

**CLP Learning Community Reflection
and Peer Evaluation Report
International School of Belgrade
27–31 March 2022**

Name of NEASC-CIE and IB visitors:

Chair:

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School Information

Full School Name: International School of
Belgrade

IB school code:

School Address: Temisvarska 19

City, State/Province, Country: Belgrade, Serbia

Postal Code: 11000

Head of School Name: Andrew Derry

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Part 1. Context

School Context: Please provide an updated narrative introduction to your school to inform Visitors/readers. (500 words or less) You may update the version from the Preparatory Visit form.

Please include:

- enrollment 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/definition of learning;
- highlights of current strategic or long-range plans.

Founded in 1948 by the wife of the British Ambassador, the Foreign Colony School was housed at the American Mission. The wife of the American Ambassador became the first chairperson of the Board in 1949. From 1950-1957, the School grew to be a K-8 school and in 1952, the name was changed to the International School of Belgrade (ISB).

ISB moved to its present Primary School residential location in 1957 when the villa in existence was re-modeled and additional buildings constructed. In 2003, ISB expanded to add a Secondary campus that now includes grades 6-12 (Banjickih Zrtava 6).

The Bilateral Agreement between the Republic of Serbia and the United States of America, registers the school in the Diplomatic Protocol of the Serbian Ministry of Foreign Affairs. The school is registered in Serbia as two separate legal entities; The International School of Belgrade, INC Delaware, United States of America and in the Commercial Court in Belgrade, registered as a not-for-profit institution.

The school was first accredited in 1979 by the European Council of International Schools (ECIS) and in 1981 by the New England Association of Schools and Colleges (NEASC). In April 2005 the school received authorization from the International Baccalaureate Organization to offer the IB Diploma Programme. In 2006, the school became an authorized MYP school and PYP authorization in 2007.

In April 2011, ISB hosted a joint accreditation visit from CIS, NEASC, along with IB evaluation for PYP, MYP, DP. Recommendations from all three organizations were subsequently incorporated into the 2011-2016 Strategic Plan.

The same process was then followed in 2016, with a joint accreditation visit from CIS, NEASC, along with IB evaluation for PYP, MYP, DP. Recommendations from all three organizations were subsequently incorporated into the current 2016-2021 Strategic Plan. We are delighted to be a CLP pilot school for a synchronized NEASC, ACE, and IB visit in spring 2022.

Currently, 400 students representing 52 nationalities attend ISB, Serbian, American, British and Canadian being the most prevalent. A significant percentage are children of parents from diplomatic missions and multinational corporations; typical stay in the school for these students is three years. Since 2010, the overall enrollment has fluctuated from a low of 328 to a high of 404, with most years in the 350-360 range.

ISB classes range from Pre-Kindergarten to Grade 12. The school is located on two campuses; Primary School and Secondary School.

Current Context

ISB has recently shifted its strategic focus toward being a truly learning-focused school. In 2019/2020 representative groups of teachers, staff, board members, students and parents helped us set our path and we now have a clear definition of learning as well as a shared understanding of the learning process and a new interactive Learning and Teaching Guide [ISB Learning & Teaching Guide](#). In line with this thinking, the Leadership team recommended to the Board a shift from our previous CIS/NEASC Accreditation, to the NEASC ACE process. Subsequently, this developed into the NEASC/IB CLP process. We feel this is much better aligned to our journey as a school. Since then we have been on the journey of considering the learning impact in everything we do.

Our plan was to use this as a stepping stone for our new Strategic Plan and then to work on embedding the philosophy of a truly learning focus in everything we do. The reality of COVID has been that much of that work has been delayed while our focus has been on keeping our students and community healthy and learning. Our assessment of the current situation is that we have much of the language and plan in place, but work needs to be done on embedding the approaches in the classrooms.

We have delayed our Strategic Planning process, since we really want to engage the whole community, and that remains very difficult to do well. Our new timeline now revolves around our CLP reflection and visit. Our intention is to take the findings from both of these, and use them as the stimulus of our new Strategic Plan. With this in mind, the Board is planning on starting that process in late spring 2022.

Context of this report

Despite the difficulties of getting groups of people together to be part of this reflection, we were determined that this process would involve as many people as possible, staff, students, Board and parents. Every faculty member has been part of one of the Learning Principal committees and were involved in the writing of the report. As a result of this, the style and approach with each LP is different. We debated about whether we should rewrite them with a consistent voice and style, but in the end, we felt that they better reflect our community approach in their current format.

In order to measure impact and help the evidence gathering and analysis, the accreditation team created [success criteria](#) that we felt represented authentic impacts on learning. These became drivers in the annual improvement plan and were shared with the community.

Visitor Comments or Additions (if any) to School Background:

The International School of Belgrade has completed this CLP Peer Evaluation in virtual mode and in a true spirit of collaboration, open mindedness, and inquiry. The ISB community embraced the opportunity to trial this process, and its successful undertaking is a testament to the professionalism and commitment of the whole staff and the meticulous planning and organisational detail to ensure a positive and constructive reflection phase and Visit. The Preparatory Visit was used effectively to identify goals and establish a procedure for reviewing and developing all aspects of learner experience

and teacher practice. The school was able to identify, and the Visitors were able to confirm, how the dial is being moved in a number of areas including diversity, equity, and inclusion; the discourse used to talk about learning; and students and teachers taking greater ownership of their learning.

The majority of staff and students are back on campus face-to-face, and there is a feeling of optimism as gradually greater collaboration between colleagues and peers in classes can take place, as well as in-school gatherings and events planned for the community. The staff are keen to get cross-curricular activities up and running again. Parents and students in all sections of the school commented how they appreciate the ongoing support and care for the well-being of all community members, the continued focus on learning, and the adaptability to constantly changing conditions. The school is notably future-oriented.

Part 2. Foundation Standards & IB Programme updates

Preparatory Visit Follow-up

During the Learning Community Reflection Phase, you will build on that base by executing those Action Plans to the extent possible prior to the Peer Evaluation Visit. By the time of the Peer Evaluation Visit, IB and NEASC-CIE will expect that the majority of IB requirements or NEASC recommendations indicated in the Preparatory Visit Report are either significantly met or have strong plans in place to address them within a reasonable timeframe.

Foundation Standards and Curriculum Update

During your CLP Preparatory Visit stage, any Foundation Standards which needed addressing should be listed here and actions taken outlined. In addition, any curriculum developments made since the initial visits need to be outlined here with links to evidence provided.

There were two areas to be addressed from the Preparatory Visit that appeared under Foundation Standard 3 Health and Safety.

The Risk Assessment for Field trips has been completed. Evidence of the updated documentation can be found [here](#).

Evidence of the updated storage of chemicals in the science labs can be found [here](#).

A meeting with the Director and Accreditation/Evaluation Chair to discuss the actions taken and review the updated documentation provided confirmed that both areas have been addressed.

IB Documents and Programme Update

During your CLP Preparatory Visit stage, any IB school information or programme documentation which needed addressing should be listed here and actions taken outlined.

Please see the updated action plan with the requested documentation [HERE](#).

Based on the review of the updated programme documentation, observations by the Visitors during the Visit, and conversations with members of the school community, all requirements are in place.

Part 3. Survey Analysis

In this section, the school should summarize its analysis of the results of the ACE Learning Surveys that were issued to Students, Teachers, Parents and Governance/Leadership Survey. Survey results should also be shared with the Committees engaged in the reflections, to help inform their planning.

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 and Governance/Leadership Surveys

The Climate survey gave an interesting insight of life at ISB.

The major headline was that 100% of Teachers and Parents that completed the survey would recommend the school.

Teachers: (41 Completed 26 Partial)

100% of teachers surveyed definitely recommended the school, this was supported with 97.9% agreeing that they could tell something special about the school. Teachers feel supported both by colleagues and leadership including when dealing with parents and students.

It was clear from the survey that teachers felt that they were reflected in the school and that the school decisions were made in alignment with this ethos. Teachers felt that they gave opportunities to students for risk taking whilst giving opportunities for autonomy.

There was an agreement that the school welcomes new ideas and supports teachers in their own learning journey.

Teachers felt they had access to the resources necessary to complete their role successfully.

In the comments, the teachers made mention of the transition to becoming a learning focus school, DEI was also a focus with teachers. Teachers value the holistic nature of the school valuing the focus on creating critical thinkers.

While there was a recognition that there was support for teachers, fewer teachers believe that there is sufficient time for reflection on teaching and learning. While teachers believe that the governance reflects the school's values, they believe there is more scope for ensuring the core values are reflected throughout all aspects of the school.

Parents: (61 Completed 28 Partial)

Parents also 100% recommended the school and more than 90% could also say something special about the school. Parents feel there are plenty of opportunities for project based learning as well as opportunities for students to follow their own interests. They believe that their children are encouraged to be creative. Parents mentioned the high standard of teaching at ISB and that it is the best school in the area. Parents believe that their children are supported at the school.

However, from a parent perspective there is definitely scope for more communication. A number of answers that produced a lower agreement percentage had a significant "don't know" percentage, especially connected to the valuing of admin and teachers of parents' opinions.

From a parent perspective there is more the school can be doing on important moral and ethical issues as well as learning of different cultures and values. Parents would value more opportunities for outside learning opportunities, although these have been challenging during the pandemic.

Student: (75 Completed 37 Partial)

When considering the student perspective it is clear that students are happy to be learning (91%) at ISB despite the challenges of the past 2 years. This is mirrored in a high proportion of students recommending the school (92%). Students mentioned the flexibility and different chances of learning. Students feel that the school encourages their creativity. They enjoy working collaboratively and feel that they are exposed to different cultures. Students feel supported and empowered to take responsibility for their own learning. It is also clear that students feel empowered to make choices regarding their own learning.

Although there is a high recommendation percentage, fewer students (76%) feel that there was something special about the school. From a student perspective there is definitely more that could be done to extend students by creating suitably challenging work. A number of students feel there should be more opportunities to discuss ethical and moral issues. A goal for the school moving forward could be to ensure that students feel able to make mistakes and safe from being judged. This could be further supported by ensuring that all students also feel that they have choice in how they learn. Another area of growth identified is the ability to provide meaningful community service projects, however this has been complicated through the pandemic, which has severely limited opportunities.

