



International Baccalaureate
Baccalauréat International
Bachillerato Internacional



The Collaborative Learning Protocol

Learning community reflection and peer evaluation report
Frankfurt International School

Second edition

Contents

Learning community reflection and peer evaluation report template	3
Instructions	3
Part 1. School context	4
Part 2. NEASC Foundation Standards and IB documentation updates	6
Part 2b. Shared Understanding of High-Quality Learning	7
Part 3. Survey analysis	10
Part 4. School strengths and areas for further consideration	12
Part 4a. IB programme strengths	12
Part 4b. Development of IB standards	14
Part 4c. Other school strengths—whole learning community	19
Part 5. Learning community reflection and visitors’ observations	20
Learning Principle reflection 1	21
In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.	29
Learning Principle reflection 2	29
Learning Principle reflection 3	35
Learning Principle reflection 4	39
Learning Principle reflection 5	44
Part 6. Future designs	49
Part 7. Reflection on ACE Learning 4 Cs	50
Part 8. Conclusions and next steps	52

Learning community reflection and peer evaluation report template

Instructions

Save this template as '**[School name] Learning community reflection and peer evaluation report**' before completing. Enter your responses in the appropriately labelled text boxes. All questions should be answered, unless otherwise noted.

School responses appear in **red**.

Visitor responses will appear in **blue**.

Submit this template in Word format so that the visitors can contribute their comments. No changes will be made to the school's original narratives.

Contact cie@neasc.org and the school's IB World School manager with any questions.

Name of NEASC and IB visitor(s): Click or tap here to enter text.

Visit dates: Click or tap here to enter text.

School information

Full school name	Frankfurt International School
IB school code	000007
School street address	An der Waldlust 15
City, state/province, country	Hessen Germany
Postal code	61440
Head of school name	Dr. Paul Fochtman
Head of school email	paul_fochtman@fis.edu
Accreditation coordinator name	Dr. Michael Johnston (Assistant Head of School)
Accreditation coordinator email	michael_johnston@fis.edu
IB PYP coordinator name	Gioia Morasch, Christine Ishii
IB PYP coordinator email	gioia_morasch@fis.edu , christine_ishii@fis.edu
IB MYP coordinator name	N/A
IB MYP coordinator email	N/A
IB DP coordinator name	Ashley van der Meer
IB DP coordinator email	ashley_vandermeer@fis.edu
IB CP coordinator name	N/A
IB CP coordinator email	N/A

Part 1. School context

School context: Provide below an updated introductory narrative about your school. You may copy and update as needed the version you submitted in the NEASC Preparatory Visit form or the IB School and programme information template. (500 words or less)

Please include:

- enrolment and staffing information (numbers and number of nationalities)
- school location, history, governance structure
- accreditation, certification and authorization history of the school
- brief description of guiding statements or definition of learning
- highlights of current strategic or long-range plans.

Frankfurt International School (FIS) is one of the oldest international schools in Europe, founded in 1961 by a group of six expatriate families from major international companies to meet the need for an

English-speaking education in the Frankfurt area. Since then, FIS has continued to grow, serving as a center of learning for thousands of students from every part of the globe.

FIS is located on two campuses in [Oberursel](#) and [Wiesbaden](#). The school serves students from age 3-18 who come from over 60 nations. In a typical year, there are roughly 1600 students on the Oberursel campus and 200 students on the FISW campus for a total of 1800 students. Currently at FISO the Primary School has 234 students, the Elementary School 430 students, the Upper School 955 students, and FISW has 207 students. The school employs 212 full-time equivalent faculty members and 117 administration, teaching assistants, and support staff full-time equivalents.

FIS is accredited by the [New England Association of Schools and Colleges](#) (NEASC). It is also a founding member of the [International Baccalaureate](#) and has been offering the IB Diploma Programme for more than 50 years, as well as an American High School Diploma. FIS is a registered examination center for the IB, PSAT, SAT, ACT and AP exams. The school is a member of the [Educational Collaborative for International Schools](#) (ECIS), the [Council of International Schools](#) (CIS) and the [Association for German International Schools](#) (AGIS).

FIS is governed by a [Board of Trustees](#) consisting of 12 members: six current FIS parents, elected by the parent community; five members from the wider community who are appointed by the Board; and one faculty member elected by the faculty. Members are elected or appointed for two-year terms. Members of the FIS Community are encouraged to attend any of the six annual public board meetings to raise matters of interest or concern.

The Board helps provide [strategic direction](#), governing through policy and monitoring overall progress. The FIS Strategic Plan is designed to deliver on the goals contained in our aspirational Mission Statement which calls us to inspire students to “develop their intellect, creativity and character to become independent, adaptable, socially responsible and internationally minded citizens.” We invite you to [explore the school's Strategic Plan](#).

A notable change from the last visit has been the streamlining of the Board Policy Manual during the 2021-22 academic year. The school's Governing Documents, with the new Board Policy Manual, can be found [here](#). The [Administrative Regulations Manual](#) is now under the purview of the administration and a process for its review is being established. A description of the undertaking can be found [here](#).

To prepare our students for an ever-changing world, we provide all of the traditional subject areas, but also help students to develop vital skills and values that transcend subject boundaries and age levels. In 2018, we developed a [Definition of High Quality Learning](#), which states: *Learning is the lifelong cycle of curiosity, discovery, experience and reflection that results in the acquisition of new understandings, attitudes and skills. These enable us to construct meaning, make connections, take action, and grow intellectually, emotionally and socially.*

Acronyms

ADCON - Academic Council (the FIS leadership team)

FIS - Frankfurt International School, consisting of the FIS Oberursel and FIS Wiesbaden campuses

FISW - Frankfurt International School Wiesbaden campus

PS - Primary School on the FIS Oberursel campus

ES - Elementary School on the FIS Oberursel campus

US - Upper School (Grades 6-12) on the FIS Oberursel campus

MS - Grades 6-8 on the FIS Oberursel campus, part of the US but increasingly being described as a distinct entity (this is an area of transition for the school)

IB - International Baccalaureate

PYP - IB Primary Years Programme

DP - IB Diploma Programme

ATL - Approaches to Learning

LP - Learning Principle

STEAM - Science, Technology, Engineering, Arts and Mathematics

ELA - English Language Acquisition

H-Day - Student empowerment day at FISW where students engage in personalized, project-based learning opportunities as part of the 8 day (A-H) schedule

Access to Links

We have endeavoured to make all documents and websites publicly available. There may be some links which require an FIS email address. In these cases, please use the credentials below. If you encounter access issues, please use the 'request access' feature and/or email: aafje_vandehulsbeek@fis.edu

Email 1: neasc1fis@fis.edu

password: FIS%neasc1

Email 2: neasc2fis@fis.edu

password: FIS%neasc2

List the materials shared with the IB and/or NEASC and saved in the documentation portfolio or submitted in IB Concierge, for example, organizational chart, school profile sheet given to universities, etc.

Uploaded to IB Concierge:

- Compliance with Rules for IB World Schools: School and programme profile, Legal entity and licensure documentation, Statement of acceptance, School information, Complaints Protocol for Response to a Student or Parent Academic Concern
- Purpose: School mission and vision statements, School strategy, Organization chart, Job descriptions for the head of school, Job descriptions of the programme coordinators, Programme budget, Professional development information
- Policies: Access and Admission policy, Inclusion policy, Academic integrity policy, Language policy, Assessment policy
- Additional documents: Academic Honesty Consequences Summary Guide (Upper School)

DP specific documents:

- Collaborative planning description and schedule
- Calendar or schedule of school deadlines
- Sample schedules for each grade/year of the programme
- Curriculum documentation for all courses in all Groups and the Core

Visitors' comments or additions (if any) to school context and background.

[Click or tap here to enter text.](#)

Part 2. NEASC Foundation Standards and IB documentation updates

NEASC Foundation Standards and curriculum update

Indicate any progress towards addressing NEASC Foundation Standards recommendations **that you have not already reported to NEASC**.

Alternatively, you may upload an updated copy of your NEASC Action Plan and indicate so below.

In addition, outline any curriculum developments made since the Preparatory Visit and include links to evidence provided.

Standard 1C - Curriculum alignment in the US remains a work in progress with the transition to Canvas facilitating more transparency and continuity between and across grade levels and subjects.

Standard 2O - Recruitment processes continue to be reviewed to further strengthen safeguarding practices ([Wellness and Safeguarding Strategic Impact](#)), and to implement strategies to attract a more diverse candidate pool and minimize bias ([Equity, Justice and Belonging Strategic Impact](#)).

Standard 2Q - The performance review process is in place for faculty and professional staff but a review began in the 2022-23 academic year. A performance review process for teaching assistants is being developed as part of this work.

Standard 3A - Child safeguarding practices continue to be strengthened as part of the [Wellness and Safeguarding Strategic Impact](#).

Standard 3M - M - The Safety and Security Coordinator is working with respective divisions to develop a trip after actions program to capture lessons learned and potential areas of improvement.

Standard 4 - FIS continues its work with Fielding International to plan the future development of the school's physical space. A bandwidth upgrade for internet access will result in a 5-fold increase. Renovation of the ES library has just been undertaken.

Visitor comments on NEASC Foundation Standards and curriculum developments since the Preparatory Visit.

[Click or tap here to enter text.](#)

IB documents and programme update

In response to the IB preliminary review, for any unresolved preliminary matters to be addressed, submit the IB action plan. If all matters have been addressed, upload instead the revised preliminary review report.

Based on the review of the programme documentation, and observations by the team during the visit and in conversations with members of the school community, IB programme standards and practices requirements and specifications still not in place will be noted in the table below.

Visitors' response: Based on the review of the programme documentation, and observations of the team during the visit and in conversations with members of the school community:

- all requirements are in place
- the following requirements were found not to be in place.

Add rows as needed.

Practice	Requirement and specification, if applicable	Finding	Evidence to be provided by the school
Click or tap here to enter text.			

Part 2b. Shared Understanding of High-Quality Learning

In CLP-aligned schools, the Shared Understanding of High-Quality Learning is grounded in the 10 ACE Learning Principles and Impacts, as well as other Impacts a school might have identified. Through the Internal Reflection process, you worked to further clarify your community-wide understanding of

High-Quality Learning. These efforts will help you identify the Future Designs that can close the gaps between what your school aspires to and its current reality.

A. Describe or list the ideal characteristics, skills, and attributes of your learners/graduates.

School response

FIS' definition of High Quality Learning is grounded in the school's mission and beliefs. It was developed collaboratively, with faculty, the curriculum council and board input during the 2017 accreditation/evaluation cycle. It states that:

High Quality Learning is the lifelong cycle of curiosity, discovery, experience and reflection that results in the acquisition of new understandings, attitudes and skills. These enable us to construct meaning, make connections, take action, and grow intellectually, emotionally and socially.

During this year's internal reflection process, a group, representative of all divisions and both campuses, examined FIS' mission statement, strategic impacts, curricular documents, current programs and practices, recent professional development offered to faculty and staff, and gathered voices from faculty, staff, students and families across the school, to look for common emergent themes within our beliefs and practices. Through this process we were able to consolidate a set of characteristics, skills and attributes which we value and aim to nurture as a collective learning community at FIS:

Curiosity, Connection, Innovation, Ethical Citizenship, and Changemakers

The internal reflection revealed that, while we continue to value the characteristics and skills identified in our 2017 HQL definition, there has been a noticeable shift in our community's perception of learning, acknowledging that HQL is more than an individual, internal pursuit. It also involves action and the application of knowledge and skills with the aspiration of having positive impact and creating more inclusive communities/societies.

[How HQL is defined at FIS](#)

[Initial emerging themes](#)

B. Describe the type of pedagogy and conditions that your learning community believes will lead to learners developing the characteristics, skills, and attributes indicated above.

School response

The characteristics, skills and attributes FIS hopes and strives to nurture in its learners are underpinned by the International Baccalaureate curriculum framework through: the Approaches to Learning (ATL); the Approaches to Teaching; and the IB Learner Profile. The internally developed Grade 6-10 curriculum is underpinned by these same values and acts as a bridge between the PYP and DP programmes. The ethos of inquiry is a central tenet to these programmes, and helps foster HQL at FIS through ensuring that the construction of meaning and application of skills sits at the core of teaching pedagogy.

FIS's strategic impacts serve to further the physical, social and emotional conditions that foster HQL in all community members as well as build capacity in educators to deliver our vision. [Personalised learning](#), [STEAM and Innovation](#), and [Equity Justice and Belonging \(EJB\)](#) were acknowledged during the data collection process as impacts that helped FIS to further its vision of HQL. In addition, several faculty members commented on the effectiveness of a [Culture of Coaching](#) for encouraging collaboration and nurturing characteristics, skills and attributes in educators that will enable them to further HQL.

Professional development (PD) for educators is supported and encouraged by FIS. There is a generous PD budget that allows educators to keep abreast of emerging trends in education and to stay at the forefront of new innovations. Indeed, disbursements from the [FIS Foundation](#) were directly allocated for those wishing to seek further training in innovative educational pedagogy. These efforts directly help FIS to continue to develop its vision of HQL in practice.

