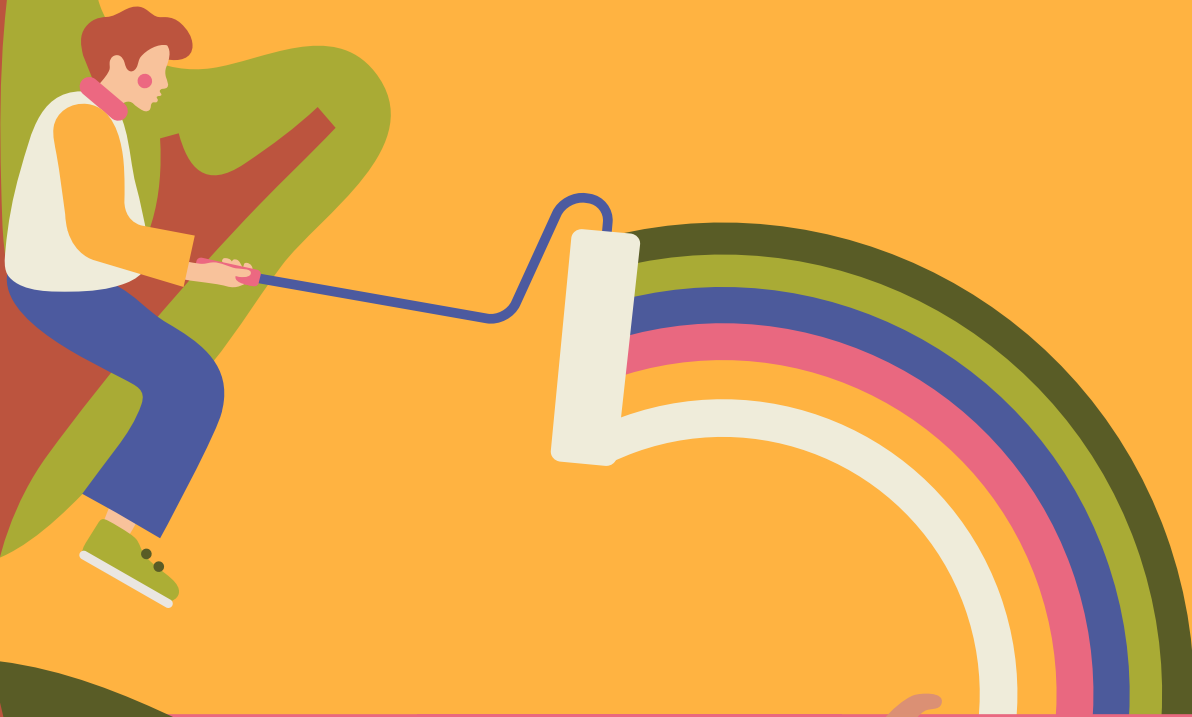


The Avanti Way

An Introduction to our
Philosophy of Education



AVANTI SCHOOLS TRUST

Why We're Here

Avanti exists to help each person become a well-rounded human being through intellectual, moral and spiritual growth, and so make the world a better place.



Our Core Principles

- We are unique spiritual beings with incredible potential, and we achieve our full potential by discovering and nurturing all parts of ourselves – intellectual, emotional, physical and spiritual.
- We choose how we wish to respond to life and what we nurture within us.
- We care for and respect all life – human, animal and plant – and live in a way that causes the least possible harm.
- We each observe the one same reality from our own unique perspective and engage in open-minded dialogue to deeply enrich our vision.
- We serve a higher purpose by living a meaningful and satisfying life of contribution.
- We are nourished by personal relationships that fulfil our need to love and be loved, encouraging us to be the best we can be.





Our Philosophy

Aesthetics of Education: Cultivation of Love

The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience. This love is already present within every person's heart, and for some, will culminate in love for God. The teacher need only help reawaken it and teach students to express those loving relationships through practical action and good character.

Ethics of Education: Strength of Character

The symptom of an educated person is good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect. Knowledge is defined as reality distinguished from illusion for the welfare of all. In other words, it is not enough for something to be factual; it must also be beneficial for others. This requires helping students practise ethical and compassionate acts based upon their psycho-social nature, while keeping life's ultimate goal in sight. Success and happiness then ensue as unintended side-effects of a life of contribution.



