

Mission Statement and General Goals

We are Christian Orthodox Schools affiliated to the Greek Orthodox Archdiocese of Beirut. Our mission is to serve the members of the surrounding communities in particular, and the nation in general, to whichever social stratum they belong and without discrimination, in the fields of education and teaching, and that to build the personality of a human being who believes in God, who belongs to the nation, who is active (is a catalyst) in society and who is qualified to attain university academic level.

Accordingly, our schools constitute a space for knowledge acquisition in a climate of freedom that allows teacher and learner to explore their potential, their relationship with God, and each other's dynamics. Our mission is not limited to the simple "transmission of knowledge"; rather we look to achieving transformations within the inner self of the person and through that, within the community in the future.

Accordingly, our schools set their general objectives as follows:

First: Prepare the learner to be able to commit to earth matters related to human being, family and environment.

Second: Help the learner to build a balanced and integrated personality for the good interaction with the community to which he belongs.

Third: Develop qualities of initiative, leadership and collaboration in the learner's personality in order to establish cultural and human values and concepts.

Fourth: Tutor the learner intellectually, morally and emotionally and develop his social spirit enabling him to realize the principles, concepts and key elements that will allow him to take the initiative and enjoy a sense of constructive criticism and work for positive change in his surroundings and society.

Fifth: Develop the learner's physical and psychomotor skills to achieve a total balance between the mental, emotional and physical aspects of the personality, and to enhance the learner's ability to make personal decisions and appropriate choices within the principles of responsibility and awareness.

Sixth: Provide the learner with the sufficient amount of knowledge and skills to develop the sense of scientific research and innovation and the ability to relate between culture and education as complementary parts.

Seventh: Strengthen the learner's potential in the areas of research, experimentation, reasoning and precision of expression.

Eighth: Train the learner academically, thus, qualifying him to pursue university studies and take advantage of available job opportunities.

Ninth: Help the learner to stay connected to and aware of reality, thus, allowing him to assimilate and understand its phenomena in order to be anchored in it and hence interact with it in a positive manner.

Tenth: Develop the aesthetic and artistic sense in a way to help the learner create, innovate and compete.

Eleventh: Develop the learner's sense of fair play to allow him to accept loss or failure with modesty and to feel pride for success but without conceit.

In order to fulfill the above objectives optimally, we thrive to involve parents and to strengthen the relationship between the home environment and the school.

The story of the beginning

It is the story of three Orthodox Schools of Beirut which operate under the patronage and management of His Eminence Metropolitan Elias Audi. Each of these schools evolved at different times and circumstances.

Ecole des Trois Docteurs

Ecole des Trois Docteurs (ETD) was founded in 1835. Back then, it was located in proximity to Saint George Cathedral in Down Town Beirut. In the beginning, it was known as "The Great School" because it was the biggest school in Beirut and one of the biggest Orthodox educational institutions in Lebanon. ETD suffered from many wars over a long period of time. For instance, the events of 1840 and 1860, which affected most of the regions in the country, lead the school to relocate, so, it moved to Gouraud street where it was given its current name. In 1911, ETD stabilized in its current campus which is located on the cross road of Gouraud and Micheal Boustros streets.

In 1975, ETD was displaced until 1998 when His Eminence Metropolitan Elias Audi, decided to restore the campus. The buildings were renovated and refurbished to cater for the contemporary educational needs, maintaining their historic and distinct figures. ETD reflects its essential and educational message: A life full of optimism, rich in constant transformations, and draws from its authentic roots. In September 2007, the Secondary Division was launched. Through that, the needs of the schools' surroundings are met and its interactive role with the community is confirmed.

Saint Mary's Orthodox College

Not too long after the construction of the "Dormition of the Virgin Church" around 1890 in West Beirut, two elementary schools were established next to it: One for boys and the other one for girls. The schools became known for perfect discipline that catered for the children's physical and mental growth.