Observers to the school will note that the facilities and programmes at FIS are designed according to the school's mission, and that these help further promote HQL as they inculcate the skills and attributes that are included in the community's shared understanding. Moreover, observers will see inquiry-based learning inside the classroom as well as learning that is extended beyond it.

[Evidence collection of HQL](#)

C. To what extent are these characteristics, skills and attributes widely accepted, understood and shared by school stakeholders, and evident to an observer in your school today?

School response

The NEASC survey results indicated a high perception of agreement, and understanding, of the above mentioned characteristics, skills and attributes. Over 80% of faculty felt a connection to the school's mission and vision, and 77% of faculty felt that they had some agency in FIS's shared understanding of HQL. This sense was even stronger among the school's administration. The results from the parent survey further reinforced the notion that learning is more than the acquisition of content/knowledge at FIS, and signalled the support of the wider school community. While there was strong agreement among students, some students also answered 'I don't know.' As HQL represents an ongoing reflective process for the school, this is an area identified for further exploration.

There was agreement among the wider community about what characteristics, skills and attributes we value and promote as a school. Although the essence of these characteristics, skills and attributes are captured by our current HQL definition, the words the community used to reference these were not always the same. This became evident during the qualitative collection of data. The HQL group concluded that it would be beneficial to use next academic year to consolidate our shared understanding of HQL by re-working our definition into something that could be understood, remembered and easily articulated by all stakeholders, even our youngest learners.

[Synthesis of survey results](#)

[HQL community video](#)

D. Process: How did the community decide upon items A-C above? Has the Internal Reflection process affected your learning community's understanding of High-Quality Learning? If so, how?

School response

As referenced in A, the internal reflection process looked at FIS's written documents, the mission and vision, curricular and strategic impact plans, as well as engaged with the FIS community members (from as young as three-years-old) to build an understanding of the skills, attributes and characteristics FIS values. In contrast to 2017, whereby our definition of HQL was developed by the community from a blank slate, our responses to A-C in this accreditation process involved a structured reflective process to see how, and in what ways, the nature of our definition of HQL had developed over time. This included a

focused approach to encouraging community members to engage in connecting their beliefs and everyday practices to HQL in order to see it in concrete, rather than abstract, terms. It was encouraging to witness how many colleagues and students became involved and engaged with the reflection of what HQL represents at FIS in real terms.

Some of the questions that came out of this process related to the words 'high quality.' What exactly is meant by high quality? What makes some learning experiences high quality and others not? Who decides? Are we upholding western-centric, hegemonic ideologies when we assign graded classifications to learning? These are all interesting considerations and the mere posing of them serves as an indicator for how the internal reflection process embodied our definition of HQL.

The process itself helped to connect educators, students and families, and build a deep appreciation and gratitude of who we are as a collective learning community. FIS serves over 1800 students (from aged 3-18) and their families over two campuses, and has over 350 faculty and staff. While this large community is fairly united in their hopes, dreams and aspirations to create HQL experiences for students, we are still developing a common language in how we articulate this in a standardised way. Moreover, the term 'changemaker' is starting to be widely used in our community synonymously to mean the way in which learning is applied impactfully in differing contexts. This term is emerging as an important aspect of HQL at FIS but is currently not a part of our definition.

The HQL team identified the need for this work to be ongoing, and the first task will be an updating of our current definition into a format that is accessible to all our stakeholders, to strengthen our shared language around HQL.

[May 2023 community strategic planning](#)

Visitor Comments on the school's Shared Understanding of High-Quality Learning

[Click or tap here to enter text.](#)

Part 3. Survey analysis

In this section, provide a summary of the analysis of the results of the NEASC-CIE learning surveys that were completed by students, teachers, parents, governance and leadership. You may organize your response as you wish – such as by stakeholder group or by theme.

Please indicate to what extent these surveys have helped to inform and guide your Learning Community Reflection.

Note: An analysis is not simply a set of results, but a reflection on the feedback about the strengths and challenges indicated by the responses of each section of the community.

School's analysis of student, teacher, parent, governance and leadership surveys

Leadership Surveys

The NEASC survey had a separate survey for school leadership, which included the leadership team (ADCON) and Board members. There were a total of 30 respondents and the vast majority showed full agreement with the positive statements of the survey. The only real outlier was the statement that FIS is supportive of students with learning differences, including both those who are challenged and highly capable, where 3 disagreed and one answered "Don't Know." Unfortunately, the wording of this question makes it unclear if the primary concern of this group was supporting those who are challenged or those who are gifted. This provides an area for further exploration within the leadership team.

Parents

A total of 970 parents began the NEASC survey with 746 fully completing all questions. A pleasing 98% of respondents stated that they would recommend FIS to other parents. Parents' answers were vastly supportive with only one question falling below an 80% positive response rate. The statement asked if "children have a choice in how they want to learn," which had 76% of parents in agreement. Of the remaining, 10% answered "Don't Know". This may have been due to uncertainty around what is meant by "choice" and highlights an area for further communication with the parent community about how the school is [transforming assessment and personalizing learning](#).

Students

Just over 1,000 began the survey, with 858 fully completing it. Most questions had over 900 respondents. Student responses often offer the most diverse perspectives in annual FIS surveys, as their adolescence is appropriately a time for questioning authority. That said, a surprisingly high 95% of students reported on the survey that they would recommend FIS to others. A number of the survey statements led to a relatively high number of "Don't Know" responses to some of the questions. However, four areas stood out as they had roughly 200 or more students in disagreement: students' choice in what they learn, learning being "just right" in difficulty, acceptance of student mistakes, and the issue of being "bored at school."

The school can further review student concerns by comparing the data with the FIS FIS Spring survey. Areas within the latter survey that had more than 20% dissatisfaction were as follows: school responsiveness to student feedback, students getting along with each other, appropriate homework levels, student stress, the presence of serious issues needing to be addressed, and of course, cafeteria food.

Faculty

The NEASC survey was sent to all colleagues, although many responded that it appeared worded primarily for faculty and was not well-suited for staff. A total of 276 started the survey but only 199 fully completed it. Roughly 70% of those answering were classroom teachers. Asked if they would recommend the school, 99% said they would do so.

The areas that stood out as a moderate concern, or with more than 20% either disagreeing or uncertain, were as follows: supporting student learning differences, access to information about leadership decisions, employee morale, definition of learning, and leadership's understanding of a teachers approach to teaching/learning. The only two questions that generated significant disagreement (roughly 40% disagree/uncertain) related to receiving constructive feedback to improve teaching, and the need for colleagues to have sufficient time to reflect on teaching/learning. These are clearly areas that need more review within the divisions and the information has been disseminated to principals to review in faculty or department meetings. It will also be reviewed at the leadership (ADCON) workshop that takes place prior to the start of the school year.

Ongoing Use of Results

There are hundreds of additional pages of comments that are also digested by leadership to give more granularity to these results, as well as disaggregating the results by division. Divisional results are reviewed by the Principals and Assistant/Associate Principals. The survey results are shared with all members of the leadership team, along with the results from the annual FIS spring survey. The survey data is also shared with the Board of Trustees through its Trustee Committee, which also has oversight of the schools Spring Survey. All team and subject leaders within the school have access to the data to use in the development of their strategic and curricular planning. The Equity, Justice and Belonging (EJB) committee has reviewed data from the perspective of inclusivity and belonging and learnings from the data have been incorporated within the 2023-24 action plan for EJB. Part of this will include an exploration of outlier results to ensure that minority perspectives are understood and taken into account.

Visitors' comments on the school's analysis of its survey results and use of this data in the reflection process

[Click or tap here to enter text.](#)

Part 4. School strengths and areas for further consideration

Part 4a. IB programme strengths

During the Learning community reflection, the school will have considered the programme strengths. Provide a brief summary of any strengths identified for each programme standards and practices framework category.

School's analysis of purpose: Sharing an important mission

PYP

The PYP program is developed to foster inquiry, promote global citizenship and empower learners to become active changemakers. Students are encouraged to use their voice, act with agency from our very youngest learners to our PYP Exhibition students. They do this through initiatives such as play day, leading and facilitating community assemblies, finding problems within the school and working with people to find sustainable solutions and having opportunities to engage in topics they are passionate about, particularly during scheduled flexible personalized learning time (referred to FLEX times and H days).

DP

The school has actively worked on implementing our mission to inspire individuals to develop in a variety of ways. One example that demonstrates how the purpose of the school is realized is the active student leadership team that has been in place for several years. To ensure students are engaging with the school's mission at this level, students have been empowered to become changemakers and to champion causes that they are passionate about, for example through service groups and the annual Changemaker conference hosted by FIS students.

Visitors' response

[Click or tap here to enter text.](#)

School's analysis of environment: Providing essential structures, systems and resources

PYP

In the Primary (Primary Grade-Grade 1) and Elementary (Grade 2-5) divisions, there is a Curriculum Calendar on both campuses that serves as the backbone for teachers to connect with and become informed of the transdisciplinary opportunities. The co-construction of the Curriculum Calendar with all stakeholders ensures that deliberate transdisciplinary opportunities are considered while still assuring the integrity of the individual disciplines. Where appropriate, teachers plan for transdisciplinary learning that may be concept, content, and/or skill connected.

The weekly schedule is constructed in such a way that it ensures timely and relevant support for collaborative teaching opportunities including English Language Acquisition (ELA) learners and students with additional learning needs.

Spaces at both campuses are being deliberately designed to facilitate collaborative teaching and learning practices in STEAM and innovation, as well as large and small group learning opportunities.

Our Curriculum Calendar is designed for transdisciplinary teaching opportunities and our weekly grade level schedules, which include specific disciplines, are designed to facilitate collaborative teaching practices (i.e. ELA teachers support students during identified language periods in the day, Learning Support teachers know when to push into a classroom to support with mathematical tasks, etc.)

DP

The school has clear structures and systems in place that meet and comply with IB regulations. For instance, the school installed a safe that meets the regulations set by the IB for securing materials. All aspects of required procedures set for DP courses are followed. Resources are devoted for DP teachers to comply with IB PD requirements to ensure that our students are receiving the appropriate support for their success in the DP.

Visitors' response

[Click or tap here to enter text.](#)

School's analysis of culture: Creating positive school cultures

PYP

The school has committed and invested significantly in professional development for all PYP teachers to become well-versed in Responsive Classroom practices. Regular school assemblies are typically student-run and provide opportunities to connect with one another, share learning and to reinforce positive school culture, wellbeing and belonging.

Our students identify with the Learner Profile across the grade levels, and we are considering ways to strengthen understanding and application of these attributes throughout their lives in and outside of school.

DP

Students are offered equal opportunities to undertake the DP. We encourage students of all abilities to pursue the programme. We do not restrict access to students and work to support them throughout their two years by monitoring their progress through discussions with teachers and the student support team, which consists of the Assistant Principal, Grade Level Year Head, three Grade 11-12 Counselors and the IBDP coordinator. This team meets cyclically to identify ways we can support students. Additionally, we communicate regularly with students and parents on student achievement through our Learning Management System (LMS), support meetings, emails, to name a few.

The school has also worked on developing an identity language programme (see page 6-7 in [FIS World magazine June 2022](#)) in the younger years, which has offered more access to our students in their home and family languages as a Group 1 subject. Our numbers in SSST have grown over the past few years as a result.

Visitors' response

[Click or tap here to enter text.](#)

School's analysis of learning: Ensuring effective education

PYP

Within the PYP divisions of the school, collaboration time with teams is built into the weekly schedule. Cross-team collaboration time is generally scheduled during Wednesday Faculty Meeting times, unless additional time is required. When longer timeframes are required for collaboration, release time is provided and substitute teachers are procured. Our Wednesday faculty meeting times are typically designed around teacher needs and/or school initiatives. Our school provides diverse and rich professional development opportunities for teachers to develop their craft, thereby ensuring effective education for our learners while prioritizing community wellbeing.

DP

At the DP level, teachers have dedicated collaborative planning time to work on unit planning and development, ensuring a focus on the ATLs, TOK integration and reflection on curricular design. We have

worked on migrating curricular documentation into a more user friendly style, and have worked on developing support through our new LMS, Canvas.

Additionally, the school has increased focus on the ATLs through the ongoing development and implementation of a whole-school articulated, age/stage-appropriate rubric. This has helped to provide opportunities for students to gain skills and understanding of how to develop in their learning. This is evidenced by students becoming more reflective on their learning journeys through a variety of portfolio work.

Visitors' response

[Click or tap here to enter text.](#)

Part 4b. Development of IB standards

Using the scale in the table below, indicate the level of **development** for each standard of each IB programme. For more information about the self-assessment process, including the descriptors, consult the IB [Guide to programme evaluation \(2022\)](#).

Purpose: Sharing an important mission		Shows notable development	Shows development beyond requirements	Offers opportunity for additional development	Requires development	
Purpose (0101)	Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	School self-assessment				
		P		x		
		M				
		D		x		
		C				
		CLP team				
		P				
		M				
		D				
		C				
		Comments on school development of IB standards				
		Click or tap here to enter text.				

