

INSTITUTIONAL EDUCATIONAL PROJECT

CONTEXT

Introduction

Santiago College Educational Foundation¹ is the sustainer of Santiago College, a multicultural, bilingual and co-ed private paid school, which provides an integral education based on Judeo-Christian values to all its students without any distinction of nationality, creed or gender, from playgroup to 12th grade.

Santiago College encourages the development of each student in a demanding academic environment, promoting a democratic society and an international conscience, helping its students to face new challenges and develop passion for continuous learning.

Santiago College strives for preparing integral people who are intellectually restless, responsible for the environment, nurtured from cultural diversity, and persevering in the search for excellence and new solutions to the world's problems.

Institutional Information

Santiago College is member of the International Baccalaureate Organization (IBO), the objective of which is "to develop caring and informed young people avid for knowledge, capable to contribute to create a better and more peaceful world based on mutual understanding and intercultural respect," objective that is consistent with Santiago College's mission and vision. This Curriculum is widely recognized as a program that promotes not only academic excellence and intellectual development but also the development of values. Within this framework, the model of the International Baccalaureate student's profile promotes a positive co-existence in the teaching-learning process.

Brief History

The school was founded on October 1st, 1880 with the support and supervision of the Board of Foreign Missions from the Methodist Episcopal Church. It was Bishop William Taylor who saw this need, as many foreign families did not have any schools where to educate their children.

Through a letter of presentation from the then President of the United States, William Taylor presented his cutting-edge ideas to the Chilean authorities and had a good response, as the Ministry of Education of the time was a fervent promoter of female education together with freedom of teaching. Thus, Minister Amunátegui suggested creating a school for women, given

¹ Fundación Educacional Santiago College is Officially Acknowledged by a Collaborating Decree of the State Educational Role 20278 of 1961. It has a letter of guarantee granted by the Department of Education of the University of the State of New York permitting it to exercise its activity under its Bylaws since August 26, 1966. The School is member of IBO (International Baccalaureate Organization) of Geneva since 1981. It is accredited by, and member of, the European Council of International Schools, CIS & NEASC (Council of International Schools & New England Association of Schools and Colleges), International Schools Association, Association of British Schools of Chile and the IB School Association (International Baccalaureate) in Chile.

the urgent need for improving female school instruction and preparing women to reach higher education.

In 1880, Santiago College opened its doors on Vergara Street based on religious tolerance principles, a distinction that characterizes the school until today. Teachers were urged to assume the following maxim: "Every educational system must be developed by exercising the physical, intellectual and moral nature in order to prepare the youth for the important responsibilities of life as state citizens, member of social, political and commercial communities, the family and the home and as sincere adorers of God."

Teaching by example, Santiago College teachers built an institution in the heart of their students, encouraging them to develop the best of themselves for the sake of their personal growth and service to others. The School was immediately identified with four characteristics: pedagogical impact, balanced care given to both genders within this pedagogical framework, its Christian non-sectarian philosophy and the teaching of the English language. They wanted that their graduates could face any situation in life. Thus they imprinted in them the characteristic of valuing joy, passion, aesthetic pleasure and modernism.

According to the School Incorporation Deed, "the purpose is to provide girls and women in Chile with a Christian education, but without sectarianism, and reaching the highest ideals of education."

From the beginning, Santiago College was completely bilingual, encouraging teachers and students to speak in English at all times. The founders considered that this language was "the true golden key to modern education."

When Santiago College was founded, the first stone was set for a new educational system different from that existing in Chile until that date.

The road to founding the School consisted not only in retaining teachers and preparing the physical building where the institution was going to be established. One of the most important characteristics that the new school boasted was that it would teach an education without sectarianism.

Tolerance stood out from the start in the education delivered by Santiago College.

The Santiago College educational project was proved and supported by important personalities of the time (Benjamín Vicuña Mackenna, Governor of Santiago; Adolfo Ibañez, Chilean Ambassador in the United States; Thomas Osborn, Minister Plenipotentiary to the United States in Santiago, among other).

1881 will always be in the history of Santiago College as a very hard year of great efforts and sacrifices. There were not enough teachers, and most of them did not speak Spanish, which made their duty even more difficult.

Being ahead of all schools in Chile, the school was from the start absolutely bilingual and encouraged teachers and students to speak in English at all times.

Santiago College has had four headquarters -the “four building shells”- where the school essence has always been intact. Today it is operating in Los Trapenses Building, the new facilities where the traditions and foundational values prevail as strongly as in the past.

IDEOLOGY

§ Educational Marks

Contributing to a more open Chilean society (one that embraces diversity), that is more harmonious and caring.

For this purpose our community personifies the institutional values and the attributes of the IB profile. Both values and attributes are an invitation to the different levels of the school: Students, parents, faculty, auxiliary and administrative staff.

IB profile² attributes:

- As member of the IB learning community, we endeavor to be:
 - Inquirers
 - Knowledgeable
 - Thinkers
 - Communicators
 - Principled
 - Open-minded
 - Caring
 - Risk-takers
 - Balanced
 - Reflective

This way, the desired profile of an IB-SC student is to be:

- A critical and humanitarian thinker.
- A citizen informed about local and global issues, capable of appreciating the human essence shared among all peoples.
- Respectful for the variety of cultures and attitudes that enrich life.

§ Vision

The Santiago College’s vision is: “To be a reference in the development of integral people, with spirit of service, intellectually restless and persevering in the search for excellence, with the capacity to act in different cultural environments, firmly facing the challenges and uncertainties of the future.”

§ Mission

² <http://www.ibo.org/es/benefits-of-the-ib/the-ib-learner-profile/>

Santiago College's mission is "to deliver a bilingual and state-of-the-art education of excellence, based on Judeo-Christian values and nurtured from cultural diversity in order to prepare integral people who actively contribute to the development of a society in a globalized world subject to continuous change."

§ Definitions and Institutional Meanings

Principles and educational approach

- A conception of education that praises the numerous ways in which people work together in order to build meaning and understand the world.
- Represented as an interaction between questions made (inquiry), the actual work practiced (action) and thinking (reflection), this constructivist approach encourages open classrooms where different opinions and perspectives are valued.
- The value of education lies in the transformation of personal understanding and collaborative construction of meaning rather than in transmitting knowledge and memorizing information.

Specific values and competences

The Santiago College mission and vision urge us to develop a learning community that acts upon and assumes the School values as its own, creating a suitable environment for learning. For this purpose, it is essential to have a positive co-existence, where each member of the community acts within a framework of respect to him/herself and the others, thereby contributing to common well-being.

The Santiago College' values are:

Honesty

This is the habit of acting according to what is considered right, within the context of universal values and the Universal Statement of Human Rights of the United Nations Organization (hereinafter, UN). Sincerity and consistency between acting and the ideals pursued turn an honest individual into an assertive person who is used to tell the truth, respect third-parties' property and act with academic integrity, among other.

