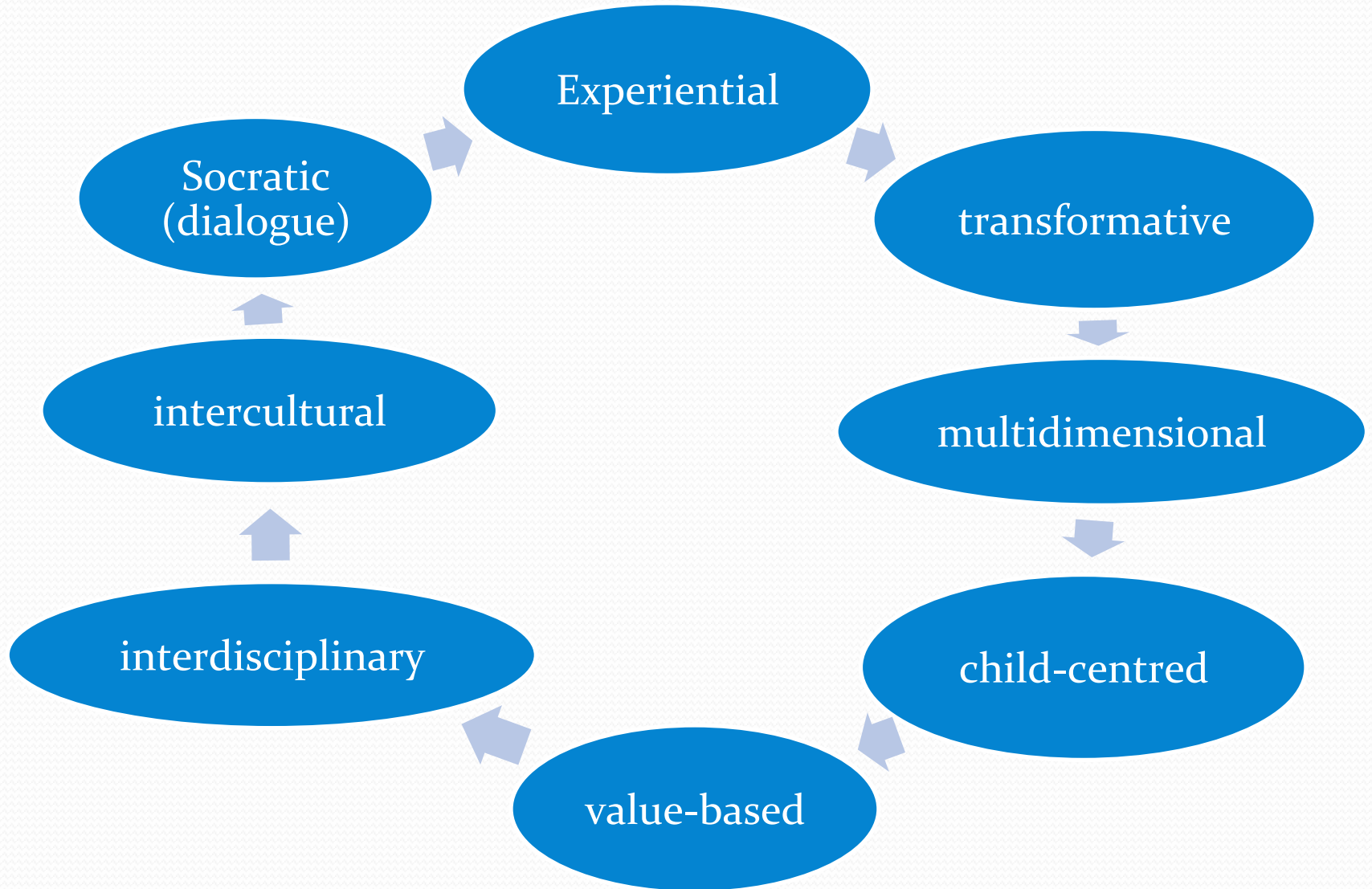
Capital role of the
arts
Aesthetics

Humanities =
Humanism

Human Values
Ethics

(Inner) Spirituality
Consciousness
Transformation

Integral education must be:



The middle path in education

Education must be:

- Multidimensional
- Holistic or integral
- Child-centred
- Value-based
- Experience-based
- Towards self-learning

Without dismissing:

