



AIGLON

Switzerland

Our Guiding Principles





Foreword

Aiglon College came into being in 1949 as the living manifestation of John Corlette's pioneering educational vision. As Founder of the school and its Head Master for 23 years he established a set of values and educational priorities which remain at the very core of Aiglon's identity.

These guiding principles were articulated in the first decades of the school's existence through a variety of statements expressed by the Founder. Since his death in 1977, succeeding generations of teachers and school leaders have sought to sustain the spirit, purpose and focus of John Corlette's vision; the school's growth, evolution and rapidly earned world-wide reputation bear witness to the timeless values of his vision and to the passion of those who have nurtured it and built upon it.

This booklet is the fruit of a consultative process to re-articulate the school's guiding principles in ways that make them memorable and more directly relevant to our students. They are drawn from detailed research into all the guiding statements, formal and informal, that have been published over the school's 60 year history, with input from staff, students, alumni, parents and governors.

We have a responsibility to ensure that the school's founding values and priorities continue to provide a strong and coherent foundation for the school. We must not see this as an obligation to resist change and evolution; indeed we have a duty to ensure that an Aiglon education remains relevant and appropriate for the young men and women of today, preparing them for a world in constant mutation.

I hope that all members of the Aiglon family will recognise the essence of their school in these guiding principles, and that they will be able not only to memorise, but to internalise and enact the challenges and responsibilities that they articulate.

Richard McDonald
Head Master

Founder, John Corlette





The aim of Aiglon College
is the balanced development
of **mind**, **body** and **spirit**
through:

- Challenge
- Respect
- Responsibility
- Diversity
- Service.



The development of the **mind** focuses on the intellect and the capacity to think, learn and reflect powerfully and purposefully.



Aiglon seeks to **challenge** its students intellectually and academically, encouraging them to be inquisitive and motivated learners, able to reach an ever-growing understanding of the world around them through rigorous and critical thinking and the acquisition of a strong body of knowledge.

This process encourages **respect** for a range of ideas and opinions, acknowledging that learning requires a need for open-mindedness, humility and an interest in multiple perspectives. A respectful mind focuses not just on the self, but on others and the priorities of the world around us.

The world of the intellect and ideas requires recognition that we all carry **responsibility**. A well developed mind will reflect on issues of morality and rightful action, and accept that we must assume the consequences of our attitudes and actions. These responsibilities are to ourselves, to others and to our environment.

A well-developed mind can engage with the world in a **diversity** of ways. Alongside knowledge and reasoning it shows creativity, aesthetic awareness, judgement, freedom from prejudice and true breadth of interest.

A generous mind recognises the importance of **service** to others as an essential part of creating a harmonious and healthy society.



The development of the **body** focuses on physical fitness and the maintaining of an active and healthy lifestyle.



Aiglon education provides physical **challenge** to build strength, resilience and fitness as well as to build confidence and a sense of achievement as the rewards for physical effort.

This process builds **respect**, both for oneself and for others who undertake physical challenges. Respect for one's body includes good living habits such as healthy diet, exercise, rest, personal cleanliness and tidiness.

Respect for one's body requires making choices that reflect **responsibility** and the avoidance of habits that diminish fitness and physical aptitude.

The development of the body can take a **diversity** of forms. In addition to personal exercise regimes, physical development is promoted through team and individual sports, expeditions and performance. Furthermore, dexterity, co-ordination, sensitivity and awareness can be developed through a wide range of skills that include all the creative and performing arts.

A fit and able body means that physical effort can be applied in the **service** of others.



The development of the **spirit** focuses on the essence of ourselves and the exploration of faith, service and purpose in life.



Developing the spirit represents a **challenge** to move beyond the intellectual and physical and to reflect on the deeper questions of existence. These questions may find answers through personal faith and through the teachings of Christ and other great teachers. This challenge also invites us to be “explorers” and to take risks. The concept of spirit embraces character, the emotions and the capacity to engage fully and confidently with the world in many contexts.

The developed spirit demonstrates **respect** for the feelings of others and a recognition that relationships are built on an understanding and acceptance of a common humanity that transcends divisions of wealth, culture, religion and ethnic identity.

By developing the spirit, a system of personal and collective values can be established which defines the individual and collective **responsibility** of the individual. This in turn shapes social awareness and the qualities of purpose, initiative and integrity that characterise effective leadership.

The spirit can be nurtured in a number of ways, through action or stillness, the spoken word or silent reflection. In addition our lives are enriched by the **diversity** of cultural approaches to the deeper questions about ourselves and our world.

The practical expression of the spirit – through generosity, humility, selflessness and compassion – is **service** to others, realised in many forms.





Aiglon College pursues its aim through a series of objectives related to **learning** and **community**.

Learning Objectives

Aiglon College...

strives for excellence in learning and academic achievement by

- providing a rigorous, stimulating and disciplined teaching environment
- promoting lifelong intellectual curiosity and critical thinking skills
- designing a balanced curriculum that takes account of the school's culture diversity and the aptitude of its students
- challenging students to perform to their full potential.

makes good use of its inspiring Alpine environment to promote a range of skills and to develop personal qualities.

equips students to make responsible choices in

- personal and community relationships
- concern for the global environment
- service and citizenship.

nurtures a range of life and leadership skills including

- a clear set of moral values
- respect for a spiritual dimension to life
- a habit of reflection and an appreciation of beauty
- a capacity for teamwork and action
- a recognition of the value of a healthy lifestyle balancing physical and mental wellbeing
- self-discipline and efficient time-management
- self-reliance
- self-motivation and initiative
- self-knowledge.

Community Objectives

Aiglon College seeks to be a welcoming home, providing

- a safe and caring environment
- a comprehensive range of counselling and pastoral services
- an attractive campus offering optimal conditions for healthy living and learning.

Aiglon College

- pursues a culture of improvement in all areas, underpinned by regular assessment and evaluation
- is committed to responsible use of resources
- benefits from the wide range of cultures within the school to promote a happily integrated international community
- fosters a spirit of community based on courtesy and mutual respect
- strives to be a close and well-informed “family” embracing students, alumni, parents, staff and governors
- involves students in service to the wider community
- develops creative and co-operative relationships with the local community

- takes advantage of its proximity to many centres of cultural and natural interest
- capitalises on its favourable staff-student ratio to provide personalised support
- aims to produce engaged, responsible students who are kind and caring.



The Aiglon College Crest

The Aiglon crest is a well-recognised emblem of the school. It was created around 1960, about ten years after the school was founded from elements in the personal crest of the school's founder, John Corlette, along with other symbols representing the values and ethos of the school.

The shield contains a star and wolf in silver on an azure ground from John Corlette's crest in the upper left and right-hand corners. In the centre, across the top, there is a cross in red on a white ground. The lower three quarters of the shield represents a young eagle in gold about to launch itself into the world from a mountain peak.

The motto "God is my strength" written in a banner at the bottom of the shield takes its inspiration from the Bible in the Book of Isaiah, chapter 40.

In 2013, the Aiglon College crest was recrafted by the British illustrator, Christopher Wormell who redrew the crest of the Royal Opera House in London in 2011 and has designed collector stamps for the British Royal Mail.

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