Epistemology of Education: Meaningful Relationships

At the heart of education is a positive, synergistic relationship between the teacher and the student. This dynamic creates the environment for learning to take place. The teacher must model the abilities and qualities he or she wishes to cultivate in the student, and the student needs to be open to the learning process with inquisitiveness and humility. The teacher helps the student develop keen powers of observation, reasoning, and dialogue, while also honouring the wisdom of those who have gone before us.



Metaphysics of Education: Spiritual Potential

Our educational method is grounded in the conviction that every individual is spiritual by nature and therefore possesses incredible capacity for learning and growth. Anchoring our consciousness in our inner spiritual value enables us to overcome artificial, limiting identities that we impose upon ourselves and which drastically underestimate our genuine capacity.



Our Three-fold Path

Avanti Schools support each person's life journey along three parallel paths: Educational excellence; Character formation; and Spiritual insight.



Educational Excellence

Our vision for educational excellence is one where deeply inspired teachers nurture joyful students and nourish their innate passion for learning. Learning is a quest to discover each student's unique gifts and potential and lay the foundation for their lifelong journey of learning. This is inseparable from high academic standards, where a challenging holistic curriculum cultivates independently thoughtful and reflective students by working towards a sense of mastery, emphasising depth, and not just breadth.

How we recognise educational excellence:

1. Teachers and students are inspired and joyful.
2. There is high quality dialogue; students display the ability and willingness to listen to others with an open mind and to speak sincerely, questioning their own assumptions and engaging in empathic dialogue.
3. There is a culture of intellectual curiosity and continuous professional development, including a focus on connecting research to classroom practice.
4. Learning is approached by examining the big questions of life in a holistic, values-based and contextualised curriculum to deepen motivation and personal insight.
5. Long-term student progress at least matches, in broad terms, the best state-funded and private schools in the country.
6. Students are actively involved in creating their own paths of learning with opportunities for in-depth study of their chosen areas, gaining deeper insight into their interests and abilities.
7. There is the committed engagement of parents and carers as co-educators.



Character Formation

Our vision for character formation is one where virtues are taught by example and a supportive community of learners fosters a powerful sense of individual and collective purpose. Learning develops for these conscious changemakers as a quest for making the world a better place, starting with oneself. The capacity to internalise and put into practice what we have learned is the true test of learning. Building this capacity demands an experiential, virtues-led curriculum that embraces collaboration, custodianship and global perspectives.

How we recognise character formation:

1. Avanti's virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout curriculum planning and school life.
2. The curriculum is experience based to support the transition from knowledge to wisdom and includes global perspectives to facilitate their transcultural proficiency.
3. Students make conscientious choices, develop moral literacy, promote the common good and display a sense of stewardship as well as a reverence for all life, nature and the earth's resources.
4. There is excellent provision for Philosophy, Religion & Ethics, PSHE, yoga and meditation.
5. Student voice is palpable throughout the school, with ever-increasing opportunities for developing leadership and oracy.
6. Students take ownership of their learning experience by means such as self-organised learning and principles of restorative practice.
7. Clean, uncluttered and inspiring learning environments support a mindful engagement with learning.



Spiritual Insight

Our vision for spiritual insight is one where our interconnectedness with all living beings and with the universe, urges acts born out of humility and love, and the Self is perceived beyond its layers of coverings. Learning blossoms for these seekers as a quest for self-discovery and opens the door to their unlimited potential; an antidote to the emptiness of a materialistic or mechanistic worldview. The curriculum unveils the possibilities of sacredness and transcendence at every moment and so engenders a deeply positive attitude to life, enduring happiness and heartfelt relationships.

How we recognise spiritual insight:

1. Students have profound and stirring experiences of religious education, festivals and other activities for spiritual cultivation.
2. Effective pastoral care supports each student's personal, emotional and spiritual journey.
3. Students develop authentic and broad-minded insight into the complexities, essences and core principles underlying the varied manifestations of religion and spirituality.
4. The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief.
5. Students evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God; in those of our Hindu faith-designated schools, this includes opportunities for awakening each person's unique and loving relationship with Lord Krishna.
6. There are opportunities and structures to support the development of heartfelt relationships between members of the school community, from which each person feels supported and nurtured.
7. All members of the school community are committed to introspection and their own personal journey of self-discovery.



