



# **The International School Nido de Aguilas**

**INSTITUTIONAL EDUCATION PROJECT 2025-2026**



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## I. CONTEXT

### Introduction

Since 1934, Nido's curriculum and programming have been guided by the educational philosophy and principles of its founders, Waldo Stevenson and Juanita Keller. Bringing together the best in the Chilean and U.S. educational traditions, they believed in the value of an experiential, values-based education and in taking advantage of the great Chilean outdoors to nurture the formation of character development.

This Education Project and its Strategic Plan were drafted thanks to the participation of all stakeholders within the School's community. Students, parents, teachers, staff, and former students collaborated in order to look at Nido's past and present and to establish these strategies, redefining our vision, mission and values. It is important to note that this approach is based on the philosophy of Nido's founders. As such it continues and reinforces the School's commitment to teach students to respect their natural surroundings, to consider character formation a focal part of education, and to incorporate learning experiences in and outside the classroom. Nido is an internationally renowned center of educational excellence, known for its innovative teaching methods, its commitment to its community, and its students who are thoughtful and perceptive members of society.

### Information About The Institution

Nido de Aguilas was founded in 1934 as a private, co-educational, non-sectarian, non-profit day school rooted in the best traditions of Chilean and North American education. Today, Nido serves around 1500 students from more than 50 countries and offers a comprehensive liberal arts, college preparatory educational program from Early Years (age three) through Grade 12.

The International School Nido de Aguilas is governed by a Board of Directors, consisting of a minimum of 9 members and a maximum of 13, all of whom must be parents of current Nido students. Of the 9 minimum members, four must be U.S. citizens, four must be Chilean citizens, and one is a designee recommended by the U.S. Ambassador to Chile, subject to election by the Board of Directors. The designee recommended by the U.S. Ambassador to Chile is not required to be a current parent of Nido students.



In line with its mission to provide the best in U.S. and Chilean thought and tradition, Nido offers three programs: the Nido Diploma (North American), the Chilean National Plan Diploma, and the International Baccalaureate Diploma (for 11th and 12th grades). Nido students can graduate with one, two, or all three of these diplomas.

At Nido de Aguilas excellence in academics is complemented by programs that look to provide students with an all-round education. There are a range of arts and athletics options, social/emotional programs that meet international standards, service learning and community outreach opportunities, and outdoor education. Our world-class faculty has a richness of experience and education from within Chile and around the world. They are characterized by their dynamic teaching styles, collaborative spirit, and their student-centered approach. Our teachers feel proud to be part of the Nido community.

Nido is divided into four divisions: the Early Years School, the Elementary School, the Middle School, and the High School. In all divisions, teachers encourage students to adopt a growth mindset, to learn from their mistakes, and to understand that talent and ability improve with persistence, dedication, and self-belief.

Nido offers a wide range of elective courses in the arts, design and technology, social sciences, world languages, and health, well-being, and fitness. All students participate in outdoor education and service learning, with a focus on leadership skills and citizenship through meaningful and impactful experiences.

Nido evaluates student and curricular performance through ongoing classroom performance and a range of assessments, including formative (assessment for learning) and summative (assessment of learning) as well as standardized measures. Nido regularly uses the MAP, OLSAT, SIMCE, DIA, and SSAT to assess student progress, depending on grade level. Nido also assists with the PSAT, SAT, ACT, PAES, and IB External Assessments.

All classes are taught in English except for Spanish language classes and National Plan High School Social Studies courses. Nido offers English-language acquisition support for non-native English speakers with limited proficiency.

Nido's goal is that when every student graduates they are prepared not only to be successful in top universities around the world but also that they pursue their passions, make a positive difference in the world, and have a happy life based on strong values.



	Early Years School	Elementary School	Middle School	High School
Max. number of students per class	<b>PK:</b> 18 students <b>K1:</b> 19 students <b>K2:</b> 24 students	24 students	24 students	24 students

The academic year comprises two semesters extending from August to December and mid-February to June. There is a five-week break during June and July, and the Southern Hemisphere summer vacation (semester break) runs from mid-December through mid-February. This calendar is approved by the Chilean Ministry of Education and complies with the regulatory 38 weeks of school.