Environment: Providing essential structures, systems and resources	Shows notable development	Shows satisfactory development	Offers opportunity for additional development	Requires significant development
--	---------------------------	--------------------------------	---	----------------------------------

Leadership and governance (0201)	The leadership and governance of IB World Schools create and sustain high-quality learning environments.	School self-assessment				
		P	x			
		M				
		D	x			
		C				
		CLP team				
		P				
		M				
		D				
		C				
		Comments on school development of IB standards Click or tap here to enter text.				
Student support (0202)	Learning environments in IB World Schools support student success.	School self-assessment				
		P	x			
		M				
		D	x			
		C				
		CLP team				
		P				
		M				
		D				
		C				

		Comments on school development of IB standards Click or tap here to enter text.				
Teacher support (0203)	Learning environments in IB World Schools support and empower teachers.	School self-assessment				
		P		x		
		M				
		D	x			
		C				
		CLP team				
		P				
		M				
		D				
		C				
		Comments on school development of IB standards Click or tap here to enter text.				

Culture: Creating positive school cultures		Shows notable development	Shows satisfactory development	Offers opportunity for additional development	Requires significant development	
Culture through policy implementation (0301)	Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	School self-assessment				
		P	x			
		M				
		D	x			
		C				
		CLP team				
		P				
		M				

		D				
		C				
Comments on school development of IB standards Click or tap here to enter text.						

Learning: Ensuring effective education		Shows notable development	Shows satisfactory development	Offers opportunity for additional development	Requires significant development	
Designing a coherent curriculum (0401)	Learning in IB World Schools is based on a coherent curriculum.	School self-assessment				
		P	x			
		M				
		D	x			
		C				
		CLP team				
		P				
		M				
		D				
		C				
Comments on school development of IB standards Click or tap here to enter text.						

Students as lifelong learners (0402)	Learning in IB World Schools aims to develop students ready for further education and life beyond the classroom.	School self-assessment				
		P	x			
		M				
		D	x			
		C				
		CLP team				
P						

		M				
		D				
		C				
		Comments on school development of IB standards Click or tap here to enter text.				

Approaches to teaching (0403)	IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	School self-assessment				
		P	x			
		M				
		D		x		
		C				
		CLP team				
		P				
		M				
		D				
		C				
		Comments on school development of IB standards Click or tap here to enter text.				

Approaches to assessment (0404)	Learning, teaching and assessment effectively inform and influence one another.	School self-assessment				
		P	x			
		M				
		D		x		
		C				
		CLP team				
		P				
		M				

		D				
		C				
<p style="text-align: center;">Comments on school development of IB standards Click or tap here to enter text.</p>						

Part 4c. Other school strengths—whole learning community

In the space below, summarize other areas of learning considered strengths throughout the whole learning community.

School strengths throughout learning community

Students are empowered to engage in topics and issues that matter to them. Through the student-led [Changemaker Conference](#), our students see themselves as leaders, who can explore and discover their world to make changes. Our students actively seek to find opportunities for growth and are supported and encouraged to be innovators in various ways: for example, our 3-D printing club grew into a large club through the CAS project of one student; through the interest of a few students, clubs have grown into very active [service groups](#) on campus which aim to make differences in the lives of others. What is inspirational about so many of these grassroots groups is that many have grown out of students' CAS projects. Our students who lead service groups and club groups work collaboratively as a leadership team to support each other in building sustainable programmes, and to bring younger students into their work and inspire them to set up their own service and action activities. The positive impact that exists through their participation and active leadership within our community highlights how inspired students are to engage with their world.

Visitors' response

[Click or tap here to enter text.](#)

In the space below, offer relevant observations on learning throughout the learning community, among all learners young and old.

School's reflection on strengths in learning throughout learning community

As an entire learning community we actively seek opportunities to learn together. An example of this was the student-lead, teacher-supported symposium on ChatGPT. It started as a discussion in a TOK lesson, and grew into an organized [TOK Symposium](#) titled *The Promise and Pitfalls of AI in Education*. Students, teachers, parents and AI experts took part in a discussion that was watched around the world. The idea of discussing, questioning, embracing and fearing a new technology captivated and inspired the students involved, who impressed the audience with their serious reflections on how this new tool can impact education. In the 90 minute discussion, they fielded a variety of questions and actively sought to gain understanding and learn from different perspectives. This spurred further discussion in various avenues, with those involved being sought out by other schools and organizations to participate in roundtables and events. This example highlights how learning is embraced within our community. We seek answers together and we work to actively engage with current events in ways which align to the IB curriculum.

We intentionally offer students opportunities to participate in a wide variety of types of learning. They learn to become leaders through [student-led organizations](#) that promote leadership and community involvement; through this, they explore new interests, develop leadership skills, become risk takers and hone collaborative skills. These skills are a reflection of the skills embedded throughout the school in the classroom. To enhance students' classroom experiences, they have opportunities to travel on school sponsored trips through a number of our courses, [athletics](#), [service clubs](#), grade level programmes.

These “out of the classroom environment” opportunities develop students as risk takers and communicators, and help our students grow and gain confidence.

Students have opportunities to engage in [outdoor learning](#) opportunities throughout the entire school. Outdoor learning opportunities are scheduled regularly and with the support of teachers who actively connect learning outdoors with our curriculum. Starting from the very youngest learners in our First Steps and Pre-Primary classes, learners develop a rich and enduring relationship with the natural environment at our doorstep, including our campus facilities and the local forest parks. As our students progress through the grade levels, these facilities and forests provide authentic outside learning experiences, and support in particular the sciences, humanities, physical education and the arts. It is common to come across students of all ages learning outside and in all weathers.

Additionally, learning is continuously occurring for the adults in the community. We actively seek ways to grow professionally; through our participation in IB workshops and conferences, and through inviting experts in various fields to partner with us in person and virtually. Courses are also offered through our [REAL program](#) for adults as well as students. It’s common to see students, teachers and parents learning alongside each other, continuously reinforcing the idea of lifelong learning.

Visitors’ response

[Click or tap here to enter text.](#)

Part 5. Learning community reflection and visitors’ observations

This template includes both the reflection on the area of focus for the IB programme development planning and the Learning Principles chosen by the school.

The question prompts for reflection are included in each agency’s documentation. See the [IB Guide to programme evaluation \(2022\)](#) and the *ACE Learning Ecosystem: Standards and Principles 2020v1* for the detailed support for reflection process and question prompts.

In each section, be sure to include the following information.

- A. **Future goals:** Briefly summarize which areas the school is aiming to develop and why, and how the school will know if it achieves the goal.
- B. **Current reality:** Describe the current situation and the evidence demonstrating the Impact of learning.
- C. **Next steps:** Outline the actions that will be taken to ensure the desired changes and how the Impact will be evaluated.
- D. **Reflections:** Reflect on the process and the transferability of the learnings.
- E. **Community self-rating and evidence:** Rate along the learning continuum and provide evidence to support the community’s rating.
- F. **Visitors’ observations:** Peer evaluators will fill in section “F” after their observations.

Indicate below which five Learning Principles the school chose to engage with during the reflection process.

- 1. Learning purposes
- 3. Evidence of learning
- 5. Learner autonomy and engagement
- 9. Learning space and time
- 10. Learning community wellbeing

Indicate which Learning Principle includes the IB programme development focus. Record this in the next section under Learning Principle reflection 1.

Learning Principle 1

Learning Principle reflection I

Name the chosen Learning Principle for this reflection.

LP1: Learning Purposes

Learning builds understandings, competencies, knowledge, and dispositions that can be applied across different situations. Learners become responsible and successful global citizens by actively engaging with complex real-world issues.

Provide a brief rationale for why the school selected this Learning Principle.

Learning Principle 1 (LP1) focuses on learners becoming responsible and successful global citizens, aligning directly with the [FIS mission](#) of inspiring students to develop their intellect, creativity and character to become internationally minded citizens who are adaptable, independent and socially responsible. We chose this LP because we want to ensure our learning program across the school helps to build competencies, knowledge, dispositions and values that allow for this. We recognize both the potential of generative AI to enhance our students' learning experiences, as well as the need to build a sense of ethical responsibility that comes with its use. The global drive to meet the UN Sustainable Development Goals (UNSDGs) is another area in which students have opportunities to engage as global citizens and thus is an area of particular interest to us. The ATLs are another such way through which we develop common transdisciplinary skills that will help learners transfer their learning in authentic ways, from our youngest learners to our eldest.

IB programme development

Briefly outline the area of focus.

This programme development plan has 4 major areas of focus that are interconnected, all supporting the execution of our mission and vision and several of our strategic impacts:

- Leveraging the ATLs as a unifying element bridging the whole school, providing consistency of teaching and learning for competencies, dispositions and values,
- Concentrated effort to establish the ATLs as a central focus for learning and supporting students engaging in authentic and relevant self-assessment of learning that is transferable across all curriculum areas.
- Providing structures, systems and resources by which the students engage with the ATL's as an essential and sustained part of their learning, fostering learner independence and autonomy at FIS and beyond.
- Enhancing the curriculum to provide opportunities for students to develop sustainable and ethical thinking with an understanding of impacts on others and the planet.

List the four to eight IB practices that the school chose to engage with during the reflection process and to embed into the reflection on this chosen Learning Principle.

Practice that sets the conditions:

Purpose 1: The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)

- Purpose 1.1: The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100).

Practices that show who:

Purpose 2: The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners (0101-02)

- Purpose 2.1: The pedagogical leadership team articulates a shared commitment to the IB's mission and philosophy. (0101-02-0100)

Approaches to teaching 3: Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)

- Approaches to teaching 3.1: Teachers ensure that there are clear examples of connections to local and global contexts in the curriculum. (0403-03-0100)
- Approaches to teaching 3.2: Teachers encourage students to transfer their conceptual understandings to unfamiliar contexts. (0403-03-0200)

The school leadership (ADCON), the pedagogical leadership and teachers drive the strategic plan seeking input from all stakeholders from within the community. Therefore, these groups are tasked with ensuring that the foci that have been identified are integral within our purpose as a learning community and to take action to support the realisation of the program development plan that helps drive our work with strategic impacts. The pedagogical leadership team works with teachers to plan for a broad range of opportunities that connect learning with local and global contexts and encourage students to engage in meaningful conceptual transfer of learning.

Practice that indicates why:

Student support 4: The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

- Student support 4.1: The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100)

As a learning community, our commitment to our stakeholders is to ensure our students have access to opportunities that will support them to succeed as globally aware and engaged citizens. The ATL's are pivotal to this success. We want to provide a common language for students and teachers so that they can reflect on and articulate about individual processes of learning. We have chosen Student Support 4 because we have identified that we would benefit from teachers having a clear understanding of how the ATL's and supporting resources can be tools to demonstrate learning and can help students identify their strengths and areas of continued growth.

Practices that indicate how:

Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills. (0402-01)

- Lifelong learners 1.1: The school implements and reviews the development of the IB's approaches to learning. (0402-01-0100)
- Lifelong learners 1.2: The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200)

Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)

- Lifelong learners 2.1: Students understand the learner profile and can reflect on it effectively. (0402-02-0100) Lifelong learners

Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

- Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100) Lifelong learners
- Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)

PYP 1: Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years. (0402-06-0211)

DP 1: The school provides opportunities for students to take ownership of their learning through the DP core. (0402-06-0231)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

- DP 1: The school ensures that students submit the extended essay toward the end of the DP, and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)

The above standards were selected as unifying standards throughout our entire learning community from the IB PYP through the Middle School to the IB DP, connecting deeply with the strategic impact of [transforming assessment and personalizing learning](#). With these four standards guiding our “how” for our program development plan, the impact of transforming assessment and personalizing learning is our vehicle with which we work towards our school mission.

Briefly summarize the reasons why the school selected this focus for IB programme development.

The IB ATLs are key to achieving our mission. We have and continue to focus on developing resources and embedding ATLs throughout the curriculum through teaching and coaching. In developing student assessment tools with attention to vertical alignment from the PYP through the IB DP for the ATLs, we can provide students with continual reflection and growth opportunities across all areas of teaching and learning, regardless of content area and age. We want to ensure students are gaining the necessary tools and skills to navigate their future, that is, they are able to problem-solve, collaborate and communicate in sustainable and ethical ways. In addition to school-wide efforts to strengthen and embed the ATLs, we continue to invest in developing tools and practices for teachers to embed sustainable, ethical and global citizenship in student learning experiences and to increase opportunities for personalized learning. This work is ongoing and will continue to be a focus for us over the coming years.

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

We want to be in a place where our students have a metacognitive understanding of the ATLs and can place themselves on a competency scale of how they rate themselves in a particular skill within a given context. We also want them to be in a place where they know how to set a goal and develop action steps based on their reflections, acting as autonomous global citizens who make informed ethical choices that consider the impacts on others and the planet.

To achieve this we are developing newly-revised age-appropriate rubrics for students to assess their learning across content areas and programmes that are built on the foundation of the ATLs. We will also have increased opportunities within and beyond the classroom for students to engage in authentic, real world issues that involve a cross-section of disciplinary learning and contexts. Students will have opportunities to reflect upon and self-assess themselves in these wide varieties of learning contexts.