Leadership Governance: (4 Completed)

While there were no completed surveys from the governance, the leadership was universally positive about the school. The commitment to learning and the students was at the center of their comments.

Feedback from the survey highlights that ISB is valued throughout the community. The community believes there is a high level of teaching and learning and a commitment to learning. The school has a clear ethos however there is work still to be done in order for it to be present across all areas of the school.

The community values the collaborative nature of the learning and believes that it is creating collaborative critical thinkers. The school has a holistic education, however there are opportunities for this to be improved. The survey results point to awareness from the community that more direction is needed with regards to moral and ethical issues, which ties into the schools new focus regarding DEI. Additionally, communication towards the community is an area of growth. This could be in part to the pandemic, with the campus being closed to parents for 2 years, however it is clear that a renewed focus is required. Another area highlighted is the need for more comprehensive community service projects as these have been limited in the past, whilst again the pandemic has been a factor this is also an area of renewed focus.

Visitor's Response (note: the visitor is not expected to independently analyze the school's survey results but rather to comment on the extent to which the survey has been appropriately analyzed by the school itself.)

The survey analysis was thorough, honest, and effectively used to identify areas where there were gaps and areas where evidence was lacking and practices need further developing. Comments and responses in meetings with parents, students, and teachers strongly affirm the survey findings. The community is to be commended for responding to the feedback and data gained from the surveys. The Leadership Team and focus-area groups effectively incorporated the feedback into questions and points for discussion during the learning community's reflection phase of CLP.

Part 4. Whole school strengths and IB programme strengths and areas for further consideration

Part 4a: IB Programme Strengths

During the Learning Community Reflection the school will have considered the programme **strengths**. A narrative box is provided for each area.

School's Analysis of Purpose: Sharing an important mission

ISB mission ("*ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.*") and core values are fully aligned with the IB mission statement. By having a holistic approach to learner education, all members of the community are considered as learners, e.g. students, faculty, leadership, other admin staff and parents. ISB's academic and cross-curricular engagements go beyond the classroom and include virtual engagements as well as service. Understanding the whole community as a collaborative dynamic body and focusing on learning that is cyclical and on-going, ISB clearly shows its purpose is aligned with the IB standards and practices.

Visitor's Response

The vision of the International School of Belgrade is to place the learner and their learning at the centre of what it does. The entire learning community shares this purpose. The purpose for learning is visible, modelled, and practised at all levels: learners are nurtured, supported, and their growth and success are celebrated in a variety of ways. Learning experiences in all five elements of the learning programme are focussed on developing lifelong learners who can advocate for themselves and others, and contribute positively to their own local community as well as to the global community.

The learning community's commitment to being learning-centred is evident in how students, parents, teachers, and leadership describe the learning experience at ISB and the language used to interact, provide feedback, and reflect on their learning. The school demonstrates its commitment to offering a high-quality holistic approach to education that values diversity, service, and learning beyond the classroom. The school's Pedagogical Leadership Team embraces educational approaches that encourage lifelong learning and foster the implementation of the IB curriculum. The Visitors concur with the school that its purpose is aligned with the Philosophy and Mission of the IB, and that strategic decision making is aligned with the school's Mission, Vision, and Values. Teachers, parents, and students are aware of this focus and of the expectations, policies, and procedures, not least through the comprehensive information on the school's website, interactive Learning and Teaching Guide, and effective use of a variety of digital channels.

School's Analysis of Environments: Providing essential structures, systems and resources

ISB has clear leadership and government structures, as well as job descriptions for leadership and other positions. ISB program coordinators for the three offered IB programs (PYP, MYP, DP) have completed required IB professional development, and are members of IBEN. The whole faculty understands the IB rules and regulations, and is informed in a timely manner of all IB changes and revisions. All necessary documentation to support and ensure the compliance with the IB rules and regulations are developed and reviewed on a regular basis.

ISB stores its curriculum, policies, procedures and other important school documentation, on a shared Team Drive. The yearly curriculum outlines are displayed on the school website for the wider community to access. Additionally, ISB has a student information system, "Moze," which has been developed to meet the needs of the community. It is maintained and updated by the school's Information Technology Team. Data gathered on student information follows all General Data Protection Regulation (GDPR.)

ISB informs its learners and their parents in a well-planned and timely manner, of all the relevant program information, revisions and changes. The weekly "Dragon Dispatch," a digital newsletter, and Coffee mornings are used to keep the community updated on IB general regulations, school calendar, important deadlines, information related to IB examinations and best practices. Community wide text

messages are also activated for urgent communications. Emails, individualized conferences with students and parents or guardians are also used to help all community members stay informed.

ISB teachers work with small numbers of learners, which empowers students to adopt a more personalized approach to their learning. ISB purposely reviews and adapts its learning spaces to offer robust physical and virtual resources in accordance with program requirements. Teachers adapt learning spaces for the intended learning. Technology enables virtual learning to occur when required.

The Student Support Services team works closely with individual learners and their families so that they can understand and advocate for their own learning needs. They work alongside teachers to provide support, accommodations, and learning plans to meet these needs.

In line with our goal of becoming more inclusive and equitable two new whole school positions have been created; Leader of Learning for Student Support Services and Data for Learning Coordinator.

Professional learning follows the same learning impact approach. In the 2020-21 school year, ISB introduced Professional Learning Communities (PLC) for the whole faculty to be involved in relevant and autonomous professional learning. Like with our learners, our faculty follow an inquiry learning cycle and share their reflections on their learning with the community each year.

All our ISB programs meet the required number of units, subject areas and minimum hours. ISB ensures that it meets all of the training requirements across all programs and subjects. As new guides are released, staff members are supported in attending professional development workshops. ISB does not currently participate in the MYP eAssessments and therefore is following the Building Quality Curriculum (BCQ) review process.

The curriculum and implementation is regularly reviewed and decisions are informed by relevant data. Subject area levels of achievement and grades, MAP (Measures of Academic Progress,) CAT4 (Cognitive Ability Tests), feedback from the BQC review, student and community surveys, and evidence gathered from our self-study are guiding the continued development of curriculum and implementation. Teams are utilizing the Data Review Cycle to analyze data and influence instruction.

ISB offers a balanced choice of DP subjects, which was significantly expanded since the first DP authorization in 2005, always as a result of a thoughtful and intentional reflection of what would be the most appropriate for its learners. The weekly and yearly schedule provides required teaching hours for both the standard and higher level courses, and TOK is studied over the two years of the IB DP. CAS is structured to engage learners in meaningful and self-initiated experiences, over the whole duration of DP.

As a DP school, ISB fully follows the guidelines and procedures from the IB DP Conduct of examinations booklet, and ensures the security of the storage, transportation and access to the assessment materials to designated staff.

ISB utilizes a range of assessment data to help our learners determine the most appropriate graduating pathway through our High School. This includes CAT4, MAP testing, teacher assessments and university requirements.

To expand DP course offer, ISB students can choose to study one IB course, online, via Pamoja Education, since 2010.

The Student Support Services department ensures adequate provisions for learners needing IB accommodations. Evidence to support requests for access arrangements is collected and submitted to IB in a timely manner.

ISB University Guidance Counselor and DP coordinator work closely together with MYP 5 and DP students, to guide and advise learners and families, to discuss, plan and make the best learners personalized educational steps, during the final MYP grade, for Diploma years, career or post-secondary education. The schedule provides allocated homeroom time for these purposes, and provides opportunities to focus on social-emotional well-being of learners.

Visitor's Response

ISB is a welcoming and warm community, an inviting place where everyone feels at home. Parents described communication with the school as "excellent, sincere, open, and direct," and commented positively on the very personal approach of the teachers and community as a whole, an approach which had led to students "learning deeply" and created a culture of "growing ambition and celebrating success" in the student body. They feel well informed about all matters relating to curriculum, course options, deadlines for assessments, and examinations (both internal and external). Discussions with Primary students and staff confirmed how assessments are used to inform future teaching and learning, and the support provided when an area has been identified as in need of further development.

During learning observations and through conversations with teachers in all sections of the school, it was clear that collaboration between different homeroom teachers and specialist teachers takes place organically, to ensure transfer of skills from one subject area to another. The learning observations clearly showed the Visitors how teachers have time to engage with learners, and how students and teachers are using flexible learning spaces for collaboration. The physical spaces support learners in developing skills and applying those in a variety of contexts. Students reported having access to available classrooms and shared spaces during study periods where they can study privately or work collaboratively and take responsibility for their own learning.

The learning community benefits from strong and effective leadership and governance that give pedagogical support and guidance in all aspects of students' academic and social-emotional lives. Highly evident is the modelling and participation of leaders as learners and in steering the work of the focus groups, meeting agendas, and professional development opportunities to stay focussed on learning. For teachers as learners, the Professional Learning Communities (PLC) initiative is considered an important factor in the shift in Impact on learning ISB aims to make in the learning community.

School's Analysis of Culture: Creating positive school cultures

The school's inclusion policy was extensively reviewed during the SY 2020-21. ISB has an updated **Admission and inclusion policy**. ISB is a non-selective school, and strives to provide access to all students. Students for whom the school doesn't have adequate resources, and can't provide appropriate access to learning are counseled in their best interest.

The school has just completed the **Language policy** revision. The process went through many language and cultural angles to ensure the principles of international mindedness and multilingualism as a right and resource for learning. The school **Assessment policy** was extensively reviewed at the beginning of SY 2021-22, as well as the **Academic integrity policy**, taking into consideration IB recommendations from the IB & NEASC preliminary visit in spring 2021.

All primary learners participate in the PYP. Additionally, all learners in Grades 6-10 participate in the MYP. Learners begin to study an additional language starting in first grade and continue this study as they transition into and throughout MYP. All students from Kindergarten through Grade 5 study Serbian Culture to develop their understanding of the local context. This extends into Grade 6/MYP 1 where Language acquisition learners have the opportunity to study Serbian Culture and Serbian Mother Tongue learners have the opportunity to study an additional language.

