



Head of School Parent Forum – SUMMARY 30 January 2019

Leadership/Teachers in Attendance

- Dr. Tim Stuart - Head of School
- Dr. George Zickefoose - Deputy Head of School
- Elizabeth Johnston – MS Principal
- Chris McBride - MS Deputy Principal
- Cal Callaway - ES Principal
- Elaine Nicholson - Executive Director of Learning
- Kristi Williams - Executive Director of Strategic Programs
- R & D Team Members

The following represents a **summary of the questions and answers** from the Head of School Forum on 30 January. Text in blue is new information to share on the topic. You can access the video recording of the entire evening by clicking [HERE](#).

For further questions, our “door is always open” and we encourage you to reach out to any one of us for follow-up or additional questions or any concerns. We can schedule a meeting or phone call or a quick chat.

Questions/Concerns	Who to contact
Overall school concerns	Tim Stuart Tim.stuart@icsaddis.org
Security, General Campus Access Questions, New Construction, Facilities and Maintenance, Missing Items, Lost & Found.	George Zickefoose George.zickefoose@icsaddis.org
Core Planning Team, MAP Testing,	Elaine Nicholson Elaine.nicholson@icsaddis.org
General/informational questions, communications, calendar, ICS Weekly, Community Access Program, website, social media, Fettan-lunch accounts,	Kristi Williams Kristi.williams@icsaddis.org or communications@icsaddis.org
Board of Governors	Patrick Scott, Board Chair board@icsaddis.org
General Feedback	feedback@icsaddis.org

Divisions	
High School	David Redmond David.redmond@icsaddis.org Nick Janna Nick.janna@icsaddis.org
Middle School	Elizabeth Johnston Elizabeth.johnston@icsaddis.org Chris McBride Chris.mcbride@icsaddis.org
Elementary School	Susan Ballantyne Susan.ballantyne@icsaddis.org Cal Callaway David.callaway@icsaddis.org

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<p>Welcome</p>	<ul style="list-style-type: none"> • What tonight is and what it is not. • Tonight is about sharing what is going on at ICS and it is a conversation. • There will be an opportunity to ask questions.
<p>Presentation by Dr. Tim Stuart</p>	<p>To Access the presentation, click HERE</p>
<p>1. Vision Statement</p>	<p>New vision statement at ICS Our Best <u>with</u> Africa and Our World</p> <ul style="list-style-type: none"> • Bringing “my” best every day • “our world” – is personalized, it can my village, my team, my project, my nation, and beyond. • It’s a standard that we can compare our programming to. Is our choir concert best with Africa. • It’s very individualized/personalized and will have a different meaning for each person. • We can start to make decisions based on our vision. <ul style="list-style-type: none"> • Asked What does my best with Africa look like for you? Discussed with the person next to you. Here are some shared thoughts: <ul style="list-style-type: none"> - Everyone’s individual effort – compared to their own efforts. - Thinking of the G7 incident, students need to feel and test limits, conflict is a part of it. - Our students have an amazing opportunity to learn from Africa, to learn from Ethiopia and ability to grow “with” - PCL asking what Mekdela needed (computers) not what we thought (food). - G11 internship, our students out in the Addis - What about excellence? How does this apply to being competitive and striving vs best in? <ul style="list-style-type: none"> ○ We can achieve being best in while focusing on best with. To be best with, we have to “go through” being best in.
<p>2. Personalized Learning</p>	<p>Personalized learning: overview</p> <ul style="list-style-type: none"> - We have dictated to students in terms of what to learn, when to learn and how to learn it. - The world is becoming more personalized, for example shopping. We used to go shopping when the store was open. Now we can shop whenever and from wherever we chose.
<p>3. Personalized Learning Experience / PLEX</p>	<ul style="list-style-type: none"> - This experience must come from and focus on our new vision.

	<ul style="list-style-type: none"> - There is a shift moving away from “what” to learn to “how” to learn - PLEx- May 20th start - Personalized Learning is defined in 2 ways: Pathways (topic/passion/structure) and Progression (standards) - We will assess the PLEx using the IB Approaches to Learning (ATLs), the biggest transferrable skills students need. <ul style="list-style-type: none"> o Thinking o Research o Communication o Social o Self-Management
What are the Pathways?	<ul style="list-style-type: none"> - It is determined by the first 2 PLC questions: What do I want to learn? How will I know I know it/How will I demonstrate that I know what I know? Students then will choose a Pathway for their learning during PLEx. <p>Pathways: Citizenship, Personal Development, Expression, Systems & Structures</p> <ul style="list-style-type: none"> - There is a Reflection Piece, they will measure it to our vision, how is your project your best and with Africa? - Then Presentations/Demonstrations of Learning
	<p>Divisional Differences</p> <ul style="list-style-type: none"> - At a later date, there will be divisional meetings to explain more for each division
	<p>How can parents get involved?</p> <ul style="list-style-type: none"> - Help them with Q1 - Volunteer your time as content experts

