

Welcome

To

QSI

International School of Benin

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QSI International School of Benin

QSI International School of Benin, a nonprofit institution using an American international model of education, offers a high-quality education in the English language for 3-year-old through 17-year-old students. The school offers secondary courses for Secondary I through Secondary IV.

Statement of Purpose

QSI International School of Benin strives to develop confident, considerate, critically thinking students who are accepting of all people. To that end, the school provides an educational environment that is positive, balanced, academically rigorous, and community-minded.

Academic Program

The academic program uses a Performance–Based/Mastery Learning approach to education. This model ensures mastery of specific skills and knowledge involving both individual and group instruction. The educational philosophy is founded upon the premises that:

- 1) All students can succeed.
- 2) Success breeds success.
- 3) It is the responsibility of the school to provide the conditions for success.

Curriculum

The curriculum includes English (reading, grammar, composition, and spelling), mathematics, cultural studies (history, geography, world history, American history), science (life, earth, physical, biology, and chemistry), art, music, technology, French, and physical education. Intensive English classes

are offered to students that need additional help with English. Technology is integrated across the curriculum. The school seeks to provide students with an appreciation for the rich culture and history of Benin. Materials and equipment are up to date and of high quality. Class sizes are small.

Quality Schools International (QSI)

QSI is a nonprofit organization operating schools in Europe, Asia, Africa, and Central and South America. QSI International School of Benin benefits from the unique opportunities afforded by this organized network of schools with nearly three decades of proven performance.

QSI Mission Statement

Virtually every five-year-old comes to school eager to learn. The mission of Quality Schools International (QSI) is to keep this urge to learn alive in every child in all QSI schools.

Our schools are established to provide a quality education, in the English language, for students in the cities we serve. These students are the children of parents of many nationalities who have come to a foreign country, usually for a limited stay of a year or more. Some students are permanent residents, citizens of the host country.

Our schools follow a logical model of education which measures success by the accomplishments and attitudes of our students. We believe that all students can succeed, that their successes encourage them to continue in a pattern of success, and that it is a school's responsibility to provide the conditions for success. These conditions include:

- a) Developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning,
- b) providing the time and resources needed for each student to attain mastery,
- c) ensuring that students engage in learning at a level which is challenging and yet a level for which each student has the prerequisite skills necessary for success.

We believe in providing an aesthetically pleasing physical surrounding under the charge of a caring staff who believe their students will be successful, and who use time with the students as a resource for learning rather than as a boundary

condition to determine when a unit of learning begins and ends. We believe in providing resources such as books, learning materials, and educational technology. In the world today, children need to become proficient in the use of computers and related technology as tools to accomplish a myriad of tasks.

Finally, we believe in working with parents to encourage our students to adopt qualities of living which lead to success long after formal schooling has ended. These include universally accepted "success orientations" of trustworthiness, kindness and politeness, responsibility, independent endeavor, concern for others, group interaction, and aesthetic appreciation.



School Information

Entry Ages and Placement

To enter the 5-year-old class, a child will have completed 5 years of age no later than the 31st of October. This pattern is applied to the other classes in the school. If an exception is requested, documentation that supports the student's academic need is required, and the Director will make the final decision after consultation with parents and teachers. If an exception to the policy is made, it will be documented and signed by the parents and school administrator and placed in the student's permanent file.

Secondary-age students are placed into Secondary I by age (14 years old by the end of October). Progress through the secondary levels is determined at the beginning of each school year by the number of credits attained.

Progress Reports

Student "Status Reports" are sent home five times a year (once each quintile). Student progress or mastery of the curriculum is reported as either "A" or "B". Parent-teacher conferences are scheduled three times throughout the year. Parents may request additional conferences or status reports at any time.

Governance

Quality Schools International, a nonprofit, private educational organization, manages the school. A Director administers QSI International School of Benin on site. An appointed Advisory Board supports the school in the community.

Parent Support Group

The Parent Support Group (PSG) is a group of parents that desire to support the school in activities and projects with a view to improving the school. All parents

are encouraged to become actively involved with the school through this program. Please visit the school office for more information.

Staffing

Native English-speaking, experienced, trained teachers are employed for students five years old and older. Teachers representing other nationalities may be hired for instruction in special areas.

Accreditation

QSI works with Middle States Association of Colleges and Schools (MSA) for its schools' accreditations. QSI International School of Benin was recommended for accreditation an MSA Visiting Team in May 2019.



School Schedule

Daily Schedule

Preschool (3-4-Year-Old) Classes

School begins: 7:45 a.m.
Half-day ends: 11:30 a.m.
Full-day ends: 2:45 p.m.