During the final MYP year (G10), students start to plan their Diploma Programme, starting with the preliminary choice in semester 1, then in semester 2 they create their final DP choice. All our MYP students are encouraged to become DP learners, and the school takes pride in the fact that since the first authorization in 2005, it had only 4 students who did not choose to take the full DP right from the start. Monitoring students' progress and in agreement with students' families, there are situations when students change their pathway and take a HS pathway to High School Diploma, keeping still some courses at the DP level, or continuing as non-DP students. ISB has about 1-3 students per cohort in this situation, and each time, decisions are made, after a careful and thoughtful personalized process, in agreement with the learner's family and in the student's best interest. For DP students who are provided accommodations for learning that go beyond a tier 1 universal level, requests for official IB exams arrangements are submitted to the IB in a timely manner.

Throughout the three IB programs, important focus is put on development of the Approaches To Learning skills. One area for continued development is ensuring that specific skills (identified by the ATL planning chart) are explicitly stated in MYP unit planners. When students move from MYP to Diploma, the expectation is for the majority of skill indicators to be at level 3 practitioner ("I can do it independently", moving slowly to the expert level 4. A whole SY was spent by the faculty prior to pandemic, to choose the most important indicators from the ATL section of the MYP FPIP 2014, (about 50 skills indicators were chosen from the list of 147, pls, see ISB ATL chart) to map them, for Grade levels 6-12, from level 1 to level 4. Additional work was spent by departments to give descriptions for each indicator how it looks like in the learning space and class time. When writing report cards, teachers include ATL categories. This is an area for future development.

Visitor's Response

The roles and responsibilities of stakeholder groups in the community are clearly defined and articulated in policy, supporting a culture in which the IB philosophy can thrive. The school's commitment to educational equity and access for students of all backgrounds and abilities is highly evident from conversations with staff, students, and parents. Students could give many examples of diversity, equity, inclusion, and ask questions and talk freely about the concepts. A further Impact is that students have become more accepting of differences. Leadership have initiated a Safeguarding Policy. Different grade levels talk about biases and stereotypes. Teachers can see a shift in students' work, where students discuss sensitive issues and are more open minded. In Grade 2, there are conversations about gender norms and different kinds of families. The school places an emphasis on designing learning plans to fit student needs. All teachers consider themselves language teachers, and multilingual learning and trans-language practices are evident. Open mindedness and mutual respect within the community were highly evident in learning observations and interactions with all stakeholders. There is a principled and honest approach to all aspects of academic life, and community engagement and collaboration are valued principles. Policies bring consistency and clarity to school operations, and are revised regularly and collaboratively to ensure that they remain consistent with the school's Mission. There is a system in place to monitor their implementation and Impact on practice.

School's Analysis of Learning: Ensuring effective education

ISB is an international school that doesn't need to meet the requirements of any national educational system, and its curriculum is fully aligned with the IB framework for all 3 offered IB programs. The school faculty collaborates and reflects in departments or small teams to develop and review inquiry units, subject overview maps and unit planners. They are developed using backwards design as a process during the times allocated for collaborative planning and reflection (early release days, after school department meetings, August orientation days). The curriculum is constructivist in its nature, (builds on students' prior knowledge, identities, cultures, needs and contexts), embeds opportunities for development and strengthening of the IB learner profile attributes, is internationally minded, age appropriate, and ensures holistic education via transdisciplinary and interdisciplinary connections. Although the school feels there is a lot of space for further growth, especially with enriching the curriculum with the principles of Diversity, Equity and Inclusion, it is believed there is a shared understanding of the above main principles and enthusiasm for further growth within these lines.

ISB feels it offers lots of opportunities for students' voice to be represented at the school. The school has introduced The Dragon Forum, which is a concept where all students are welcome to share their ideas and can be empowered to lead on their ideas. The Dragon Forum setup allows students to take initiative and engage when they find a topic, they are passionate about. ISB empowers passionate students to lead when the time is right for them and further grows leaders by having more experienced students lead less experienced ones in implementing ideas.

Additional programs that have been implemented to build a robust holistic offering for our learners are Homeroom and our FLEX/Enrichment Program. The primary aim of our Homeroom is to develop the relationships between learners and teachers providing direct support for academic, social, and emotional learning. ISB has invested in two Homeroom programs through Second Step (Grades K-8) and

MaiaLearning (Grades 9-12) which give a framework for our social-emotional learning. Teachers collaborate in grade level Homeroom teams, and they are supported by our Student Support Services Team.

FLEX/Enrichment is a school-developed program that allows students (Grades 3-10) the opportunity to try different activities outside of the subject areas, discover new passions, and build upon existing ones through choice and autonomy. The program utilizes the IB Approaches to Learning as a tool for learners to evaluate their development as a learner. Within this program, learners have the opportunity to engage with the greater community in activism and service. The framework for this program is supported by the ACE dimensions of learning core areas of Creative, Moral, Social, Experiential and Entrepreneurial.

The school commits to the PYP as a framework for planning teaching and learning across the Primary school. ISB's Program of Inquiry has six units of inquiry for grades one through five. PreK students have four units and inquiry and Kinder has five. All subjects are represented at each grade level. The units of Inquiry are planned and documented on a school created planner and these are developed collaboratively during our collaborative planning meetings. Our fifth grade students participate in the exhibition process in the Spring of their final year in Primary. Flexible grouping and data informed instruction are used to best support all learners at ISB

The MYP conceptual curriculum at ISB follows the Understanding by Design process and is documented in the IB MYP unit planner template. The curriculum is vertically aligned through collaborative planning in subject area teams. Subject group overviews and an Approaches to learning planning chart are utilized to create cohesion.

One of our strengths is our willingness to reflect and consider how we can and should continue developing our curriculum to meet the needs of our learners in an evolving world. As we continue strengthening our cohesive program, we aim to develop and refine horizontal connections between subject areas and through the continued development of our interdisciplinary units. Additionally, our self-study has spurred fruitful conversations surrounding Diversity, Equity, Inclusion, and Justice which has shed light on additional lenses we can utilize to review our curriculum and ensure equitable access and representation.

As a community we are deepening our understanding of Assessment As, Of, and For learning. In MYP approaches to assessment are based on the stated learning outcomes and objectives utilizing the criterion and levels of achievement to provide feedback to learners. Subject area teams collaborate in the process of standardization to ensure equitable assessments. Students engage in assessment as learning through their Learner Impact Reports and are working toward becoming more autonomous as they share their learning in Learner Led Conferences (with teachers and parents/guardians) and Celebrations of Learning where they share their learning with the community.

During MYP 5, learners engage with the Personal Project. For the 2021 session, a virtual exhibition was created, initially as a response to the pandemic. However, the rethinking of how this exhibition takes place allowed us to explore our use of space and time in a new way. The virtual exhibition continues to be a process that we want to implement, even after health and safety risks are diminished, in order for learner projects to reach a broader audience.

DP curriculum is created based on current IB guides' aims and objectives, prescribed subjects and options, and students choice, and unit planners for the two years program are developed using backwards design process, using an IB MYP aligned Unit Planner template, by the teaching faculty from appropriate departments, and is reviewed on a regular basis. The same unit planner is applied for the TOK core component, and each subject Unit Planner has embedded a TOK connection to the particular Unit of study. The school is aware that some unit planners have developed a more in-depth connection between the unit of study and the TOK aspect to be taught within the unit, and this development will continue in the next SY. Collaborative planning time is efficiently used on bi-weekly basis for TOK to be integrated into different subject areas. The new TOK guide brought some important developments and somehow eased the integration with subject areas. Collaborative time between TOK and other subject teachers begins in DP Y1, when students are introduced to areas of knowledge and for each area teachers collaborate with subject teachers to come in as guest speakers or facilitators and share with the students ways TOK applies to their area of knowledge, then encourage students to identify and utilize those connections in future. In DP Y2 TOK students focus on their TOK Essay. As essays are based on exploration of a knowledge question as exemplified in two different areas of knowledge, students are encouraged to seek examples from the content covered in their DP studies and to conference with teachers of the subjects related to the chosen areas of knowledge, in order to confirm their understanding and seek guidance and advice. In addition, every DP course in their resources has sections that suggest TOK integration, and subject teachers are encouraged to utilize those on a regular basis.

Visitor's Response

The ISB community is a learning-focused school. Students and teachers demonstrated many examples of their understanding of learning at ISB as being “a discovery of new knowledge,” “new experiences,” and “freedom.”

PYP students were observed engaged in their own inquiries and able to self-assess their learning by questioning what the evidence of their learning would be. This speaks volumes of the shift the school aims to make from outputs to Impacts. PYP parents commented on the balance in the curriculum and the focus on learning that connects across different subject areas to help their children make connections and teach them to think divergently.

MYP parents described choosing ISB because of the curriculum and approaches to teaching and learning. Students described how what they learn prepares them for life and helps them develop skills for becoming lifelong learners. Teachers and leaders of learning model lifelong learning by engaging in PLC inquiries and discussion. Students described using peer and self-assessment as well as ongoing feedback from teachers to support them in their learning.

Both DP students and parents emphasised that “learning is for life,” and one parent commented on the holistic and global nature of their children’s experience as “having a broader view of learning than just the classroom.” The Diploma Programme offers a balanced range of courses, and in addition provides access to *Pamoja* for those who wish to pursue a course not currently offered on campus. There is strong support for multilingualism, with students being able to take a range of self-taught Language A courses, or Language B through self-funded teaching.

Part 4b: Development of IB Standards

Using the scale in the table below, measure the **development** of each standard:

			Shows satisfactory development	Opportunity for additional development	Requires significant development
	Purpose: Sharing an important mission				
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	X		
		CLP team	X		
	Environments: Providing essential structures, systems and resources				
Leadership and governance (0201)	The leadership and governance of IB World Schools create and sustain high-quality learning environments.	School self-assessment	X		
		CLP team	X		
Student support (0202)	Learning environments in IB World Schools support student success.	School self-assessment		X	
		CLP team		X	
Teacher support (0203)	Learning environments in IB World Schools support and empower teachers.	School self-assessment	X		
		CLP team	X		

	Culture: Creating positive school cultures				
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		X	
		CLP team	X		
	Learning: Ensuring effective education				
Designing a coherent curriculum (0401)	Learning in IB World Schools is based on a coherent curriculum.	School self-assessment		X	
		CLP team		X	
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		X	
		CLP team		X	
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		X	
		CLP team		X	
Approaches to assessment (0404)	Learning, teaching and assessment effectively inform and influence one another.	School self-assessment		X	
		CLP team		X	

Part 4c: NEASC whole school strengths

NEASC accreditation protocol covers the whole school which includes any of the curriculum which is not covered by the IB programmes provided by the school. The school is here offered the opportunity to reflect on areas of strength related to the curriculum, extra-curricular learning, learning engaged in by governance groups, leadership and/or staff, or any other 'whole-school' learning initiative.