In the early days of independence, the two schools were under the supervision of the Ministry of Education, considered to be public schools. Consequently, the girls' section was extended to accommodate the continuous demand for education. Later, a mixed school, which the area was most in need of, was established.



As for the boys' school, which was centered in the courtyard of the church, it remained under the custody of the Ministry of Education until 1979 when it was demolished for the expansion of the church and two floors were added to the girls' school. Thus was born Saint Mary's Orthodox College, the one we know today.

One of the original objectives of the school was to give a quality of education that was in line with the world's requirement. Emphasis was also on the co-existence of the intellectual, cultural and social blending among different communities in a living example that was rarely seen in Lebanon. Since then, the administration changed, and the school system experienced perpetual developments, but the remaining constant is the will to fulfill an educational and social role within the community.

Beirut Annunciation Orthodox College

In 1953, the construction of Beirut Annunciation Orthodox College was completed. It was headed by Archimandrite Ignatius Hazeem, first Principal at that time, His Beatitude Ignatius IV, our current Patriarch. The reputation of the recent founded school was quickly spread. Back then, it was for both boarding and regular learners. As the number of learners increased, the premises were gradually enlarged. It is to be noted that Father Hazeem's vision laid exclusive educational perspectives on both academic and behavioral basis, which the school former students witness up till today.

Between 1983 and 1986, the school opened its doors to war refugees. As a result, teaching ceased until 1998 when the school was renovated and reopened, as well as the addition of buildings took place. The Day Care and Preschool Divisions were launched with learners filling classes up to the end of Secondary classes today.

Nowadays, our schools continue to achieve their educational mission through a common vision that is ingrained in the historical roots, heading steadily towards the approaching prospects. It is accomplished by a professional and dedicated team, proficient in the appropriate methods and techniques, to help learners construct a character that is able to face the challenges of the twenty first century... "Beyond Transmission... Transformation".

Educational Philosophy

Our schools' philosophy is based on the uniqueness of each learner as a person. We believe that education should be tackled with a Holistic Approach where the learning process integrates the body, the mind and the spirit, and hence helps learners relate information to their acquired knowledge and lived experiences. Thus, the educational process implemented at our schools is integrated to allow the persons to become responsible for their own learning and, as a result, construct their own understanding of the world and its components.

Education, and consequently all the adopted methods of planning, teaching and assessing, are to assist learners in the process of continuous development and transformation, for them to become self-disciplined, creative problem solvers and analytical critical thinkers, who participate actively and positively in their community.

Education, from our perspective, is therefore a transforming process and not just simple transmission of information, a process where teachers play the most vital role. Their positive interaction with the learners is the best way to describe their cooperative effort and responsible presence. They mentor the learners, leading by example, and thrive to train them to correct the flaws in their behavior, hence acquiring good conduct based on conviction and self-discipline, becoming responsible persons.



Academic Process

Our academic approach allows learners to go beyond the acquisition and development of competencies and skills to the proper use of knowhow in real life situations. The learner-centered interdisciplinary approach enables learners to develop their multi-faceted potentials at their own pace towards the mastery of basic skills. Accordingly, our adopted teaching methods and strategies rely, not only on the integration of cross-curricular transferable competencies, abilities and skills, but also on values.

As we believe that the world is to be perceived from a comprehensive perspective, we adopt curricula which guide learners through the integration between taught subjects, highlight the relationships between the elements of each, and stress on the acquisition of complex abilities such as analysis and synthesis. Academic Departments have the primary role in the designation of these curricula and processes. They thus plan curricula which develop critical thinking, enhance problem-solving, integrate subject matters, and encourage creativity, taking into consideration the changing needs of the community. Curricula also align objectives and teaching strategies with evaluation techniques. In this matter, Academic Departments work in close collaboration with the Department of Assessment, Testing, and Measurement. Learners' acquisition of competencies, abilities and skills, is assessed in order to provide a cumulative rate that reflects their on-going development rather than assigning a less meaningful grade that only shows instant performance on a task. This assessment philosophy, along with our daily follow-up on learners' performance, facilitates the attainment of our educational goals for every learner. We thus closely observe and assess needs taking into consideration the uniqueness of each learner.

