

HEAD OF SCHOOL



PARENT FORUM



ICS Vision

Statement

Our mission is to nurture the talents, character and intellect of all learners, challenging them to be a positive influence and empowering them to excel in their world.



An ICS Vision statement. We have been working on a vision statement for some time and it was recently supported and approved by the Board of Governors.

A vision statement is important because it sets out long-term goals and aspirations clearly and concisely. It provides a road map in which to align strategic objectives and operational plans. A vision statement inspires.

The difference between a mission statement, is that a mission statement outlines what we do today and every day.

Our mission at ICS is to nurture the talents, character and intellect of all learners, challenging them to be a positive influence and empowering them to excel in their world. That's what we do every day.

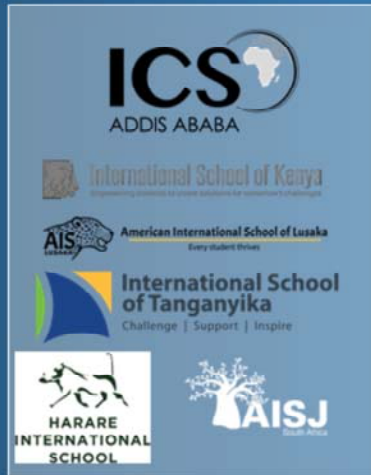
Summary:

A mission statement clarifies what we do right now.

A Vision statement is what we work towards for tomorrow.

“Best IN”

- World Class Teachers
- High IB, SAT, MAP scores
- Competitive college admissions
- High achieving programs



So at first, we thought we wanted to be the Best school in Africa.

Being ‘Best in Africa’ could easily be an aspirational vision for ICS.

To attain this vision, we would need to pursue all the expected metrics that reflect and contribute to high standards and certain outcomes for student learning, like:

- Strong teacher qualifications
- High IB, SAT, MAP scores
- Competitive college acceptances
- Best in class facilities
- World class programs

But this is pretty limited and a standard that would take our focus away from any other aspect of providing a holistic education.

And is this vision unique to ICS? Could others say it about their school? No it is not unique and any school could claim it as their vision.

Additionally, in this vision *Africa* appears as simply a backdrop to our success. ‘*Best in Africa*’ means we gain a lot from being here but Africa doesn’t necessarily gain anything from us or from the best we achieve. We can also be tempted to pursue these outcomes as though we were anywhere on the planet. That seems like a waste of something wonderful: our life in Ethiopia and the transformation it invites.

“Best FOR”



Outside ourselves

- Service Learning
- GILA
- Partnering with local schools
- Walk & Run
- Support of local charities
- CAS



Defined by impact

- Then we looked at shifting the vision from ‘*Best in Africa*’ to ‘*Best for Africa*’, the implications are profound. This vision ties our excellence to a purpose outside ourselves.
- It doesn’t take away our pursuit of excellence in its many forms at ICS. But it turns the focus of ‘best’ from comparison (How do we stack up against our competitor schools in Africa?) to contribution (How does our best make a difference for the place and people where we live?)
- It asks the question: does our best amount to anything lasting and worthwhile for others? It also gives us a mandate for contribution right now, not just in the future, when we’ve become excellent enough to give back.
- It inspires: Things like:
 - Service Learning
 - Service Club mentorship
 - Teacher / TA Training
 - Local program sponsorship
 - GILA projects
 - Partner schools / empowering local teachers
 - And more

In a place with the needs and opportunities of Addis Ababa, having a collective vision for service would help us and our students realize the life-defining impact of being here.

“Best WITH”

Our best
TOGETHER

Mutual Benefit

ICS's success is Africa's success
and Africa's success is ours.

- So, what if we made one more adjustment -- one more turn of the dial. What if our vision was *'Best with Africa'*? What would that mean for ICS? What does it mean to you?
- *'Best with Africa'* involves co-creation.

Our learning and our success are shared as we become *'our best together'*. In it, we:

- Are our best everyday
 - Pursue *best*-practice
 - Strive for the *best* learning results
 - Commit ourselves to *best* professional growth
 - And provide the *best* learning experiences for our students everyday.
- But we also:
 - Embark on mutual learning with our host nation and continent
 - Co-construct projects with mutual benefit
 - Develop a partnership with our community
 - Believe that ICS' success is Africa's success, and that Africa's success, is ours.