- The teacher's role
- And responsibility
- Through the Socratic dialogue
- With academic standards
- And the transmission of knowledge

From GK to quality culture

shaping the character

Multidimensional

versus child-centred

Multiple intelligence:

- Only holistic education
- Unfolding all the dimensions of human personality
- And cultivating all the facets of knowledge

- Can be child-centred
- Towards the Socratic self-education of the child
- Helping each and everyone to discover his/ her own vocation and talents

Education must combine:

- A compulsory basic curriculum for all
- Offering a general overview comprising all the areas and domains

- With Socratic self-learning strategies
- Allowing every student to build his/ her own curriculum to some extent

Integral Education = Philosophy:

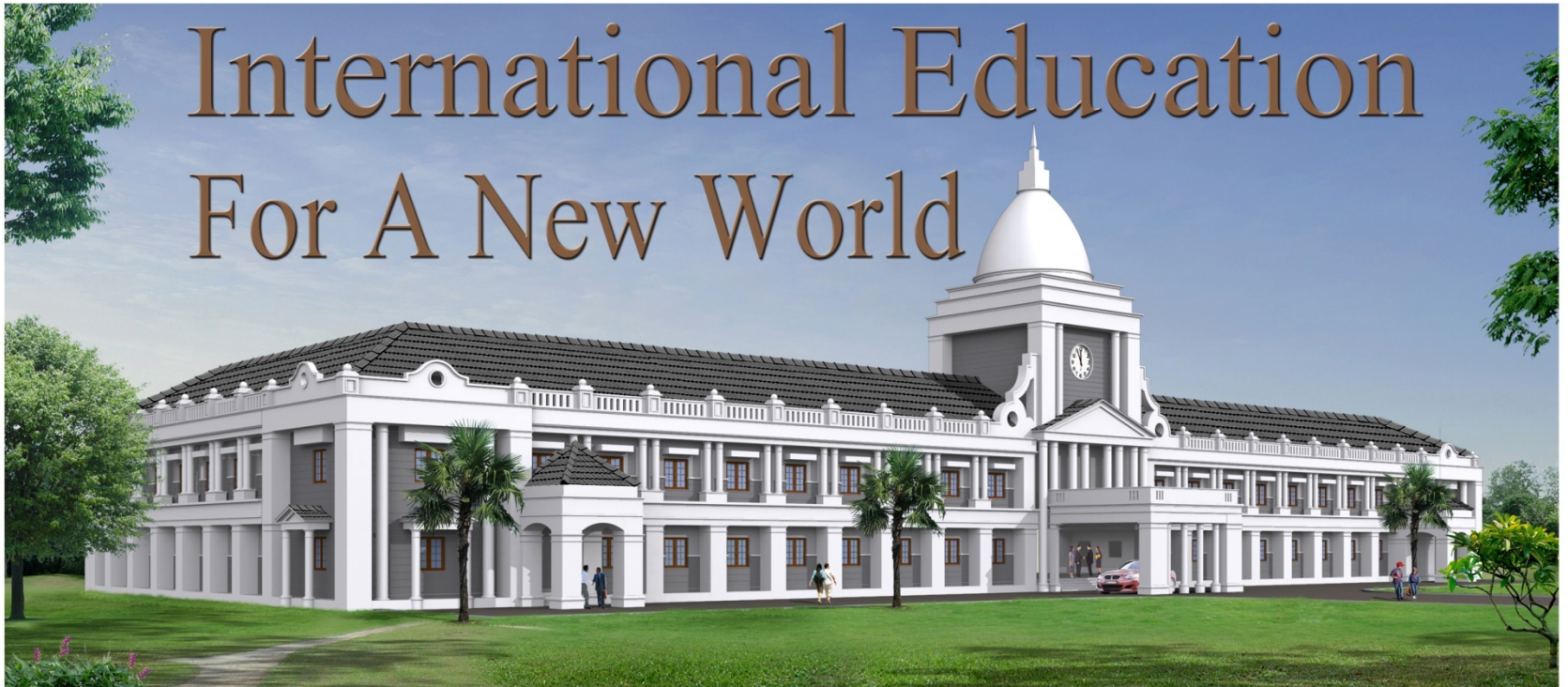
PHILIA – SOPHIA.