## Memberships

- Member of AMISA (American International Schools in the Americas)
- Member of NAIS (National Association of Independent Schools)
- Member of the WIDA International Consortium
- IB (International Baccalaureate) School offering the Diploma Program (DP)
- Principals Training Center
- The U.S. State Department's official sponsor school in Chile

Nido is accredited by the NEASC (New England Association of Schools and Colleges) Commission and by the Chilean Ministry of Education.

## Historical Background

Nido de Aguilas School was founded in 1934 by the North American Waldo Stevenson and his Chilean wife Juanita Keller. Their educational philosophy was based on providing a complete education in which children are active participants in the learning process, rather than passively absorbing their teachers' knowledge and ideas.

Emphasis was put on the importance of social interaction between students, which the Stevensons believed was the best way to achieve a close, harmonious relationship with nature. In this respect, diversity was crucial in the educational process and for this reason from Nido's very beginnings, there was no discrimination based on sex, race, or religion.



During its first 15 years, Nido was located in Peñalolén, in the foothills of the Andes mountain range. Rustic buildings made out of stone were used as classrooms and for weekend retreats. Both students and teachers lived in the School like real families. In 1948, they moved to La Reina, and finally in 1964 Nido de Aguilas moved to its current site in Lo Barnechea, a property of 130 acres surrounded by natural landscapes and, at that time, far away from the residential parts of Santiago. Over time, Nido transformed from a boarding school into a non-profit foundation and the School's administration evolved and a governing board was established to run the institution and manage its finances.

During its 90 years, Nido de Aguilas has been renowned for its cutting-edge teaching methods, which anticipated trends that have since become widespread. One of the first schools in Chile to educate both boys and girls, to provide bilingual education, to offer the IB Diploma, to include information technology, citizenship, sex education, outdoor education, and, in recent years, project-based learning in the curriculum, to give just a few examples.

## Setting

As an international school, Nido de Aguilas offers a unique education in Santiago, Chile. Students have the opportunity to develop in a diverse environment where cultural differences enrich everyday activities, promoting the appreciation of diversity and a global view of the world.

Nido serves the diplomatic and international business community in Santiago, as well as local students who are looking for North American-style education in English. Although there are variations in each grade, in general, the student body is made up of students from Chile, the United States, Latin America, and various countries around the world. More than 30 languages are spoken at Nido.

Alongside this cultural diversity, the Nido de Aguilas Educational Foundation has developed a program of scholarships to enable talented children and young people to access a Nido education. From its very beginnings, the School has created various initiatives along these lines.

Nido de Aguilas is located on a hill in the Lo Barnechea neighborhood, which provides the School with two unique opportunities: its natural surroundings and its relationship with the Lo Barnechea community.

Its hill-top location was part of the founders' vision and demonstrates the important role that outdoor education plays in character formation. The campus gives its students



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opportunities such as hill trails, school gardens, classes outside, mountain biking, and outdoor experiments, among others.

At the same time, the Lo Barnechea neighborhood is an opportunity for the Nido community to enrich its diversity. In this respect, working closely with the Mayor of Lo Barnechea, we hope to get to know our neighbors, integrate ourselves, and support our neighborhood. Our students are able to help in local preschools, in adaptive games with local students with special needs, in the Fiesta Huasa, or English language practice in local public schools.

For all the reasons outlined previously, the learning environment at Nido is both stimulating and enriching, providing our students with the space and support they need to fully develop their personalities, values, and passions.



## II. Mission & Vision

We want to be a school that **lives its mission**. We want to empower every member of our community with the words and spirit of our guiding statements, even our littlest learners. Our mission and values are a call to action for students, faculty, staff, and parents to enact these beliefs and behaviors every day in an authentic and meaningful way.

### Vision

The International School Nido de Aguilas strives to be an open and dynamic global learning community.

### Mission

Nido empowers learners to **CONNECT** authentically, **EXPLORE** with curiosity, and **ACT** with purpose. Connect. Explore. Act.

### Values

Kindness  
Respect  
Responsibility  
Integrity  
Belonging  
Positivity

## Definitions and Institutional Approaches

### Nido Shared Belief and Educational Principles, The Nido Way

- Students learn best when they see the **relationship** between themselves, their learning, and the world.
- Students build understanding through **authentic** inquiry, creation, and the connection between and within subjects.
- Risk-taking, making mistakes, and **pushing oneself** are a necessary and valuable part of the learning process.
- Students learn at **different** speeds and in different ways.