School's Reflection on whole school strengths in curriculum and learning

[The ISB learning program](#) consists of 5 core elements; The curriculum, Co-Curricular Learning, Personal Social Emotional Learning, Service Learning and Leadership as Action. Whilst these key elements are explicitly outlined as 5 separate parts of our overall learning program, we view them as interrelated and of equal importance. ISB believes that as an IB World School, we have a framework that supports our commitment to developing all of our learners fully and holistically. Through our accreditations and partnerships with the IB, NEASC and our sister schools we have access to resources, expertise and a collective thinking power that encourages us to develop each of the 5 elements of our program.

[ISB SEL / Homeroom program](#)

After reviewing the SEL program over the 2020/21 academic year, the decision was made to extend the school day on Secondary to give additional time to our homeroom sessions. This was extended from 10 minutes per day to 25 minutes, additional staff members were added to each grade level to maintain a 1-12 Teacher / Learner ratio and two fully resourced and vertically aligned SEL programs were purchased. The Second Step program runs from grades K-8 and the Maia Learning program runs from grades 9-12. Our main emphasis is on building strong and constructive relationships with learners to ensure they have the support and guidance they need to grow and develop holistically. As with all sections of our learning program, our SEL program is purposefully flexible so that the learners can play an active role in determining focus areas for their small groups, whole grade level and individual growth. Some grade levels are more effective at supporting our learners in this area but our initial [learner survey and faculty survey results](#) highlighted great progress already. Each grade level team has identified clear targets that are specific for the learning needs of their respective learners. There will be follow up surveys to measure the impact of this.

ISB Co-Curricular Learning

The ISB Co-Curricular model comprises two distinct aspects; Enrichment (now called FLEX) and our [after school Co-Curricular Activities](#). Whilst the after school activities have been significantly impacted by the global pandemic, we have still looked for opportunities to maintain a model that allows our learners to have some limited opportunities that fall outside of the academic program. These have consisted of a range of virtual activities through the CEESA collective of schools and small activities that could be facilitated under the strict health protocols currently in place. [Enrichment \(or FLEX\)](#) has been a section of our learning program that has grown and developed over the last two years. This now operates for grades 3 to 10 on a Wednesday afternoon and is an opportunity for our learners to develop and apply their skills, knowledge and understanding in learning opportunities that they co-construct with their teachers. Long term, this will be an opportunity for cross grade (and school) partnerships, although learners are currently remaining in their individual grade levels due to our health protocols and desire to reduce multi-grade mixing at this time. We are already seeing a significant step forward in both learner and faculty engagement of this learning model and the products / outcomes the learners are

achieving is very exciting. This will continue to grow and we look forward to our first ever Enrichment learning celebration at the end of the year.

Service

ISB is passionate about ensuring our learners are inspired, equipped and empowered to have a positive impact in the communities that they are a part of. Whilst our service program has taken a significant hit during the pandemic, our learners have had the opportunity to continue to develop their understanding of the importance of service and the service learning process during the Enrichment / FLEX program. Examples of the work they have been doing can be [found here](#) and we look forward to continuing to build upon this as the school emerges from the current protocols that prevent our learners from working with our external partners in the community.

Leadership

Historically, ISB has always facilitated opportunities for our learners to develop their leadership skills through a strong Co-Curricular program and a strong and vibrant Service program. There are many examples of learner led activities and projects, from school years prior to the pandemic, that demonstrate this. One area that we recognised our learners should have a bigger leadership role is in assessment and understanding how they can drive their own learning forward. In the Secondary school the [Learner Impact Reports](#) have provided our learners with both a clear tool and a process for playing a greater role in both assessment and goal setting in the academic program. This initially started small and focused on working collaboratively with subject teachers to construct personalized learning goals but in the second year, the Learner Impact Reports have been expanded and are the main tool that our learners use to lead the learner-led conferences with their parents. There is now a growing culture of our learners taking the lead in exploring assessments, co-constructing goals and sharing their progress. In year three, we are looking forward to our learners developing a stronger understanding of what assessment is so that they can begin to co-construct this also.

Visitor's Response

The International School of Belgrade is an IB World School offering a continuum of education through its three programmes: PYP, MYP, and DP. The learning opportunities exemplified above are considered an integral part of these programmes and illustrate the rich and extensive learning experience for all students at ISB. The strengths identified by the Visitors are consolidated as whole-school strengths in part 4a above.

The school will have made a choice of Learning Principles (LP) to engage with during the Preparatory phase. The number of LPs used for reflection is determined by the number of IB programmes provided by the school. (Please see appendix 4) The school should explain here why these LPs were chosen. The Visitors will reflect upon the viability and value of the choices made.

School's Choice of Learning Principles to engage with during the internal reflection

The LPs chosen are: LP7, LP 2 LP 3 LP5 and LP 9

LP 7 has been chosen as the lens through which we wanted to review the whole process. DEI is a growing issue that impacts all of society. We recognise that this is a major focus area of our school and addressing this can only benefit the school and the community.

LP2 LP3 LP5 LP9: Following feedback from the Preparatory visit and from our stakeholders, these areas were identified as areas of growth for us moving forward in the journey of becoming a truly learning focussed school. Whilst excellent practice in these areas is seen in pockets, it is apparent that these areas need to be addressed. By including these LPs we hope to build awareness throughout the whole community so that they become fully integrated into the fabric of the school's practice.

Visitor's Response

The Visitors agree with the choice of Learning Principles and consider the rationale sound. These Learning Principles align with current projects and priorities as outlined in the focus-area groups' purview and the Learning and Teaching Guide, and the reflection will support future choices and designs for strategic development following this CLP process.

Part 5. Learning community reflection and visitors’ observations

School communities will use this template as a structure for reflection, using one for each individual Learning Principle that was chosen. One - two LPs will include the cluster of IB practices for the area of focus the school has chosen to develop.

- School chooses 4-8 IB practices for the area of focus in programme development planning and recommends they all align with one or two of #3,5,7,9 of the ACE LPs.
- Schools with 2 IB programmes choose an additional 3-5 LPs for in-depth ACE Learning reflection. Schools with 3-4 programmes choose 2 -3 LPs. These are *in addition* to the LPs chosen for focus with the IB Practices.

NOTE: This template should be replicated for each of the LPs chosen for reflection.

LP 2 Dimensions of Learning:

Learning encompasses creative, moral, social, experiential, and entrepreneurial dimensions.

1. Learner Community Reflection – Future Design

Where do we want to be? We will have in place....	<u>Desired Evidence of Impact(s) on Learning and Learners (What will success look like?)</u>
<p>A - The whole learning community explores the future to better develop the Learning Program.</p> <p>There are two focus areas for ISB under this heading. Firstly, we are committed to widening the scope of the review process of our learning program. Utilizing the Understanding by Design (UbD) approach, we want all stakeholders (faculty, learners and parents) to play key roles in identifying our desired outcomes for our learners and developing assessments and</p>	<p>A: The impact will be the following:</p> <ul style="list-style-type: none"> • A shared commitment by all shareholders to a process of ongoing review of our learning program. Desired evidence of this will include an increased involvement of all stakeholders in this process (meetings, surveys and feedback opportunities) and the development and creation of learning activities led by all stakeholders • The learning activities across all of our learning program will include activities that are ‘future focused’ and add to, enrich and enhance our current learning program. We will ensure that they are future focused by following educational research, working with our sister schools in the CEESA region and following good practice shared in the IB and NEASC communities • Future focused learning activities will be created in partnership with organizations in the wider business

learning opportunities that enable our learners to achieve those outcomes.

The second focus area is about ensuring our commitment to the process of reviewing and developing our learning program is constantly ongoing and that our perspective throughout this process follows a *'what next?'* philosophy and not a *'this is what we have always done'* approach.

B - Learners demonstrate the use of 21C learning skills, attributes and values which may include entrepreneurial initiatives, collaboration (class, local and global), creativity, design thinking, communication, failure etc.

Learners at ISB will utilize, and create their own, learning opportunities to develop a range of skills that inspire, equip and empower them for success in their future communities.

C - Learners demonstrate appropriate risk-taking and the importance of failure in their learning.

We seek to develop and foster a learning environment where our learners are empowered to take risks. We want to emphasize a culture where learners can reflect on and embrace failure as a key component of learning.

D - Learners have exposure to future learning areas such as, but not limited to, coding,

community, starting with partnerships within our immediate school community

B: The impact will be the following:

- Learners utilize the skills, attributes and values they develop to have an impact in their immediate, local and global community. Desired evidence of this is that all learners participate in at least one student-led activity per year that has a measurable impact in their chosen community.
- Learners will take an active role in creating opportunities that allow them to develop a range of skills, attributes and values that support their ability to have a positive impact in their immediate, local and global communities. The desired evidence of this is that learners will utilize the Learner Impact Reports and / or Seesaw to articulate the skills, attributes and values they are developing, share evidence of their progress and identify targets or next steps. Learners will also continue to utilize elements of our learning program, such as FLEX or our CCAs, to create opportunities for themselves to develop these skills, attributes and values.

C: The impact will be the following:

- Our learning community will embrace failure as a key component of the learning process. Desired evidence of this will be to see learning displays and regular sharing opportunities that focus on the learning process and not just the final product. This will be accompanied by explicit learner reflections on key examples of failure and what they can do to overcome these and continue to progress. These reflections will be shared through the Learner Impact Reports and Seesaw.
- Learners will feel empowered and supported to take risks in their learning. The desired evidence of this will be captured through learner surveys and teacher feedback.
- Learners will be supported to create ambitious learning activities that are learner led. Desired evidence of this will be the creation of learner led projects and activities in our FLEX and CCA programs.