Santiago College students prove that they are honest when, among other attitudes, they:

- Say the truth, regardless of the consequences.
- Respect third-parties' property and do not take what does not belong to them.
- Find lost objects and deliver them to a responsible adult.
- When their academic work and task is the result of their own efforts.
- When they act with academic integrity (they do not whisper the answers to others; do not copy nor let others copy from them; do not present third-parties' work as their own; they do not lend their works without the authorization of their teachers).

Respect

This is the habit of acknowledging, accepting and valuing both own and third-parties' dignity and rights in the context of the Universal Statement of Human Rights (UN), accepting the legitimate differences existing amongst human beings. Respect also implies valuing and caring for the environment and other living beings. Respect includes acknowledging authority, accepting and complying with the rules of the communities to which you belong and acting with good manners and courtesy.

Santiago College students prove they are respectful when they:

- Respect themselves by exercising a healthy lifestyle.
- Act considering common welfare.
- Value diversity and do not discriminate others arbitrarily.
- Reject all kinds of behavior that humiliates, harasses or underrates other members of the community, whether directly or indirectly, in person or through technological means.
- Seek to positively solve the eventual conflicts and differences naturally arising in a diverse community.
- Are courteous and act with good manners.
- Express their gratitude.
- Comply with School rules.
- Care for the School facilities and infrastructure.
- Care for own and third-parties' belongings.
- Care for the environment.
- Value the School traditions.

Responsibility

This is the full exercise of freedom, that is, act for a purpose that contributes to personal and social welfare, using adequate means and assuming the possible personal and social consequences of what is said, decided and performed. Some aspects of responsibility are care for the environment, the cultural heritage and compliance with the acquired commitments.

Santiago College students prove they are responsible when they:

- Assume the consequences of their own actions, errors and look for ways to repair them.
- Comply with their obligations and acquire commitments.
- Follow the procedures or routines established by the School.
- Are punctual to arrive to School, classes and all their obligations and commitments.
- Deliver the works, projects and homework within the established deadlines.
- Arrive to school and prepare for the school work with their tools and materials in good condition, showing they are ready to learn, and do not bring elements that distract them from the school activities (for example, valuables, toys).
- Wear the School uniform correctly.
- Deliver all School documents to parents and from them to the School within the established deadlines.
- Care for the School facilities, property and materials.

- Care for the environment.
- Are committed to their own learning.
- Become updated when they miss School for any reason, including the rescheduling of any tests or works they have pending.

Solidarity

This is the constant and disinterested disposition to generosity and self-surrender to others, based on acknowledging the own particular needs and expressed in concrete actions.

Santiago College's students prove they are caring when:

- They act disinterestedly with generosity and self-surrender.
- Acknowledge the needs of others and act in a concrete way to meet them.
- Participate in community service projects in and out of School.
- Show empathy for the members of their community, their country and the world.
- Contribute to society by putting their talents to the service of others.

Perseverance

This is the habit of giving the best of yourself in furtherance of an objective despite difficulties and adversity.

Santiago College's students show they are persevering when they:

- Give the best of themselves both at School and out of it.
- Comply with their academic commitments, despite difficulties.
- Have a proactive attitude to face and overcome challenges.
- Ask for help to overcome their challenges and difficulties.
- Tolerate frustration.
- Accept constructive criticism.
- Face unknown or uncertain situations with prudence, courage and determination.

Joy of living

This is the habit to face life positively and constructively, fully living the different moments with hope and sense of humor.

Santiago College students show they have joy of living when they:

- Look at life occurrences from a positive perspective.
- Are capable of happily enjoying the different times of life.
- Are capable of facing life constructively, with sense of humor and hope.
- Are open to new experiences and opportunities.

§ Profiles

HEADMISTRESS

REPORTS TO: Governing Senior Council

OBJECTIVES OF THE ROLE

To develop and maintain the best organization and educational programs. Inspire, guide and lead the faculty and administrative and auxiliary staff, by establishing and reaching levels of excellence for each Santiago College student while providing a full, valuable, significant and worthy education. To ensure and manage the use of the facilities and the funds with maximum efficiency, minimum expenses and a constant and urgent concern for the effects they have on each student.

MAIN RESPONSIBILITIES

1. Attend and take part in all meetings of the Senior Council and its committees, save when referred to the headmistresses' position or salary.
2. Attend the meetings of committees on her own right.
3. Manage, as executive head of the school, the development and support of a positive educational program designed to reach the needs of the community and comply with the policies of the Council.
4. Recommend new policies to the Council or the review thereof and ensure that all Council policies are implemented.
5. Prepare recommendations regarding all issues requiring her action and give such recommendations to the Council, while providing the necessary information to ensure informed decisions.
6. Act with discretion and criteria in any issue that is not covered by Council policies, informing the Council as soon as the action is performed and recommending this policy as a guide for the future.
7. Inform and recommend the Council about School programs, systems and problems, informing about the activities that take place under the Council authority.
8. Inform the Council on matters that the Headmistress deems pertinent for a good management of the School, or as the Council may request.
9. Supervise that all Chilean and US constitutional and municipal laws are effectively honored as well as the by-laws, the Charter and the Council Policies.
10. Take the necessary administrative decisions within the School for its correct operation.

11. Prepare regulations and instruct the school employees and students to implement the Council policies.
12. Delegate, based on her own criterion, administrative functions to other school administrators, understanding that the delegation of duties does not release her from the final responsibility for the undertaken action.
13. Put forward objectives, policies, plans and programs; prepare and present the necessary actions and explanations to help the Council with its responsibility for implementing policies.
14. Order a periodical audit of the full school program and give recommendations to the Council about the School academic progress.
15. Study and review, together with the faculty, all guides, curriculums and study programs on a continuous basis.
16. Inform the Council about the study programs, curricular guides, significant changes of text books, and School timetables.
17. Issue rules for the classification and progress of students according to established policies.
18. Communicate, directly or by delegating to others, all actions of the Council related to the staff, and receive from all the personnel any notices that must be transmitted to the Council.
19. Lead negotiations with professional and non-professional personnel.
20. Ensure the engagement of the best and most competent teachers, supervisors and administrative staff.
21. Assign and define the positions of the entire staff subject to the Council's approval.
22. Hold meetings with teachers and other employees as necessary to discuss issues regarding the School improvement and welfare.
23. Supervise teaching methods and manage their use in the School.
24. Approve the vacations of the entire personnel.
25. Recommend that the Council promotes, changes salary, lowers positions or dismisses any employee.
26. Provide the Council with a clear and detailed report about any proposed procedure involving a dismissal based on the established policy or the disbursement of substantial amounts.

