



My Good School

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$$E = 4S$$

EDUCATION =
SERVICE + SKILLS +
SPORTS + STUDY

Education is a score of 10!

For us, every person is a full 10/10.

What matters is our emphasis on each of the four Ss. For some, 'Study' could be a full 10, and some 'Sports' could be 10, yet the most complete individuals will value each of the four Ss and find themselves.

All aspects of school life can contribute to our model of **E = 4S**.

Experiential learning, possible through activities outside of school, can consolidate and bring to life learning that would otherwise be theoretical and uncoordinated.

Encouraging students to become involved in activities in the community outside the confines of the school would help develop their confidence, knowledge and contacts to follow their passion after leaving school. This will greatly enhance the opportunities for their personal and social development.

With teachers' encouragement they can benefit fully from what both the school and outside interests can offer, and this can be a key factor in their progressing successfully through adolescence into a rewarding and fulfilling adult life.



PERSONAL AND SOCIAL DEVELOPMENT

The ten areas

PERSONAL

IDENTITY	Self-awareness,-esteem, -image, -confidence.
SPIRITUAL AND AESTHETIC AWARENESS	Including moral development; values; appreciating Arts; memorable experiences.
DECISION MAKING	Based on access to information, advice counseling, with appropriate support. Taking responsibility for own learning and development.
HEALTH	Including sex education, fitness, sports.
INTELLECTUAL GROWTH	CBSE/ICSE curriculum, information technology.

SOCIAL

COMMUNICATION SKILLS	Including problem solving, planning.
RELATIONSHIPS	Linked to responsibilities, empathy, teamwork.
EMPLOYMENT SKILLS	Vocational development, employability.
CITIZENSHIP	Community and political awareness and involvement; rights and responsibilities.
ENVIRONMENTAL AWARENESS	Awareness and responsibilities

PSD AREA

SCHOOL CONTRIBUTION

1. IDENTITY

This is complex, based on personal success and self-awareness, reinforced by sensitive teaching, especially for those with less developed academic skills. Positive experiences outside the classroom provide valuable opportunities for improved self-image and a willingness to experiment and take risks.

2. SPIRITUAL AND AESTHETIC

These are deep-rooted in early childhood and home influences, and are significantly affected by adolescent experiences given the appropriate insights and encouragement. Music, art, drama, religious education are important contributors.

3. DECISION MAKING

In addition to decisions about subject options and their implications for future careers, personal decisions are also made regarding health education, sex, drug taking and other moral issues. Access to accurate and objective information with non-directive support and counselling is necessary if sensible and sustainable decisions are to be made.

4. HEALTH

Personal, Social and Health Education linked to Physical Education provide the basis for adolescent growth in terms of a healthy lifestyle. Outdoor education and other out-of-school activities, particularly those provided by the youth service also make a significant contribution.

5. INTELLECTUAL	The school's prevalent curriculum would provide a sound basis to intellectual development – if appropriate choices have been made.
6. COMMUNICATION SKILLS	Verbal and written skills provide the basis of communication enhanced by aesthetic and spiritual awareness and sensitivity to the feelings and behaviour of others. Practical projects and group exercises provide the workshops for communication skill development.
7. RELATIONSHIPS	Less easily tackled through the conventional curriculum, the ability to form (and end) and understand meaningful relationships (both within and outside the peer group) depends on the quality of opportunities and relationships provided by adults in school and in the wider world. Extra-curricular activities are vital here.
8. EMPLOYMENT	This is a key area, usually well organized through careers education and guidance including work experience, and 'economic and industrial understanding'.
9. CITIZENSHIP	Focus on responsible citizenship in the school curriculum combined with community involvement provide a sound basis for this area, with the emphasis on practice rather than theory.
10. ENVIRONMENTAL AWARENESS	It is necessary for development, including attitudes and commitment.

Youth Engaging Society

1. Use your existing curriculum at the school.
2. Assist young people in identifying and planning their challenges
3. Assist and support young people in enhancing their skills
4. Work within operational and administrative guidelines
5. Understand the available opportunities for youth in your community
6. Build relationships at the different levels
7. Help with the personal and social development of every individual

By ‘**empowering**’ **young people** to take responsibility for their own lives, you can help with their personal and social development.