“Walking the Talk”

or

“How we are trying to realise the school Mission

@

The International school of Prague”

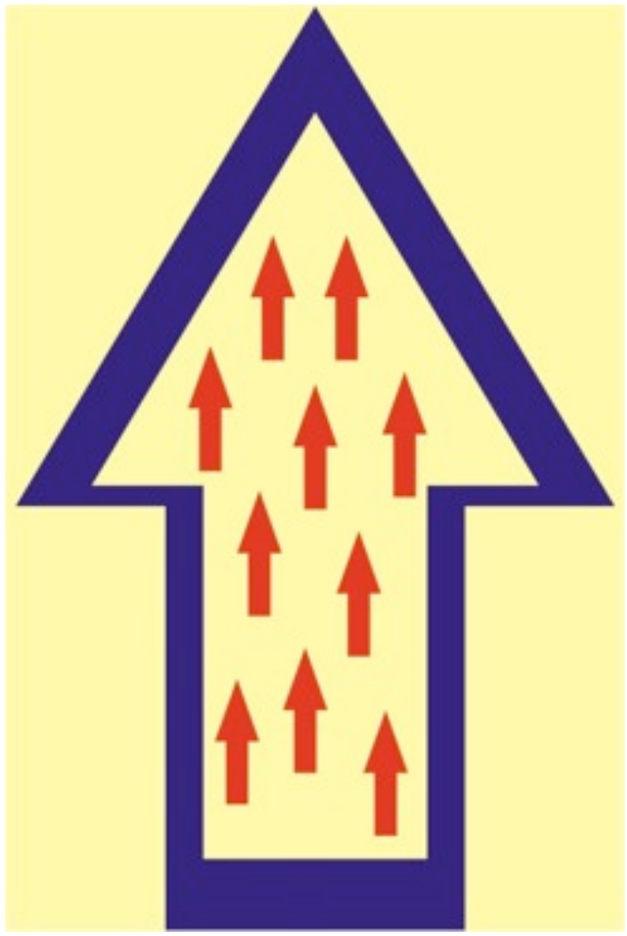
or

How to Herd Cats!

CEESA 2012 Tony Mobbs

Why do we have a Mission statement ?

Is this your school?



Mission

THE MISSION IS A REFERENCE POINT

Mission: Defines the fundamental purpose of a school, succinctly describing why it exists and what it does to achieve its Vision

Incorporating the mission statement in the daily activities of a school.
If a mission statement is just so many words, then it is largely useless is a living document
A school should develop its own mission statement.
What is the school striving to become?
What does it want to achieve?
To what extent will it hold itself accountable for progressing toward fulfilling its mission?

Establish Your Own Mission Statement
Revisit the Mission Statement During the School Year
Reflect on the Mission Statement at Year End

A school will get out of its mission statement, exactly what it puts into it!

Mission

ISP: Inspiring Learners for Life

Our Ultimate Goal

- ISP ***Inspires*** learners to lead healthy, fulfilling and purposeful lives, preparing them to adapt and contribute responsibly to our changing world.

Learning/Life Connection

- ISP ***Engages*** its diverse community in an authentic global education, within a nurturing student-centered environment.

Essential Values/Skills

- ISP ***Empowers*** Learners to:
  - Think critically and creatively
  - Work cooperatively and independently
  - Listen and communicate effectively
  - Act with compassion, integrity, respect and intercultural understanding

Mountain Gap Middle School Mission Statement

The mission of Mountain Gap Middle School is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.
The Mountain Gap team joins the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

Mountain Gap Middle School in Huntsville, Alabama

Mission

Freeport Middle School Mission Statement

The Freeport Middle School exists to serve the unique academic, physical, social, and emotional needs of students who are in a special and critical period of their lives as they change from childhood to adolescence.

The staff of Freeport Middle School is committed to creating and maintaining an orderly, trusting, and caring environment where teaching and learning are exciting and students are assisted as they develop responsibility.

All aspects of the school's organization, curricular, and cocurricular activities are child centered and designed to accommodate individual learning styles so that all may experience success.

Mission

Where are we applying the Mission @ ISP?