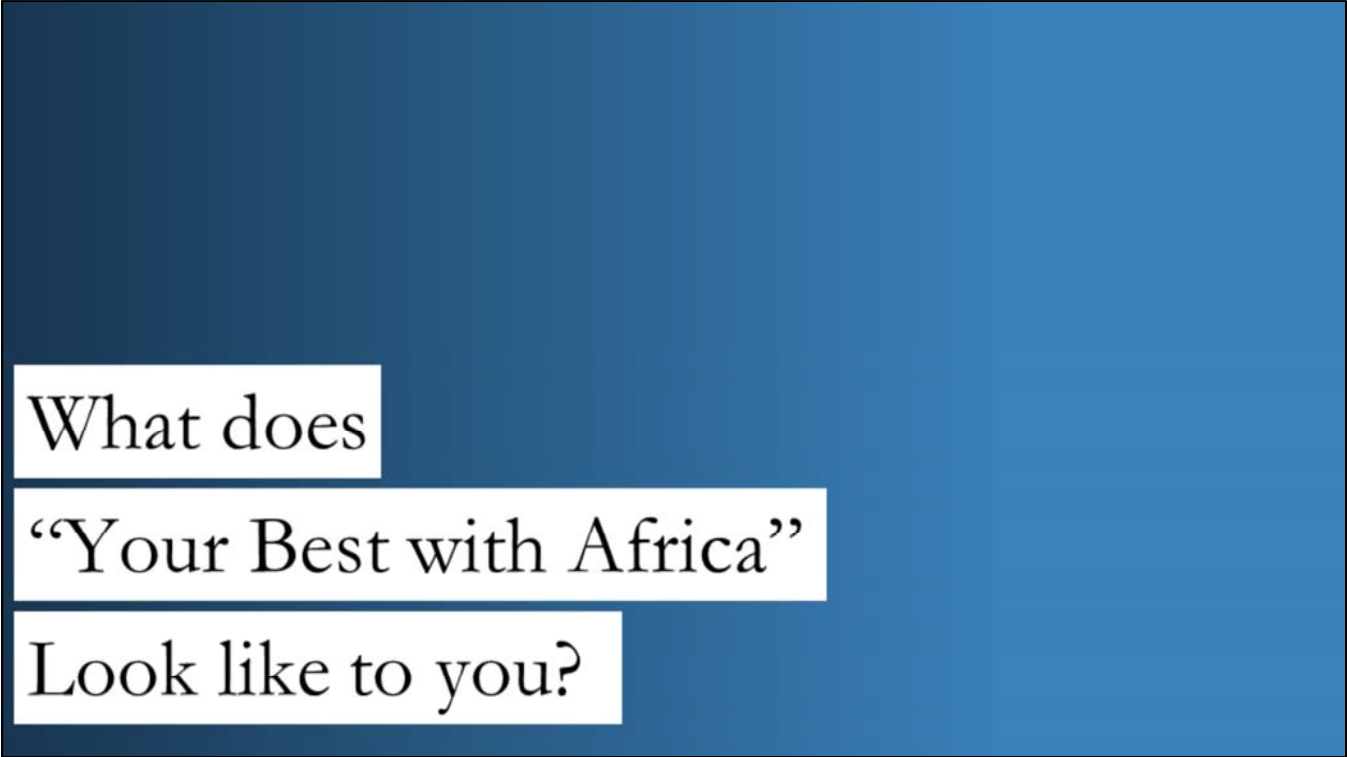


“Our Best

With Africa

And Our World”

- Our Vision...
- Seven small words, Our Best with Africa and our world. One big vision.
- A vision that gives our ICS community direction.
- But most importantly, a vision that gives our community purpose, energy and courage.



What does

“Your Best with Africa”

Look like to you?

What does Our Best with Africa & our World, look like? Think about this for yourself and share with the person next to you.

- It also allows for and aligns perfectly with Personalized Learning.

Personalized

Learning

Our Best with
Africa & Our
World

Learning Process:
Inquiry, Action,
Reflection

Learning
How To
Learn

Our R&D Team in partnership with teachers and leadership have developed our 5 week PLEx, Personalized Learning Experience.

This is a first step in embracing the ICS Addis Vision: “Our Best With Africa and Our World,” while engaging in the ICS Learning Process.

Our students and our community will develop a deeper understanding of what the ICS vision entails when students have an opportunity to share their learning and are able to articulate what “learning to learn” means.

REFLECTION

Q3: What will I do if I am not learning?
Q4: What will I do if I already know it?



INQUIRY

Q1: What do I want to know and be able to do?

ACTION

Q2: How will I demonstrate that I know it?

Personalized Learning



- Personalized learning offers your children joyful ownership of what and how they learn so they can apply it to any other learning in school and to life beyond ICS.
- We are creating a final interdisciplinary unit at the end of the school year, focusing on personalized learning experiences for all students. This personalized learning experience, called PLEX, a 5 week personalized learning experience, will give our students the opportunity to inquire and apply their learning in authentic and meaningful ways....with Africa

Personalized Learning

defined in two ways



Pathways



Progression

- Personalized learning is defined in two ways: through learning pathways and learning progressions.
- With personalized learning pathways, students can develop proficiency in the transdisciplinary skills such as critical thinking, communication, collaboration, and creativity. Students have the choice and the opportunity to pursue their interest and passions.
- Learning progressions offer students discrete steps or stages to mastery of reading, writing, mathematics, etc. Students demonstrate mastery at their own pace.