27. Supervise the preparation and presentation of the annual budget and recommend it to the Council for its approval.
28. Establish and maintain efficient procedures and effective controls of the use of School funds in accordance with the agreed budget subject to Council instructions and approval.
29. Act as a purchasing agent for the Council and establish procedures for the purchase of books, materials and supplies.
30. Provide instructions and adequate rules for the use and care of the school property.
31. Recommend the Council to sell the entire property that is not required and supervise the adequate execution of said sales.
32. Supervise the drafting and delivery of the requested reports.
33. Keep adequate registries for the school, including a system of financial accounts, trade and ownership registries, staff and students, academic data. Act as custody of these registries and of all contracts, securities, documents, certificates, records and other documents belonging to the Council.
34. Keep directly or upon delegation any such records on the staff, the students, commercial records and other that may be required by the law or according to the Council policies.
35. Make recommendations to the Council about the transportation of students according to the regulations and safety requirements.
36. Make recommendations regarding the place and size of new school sites, extension of the existing buildings, drawings for new buildings, all consignations of lands and buildings, improvements, alterations and changes in the school buildings and equipment.
37. Represent the school before other schools, institutions, agencies and community organizations.
38. Keep updated in terms of modern academic thinking and advanced study practices, by visiting other schools, attending educational conferences and other appropriate means, and also keep the Council informed of the educational trends.
39. Represent the Council and serve as a link between the School and the community.
40. Establish and maintain a public relations program keeping everyone well informed about the school activities and needs, presenting a joint work relationship between the school and the community.
41. Keep the public informed about modern educational practices and trends.

42. Periodically consult with professionals about programs related to the school and transmit to the Council any suggestions received through these consultancies.

43. Execute any other activity, similar to those mentioned above, as the Council may require.

ACADEMIC COORDINATOR

REPORTS TO: Headmistress

OBJECTIVES OF THIS ROLE

The academic coordinator is responsible for the development, coordination, implementation, follow-up and evaluation of the Santiago College Academic Plan in accordance with the National Educational Plan and the Curricular Bases: Primary Years Program (PYP), Middle Years Program (MYP) and International Baccalaureate (IB), in accordance with the objectives and mission defined for the school.

MAIN RESPONSIBILITIES

LEADERSHIP

1. Represent the School and be the direct contact with the Ministry of Education.
2. Lead the school international accreditation processes and supervise the biweekly self-evaluation processes of each IB program.
3. Keep the Management informed about any changes in the IB and national programs.
4. Help Principals and Program Coordinators to communicate and implement the IB philosophy within the school community.
5. Inform and constantly update the Study Plan to all main levels of the school community (including brochures with learning achievements and the evaluation criteria in each level as well as a brief description of the contents per subject and level).
6. Lead the meetings and activities of the Academic Committee.

CURRICULAR MANAGEMENT

1. Supervise that each learning area complies with MINEDUC and IB contents and objectives.
2. Coordinate actions permitting a natural transition between the three school academic programs.
3. Ensure a vertical and horizontal coordination within and between the three programs by working with the coordinators of each program.

4. Propose projects that will enhance the Study Plan and teaching process.
5. Assign teaching tasks so as to reach the academic goals in each subject and implement the recommendations and standards of the institutions to which the school belongs (CIS/NEASC, IBO).
6. Monitor, through program coordinators and heads of areas, compliance with evaluation procedures and practices according to the current school policies.
7. Carry a registry of the external standardized tests applied in the school.
8. Analyze, together with the Academic Committee, the results of students' evaluation in order to check the teaching process and Study Plans and suggest improvements.
9. Analyze, together with the Academic Committee, statistical data as a basis for evaluating the school operation and program effectivity.
10. Guarantee the implementation of processes approved by the Ministry of Education for validation of studies.

RESOURCE MANAGEMENT

1. Keep updated any documents related to the Ministry of Education regarding Regulations, Plans and Programs.
2. Supervise and evaluate the coordinators of PYP, MYP and Diploma Program and the Heads of the Academic Areas.
3. Supervise the development of the education policies and technological integration.
4. Manage the process of assigning annual times.
5. Take active part, together with the Principals, Heads of Area, Curricular Coordinators and Head of Staff, in recruiting highly qualified teachers, according to the policies and criteria established by the school.
6. Establish and follow-up a teaching development system to create and implement an improvement plan guaranteeing excellent methodology and an adequate management of the resources available for this purpose.
7. Manage the Academic Coordination Budget.
8. Manage the school training budget so as to organize the resources intended to improvement and permit that the teachers are updated about the last educational practices and tendencies necessary to reach the school academic goals.

9. Supervise the preparation of the school timetable and the handling by the Academic Coordination Assistant of academic information in an academic information management system.
10. Supervise the implementation of the academic information management systems to ensure their optimal operation and consistency with the Institutional Educational Project.

MANAGEMENT OF ORGANIZATIONAL CLIMATE AND COMMUNITY LIFE

1. Effectively communicate to the different levels of the School community and other institutions and individuals, when applicable, about the criterion, evaluation policies and practices applied to measure the students' performance.
2. Establish links with external organizations to support the Institutional Educational Project.
3. Ensure that parents receive information about the three programs on time, both about learning achievements and evaluation criteria.

PRINCIPAL

REPORTS TO: HEADMISTRESS

PURPOSES OF THE ROLE

The Principal is responsible for implementing the Santiago College educational mission under the leadership of the Headmistress and working in a team with the Academic Coordinator and the other Principals.

MAIN RESPONSIBILITIES

1. Exercise an active and creative leadership model that is at the same time responsive to the different human characteristics of the faculty, students and staff reporting thereto.
2. Keeping a safe and orderly environment in the school under his/her charge and within each classroom.
3. Create an environment of trust, respect and goodwill.
4. Provide explanations and clear indications about the goals and expectations he/she has for the corresponding school.
5. Ensure an expeditious, harmonious and efficient course of the daily operations.
6. Supervise the implementation of the academic program within the school, including the design and management of the timetable.

7. Take active part in the evaluation of the teachers' performance in consultation with the Academic Coordinator and Heads of Areas.
8. Encourage and develop the education of the students' character in accordance with the principles expressed in the Santiago College by-laws and include them in the "Finer Mankind" acknowledgement, creating opportunities to participate in activities that develop self-discipline and social responsibility.
9. Develop and strengthen the home – School relationship.
10. Take active part in recruiting and selecting teachers.
11. Provide information to the Headmistress regarding the admission of new students, according to the policies and procedures established in consultation with the person responsible for Admission and the Department of Guidance.
12. Ensure the best welfare possible of teachers and other staff in the school, by organizing activities encouraging social interaction and strengthening the school spirit as well as team work.
13. Identify the financial needs of his/her school and manage the assigned budget.

NOTE: The term "school", in low case words, used in this description of position refers to "lower, middle or upper school", respectively.

PYP COORDINATOR

REPORTS TO: Academic Coordination and Infant and Middle School Principals

OBJECTIVES OF THIS ROLE

- The Coordinator is responsible for the development, coordination, implementation and evaluation of the curricular program: Primary Years Program (PYP) under the supervision of the Principals and Academic Coordination.
- The Coordinator is responsible for the implementation of MINEDUC programs and their consistency with PYP.

MAIN RESPONSIBILITIES

The curricular coordinator, together with the Infant and Lower School Principals, must inform and implement the philosophy of the Primary School Program within the school community and ensure that it is fully integrated with the teaching - learning activities.