- Strategic Plan
- Curriculum
- Subject Philosophies and Common Agreements
- Standards and Benchmarks
- Assessments
- Student reporting
- Professional Focus Groups
- IB
- Technology provision

Mission

Strategic Plan

All aspects of our Strategic Plan are Mission linked
We will inspire, empower, and actively engage the entire ISP community in realizing our mission.

- **Strategy:** The mission will be the foundation of all aspects of life at ISP.
- **Result:** All constituents (for example: Board, Staff, Students, Teachers, Parents, Alumni), will understand the ISP mission.
- **Tactics:** Make mission accessible to all.

Activities: Ensure the mission is incorporated into all aspects of the Activities and Athletics program at ISP.

Admissions: Mission in English as well as in other languages incorporated in the admission folder

Development: Mission in line with Style Guide, and translation into Czech. We will also look into translating it into other languages by volunteers. Results will be publicized in various ISP publications, on **noticeboard(s) and on the web.**

Human Resources: Mission statement introduced and explained to new employees

I.T.: all members understand and actively promote mission in their work and planning.

Authentic global education

Curriculum

Pedagogy

Engaging learners

ISP Mission

Competencies

Think critically and creatively, Work cooperatively and independently, Listen and communicate effectively

Values

Act with compassion, integrity, respect and intercultural understanding

The Big Picture

All aspects of ISP aligned with mission/ vision

Authentic global education

Curriculum

ISP Mission

Pedagogy

Engaging learners

Competencies

Think critically and creatively, Work cooperatively and independently, Listen and communicate effectively

Values

Act with compassion, integrity, respect and intercultural understanding

The Big Picture

Clear definition of performance-based Standards and Benchmarks

Ongoing curriculum review cycle

Mission Driven

Curriculum filter used for all curriculum revision

Curriculum writing handbook

Curriculum

Curriculum

ISP Engages its diverse community in an authentic global education, within a nurturing student-centered environment.

ISP Engages its diverse community in an authentic global education:

Teaching and learning at ISP is an enjoyable, thought provoking and absorbing process, which allows students to make meaningful and relevant connections to the real world. Learners are given the opportunity to experience and apply "real world" knowledge and skills from a variety of disciplines. In other words instead of simply learning about the subject, they have the opportunity to "do" the discipline as a practitioner (historian, artist, mathematician…) would.

What are we trying to achieve?

- **School Mission:** Why do we exist? Whom do we serve? What are our core values?
- **Philosophy and Common Agreements:** Educational beliefs about learning: (school-wide, sectional, and discipline)
- **Standards:** Broad statement that articulate the habits of mind that a student is expected to develop within a particular discipline, PK through 12
- **Benchmarks:** Detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels

How do we organize teaching and learning?

- **Big Idea/Unit topic:** Core concepts or unit topic that serve as the focal point for curriculum
- **Enduring Understandings:** A set of understandings that are authentic and engaging enough to inspire learning.
- **Essential Questions:** Questions that lies at the heart of a subject/discipline and promotes inquiry and uncoverage
- **Knowledge and Skills:** What concepts, information and skills are necessary for the student to know in order to attain the learner outcomes?
- **Scope and Sequence:** The breadth, depth, and order of skills, concepts and content to be learned in a given period of time
- **Unit plans:** Clearly defined units of instruction, which show the desired results and goals
- **Rubrics:** Levels of performance, quality, proficiency or understanding

How well are we achieving our aims?

- **Assessments:** Tools and strategies used to collect information about student learning and progress
- **Feedback and Reporting:** Description of student learning and progress
- **Analysis of student learning:** Collection and analysis of assessment data to improve student learning

Curriculum

Our Curriculum

We have a well-planned and vertically articulated PK-12 curriculum that is guided by our mission and rooted in inquiry where students are involved in finding answers to essential questions.

Our curriculum offers to students the life-long understandings, knowledge and skills that will enable them to be successful throughout life.
The curriculum design is based on the framework presented in Understanding by Design (Wiggins and McTighe, ASCD, 2005).