Approaches to Learning (ATLs)

1. What do I want to learn?
2. How will I know I know it?
3. What if I don't know it?
4. What if I already know it?

- Thinking
- Research
- Communication
- Social
- Self-Management



- The progression of skills that will be used in the PLEx, will be based on the Approaches of Learning (ATL) from the International Baccalaureate (IB).
- Through the use of the ATLs, students will develop the skills necessary to answer the four PLC Questions.
- Throughout the PLEx, all students will be required to use and reflect on the five ATLs: Thinking, Research, Communication, Social, and Self-Management.
- Each of the ATLs will be broken into K-10 progressions in order to facilitate student assessment and reflection.



Pathways

1. What do I want to learn?
2. How will I know I know it?

Citizenship Pathway

Personal Development
Pathway

Expression Pathway

Systems & Structures
Pathway

- While all students will be on their own personalized learning journey during these five weeks, Pathways are a tool for sorting students, staff, and community members, as well as spaces to optimize learning.
- Within the five week experience, Pathways do not come into play until students have engaged in their own inquiry and have answered PLC Questions 1 and 2.
- The four Pathways are grouped by disciplines, while still allowing for a wide range of personal learning experiences.
- We believe all personalized learning ideas can be sorted into the following four Pathways:

The Citizenship Pathway

The Personal Development Pathway

The Expression Pathway

The Systems and Structures Pathway



Reflection

My Learning Process
Q1 – Q2 - Q3 – Q4

How does PLEx Exhibit
“My best With Africa and My
world”?

- At the heart of understanding how to learn is ongoing reflection. Throughout the PLEx, each student will be given time within the daily schedule to reflect on their learning.
- Students will consciously begin to reflect on how their learning outcome/product connects with the ICS Vision of “Our Best with Africa and Our World.”



Presentations
of Learning

ICS Learning
process

Outcomes &
products

ATLs

- At the end of the PLEx, all students will be demonstrating that they learned what they wanted, through Presentations of Learning.

Divisional Differences

Each division will implement PLEx differently, that best fits their students. They are still finalizing the program, but here is an overview.

Elementary School

Monday, Tuesday, Thursday, Friday	
TIME	ACTIVITY
8:00	Assemblies
9:00	Break
9:14	Specials
10:00	Specials
10:55	PLEx -1
11:45	Lunch / Recess
12:35	Reading
1:05	PLEx-2
2:00	X-block
3:00	Advisory

Wednesday	
TIME	ACTIVITY
8:00	Assemblies
8:30	ATL Workshop
9:00	Break
9:30	Advisory
10:00	Mentorship Presentations
11:15	Lunch/Recess K-2: SEL 3-5
12:05	Recess 3-5: SEL K-2
1:00	PLEx
1:30	Check-in
1:55	End of Day

Elementary school: will focus on grades KG-grade 5.

- For the most part, grade level schedules will stay the same, including lunch/recess and Specials times
- Here is an example of what the daily schedule might look like.

Middle School

SAMPLE SCHEDULES ONLY – STILL IN DEVELOPMENT

Every Day	
	Notes
Advisory	
PLEx-1	Workshop option
Break	together
PLEx-2	
Lunch/Recess	G6-8 to
PLEx-3	
Advisory / Reflection	
X-Block	
End of Day	

Middle school will schedules will be the same for all 5 days of the week. Wednesday's will follow the same schedule, but just have shorter time periods.

Here is an example of what the daily schedule might look like.

High School

G9, G10, G11-non IBDP Students	
Monday, Tuesday, Thursday, Friday	
TIME	ACTIVITY
8:00	
8:30	Transition
8:35	PLEx-1
10:05	Transition
10:10	PLEx-2 / Workshop option
10:55	Transition
11:05	Fit up G9-10 together
11:50	Transition
11:55	PLEx-3/ Workshop option
12:45	Lunch
1:30	Plex-4
3:00	Advisory

G11 IBDP Students	
Monday, Tuesday, Thursday, Friday	
TIME	ACTIVITY
8:00	Language & Literature Math
8:30	Business Management / Amharic
10:30	Science Chemistry Computer
11:45	Biology Theatre
12:55	Lunch
1:40	History Geography Art
2:55	Math SL and Math Studies

Grades 9, 10 and
Grade 11 Non-IB

Grade 11 IB—
Focus on their HL
Courses and EE

High School PLEx will include grades, 9, 10 and non-IBDP grade 11 students.

- For grade 11 IBDP students, they will spend their time in their in their IB classes.
- Wednesday in the high school are still under development at this time.
- Here is an example of what the daily schedule might look like.

How Can Parents Get Involved?

- Help your child ask Question #1
- *What do I want to know and be able to do?*
- Volunteer your time as a expert mentor!

How can parents get involved during the PLEx?



Thanks!

Any
Questions?

That's a quick overview of what our Vision and PLEx are at ICS.

We are super excited about this new direction and hope you are too.

While we are still filling in the gaps of the PLEx, I'd be happy to answer a few questions if I can.