Moreover, the Special Education Department helps in the early detection of learning difficulties and assists with providing solutions to help concerned learners perform better through the intervention of a team of Special Educators who work together with parents and teachers.



Our Academic Divisions

The Preschool Division

The Preschool Division consists of three different levels for learners between 3 and 5 years old. For preschoolers, each academic day is divided into 7 sessions along with a 30 -minute recess.

Preschool learners get trained to determine new concepts and discover the variety of learning resources through different teaching methods. In order to develop their intellectual skills, acquire new terminology and advance their oral communication skills, they participate in different educational activities; one of which is the “Awareness Program”.

Awareness Program:

It seeks to direct the attention of preschool learners toward the concepts, behaviors and values that stimulate their relationships with their surroundings. The school sets the appropriate awareness program that helps learners discover themselves and the world around them. The learners start obtaining the necessary skills through different educational activities suitable for their age level and in harmony with the general Theme of the Year. This program invites learners to appreciate God's gifts on their bodies and souls primarily, as well as, on their families, communities and environments.

By the end of the Preschool Cycle, learners acquire the basic fine motor skills which are necessary to their physical growth. They also acquire the basic reading, writing, listening and speaking skills.





The Elementary Division - Cycle One

The first cycle of the Elementary Division (Lower Elementary) consists of Grades 1, 2, and 3 for learners between 6 and 8 years old. Learners in this cycle cover 8 sessions and 2 recesses every day. At this stage, learners experience the transformation from dependency to self-reliance. They continue to grow physically, psychologically and cognitively, as they are encouraged to do several hands-on activities. They gradually become able to plan and carry out group projects under the supervision of their educators.

Learners in this cycle master basic language and mathematical skills through discovery learning. They also develop fine social relations with their teachers and other learners and by time, they start to differentiate between improper and acceptable behavior. They also start taking responsibility. Some educational activities that support the development of the learners in this cycle are:

Advisory Program:

In order to ensure a calm and peaceful start, every school day begins with a 15 minute advisory session where learners discuss with their Class Advisor different topics that are planned weekly and are in lined with the general Theme of the Year. This program is aimed primarily at developing the spiritual and humanitarian dimensions of the learner. It also encourages learners to become better committed to family, school, society and national issues and hence to nature and humanity. Moreover, the advisory program encourages learners to communicate and develop their expression, discussion and debating skills.

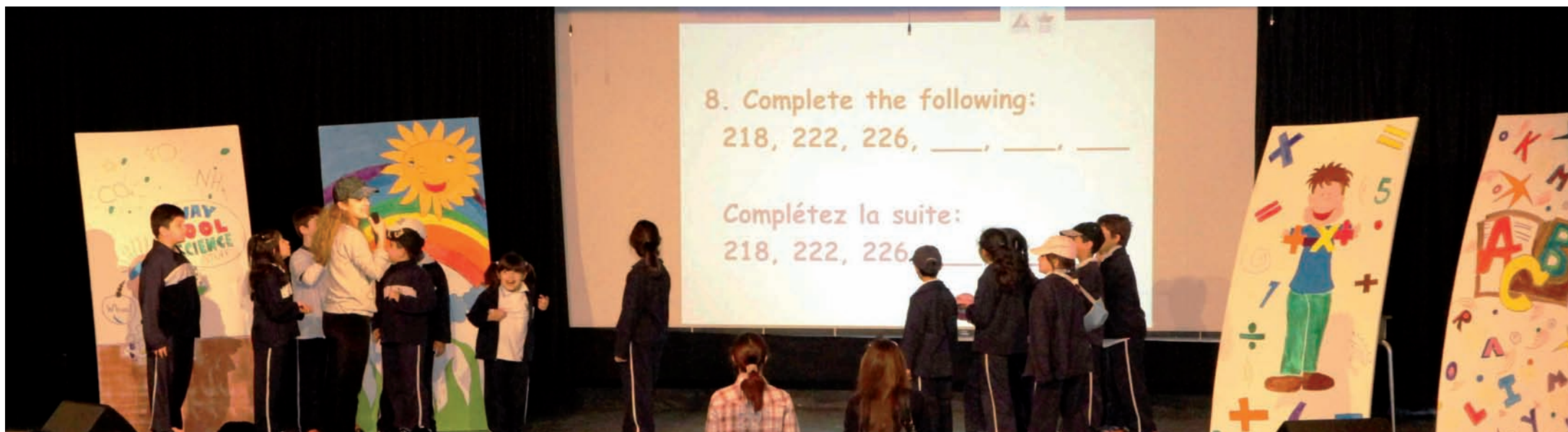
The advisory program starts at this level and continues throughout all academic levels. Thus, it addresses every group according to age distinctiveness. It also helps creating a relaxed atmosphere in class, and increases homogeneity within the group.

