Declaration of principles and Mission

The Andorran High School is a public, plural and secular school belonging to the Andorran Educational System that covers post-compulsory education from 16 to 19 years old. Its educational activity is based on the principles of equity, respect for human rights, the values and culture of a democratic citizenship, gender equality, inclusive education and an education in diversity, multilingualism, interculturalism, sustainable development and the rights and principles proclaimed by the Convention on the Rights of the Child, approved by the General Assembly of the United Nations on November 20, 1989 and in force in the Principality of Andorra since the 1st of February of 1996.

The Andorran High School’s mission is to give all young people a quality training that allows them to integrate into the Andorran society, and by extension, to the international community as free, responsible and citizens, as qualified professionals, able to contribute to create a better world, respecting interculturalism and mutual understanding.

Philosophy and Educational Vision

The Andorran High School aims at developing the student’s skills in languages, culture, physical activity, professional orientation, in the ability to learn how to learn, social skills and citizen participation, in cooperative work, personal development as well as skills related to scientific thinking and to the use of information and communication technologies and, therefore, at providing the student with the necessary tools to grow in an increasingly complex, changing and global society.

The profile of the high school student is defined through the development of a set of general competences that describe the abilities, knowledge, values and attitudes that the student must have acquired at the end of the high school at the Andorran School. These general competencies arise from a social consensus and constitute the profile considered ideal in order to successfully face the challenges that young people will have to face in life. These competences which aim at the comprehensive training of the person seek that the student becomes:

- **Cultured**, that is, with curiosity and polyhedral knowledge in humanistic, social and techno scientific scopes; and with rich artistic sensitivity, with pleasure for reading, for the arts and for nature.

- **Effective communicator**, with special attention to correction and in expressing themselves elegantly, both in oral and written, audio-visual or digital communication, always with full respect for the ethical values of communication in all areas.

- **Multilingual**, with high command of Catalan, Spanish and French - practiced in a spirit of full coexistence with one another - and an Independent English User.

- **Critical thinker**, with capacity for the processual and contextual analysis of problems and situations, always based on open and revisable interpretative and evaluative criteria; and with a willingness to overcome their own prejudices, through dialogue, listening and the construction of logical and ethical arguments; with the critical ability to use technologies while being aware of their instrumental value.

- **Creative thinker**, capable of generating new ideas and constructive actions, of looking at situations or questions from a fresh perspective and bringing unorthodox solutions, of being flexible and of making unique elaborations.
Open-minded, that is, able to truly recognize and respect the plurality and diversity of ways of thinking in all the aspects - religious, ethical, ideological, political, etc. - and of practicing an intercultural attitude; showing both flexibility to adapt the different learnings to the complexity of life and to a society in constant change.

Democrat, willing as a citizen to participate in public affairs, acting as a convinced advocate of dialogue, deliberation and consensus, respectful of minorities and all forms of thinking but not submitting to any authoritarian attitude and committed to the value of rights, duties and freedoms and getting actively involved in a peaceful and solidarity coexistence.

Free, thanks to an individual thinking and autonomous exercise of deeply integrated ethical values, which are the result of personal reflection, plural dialogue and active commitment; acting with courage in the face of uncertainties and risks.

Responsible, aware that human acts have consequences on oneself, on society and on nature and aware of the impacts that personal actions have on the local and global environment. Also, aware that personal actions in the digital world leave footprints and have consequences in defining one’s own digital identity as well as in terms of cybersecurity.

Cooperative, which progressively integrates the opening and development of oneself in commitment with others, involved in shared goals as the best means of personal achievement and democratic fulfilment.

Balanced, who seeks physical, mental and emotional wellbeing, having control of oneself, of one’s impulses and instincts, and reacts in a reflective and proportionate way to each situation. This feature implies managing one’s own talents, motivations and limitations in a realistic way and acting with confidence and security.

Assertive, capable of defending personal positions firmly and respectfully to those who disagree.

Respectful, with empathy, tolerance and solidarity towards everybody.

Entrepreneurial, proactive, with initiative and creator of personal, social or business projects. With an innovative and resilient attitude, able to see the full range of possibilities offered by the future in order to lead their own lives.

Inclusive education and attention to diversity

The Andorran High School guarantees the principle of non-discrimination and non-segregation of students. It welcomes students who may find barriers to learning and participation and identifies their needs in order to plan an educational response.

Reasonable adjustments are applied by means of specific measures aimed at eliminating or reducing the negative effects of a poorly adapted or hostile environment that does not facilitate the full participation and development of students. These adjustments can be material, organizational or pedagogical.

The design of the educational practice takes into account the diversity of students, that is, the diversity of levels of knowledge, skills, abilities, motivations and interests, strengths and weaknesses, and ways of dealing with learning.
**Linguistic approach**

The Andorran High School has as its goal to develop the multilingual and multicultural competence of the students, which is necessary in a globalized context, and to facilitate the ability to access superior studies in different linguistic and cultural surroundings that allow them to develop socially and professionally.

The school encourages students to develop an open mind, respect and curiosity towards different cultures, especially towards cultures present both in the school and in Andorra. With this objective in mind, language learning is organized around proper language courses (Catalan, Spanish, French, English) and the teaching of different subjects in Catalan, Spanish and French.

In order to carry out the linguistic approach, the Andorran High School takes into account the international theoretical referents in relation to language teaching and learning, and the challenges of the knowledge era of the 21st century, and integrates them into the definition of its programs and in educational practice. In order to respond to these challenges, a pluralistic approach is used as a model for the learning of languages and cultures.

This approach encompasses all the didactic approaches that consider the use of different languages or cultures, or at least more than one, simultaneously throughout the teaching and learning process. In this sense, this approach moves away from a compartmentalised conception of the way in which the individual develops their linguistic and cultural competences to a holistic one.

The Andorran High School also takes as a model a communicative approach to language teaching and learning based on action, which aims to foster the communicative ability of the student. The implicit practical perspective in the communicative approach focuses on learning to act and acting to learn in the use of the language. That is, it is based on the idea that a language is learned in action, mainly, listening to it and speaking it.