LEADERSHIP

1. Help the Infant and Lower School Principals in informing and implementing the IB philosophy within the school community.
2. Ensure the administrative implementation of the Primary Years Program (PYP) including contact with IB offices (especially IBA).
3. Lead the biweekly self-evaluation process of PYP, together with Academic Coordination, procuring for this purpose the necessary information from whoever may correspond.
4. Take active part in the international accreditation processes for the school.
5. Keep Academic Coordination and Infant and Lower School Principals informed about the new curricular developments in PYP.
6. Together with the Coordinator of Planning and Strategic Communication, keep the school website updated regarding PYP.
7. Inform about the PYP Program and the Exhibition in parents meetings.
8. Attend Councils of Teachers, ordinary and extraordinary meetings on the days and times stated by the School Management.

CURRICULAR MANAGEMENT

1. Promptly deliver to Academic Coordination, Infant and Lower School Principals, Heads of Areas and teachers, any relevant and updated documents necessary for the implementation of IB programs, both in subjects, projects and teaching and learning approaches, and ensure access to all curricular pages of IB (CPEL).
2. Help the Infant and Lower School Principals to verify that the PYP philosophy is fully integrated into the teaching activities daily executed by the teachers, such as class planning, evaluation instruments and didactic processes developed in the classroom.
3. Take active part in the Academic Committee and Academic Coordination meetings to ensure a coordinated implementation of the three IB programs (PYP, MYP and DP). Likewise, take part in meetings for developing the curricular program at area level whenever necessary for an optimal development of PYP.
4. Ensure an integral implementation of PYP and its consistency with the curricular basis and MINEDUC programs.
5. Work in collaboration with teachers in order to encourage the development of the PYP methodology in the school.

6. Lead the Exhibition process in 5th grade, preparing a calendar of deliveries and supporting the mentoring task.
7. Coordinate, together with those in charge of service activities and Infant and Lower School Principals, the service programs at the different levels.
8. Organize, together with the Infant and Lower School Principals the calendars for evaluation, including half-term tests and external tests (SIMCE and ISA).
9. Work with teachers in order to ensure compliance with the internal rules of the Regulation on Evaluation and Regulations on Academic Integrity.
10. Supervise the creation of planners for all subjects in the *Managebac* platform. This includes scheduling and holding weekly meetings with teachers of levels and subjects in order to jointly coordinate, implement and evaluate the Primary Years Program, planning investigation units and those specific for each level.
11. Evaluate the results of both internal and external tests (SIMCE and ISA, among other) together with Academic Coordination, and Infant and Lower School Principals and the corresponding Heads of Area in order to monitor the implementation of the programs and the students' learning process and propose mechanisms for improvement.
12. Give classes, act as Home-room Teacher or Head of Subject Department and/or accompany students to activities in or out of Los Trapenses facilities, according to the school needs.

RESOURCE MANAGEMENT

1. Work with Infant and Lower School Principals and the teachers in the purchase and use of teaching material helping to supervise and coordinate the annual budget.
2. Coordinate the participation in PYP workshops and plan improvement workshops for teachers in each level, including IB induction seminars for new teachers, informing the Academic Coordination Department and the Infant and Lower School Principals about the needs for improvement.
3. Coordinate PYP workshops to be executed in the school.
4. Take part in the Teaching Development process by observing classes, evaluating of planners and the 360 evaluation of teachers, heads of areas, academic coordinator, principals and educational psychologist.
5. Evaluate the understanding and commitment of the Heads of Area of the IB programs.
6. Manage the budget of PYP Coordination.

7. Manage the teachers' use of the *Managebac* platform.
8. Participate in the recruitment of new teachers and in the process of designation, when applicable.
9. Provide induction training to new school staff regarding PYP and school procedures.

ORGANIZATIONAL CLIMATE AND COMMUNITY LIFE MANAGEMENT

1. Interview those parents who request interviews to clarify any questions that may arise.
2. Ensure that parents receive prompt information about the program, the students' learning achievements, upon consultation with the Infant and Lower School Principals.
3. Develop instances for a collaborative work among PYP teachers in order to enable horizontal collaboration, and between PYP and MYP teachers and MYP and DP teachers in order to ensure vertical collaboration.
4. Keep contact with the Guidance Department, Principal and teachers in order to overcome problems or solve questions of students and/or parents.
5. Take active part in ACHBI meetings in order to ensure an adequate implementation of the Diploma Program.

MYP COORDINATOR AND COORDINATOR FROM 6th to 10th GRADES

REPORTS TO: Academic Coordination, Middle and Upper School Principals

OBJECTIVES OF THE ROLE

- The Coordinator is responsible for the development, coordination, implementation and evaluation of the curricular Middle Years Program under the supervision of the Principal and Academic Coordination.
- The Coordinator is responsible for implementing the MINEDUC programs and their compatibility with MYP.

MAIN RESPONSIBILITIES

The curricular coordinator, together with the Principal, must inform and implement the philosophy of Primary Years Program within the school community and ensure that it is fully integrated into the teaching-learning activities.

LEADERSHIP

1. Help Middle and Upper School Principals in communicating and implementing the IB philosophy in the school community.
2. Ensure the administrative implementation of the Middle Years Program (MYP) including contact with the different IB offices (especially IBA).
3. Lead, together with Academic Coordination, the biweekly MYP self-evaluation process, obtaining for this purpose the necessary information from whoever may correspond.
4. Keep Academic Coordination informed of the new curricular developments in MYP.
5. Take active part in the international accreditation processes of the school.
6. Together with Academic Coordination and the corresponding Heads of Area, evaluate the results of both internal and external tests (SIMCE and ISA, among other) in order to monitor the implementation of programs and the students' learning process and propose mechanisms for improvement.
7. Together with the Coordinator of MYP Planning and Strategic Communications, keep the school website updated.
8. Help Middle and Upper School Principals to verify that the MYP philosophy is fully integrated into the teaching activities daily applied by teachers, such as class planning, evaluation instruments and didactic processes developed in the classroom. This takes place through observations of classes, periodical meetings with teachers and heads of area of each subject.
9. Inform about the MYP Program and Personal Project in parents meetings.
10. Attend the Council of Teachers, ordinary and extraordinary meetings on the days and times stated by the School Management.

CURRICULAR MANAGEMENT

1. Promptly deliver to the Heads of Area and teachers any updated relevant document as necessary to be applied in the IB programs in the classroom, projects, teaching and learning approaches and ensure access to all curricular IB pages (CPEL).
2. Ensure an integral implementation of MYP and its consistency with curricular bases and MINEDUC programs.
3. Work in collaboration with teachers in order to promote the development of the Middle Years Program methodology in the school.

4. Lead the Personal Project process for 10th grade students, preparing a calendar of deliveries and advising and supporting the task of Personal Project Supervisors.
5. Coordinate, together with those in charge of service activities and the Middle and Upper School Principals, the service programs of the different levels.
6. Organize, together with the Middle and Upper School Principals, the calendars of tests, including half-term test, final tests and external tests (SIMCE and ISA).
7. Work with the Heads of Area to ensure compliance with internal rules of the Evaluation Regulations and Regulations on Academic Integrity.
8. Supervise the creation of planners for all subjects in the *Managebac* platform.
9. Together with the educational psychologist, coordinate and ensure implementation of the ATL program in 8th grade.
10. Give classes, act as Home-room Teacher or Head of Department of a subject and/or accompany students to activities in or out of Los Trapenses facilities, according to the school needs.