The basic principles of this framework are the following:

1. **Identify skill based standards (what we want students to know, understand and be able to do)**

2. **Determine how we will know if students have learned (determine assessments that will provide a collection of evidence of student learning)**

3. **Design the learning plan (classroom activities and resources)**

Curriculum

Curriculum Writing Guide

- Definitions
- Filters
- Examples
- Curriculum review cycle

Curriculum

Curriculum Definitions and Filters

1/ Philosophy and Common Agreements

The subject philosophy should be informed by the school mission and is a short statement that encompasses the objectives of the subject/discipline.
Common agreements are expectations within the given subject/discipline. This is informed by research-based evidence regarding the most effective teaching methods, materials, and curriculum structure.
These agreements will follow the following criteria to ensure consistency within a discipline.

Criteria	Comments
PK-12	Consistent approach which identifies the discipline
Observable and measurable	These can be demonstrated by the learner
Translate beliefs and philosophy into daily practice	Forms the link between the philosophy and an “authentic global education.”
Few in number	Less is more!
Mutually agreed upon by a team of teachers and school leadership	Ownership by all!

Example of Philosophy and Common Agreements PK-12

EAL PHILOSOPHY

To provide the social and academic English skills necessary to empower EAL students to become active members of the ISP community.

COMMON AGREEMENTS PK-12

1. Teach both English language and language learning skills to enable social and academic success.
2. Collaborate with teachers to identify and teach the language skills needed for student success in each field.
3. Use the gradual immersion model to provide English language instruction and classroom support.
4. Use consistent terminology, documentation and tools to ensure continuity in language learning and a smooth transition of EAL students through the school.

Example of Philosophy and Common Agreements PK-12

Math Philosophy

Our objectives are for students to develop mathematical literacy and habits of mind whilst learning to enjoy and value mathematics, becoming confident in their ability to apply and use mathematics in different contexts. Through problem solving, reasoning, logic, and communication in a variety of situations, students will appreciate the wider application and use of mathematics, both as a discipline in its own right and as a means of interpreting and understanding the world.

We aim for all students to fulfil their own potential through differentiated and independent learning activities focused on the individual needs of each student.

Math Common Agreements

1. Use a variety of mathematical tools, strategies, and tasks to solve problems by inquiry, questioning concepts, estimation, and making and correcting errors

2. Have access to high-quality, engaging mathematics instruction with technology as an essential component of the learning environment

3. Learn through challenging experiences which are relevant and motivating

4. Develop the skills necessary to communicate mathematically

5. Work collaboratively and engage in mathematical conversations

6. Draw from a wide range of mathematical ideas and represent solutions in different ways

Curriculum

Social Studies Standards

Standard
1/ Explain human experience in the context of place, time and culture
2/ Select and use appropriate scientific tools and methods to carry out practical investigations
3/ Analyze human experiences and events to draw comparisons across place, time and culture
4/ Investigate human experiences by asking questions and examining evidence to construct their own interpretation
5/ Examine personal, community and global issues in order to inform decisions

Curriculum

Assessments

Curator Project: Grade 7 LA/SS

Step 1 – Artifact Analysis Diary.

- Use your notes + artifact analysis questions from the museum visit and further research to find out much more about your artifact. This will be your artifact analysis research diary.
- Document all the steps of the process in a Keynote presentation.
- Materials / Special Qualities / Uses / Pictures + diagrams / Measurement details / How I figured out what it was (books/research) / The biggest clues etc etc.

Step 2 – Museum Information Label.

- Writing labels for an exhibition is a different kind of writing than writing an essay. Remember you are writing for a particular audience.
- The Museum-Ed website has good information about how to write effective museum labels

Step 3 – Brochure.

- Create a brochure using Pages. The brochure should do two things. One, it should advertise your object and two you should provide a detailed historical evaluation of your object. Your brochure should address these questions. Be creative in showing where and how it should be displayed.
- What is the purpose of this object?
- What is the historical context of the object?
- What does the object tell us about the past or this period of history?
- Where should it be displayed in the Museum?
- How should it be displayed in the Museum?

Step 4 – Presentation.

- Your Brochure will support a persuasive oral presentation focusing on this question.
- Why does the object belong in the Museum?