D: The impact will be the following:

- Our learning program will include more than the subjects on offer in the IB curriculum. There will be opportunities for our learners to experience a range of activities that are outside of our traditional program offer and that support our learners to consolidate and utilize the skills, attributes and values they are developing alongside those focused on through the academic program. Desired evidence of this will be regular reviews and

<p>robotics, design thinking, real-life learning.</p> <p>The ISB Learning program includes five elements; the academic curriculum, co-curricular activities, personal, social and emotional learning, service learning and leadership as action. By ensuring the learning program includes these five elements, ISB learners will benefit from authentic learning opportunities that extend far beyond a traditional and academic curriculum to better prepare them to have impact in their communities.</p>	<p>adaptations of learning activities in our CCA, FLEX and academic programs.</p>
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2. Learner Community Reflection – The Current Reality

<p>Where are we now? We currently have in place....</p>	<p><u>Current Evidence</u> of Impact(s) on Learning and Learners</p> <p>Here you will find a link to the folder that contains all of the evidence collected by this working committee</p>
<p>A - The whole learning community explores the future to better develop the Learning Program.</p> <p>There is some evidence that our learners are being supported to take a greater role in the review of elements of our learning program. This is most evident during our FLEX program which runs from Grade 3 to Grade 10. Whilst there is a commitment to expanding the role of our learners in reviewing and developing other areas of our learning</p>	<p>PYP Exhibition Grade 5 directly relates to FL see past PYP Exhibition 2020 & 2021 journey PYP Exhibition 2021 The impact of the journey on action in the community and final exhibition of the work encompasses real world connections to future learning as can be seen in the exhibition videos. The impact is explicitly reported by students increasing thinking, cooperation and collaboration skills in one voice by the students who shared in an assembly with the community as can be seen and listened to in this student keynote slide presentation HERE for Student voice</p> <p>IB MYP Personal Projects (PP) Each grade 10 student designs and applies their own PP to the IB standards. The personal project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and</p>

program, this is currently only happening in sporadic areas throughout the school.

Whilst parent involvement has been limited during the pandemic, there are some opportunities for parental involvement in reviewing aspects of our learning program. This has predominantly been through virtual coffee mornings and focus group sessions although the attendance at these has been varied. Increasing parental involvement is a key focus area for the school as we move out of the pandemic.

The school is working to develop a consistent shared understanding of our future learning program. We have created a Future Learning Coordinator that has engaged all sections of our community as we seek to collaboratively develop the program. Through the materials that the person in this role has developed and the delivery of coffee mornings, focus group sessions, learner and faculty training and blog posts, the central idea for future learning at ISB is becoming clearer for all stakeholders.

reflection, students are encouraged to demonstrate and strengthen their ATL skills. See community PP site [HERE](#) for details for learners.

The PPs provide the grade 10 learners an opportunity to utilize learning to solve real world problems as can be seen in one sample project about detecting lung cancer using a 3D convolutional neural network [Student PP Report Example HERE](#) that shows the reflection of this work.

MYP HR Collaborative Digital Activities

Introduction of a week to celebrate digital citizenship HR Collaborative Digital Activities

Introduction of a week to celebrate digital citizenship

The impact is on the focus of all learners in the entire community being digitally responsible. The week's plans for MS can be seen [HERE](#) with the same being applied to others grades across the school during the week lead by HR teams.

New Future Learning Coordinator Role

(2.3) Focus to incorporate Real-life learning opportunities, in which entrepreneurial skills, collaborative skills, failure and creativity are central and are valued by the community of learners.

Committee Advertise position for lead person for 'future learning' to include Coding, Robotics, Entrepreneurial programs, real-life, failure, resulting in the role creating the ISB FLEX program June 2021.

CAS Grades 3-9

Service website has been centered within the FLEX program

Students are engaged in investigating, designing and executing their own Service project.

This highlights a focus towards the whole community exploring how to integrate Community Action & Service opportunities.

In doing so, they are engaged in focusing on the moral and entrepreneurial dimensions of learning.

CAS link [website here](#)

Impact on a need being met by local community as reported in school news website: [HERE](#)

Secondary Principal Communication

A blog article shared with the community [HERE](#).

Impact is in the sense of a shared commitment involving the whole community to the full holistic development of learners discussing the

	importance of the school’s enrichment in pursuing its future learning program.
<p>B - Learners demonstrate the use of 21C learning skills, attributes and values which may include entrepreneurial initiatives, collaboration (class, local and global), creativity, design thinking, communication, failure etc.</p> <p>Across all sections of the school there are multiple opportunities for learners to develop skills, attributes and values that would fall under the ISB definition of future learning.</p> <p>Evidence of impact is not yet fully recorded in each of these areas, but it is clear from conversations with teachers who implement the programs, learners and parents that there is an explicit focus to develop these skills, attributes and values.</p>	<p>Grade 3 Fair Trade The impact of this unit task was that learners worked collaboratively to research Trade - focusing on the line of enquiry - Is trade fair? What is fair trade? They then created their own questions and researched their answers. One example can be seen Here. They shared their research with the grade. Reflection and communication of the impact on their own achievement can be viewed in this screenshot HERE.</p> <p>Languages - Diamond ranking strategy, Image 1 of Strategy HERE The impact reported by the teachers and their learners of using this strategy promoted collaboration, joined decision making and a notable greater appreciation of looking at values and beliefs of other students. The learners made a list of common attributes found on all their lists. The reflection on this activity discussed what it took for students to make a joint decision. Students reported that they had to listen to their partner, ask questions to understand why he is nominating a certain attribute and sometimes abandon what they wanted to say because they couldn’t agree with their partner that that is important. This strategy is one of many used by the primary classrooms to purposefully foster 21st century skills, attributes and values beyond content.</p> <p>Classroom Essential agreements: Students brainstorm essential agreements for behavior and safety in the classroom as a group. They engage in role play showing possible situations in the classroom , discuss solutions and decide on important statements for the classroom chart. It is referred to various times during the day and students sign it as a joint statement the learners agree to follow.</p> <p>The impact reported by both teachers and students of creating essential agreements across the PYP classrooms allows students to take ownership and responsibility of their behavior and dedication to maintain a positive atmosphere across the primary years community. An example of how they are discussed can be seen HERE with the classroom poster HERE plus anecdotal evidence about learners showing effective collaboration and practice when taking on the various roles of responsibility within a group as can be seen in their ideas being shaped informally in the image of action words HERE resulting in positive action.</p> <p>ATL skills are purposefully addressed as part of every subject area unit of work from 6-11.</p>

	<p>An ISB learner will be equipped with the appropriate level of ATL skills as identified in the developing document used by teachers in their unit plans ATL Skill Progression HERE to be: Knowledgeable, inquisitive, open-minded, reflective, a thoughtful communicator, empowered, a risk-taker, resilient, confident, compassionate and sociable.</p> <p>This can be seen in LP2B where learners demonstrate the use of 21C learning skills, attributes and values in their learning across all units.</p> <p>MYP Year 2 (grade 7) Design example of a Design: Packaging Project- Students choose a product that will advertise and promote their own future business or vocation The most important impact in design projects reported by teachers is the attributes and values developed which include entrepreneurial initiatives to real life such as can be seen in this box created HERE.</p> <p>Flex Program Virtual Fair Grades 3-9</p> <p>Flex Program Virtual Exhibition shows evidence of future learning through images demonstrating creativity in action accompanied with quotes from students talking about the application of 21st century skills and the transfer of knowledge showing the success criteria statement.</p> <p>Following the virtual fair (December, 2021) student reflections and an overview of the impact of this new program were documented in a presentation as can be viewed here ISB FLEX Feedback.</p>
<p>C - Learners demonstrate appropriate risk-taking and the importance of failure in their learning.</p> <p>Across all sections of the school there are multiple opportunities for learners to take risks and it is clear from some evidence that they feel supported to do so.</p> <p>Evidence of failure being utilized as a key part of the learning process is not yet</p>	<p>MYP I & S</p> <p>One example of critical thinking applied relating to future learning skills (LP2 B, C, D) can be seen in I & S in this feedback HERE where students created a game to demonstrate understanding and ability to transfer knowledge in an engaging manner</p> <p>MYP STEAM Activity Card stacking challenge: By doing it, students learned about design thinking, collaboration, risk-taking, failure and communication as they tried different techniques in order to make the highest stack. They first worked individually, then in team</p> <p>Utilizing new math program - Bridges.</p>

<p>consistently recorded in each of these areas, but there are specific examples where this is evident. Areas like the Learner Impact reports in Secondary and the Learner Reflection journals across the whole school demonstrate progress that has been made in this area. A key focus for the school will be to ensure that the consistency of this is improved.</p>	<p>Students inquire further using math manipulatives introduced to solve math problems; the skills practiced give opportunity for student ownership of where their further learning will take them.HERE</p> <p>Grade 3 Goal Sheets The learners create weekly goals, reflecting on their progress, understanding where they can make improvements. They are encouraged to set challenging but achievable goals around the ATLs, learning how to reflect and make changes if they don't achieve the first time. Students feel empowered and increasingly reflective of their own needs making appropriate goals. HERE</p>
<p>D - Learners have exposure to future learning areas such as, but not limited to, coding, robotics, design thinking, real-life learning.</p> <p>There are explicit opportunities available for learners to be exposed to future learning areas across the school. These currently are offered during the CCA program and a key focus area for the school is to measure the quality and impact of these activities offered. The school will also continue to focus on developing more explicit links to other areas within the academic and enrichment sections of the learning program.</p>	<p>Visual Art Grade 2 A grade 2 student chose to learn about the work of Modigliani. The choice had an impact on their practice in developing drawing and painting skills as reflected on the learning journey. The audio and work HERE shows how the student set a future learning goal during reflection that shows our LP2 3 criteria impact statement impact “actively inquiring into and document their development based on a profile and definition of success that includes many facets of growth and types of learning” and success in the LP2 D criteria “exposure to...real life learning”</p> <p>MYP 2 (Grade 7) Languages Learners in MYP 2 Language acquisition are exploring cultural conventions and how they shape identity. In order to learn about cultural conventions from Spanish-speaking countries, learners interviewed Spanish-speakers who identify as being from a Spanish-speaking country. Learners are encouraged to create interview questions on a collaborative document. The impact of learning activities in languages allow students to learn new language structures from others and evaluate their own work. One example in grade 7 of extending their knowledge also had an impact on their cultural understanding of others. The learners submitted final drafts of their interview questions. Learners had the option to carry out the interview in a variety of forms: face-to-face, over the phone, Google Meet, via email, etc. Groups had to contact their interviewee to request the interview (See folder of evidence here)</p> <p>Additionally this work led groups to talk about the importance of data protection and gaining permission from the interviewee to have their ideas and/or picture published. The teachers explained that the next step for the learners is to complete the interviews and then turn them into articles for a</p>

magazine. The pictures included are of one group who utilized class time to call their interviewee over the phone to interview him. A real life connection (**LP2 D success criteria addresses the exposure to real life**) that is actively fostered across the school's language classes.