RESOURCES MANAGEMENT

1. Coordinate the participation in MYP workshops and plan improvement workshops for teachers at each level, including IB induction seminars for new teachers, informing Academic Coordination of the needs for improvement.
2. Coordinate the MYP workshops to be held at school.
3. Evaluate the understanding and commitment by Heads of Department of IB programs.
4. Observe classes to ensure that the MYP philosophy and program is complied with in the different subjects.
5. Manage the budget for MYP Coordination.
6. Manage the use by teachers of *Managebac* and *Turnitin* platforms.
7. Take part in the selection of new teachers and in the designation process when applicable.

ORGANIZATIONAL CLIMATE AND COMMUNITY LIFE MANAGEMENT

1. Organize an introduction workshop on MYP for new students in the school.
2. Interview those parents who so request to clear up doubts or questions that may arise.

3. Ensure that parents receive prompt information on the program, both about learning achievements and evaluation criteria.
4. Take active part in the Academic Committee and Academic Coordination meetings to ensure a coordinated implementation of the three IB programs (PYP, MYP and DP). Likewise, take part in meetings for curricular development at area level whenever necessary for an optimal development of MYP.
5. Develop instances for a collaborative work between MYP teachers in order to enable horizontal collaboration and between PYP and MYP teachers and between MYP and Diploma teachers to ensure vertical collaboration.
6. Keep contact with the Department of Guidance, Principal and Home-room Teachers of 11th grade in order to overcome problems or solve students' and/or parents' concerns.
7. Keep the Academic Coordination informed about the new curricular developments in IYP.
8. Take active part in the international accreditation processes of the school.
9. Schedule and hold meetings with the heads of areas of each subject in order to jointly coordinate, implement and evaluate the MYP implementation and practice, planning class units, rectifying different evaluation instruments, teachers' performance in the class, analysis of results, in order to execute rectifications if necessary and check any needs for improvement. Discuss changes and new materials both in MYP and MINEDUC.

DIPLOMA PROGRAM COORDINATOR

REPORTS TO: High School Principal and Academic Coordination

OBJECTIVE OF THE ROLE

The Coordinator is responsible for the development, coordination, implementation and evaluation of the curricular program for 11th and 12th Grades in Santiago College under the supervision of the Principal and Academic Coordination.

MAIN RESPONSIBILITIES

The curricular coordinator, together with the Principal, must communicate and implement the philosophy of the IB Diploma Program within the school community and ensure that it is fully integrated into the teaching-learning activities.

a) Administrative:

1. Have a copy available of all curricular documents sent by the IB office and distribute the IB documents to whoever may correspond.

2. Request the Heads of Departments and whoever may correspond for the necessary information to prepare DIP evaluation visits, when applicable.
3. Keep Academic Coordination informed about the new curricular developments in IB Diploma.
4. Promote and organize improvement courses permitting to fully comply with the IB Diploma.
5. Advise and support the task of Monography Supervisors.
6. Organize, together with the Principal, the execution of Mocks (exam essays) and the session of IB exams, and prepare the calendars for half-term and final exams for 11th and 12th Grades.
7. Organize and supervise the IB examinations.
8. Keep contact with the Guidance Department, Principals and Home-room Teachers of 11th Grade in order to overcome problems or solve concerns.
9. Study, together with the Principal, Department of Guidance, Heads of Departments, Home-room Teachers and Academic Coordination the feasibility of requesting change of subjects, according to the provisions in the corresponding Regulation on Changes.
10. Send the IB rates to the Finance Department, so that they may be paid on time.
11. Together with the Coordinator of Planning and Strategic Communication keep the school web page updated regarding the Diploma Program.
12. Take part in the selection of new teachers.
13. Take active part in the Academic Committee and Council of Teachers.
14. Supervise, together with the person in charge of CAS, the program and schedule to comply with the requirements of CAS activities.
15. Manage the *Managebac* information system.
16. Encourage teachers to keep the school website updated, together with the platforms established by the school such as *Managebac* and *Alexia* (notes, planners, booklets).

b) Before the Heads of Areas:

1. Ensure they receive the Diploma material corresponding to their subjects; keep them informed about any changes introduced in their subjects and work with them in furtherance of an adequate fulfillment of the Diploma programs.

2. Clarify questions and provide support when requested.
3. Remind the Heads of Areas that teachers must deliver the learning achievement and evaluation criteria to the students at the beginning of the year.
4. Organize and send to IBCA the adequate documentation for an internal evaluation.
5. Analyze, together with the Heads of Areas and Academic Coordination the internal evaluation reports and subject reports.
6. Analyze Mocks results (IB essay examination) with the Heads of Areas. Evaluate the understanding of and commitment to the IB Programs by the Heads of Departments.
7. Work with the academic coordinator, PYP and MYP coordinators to make the transition between programs.

c) Before Teachers:

1. Ensure they have access to the IB publications and OCC.
2. Inform new teachers about the Diploma curriculum.
3. Coordinate the participation in Diploma workshops and plan improvement workshops for teachers in each level.
4. Provide updated information to teachers in each level and advise and guide them in the development of their program.
5. Advise Home-room Teachers, upon request, when informing parents about the program.
6. Observe classes in order to ensure that the Diploma philosophy and program is being fulfilled.
7. Prepare and deliver a detailed calendar on the Internal and External Evaluation work.
8. Prepare and deliver a detailed calendar of Monographs of students applying to Diploma.

d) Before Students:

1. Organize an introductory Diploma workshop for students who are new in the school.
2. Listen and clarify possible doubts about the curriculum.

3. Inform and guide 10th Grade students about the DIP Program, as part of the selection process of their study plan for 11th and 12th Grade together with the Principal, Department of Guidance, Heads of Department and Home-room Teachers.
4. Prepare and deliver a detailed calendar of internal and external evaluation works.
5. Prepare and deliver a detailed calendar for the delivery of Monographies by those students applying to Diploma.
6. Evaluate each year's results to recommend and guide the request for re-rectifications.

e) Before Parents:

1. Inform about the curricular plans in 11th and 12th Grades, whether directly or through the Home-room Teachers.
2. Interview those parents who so request to clarify questions that may arise.
3. Ensure that parents receive prompt information about the program, both about the learning achievements and evaluation criteria.

f) Before IB:

1. Keep contact with the different IB offices, especially IBA.
2. Keep copy of the documents sent by said offices.
3. Register students in IBIS on time for each section.
4. Send internal evaluation material delivered by the Heads of Department and the examinations taken by the moderators and examiners stated by the IB.
5. Organize program evaluation visits.
6. Organize IB Workshops in Santiago College (when applicable).

HEAD OF ACADEMIC AREA

REPORTS TO: Academic Coordinator

OBJECTIVES OF THE ROLE

The responsibility of the Head of Area is to ensure that students have an adequate teaching-learning process in the subjects of the relevant area, including implementing the National and International Study programs. This requires management and follow-up of planning, dedicated methodology and evaluations. Additionally, he/she must be an example for the teachers in the

area regarding the school expectations in terms of improvement, teaching practices and compliance with rules.