Desired evidence of Impact(s) on learning and learners. (What will success look like?)

- Students use the rubric to self assess their learning across content areas and programs.
- Surveys, exemplars and other forms of evidence are used by students to help them evaluate their development in relation to the ATLS.

- Younger students identify when and where they have been demonstrating the ATLs using age-appropriate “I can” statements.
- Parent education and collaboration opportunities ensure they have an understanding of the ATLs as part of the learning community.
- Students are engaged in age appropriate ways in increasingly complex, contextual learning and service opportunities involving decision making and problem solving in and outside of the classroom.

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

The school leadership (ADCON) and the pedagogical leadership team are committed to developing greater opportunities for students to engage in authentic transdisciplinary learning, for example opportunities that involve a deepening understanding of the SDGs or the implications of generative AI use in supported curricular contexts. We recognize the important role that transdisciplinary skills play in students becoming independent and autonomous learners and thus we are currently working towards providing student, parent and teacher resources that will enable the ATL's to be a central aligning element across divisions and campuses, including in Grades 6-10.

The learning community is currently going through a process of ensuring a vertical set of “I can” statements for the ATLs that are age-appropriate for each segment of our student population. This [FIS GP-G12 ATL Power Standards - draft](#) matrix is both a tool for teachers and learners to use, plan for, engage with and reflect upon the critical role the ATLs play in learning. For example, the Grade 6-10 written curriculum being categorized in 4 ways: (Subject) Knowledge, (Subject) Skills, (Subject) Concept Transfer, and ATLs. That means each unit of study has been designed with one or more ATLs being explicitly taught and assessed. Students self-assess and teachers provide feedback based on the evidence of learning. The draft ATL Power Standards matrix is currently being designed as a student-version for each of the divisions.

We have synthesized some examples across the school of our current reality organised by the following categories: social responsibility; ethical thinking and decision making; Global (International) Mindedness: Sustainable Thinking and Action; Fostering Independent and Autonomous Learning; Teacher Resources and Professional Development.

Social Responsibility

- Grade 6-12 students have been actively learning about the ATLs through both the pastoral program and their academic lessons. They use an [ATL rubric](#) to evaluate themselves and place themselves on the ATL rubric.
- Students organising and hosting an international [Changemaker Conference](#) including 51 workshops and 15 inspiring guest speakers.
- Introduction of [Responsive Classroom](#) as a framework for building community within the PYP divisions of the school.
- Introduction of built-in community time in the schedules for various divisions within the school including weekly community time in the Primary School and H-Day opportunities at FISW.

Ethical Thinking and Decision Making

- Focus has been placed on the ATLs in our Enhanced Learning courses designed for Grades 6 and 7 students.
- Theory of Knowledge [student-led panel discussion webinar](#) on Artificial Intelligence and its implications for education for faculty, staff, students, community members, and education and technology experts.
- Working in partnership with Inspire Citizens to begin to incorporate [root cause trees](#) and other systems thinking tools (e.g., sustainability compass, system iceberg model) and the [Empathy to Impact model](#) as key learning tools in the Elementary School at FISO and FISW and the Middle School at FISW.

Global (International) Mindedness

- In the Elementary School, students use the ATLs as the framework for a [google form](#) through which they write their own report card comment, reflecting on their learning for their self-selected flex time associated with one of their units of inquiry. Students use the ATLs with sentence stems three times a year to think about which of the ATLs were the most impactful in their learning in their particular electives. The student comments are then consolidated without teacher editing to share with parents as the reporting for that particular unit of inquiry.
- The MUN students participate in regional conferences and host their [own conference](#) for both MUN (Middle and Upper School) and JR MUN (Grades 4 and 5) students, focusing on relevant issues such as global sustainable farming, access to clean water, and global sustainable responses to natural disasters.

Sustainable Thinking and Action

- At FISW, students planned and organised with the local community to build a chicken coop as part of their sustainability efforts.
- Grade 5 students engage in personal, community and global action from a Head, Hearts, Hands perspective during their PYP exhibition. Evidence of student impacts include a student advocating for new chess boards for a chess club in support of the UN Sustainable Development Goal (UNSDG) for wellbeing; another student teaching others self-defence techniques after inquiring into violence against girls and women; and students wanting to impact global hunger by learning about community kitchens and using food waste.
- Students grow and harvest their own food in Grade 1 and Grade 4 units of inquiry as they learn and transfer their respective learning about food chains, life cycles, biodiversity and the web of life.
- Primary School students participate in “Earth Rescue”, a student group that uses the Sustainability Compass to understand and take action for sustainability in the PS.

Fostering Independent and Autonomous Learning

- [Learning models](#) have been recently drafted to be introduced next year (2023-24) beginning in the Elementary School. These will support students in engaging in and between different learning processes autonomously. The ATL's are being incorporated into this work in subtle ways while still keeping the learning models simple and applicable for younger students. These will be taught and experienced through units of inquiries in each of the grade levels from Primary - Grade 5, thereby fostering student metacognition and agency in flexibly using these learning models alongside the ATLs to take ownership of their learning. This work has been central in developing a cohesive vision for new facilities for innovation and creativity currently underway in the Elementary School and as part of the [STEAM and innovation](#) strategic impact work.
- First Steps through Grade 1 participate in regular [play days](#) in the Primary School, providing opportunities for students to practice and apply attributes of the Learner Profile and use social, research, self-management, thinking and communication skills in different contexts throughout the school.
- Flexible self-selected elective time for Grades 3-5 students in the Elementary School and Primary Grade in the Primary School
- As part of Day H Flex Day at FISW (once an 8-day cycle), all students use the ATLs to reflect on the skills they are developing in relation to challenge-based projects. They do this metacognitive work in their E-portfolios, whether that be Google Sites for Grades 5-8 or Book Creator books for Grades Primary - Grade 4. This also happens in Grade 6-8 unit reports where ATL skills are added to subject-specific learning outcomes.
- At FISW, Compass Learning tools have been used throughout the year, with both homeroom and specialist teachers. Tools such as the Compass Tool, Causal Loops, Iceberg Model, Triangle Game, Up the Ladder, have all been tools to build understanding and demonstrate learning in a systems thinking way.

Teacher Resources and Professional Development

- The Early Years team have collaborated to create the Early Years (EY) Outcomes, a document which aligns developmentally appropriate early years outcomes to the ATLs and is used as the primary outcomes document for First Steps and Pre-Primary learners.
- Instructional coaches have engaged in professional development in relation to the ATLs and have become responsible for embedding the ATL's in Grades 6 through 12, providing consistency at both the Oberursel and Wiesbaden campuses for students in Grades 6-8 and a facilitating smooth transition through Grade 9-10 before students enter the IB DP in Grade 11.
- PYP Coordinators support PYP teachers through coaching, student rubrics, modelling and other resources in providing opportunities for the students to engage in and reflect upon the AT's at age appropriate levels.
- [Common posters and tools](#) have been provided by the instructional coaches for use in the classroom.
- The instructional coaches have developed an [ATL google site page](#) that includes ATL Resources, displays for the classroom, resources for learners and resources for teachers. In small groups, we share our observations and explicit strategies that we have tried in our classes. People who want to can add their activities to a shared resource page.
- Through our collaborative planning time and professional development meeting times, teachers have been provided resources from the instructional coaches to help us consciously embed the ATLs in our curriculum planning and lesson delivery, using a common ATL matrix with shared and vertically articulated language and actions.
- Our first cohort for the Global Citizenship Certificate through Inspire Citizens is now complete with an opportunity for more teachers to participate next year.
- Level 1 and 2 Compass Education training for interested teachers through www.compasseducation.org. We now have 3 certified trainers at FIS to further facilitate teacher training on teaching and using sustainable systems with students with increased focus on incorporating systems thinking tools into PYP units of inquiry and middle school courses.

The continued work towards developing and deepening the role the ATLs play within the fabric of our school is evident as learning centers around our shared purpose, including transferring learning across disciplines to solve local and global problems. Students throughout the learning community make an impact on the world around them, learning and applying all aspects of the ATLs and the learner profile from our youngest learners to our IB Diploma graduates.

Current evidence of Impact(s) on learning and learners.

Students' increasing application of the ATLs and their ability to reflect upon themselves as learners using the ATLs is evident in PYP divisions in how students are able to, with increasing independence and confidence, be cognisant of when and how they are using the ATLs in their learning. This is supported by the students' use of single point rubrics within units of inquiry, use of the ATL matrix in reflection, and using the ATLs in writing their own report comments. [One Primary Grade example is illustrated here](#) as part of their unit of inquiry learning.

The [FIS ATL matrix](#) is used from Primary Grade through to Grade 12. All teachers across the divisions draw from the same document to see how skills build on and develop throughout the grade levels. It is also helpful for articulating, assessing and providing competency based feedback on how learners can improve on their development. It allows for a common language framework across the school. The impact of this work is described in [FIS World magazine June 2023](#) page 14-15, with a focus on self-management in Grade 5.

Across the school, there are examples of students being autonomous and independent learners who are engaged locally and globally and are beginning/continuing their journey of thinking and acting sustainably. One example is the Changemaker conference, which is described in an article on page 9 in the [FIS World magazine June 2023](#). The [Changemaker conference website](#) has further information.

C. Next steps (closing the gap between where we are and where we want to be)

Social Responsibility; Sustainable Thinking and Action

- Embedding tools from Compass Education and Inspire Citizens into units of study and courses
- Expanding opportunities for Changemakers in divisions including the provision of opportunities for changemakers in the youngers years

Ethical Thinking and Decision Making

- Providing parent education related to ATLs throughout all divisions of the school
- Creating explicit opportunities to explore AI within units and courses
- Considering issues of [equity, justice and belonging](#) in the written and taught curriculum

Global (International) Mindedness

- More explicitly defining 'global citizen' and 'international mindedness' for our community and context
- Eliciting how international mindedness fits in with ATLs and SDGs and vice versa

Fostering Independent and Autonomous Learning

- Currently, teams are reviewing the [FIS ATL matrix](#) Research section and its substrands to fully align with Information Literacy skills developed by the Librarians
- Continuing to expand opportunities for personalized learning through units and projects throughout all divisions
- Continuing to develop a project approach in the Early Years for First Steps and Pre-Primary student learning
- Continuing to develop scaling rubrics for students for the ATLs

Teacher Resources and Professional Development

- A description of professional development and learning at FIS can be found in the [Nov 2022 issue of FIS World magazine](#), pages 12-13.
- Continuing coaching opportunities to get tools such as the ATL matrix and the thinking models into use in the classroom in meaningful ways
- Expanding the cohort of teachers accessing training opportunities from Inspire Citizens in all divisions
- Increasing scheduled collaborative planning within divisions, particularly for transdisciplinary planning time within the PYP divisions.
- Providing professional learning for teachers to become more confident and comfortable with the use of AI in teaching and learning
- Developing a model and accepted norms for collaboration

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

Through the intricate and deliberate weaving of the ATLs and the learner profile into our written and lived curriculum, learners use critical thinking, creativity, communication, collaboration, technological, and research skills, and demonstrate transfer of their learning across disciplines to solve local and global problems within real world contexts. We see evidence of impact throughout our learning community. While there are many places within the learning community where we may be "living it", this is also something the learning community continues to be working on as we refine and continue to idealise and implement new and powerful ways in which our learners from First Steps through the IBDP have opportunities to fulfil our shared learning purpose.

Through the results of our most [recent survey](#), the responses indicate ways in which we can move forward. In summary:

- 87% of teachers will be working with their students on thinking or communication skills
- 84% of teachers feel confident or very confident in using Approaches to Learning in their teaching
- We feel that our students are weakest in transfer of skills (thinking) and self-management

Based on these responses, and the above list of ideas to make ATLS more explicit in our teaching and learning, we have identified the need for more student-friendly language and the creation of more opportunities for professional conversations about ATLS.

Conversations with teachers and students during the writing of this report indicate a desire to continue focusing on how AI fits into our teaching and learning, as well as the ethical decision making around teacher and student use of AI. The Future Designs section articulates how this community interest in AI is being formalized as part of the 2023-24 strategic plan.

The development of new and renewed spaces in the PYP divisions has a direct connection to our continued focus on personalized learning as one of our strategic impacts. Teachers have identified a need for increased collaboration time between and amongst teams and divisions to further this impact, supported by continued professional development.

Schoolwide commitments to sustainable thinking and global citizenship have helped to initiate large and small scale student action, and stimulate an increased focus on these within teaching and learning. There is motivation to continue weaving Compass Education, global citizenship, the UNSDGs and the IB ATLS into the written and taught curriculum in meaningful ways.

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystem, Standards and Principles, 2020v1*.

Rating

Working on it

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations: IB programme development

Include in your response feedback on planning the analysis and reflection of IB programme development strengths.

Planning (future goals and next steps)

[Click or tap here to enter text.](#)

Evidencing and analysing (the current reality and next steps)

[Click or tap here to enter text.](#)

Reflection

[Click or tap here to enter text.](#)

Areas for consideration

Click or tap here to enter text.

Visitors' observations: ACE Learning Principles

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric)

Click or tap here to enter text.

