

Shared Expectations

Parent information
Presentation:
September
2025



Celebrate the Start of the Year!



Purpose of the agreement NEL

- NOT rules for the sake of rules!
- Partnership so that your children can flourish
The values of the school
- Diverse community with different views.
- You can hold us to account
- Make sure any problems are dealt with in a positive manner



We want you to be involved as much as possible

We want you to be as involved in your child's education as possible

- Sends the message to them that you value their school work
- You are informed about what is going on & can build on it
- They are desperate to impress you! So, it motivates students of all ages
- We know each other. Means community



Building a Strong Community Together



Why have we developed this agreement?

Partnership for Your Child's Flourishing - We believe that when school and families work side by side, every child can thrive—academically, socially, and emotionally.

Living Our Values Together - Our school values guide the way we learn, play, and make decisions. By embracing them at home and at school, we create a consistent, nurturing environment for every child.

Celebrating a Diverse Community - Our families bring many cultures, perspectives, and experiences. This richness strengthens us and helps our children learn to value different viewpoints.

Mutual Trust and Accountability - Partnership means open dialogue. We welcome your questions and feedback, and we invite you to hold us to the high standards we set for ourselves.

Positive Problem-Solving - When concerns arise, we work together—constructively and respectfully—to find solutions that support every child's wellbeing and growth.



Our Vision and Mission

Vision

Charter International School strives to provide high quality education to enable all students to achieve their full potential.

Mission

Charter International School provides an international education in a safe, nurturing environment. The school develops students holistically, to become independent, active, self-motivated learners. Our students will become **responsible citizens** who are **internationally minded, critical thinkers, effective communicators** and **academically successful**



Schoolwide Learners Outcomes

We aim for our students to be:



Academically Successful

So that they:

- develop their full potential in all aspects of school life
- are enthusiastic, inquisitive and independent learners
- develop resilience and adaptability to be successful in their learning
- graduate with internationally recognized qualifications which enable them to attend universities around the world

Critical Thinkers

Who can:

- actively question and reflect on their own understanding
- think beyond the obvious
- evaluate the reliability of information
- use a variety of strategies to solve problems and make informed decisions



Responsible Citizens

Who can:

- look after their physical, mental and social well-being
- act with integrity, honesty and compassion
- make positive contributions to their communities and environment
- manage their time to ensure that they have a balanced and purposeful life



Effective Communicators

Who can:

- communicate clearly and confidently in more than one language
- share ideas in a variety of different ways
- collaborate effectively whilst respecting different points of view



Internationally Minded

So that they are citizens of the world who:

- accept and embrace diversity
- understand the complexity of local and global issues
- take an active interest in world events and ways in which they can make a positive contribution

Quiz

Collaborate effectively whilst respecting different points of view.

Academically
Successful

Responsible
Citizens

Effective
Communicators

Critical Thinkers

Internationally
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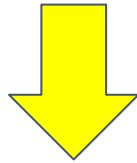
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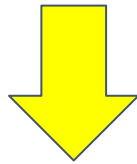
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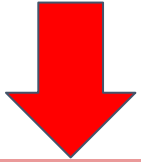
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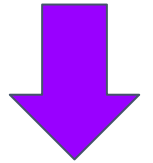
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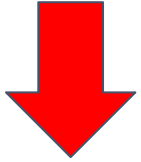
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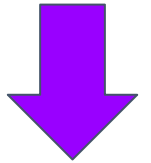
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Think beyond the obvious.

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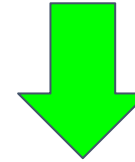
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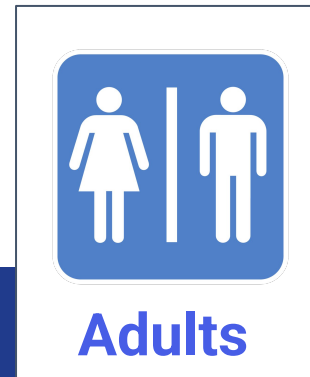
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Keeping Everyone Safe on Campus

- Scan the QR Code
- Importance of wearing ID
- Easy identification for adults and students
- Adult bathrooms
- Report any concerns immediately



Balanced Phone Use: What that means in school



Primary - No Phone or Smartwatch
Contact the Front office and/or your child's class teacher

Secondary - May bring them to school for communication, but should be in bags or lockers and not visible.