MYP Languages

Prior to the pandemic language students visited the Spanish Cultural Center, Cervantes in Belgrade as can be seen in the images [HERE](#)

During the visit students communicated in Spanish with native speakers with the aim of becoming familiar with the hispanic culture in a new surrounding in a real world context.

The teachers reported that the impact of the visit encouraged more confidence in speaking in class.

Diploma

A range of academic courses are offered.

This relates to **LP2 D success criteria** statement as students success at this end stage is not only about being ready the real world but also "documents their development based on a profile and definition of success that includes many facets of growth and types of learning",

The impact is on the success stories of the learners' achievement in their final DP exams [Success Profile Here](#) and their families on to a varied range of higher education institutions across the world. Celebrated in the school's celebrated end of High School Graduation.

DP Math Programming

Samples can be viewed [HERE](#)

Learners have exposure to future learning areas such as, but not limited to, coding, robotics, design thinking, real-life learning.

Students learned how to program their graphing calculator. But, more importantly, once the basic skills were learned in a lesson format in class, students were given the freedom and time to create as many useful programs as they could. Although the focus was on math programs at high school level (MYP/DP) the impact on students encouraged them to create programs that would be useful in other c

DP Science Physics

Lab Reports & Use of Graph

Students use new technology and applications to analyse data, draw graphs and find best fit lines in their Physics class.

The impact is on their ability to use technology to analyse data and draw graphs as is seen in the learning on the attached lesson during the pandemic:

[Video here](#)

DP Arts courses provide opportunities for solo student creativity in the realms of professional real life work in both Theatre and Visual Arts -creating work, space and creative exploration of space.

The impact on these opportunities is seen in self-motivation and expression of learners in recreating their own creative spaces, even in testing times, and in the quality of their final DP Theatre exam work as can be seen in the work [HERE](#) (+link for student reflection piece [HERE Solo Report](#)) and in the professional DP Visual Arts gallery experiences prior to the pandemic. (This here too relates to our **impact statement criteria 3** showing learners who actively inquire into and document their development based on a profile and definition of success that includes many facets of growth and types of learning) at the DP level.

IB DP Extended Essay

Grade 12 offered in a range of subject areas.

Example of an essay leading to a life in physics for one student.

Academic and personal focus of their own interests to achieve at DP Exam level, Anecdotal reports from supervisors and student essays inspiring a passion for future learning beyond school. Student essay [HERE](#) writing about an international experiment to build a thermo-nuclear reactor. This project could revolutionise our use of energy resources, which relates to entrepreneurial initiatives, real life collaboration, and design thinking.

Robotics Club

Students can join our CCA robotics program during the year in both primary (years 2-5) and secondary school (years 6-8). Students work with the Lego robotics kits (primary, Wedo and Secondary, Lego Mindstorm). The afterschool program introduces students to robotics through active participation in developing a functioning robot. Students first work through planned activities to get a deeper understanding of the programming language and how to build a functioning robot before having an opportunity to design and build a robot that can perform a specific task.

The robotics program exposes learners to essential 21st-century skills, including problem-solving, critical, creative and analytical thinking, and teamwork.[primary](#), [secondary](#)

Board Evidence

	<p>Decision to invest in significant digital technology ('Mobile Students') May 2020.</p> <p>(2.3) Approval of resources (Seesaw managebac, Google Suites.</p> <p>To allow a learning focussed approach to F2F, Virtual or blended learning during and for beyond the pandemic accelerated the purchase of 21st digital resources and the implementation of the skills required from teachers to students.</p> <p>Success statement LP2B & D - the exposure allows for the skills to be developed.</p> <p>Decision to add a firebreak week during pandemic.</p> <p>To prioritize well-being in Oct 2021 post mid semester break and as a result allowed all to continue with f2f learning with little disruption to the learning as reported by all learners. (+ link newsletter/enrollment figure). The same action was applied to post winter break January 2021 with the impact being on the safety and health of the entire community to be able to operate on f2f.</p>
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3. Future Learning Plans and required actions (closing the gap)

The three main goals for action for LP2, though not exclusive, can be identified as:

1. To increase exposure and opportunity for real world application in service learning (LP2D)
2. To continue to develop the expansion of whole school ATL skills across the 3 IB program continuum (LP2 A, B, C).
3. To engage the community across the continuum and reimagine the role of its parent and local voice in contribution to the school's future learning.

1. To increase exposure and opportunity for real world application in service learning (LP2D)

In community action and service the success criteria statement LP2 B does not yet include "entrepreneurial initiatives, collaboration (class, local and global)" led by students and is not yet meeting the success criteria of LP2 A where "the whole learning community explores the future to better develop the Learning Program"

There is perhaps a low level of evidence supplied, due to the pandemic, of service action that is experiential and led by the students. Action is required to connect to real world problems as is being addressed in the introduction of service learning within the newly introduced FLEX program. Here the goal of the service-learning component of the FLEX Program will allow students to be encouraged to apply entrepreneurial skills on a new level to develop a meaningful action (examples can be seen on the Service section of the google site [HERE](#)). The aim is that the final action will impact the ISB

community, local community or any identified particular global issue in some way or promote change relating to a cause. It will shift the focus to action rather than participation.

The focus of this learning plan for the future is to expose students to service while also developing the ACE Dimensions of Learning. By investigating, planning, and taking action on a meaningful Service project, the community will develop in all five areas of the Future Learning dimensions and also apply the essential ATL learning skills of the IB programs.

2. To continue to develop the expansion of whole school ATL skills across the 3 IB program continuum (LP2 A, B, C).

This is a strength in the school as seen in the new FLEX approach, home room programs, the new PLC and explicit reference to the teaching of these future skills in all curriculum units across the school. This can be more clearly identified in a horizontal and vertical alignment of these skills from PK-Gr12.

+Building/Space for LP2

There is a gap identified in how we might reflect further on the use of space/building capacity with spaces starting to move towards their purpose to encourage a focus and practical application of future learning. Action is clearly in progress.

This includes walls being removed to open up new spaces and a new space built to support growth in learning for the Performing Arts, a community health and fitness area, open plan library study area, reimagining classroom spaces to allow for greater collaboration with new open windows for the start of an open cafeteria area. The need for further development can be seen in the timetable of classes in suitable spaces, meeting spaces, adaptable design of tables/chairs, access to nearby water fountains, toilet facilities, study areas-break out rooms and designated eating areas on both school campuses' particularly during cold weather. The concerns here are highlighted by the recent growth in student enrollment and the covid pandemic.

3. To engage the community across the continuum and reimagine the role of its parent and local voice in contribution to the school's future learning.

The voice of the parent/local community is not always present as can be seen in the attendance figures of meetings. This perhaps indicates a high level of trust in expectations being met or a lack of involvement due to language or communication. The parent body reports a high rate of satisfaction with the school.

Digital Literacy and Citizenship that impacts the whole community through homeroom programs and parent coffee mornings as can be seen in this recorded session [HERE](#).

There is a need to gather evidence showing learning through reflections, images, video or transcripts of conversations as examples from other sources is cited in this shared [Document](#) reflecting a start on this action through resources shared with the school admin team to be gathered and implemented further found in this folder [Digital Literacy Action](#).

A challenge to involve our parent/local community has been their lack of access to come onto campus during the pandemic. The involvement of the wide range of families that choose to send their children to attend the school is usually more prominent in their support of events and sponsoring of activities - needs to be reimagined to get them more involved. The focus on increasing future learning skills such as the increase of technology use in the school has driven the school forward during the pandemic.

4. Reflection on process so far, including learnings from the reflection and how they lead to next steps

A challenge is to look at the impact of learning from across the school equitably and really know what its impact is for the future.

There is an abundance of anecdotal evidence across curriculum programs with the school successfully implementing the full IB curriculum continuum PYP-MYP-DP. However the links between how the programs connect to another is missing. Staff report little opportunity to meet or reflect in person. Cross campus teaching is happening in the school.

There is a welcome need by many learners in the community to bring in other aspects of future learning. To move away from a focus on the IB academic curriculum to implement more interdisciplinary work led by the curriculum leadership and learners to focus holistically on FL aspects - through CAS/FLEX programming.

To record the impact of changes from a learner in Grade 1 and track them to DP level is difficult with a transient population of learners. This whole school reflection process has encouraged all learners to record the impact of the learning to better track so as to develop growth.

Training of teachers to lead and implement digital skills for their learners needs to be maintained- the google training of staff and initiatives needs to be part of the cultural makeup of what it means to refocus on learning. The shift to the PLC is an excellent start in this direction as outlined in the site [HERE](#). It is clear that staff are motivated by this direction as it revitalizes their focus as facilitators to think about the future of professional learning, and what kind of learning we need in order to facilitate future learning in students.

Board Decisions have allowed investment and approval of resources and new buildings to allow focus on learning - identified with more immediacy during the pandemic.

One example of how required action was taken is from the Virtual Board Meeting Minutes –May 5, 2020: The Board approved spending from the capital funds “for updates to campus and to buy equipment to support a blended learning environment”.

This step needs to be continued to reach all members of the community and to ensure that resources are readily available and updated to serve the needs of our learners. There are times when there aren't enough resources/ staff to be able to make the learning digitally better.

