



COLEGIO COLUMBIA'S STATEMENT OF PHILOSOPHY AND OBJECTIVES

I. PRESENTATION

Of all Institutionalized Education, the most important and formative one is the Basic Education; its influence being second only to parental home teaching and guidance. The referred teaching, therefore, should be all-inclusive; that is, it should promote all formative as well as informative aspects of personal growth. Consequently, the spiritual, cultural, and physical growth should be concurrent with the intellectual or scholastic progress.

It is therefore that this "Statement of Philosophy and Objectives" describes our pedagogic identity as Institution. It outlines the objectives that we pursue, the basic principles that guide our work and the approaches that we follow to carry it out.

This document is foundation and cohesive tool that makes effective the participation of the different components of our educational community.

Colegio Columbia's Educational Project arises from this Statement of Philosophy and Objectives, that links it with the here and now where the School and its Educational Community takes place.

This Educational Project enables each of the members of this Community to creatively and harmoniously assume our responsibility within a global perspective, welcoming children from other countries who can be successful with our program, in such a way that the School contributes to the transformation of society and humankind.

II. EDUCATIONAL STYLE

1° Presence Pedagogy

The instructor within Colegio Columbia has a conditioning to his educational projection in his immediate environment: HIS PRESENCE. This teaching style carries along the immense emotional richness of his whole personality, which is why our school has qualified personnel in the proportion that supports our concept in each and every of its areas: academic, administrative and support staff.

The teacher's presence is pacifying, lightens up and encourages, it nourishes and creates an environment, it is an attitude that fosters communication before being accurate word, so that the students' and teacher's learning are effectively carried out.

The teacher's presence that is extended to the playgrounds, to drop off and pick up times, in free periods, in reunions or field trips, multiplies the limited by time and space educational action. Neither hours nor activities count, the important element is the human one.

2° English Language

Given the capital importance of English as the universal language today, it is of utmost importance to attend such need by granting our students with the opportunity for expanding their universe with a second language.

For such a reason on September 19th., 1984 "Columbia Escuela de Desarrollo Inicial" was created giving opportunity to children beginning at two years old, taking into account the enormous ease with which they learn at this early age.

All the before here mentioned is carried out in a professional and responsible way pursuing that reading readiness skills, as well as academic vocabulary are gradually developed in a controlled but spontaneous manner. By doing so, when our students reach elementary school, they count with vocabulary in English sufficient to allow them to academically develop both in their mother tongue and in a second language continuing their growth and perfection in middle school.

3° Teaching environment

A.- Hard work:

We strive for an environment of perseverance and effort that demands attention, persistence, advantageous usage of time, and continuous dedication. We accentuate the continuous development of the learning abilities.

Brief, short and concise explanations, many examples and practical exercises. It is about developing individual dedication and study habits: essential tools for life. We also teach our students to think and to reason: TO LEARN HOW TO LEARN.

We take advantage of their innate curiosity and use it as a learning tool, fostering and rewarding it –if the case- when he dares to explore the unknown and reaches success. In addition, we instill them into valid and meaningful thinking schemes, as well as we equip them with the tools for solving problems along their lives.

A real transference from teachers to students is carried along with respect to effort, perseverance and love towards work.

B.- Discipline:

Some people might think that discipline keeps students away from school, when it is actually the opposite. It is a fact that it is easier for us to develop where we know our limits and those of others; all this turns into security for all the community.

Our discipline is preventive, not repressive, healthy, human. It attaches to the students' needs, to the actual circumstances and to Colegio Columbia's philosophy.

We do believe and exercise discipline as the required background for academic growth and will development.

C.- Motivation:

The pleasant and varied teaching styles and school activities develop in the students cooperation, enthusiasm, and fondness of studying as well as it promotes self-affirmation.

D.- Professional Responsibility:

Proper Training and full command of the curriculum programs, school guidelines and careful class and class material preparation guarantee that teachers advantageously and productively use time in search of appropriate school performance.

In addition the staff constantly receives training and updating through individual and groupal study, courses and seminars.

III. EDUCATIONAL COMMUNITY

Colegio Columbia is constituted as an Educational community for education that requires coordinated cooperation from all the interrelated parts; we complement each other. Parents- teachers cooperation represents to the students a live and smoothly-spoken lesson.

Being a member of Colegio Columbia's Educational Community commits us to:

- a) Offer the best there is inside each of us, in search of commonwealth.
- b) Make an effort in constructing a joyful and living community.
- c) Create within the school a pleasant atmosphere of participation.
- d) To responsibly accept the obligations of our educational commitment.
- e) Plan our daily activities accordingly with Colegio Columbia's Philosophy and the chosen priorities.
- f) Run abreast with the children and teenagers during their development and growing up process.
- g) Share our own educational capacity.
- h) Evaluate the job we have already realized.

Included as part of Colegio Columbia's Educational Community are: the teachers, the students and their parents or guardians, the administrative staff, support staff and other supporters.