Devices are for use in lessons and the library for study only. Monitored by a member of staff.

Modelling Balanced Phone Use



Photography and Social Media



1. Pause Before You Post *Would my child be happy with this photo online now—and in five years? If you're unsure, keep it private.*

2. Respect Other Children's Privacy Only share images of your own child. Avoid group shots where other students can be identified unless you have every parent's consent.

3. Use Private Sharing Options Create a private album, closed family group, or cloud link instead of posting on public social media.

4. Model Digital Responsibility Talk to your child about why you think before you post. Showing care for their privacy teaches them to protect their own.



Parent Line Groups



If used respectfully - these are a wonderful source of connection and belonging

Group or Partner Challenge:

Read the scenarios and sort into

- Responsible (Good use)
- Unhelpful (Poor use)

Responsible Versus Unhelpful



“Does anyone know if the students can bring money to their trip tomorrow?”

“My daughter was pushed today—does anyone know if it was Tan Tan from class 4T?”

“Can anyone recommend a good piano tutor for my son?”

“Hosting a birthday party for all the boys plus Jen and Prim in 4B!”

“Noticing lots of mosquitoes by the playground—anyone else? We could raise it with the school.”

“Thank you to everyone who helped organise the bake sale—such a fun afternoon!”

“The new homework policy is ridiculous—don’t you think the teacher is unorganised?”

“I heard the school might be changing the Year 3 teacher next term—is that true?”



Responsible Use of Line Groups



Practical Reminder “Does anyone know if the students can bring money to their trip tomorrow?” **Why it’s good:** Neutral, helpful, and relevant to all parents.

Recommendation Request “Can anyone recommend a good piano tutor for my son?”
Why it’s good: Personal but appropriate; no one else’s privacy is affected.

General Health or Safety Concern “Noticing lots of mosquitoes by the playground—anyone else? We could raise it with the school.” **Why it’s good:** Focuses on a shared issue and invites constructive action.

Sharing Positive News “Thank you to everyone who helped organise the bake sale—such a fun afternoon!” **Why it’s good:** Builds community spirit and stays positive.





Unhelpful Use of Line Groups

Selective Invitations “Hosting a birthday party for all the boys plus Jen and Prim in 4B!”

Why it’s unhelpful: Publicly excludes children and can cause hurt feelings.

Naming Children in Incidents “My daughter was pushed today—does anyone know if it was Tan Tan from class 4T?”

Why it’s unhelpful: Breaches another child’s privacy and should be handled directly with the school.

Criticising Staff or Policies “The new homework policy is ridiculous—don’t you think the teacher is unorganised?”

Why it’s unhelpful: Spreads negativity instead of using proper school channels.

Sharing Rumours “I heard the school might be changing the Year 3 teacher next term—is that true?”

Why it’s unhelpful: Fuels speculation and anxiety.



Monitoring Student Line Groups

Navigating the online social space is often much more complicated than the real world - it is common to make mistakes.

It is our responsibility as a partnership between school and parents to help them navigate this.



Where it all starts: The Group Chat

In school years 5-8 our students get more freedom and more opportunities to socialise.

This is a normal part of their social development.

They also have more opportunities to make mistakes and it is important to remember:

Social media is not the same as face to face...



FACE TO FACE

Words
Tone - the voice
Facial expression
Body language
Eye contact
Instant feedback



ONLINE

Words



This means the warnings and the consequence for the mistake comes much later on a group chat...