Assessments

Assessments

Student reporting

We are working on a set of Mission based Competencies and will look to report on these starting this year in Elementary school and then through the other section.
We will then unpack these statements.

- **Think critically and creatively**
- **Work cooperatively and independently**
- **Listen and communicate effectively**
- **Act with compassion, integrity, respect and intercultural understanding**

ISP Empowers Learners to:

Think Critically and Creatively:

The ability to draw on our own judgment and observational skills as well as thinking "out of the box," using alternative approaches to solve problems or develop ideas.

Work Cooperatively and Independently:

Use a variety of interpersonal skills to engage peers in productive collaborative work, while retaining the capacity to create based on ones' own innate abilities.

Listen and Communicate Effectively:

Actively listen, appreciate and understand the views and perspectives of others, and clearly express oneself in a variety of circumstances.

Act with:

Compassion: Empathizing with others' circumstances and feelings and responding with sensitivity, kindness, and charity.

Integrity: Acting ethically, morally, responsibly and honestly.

Respect: Treating everyone, including oneself, with dignity.

Intercultural Understanding: Valuing and understanding the perspective and origins of other people by actively engaging with their language, culture and history

Professional Focus Groups

A Professional Learning Community is:
"A collaboration culture with a focus on learning for all"

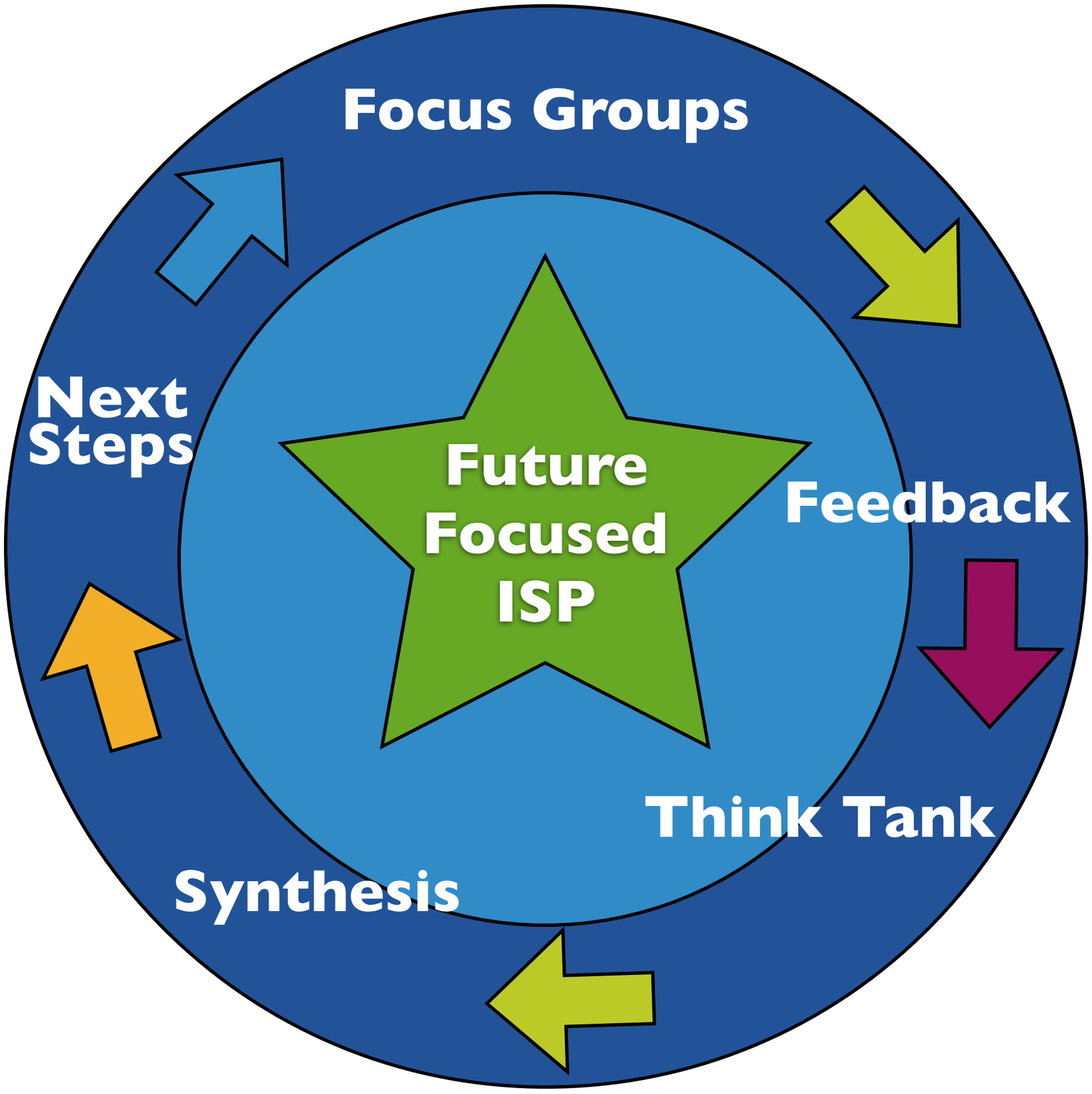
Why are we doing this?