Observations (1,000 words or less)

Click or tap here to enter text.

Next steps

Click or tap here to enter text.

Learning Principle reflection 2

LP3: Evidence of Learning

Learners engage with feedback that promotes self-awareness, improvement, and mastery. Learners demonstrate growth and development in a variety of forms.

Name the chosen Learning Principle for this reflection.

Provide a brief rationale for why the school selected this Learning Principle.

We believe that teaching and learning should be informed by assessment. Ideally, assessment tasks are focused around reflection and growth, and measure what we value as an organisation, as described above. However, we recognise that effectively capturing and evaluating student development in ATLs and the learner profile in meaningful ways is challenging. Additionally, making assessment equitable, while considering different learners, is also difficult to achieve, especially given the diversity of our community. Nevertheless we aim to rise to these challenges. [Transforming Assessment and Personalizing Learning](#) is one of the seven pillars of our strategic plan. Specific priority actions within this strategic initiative address aspects of assessment *for* and *as* learning, which are areas where we recognize a potential for growth at our school. This Learning Principle was chosen due to its close alignment with this impact.

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

The language from our [strategic plan](#) describes our future goals, and is worded as follows:

"FIS will demonstrate a commitment to transforming student assessment to incorporate broader approaches to learning that allows students to have a continuous and personalized understanding of their needs and achievements. FIS will create instructional opportunities that personalize student learning

programs that foster greater student agency by making better use of space, time and personnel in order to expand the pathways for each individual to realize their potential and goals”.

Desired evidence of Impact(s) on learning and learners. (What will success look like?)

- Teachers feel confident in assessing students in various ways, and use that data to provide valuable feedback to students and plan differentiated instruction for whole-class and small-group learning.
- Students engage in regular opportunities to reflect on their learning, including in relation to ATLs.
- Students have opportunities to share their learning and growth using their own voice, contributing to an inclusive learning environment.
- Students are therefore aware of their own strengths and areas for growth and can develop a clear plan to reach their goals with the guidance of their teachers.
- Parents have a clear understanding of their child’s unique learning trajectory and how they can support their child in their continued academic and social development.

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

Strategy

Our policy manual contains a broad definition of our school’s beliefs and approaches around [Personalized Learning \(7.6\)](#) and [Student Assessment and Reporting \(7.12\)](#).

Prior to the 2022-23 academic year, there were two strategic impacts related to this LP: *Transforming Assessment* and *Personalized Learning*. In response to feedback during the community strategic planning day in May 2022, it was decided to combine these impacts as they are strongly aligned in their desired outcomes. As such, the [Strategic Impact Transforming Assessment and Personalizing Learning](#) has the following priorities for this academic year:

(a) Establish a shared understanding of personalized learning which includes student agency and assessment-driven instruction

To achieve the first priority, a committee composed of representatives from each division has been working on drafting a vision statement for personalized learning. The committee has created graphics which depict the aims of FIS in relation to personalized learning as a first step toward fostering a strong community understanding of what this means at FIS.

We acknowledge that some students require more support than others in order to achieve our identified standards. The Learning Support (LS) department is involved in assessing students’ abilities, identifying appropriate accommodations and providing opportunities for LS students to meet the requirements for each subject through Individual Learning Plans (ILPs). These learning plans also help teachers plan for assessment accommodations. We are currently exploring what it might look like to develop an individual learning plan and a support schedule for students who are exceptionally advanced in one or more subject area.

(b) Develop a system that includes and triangulates internal and external assessment data to track student growth

We have made strong progress toward this priority. Currently, PS and ES grades at both campuses are using data trackers to record student assessment scores from a variety of assessments. Teachers are given ample release time to administer these assessments. Across divisions, assessment accommodations are provided for students with special learning needs. Data from the data trackers, along with other formal and anecdotal data, are analysed at ‘Data Dive’ meetings where homeroom teachers, administrators and support staff identify trends in the data and use it to plan ongoing instruction and form affinity groups for differentiated instruction. For example, a strong guided reading program has been developed in the ES by which students are grouped within homerooms according to their reading level. Homeroom teachers meet with groups on a regular basis to support students at their ‘instructional level’. These groupings are flexible and students accelerate at their own pace based on teacher discretion.

FIS also delivers norm- and criterion-referenced assessments from Primary Grade through Grade 12, in some cases to place students in different levelled courses and to differentiate instruction, and generally to track whole-school and division-wide progress in specific areas of the curriculum. MAP (Measure of Academic Progress) testing is used to differentiate students for placement in mathematics courses in the Upper School. WIDA (World-Class Instructional Design and Assessment) tests are used for placing students into English Language Acquisition (ELA) and/or mainstream English classes across divisions. Language teachers in the Upper School use the CEFR (Common European Framework of References for Language) exams to inform their 1-7 grades and placement of students. The GloSS (Global Strategy Stage) and IKAN (Individual Knowledge Assessment of Number) assessments are administered in the PS and ES grades, the data from which are used by teachers to group students for targeted instruction and plan ongoing instruction.

There is a shift from summative assessment measures toward more frequent, formative assessments. In the FISO ES, regular 'checkpoints' are administered throughout each mathematics unit and unit reports are shared with parents and students at the end of each unit. With the support of the mathematics coach, homeroom teachers use the data from formative assessments to group students and prepare materials for support or extension. In Grades 6-8, unit reports have been developed which outline the knowledge, skills and ATLS covered in each unit. These have been developed for all units in all academic subject areas and are shared with students at the beginning of the unit, along with a grading rubric, so students have a clear overview of the outcomes of each unit, and how they can achieve them. The unit reports are posted on Canvas at the end of the unit.

(c) Provide an avenue for every student to capture and reflect on their learning and experiences at FIS over time

In some grade levels and individual classrooms in the ES and PS, students engage in regular self- and peer-reflection using the ATLS, as well as teacher-created rubrics. Student portfolios are being used from Primary to Grade 8 at FISW, as well as in PS at FISO. Portfolios are currently being piloted in Grades 6-8 at the Oberursel campus. As we solidify a school-wide model for personalized learning, further development of student portfolios has been postponed, but will be addressed as part of our future strategic direction.

Other notable actions to support this Learning Principle

- Canvas has recently been adopted as the [new LMS \(Learning Management System\)](#) in the Upper School. This platform contains the outcomes for each unit, assignments and activities for students, as well as gradebooks. Adopting this learning platform has been a positive step in our goal of becoming more transparent around assessment and grading. All teachers are now utilizing the platform to various degrees and ongoing professional development is being undertaken so that teachers can use the platform to its highest capability.
- Standards-based grading has been in place in some divisions (ES and Grades 11-12) for some time, but we have recently decided to make the move toward standards-based grading across all divisions to provide greater consistency and clarity around grading for our students and families. As standards-based grading did not previously exist in Grades 6-10, we had the opportunity to draw on the successes of multiple different curricula to define our own desired outcomes in these grade levels.
- The terms Beginning, Intermediate, Proficient and Advanced (BIPA) are now being used on reports from Grade 2 to Grade 8 to describe academic achievement in different subject areas. We previously used 1-7 number grading beginning in Grade 6. This shift has mitigated some of the confusion around where a student is in their academic growth as they move from elementary school to middle school. Grades 9-12 still use the 1-7 number grade system.
- In light of the new advancements in artificial intelligence, we are exploring new approaches to assessment especially in the humanities and English where the essay has been the primary way for students to show their understanding. We feel very strongly that we should teach our students how to use this new technology in ways that will help empower them as learners rather than avoiding its use. Many of our Upper School teachers have therefore been actively exploring these technologies with their students with the aim of pointing out its positive uses and capabilities as well as its limitations.

Current evidence of Impact(s) on learning and learners.

A shared understanding of personalized learning is beginning to emerge

- A growing shared understanding of personalized learning is being fostered through cross-divisional committee work, including the development of [these graphics](#).

Student data is used to track student growth over time and inform instruction

- Data tracker examples: [FIS-O Primary](#), [FIS-O Elementary](#), [FISW](#)
- [Data Dive](#) Grade 4 example
- [Mathematics unit checkpoint](#) example and [Progress summary report for Mathematics](#)
- [Phonemic assessment tool](#), developed by the PYP Coordinators and PS teachers, used to target specific learning needs

Students reflect on and evidence their learning in diverse, age-appropriate ways

- [PS student portfolios](#) (Book Creator student example)
- [FISW student portfolios](#) (Google Site with multiple student examples)
- [PYPX Process Journal](#) template and [Process Rubric](#)
- [Seesaw](#) (student example, but this platform is used in multiple divisions to collect and reflect on student work over time, and was particularly valuable during the pandemic for continuing learning at home)
- [Student Reflection Rubric](#) (an example of an assessment rubric)
- [US ATL survey](#) in which students self-report their strengths and areas of growth in relation to the ATLs

C. Next steps (closing the gap between where we are and where we want to be)

(a) Establish a shared understanding of personalized learning which includes student agency and assessment-driven instruction

- Set goals within each division under the five pillars of our personalized learning model.
- Following the adoption of a new mathematics curriculum (Common Core Plus) from Primary to Grade 8, work with Mathematics Coordinators to develop consistent approaches to differentiation within the framework of this new curriculum.
- Leverage learnings from FISW Day H and the successes of individualized learning plans for neurodivergent students, to benefit all students, including those who are academically advanced.

(b) Develop a system that includes and triangulates internal and external assessment data to track student growth

- Become even more intentional about using assessment data to inform instruction through the provision of teacher training in how to analyze student assessment data and effectively use that data to inform instruction.
- Include German, writing and SEL (social-emotional learning) data in data trackers to provide a comprehensive 'snapshot' of the academic and social strengths and next steps for each individual student.
- Continue to optimize how Canvas is used in the US, with considerations toward:
 - the introduction of new categories, such as 'assessment of' and 'assessment for' into the gradebooks and the addition of a BIPA (Beginning, Intermediate, Proficient, Advanced) option for each of the categories (Knowledge, Skill, Concept, ATL);
 - Consistency of use;
 - Clarification around the weighting of assignments.

(c) Provide an avenue for every student to capture and reflect on their learning and experiences at FIS over time

- Develop consistent approaches to student self-reflection within divisions/grade levels by making this an intentional component of our curriculum planners, giving all students regular opportunities to reflect on their own learning.
- Undertake an inquiry into student portfolios with a view to developing a whole-school approach to include: auditing existing tools and resources; reviewing current research on portfolios; considering the student journey through the school as well as the transience of students between schools; and identifying model schools that we can learn from.

Additionally, to further support this LP, we intend to:

- Review timetables and curriculum calendars and make adjustments in order to allow for more time for deeper learning as well as more diverse and authentic assessment opportunities. One thing to consider when reviewing our calendars is to balance the teaching minutes for standard-level and higher-level courses so that higher-level students have adequate time to fulfil the DP (diploma program) requirements.
- Seek ways to be more transdisciplinary, condensing the curriculum and creating more time for authentic assessment.
- Develop an assessment calendar so that students and teachers can see which assessments are taking place across subject areas and when they are taking place. This would help us avoid overloading students with multiple assessments in any given week, but our LMS does not currently support this need.
- Consider how students can be incrementally prepared for high stakes assessment through the vertical articulation of end-of-year exams in Grades 6-10..
- Review and align assessment policy documents with current practices around assessment and to include a definition of, for and as learning.
- Consider issues of equity, justice and belonging as they relate to assessment. For example, intentionally explore language and cultural codes in resources and assessments, differing perspectives on the function, meaning and importance of assessment and grading, access to accommodations for language learners and students with learning plans, and assessment differentiation to meet the needs of diverse learners.

- Develop and regularly update guidance for teachers, students and parents about use of generative AI in education and how it may impact student learning, assessment, grading and reporting.

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

Our ultimate goal as a school is to realize a model of assessment which is ongoing and focused on personal growth. We are well on our way to achieving this goal yet with varying consistency across the school. While much positive work has been undertaken in recent years to the benefit of students, our achievements have often been in pockets. There are advantages of this, notably the ability to be nimble in smaller sections and learn from these pilots, and to be able to support and facilitate grassroot initiatives. However, a significant lesson from this accreditation cycle is the value of the work we did together, cross-divisionally, on this Learning Principle. We gained insights from one another and from the work of different divisions. We acknowledge that achieving our objectives and elevating this Learning Principle to the next level requires us to work more closely together across divisions. While examining the rubric for this Learning Principle, we realized that we are implementing many of the practices mentioned in the 'Living It' section. Nevertheless, some of our practices still fall under the 'Working On It' category. Therefore, we believe that as a whole school we are presently in the 'Working On It' stage, with the potential to advance to the 'Living It' stage if we continue to concentrate on this goal in our strategic plan in the coming years.

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystems, Standards and Principles, 2020*.

Rating

Working on it

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric)

[Click or tap here to enter text.](#)

Observations (1,000 words or less)

[Click or tap here to enter text.](#)

Next steps

Click or tap here to enter text.

Learning Principle reflection 3

LP5: Learner Autonomy and Engagement

Learners have age-appropriate, goal-oriented autonomy over their learning and make informed choices supported by guidance within and beyond the classroom.

Name the chosen Learning Principle for this reflection.

Provide a brief rationale for why the school selected this Learning Principle.

Through the strategic impact of [Transforming Assessment and Personalizing Learning](#), and through the promotion of a shared understanding of High-Quality Learning, FIS aims to ensure that student agency, voice and choice exist within and outside the classroom. This LP was chosen because it is strongly aligned to LP1 and LP3 in our strategic plan.

As described previously, we recognize that we could do more to become consistent and systematic within our practices to ensure that understanding and competencies are built and embedded across all divisions and learning areas. Professional development and collaborative structures are central in providing teachers with competencies to co-create curriculum experiences and to guide students in their use of ATLs to shape their own learning. Given our goals for a school wide concept-based, inquiry-driven curriculum, student engagement and autonomy is a holistic endeavour involving teachers as invested and reflective practitioners who together foster a culture of growth. As such, this Learning Principle is of significant importance for our continued growth and improvement.

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

Each division is working in alignment to promote and encourage intentional reflective practices and policies to impact learning outcomes and the overall student experience. Learners are provided with the freedom to make choices about how to fill their daily schedules and how to demonstrate learning. They have control over regulating their goals and actions, and report feeling empowered and motivated as learners. Having a meaningful relationship to learning increases students' sense of belonging and interest, and there is evidence in all divisions that this is strengthening and supporting increased competencies and confidence. The school has embedded, consistent practices for documenting, accessing and utilising curriculum documentation in order to facilitate opportunities for engaging interdisciplinary activities.

Desired evidence of Impact(s) on learning and learners. (What will success look like?)

- Students are leaders of learning in the classroom and engage in advocacy and service as changemakers in the local and global community.
- Students exercise self awareness and agency in their approach to healthy living, wellness, safety, and equity, justice and belonging.
- Students demonstrate learning in a variety of forms, selecting approaches that allow them to demonstrate knowledge and their learning progression.
- Students engage in learning opportunities that are personalized to their interests and ability.
- Students exercise autonomy by making informed independent choices about learning, including from a wide variety of course options.

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

Personalized learning pathways for languages are becoming embedded through the [Language Acquisition](#) impact. We are undertaking a whole-school process of defining Personalized Learning, as outlined in the strategic impact [Transforming Assessment and Personalizing Learning](#). This is fostering a common language and understanding of personalized Learning, supported by an increasingly embedded [culture of coaching](#), with opportunities for meaningful feedback loops supported by instructional coaches. We are making progress in the impacts of [Equity, Justice and Belonging](#) and [Wellness and Safeguarding](#), although we are only in the early stages of engaging students directly in these impacts.

Specific examples of actions in place for this LP are detailed below.

Flexible learning time

- Guided reading sessions in FISO PS and ES offer choice of topic or area of study to inquire into, and a variety of ways in which to collaborate (such as flexible work areas and seating).
- At FISO Grades 4 and 5, [FLEX time](#) enables students to choose their own learning journey every Friday, with this being a unit of study for 9 weeks, then changing to another choice that students make. Examples of activities include Music, Makerspace, Technology, Junior Model United Nations, and Outdoor Education.
- WIN (What I Need) time has been implemented at FISW as scheduled time for students to spend time delving into an area of learning that is chosen by them.

Student choice in how they demonstrate and evidence their learning

- Examples from FISO PS and ES:
 - Music: Students choose their own instruments to use and develop their skills with. During composition projects, students complete a written composition and then can choose to share a live performance, a video, or an audio recording on Seesaw.
 - Physical Education: Students follow the design cycle to create dance/gymnastics routines.
 - Science: When students spend time in the science labs, they decide the way they are going to investigate. Students are given a maker challenge and they decide how to solve the problem. Students are able to design models, games, presentations (traditional and technological) to demonstrate their science learning.
 - Students use movies, Book Creator, Google Suite, Jamboard, Padlet, Seesaw and other platforms to demonstrate their understanding. They work independently, in small groups and in larger groups in all areas of the curriculum, being exposed to a variety of learning and teaching styles.
- Examples from FISW:
 - Readers Workshop: Students have control of what narrative fiction and topic of interest for non-fiction books they will study. Flexible partnerships are used, with students choosing partners and then reflecting on their choice and whether that was a good working partnership. Students engage in [book talks](#) within these spaces, having a range of choices available.
 - During Day H and the How We Express Ourselves in particular, students are encouraged and expected to apply their learning to areas they care about and want to see change. If they are focused on one particular Sustainable Development Goal from the UN Global Goals, they are encouraged to research, learn and then apply their understanding to an action, big or small.
 - In Grades 6-8 Math classes, students engage in 'challenge by choice' activities.
- Examples from US:
 - Students in Grades 6-8 English classes are given different ways to provide evidence of learning. They can share their knowledge orally or as a recorded presentation, as well as in writing. They keep portfolios to showcase different approaches to learning.
 - In Grade 10 Balance classes, students explore tools and measures which reinforce and help them to articulate a healthy mindset; this supports personal choices regarding how they will individually meet IB DP CAS requirements.

- In DP HL Biology small groups of students develop a lesson plan to teach one component of the curriculum to their classmates. They have autonomy over how they teach their fellow classmates.
- DP Students have a choice of four different taught languages at up to 7 different levels: Language B HL/SL, Ab Initio SL and Language A (Lang & Lit and/or Literature) HL/SL. Students additionally have the option to take a self study language (SL) and are offered the choice to take externally accredited exams such as DELF and DELE.

Student choice in schedule/courses

- FISW has shifted from a 5 day schedule to an 8 day schedule and intentionally designed one whole day of FLEX learning where students are free to engage in student autonomy, expression of voice, choice and ownership of their learning. At the start of each of these days, there is a whole school Community Assembly, led by students.
- A widening range of electives are offered in the US, including the identity language pathway and courses offered through digital online learning platforms such as Global Online Academy and Pamoja. These expand the curriculum, increase student student and create personalized learning pathways as a means to increase student engagement and autonomy.
- While the vast majority of our Grade 11 and 12 students choose to complete the full IBDP, alternate and individualised pathways exist for students to choose different subject combinations and courses.
- The REAL (Recreation, Enrichment and Learning) program offers a comprehensive selection of extracurricular activities for students, as well as the wider community of parents and employees.

Current evidence of Impact(s) on learning and learners.

The following select evidence relates to the examples above:

Flexible learning time

- FISO Grade 5 [FLEX time](#)
- [FISW Day H - FIS World Magazine article](#), see page 4

Student choice in how they demonstrate and evidence their learning

- FISW H Day [Community Assemblies](#).
- FISW Readers Workshop [Book Talks](#)
- US Grades 6-8 Math class 'challenge by choice' activities: [Grade 6](#) [Grade 7](#) [Grade 8](#)
- English 10 - IB [Portfolio sample](#)
- DP Science [IB Biology Option D peer instruction](#)

Student choice in schedule/courses

- DP English [Subject choices](#), [Grade 11 Fiction Choice](#)
- [Global Online Academy](#)
- [REAL program](#) (extracurricular and community activities)
- Grade 9 Da Vinci Project (see page 20-21 of [FIS World Magazine, June 2023](#))

Further evidence is available in following two documents:

[Learning Principle 5: collecting evidence FISO and FISW](#)

[Learning Principle 5: collecting evidence](#) (FISO Upper School)

C. Next steps (closing the gap between where we are and where we want to be)

This LP will be strengthened through the following actions:

- Rationalizing the curriculum to facilitate more flexible learning time and student choice, to be achieved through more intentional collaboration time and increased professional voice in mapping and promoting curriculum connections through both vertical and horizontal articulation.
- Using a backward by design approach to articulate the journey towards the final goals in both curriculum and non-curriculum (e.g. service) activities through strong collaboration and understanding of the vertical articulation and threads between the grades/divisions.
- Developing a greater awareness of critical literacy and common language to strengthen systems thinking across the school divisions.
- Extending service learning opportunities to younger students, and connecting divisions through service.
- Facilitating teacher professional development and institutionalized collaboration that centers developmentally-appropriate pedagogical approaches, with particular focus on the MS (6-8) and HS (9-12).
 - For example, changing assessment practices in Grades 6-7 to allow students more opportunity to have more choice and take risks in the type of evidence they are able to present for learning objectives, while still ensuring strong articulation is in place to promote the necessary scaffolding for the high degree of application skills needed for the IBDP.
- Exploring and implementing strategies to increase inclusion, well-being and belonging, for example:
 - Providing opportunities for a faculty and community understanding of the emotional lives of adolescents in relation to development and in the context of a contemporary world;
 - Considering how senior students who do not complete the IBDP can be made to feel more included, to promote their engagement and autonomy in learning.
 - Investigating an educational clinical psychologist role to provide in-house student support to complement the expertise of the counselors.

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

While FIS is committed to providing a program that transforms its students, we also want those students to accept their responsibility to transform the world. The journey from First Steps to the completion of High School presents many unique opportunities to promote a continuum of inquiry based practices in the delivery of age-appropriate curriculum strands and standards. With a large population and multiple divisions, however, FIS has logistical challenges regarding the planning and implementation of consistent practices in personalized learning pathways. To move forward, we need to strengthen opportunities for teacher collaboration to identify and embed our strongest practices with maximum student impact, to provide all students with an equitable, consistent experience of personal growth and development throughout their learning journey.

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystems, Standards and Principles, 2020v1*.

Rating

Working on it

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric)

[Click or tap here to enter text.](#)

Observations (1,000 words or less)

[Click or tap here to enter text.](#)

Next steps

[Click or tap here to enter text.](#)

Learning Principle reflection 4

LP9: Learning Space and Time

The learning community optimizes physical environments, virtual opportunities, and time to support learning and wellbeing for all.

Name the chosen Learning Principle for this reflection.

Provide a brief rationale for why the school selected this Learning Principle.

LP9 has been chosen to further affirm current use of physical space and time, and build on research, feedback and data to inform future development. Facilities development has long been an integral part of the FIS strategy and investment with a view to continual improvement and responsiveness to the needs of the community. For example, our focus on building strong relationships between peers, as well as adults, across all divisions is informing current and future use of space and time at FIS. The interconnection between the LPs, and the need to have the space and time to achieve the goals within them, is why LP9 is important to the school.

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

FIS has facilities and time schedules that support learning in full alignment with our mission and strategic priorities. Space and time barriers are reduced through intentional design, allowing for the goals described within LP1, 3, 5 and 10 to be achieved. New and upgraded facilities are based on the following design principles, which were developed in collaboration with Fielding International to inform the future of learning spaces and time at FIS:

- Promote Joy, Curiosity and Wellbeing
- Prioritize Sustainability and Future-Readiness

- Cultivate Belonging for All

The [Fielding International Board Workshop Slides - April 2023](#) provide more detail (also pasted below) about how each design principle will be met. The slides indicate how each design principle is connected to the school's strategic impacts.

Promote Joy, Curiosity and Wellbeing

- Promote positive **wellbeing** of students and faculty through thoughtful spaces that promote **social, emotional and physical needs**.
- Ensure technology is integrated in a **balanced and appropriate manner**.
- Design for an enjoyable student and faculty dining experience that supports **the social, and physical needs of students at each developmental stage**.
- Promote discovery and innovation through play, making, and outlets for **learner talents and curiosity**.
- Design libraries and other multi-use environments to foster curiosity and **support inquiry** with access to a wide range of resources including print materials, **digital technologies**, and connections to places for **design and production that support interdisciplinary learning**.

Prioritize Sustainability and Future-Readiness

- Meet the need of existing programs without compromising opportunities to adapt for future challenges while **minimising impact on the environment**.
- Create **strong relationships with the outdoors** and leverage the school's adjacencies to natural settings to expand awareness of environmental stewardship among all community members in alignment with the **values of Sustainable Development Goals**.
- **Increase the opportunity to use any space for learning**, at any time, considering the ways teaching and learning will continue to evolve.
- Create greater opportunity for interdisciplinary experiences and **STEAM learning opportunities** with connections between different types of spaces, outdoor learning, and future-focused programs.

Cultivate Belonging for All

- Create flexible spaces with a variety of features to support learning communities that **encourage belonging and foster personalized student learning** programs. These communities will make better use of space, time and personnel to expand the pathways for each individual to realize their potential.
- **Create an environment that supports a culture of coaching and collaboration for faculty and staff** with a wide range of professional working environments needed to support learning.
- Establish division 'hearts' where the unique identities of Primary, Elementary, Middle, and Upper Year programs and students can **build community and share multimodal and multi-cultural experiences**.
- Increase the amount of purpose-built spaces to practice performing arts, support student expression, and host events that celebrate the **diversity of talents and cultures at FIS**.

Desired evidence of Impact(s) on learning and learners. (What will success look like?)

- Mutually agreed upon community and space-specific norms guide small and large group behaviours within the respective spaces and times.
- Climate surveys clearly indicate all members of the FIS community embrace and cultivate an FIS community aligned to our beliefs and priorities, and feel this is a community in which they experience a sense of belonging.
- There is a measurable impact on the health and wellbeing of community members who use FIS spaces within a purposeful schedule.
- Scheduling is adaptive to support students' personalized learning needs leading to increased student engagement and a greater divergence in the learning topics/courses individual students engage with and outcomes they achieve.
- FIS learning spaces and time support learning needs that are age-appropriate and future-ready.