The reflective process has allowed the whole community to focus on what, why and how we can encourage more future learning. The reflective process has allowed learners to seek support and

additional digital resources, resulting in a whole school focus on finding the meaning of learning for all learners. This impact can be viewed as a paradigm shift towards a stronger culture of focus on the impact of learning in our community.

There is a wealth of evidence to support our journey towards a school that is focussed on developing the 21st C skills of future learning **LP2B** The community of educators are now more active in seeking out the impact of learning in their records/reflection/responses to show evidence of growth across the school. Gathering evidence of impact is viewed as good practice and the process has been a catalyst in hoping to create change in perceptions of future learning skills **LP2B** for the better in all areas of the community **LP1A**.

The increase of focus on developing stronger ATL skills and in the purchasing of digital technology resources and upskilling of staff skills is clearly stronger and developing because of this accreditation reflection process **LP1B** and accelerated by the Covid pandemic.

One area identified for growth for **LP2D** is how the school might engage action in real life and entrepreneurial aspects of future learning principles.

How might we better connect the community with its more immediate community beyond a fundraising activity, marketing campaign, or a subject area field trip and start to look at wider opportunities for (higher education/ the environment/service and meaning beyond our privileged community bubble). All challenging “real life” areas to develop, support and sustain during a pandemic. ISB learners value LP2 skills as essential to the learning.

Getting the whole community (world) to value this is the next step.

Rating: Working towards it

Visitors' Observations

ACE Learning principles visitors' observations

Report on this Learning Principle with reference to the ratings provided by the school, observations and conversations during the visit.

Rating (according to the rubric)

The Visitors concur with the school's self-assessment of this Learning Principle. The learning community has launched several initiatives to enable students to acquire skills, knowledge, and understanding in all the dimensions of learning. A continuum of competencies and demonstrable learning goals is being developed. Approaches to teaching and learning to support the achievement of these goals are not yet understood and practised by all members of the community.

Observations (max 1000wds)

The school identified keeping ISB as a continuum as a big challenge. There are differences between the three IB programmes, and the size and shape of the campus make communication and continuity across all programmes quite difficult. Time to meet was also identified as a challenge. The school had difficulty

measuring Impact because of the transient nature of the school population, with students continually leaving and new ones arriving. Another focus for this group was identifying competencies needed by students at the end of compulsory schooling. Whilst a strong start on mapping backwards has been made, specific success criteria for this focus still needs to be devised, as well as connecting competencies to the learning experiences in all five elements of the learning programme as stated in the Learning and Teaching Guide.

The FLEX programme started in Years 3-10 is clearly having an effect, and it was pleasing to hear that the programme will be extended from Kindergarten to Year 12. The FLEX programme has revealed that there are different levels of willingness to allow student agency versus teacher control, and an important learning point from this initiative is to consider how to support teachers to take risks and experiment with new approaches to teaching within their comfort level. The school has introduced a digital literacy programme; it is run for parents and students, but is not at this stage connected to the curriculum. Another initiative has been establishing communication with a Serbian school as a way of connecting with the community. This was done through the Serbian school's radio station. Unfortunately, direct contact was limited during the pandemic period, but a starting point for this important link with the local community has been made.

Next steps

The learning community may wish to take a step back to consider the whole picture of what has been achieved in this area in order to identify what is happening elsewhere in the school in other programmes, and to share and learn from each other's practices. This may also be an opportunity to obtain input from teachers, specifically into changes in the curriculum (where the various dimensions of learning are planned for in the first instance), and allowing for a slower, more manageable roll-out to make teachers more comfortable with them.

Continuing the work on competencies linked to learning experiences will support achieving the goal of developing lifelong learners who can advocate for themselves and others and contribute positively to their local and the global community.

LP 3 Assessment for, of, and as Learning:

Assessment measures the effect of learning on the learner. Assessment for, of, and as learning includes qualitative as well as quantitative criteria.

1. Learner Community Reflection – Future Design

Where do we want to be? We will have in place....	Desired Evidence of Impact(s) on Learning and Learners (What will success look like?)
A - Learners transfer their learning across disciplines.	A: The impact in these areas is that we would see more evidence of collaboration across subject

<p>Being more transparent and consistent in our approach to transdisciplinary learning .This would mean there are course outlines for the MYP that shows the ATL that are used, in the different unit plans: use of ATL and trans-skills. There will need to be a more whole school approach to the ATLs and transdisciplinary skills to move the school forward. So all levels are in agreement about how we use and mark ATL and transdisciplinary skills. Also as a school we need to be more explicit about ATLs to deepen the connection. This needs to be a part of more everyday vocabulary amongst teachers and students.</p>	<p>and grade level areas. With an increase in communication, this leads to more student growth and development. We would see evidence of flexibility of when and where different units are taught. This would lead to explicit examples of transfer of learning as learners would be able to use knowledge and ATL skills gained in one class and apply it in another. This would also lead to an impact of greater student success in the classroom.</p>
<p>B - Learners use feedback and reflection to adapt their approaches to learning, use of higher order skills, key concepts, ATL’s and the Learner Profile.</p> <p>To move forward, we need to move beyond just reflection. The process needs to be more of a reflection and check in during the formative tasks. This allows the thinking and process of students to change and progress and growth is shown. This also means that we are moving beyond summative tasks. The focus becomes on the formative tasks, reflection, feedback and growth that is achieved. To move this practice into place there would be more of a system used and teacher support/training. This changes how units are looked at with time for reflection, feedback and then check for improvement.</p>	<p>B: We would see evidence of teachers having systems in place that have a focus on feedback and reflection and then time to use that feedback to improve their understanding. We would see evidence of student work and then growth and improvement. We would see evidence of students using self and peer assessment as part of assessment as learning. We would also see evidence of the school looking at assessment as a focus on growth and improvement rather than a grade. The impact on learners is that they are focused on growth and improvement rather than an end product. This allows students to look at key concepts, ATLs and the Learner Profile as tools to help them learn and grow.</p>
<p>C - Learners use assessment to measure all facets of learning including but not limited to, conceptual understanding, ATLs and Learner Profile attributes.</p> <p>To move forward, there needs to be plans in place and a process for how we assess and use assessments in all facets of learning. To be successful in all facets of learning, there needs to be common agreements into what and how we assess learners, including shared rubrics and the learner profile. Also if all facets are to be assessed then there needs to be adjustments to the report cards to include all areas and skills.</p>	<p>C: The evidence that we would see would be a new report card that better reflects all facets of learning. This impacts how we look at all learners which reflects our focus on DEI. The impact on students is that they look at assessment as all-encompassing in all aspects. This means success is not just measured in one area, but a focus becomes on them as learners, a whole child, beyond just “ a math grade”</p>

<p>D - Learners use assessment to demonstrate development and growth as a central goal of learning.</p> <p>As a school, this area is more of a strength, but needs continued work to focus on growth as the focus as a school. We want to be at a point where the whole school knows how to track growth and progress, be able to show it and agree on the process. We need to have in place better ways to document and see growth and development. Ways to show the growth is occurring. There would also be a system to support teachers, and schoolwide agreements into how this is occurring rather than in pockets.</p>	<p>D: There would be evidence of teacher and student buy-in of a focus on growth and development. This would lead to an impact on the way learners look at and use assessment. Learners would then be focused on how they can and are improving in their learning. This also leads to an impact that assessment is another tool that we can use to improve our learner not as a judgment tool. There would also be evidence of a report that reflects growth and development. There would also be evidence of meetings and professional development with growth and development as a focus. This also leads to an impact of a focus on DEI as we are diverse in how we learn and teach.</p>
<p>E - Learners have ownership of the assessment process and actively use Assessment as Learning, to drive deeper understanding.</p> <p>We want to be at a point where students are more and more involved in the process, beyond just co-constructing rubrics, but co-constructing units and learning. Teachers become more facilitators of learning rather than the leader at the front. Also moving away from one heavily weighted summative task and more focus on growth and development. There would be better use of assessments as a midpoint to dive deeper and adjust learning along the way. School wide buy into a process of growth and change.</p>	<p>E: There would be evidence of students involved throughout the whole process of learning. There is also evidence of formative assessments becoming more student-led. As mentioned above, evidence of report cards that are focused on growth, student involvement and evidence of deeper learning. This also leads to the impact of the learner being more involved and aware of their learning. Students can articulate where they are in their learning journey, which assessments they need to help them improve and the impact on how that assessment will help them improve.</p>
<p>F - Learners can articulate their own learning journey, and adjust learning strategies based on evidence, on-going reflection and feedback.</p> <p>As a school we do well with tracking learning journeys and reflection. To go further, units and learning need to be more flexible and open to evidence, reflection and feedback. Units are adjusted based on student needs or consistent patterns.</p>	<p>F: We would see evidence of better tracking of adjusting strategies as a school from evidence, using students' articulation with time built in to improve and adjust what we teach as well as feedback. The whole school is adapting to this process. The impact on the learner is as listed above: students that can articulate their journey have more ownership and buy into the process of their learning. The impact is that teachers are used more as a facilitator of learning instead of just the leader at the front.</p>

2. Learner Community Reflection – The Current Reality

Here is the link to all of the evidence that was collected:

https://drive.google.com/drive/folders/1070Y2ic_YtWMofYMi2SukMNil_lqbBTw?usp=sharing