- It is a realisation of the strategic plan which has been developed from the ISP mission
- All aspects of ISP are aligned to the mission, which is a collective process.
- Brings us closer to realizing the mission through collective dialogue.
- Empowering learners through reflection on current practice to improve their own performance leading to an increase in student learning.
- Empowering learners for life with relevant authentic skills.

Guiding questions

- What's our goal?
- What are the implications for our practice?
- What are potential implications to the school?
- What are the barriers to making change happen?
- What are our next steps?
- How is this aligned with the mission?

PFG


Focus Groups
Feedback
Think Tank
Synthesis
Next Steps
Future Focused ISP

PLC

International Baccalaureate Diploma Program

"The International Baccalaureate aims to **develop inquiring, knowledgeable and caring** young people who help to create a better and more peaceful world through **intercultural understanding and respect.**

To this end the organization works with schools, governments and international organizations to develop **challenging programmes of international education and rigorous assessment.**

These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right."

ISP and IB Mission Statements

- ***ISP Inspires*** learners to lead **healthy, fulfilling and purposeful lives**, preparing them to **adapt and contribute responsibly to our changing world.**
- ***ISP Engages*** its diverse community in an **authentic global education**, within a nurturing student-centered environment.
- ***ISP Empowers*** learners to:
  - ***Think*** Critically and Creatively
  - ***Work*** Cooperatively and Independently
  - ***Listen*** and Communicate effectively
  - ***Act*** with ***Compassion***, ***Integrity***, ***Respect*** *and* ***Inter-cultural Understanding***

- The International Baccalaureate aims to develop **inquiring, knowledgeable and caring** young people who **help to create a better and more peaceful world through intercultural understanding and respect**.
- To this end the organization works with schools, governments and international organizations to develop **challenging programmes of international education** and rigorous assessment.
- These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that **other people, with their differences, can also be right.**

The ISP Mission

INTERNATIONAL SCHOOL OF PRAGUE

Inspiring Learners for Life

TIP

CAS

EE

TOK

Subjects

ISP Inspires learners to lead healthy, fulfilling and purposeful lives, preparing them to adapt and contribute responsibly to our changing world.

ISP Engages its diverse community in an authentic global education, within a nurturing student-centered environment.

ISP Empowers Learners to

Think Critically and Creatively.
Work Cooperatively and Independently.
Listen and Communicate Effectively.
Act with Compassion, Integrity, Respect and Intercultural Understanding.