Questions & Answers	Responses / Information
Learning Process – Q1 requires that I already have an answer to Q2?	What comes before Q1? It is Q4. It's a cycle, it's a process. It is not linear and a student can come into it at any point. And learning happens best, when we do it together. The process is personalized, the implementation/experience is very collective.
Vision- where is the “us” the “our”? How can I contribute to Africa and the world and how do I collaborate with others?	The vision is really about “our” best, but we need to be our own best, to add to the collective “our” best. An example is CAS and the peer review
Being a transitory community, how does this translate when students move away? It starts with the knowledge and treatment of our household staff? Are we integrating our direct community?	You can be the best in Africa and not know any Ethiopians. You can be with Africa and still not include your local community. But with a vision of “best with”, you cannot not include your community.

	Meeting with Alumni in London recently, the common theme was the impact that Ethiopia had on them but didn't realize it while here.
Regarding the ICS Learning process, it is new to students and to ICS. What training and evaluation of this learning process is in place?	Just as we ask our students to go through this process, we are asking our teachers to go through it as well. Our R&D team has been tasked to develop and evaluate the implementation of our learning process and of the PLEx program. We have two half days and 1 full day through March, April and May to work with teachers. In addition we have Wednesday afternoons to train, coach on the learning process and getting our teachers ready for this amazing personalized learning experience.
What are the indicators of success for PLEx?	ICS will use the IB ATLs. The ATLs are IB standards with rubrics/standards of mastery for each.
Reflecting on the PYP Exhibition – My child did a great job at exhibition but didn't really understand the basics of climate change. So how will you assess/evaluate authentically what they really know?	We will be very careful on what we are assessing. We strive to be content agnostic. What is important is the research skills, the data collection, inquiry, etc. There will be clarity on what and how we assess.
What I didn't really hear is the children. For the Vision what is the timeline, should you start with Africa and our world, or start with our children. How are our children going to process this large concept?	A vision has to be aspirational, inspirational and something to push/grow towards. There is no "end goal" but and driving/guiding understanding. Teachers will unpack it in grade appropriate language and understanding and it does start with our children in "how do you bring your best".
What is the theory of change to embrace the new vision? A need to communicate to the community.	Yes, we do need a clearly laid out plan to socialize and understand the vision and see how it integrates and is embedded in our daily routines. This is the first step in the process.
What is the level of assessment in the PLEx?	In the PLEx the "Progression" part is how you master a skill, like reading and writing. For example we would say, here is what good writing looks like and assess how has this student progressed in this area?
Will this prepare my student for top colleges or university such as Oxford?	Yes. No doubt. We are a HELP (highly effective learning progressive), school where there is a balance of passion and interest and high globally accepted standards.
But how do you do that? My daughter has learning disabilities, in grade 5 reading at g2 level. But just tested out as highly intelligent. How is this PLEx going to work for her?	This program is built for this student, where reading would continue at where she is, but perhaps she soars in drama, and in the PLEx she can dedicate the entire PLEx focus on drama. Everyone is smart in different ways, and we just have to give them the opportunity to show us. This is what the PLEx will do.



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<p>I too have kids with needs, and am nervous, but I am very excited because he will be pushed and progress from where he is now. Why are you doing this, this year? I usually leave early, and the school is going later this year.</p>	<p>The calendar change is really only 1 week later than what we have done last year and in the past. I don't want to blame the calendar for the shift. The calendar shifted more to avoid the rainy season. The last week or 2 will be focused on demonstrations of learning.</p>
<p>My grade 4 students have already been hubbed and now they will be PLExed, how many more experimental things will happen?</p>	<p>First thing, these are not experiments. Yes, your child may be in the first implementation and will provide us with valuable learning, but these are not experiments. We are implementing highly researched best practices in teaching and learning. These best practices have been implemented in highly successful schools for a number of years now. If anything, we are behind in implementing. Your "hubbed" child will have much better success and will be better prepared to be PLExed. I am more concerned with HS students grappling with "what do you want to learn?"</p>
<p>I am worried about the adults in accepting this program.</p>	<p>Yes, I agree, but we are still a school, we will still guide and teach, we still have rules, we still have standards and we will have a solid structure.</p>
<p>How do you give the time to pursue their passion and give them enough support and time?</p>	<p>It's good that students learn faster than adults. There is an advantage in personalized, is that teacher knows and doles out to student. Now it is student and teacher, it's student and environment, it's student and parent, it's student and mentor...etc. The student is learning and interacting...with "teachers' everywhere. The teacher is not the only resource.</p>

Thank you for all the parents who attended and had a conversation with us. We hope you and others continue the conversation and reach out with any questions or concerns.