<p>Where are we now? We currently have in place....</p>	<p><u>Current Evidence of Impact(s) on Learning and Learners</u></p>
<p>A: We are making transdisciplinary connections through the school; primary and secondary. However this learning is not explicitly planned for in terms of how we are applying those skills. There are pockets of stronger examples throughout the school, but are not consistent everywhere. The transdisciplinary skills are more explicit in primary where the teacher is able to talk about one subject area and how it applies since they know what has been taught. There are horizontal meetings across subjects and grade levels in both primary and secondary, so there is knowledge of what is being taught. As a school, we are using ATL skills through the use of responsibility.</p>	<p>A: This selection of evidence all demonstrates a range of skills that is beyond just one subject area. The impact that is shown is that students are able to apply the skills that are taught from one subject area to another.</p> <p>Primary: https://drive.google.com/file/d/1X1ZrhrhTBerAfMAjPiJCFW8HnYPfeVp1/view?usp=sharing</p> <p>DP Science: https://docs.google.com/document/d/1ITs-RktSGCKCAbDR1E7aBz5qJl4-Hi3m85-9jX1N64c/edit</p> <p>Whole School Enrichment: https://sites.google.com/isb.rs/isb-enrichment/home</p> <p>MYP Science: https://docs.google.com/document/d/1ZjvrKs0TKiSxFitlLvo-Bcm2TERpcdKlqtrVFYUo5vo/edit</p>
<p>B: Across the school there is a lot of evidence of reflection and students showing their thinking. These examples are both written and verbal depending on the age level. There is consistent evidence that is occurring across the whole school. However, there is missing or not consistently documented evidence of students using assessment to make adjustments to their learning. There may be examples of students using the reflection or feedback, but this is something that is not consistently documented in the school. It is clear that as a school, we use and talk about ATL, key concepts and the learner profile. Again this is in pockets with some stronger examples in some grade levels or subject areas over others.</p>	<p>B: This selection of evidence highlights that students are able to reflect and think about the process of learning. Most of the evidence in this section shows students thinking, but not what they are doing after the reflection and feedback process. The impact is that students are more aware of where they are as learners and what they might need to do to improve and grow.</p> <p>Primary: https://docs.google.com/spreadsheets/d/1BL_v2Q4ACvEc9I3u4I7BgyTh7eIWH0iw8EsWuC3NYrI/edit?usp=sharing</p> <p>MYP Spanish: https://sites.google.com/isb.rs/grade-7-class-page/home?authuser=0</p> <p>DP Science:</p>

	<p>https://docs.google.com/document/d/1ITs-RktSGCKCABDR1E7aBz5qJl4-Hi3m85-9jX1N64c/edit</p> <p>MYP Science: https://drive.google.com/file/d/1j3t5w4VffTvsF6wH7yK1szueawkKpCOj/view?usp=sharing</p>
<p>C: Again as in B there is a lot of evidence of assessments as a whole school. There is evidence of creating assessments, making improvements and giving feedback. Teachers in all areas are using assessments and help students to grow. However, there is not consistent evidence of measuring all facets of learning, including ATL and conceptual learning. It is clear that the school has shifted in terms of the use of assessment and how we approach assessment. This shift of looking at assessment as a focus of growth at times is not communicated to the parent community as well as it could be. There are a lot of questions from parents in terms of MYP and what and how areas are being assessed. This is a change for some parents and the amount of communication that comes from elementary in terms of assessment and how it is used.</p>	<p>C: There is a lot of evidence throughout the school that shows evidence of assessment and using assessments. These pieces of evidence highlight some of the uses of assessment and looking at all facets of learning. They are more in pockets rather than consistent throughout the whole school. The impact is that students can recognize the importance of all areas and how they help them grow and improve as a learner. The impact is not as strong due to inconsistency.</p> <p>Primary G5: https://docs.google.com/spreadsheets/d/1BL_v2Q4ACvEc9I3u4I7BgyTh7elWH0iw8EsWuC3NYrl/edit?usp=sharing</p> <p>Whole School: https://sites.google.com/isb.rs/isb-enrichment/home</p> <p>MYP Science: https://docs.google.com/document/d/1ZjvrKsOTKiSxFitlLvo-Bcm2TERpcdKlqtrVFYUo5vo/edit</p> <p>Primary Art: https://docs.google.com/document/d/1P76_X2hJb9A7AkKX-NdOMROBDbp2okyn9msW6h8vm8k/edit</p>
<p>D: There is a lot of evidence seen throughout the school, from a variety of subject areas and grade levels. This is something we do well and is a strength. As a school this is an area that we are showing growth and development. The evidence shows that students reflect and are able to talk about their growth and development. The assessments are strong throughout grade levels and subject areas. In the evidence, we see the end results, but not always the progress along the way. Through the use of seesaw, it is easier to track growth of Primary students, not as easy with Secondary. Parents feel that there are clear rubrics in the Secondary to help students reach</p>	<p>D: This selection of evidence shows the wide variety of evidence that supports this area. Throughout the school we are using assessment as a way to monitor and measure growth and development. As a school we have monitoring in place to track whole school growth and development. This is a great impact to learners as we can adjust the skills and lessons that are taught to continue to help learners grow and develop. The impact also is that we are focused on learning as the main driver of ISB.</p> <p>Primary Prek:</p>

<p>goals and understand where they are as learners. There is also understanding from parents of the importance of feedback and how it is different from other schools. So communication in this area is strong and parents feel that assessment is a strength at ISB.</p>	<p>https://drive.google.com/file/d/1PJ9QZDvFrijbVhQrglBRaF9EHrcqliAm0/view?usp=sharing</p> <p>MYP PHE: https://drive.google.com/file/d/167KnFJcflRfgWxEfNV3kOuhEaMMek7V/view?usp=sharing</p> <p>Primary French: https://drive.google.com/file/d/1hRqXdqrsUw3SbPH9pea6qSFw2HZOEPAY/view?usp=sharing</p> <p>Whole School: https://moze.isb.rs/sis/isb/dashboard</p> <p>MYP PHE: https://drive.google.com/file/d/1xBsqBkhEblPtrzSvEebHNbyz5LnnlokB/view?usp=sharing</p> <p>Secondary: https://docs.google.com/presentation/d/1a3G-sJnV0tnhiu9SAH-14Cpc2oN3tFYRxfgyMBGiq20/edit</p>
<p>E: There are some examples of students having ownership of some of the assessment process, but this is done more in pockets. There are also good examples of evidence and reflection, but not necessarily students deciding on the learning. As a school we are at a point in the process where we are co-creating rubrics, but not ownership of the assessment or post process part. There are examples of assessment being used to drive deeper understanding. Also evidence of summative tasks as an end product, but then nothing occurring after. Teachers are using assessment to feed forward into their teaching and again some pockets of this as a strength. It is still an area that we are developing as a whole school.</p>	<p>E: The evidence here highlights the stage that we are at as a school. We have pockets of some strong practices in place but it's not consistent. Also the stage we are at highlights that there is a lot of cocreation of final criteria/checklists but not ownership of the process or other areas. The impact is that learners are starting to gain ownership of that process and they are gaining confidence in sharing and being part of the process.</p> <p>MYP PHE: https://drive.google.com/file/d/167KnFJcflRfgWxEfNV3kOuhEaMMek7V/view?usp=sharing</p> <p>PYP Spanish: https://docs.google.com/presentation/d/1XzXkFl-PbBoDA2qKPpr6tpCVZpLbwlp8aHp0sJtpb3Y/edit#slide=id.p</p> <p>Primary G5: https://drive.google.com/file/d/1oiUJH9z5-d5Ym-59APPbjJRlycM1XsmG/view?usp=sharing</p> <p>MYP English? https://drive.google.com/file/d/1XaldhhK0Dlo2FzXlql8cNMhbKfGkr2N5/view?usp=sharing https://drive.google.com/file/d/1Z2gHIDVzA3EjxrMiBHC3w4R2apnLTcnK/view?usp=sharing</p> <p>Primary Art https://docs.google.com/document/d/1P76_X2hJb</p>

	9A7AkKX-Nd0MROBDbp2okyn9msW6h8vm8k/edit
<p>F: There is a lot of evidence of students' learning journeys and student reflection throughout the whole school. In Lower Primary there are examples of student conferences and seesaw through audio to show where they are in their learning journey. This moves toward more written pieces in the Secondary. However, it is not consistent across the whole school, there is use of these reflections to adjust and make changes for student growth. Another stronger area as a school with awareness of where we are as learners. This is easier for older students to articulate where they are and how they are progressing.</p>	<p>F: There is a wide variety of evidence that shows that students have awareness of where they are as learners. This highlights that this is another area of strength for the school. The impact from this is that students know who they are as learners and can start to recognize their strengths and weaknesses. This helps them be more part of the process of assessment and how they can improve as learners.</p> <p>Primary G5: https://drive.google.com/file/d/1sA3DbFSli62SYLJoCEaeV6Sqi7q2G84/view?usp=sharing</p> <p>Primary Meeting: https://docs.google.com/document/d/1tu8qhBbct5GDH4p7f1PFmySbnGyD6wn1DwkHewrOJt0/edit</p> <p>MYP Art? https://docs.google.com/document/d/1qjPV_0pkkp_MJbg9dekbOa0XE-c816R2arJMSEvHEZE/edit</p> <p>Primary Serbian: https://drive.google.com/drive/folders/1SFJMjQ2evn3CQvAJpMzwa0s-KDiCV23d?usp=sharing</p> <p>MYP Spanish: https://sites.google.com/isb.rs/grade-7-class-page/home?authuser=0</p> <p>Primary Music: https://sites.google.com/isb.rs/ukuleleg4/ukulele-heroes</p> <p>Primary G2: https://drive.google.com/file/d/1Ca0YlaSa0mUSKT PnqwSfc3cuE0Dco8XO/view?usp=sharing</p> <p>DP: https://drive.google.com/file/d/1WUTyFS0UgUc2h3UGOaRfyEyKOUd3yzOO/view?usp=sharing</p> <p>Primary Art: https://drive.google.com/drive/folders/1luve8ZWOMW1Y1aM4srG4igsiQY8cQr66?usp=sharing</p> <p>MYP French: https://sites.google.com/isb.rs/gamingapplicationsforlearning/uro%C5%A1?authuser=0</p>

3. Future Learning Plans and required actions (closing the gap)

Developing a shared understanding with faculty and the Leadership Team to move forward with focus on using assessment (and report cards) to focus more on growth, ATL skills.

Revising Report Cards and relooking at how they are used to have more of an impact on learning.

Adjustments to how we use and look at summative tasks, whether it is removing them fully or adjusting how they are used and weighted.

4. Reflection on process so far, including learnings from the reflection and how they lead to next steps

Through this process it is clear that we use assessment well as a school. It made clear areas that we are strong in and areas that we still have to work on. It is clear we use reflection and feedback throughout the entire school. However, it is not as clear what happens after the assessment and reflection. We can see that students are able to articulate and discuss their learning journey even at a young age. It is also clear that we are still improving in a focus on growth and how we use or don't use summative tasks to focus on growth. Also there needs to be more emphasis on other areas: ATL, