

AISH



STANDARD #1
**Mission for
Learning**

AISH Leadership Playbook for the International School Head

Impact Examples (blue text)

(For goal-setting, select one or two that are most relevant for your context.)

AISH STANDARD #1

Mission for Learning

The Head of an International School leads with a mission and vision that focuses on the desired results for student learning.

National Policy Board for Educational Administration (2015). "Professional Standards for Educational Leaders 2015." Reston, VA: Author. <http://www.npbea.org>. P9.

Marzano, Robert J., Waters, Timothy, and McNulty, Brian A. "School Leadership That Works." Alexandria, US: Association for Supervision & Curriculum Development (ASCD), 2005. ProQuest ebrary. Web. 12 September 2016.

Wiggins, Grant, and McTighe, Jay. Schooling by Design. Alexandria, US: Association for Supervision & Curriculum Development (ASCD), 2007. ProQuest ebrary. Web. 12 September 2016. P25-28.



“The Head of an International School leads with a mission and vision that focuses on the desired results for student learning.”







HIGH EXPECTATIONS

a) Energizes the school community with a clear, contemporary and contextual mission to build understanding and commitment for high expectations.

- Staff, students, parents, leadership team and the governing body provide examples of how they were motivated by the Head of School to work together and achieve their best.
- The Head of School's passion for improving learning has influenced actions and decisions that have made a difference. The Head of School and all stakeholders can cite examples of learning gains and stories of achievement.
- The mission is embraced by staff, students, parents, leadership team, board/owners, as examples attest.
- Indicators are used for an annual review of the mission, vision and strategic plan with criteria linked to improvements in student learning.
- Surveys and other measures show that members of the school community know the mission and guiding documents and understand how they lead to improved student learning.

b) Uses a definition of learning, developed from the school's shared culture and context, to guide curriculum planning, instruction and assessment so that classroom practices align with research and provide a medium for students to take responsibility for their own learning.

- Artifacts indicate that the staff uses the definition of learning to guide their planning, teaching and assessment.
- Student 'voice and choice' is embedded as a regular feature of the learning environment, developmentally appropriate and designed to empower students through activities that are meaningful, relevant and driven by their interests.

c) Ensures a coherent curriculum derived backwards from agreed upon student outcomes and rooted in best practices to support the achievement of all students.

- Curriculum materials indicate student outcomes of what students should know, do and understand.
- Curriculum materials indicate alignment in content and progression for each course, grade and student.
- Effective systems exist for tracking, analyzing and reporting on student learning of the curriculum and there is evidence of the systems leading to gains in student learning.
- Various support systems and interventions help students succeed, leading to improved learning.

Robinson, Viviane. Hohepa, Margie. Lloyd, Claire. "School Leadership and Student Outcomes; What works and Why? Best Evidence Synthesis Iteration (BES)." University of Auckland. Ministry of Education 2009. P108.

Robinson, Viviane. Hohepa, Margie. Lloyd, Claire. "School Leadership and Student Outcomes; What works and Why? Best Evidence Synthesis Iteration (BES)." University of Auckland. Ministry of Education 2009. P106.

<http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/UbD-Research-Base.pdf>. P1-5 and P7-8.

Keating, Iris, and Moorcroft, Ray, eds. "Managing the Business of Schools." London, GB: SAGE Publications Ltd, 2006. ProQuest ebrary. Web. 12 September 2016. P206-207.

National Policy Board for Educational Administration (2015). "Professional Standards for Educational Leaders 2015." Reston, VA: Author. <http://www.npbea.org>. P11.

d) Builds organizational structures and fosters practices for collaboration that increase teacher effectiveness and have the optimal impact on learning.

- Structures and processes are mission-driven and vision-focused and lead to improved student learning outcomes.
- Collaboration in different parts of the school lead to student learning gains. The Head 's leadership is a significant factor in these improvements.
- Organizational structures are regularly reviewed for program effectiveness and impact on student learning.
- The school timetable demonstrates collaborative time that leads to improved results in student learning and the meeting schedule allows for further opportunities for teacher collaboration.

e) Develops, implements and monitors data-based actions to ensure systematic student progress and program improvements.

- A log is maintained of changes in curriculum, teaching assignments, programs and protocols and analyzed according to improvements in student learning.
- Student performance data is systematically analyzed by teams of teachers and leadership, leading to changes in curriculum and instructional strategies. Data includes internal and external data as well as qualitative and quantitative. The evidence demonstrates appropriate and sufficient gains in learning for all students.
- Data analysis sessions result in greater understanding of student learning issues and ultimately lead to improvements in learning.
- School-developed protocols for the ethical handling of student data exist.

f) Advances the development of intercultural competencies in the school for students and staff to gain insights about themselves and others, build connections and to demonstrate respect and empathy.