Wisdom of Love/ Love of Wisdom

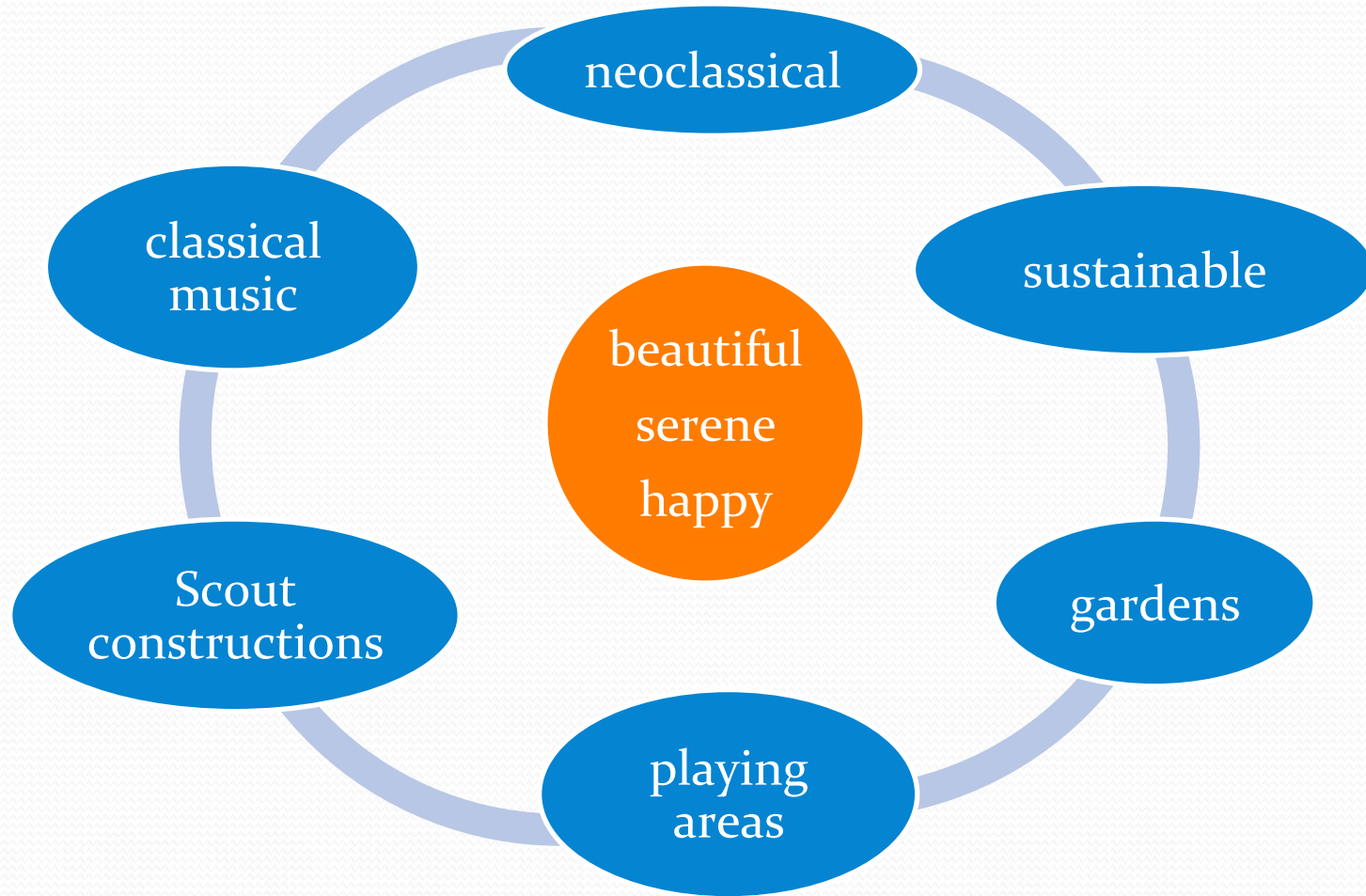
- When love and knowledge are inseparable
- When our Self is One with That in All
- Then, our Project can only be a frame
- A source of inspiration
- Open to flexibility, innovation and creativity
- Never a rigid system fixed once for ever

THE ARCHITECTURE of Sai International Schools

International Education
For A New World



SCHOOL ENVIRONMENT



Thank you

