



Windhoek International School

2026-2027

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Shared Understanding of High Quality Learning

When we work together and independently in a safe, caring environment, we can recognise each person's place in the story of our shared planet. Through ongoing dialogue and actionable feedback, we develop the knowledge and skills needed to create a better future.

OUR VISION

We aspire to be a world class international school that provides an internationally accredited curriculum, high-quality facilities, and a diverse staff to prepare independent, inquirinworld-classmotivated citizens of the world.

OUR MISSION

**To develop the full potential
of each student
in a stimulating environment
of academic excellence, cultural diversity
and active social responsibility
to become internationally-minded independent thinkers.**



WIS PRINCIPLES

Drawn from our school's foundational documents and informed by community conversations and educational research, these WIS Principles summarise our values, inform our decisions, and serve as a means of measuring the integrity of our policies, practices, and approaches to teaching and learning.



PURPOSE

Learning is a process of making meaning, and must be driven by a clear and intentional purpose. Learners are more engaged when they are convinced by 'the why', so we apply our learning to address real-world problems and an end that is bigger than ourselves. A sense of purpose serves as a driving force to push us through adversity and the challenges of daily life. We begin with the end in mind.

- ~ Does this activity have clarity of **purpose**?
- ~ Do we have clear criteria for success and a plan to achieve it?



PEOPLE

We view WIS as a community, rather than an institution, because we believe that relationships have the most powerful influence on learner success. At WIS, we learn from those around us and we know that our differences make us stronger. We are proud of our diversity of culture, language, race, religion, gender, sexual orientation, belief, tradition, ancestry, and socio-economic status. We want our learners to cultivate a strong sense of self. We recognise that each person holds multiple identities and has a unique personal story to tell.

- ~ Does this action value all **people** with equal dignity?
- ~ Do others feel cared for in my presence and through my actions?
- ~ Am I being a good teammate?



EXCELLENCE

We believe that learners develop the dispositions of excellence when they are surrounded by a community which models, sets, and keeps high expectations. We believe that all people already possess within themselves all the ability and compassion that is necessary to make a positive difference in our world. It is our collective and individual responsibility to set high expectations for ourselves and to model these characteristics for others.

- ~ Am I putting in my best effort towards **excellence**?
- ~ Do I approach everything I do with a growth mindset?



OWNERSHIP

Learning is a deeply personal, social, and emotional process. When we take ownership of our process, it becomes possible to try new things with a positive attitude and high expectations. We are all different, and we all have the right to own our learning story. The time and pace of each person's journey is unique. We believe that learners rise to expectations and that motivation must come from within.

- ~ Am I taking responsible **ownership** of my actions?
- ~ Do I spend time in reflection and introspection?



CREATIVITY

We can never predict which experience will bring about a life-long passion, so we encourage learners to explore and to try new things. We are naturally curious and playful. We learn through a lifelong cycle of inquiry. We know that the world's problems will not be solved at the same level they were created, so we must make space for imagination, divergent thinking, and exploration.

- ~ Does this action facilitate wonder and **creativity**?
- ~ Am I open to exploration and adventure?



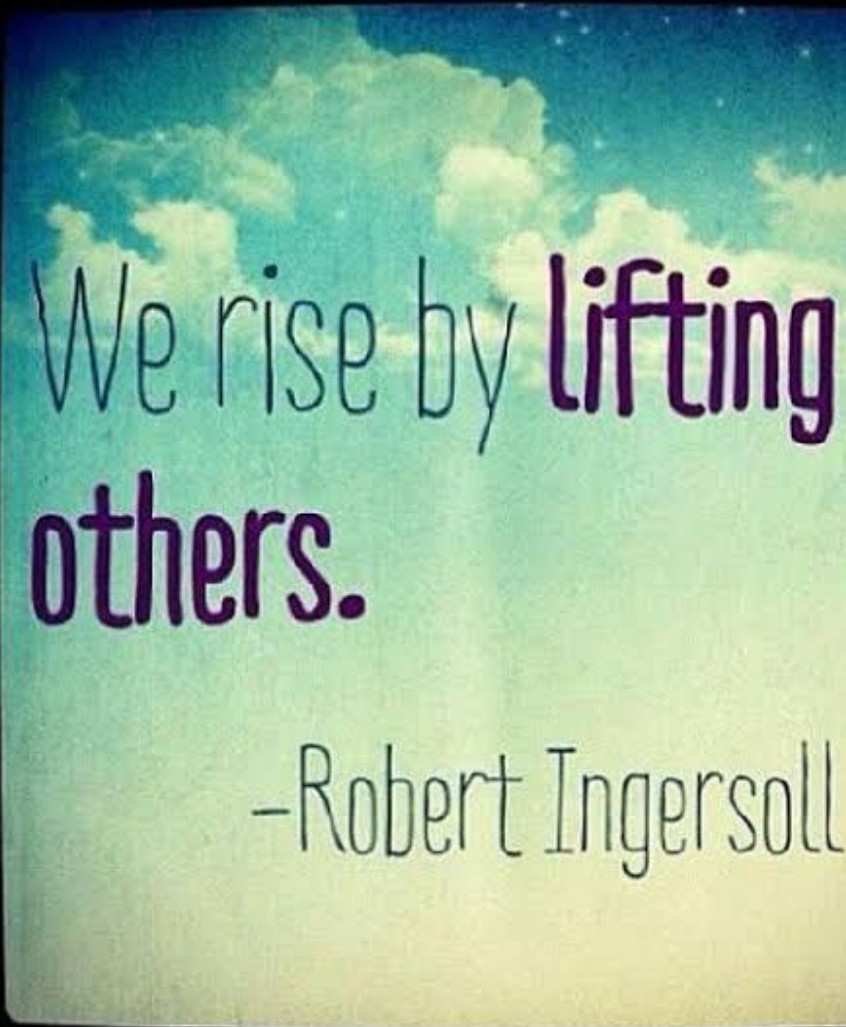
SUSTAINABILITY

Our world has a scarcity of resources, and as a community we are committed to meet today's needs without compromising biodiversity and the wellbeing of future generations. We are attuned to the difference between what we want and what we need.

- ~ Is this action a **sustainable** use of our local and global community's resources?
- ~ Are my actions making my campus and my community a better place?

The 10 Core ACE Learning Principles

- **Learning Purposes:** Intentional and transformative goals.
- **Dimensions of Learning:** Multi-faceted cognitive and personal growth.
- **Evidence of Learning:** Assessment focused on real impact.
- **Learning Perspectives:** Diverse viewpoints integrated into studies.
- **Learner Engagement & Autonomy:** Inspired and self-directed students.
- **Research, Reflection, & Action:** Iterative problem-solving.
- **Inclusion, Diversity, Equity, & Belonging:** Equitable access for all.
- **Learning Space & Time:** Flexible environments shaped by community needs.
- **Governance & Leadership:** Systems aligned to support growth.
- **Learning Community:** Collaborative networks.



We rise by **lifting**
others.

-Robert Ingersoll



When kindness
becomes a part of
your classroom
culture,
it becomes a natural
part of the day; not
something extra that
you have to fit in.



IN A
WORLD
WHERE YOU CAN BE
ANYTHING
BE KIND

There is
always, always
something
to be
grateful for.

-Rhonda Byrne