- A process to develop a school definition and understanding of inter-cultural competencies for students, staff and community has been developed.
- There are regular opportunities for all staff to share and provide illustrations of how they advance the development of inter-cultural competencies.
- Surveys and interviews with students indicate that they feel safe and connected to the school and that there are mechanisms in place to support them.
- Surveys and interviews indicate that the school has a positive climate and culture and that the leader intentionally promotes inclusivity and positive relations among all stakeholders.
- Student data is analyzed to determine which students are not successful. Goals are set to provide students with what they need to achieve. Success is evaluated according to academic achievements as well as the social emotional development of students.
- Effective professional development enhances the faculty's skills related to differentiation strategies that best meet the needs of a diverse student body.
- Student interest surveys and other instructional practices are used to learn about students' talents and interests and to assist in developing options to increase student agency.
- Workshops and trainings exist for students, parents, faculty and staff on topics related to cultural sensitivity and diversity. Leadership programs exist to empower leaders in each group to train others in the school's Core Values and on subjects related to respect and tolerance.

“Ensures a coherent curriculum . . . Builds organizational structures and fosters collaboration . . . to ensure systematic student progress . . . build connections and demonstrate respect and empathy.”

Photograph by Tim Dorn



Blankenstein, Alan M., Noguera, Pedro and Kelly, Lorena. "Excellence through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student." Alexandria, VA: Association for Supervision & Curriculum Development, 2016.

Chugh, Dolly. "The Person You Mean to Be: How Good People Fight Bias." New York, NY: Harper Business, 2018.

Eberhardt, Jennifer. "Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do." New York, NY: Viking, 2019.

Darling-Hammond, Linda. "The Flat World and Education: How America's Commitment to Equity Will Determine Our Future." New York, NY: Teachers College Press, 2010.

Dimmock, Clive, and Walker, Allan David. "Educational Leadership: Culture and Diversity." London, GB: SAGE Publications Ltd, 2005. ProQuest ebrary. Web. 12 September 2016. Chapters 7 & 8.

Hammer, Mitchell R., Bennett, Milton J. and Wiseman, Richard. "Measuring Intercultural Sensitivity: The Intercultural Development Inventory." International Journal of Intercultural Relations, Volume 27. Issue 4. P.421-443.

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Robinson, Viviane. Hohepa, Margie. Lloyd, Claire. "School Leadership and Student Outcomes; What works and Why? Best Evidence Synthesis Iteration (BES)." University of Auckland. Ministry of Education 2009. P205 and the Use of Smart tools by leaders.

"School Climate Questionnaire." Southern Poverty Law Center. Teaching Tolerance. 2019. Author. <http://www.tolerance.org/>

Terrell, Raymond D., Terrell, Eloise K., Lindsey, Randall B., and Lindsey, Delores B. "Culturally Proficient Leadership: The Personal Journey Begins Within." Thousand Oaks, CA: Corwin Press, 2018.

"The Principal's Guide to Building Culturally Responsive Schools." National Association of Elementary School Principals. <https://www.naesp.org/principal-s-guide-building-culturally-responsive-schools>.

MEASURED
ACHIEVEMENT





COMMUNICATION

g) Communicates regularly the achievement of the school's mission and vision to provide evidence of measurable gain, celebrate student progress and to use the information for further improvements.

- There is evidence of how others have received and used the regular communications of student progress toward the mission and vision; e.g., Board reports, publications such as yearbooks, annual reports, newsletters and other forms of media.
- Events occur that celebrate progress for all students in living the mission and striving for the vision.

h) Ensures that the school's mission, vision, values, policies and practices reflect a commitment to diversity, equity, inclusion and justice.

- School documents including guiding statements, policies and procedural manuals state the school's commitment to diversity, equity, inclusion and justice.
- There is evidence that members of the school community utilize existing protocols for reporting and review should there be alleged violations of the policies and procedures.
- The Head of School actively recruits diverse candidates for senior leadership positions, faculty and staff as indicated by recruiting priorities and hiring reports.

- Surveys and interviews with students, faculty and school community members indicate that the Head of School intentionally promotes diversity and inclusivity. Transcripts of speeches, presentations, leadership team and Board agendas provide evidence of the Head's commitment.
- Workshops and trainings exist for students, parents, faculty and staff on topics of diversity, equity, inclusion and justice. Leadership programs exist to empower leaders in each group to train others in the school's core values and on subjects related to diversity.

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To continue with STANDARD #2 [CLICK HERE.](#)