- Improvement in spaces and scheduling are learning-focused, flexible, and adaptive, and additional space is allocated and/or created.
- Added flexibility, longer class periods, and less interruptions within schedules ensure effective teaching of the curriculum, evidenced by student learning data.
- Schedules have common planning time to support essential teacher collaboration, leading to greater alignment and equity of learning experiences.

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

FIS has developed facilities & schedules to support strategic learning impacts since the last NEASC report in 2018. Here are key elements that were initiated and/or informed by the 2018 NEASC Report:

- Outdoor learning spaces in ES, PS, Outdoor Classroom (Pond area).
- ACE Learning Centre at FISW, a creative arts facility, including design technology, art and music, Black Box theatre, practice rooms, DT lab and art studio
- Maker Space/Science Lab in the ES.
- Shared learning and community/collaborative space ES (Junior Lounge).
- New teaching/learning schedules in ES/PS/FISW.
- STEM Centre for academic year 2023-24.
- Partnership with architectural design consultants Fielding International.

Current/recent developments in Learning Space

- Creation of dedicated space designed for Grade 6-8 learners at FISO.
- Elementary School STEAM & Innovation space to support creativity (including Making), Science, and purposeful student collaboration.
- Development of community learning hubs (including libraries) across divisions.
- Continued use of “virtual spaces” to support innovative approaches to learning and collaborating, in particular for facilitating cross-divisional work.
- Extended learning spaces to include outdoor areas including the pond and the local forest.
- “Research to Impact” Learning Spaces include the outdoor learning spaces, “Living Wall”, Reggio Emilia and Story Workshop.
- Renovation of the PS Library has involved student voice with the goal to provide a natural, calming, safe space for students to learn.
- An US rooming task force was established in May 2023 to support Grade 6-8 students’ specific learning and developmental needs, beginning with more conscious clustering of classrooms/hallways to support community building.
- At FISW, the STEAM lab was moved to the ACE Centre for greater access and visibility, 3D printers have been moved to outside the Library space, again for ease of access

Current/recent developments in Learning Time

- The ES at FISO implemented a schedule redesign during the school year 2022-23 with the goal of providing more age-appropriate learning time for students in Grade 2/3 and Grades 4/5.
- The introduction of a flexible day of learning on the schedule (“H” day) at FISW has had a significant impact on student learning and agency. Details are available here: [FISW Schedule Brief - Mar 2023](#)
- The addition of Advisory Time in Grades 6-8 has helped build the identity of the MS and allowed for more pastoral time.

Community feedback from Surveys and Interviews

Below is a summary of the feedback, with further details available in the [linked slides](#).

- All community groups surveyed (parents, students and colleagues) are in agreement that FIS enjoys high quality facilities.
- Colleagues across divisions expressed a desire to develop learning spaces that support more collaboration and flexibility, more equity in sharing of learning spaces and resources, additional social spaces and independent work spaces for students, and more opportunities for collaboration with colleagues.

- Colleagues noted the importance of the outdoor learning spaces and acknowledged the need to extend and maintain these facilities. This was supported by interviews with PS students, which found the pond is one of their favorite learning spaces.
- Students and teachers acknowledged the importance of shared, collaborative spaces that encourage curiosity and independence through play-based learning. For example, the PS “Big Room” features in both surveys as an important learning space.
- US-specific feedback included:
 - A desire to adapt the schedule to reflect priorities in longer, uninterrupted teaching blocks, where students and teachers had the chance to develop deeper learning or explore their personal interest in depth.
 - A student-centered, personalized approach to scheduling to allow for interdisciplinary projects and to meet the needs of smaller cohorts of students, such as through study hall opportunities, closer alignment of curricular and pastoral schedule, cross subject work, as well as time during the day for extra help, clubs, and other non-pastoral/academic events.
 - Development of more science spaces to support STEAM and Innovation goals.

Current evidence of Impact(s) on learning and learners.

[Fielding International Board Workshop Slides - April 2023](#)

[FIS World magazine June 2023](#) - see page 8 for an article introducing the Master Plan

[FIS NEASC/IB LP9 Summary of Survey Evidence](#)

[ES Faculty Meeting Slide deck, including ES Schedule Development](#)

[FISW Schedule Brief - Mar 2023](#)

C. Next steps (closing the gap between where we are and where we want to be)

Specific priorities with regard to learning space are identified in slide 9 of the [Fielding International Board Workshop Slides - April 2023](#).

Project	Must Do	Priorities
ES Learning Community Pathfinder	Modernize ES	<ul style="list-style-type: none"> Learning Communities
US Learning Community Pathfinder	Modernize US	<ul style="list-style-type: none"> More flexible learning space
Winter Garden in 1971 Building Courtyard	Dining and Faculty Lounges	<ul style="list-style-type: none"> ES Dining Space (Provides another option for staff room displaced by dining space expansion)
Performing Arts Expansion	Modernize Performing Arts	<ul style="list-style-type: none"> Expand Performing Arts Spaces to support orchestra and a range of assemblies / events Spaces for faculty to collaborate, plan, and meet with teachers when not teaching
ES Learning Community Addition into Courtyard	Modernize ES	<ul style="list-style-type: none"> Learning Communities
"Triangle" New ES Heart Addition	Modernize ES Modernize US Quiet Study for DP	<ul style="list-style-type: none"> Improve entry sequence and flow Library and Media Center as heart of the school
Dining Space Expansion and Renovation to Separate ES and US	Dining and Faculty Lounges	<ul style="list-style-type: none"> ES Dining Space
ES Facade Expansion	Modernize ES	<ul style="list-style-type: none"> More Flexible Learning Space Learning Communities
Upper School Entry		<ul style="list-style-type: none"> Heart Space for US
Renovation of Elementary School Classrooms	Modernize ES	<ul style="list-style-type: none"> Learning Communities
Renovation of Middle School Classrooms and Labs	Modernize US	<ul style="list-style-type: none"> More flexible learning space
Renovation of Upper School Classrooms	Modernize US	<ul style="list-style-type: none"> More Flexible Learning Spaces at MS Spaces for faculty to collaborate, plan, and meet with teachers when not teaching
Replacement of Portacabins with Addition to 1971 Building	Modernize US	<ul style="list-style-type: none"> STE/A/M and Making Space
Build New ES Addition at Primary School	Modernize ES	<ul style="list-style-type: none"> More Flexible Learning Spaces at ES "Heart Space" More opportunity to celebrate the unique aspects of student life and achievement at the middle years



As described previously, there have already been significant changes to schedules in the ES, PS and FISW which are supporting the school to achieve its goals (e.g. those detailed in LP1, 3, 5 and 10). The first iterations of these schedule changes have been reflected upon and adapted schedules will be used for the school year 2023-24. These will provide longer, uninterrupted blocks of instruction, more equity in use of space, and further flexibility in scheduling and collaboration time.

Small changes are being made to US schedules for the school year 2023-24, although much remains similar to previous years, with plans for more significant change in 2024-2025. A committee has been established to discuss HL/SL schedule timing for IB classes within the context of the school's goal of providing a more flexible schedule with increased personalized learning opportunities. It will also address the challenge of meeting the needs of middle school learners in the same space and time as Grade 9-12 learners. Through this work, the US aims to create more time for advisory, citizenship learning, and identity development as we celebrate the unique cultures within our diverse community.

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

Learning Principle 9 impacts all facets of our strategic plan. There is great potential in learning through our current space pathfinding (e.g. ES Creativity Space) and scheduling pilots (e.g., FISW H Day). FIS needs to prioritise elements of scheduling that meet the developmentally appropriate learning needs and age appropriate physiological needs of our learners; while efforts are still made to create a fluid experience for students from year to year. It is hard to find an equitable comparison of spaces between the FISO ES older facilities and the newly built and refurbished elements on the FISO and FISW campuses.

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystems, Standards and Principles, 2020v1*.

Rating

Working on It

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric)

[Click or tap here to enter text.](#)

Observations (1,000 words or less)

[Click or tap here to enter text.](#)

Next steps

[Click or tap here to enter text.](#)

Learning Principle reflection 5

LP10: Learning Community Wellbeing

The learning community is a healthy environment where all members thrive. Respectful, healthy, ethical, and honest relationships create a true sense of community. Community values are clearly stated, actively lived, and define a distinct, sustained identity.

Name the chosen Learning Principle for this reflection.

Provide a brief rationale for why the school selected this Learning Principle.

This learning principle focuses on community, communication and values. This is the heart of who we are and what we do. The FIS mission focuses on building a strong family-oriented community. Healthy communication is vital for the wellbeing of any organization and fosters positive relationships which build trust and cohesiveness. One of our strategic impacts ([Equity, Justice and Belonging](#)) is about developing an inclusive community where everyone feels as if they belong, and can learn, grow and thrive. The other strategic impacts this learning principle supports are creating a [culture of coaching](#), [wellness and safeguarding](#), and [transforming assessment and personalizing learning](#).

Although we feel we have made significant progress on this learning principle in the past five years, it is still an area that we want to continually be evaluating and improving because it is essential to who we are and what we do. A shared set of values, clear communication, and a sense of trust and belonging are essential for all members of our community to grow and learn. As our community continuously changes, we want to stay genuine and authentic in our communication, being mindful of the impact of transition for

the leavers, arrivers and stayers. We want to also be sure that we know who we are and what we stand for (our values) and allow these to guide us and remain our moral compass.

A. Learning community reflection: Future goals

Where do we want to be? What we have in place ...

Systems will be in place to ensure clear and respectful communication with colleagues, parents and students (i.e. meeting agendas, norms). Our healthy and welcoming learning community will be visible through common values, shared learning, distributive leadership, common goals, and accountability. There is evidence and shared understanding that how we work together as adults collectively is more impactful on student learning than what one individual's skills can provide.

Desired evidence of Impact(s) on learning and learners. (What will success look like?)

Every member of our community feels welcomed and connected, evidenced through surveys and interviews, including exit interviews. There is a strong sense of belonging grounded in an appreciation of the diversity within our school. Diversity continues to be celebrated, but we also intentionally educate ourselves to have a greater understanding around customs, culture, language and other facets of diversity. This helps us to engage in meaningful advocacy and service as changemakers in the local and global community, as we acknowledge and are mindful of our position in the world (see LP1).

Communication is clear and transparent. Communication (both print and digital) reaches our full population and is inclusive of English language learners and parents who are new to English. The impact this has on learning and learners is a sense of safety and belonging which encourages diversity of thought and action. All community members have access to information which impacts students and families in their ability to engage in activities and learning. Families are more actively involved based on understanding students' learning journeys with Seesaw, Canvas and other platforms (see LP3).

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

Values

- The [FIS mission and beliefs](#) have provided a stable foundation for the school.
- [Equity, Justice and Belonging](#) is one of the school's strategic impacts, with actions detailed on the [EJB website](#). An article in [FIS World magazine](#) page 10-11 provides a cross-divisional example of how EJB values are becoming visible in the libraries.
- The IB learner profile is used across all grade levels, embedded within unit plans, reflection tools and visible in the physical spaces.
- [Responsive Classroom](#) has been implemented in the PS, ES and FISW to develop consistent strategies for building community through regular opportunities for connection and communication.
- IB CAS, together with the [Changemaker conference](#) and [service groups](#), provide opportunities for students to advocate for and take meaningful action towards causes they feel passionate about.
- Divisional age-appropriate values have been identified that stem from the FIS mission and beliefs:
 - PS values safe, happy, learning;
 - ES values kindness, community, creativity;
 - US values academic excellence, family-oriented, internationally minded, global network.
- Homerooms/ advisory structures and approaches in the Middle School have been developed in recent years to strengthen pastoral care for this age group.

Communication

- Written communication guidelines have been developed to include [inclusive language guidance](#).

- Regular community communications are in place to share information internally and externally, including a Finance and Operations Newsletter, monthly principal newsletters, a weekly YouTube message from the head of school to the entire community, weekly video highlights (to faculty and parents).
- General communications are supported by individualized communications via Seesaw and Canvas, parent-teacher-student conferences, parent partnership meetings.
- There are frequent and various opportunities to gather feedback and suggestions from community members including surveys, open sessions of the board meetings and divisional meetings.