- Students grow when they are in a **collaborative** learning space that enables them to feel safe, respected, valued and loved.

## Profiles

All Nido staff are responsible for embodying the School's mission, vision, and values.

### Nido's learners are

- Connectors
- Inquirers
- Thinkers
- Designers
- Changemakers

### Nido's educators

- Learn with and from their colleagues
- Grow as professionals both in their subject area and as educators
- Create investigatory learning opportunities for their students
- Involve their students in meaningful discussions
- Inspire students to be empathetic in their thoughts, words and actions
- Manage responsibly their environmental, material and cultural resources

### Parents

It is hoped that Nido parents share the School's teaching and learning methodology and commit to working together on Nido's educational program.

## III. SIGNATURE PROGRAMS

### Outdoor Education

At Nido, we believe that nature provides students infinite opportunities to connect with themselves, each other, and other species with whom we co-exist on this marvelous planet. Outdoor experiences stimulate an innate sense of joy, curiosity, and engagement in students of all ages. Meaningful learning experiences in the natural world can inspire students to become responsible caretakers and advocates for the environment and its inhabitants. Using a collaborative approach with educators across all divisions, the Nido



Outdoor Education Program provides interactive outdoor learning experiences tailored to the developmental needs and learning objectives of each grade level.

For students in the Early Years School, we strive to create moments of enjoyment and appreciation for nature. We allow students' natural curiosity to inspire much of what we observe and experience, always connecting with how we can be responsible, positive members and 'users' of nature. As students move into Elementary School, they are challenged to connect and communicate what they have learned in the classroom, in a hands-on, authentic setting and support their theories with evidence they find 'in the field'. These experiences occur in the Nido Hills and also during off-campus day trips to other locations in and around the greater metropolitan region.

In the Middle School and High School, students advance to participating in overnight travel programs in addition to ongoing learning around the campus. These experiences are designed to expand students' intellectual and socio-emotional skills in activities that require new levels of risk-taking, communication, and peer collaboration. Students develop the introductory skills of common outdoor activities including hiking, climbing, and kayaking, supported by trained activity leaders and Nido educators.

The Outdoor Education Program at Nido aims to support students in their holistic development by providing opportunities for students to learn about and become inspired by the wonders of the natural environment around us, to become impactful stewards of our rapidly changing world, to overcome challenges, both individually and collectively, as well as finding moments of joy, struggle, achievement, and reflection about the learning that has taken place. Outdoor education is a graduation requirement in high school.

## **Changemakers**

At the International School Nido de Aguilas, students learn by doing, utilizing the authentic application of academic and social-emotional skills to affect positive change in their communities. Inspired by the United Nations Sustainable Development Goals, Nido's student-centered service learning initiatives build relationships, deliver positive outcomes, and broaden the horizons of our students, encouraging empathy, global-mindedness, and ethical choices within a rapidly changing world. Service learning fosters the mindsets and practices that contribute to the solutions to the world's challenges, instead of being parts of the problem.

Embedded within curricular and co-curricular programs, service learning opportunities are designed to give students a deeper appreciation of self and their communities through a focus on reflection and social-emotional learning. Students research to deepen their



understanding of the world's needs and challenges, then apply design-thinking principles to plan and problem-solve, while engaging in life-changing work. Students develop as change-makers who take initiative, solve problems, and work as a team while helping others.

Changemaker projects, which can include service to the community within and beyond Nido, empowers students to CONNECT authentically with a wider community, EXPLORE the nature of the world's challenges, and ACT with purpose to make a positive difference in the world.

## Wellness

We believe that holistic growth of well-being is an active process and individual responsibility. Our work aspires to support well-being in our learning environments through school-family-community partnerships. Wellness interfaces with the school's social-emotional learning (SEL) framework and works outside of it in dimensions of wellness that directly support SEL in the school. We developed our approach to social-emotional learning following the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework.

The following belief statements guide our Wellness Programming at Nido:

1. Self-awareness supports the journey of happiness.
2. Generosity towards self and others is an active learning process.
3. Engaging means being present with curiosity and kindness with a non-competitive spirit.
4. Social and emotional learning tools, including mindfulness, support ingenuity.
5. Resilience and flexibility around difficult life situations lead to the self-awareness necessary to adapt.



## IV. COMMUNITY COMMITMENTS

### **Nido's commitment to community and belonging**

Nido strives to be a learning community where each member is included, valued, and treated equitably. At Nido, we believe that building a sense of community and ensuring that all are welcome and feel that they belong, is an essential commitment of our learning community. It strengthens education by encouraging academic achievement, fostering the essential values of respect, developing the skill to learn from and about multiple perspectives, and preparing students to live and work in a global community, embodying our Nido mission.

Nido believes that creating this sense of a community where all belong is a child protection, and health and well-being imperative. Nido requires a thoughtful commitment on the part of each member of the school's community to contribute positively to this environment of kindness and respect. We honor and respect all community members, regardless of their race, color, national origin, age, marital status, gender and sex identity, physical ability, religion, sexual orientation or any identity.

The safety and privacy of our students is of the highest priority. Nido policies and practices related to building community and belonging considers Chilean law and best practices worldwide in ensuring all students are able to participate fully in the community as one's authentic self and safely develop in one's whole understanding of who they are; as such, these policies are regularly reviewed and updated. We are committed to taking a proactive approach to eliminating all forms of racism (active anti-racism), discrimination, prejudice, and bias.

We are committed to being a community that is welcoming, inclusive, and equitable. It is not enough to simply be diverse. Our community must be actively engaged in reflection and action planning to ensure our school is creating and sustaining an inclusive culture. Diversity in the educational and professional mission of the school may encompass many (but not exclusively) the following forms:

1. The school will seek to achieve a diverse and inclusive community.
2. The school is committed to employing a diverse and highly qualified faculty and staff.



3. The climate and culture of the school and its community are key ingredients to success.
4. The academic program offered by the school reflects a commitment to learning that seeks active engagement with diverse ideas and perspectives and seeks understanding across differences.
5. The activities, athletics, and co-curricular programs of the school encourage participation and inclusiveness.

## Public Purpose

We are committed to making a significant contribution to the world and to our local community. Together with our service learning initiatives, we educate our students to better the world in their professional and personal lives beyond Nido. But beyond educating students, Nido, as a Foundation, also has a social responsibility to the broader community: We are a private school with a public purpose.

## Initiatives

**Nido Scholars:** *To contribute to Nidós public purpose by offering a Nido Education to talented and gifted students from Chilean public schools.*

This program is an expression of our commitment to equity and diversity. Scholars have a positive impact on our school community by increasing socio-economic diversity, expanding our students' perspectives, and adding their talents. We enhance our Scholar's educational options and future, while also contributing to progress in Chile as these talented students will be prepared to do great things for their families, their communities, and their country.

**Nido Teacher Academy:** *To contribute to Nidós public purpose by offering Professional Training to Chilean Public School teachers.*

Every summer and during the school year we offer different professional learning opportunities to public school teachers to share our pedagogy and curriculum and promote best teaching practices. For this purpose, we partner with the Ministry of Education as well as with the Municipality of Lo Barnechea. Our workshops and seminars are led by Nido teachers and aim to empower and support local teachers by providing strategies and tools they can use in their own local contexts.

**Nido Network with Local Schools:** *To contribute to Nidós public purpose by actively collaborating with local private and public schools.*



We believe in collaboration and therefore we constantly invite local schools for workshops, seminars, and conferences around teaching and learning, and social-emotional development.

**Partnership with Chilean Universities:** *To contribute to Nidós public purpose by opening our school for student-teachers and supporting their academic program.*

Nido is currently partnering with the Faculty of Education from Universidad Católica and Universidad del Desarrollo. A group of selected bilingual final-year students develop their professional practice in our campus, having the chance to learn with our Nido teachers.

**Neighbors of Nido Scholarship:** *To contribute to Nido's public purpose by being good neighbors in Lo Barnechea.*

Nido funds access to our programs, typically summer and winter camps, for children who live in Cero 18 and surrounding areas. We promote authentic relationships and positive outcomes.

**We Care Nido:** *The school is proud to partner with a group of Nido Parents called the "We Care" to support our community.*

We Care Nido is a group of current and former Nido parents and alumni who collaborate with our community beyond our campus through social service programs and campaigns that support our community. Their objective is to put into action the School's values, such as generosity and engagement, as together we strive to establish a direct and strong connection with our greater community.