Elementary (5-11-Year-Old Classes)

School begins: 7:45 a.m.
School ends: 2:45 p.m.
After-School Activities: 2:45 - 3:30 p.m.

12-Year-Old Class through Secondary

School begins: 7:45 a.m.
School ends (8th period): 3:30 p.m.
After-School Activities 3:35 - 4:45 p.m.

Activities

A broad variety of After School Activities are provided including, but not limited

to: • Art and Crafts

- Athletics, soccer and basketball
- Music
- Capoeira
- Karate
- Cooking
- Robotics
- Legos
- Thread and Things
- Safety Netting – additional study time with teachers

The school week is Monday – Friday.

Special Services, Programs, and Facilities

Lunch

A hot, well-balanced lunch is prepared daily at the school for a small fee.

Library

The library is an integral part of QSI International School of Benin's curriculum. There are over 3,000 volumes available for student use. Computers are available to do online research with guidance.

Technology Center

Computers and iPads are available for student use, and classroom educational technology is used to support the full curriculum. Students gain skills in many types of information technology including communication, presentation, and creation. Examples include coding, audio/video editing and web page design. The upper grade science curriculum uses electronic probes to collect and analyze data.

Extra-Curricular Activities

Activities are available for students 5 years old and older, without additional costs whenever possible. Soccer for older students (12 and up) is available, but for an additional cost.

Books and Supplies

Books are used without charge with the expectation that they will be returned in good condition. Students 8 years old and older are expected to provide their own writing paper, pens, pencils, and erasers.



Educational Program

Preschool (3-4-Year-Old) Program

In the Early Childhood Program, play-related, hands-on experiences develop learning readiness, physical development, and socialization skills, as well as self-confidence, self-esteem, and excitement for learning. Activities include library, music, computers, art, and outdoor play. All activities are conducted in English. Children learn English through modeling.

Elementary 5-Year-Old Class

This elementary program develops skills, attitudes, and academic disciplines in Reading, Mathematics, Speaking, Writing, Science, and Cultural Studies. Many children read by the end of the year. Personal development is encouraged through varied opportunities in Music, Technology, Art, Physical Education, Movement and Dance, and outdoor play. All activities are conducted in English. Children learn English through modeling.

Elementary 6-11-Year-Old Classes

Elementary students study Mathematics, Reading, Speaking, Writing, Science, Cultural Studies, Music, Art, Technology, and Physical Education. Computer usage is integrated within the curriculum. Instruction is provided in English. Foreign language instruction is provided in French to students that are 5 and older. For those not fluent in English, Intensive English is offered. Children participate in After-School Activities.

12-13-Year-Old Classes

The social and academic needs of this age group are met through an academic program of Mathematics, Reading, Writing, Speaking, Science, Cultural Studies, Art, Music, Physical Education, and Technology. French is taught as a

Foreign Language. Qualified students may enroll in secondary classes. Students participate in After-School Activities and social events. Intensive English instruction is available for students not fluent in English.

Secondary I-IV Classes

The QSI secondary program is designed for the motivated student that intends to attend an English-speaking university. The secondary program consists of a blended program of online and school-based courses. All students will be engaged in a college preparatory program which includes coursework in Literature, Writing, Mathematics, Science, and Cultural Studies. Students are required to participate in French Language, Arts, Physical Education, and Technology as part of their secondary course of study. Students participate in After-School Activities and social events.

Educational Model Summary

Success-Oriented Learning

The school's educational structure is based upon student performance and mastery learning. The Performance-Based/Mastery Learning approach recognizes human characteristics and enables the student to be placed in learning environments according to achievement levels. This approach facilitates matching the students' skills and needs with the academic program. The implications are profound for student attitudes and learning. The school is dedicated to this concept.

Performance-Based

The curricular model used is a "Performance-Based" approach to education. The content of each academic discipline is divided into specific student expectancies or "Essential Units". An "Essential Unit" contains specific concepts or skills. Teachers give instruction and guidance for the essential unit using appropriate materials and activities, and when the essential unit is completed, assess for student mastery. Records are maintained documenting individual student progress and credentialing. Objectives, instruction, teaching materials, and evaluations are aligned. Curriculum is reviewed periodically for relevance and validity. All curricula are available for parents to review.

Mastery Learning

In this research-validated model each Essential Unit is taught with a view to excellence. When students demonstrate mastery of the essential unit, they move on to the next essential unit. If the student does not achieve mastery, the teacher re-teaches, and the student revises as necessary. Additional conferencing and extended practice may be given for the student to demonstrate proficiency at

the appropriate level before testing again. When the students demonstrate mastery, they are rewarded with an “A” or “B”. Thus, a student never “fails” in the traditional sense. Instead, he/she proceeds logically through the curriculum at a pace determined by his/her mastery of the material.