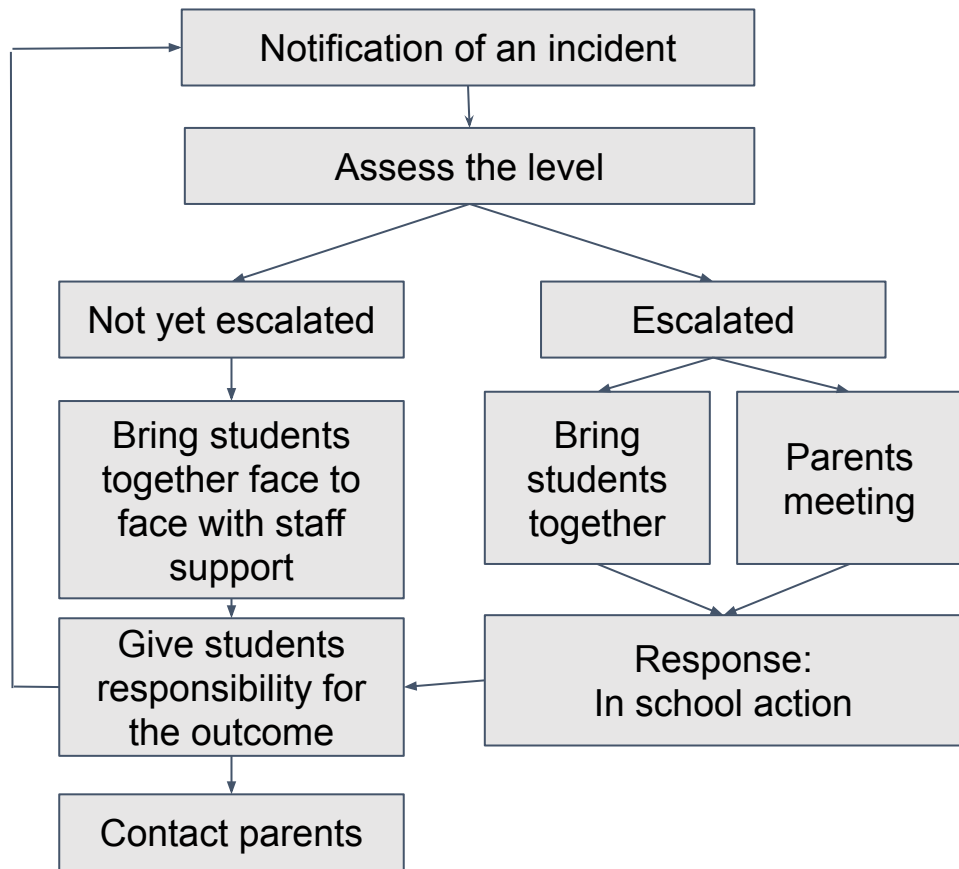
What we do in school

It is important to remember that incidents on toxic group chats **regularly end in a positive outcome** as well as negative.

Unfortunately online is a difficult place for the school to police as we would now be **extending our reach into our students' and families' personal lives.**

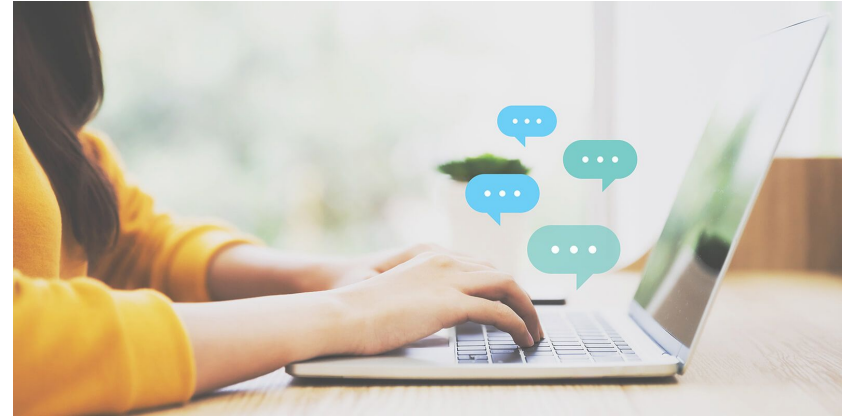
Our approach is to 'coach' students through a **very difficult social space.**

Students generally respond well to being responsible for the outcome.



What can happen at home

- Have time without devices
- Be open about online chats
- **Assume mistakes rather than monsters**
- Communicate with school early



Confidentiality



Personal data is handled only in line with the Thailand Personal Data Protection Act (PDPA)

We can only share information about a child with their parents or designated guardian

We may have to share information with official authorities to protect a child or ensure their well being

Contact Details



We must have accurate contact details.

If you will be out of town overnight, you must let us know who is responsible for your child.

We also need your permission to contact them in an emergency.



Attendance & Punctuality

Continuous Learning:

Lessons build on prior knowledge.

Missing or arriving late interrupts this sequence, making it harder to grasp new concepts and keep up with peers.