I. Duties and responsibilities:

LEADERSHIP:

1. The head of area leads and manages changes inside his/her department.
2. The head of area clearly informs his/her points of view and understands the perspectives of others (management, teachers, and parents).
3. The head of area ensures the availability of information to make timely decisions and pursue educational results in his/her area.
4. The head of area is capable of managing conflicts and solving problems
5. The head of area is concerned with the distribution of information on the educational project and ensures that activities are generated in compliance with the SC mission in his/her area.

CURRICULAR MANAGEMENT

1. The head of area informs about the educational project in his/her area and ensures participation of the teachers in its development.
2. The head of area efficiently organizes the times for implementing the curriculum in class.
3. The head of area supports and implements the established mechanisms to ensure quality of the didactic strategies in the classroom.
4. The head of area monitors and evaluates the implementation of the curriculum, as well as the learning results, all this in accordance with the Institutional Educational Project.

RESOURCE MANAGEMENT

5. The head of area manages and organizes the resources of the subject(s) under his/her responsibility based on the institutional educational project and the students' learning results.
6. The head of areas encourages, supports and manages teachers and the area staff to increase the effectiveness of the educational establishment.
7. The head of area takes part in recruiting, selecting, evaluating and developing the faculty and other personnel in his/her area.

ORGANIZATIONAL CLIMATE AND COMMUNITY LIFE MANAGEMENT

1. The head of area promotes institutional values, together with a climate of trust and collaboration in his/her team in compliance with the school educational project.
2. The head of area promotes a climate of collaboration in his/her discipline and with the students and parents.
3. The head of area deals with other participants of the internal and external school community in order to enhance the students' learning results and the development of curricular programs.
4. The head of area reports to the Academic Management about the achievements and needs in his/her area.

SUBJECT TEACHER

REPORTS TO: Head of Area

OBJECTIVES OF THE ROLE

The subject teacher is responsible for developing the official Santiago College programs complying with the involved objectives, skills and evaluations and contributing to the integral development of students.

MAIN RESPONSIBILITIES

1. Teach his/her subject in the designated time and place.
2. Plan his/her classes to meet the group and individual needs of each student.
3. Create a suitable and encouraging environment for learning adequate to the students maturity and interest.
4. Incentive the achievement of self-discipline in students.
5. Guide the learning process towards the achievement of goals in the school curricular programs and in accordance thereto establish clear objectives for each unit or project to be communicated to students.
6. Use various techniques and methodologies to meet the students' different learning styles.
7. Transmit the school values in each goal or objective of his/her subject.
8. Regularly evaluate the students and promptly register their marks so that they are delivered to the parents at the corresponding times.

9. Inform the relevant Home-room Teacher about the students' learning and/or emotional, problems as well as insufficiency and/or discipline difficulties (in the absence of the Home-room Teacher, then to the Principal).
10. Take any necessary safety precautions to avoid damage to students, equipment, materials and general infrastructure.
11. Implement and keep discipline in and out of the classroom with his/her own students and all school students.
12. Improve his/her professional knowledge constantly.
13. Attend all summoned meetings and work committees.
14. Constantly evaluate his/her performance together with his/her colleagues and Head of Department to improve the teaching process.
15. Carry a daily log of attendance, activities and annotations in Alexia.
16. Know and assume his/her role in School Evacuation Drills (Deyse).
17. Comply with the Regulations on evaluation and tests calendar.
18. Enter marks in the corresponding operational system within the established periods of time.
19. Plan according to the each IB program planner, using the *Managebac* Platform.
20. Create supporting strategies for students with difficulties in his/her subject.
21. Promptly communicate any absence and send the corresponding planning.
22. Keep the Head of Area informed of the average marks in his/her subject and the relevant problems in his/her subject.
23. Cooperate with the Head of Department and take part in the different Department activities.
24. Be responsible, together with the students, of the order, tidiness and maintenance of supplies in the classroom.
25. Be responsible for the daily registration of attendance and contents of each class in Alexia.

PRE-SCHOOL TEACHER

REPORTS TO: Preschool Teaching Coordinator

OBJECTIVES OF THE ROLE

Responsible for implementing the Pre-school teaching program in a flexible way and within a favorable atmosphere for learning and personal growth; establish an adequate relationship with students, motivate students to develop skills, abilities and the necessary knowledge to have a sound basis for secondary school, according to each student's abilities. Establish a good relationship with the parents and members of the school community; execute his/her tasks in coordination and teamwork with those participating or collaborating with the achievement of the Santiago College educational objectives.

MAIN RESPONSIBILITIES

1. Teach the abilities of language, understanding of the social and natural media, and mathematics by using the guidelines approved by Santiago College and delivered by the curricular coordinator, using the English language.
2. Encourage students to live the School values and mission.
3. Develop a methodology – planning by using didactic material that promotes individual and collective teaching in order to adjust the curriculum to each student's needs.
4. Promote and keep the desired behavioral standards in students in order to reach a pleasant and functional environment in the classroom and so benefit learning.
5. Evaluate the students' academic and social growth, keep adequate registries and prepare progress reports. These reports must be entered in Alexia twice per year.
6. Hold interviews with parents to discuss the student's progress according to the school program at least one per term for each student.
7. Identify the individual needs of the child and work coordinately with the other professionals in order to help the student regarding problems of health, attitudes and learning.
8. Create an attractive environment for learning, through visual display and centers of interest.
9. Keep professionally updated through improvement courses given by the school or any other entity and/or carry on professional development activities individually.
10. Take part together with the Principal, Curricular Coordinator and Guidance in the process of professional performance evaluation according to the guidelines established by the School.

11. Supervise the students in activities out of the classroom, during the time assigned for work (Duties).
12. Take part in the review and update of the curriculum development program.
13. Take part in the School committees and support the students' activities.
14. Attend weekly planning and coordination meetings with the Pre-school Coordinator.
15. Work with teachers of the level as a team in the execution of requested activities.
16. Keep constant communication and permanent joint work with the professionals from the Guidance Department.
17. Take part in the planning and execution of Personal and Social Development (PSD) activities.
18. Know and assume the respective role in the school evacuation drills (Deyse Operation).
19. Plan, according to the actual planner of each IB program, by using the *ManageBac* Platform.
20. Enter the daily attendance in Alexia.

PRIMARY SCHOOL TEACHER

REPORTS TO: Principal of Infant / Lower School

OBJECTIVES OF THE ROLE

Create a flexible primary school program and a favorable atmosphere for learning and personal growth; establish an adequate relationship with students, encourage students to develop skills, abilities and the necessary knowledge in order to have a sound basis for secondary school according to each student's abilities; establish good relationships with parents and the members of the school community.

MAIN RESPONSIBILITIES

1. Teach the abilities of language, social science, mathematics and science, using the guidelines delivered by the Ministry of Education and in accordance with the principles put forward by the PYP program guiding the primary education and the School Curricular Coordinator.
2. Incentive the students to live the School values and mission.

