



Mission-Vision-at SIEC



Leadership and governance at SIEC

All the rules, regulations and guidelines at SIEC are along with IB rules. As we know mission, vision and strategies are three items as follows.

IB mission statement at SIEC

SIEC aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. MYP encourages students at SIEC to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. To do so, it explores four foundational and interrelated elements that are central to all IB programmes.

- International-mindedness
- The IB learner profile
- A broad, balanced, conceptual and connected curriculum
- Approaches to teaching and learning

Creating a better world through education

Imagine a worldwide community of schools, educators and students with a shared mission to empower young people with the values, knowledge and skills to create a better and more peaceful world.

Soodeh International Educational Complex

IB programmes aim to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and meaningful relationships

In the PYP, learning aims to transcend traditional boundaries between subject areas. Students explore six transdisciplinary themes of global significance: who we are; where we are in place and time; how we express ourselves; how the world works; how we organize ourselves; sharing the planet.



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In the MYP, students explore six global contexts that are developed from, and extend, the PYP transdisciplinary themes: identities and relationships; personal and cultural expression; orientation in space and time; scientific and technical innovation; fairness and development; globalization and sustainability

Meaningful assessment supports curricular goals. At SIEC, assessment is ongoing, varied and integral to the curriculum. SIEC uses a range of strategies and tools to assess student learning. Emphasis is placed on the importance of analyzing assessment data to inform teaching and

learning, and on recognizing that students benefit by learning how to assess their own work and the work of others.

Approaches to teaching at SIEC

The same six approaches underpin teaching in all IB programmes. The approaches are deliberately broad, designed to give teachers the flexibility to choose specific strategies to employ that best reflect their own particular contexts and the needs of their students.

As we know, in all IB programmes, teaching is:

based on inquiry: A strong emphasis is placed on students finding their own information and constructing their own understandings.

focused on conceptual understanding: Concepts are explored in order to both deepen disciplinary understandings and to help students make connections and transfer learning to new contexts.

developed in local and global contexts: Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.

focused on effective teamwork and collaboration: This includes promoting teamwork and collaboration between students, but it also refers to the collaborative relationship between teachers and students.

designed to remove barriers to learning: Teaching is inclusive and values diversity. It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.



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Informed by assessment: Assessment plays a crucial role in supporting, as well as measuring, learning. This approach also recognizes the crucial role of providing students with effective feedback.

Approaches to learning at SIEC

Our focus on approaches to learning is grounded in the belief that learning how to learn is fundamental to a student's education.

The five categories of Interrelated skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process.

The same five categories of skills span all IB programmes, with the skills then emphasized in developmentally appropriate ways within each programme. The five categories are:

thinking skills—including areas such as critical thinking, creative thinking and ethical thinking

research skills—including skills such as comparing, contrasting, validating and prioritizing information

communication skills—including skills such as written and oral communication, effective listening, and formulating arguments

social skills—including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution

self-management skills—including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.

The development of these skills plays a crucial role in supporting the IB's mission to develop active, compassionate and lifelong learners. Although these skills areas are presented as distinct categories, there are close links and areas of overlap between them, and the categories should be seen as interrelated.

At SIEC which is aligned with IB, education is designed to develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world. It brings together



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educators who share that aspiration. Today, as new global challenges emerge at an unprecedented pace of change, an IB education is more relevant and necessary than ever.

One of the most special features of the IB is that it gathers together a worldwide community of educators who share a common belief that education can help to build a better world. Each of our IB programmes and curriculums undergoes regular review to help ensure that we are delivering the best possible education for IB students, and this curriculum review process involves educators from many different cultures and backgrounds. This review process ensures that practicing teachers play a critical role in the development of each programme. It also means that our vision is constantly sharpened by research, both our own and that of other respected academic bodies.

An IB education is designed to develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world. It brings together educators who share that aspiration. Today, as new global challenges emerge at an unprecedented pace of change, an IB education is more relevant and necessary than ever

To have the same access to equal learning facilities, inclusion policies are applied in IB schools around the world. In World schools seeking to support students and develop innovative ways to remove or reduce barriers during learning and teaching.

When a learner is facing a long-term challenge, access and inclusion must be considered.

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