Integrated Activity Day:

At this level, learners spend few activity days where they compete individually and in teams. The learners enjoy a fun and competitive spirit while they participate in different educational, academic and physical activities. They also experience and apply the different acquired Cross Curricular Competencies.

Arabic Language Week:

Believing in the value and status of the Arabic Language, and pursuing our learners to excel in it, the Arabic Language Week has become an annual tradition at our schools. During that week, learners choose to participate in interactive activities that ground the acquisition process of that language, and highlight their competency level through an educative, fun and enthusiastic method.





The Elementary Division - Cycle Two

The second cycle of the Elementary Division (Upper Elementary) consists of Grades 4, 5, and 6 for learners between 9 and 11 years old. Learners in this cycle cover 8 sessions and 2 recesses every day. The most remarkable feature in this cycle is the learners' desire for knowledge. They continuously seek knowledge; ask for reasons, causes behind effects, and interrelated concepts. They wonder about relationships and about their own place in the world. They also begin to experience a higher sense of independency.

We strongly oversee and cater for the learners' inquisitiveness at this level, in order to advance the social and relation skills that they have already acquired. Consequently, learners start building stronger social relations with their peers and teachers and become more capable of taking responsibility for their actions. They develop preliminary critical thinking skills as well as an ability to express simple abstract ideas. Moreover, they become more conscious of values which they practice while they interact with others and make choices in order to become ready to undergo bigger challenges.

Some of the educational programs and activities that support the development of the learners in this cycle and help them achieve their goals through an integrated system are:

Diplôme d'Études en Langue Française:

Given the importance of languages for proper communication with different communities and identification of diverse cultures, and as the French Language still has an important role in the contemporary history of our country, our schools, which teach the English language as the medium, prepare our learners for the D.E.L.F. which is supervised by the French Ministry of Education through its cultural centers that are established all over the world.

The Science Fair:

In order to connect scientific knowledge with practice, the Science Fair is considered as a special annual opportunity for learners to devise and perform scientific plans that are connected to their reality and environment. Learners apply their plans by practicing scientific thinking; observing, comparing, connecting and inferring through a cooperative and competitive approach.





The Intermediate Division

This division consists of Grades 7, 8 and 9 for learners between 12 and 15 years old. Their day divides into 8 teaching sessions and 2 recesses. During those years, we follow up on our learners' transformation from childhood to the first years of maturity. Learners grow physically and emotionally and develop quickly. They become better aware of their personality traits. They also become more in need of physical activity and mental challenges where their planning skills, academic performance and critical thinking competencies continue to grow gradually. This learning phase ends with the "Brevet" official exams.

Youth Talk:

Based on the principle of interactive education that is rooted in our convictions, the Youth Talk Program aims to engage our learners in discourse sessions where they get the chance to share their queries, as well as, develop their critical thinking skills. No matter how controversial the topic is, the discussion stays educative, objective and autonomous, where its limit is the learners' sense of responsibility.



