

## Mission statement

Our school for social care services offers special education to care workers and certified social care workers in the work with elderly (including care assistants) as well as care workers and certified social care workers in the work with the disabled.

Our school is seen as **a place for students with a certain aim, to educate people** and to **contribute in their further engagements** with the target groups and give them best support and competence. Our effective usage of modern methods of fundamental requirements has a special accent on **human dignity, respect and mindfulness** for others as well as for oneself. Furthermore, the school emphasises **reinforcement and further development** of personal resources, and a special recognition of life-historical context as well. In order to accomplish the perceptible progress in the everyday life of the elderly, of the care-dependant and the disabled, we need;

**Teachers and students** who **share this aim** with us; and the structure which provides suitable conditions and aims within the frame of organisation.

The **diversity of teaching personnel** – our teachers regulate a profound theoretical education alongside with subject-specific occupational experience, additional training as well as willingness for up-to-date further education- guarantees a **balanced intersection between the theory and praxis**. The praxis institutions are considered as vital partners during the education. We emphasize the value of method diversities as well as linked interdisciplinary work. Moreover, these are represented as an integral approach to a consensus with the humanistic-Christian worldview by our teachers.

Our school is a place of learning, where an **open and appreciative encounter of people from different living environments and cultural backgrounds**, with different confessions and ideologies takes place.

**Communication and human relations** are basic keys to our togetherness. This is the way we work in our school. We encourage the feeling of co-responsibility for all participants. In addition, the school is a place where teachers, students, and all other school participants feel equally important.

**Afterschool activities**, parties, feasts, as well as humour, fun and joy of life influence **working atmosphere and the school culture**.

Male and female participants are committed to **working independently** and are **willing to acquire further education and personal development**. Therefore, professional education and personal development are sustaining elements of our school policy. Those requirements help our future clients in getting their needs fulfilled when it comes to care, support and companionship.