Academically
Successful

Positive Habits:

Reliability and time management foster self-discipline and responsibility—skills essential for academic success and future work life.

Responsible
Citizens

Stronger Relationships:

Regular presence strengthens connections with teachers and classmates, supporting social development and a sense of belonging that motivates learning.

Academically
Successful



Punctuality



Late to School - A student is late if they: arrive at school after the official school start time (7:55 AM) and/or arrive at the form room after 8:00 AM.

Lateness to lessons - students should arrive for lesson start on the bell.





5 minutes late to a lesson

4 lessons in a week

= 20 minutes a week

39 weeks in a year

20 minutes x 39 = **780 minutes**

780/50 minutes = **15.6 lessons** in a year

Almost 4 weeks of lessons per subject!



Illness



If your child is ill, then please keep them at home

If they need medication to keep symptoms at bay, then please do not send them to school

If they require prescribed medication during the school day, then this must be given to the nurse, in its original packaging with clear instructions on it.

There is a form to be completed - allergies



Physical Punishment

In Thailand, physical punishment of children is **illegal**.

There is a mountain of evidence that it has a negative impact on both behaviour and well being.

We will always work with families to use other proportionate and non-physical forms of discipline.



Positive Behaviour Strategies

Clear, Consistent Expectations



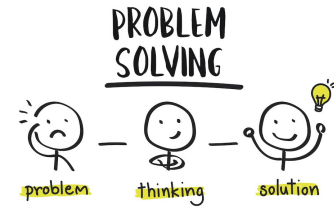
Structured Routines & Predictable Transitions



Modelling Calm and Respect



Collaborative Problem-Solving



Positive Reinforcement
& Specific Praise



Positive Behaviour Management

1. Clear, Consistent Expectations

- **Why it works:** Children feel secure when they know exactly what is expected.
- **How to do it:**
 - Set a small number of simple house rules (e.g., "Use kind words," "Tidy toys before dinner").
 - Explain the reason behind each rule.
Revisit the rules calmly and consistently.

2. Positive Reinforcement & Specific Praise

- **Why it works:** Reinforcing desired behaviour increases the likelihood it will be repeated.
- **How to do it:**
 - Catch your child being good and describe the behaviour: "I noticed you shared your crayons without me asking—great teamwork!"
 - Use a reward system only when needed (stickers, extra story time), and fade it gradually so intrinsic motivation develops.

3. Modelling Calm and Respect

- **Why it works:** Children mirror adult behaviour.
- **How to do it:**
 - Show self-control during stressful moments: speak slowly, keep your voice level.
 - Demonstrate respectful disagreement so they learn how to manage conflict.

4. Collaborative Problem-Solving

- **Why it works:** Involving children builds responsibility and empathy.
- **How to do it:**
 - When issues arise, sit together to identify the problem and brainstorm solutions ("What could we do differently next time?").
 - Agree on a plan and revisit it later to check progress.

5. Structured Routines & Predictable Transitions

- **Why it works:** Regular rhythms reduce anxiety and prevent power struggles.
- **How to do it:**
 - Establish consistent times for meals, homework, bedtime, and screen use.
 - Give advance notice before transitions: "In five minutes we'll start getting ready for bed."



Raising Concerns

Please contact your child's Class/Homeroom teacher. They are the person best placed to deal with a problem or to seek information

We ask that you do not contact another child's family.
So that concerns can be handled respectfully, confidentially, and with the best interests of all children in mind.



In summary...

We all want a respectful, positive and supportive culture.

- *Treat all members of the school community — students, staff, and parents — with **kindness, respect, and consideration.***
- *Show **compassion and empathy** by understanding others' perspectives and needs.*
- *Engage politely and respectfully with everyone, **embracing Charter's diverse identities, perspectives, and backgrounds.***
- *Demonstrate **appreciation** by saying thank you, returning a Wai, or warmly acknowledging others.*



Building a Strong Community Together

How do you want to be more involved?

What do you want to learn more about?

What questions do you have about the school?



Questions and Comments



Building a Strong Community Together

1. What does 'Building a Strong Community Together' mean to you?
2. Why is it important for our children, families, and staff?
3. Think of one or two practical ways parents and school can help achieve it.
4. What happens if we don't build our community together?