The Secondary Division

The Secondary Division consists of grades 10, 11 and 12 for learners between 15 and 17 years old comprising all fields of study. The day is divided into 8 teaching sessions and 2 recesses. Learners at this stage in their lives are better able to comprehend abstract ideas and dwell upon values and concepts. They also possess the basics of planning and organization profoundly and precisely and are intense about general concepts and issues. This stage level is also distinguished with its independency, risk taking and challenge.

At this level, our learners pass through a set of academic and non-academic experiences which prepare them to realize themselves and succeed in real life. It also trains them to pass the Baccalaureate II official Exams in all its sections and equips them to start the undergraduate studies where they get easily accepted in the most reputable universities in town. Those experiences, which cover a variety of extensive field research and in-depth studies, embody the dimension of application through :

Youth Stewardship Program:

In this program, our youth gets trained to enrich their civic engagement, citizenship, and social and humanitarian commitment spirits. They also develop self-dignity. Practically, this program invites our secondary learners to devote an assigned number of free hours for community service in social and humanitarian organizations. Consequently, they learn more about, and interact with God's creation in the real world around them.

Cultural Program:

This program supports the academic curriculum of cultural competencies and social skills. Through weekly sessions, mentored by facilitators from the educational body, our secondary learners discuss inter-connected topics related

to the general Theme of the Year and present it to their classmates in creative productions. Some of the educational goals of this program are: developing critical thinking, as well as, applying the art of communication, in addition to enriching their self-confidence, self-discipline and respect to each other.

Rather than providing answers, the Cultural Program opens new horizons of thought and research, thus helping learners realize concepts from different perspectives of cultural, social, moral and spiritual dimensions.

Career Guidance Program:

The Career Guidance Program meets the rising need for thorough professional guidance. Since learners in the Secondary Division go through major decision-making concerning their future career, this program helps learners relate their aptitudes and capabilities to their interests, character traits and aspirations. It also familiarizes them with major fields of study in universities in Lebanon, as well as types of tasks and responsibilities required in various jobs from practitioners in the field.

Moreover, our schools are committed to the construction of human personalities who are believers in God and are able to discover God's Image in all its surroundings. Hence, we encourage our learners to deepen their beliefs in God, according to their own religion, where our Christian learners are required to follow-up on classes for religious education within the school schedule or outside of it. Surrounded by an open and well-managed atmosphere, learners find out more about each other, what contributes to the emergence of a real bond between everyone, based on respect and love resulting from accepting the others the way they are.



Academic and Educational Support Departments and Activities

The Interactive Education Network (IEN)

Since we believe that teaching is an integrated process based on proficiencies that permit learners to experience their abilities and skills in real life, the non-academic activities and programs, which are supervised by the IEN Department, are considered vital to our academic and educational learning process. This department aims to fulfill the school's mission and general goals through connecting concepts with the real world.

Consequently, this helps the learners to discover and advance their various skills and talents. Moreover, it encourages them to belong to their surroundings and environment, as well as develop the sense of group and commitment to the Earth matters. Some of these programs are :

Libraries and Reading Programs:

The Libraries in our schools are dedicated to support the academic, educational and social goals, by providing the learners with books and scientific and cultural journals that are necessary to enrich the curriculum. It also provides a broad electronic search engine to support their research. The libraries also plan Reading Programs that foster the sense of personal enlightenment and critical thinking in learners and encourage them to adopt reading and its benefit and leisure through planning book signature sessions for famous writers, as well as story writing competitions and other similar activities.





Awareness Campaigns:

Our schools run Awareness Campaigns in order to enlighten the learners about different issues that face them, whether they are social, cultural, environmental, health or behavioral. This happens through active participation in the campaigns' activities where learners develop their creative, leadership and initiative spirits and enhance team work. Through all these campaigns we aim to help learners acknowledge their impact and vital influence on the world around them in order to protect and improve it as well as get trained to make the right decisions.