Support Staff appraisal system:
Mission matching core competencies

	Think Critically and Creatively	Work Cooperatively and Independently	Listen and Communicate Effectively	Act with Compassion, Integrity, Respect and Intercultural Understanding
	The ability to draw on our own judgment and observational skills as well as thinking "out of the box", using alternative approaches to solve problems or develop ideas.	Use a variety of interpersonal skills to engage peers in productive collaborative work, while retaining the capacity to create based on ones´own abilities.	Actively listen, appreciate and understand the views and perspectives of others, and clearly express oneself in a variety of circumstances.	» Compassion: Empathizing with others´circumstances/feelings and responsing with sensitivity, kindness, and charity. » Integrity: Acting ethically, morally, responsibly and honestly » Respect: Treating everyone, including oneself, with dignity » Intercultural understanding: Valuing and understanding the perspective and origins of other people actively engaging with their language, culture and history.
Expert	Applies and implements complex solutions to reach high efficiency of processes and functionality of the organization.	A successful leader and manager of the team where all members respect each other and consider respect as a key value put in daily practice.	Has the ability to personalize shared information and opinions to different sorts of audience to achieve positive impact.	Supports cultural and other differences in the team, facilitates and supports diverse teams.
Advanced	Proposes specific and elaborated solutions to make processes and functionality of the organization more efficient.	Manages own team and is respected. The leadership is based on mutual trust and individual support. Treats everyone fairly.	Spontaneously shares own opinions without creating a pressure on audience.	Supports cultural and other diversities in the team, enjoys being a member a multicultural team.

Appraisal

Technology

Philosophy

The International School of Prague (ISP) believes that information technology (IT) plays an essential role in inspiring learners to lead healthy, fulfilling and purposeful lives, and to prepare them to adapt and contribute responsibly to our changing world.

IT supports our learners to engage in an authentic global education and helps create a nurturing student-centered environment.

IT enhances learning whilst developing and applying technology skills through integration, in line with the National Education Technology Standards (NETS) created by the International Society for Technology in Education (ISTE).

Common Agreements:

I.T. at ISP is:

1. I.T. is integrated appropriately and equitably into curriculum, instruction and assessment to enhance student achievement
2. The I.T. curriculum, instruction and assessment remain aligned with real world expectations.
3. Library media programs are regularly reviewed to ensure that the information literacy standards remain integral to the curriculum.
4. On-going professional development will be provided for all learners to acquire and maintain appropriate skills and activities for effective use of information technology.
5. Software and hardware will be standardized PK-12, to ensure maximum efficiency for continuity, support, training and application.
6. ISP promotes the ethical use and application of information technology in all aspects of its community, including a respect for intellectual property and good netiquette.
7. I.T. will be used to enhance communication with parents, alumni, staff and students to meet the strategic objectives of the school.

I.T.

Student Support Services

Nurturing student-centered environment: Our students receive strong academic, social and emotional support in a safe and caring environment, where the learning styles and needs of each learner is effectively supported.

Learning Support Philosophy and Common Agreements

Learning Support is part of the instructional continuum of services and programs provided by ISP to meet the diverse interests, needs and ability levels of its students.

Philosophy

Our aim is to empower students, teachers and parents to support equal access to learning opportunities.

Common Agreements PK-12

The Learning Support program @ ISP:

1. Believes that all students have their own learning styles, skills and interests.
2. Operates across all sections of the school.
3. Uses a flexible range of strategies that are developmentally appropriate in each section.
4. Supports both formally and informally identified students.
5. Support the diverse community of students at ISP.
6. Collaborates with teachers and parents
7. Monitors student progress and performance.
8. Supports differentiated teaching in the classroom.
9. Advocates on behalf of student and encourage student self advocacy

What else is on the list!

- Dispositions/Mission standards
- Faculty appraisal system: mission matching core competencies
- Authentic assessments
- Child friendly Mission, designed by students with examples
- Self-assessment by student of “Mission competencies”
- Hiring of Faculty
- Service Learning

Child friendly Mission, designed by students with examples

- **Mission** – plan, goal
- **Statement** – what we say
- **Inspiring** – making you want to do something
- **Purposeful** – a clear reason to do something
- **Contribute** – to share
- **Fulfilling** – filled with happiness and important things
- **Authentic** – real
- **Engages** – makes you interested
- **Nurturing** – caring, just-right
- **Community** – group of people working together
- **Diverse** – many different cultures
- **Inter-cultural** – between cultures
- **Integrity** – honest, responsible
- **Cooperatively** – working together
- **Compassion** – empathy, sympathy, understanding

Grade 4 class

THANK YOU!

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Massive thanks to Arnie Bieber!

Remember the cats!

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