Success Orientations

“Success for All” is the motto of QSI Schools. Personal habits and the ability to interact successfully with others are deemed as valuable as the knowledge and competencies students learn. Success orientations are actively encouraged in virtually all areas of the school curriculum with the view of making them a vital part of one’s life pattern. Evaluations of the success orientations are limited to situations within the jurisdiction of the school and are made by a consensus of the professional staff members. They are grouped under the headings of:

- Responsibility □ Trustworthiness □ Group Interaction
- Aesthetic Appreciation □ Kindness and Politeness
- Independent Endeavor □ Concern for Others

Student Evaluation

Evaluations and rewards for student progress should take place as soon as possible after mastery is demonstrated for each unit outcome.

The three basic premises of performance-based education are:

- a) All Students can succeed;
- b) Success breeds success;
- c) It is the school's responsibility to provide the conditions for the student's success.

With this in mind, Quality Schools International does not accept mediocre (grade of "C") or poor (grade of "D" or "F") work. The grades of "A" and "B" are mastery grades, and indicate that a student has successfully mastered the learning objective and is ready to build on that learning.

In view of the above comments, the evaluations issued in the written status reports are defined as follows:

A = All essential parts of the outcome were mastered at an appropriately high level. The student consistently demonstrated noteworthy achievement of a high quality, particularly in the higher order thinking or performance skills.

B = All essential parts of the outcome were mastered at an appropriately high level in which the student successfully engaged in higher order thinking or performance skills.

P = The student is "In progress" in the outcome (normal status).

H = This outcome is "on hold" for a legitimate reason. (The student has begun the outcome but is not currently pursuing it.)

D = The student has not made a reasonable effort and is therefore "deficient" in attaining mastery of the outcome.

E = "Exposure". The student made a reasonable effort in the outcome and attained a level of mastery consistent with his/her capabilities. (Elementary classes only, but not in mathematics, reading, or writing.)

W = The student has withdrawn from this outcome.

In Secondary school, students are granted one credit for mastery of each unit outcome which is credentialed "A" or "B". Thus, ten credits correspond to one "Carnegie Unit" as used by many American secondary schools. Because Quality Schools International encourages continued learning, if students receive an evaluation of "B" on a unit outcome, they may continue to work independently in that outcome and request another opportunity to demonstrate a higher level of mastery. If demonstrated, the evaluation may be changed from a "B" to an "A" within the same school year.

Evaluations, called status reports, are issued to all students five times each year (at the end of each "quintile"). However, parents may request a status report for their child at any time.

QSI Philosophy and Objectives

The philosophy of QSI includes the following:

Attitudes Toward Learning

We believe that more learning will occur if the student has a desire to learn, has positive feelings concerning his school environment, and succeeds in his work. A comfortable atmosphere of caring and acceptance established by the school is considered important, so that each student is encouraged to strive for excellence and to be creative. This is enhanced by an aesthetically pleasing environment with a view to appreciation of beauty and order. Each student's possibility of success increases when the student works at the appropriate level of difficulty and senses positive expectations from his teachers.

Functions of the Administration:

- a) To recruit teachers who have a love for children, who have positive expectations of children, and who are willing to give the time and energy necessary to meet the needs of individual students.
- b) To employ teachers who have acceptable values and who believe that their life style should be a positive influence on their students.
- c) To employ teachers directly from outside of the country, if necessary, to provide experienced and successful teachers for specific positions.
- d) To employ enough teachers to maintain reasonably small class sizes.
- e) To help teachers meet the individual needs of students by employing selected paraprofessionals.
- f) To provide spacious buildings and classrooms which are functional yet include local architectural designs with a view to blending into the local environment.

- g) To test each student in reading and mathematics upon initial enrollment to ensure a proper entry level in these classes.
- h) To encourage parental support of the school with a view to enhancing the learning and the development of positive attitudes of the students.

Functions of teaching staff:

- a) To continually assess the student in all areas of learning to ensure appropriate learning tasks leading to challenging work but work in which he is capable of experiencing success.
- b) To ensure that the student knows what learning tasks are expected.
- c) To provide appropriate learning experiences and allow each student sufficient time on a task to be able to experience success.
- d) To provide additional learning experiences, if mastery is the goal and if the task is not mastered after the initial teaching/learning experience.
- e) To reward students equally for mastering learning tasks regardless of the path taken to mastery. Not to give a higher reward to one who required a greater input of energy nor to one who easily and quickly attained mastery.
- f) To evaluate students in a way in which a student competes against himself rather than against a fellow student.
- g) To inspire students to help them see what they can be and what they can accomplish with a view to excellence and creativity.
- h) To provide a positive school atmosphere by working with a cooperative spirit, giving support to one another, and encouraging a high morale and efficiency within the staff.