Environmental Program:

The Environmental Program equips learners to discover and experience the natural environment, as well as build a close and positive relationship with it. For instance, the agricultural program develops the learners' familiarity with their environment and the plants and animals it conveys. It also acquaints learners with the components and resources of the environment. As a matter of fact, the agricultural sessions integrate with the science lessons and are part of the curriculum. Moreover, each of our schools has an agricultural area with a selection of plants and animals, as well as the necessary tools to the implementation of environmental activities. Some of these activities are reusing and cultivating seasonal plants, as well as sericulture and other similar activities.



Clubs:

In order to broaden the learners' arts, sports, general knowledge and other creative horizons, our schools assign to all learners and within the school schedule, in addition to the arts and physical education regular teaching sessions, a weekly session for non-academic activities. These sessions are supervised and mentored by professional trainers where learners choose activities according to their age level and creative orientation.

Some of the offered activities are: Physical Education clubs such as basketball, ping pong, football, tai-boo, and chess; Literary clubs such as the art of diction, languages such as Spanish, the art of story telling and story writing as well as the book club; Art clubs such as crafts, bead ornamentation, wood carving, mosaic, puppet making, theater; theater make-up, the music team, 'dabkeh', and ballet; as well as environmental and health clubs such as reusing, and cooking.



Outings and Public Visits:

The academic outings that are parallel to the academic curriculum provide practical experience to what is discussed in class. Recreational activities take place twice per year and provide leisure and educative opportunities. They are always planned in line with our school spirit and values with a very high level of safety. In order to help activate the social-humane dimension, learners visit orphanages, elderly homes and centers for the disabled where they get the opportunity to connect with the less fortunate and provide them moral and material support. Learners sponsor these activities through small projects which they volunteer to undertake within the school premises.

Moreover, the department is responsible for photography and video coverage, as well as editing and archiving of the Schools' activities and events. It also manages a valuable AV and Multimedia resource center which contains educational, as well as entertainment material.



Department of Assessment, Testing and Measurement (DATM)

The Department of Assessment, Testing and Measurement plays a positive role to our learners' educational journey. Its goal is to develop the quality of the educational work, as well as, aid the educational message on three axes:

- Assessing the academic programs according to clear criteria and tools that research and result analysis is based upon. Then, the results are discussed with the related divisions and departments in order to set clear and appropriate action plans.
- Measuring and assessing specific areas of learners' performance in order to suggest and set practical steps before evaluation takes place. Hence positive performance by learners is reflected when reading and correcting the results.
- Exploring different educational areas which require conducting researches on the quality and quantity of teaching and learning. Hence, it helps develop the academic and educational process in general.

The above objectives are accomplished through thorough coordination with all divisions and departments, in order to achieve the General Objectives and realize the mission of our schools.

Special Education Department (SED)

The Special Education Department works to provide equality learning for all and achieve the concepts of the inclusive school. Hence, the SED is concerned with learners having learning difficulties. It helps them through giving extra sessions inside the classroom or through small homogenous groups. It also provides individualized supporting sessions whenever necessary, as well as the adequate modification of the curriculum and the assessment tools.



As for learners with special needs, such as those with speech delay, language difficulties, and psycho-motor deficiencies, a group of multi-disciplinary educators and therapists looks after their needs. They work to provide a suitable educational atmosphere within a normal classroom setting, which helps learners develop their abilities to grasp knowledge and improve their social inclusion, until they reach the best level of independency and self satisfaction.

On the other hand, and based on class capacity, our schools welcome learners with physical disabilities where they provide for them whatever is necessary of a school setting so that they won't encounter an obstacle that might stop them from continuing their education within normal classes.

Office of Guidance and Counseling (OGC)

The educational psychology in our institutions approaches the learner as a whole, that is, his existence and his interaction with his family and surrounding environment. When the affecting factors of his intellectual, psychological and behavioral development overlap, the educational psychologists invest their expertise and intervene by following-up on learners on a one to one basis or in group settings. They guide and advise them, their teachers and parents, whenever necessary, which provides for the learner the best components for his development in a safe, healthy and supportive environment.