3. Prepare and develop a program using didactic material that promotes individual and collective instruction to encourage the acquisition of knowledge where the student is the main character of his own learning process.
4. Establish and keep the desired standards of behavior in students, in order to have a pleasant and functional environment in the classroom, thus favoring learning.
5. Evaluate the student's academic and social growth, keep adequate registries and prepare progress reports.
6. Communicate with parents through interviews to discuss the student's progress according to the school program and take joint steps supporting the integral development of children.
7. Identify the child's individual needs and work coordinately with other professionals in order to help the student regarding problems of health, attitudes and learning.
8. Create an attractive environment that is effective for learning by using audiovisual media and centers of interests and innovating methodologies.
9. Keep professionally updated through improvement courses given by the School or other entities and/or carry on professional development activities individually.
10. Take part, together with his/her corresponding superior, in the development of the method to be used in the teacher's evaluation according to the school guidelines.
11. Supervise the students in the activities out of the classroom during the time assigned for work.
12. Take part in the curriculum development programs.
13. Take part in the School committees and support the students' activities.
14. Plan, according to the planner of each IB program, by using the *ManageBac* Platform.
15. Enter the daily attendance in Alexia.

HEAD OF GUIDANCE DEPARTMENT

REPORTS TO: Headmistress

OBJECTIVES OF THE ROLE

The Head of the Guidance Department is responsible for coordinating and leading the activities of the Guidance Department, by creating the necessary instances within the budget to provide the

most opportunities permitting his/her collaborators to comply with the School philosophy and purposes.

MAIN RESPONSIBILITIES

1. Coordinate the activities of the Guidance Department.
2. Organize, coordinate and participate in periodical meetings of the Guidance Department.
3. Prepare an agenda and periodically attend the meetings of the Guidance Department with the Management.
4. Deal with learning, social-affective and/or behavioral problems presented by the students.
5. Guide the students in their school adjustment.
6. Inform parents of any referral to external professionals of those students whose problems exceed the field of competence of the Guidance Department.
7. Follow-up external treatments.
8. Interview parents and teachers, when necessary.
9. Plan guidance activities with Home-room Teachers.
10. Advise Home-room Teachers and subject teachers about any problems arising in the students as individuals or as a class.
11. Keep permanent communication with the principal, inspectors and offer professional advice when necessary.
12. Attend the ordinary and extraordinary meetings of the Council of Teachers or any other meeting requiring his/her presence.
13. Propose talks and workshops for teachers about subjects related to guidance.
14. Interview parents of applicants to Pre-Kinder.
15. Attend and take part in weekly meetings with Principals and Home-room Teachers.
16. Keep permanent communication with the Principal, Inspectors and Home-room Teachers and offer professional advice when necessary.
17. Ensure an effective application, in class and school levels, of the personal and social development program by way of an adequate planning and preparation.

18. Propose activities, such as classes, seminars, counseling sessions, that may be useful for parents.
19. Verify that each student's file is carried with complete information and updated about the student's particular situation.
20. Advise and support the educational psychologist in planning and executing the workshops imparted to students.
21. Define together with the Academic Coordinator and Principal the type of differentiated evaluation for students when it is required.
22. Take part in the meetings of the School Executive Committee.

HOME-ROOM TEACHER

REPORTS TO: Principal

OBJECTIVES OF THE ROLE

Under the Principal's supervision, the Home-Room Teacher contributes to the education of the students of the Santiago College Educational Foundation according to the Philosophy and Objectives of both the institution and the society where they live. He/she is directly responsible for his/her class before the Principal at all times, both regarding education and administration issues. For an adequate compliance with his/her duties, the Home-Room Teacher must keep a permanent communication with the corresponding Principal and professionals of the Guidance Department about the performance of his/her class, in general terms, as individuals.

MAIN RESPONSIBILITIES

A) Educational:

1. Know each student.
2. Promote and guide the social, intellectual and emotional development of each student, teaching them to think, live in a community and take decisions, according to the School values and mission.
3. Keep updated about the characteristics of the development phase of his/her students.
4. Recognize and approach social, emotional and academic conflicts in the class as a group.
5. Plan and implement the school educational program during the weekly PSD hour and with the support of the Guidance Department.

6. Promote autonomy of students, assigning home-works and responsibilities that contribute to the common well-being of the class.
7. Comply with the educational routine established for Home-Room Teachers.
8. Hold at least two meetings with each student's parents in the year in order to implement an educational work together with the family in terms of values and academic matters.
9. Inform Subject Teachers, when necessary, about the personal, social and intellectual progress of the students, so that they may support the action plans that the student has proposed together with his/her Home-Room Teacher.
10. Act as agent for the resolution of conflicts among students, as well as between students and subject teachers.
11. Supervise the correct personal presentation and uniform of the students, insisting on hygiene and the values of order and respect.
12. Inform the Principal and/or the Guidance Department about the problems in his class in order to agree on the most convenient treatment.

B) Administrative:

1. Prepare and lead the general parents meetings.
2. Keep fluent communication with parents, carrying the corresponding written records.
3. Act as a link between class teachers and parents.
4. Prepare the Councils of Teachers according to the instructions given by the corresponding Principal.
5. Take active part in the meetings of the level.
6. Comply with the administrative routine of the Home-room.
7. Keep any required information updated in the Alexia system.
8. Draft a summary in the Students' Files based on the guidelines delivered by Guidance.
9. Prepare students reports when required.
10. Fill out the Sheet of Marks in the Alexia Platform.
11. Review and approve the records of his/her class.

12. Support the organization of class activities during the school year.
13. Attend official school acts corresponding to his/her level.
14. Know and assume his/her role in the school emergency plan.

PSYCHOLOGIST

REPORTS TO: Head of the Guidance Department

OBJECTIVES OF THE ROLE

The Psychologist is responsible for trying to make students obtain the most beneficial educational experience according to the school philosophy and objectives, by detecting any psychological or mental health problem that may hinder it.

MAIN RESPONSIBILITIES

1. Diagnose social-affective and/or behavioral difficulties through interviews.
2. Manage admission tests.
3. Carry a registry of referred students (confidential file).
4. Recommend inter-consultations and/or treatments for those students who so require and inform parents.
5. Follow-up the recommended treatments.
6. Interview parents, teachers and external professionals when necessary.
7. Support the Values Coordinator task in talks and workshops for parents and teachers.
8. Coordinate and organize talks for parents and teachers about the role of the Guidance Department and other relevant issues for the children and their families, when necessary.
9. Develop the Personal and Social Development (PSD) Program and support the home-room teacher in its implementation.
10. Guide new students in their school adjustment.
11. Answer individual questions from teachers regarding their students' behavior.
12. Organize talks and workshops to train teachers in relevant issues related to guidance and/or handling of students.

13. Interview parents of Pre-Kinder applicants.
14. Attend ordinary and extraordinary meetings of the Council of Teachers.
15. Attend periodical meetings with the members of the Guidance Department.
16. Take part in periodical meetings of the Guidance Department with the Management and/or Principals.
17. Keep in permanent contact with Principals and Home-Room Teachers.