Community

- [Culture of coaching](#) is one of the school's strategic impacts.
- Leadership for Learning is a regular opportunity for current and aspiring leaders at FIS to engage in and lead professional learning, creating a leadership network across the school.
- [FLEX](#) time (FISO ES), Day H (FISW), the DP Collaborative Sciences Project and other scheduled flexible learning times give students time to engage with one another across classes and grade levels in topics they are passionate about.
- US Grade 10-12 peer educators are trained and serve as mentors for younger students.
- Applefest and Worldfest at FISO and International Fest at FISW are landmarks in the FIS academic calendar as whole-school events that bring the community together. Worldfest June 2023 is described on page 16-17 [FIS World magazine](#).
- Regular divisional events build relationships within smaller circles in the school, including: Family/Parent Coffee mornings, Families as Partners meetings focused on educational related topics (see page 6 of [FIS World Nov 2022](#)), Welcome BBQ, Big Night In, divisional/grade-level assemblies, PYPX, new parent welcome meetings, and meetings with home country parent representatives.
- For many of the above events, colleagues work in collaboration with students and/or the PTG (Parent-Teacher Group) to organize them.
- The [REAL \(Recreation, Enrichment and Learning\) program](#) offers a comprehensive selection of extracurricular activities for students, as well as the wider community of parents and employees.
- Running clubs for colleagues on both campuses, detailed on page 4-5 of [FIS World magazine Nov 2022](#).

Current evidence of Impact(s) on learning and learners.

The following expands on select examples from the above section.

Culture of Coaching

- FIS has fostered a culture of coaching through designated instructional coaches. This [document](#) highlights the true sense of a community of coaching with feedback from 54 teachers over five years and the impacts on student learning. Strengthening teachers' practice leads to stronger instruction and student learning.

Communication

- Example [Head of School weekly communication](#) to colleagues
- Example of [Head of School weekly community video](#), which is sent out with the Calendar Highlights each Friday
- Example [Head of School newsletter](#) for families
- Example principal newsletters for families:
 - [Oberursel Campus Primary School](#)
 - [Oberursel Campus Elementary School](#)
 - [Oberursel Campus Upper School](#)
 - [Wiesbaden Campus](#)
- [Inclusive language guidance](#) was launched in August 2023 by the EJB committee to support colleagues in written communications to take account of diversity, inclusivity and belonging.

Day H (FISW)

- FISW adopted an eight day schedule at the beginning of the 2022-23 school year. This enabled the whole campus to have a day devoted to student choice. Each of these days starts with a community assembly where the whole community from First Steps to Grade 8 comes together. Day H provides students with authentic choice to pursue their passions, take action and work collaboratively with others. By leading community assemblies, students know they have a platform through which to influence their peers. This in turn strengthens the community's sense of belonging and educates them about ideas outside of those on their particular grade level curriculum.

Upper School Peer Educators

- The [FIS Peer Educators](#) are a group of students in Grades 10-12 who mentor younger students on topics such as social media, relationships, drugs/alcohol, etc. Approximately once every two months, Peer Educators go into homerooms and engage in conversations and discussions on these topics with a small group of students. The goal is for younger students to learn more about these topics and consider how they might make good decisions in the future. Peer Educators are a great example of the strength of the FIS learning community. Students directly take on the responsibility to communicate and talk with younger students about relevant issues of the day. Our Peer Educators show great care in what they do by preparing for lessons on different topics, and they are genuine in their desire to impart good advice to younger children.

Introduction of Canvas

- The roll-out of Canvas as our new [Learning Management System](#) (LMS) is evidence of how the school engages in complex systems change, including how the community is involved and kept informed. The linked documents describe our vision and long-term goals and projected implementation timeline, as well as the expectations and key success indicators for those using the system. A write-up of the introduction of Canvas can be found on page 7 of [FIS World magazine Nov 2022](#).

Middle School REAL Activity: 3D and Laser Cutting Printing

- Middle School students develop their ideas using design thinking concepts to model their own projects. Participants develop their creative designs, various mathematical and technology-based skills, and master using various software to design and manufacture their own ideas. The students work collaboratively with guidance from an instructor to flush out their design and products while further increasing their STEAM skills. The group's [Instagram page](#) shares highlights of their work.

C. Next steps (closing the gap between where we are and where we want to be)

This LP will be strengthened through the following actions:

- Creating a team to facilitate the process of updating the FIS mission and beliefs, and creating shared schoolwide norms and values.
- Strengthening our response to surveys by intentionally exploring minority perspectives and using these to inform future strategy and development work.
- Continuing to cultivate a culture of coaching, providing opportunities for colleagues to acquire skills for coaching, and encouraging colleagues to initiate coaching relationships to impact student learning.
- Continuing to provide authentic community building events (for colleagues, students, families) and, in doing so more, intentionally consider arrivers, leavers and stayers as groups within our community that need specific considerations, as well as alternative timings/online options to suit different family circumstances.
- Reviewing the Personal, Social, Emotional (PSE) taught curriculum with regard to education for age-appropriate sexual health and equity, justice, and belonging.
- Building on communication guidelines to develop a shared understanding of using inclusive language in communication and be intentionally inclusive in our communication to reach all community members.

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

Community, communication and values are at the heart of FIS. These are evident throughout each of the divisions of our school and across the FIS community. However, an updated mission and vision together with a shared set of values and norms established for the entire organization would bring further coherence and continuity to the school. These should be embedded into all facets of the school from admissions and orientation to exit interviews and graduation as common threads that bind us together and are used to pull in new members of the community and stay connected to alumni.

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystems, Standards and Principles, 2020v1*.

Rating

We are working on it.

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric)

[Click or tap here to enter text.](#)

Observations (1,000 words or less)

[Click or tap here to enter text.](#)

Next steps

[Click or tap here to enter text.](#)

Part 6. Future designs

In the box below, indicate the two to three future designs the school has identified.

For each plan include the following.

- a. A brief description of the anticipated Impact on learning.
- b. A brief description of what data or evidence you will gather.
- c. A brief summary of the rationale for why the school chose these designs as a focus.

FIS has a rolling [strategic plan](#) which, at the time of writing, is being updated for the 2023-24 academic year. From the strategic plan, we have selected three specific areas to focus on in this section.

(c) The three Future Designs described below were selected because they both impact and are impacted by all the Learning Principles selected for the CLP. They are also all in a nascent stage with the aim that they will be embedded by the next CLP cycle.

Revamping the schedule and teaming of the Upper School

Strategic Impact: Transforming Assessment and Personalizing Learning
Learning Principles: 1, 3, 5, 9, 10

[Planning document](#)

(a) The aim is to create a student-focussed timetable for the Upper School that recognizes age specific needs and creates personalization and flexibility to maximize learning for all students in Grades 6-12.

(b) Data will be sought during the revamp from faculty and staff of the school as well as students and parents. An external consultant will support the process of reviewing the data, and using research and examples from similar IB schools to develop and implement a plan for a new schedule and teaming structure.

Artificial Intelligence (AI) as a 1-year focused Strategic Impact

Strategic Impact: STEAM and Innovation
Learning Principles: 1, 3, 5, 9, 10

[Priority actions document](#)

(a) In recognition of rapid developments in generative AI, FIS hosted a [TOK symposium](#) to explore the impact of this new technology on education. This generated much community and international interest and has led to the addition of a strategic impact for the 2023-24 academic year, focused on AI. There is precedent for this: in 2020-21 the school had an additional impact of "Leveraging the pandemic" to explore how changes in working practices could be advantageous. The intention behind this one-year impact is to explore how developments in AI can be used across dimensions of the school now and in the short- and long-term future to tailor education to individual student needs, automate tasks and change the way we use our time, and expand the learning opportunities we offer community members.

(b) Key to this impact will be the building of collaborative connections with others in this space: AI experts, technology providers and similar IB schools. Learning from other schools will be key, as will learning from our own colleagues who will be piloting different approaches to using AI to enhance their work and student learning. The impact will bring together data from these different sources to map an AI pathway for FIS that leads us into the future.

Enrichment

Strategic Impact: Transforming Assessment and Personalizing Learning
Learning Principles: 1, 3, 5, 9, 10

Planning document

(a) The school aims to develop and implement Enrichment Actions Plans for students who need extra learning support and enrichment, including for students who are academically talented and/or require accelerated learning, both within and beyond the traditional differentiation model. Drawing from the guidance provided in the *IB guide to inclusive education: a resource for whole school development*, it is intended that this will strengthen personalized learning opportunities for students by providing advanced, interest-based learning experiences that inspire and engage students who may otherwise feel unchallenged by the curriculum. Strategies may include an acceleration or compaction of the curriculum, and alternative learning pathways.

(b) Initial surveys have been undertaken in preparation for this project, as well as consultancy with [Sally Reis and Joseph Renzulli of the University of Connecticut](#) and [Renzulli Learning](#), and professional development. As this work progresses, student performance data, including academic records, assessment results, and teacher feedback, will be used to identify areas where students may benefit from acceleration or enrichment. Mechanisms will be put into place to monitor the progress and effectiveness of the Enrichment Action Plans. This will include a process to collect data, review outcomes, and make adjustments as needed to optimize the impact on student learning.

(c) This year, the school has identified a dedicated person assigned to the coordination and facilitation of Enrichment practises across the school. A working document of Summary Actions can be found [here](#).

Visitors' feedback

[Click or tap here to enter text.](#)

Part 7. Reflection on ACE Learning 4 Cs

Considering your earlier reflection on the 4 Cs during the preparatory phase, compose updated ratings and narratives. Consult the "Appendix C" of the *CLP manual* or other additional resources, as necessary.

Conceptual Understanding

Self-rating by school: Evident—Developing—Not evident

Developing

School reflection on next steps to strengthen Conceptual Understanding

The school has an embedded rolling strategic plan which, as evident in this document, aligns strongly with the ACE LPs. Our shared language around the future direction of the school is centred on the strategic impacts identified in the strategic plan, as well as the school's mission and beliefs and IB-specific terminology such as the IB Learner Profile and the Approaches to Learning. We seek balance in ensuring the concepts, values and vision of the ACE learning principles are embedded within our work without overwhelming the community with educational terminology.

The challenge of this has been apparent through the creation of this report. For example, in the Community Strategic Planning Day in May 2023, there was thoughtful planning to ensure authentic conversations would centre the intended impacts of our work, without overloading people with jargon. While this was successful, not using the ACE LPs in our daily work impacts on the overall community

understanding of them. Through this process, we are considering how we can further interweave NEASC accreditation with IB evaluation and strategic planning.

Visitors' rating and commentary

[Click or tap here to enter text.](#)

Commitment

Self-rating by school: Evident—Developing—Not evident

Evident

School reflection on next steps to strengthen Commitment

Responsibility for the CLP has been shared widely within the community, with each part of the process led by different educators and middle leaders in the school, with guidance and resourcing support from the school's leadership. Empowering practitioners as leaders has been enlightening, providing many opportunities to reflect on our work and learn from one another. Spotlighting divisional work and raising awareness of the many innovative and impactful practices across the school has been a valuable part of the process. It has made us more determined to further strengthen links between the divisions, to learn from one another and ensure that promising practices have opportunities to become embedded across the school.

Visitors' rating and commentary

[Click or tap here to enter text.](#)

Capacity

Self-rating by school: Evident—Developing—Not evident

Evident

School reflection on next steps to strengthen Capacity

The school is well-resourced and the strategic plan is ratified annually by the Board of Trustees. Professional development opportunities are available to all colleagues to increase capacity in alignment with the school's strategic plan. As necessary, positions and stipends are created and/or modified to ensure there is adequate capacity in the right areas to meet the current goals of the school and the needs of the community.

A current example of where the school is pivoting quickly to build capacity is in our current understanding and response to recent developments in Artificial Intelligence (AI). As evidenced in a [working document](#) developed by various members of the administration, faculty and student body, this outlines the IB's stance on the use of AI software, as well as draft guidelines for our community and future considerations about AI, including as it relates to the strategic plan.

Visitors' rating and commentary

[Click or tap here to enter text.](#)

Competence

Self-rating by school: Evident—Developing—Not evident

Evident

School reflection on next steps to strengthen Competence

The Leadership for Learning cohort was established to broaden the skillsets of aspiring and current middle leaders, and to create a school-wide network of professionals who wanted to create and inspire change through their work. Similarly, the Changemaker conference was set up to give aspiring student leaders an avenue through which they could test and grow their leadership skills, and have a global impact. In addition to the distributed leadership model used for the CLP (see Commitment), these are two additional examples of how the school has sought to ensure strong leadership at all levels of the school. Anyone can lead at FIS, and many choose to take this opportunity, through service and advocacy, Board committees or task forces, their own passion projects, and more.

Visitors' rating and commentary

[Click or tap here to enter text.](#)

Part 8. Conclusions and next steps

School's concluding comments

We appreciate the opportunity to have the IB and NEASC provide external perspective and insights that will help us to ensure quality and confidence, maintain the highest standards, and be a future-focused educational institution.

As a school, we consider ourselves at times to be caught in the [innovator's dilemma](#). We would value advice on how we can balance compliance with innovation, ensuring our strategic plan aligns with the LPs and IB standards and practices, and to be future-focused and nimble without overwhelming our community members.

Visiting team's concluding comments: Include final comments on the school's future designs and any obstacles or opportunities related to the school's ability to achieve its plans.

[Click or tap here to enter text.](#)

Acknowledgements: Thanks to the specific people in the school who helped organize the visit and ensure all went smoothly and to the people the visitors met.

[Click or tap here to enter text.](#)

Year or season of next IB programme evaluation and NEASC accreditation visit, generally four years from the peer evaluation visit.

[Click or tap here to enter text.](#)

Visiting team members (list names and titles)

[Click or tap here to enter text.](#)