Administrative Support Departments

Admission and Registration

The department of Admission and Registration welcomes families who complete and submit application forms for their children. It provides families with the guidance and information they require, and aids the registration procedure. Hence, it offers the best educational and academic integration for new applicants with the cooperation of the concerned Heads of Divisions.

Alternatively, since our schools, are church institutions, affiliated to the Orthodox Archdiocese of Beirut, they pursue a financial policy that lies on maintaining the educational level and its continuous development on one hand, and nonprofit gain on the other hand. Therefore, our schools allow scheduling the installment of the tuition fees, either through deferred payment programs or by offering financial assistance in required cases. It must be noted here that the school aid, in whatever form or size, is to be eligible based on a learner's academic and behavioral performance and the presence of the need for this kind of support.

Health Care and School Prevention

Our school has its own health clinic which looks after our learners' health in a constant and organized method. A group of specialized physicians and nurses provide continuous supervision on learners' health in collaboration with parents, teachers and the school administration. Besides keeping a medical record for each learner, according to scientific norms, the clinic provides essential medical care when needed. It performs the regular annual check-up for all learners, reviews their vaccination status, deals with medical emergencies and specific health problems, and promotes healthy precautions and behaviors.

Additionally, all learners are covered by an insurance policy valid for any indoor

or outdoor scholastic activity. Moreover, teachers assume recess duties in order to look after the learners' safety in the playgrounds and during scholastic activities.

Human Resources and Professional Growth

One of the main schools' policies is to recruit qualified educators, teachers and staff, among candidates who have completed their university degrees. Being aware of the value that employees provide, we make available an adequate environment to maintain a high quality of achievement, creating a positive working atmosphere which fosters equity and equal opportunities, and maintains high standards of professionalism and ethics. In this perspective, the school designs and implements strategies and programs assuring, not only the efficiency of its qualified teachers and staff, but also fostering their professional and personal growth. These projects aim to reinforce the performance of teachers and other staff, and to stimulate professional and personal growth. Hence, members of our educational body continue to meet the demands of their profession and even anticipate those that may arise.

Among those plans is the Mentoring Program where newly recruited teachers are assigned mentors who assist, guide and coach them during their first year. Another is the Performance-based Career Development plan created to secure the continuity and stability of skilled staff by helping them develop their potentials and grow in their profession. Thus continuous training and financial support program established by the School based on clear developmental objectives facilitate and encourage higher education and promotion opportunities to meet the Schools' Education Objectives.



Communication

The Communication Unit is concerned with preserving, developing and maintaining the school's corporate identity, as well as enhancing public awareness, in a way to suit the schools' positioning on one hand, and educational philosophy on the other.

In terms of publications, our schools issue a number of them to ensure effective communication among the various components of school community and its wider audience. Some of these publications are; the School Agenda, Quarterly Bulletin, The Annual Book and the website (www.educalys.edu.lb). All our publications, along with other special functions, reflect our schools' spiritual values and contribute to the circulation and activation of the theme of the year.



Information Technology

The Information Technology Department in our schools plays a central role vital to both, the academic process and the supportive administrative climate. It synchronizes the information networking and maintains and organizes the communication. It also saves the databases, whether academic or administrative, educational or logistical, and develops specific applications to each department, catering to their developmental needs on the level of teaching technologies or organizational status, thus contributing in the schools' educational mission.

School Transportation

The school's fleet of minibuses offers transportation services for interested learners within Greater Beirut area and its suburbs. The buses are equipped with GPS to enable administration and parents to track the path of their children to and from school.

Bus drivers are trained to serve the educational assets and they are subject to operational and behavioral monitoring on a regular basis. Moreover, an observer accompanies the learners on their journeys, and ensures the implementation of the school transport system.