Areas of Learning:

- a) To provide learning situations leading to mastery of appropriate topics in English and mathematics for all students.

- b) To provide quality instruction in science and cultural studies for all students.
- c) To offer quality programs of instruction in physical education, music, and art to all students.
- d) To provide classes in Intensive English as appropriate.
- e) To offer local and foreign languages as appropriate.
- f) To offer selected courses in national studies including non-English languages as appropriate, with a view to the needs of particular nationalities and to academic adjustment upon repatriation.
- g) To offer courses in technology to all students.
- h) To offer varied activities and elective classes which are not part of the regular academic program.
- i) To involve students in field trips and activities related to their classes, but away from school.
- j) To provide the appropriate materials, resources, and equipment for all areas.

Social Behavior:

- a) To encourage an understanding of one's self with a view to developing acceptable values such as patience, kindness, unselfishness, honesty, and consideration for others.
- b) To provide a positive and secure atmosphere, treating the students honestly and fairly.
- c) To encourage each student to feel good about himself and to help him promote similar feelings in fellow students.
- d) To provide guidance in problem solving and decision-making situations.
- e) To develop a sense of responsibility and to encourage leadership.

Cultural Awareness

- a) To encourage each student to recognize in a positive way his own nationality.
- b) To provide an atmosphere of cultural acceptance and understanding with a view to building healthy international relationships.
- c) To integrate into the curriculum studies of the local region and the country itself.

Environmental Awareness

- a) To develop an awareness of environmental concerns such as overpopulation, pollution, waste of natural resources, destruction of wildlife and natural areas, and personal health.
- b) To promote a concern for the protection of the environment.
- c) To provide activities and projects for students which involve them in improving the environment.

QSI Child Safeguarding and Protection Statement

QSI Schools adhere to the CEESA Safeguarding and Child Protection Statement and Commitments as written below.

QSI Safeguarding and Child Protection Statement

- Safeguarding and Child Protection is a priority for every QSI School.
- QSI commits to supporting school environments that safeguard children through both prevention and intervention.
- QSI works in cooperation with international agencies to ensure standards associated with best practices are regularly reviewed, revised, and applied in all operations, activities, and events.
- QSI leaders honor and uphold child protection guidelines and procedures in partnership with all stakeholders in their respective school communities.

All QSI schools will:

- Actively uphold the QSI Safeguarding and Child Protection Statement.
- Implement school-based Safeguarding and Child Protection Policies and Procedures that include regular onsite training.
- Employ safe recruitment practices consistent with Safeguarding and Child Protection Policies.
- Educate students and adults on Safeguarding and Child Protection.



A Brief History of Quality Schools International

Quality Schools International (QSI) is a nonprofit organization operating international schools around the world. Mr. H. Duane Root, current Vice President of QSI, and Mr. James E. Gilson, current President of QSI, co-founded Quality Schools International to address the need for international schools in new locations.

In May of 1991, Mr. Gilson traveled to Albania to have a look at a country just emerging from over 45 years of dictatorial rule. During his time there, he met some key people in the Tirana community and made a decision to begin Tirana International School. Continuing expansion has resulted in an organization that today offers excellence in education in more than 30 countries.

QSI Headquarters is managed by the Director of Operations and located in Malta. QSI

Headquarter departments include: Personnel; Legal; Finance; Technology; Development; Resource & Curriculum; Accreditation & Information; Marketing & Conferences; and Insurance. The QSI President resides in the United States.

QSI Regional Supervisors are located in regional locations. Regional supervisors provide guidance and support to designated QSI schools. Specific regions are divided as follows:

**Africa Balkans and Caucasus Central Asia Central and South
America East Asia Europe**

QSI United States Business Office is located in Wilder, Idaho, USA. This office expedites financial transactions for QSI.

QSS (Quality Schools Services) is located in Wilder, Idaho, USA. The following offices are housed there: Vice President, Shipping Manager, and Shipping Assistants. QSS provides services for ordering, collection, and shipping of school materials to most QSI schools.

It is an exciting time to be in the world and to be involved in education! QSI looks forward to providing excellence in education for international children living in many countries and to providing career opportunities for caring and competent educators.



Sanaa International School, the school that started it all.