EDUCATIONAL PSYCHOLOGIST

Head of the Guidance Department

OBJECTIVES OF THE ROLE

Develop a parallel and complementary program permitting the students who have learning difficulties in the classroom to reach a performance level according to their capacities.

MAIN RESPONSIBILITIES

1. Hold meetings with Home-Room Teachers and Subject Teachers to identify those students who have learning difficulties.
2. Observe classes of students who could be showing difficulties.
3. Determine actions to follow in meetings with Psychologist to analyze diagnostic- related matters.
4. Organize students in work groups according to their difficulties.
5. Inform the corresponding parents that their children are receiving or need psycho-pedagogical support in the School. Guide them about how to support their children at home and keep them informed of the progress of their children.
6. Follow-up students to evaluate their progress and determine whether or not they are receiving a treatment adequate to their difficulties and inform the Home-Room Teachers.
7. Guide teachers to handle students with learning difficulties.
8. Prepare special material to work with students according to their needs.
9. Make a psycho-pedagogical diagnostic of specific areas, only when necessary to complete the diagnostic made by the Psychologist.

10. Attend meetings of the Council of Teachers.
11. Attend meetings of the Guidance Department.
12. Attend parents meetings.

INSPECTOR

REPORTS TO: Principal

OBJECTIVES OF THE ROLE

The main responsibility of the Inspector is to support the Principal, Home-Room Teachers and Subject Teachers.

The Inspector's role consists of:

- Keeping a safe and ordered environment.
- Creating a climate of trust and respect.
- Ensuring an expeditious, harmonious and efficient course of daily operations.

MAIN RESPONSIBILITIES

1. Provide immediate collaboration to the Principal.
2. Collaborate with home-room teachers, subject teachers and heads of departments in their daily tasks in their area.
3. Develop tasks of control, coordination, supervision and registration of activities under direct orders from the Principal.
4. Implement the SC philosophy and objectives in the task of educating students.
5. Prepare programs about shifts and duties.
6. Register any extraordinary exit of students from school, previously authorized by Infirmary or the Principal.
7. Register and authorize permits for students to go to the infirmary in special cases.
8. Ensure together with Home-Room Teachers, Subject Teachers and Principal compliance with the rules of discipline and the correct use of the school uniform.
9. Control attendance to activities and reinforcements.

10. Check Alexia at the end of each term and inform the Principal [1].
11. Check every other week the contents of subjects and class timetables made by every subject informing the Principal when this is not complied with. This will take place in Alexia.
12. Attend the meetings of the Council of Teachers and any other meeting that may be requested.
13. Prepare requests for repairs in the area and send, with the authorization of the Principal, to whomever may correspond.
14. Support with his/her presence the control and order in corridors, yards, civic acts, assemblies, concerts, etc. Control the punctual start and end of classes by informing the principal about any worrying cases.
15. Make an inventory of the sector (rooms, corridors, etc.)
16. Look after the classes when the teachers are absent, with the Principal's authorization.
17. Occasionally accompany students in outings or to the clinic, whenever necessary.
18. Receive and distribute information to parents and teacher's supporting materials, whenever necessary.
19. Support emergency actions in the Deyse Operation, also confirming the evacuation to the Principal.
20. Follow-up any incomplete note at the end of each term [3], and inform the Principal.
21. Request teachers to sign records at the end of the year.
22. Ensure that the Principal and the heads of department are daily informed about the absence and delays of teachers and carry a monthly summarized registry.
23. Check Alexia daily, supervising the correct entry of attendance and keep the students' files updated.
24. Prepare a daily note for the Home-Room Teacher with information directly related to the class or level.
25. Distribute rooms for special situations.
26. Coordinate and control the weekly disciplinary sanctions (Detentions and Suspensions).
27. Collaborate in the holding of delayed tests.

28. Inform the Home-Room Teacher, Guidance and/or Principal, as applicable, of any transcendental situation or important event involving any student of his/her section.

The School personnel is governed by the Internal Regulations on Health and Safety that in accordance with the labor regulations.

- All workers of Santiago College Educational Foundation must know the high educational objectives of the School and apply their best efforts and interests in accordance with the specific roles corresponding to each thereof, so that said objectives are reached. Each worker's collaboration and personal surrender is essential for such purpose.
- All workers must know, respect and enforce the School Objectives and Values established in Part I of the Manual on School Community Life, Evaluation / Promotion and Academic Policies, understanding that they are the framework within which their work performance must develop and – consequently – that they are general natural obligations stated in their employment agreements.
- The worker must know and assume the School Vision and Mission.
- The Santiago College objectives owned and managed by the Educational Foundation are:
 - a) Encourage in the student his/her spiritual growth and understanding of his/her relationship with everything around.
 - b) Form a balanced and integral individual who can firmly face triumphs and defeats, who knows how to adequately use his/her knowledge and being loyal to his/her ideals, and respects and values those of others.
 - c) Develop in the student a reflective, critical and creative thought and the spirit of investigation and learning capacity.
 - d) Encourage development of physical capacities to form healthy and happy students.
 - e) Develop attitudes to work with loyalty and perseverance in the pursuit of goals.

- f) Acquire understanding and appreciation regarding artistic creations in all its expressions.
- g) Create in the student the capacity to discover and develop his/her aptitudes and vocational concerns.
- h) Reach an adequate command of the English language and understanding of the cultures based on it.

STUDENTS

Pupils

4.2.1 Rights

The students are entitled to:

- Receive an education providing them with opportunities for an integral development.
- Receive an adequate and timely care in case of having special educational needs.
- Not to be arbitrarily discriminated.
- Study in a tolerant environment of mutual respect.
- Express their opinions and have their physical and moral integrity respected, not being subject to humiliating or degrading treatments and psychological abuse.
- Have their personal freedom and freedom of conscience respected, also their religious, ideological and cultural convictions, within the framework of the Santiago College values and principles.
- Be informed of evaluation guidelines.
- Be evaluated and promoted according to an objective and transparent system established in the Internal Regulations on Community Life and according to the current regulations.
- Participate in the cultural, sports and recreational School life and associate amongst them through the Students Associations.

Santiago College provides the same opportunities to its students, protecting the right to be treated with the same respect and valuation and rejecting any cultural role construction implying an unequal treatment.

4.2.2 Duties

Students' duties are:

- Become responsible for their rights and comply with their school, civil, citizen and social duties.
- Respect the International Educational Project, Community Life Regulations, Regulations on Evaluation and Promotion, School Policies and Procedures.
- Provide a dignified, respectful and non-discriminatory treatment to all members of the educational community.
- Attend classes.
- Study and strive to reach the maximum development of their capacities.
- Collaborate in improving the school community life.
- Look after the school infrastructure.

EVALUATION

§ Follow-up and Projections:

The Santiago College Educational Project is revised annually as follows:

- Parents Association: Work Meeting in November.
- Students Council: Reflection day in December.
- Teachers and Administrative Staff: Reflection meeting in January.
- Higher Council: Document validation in January.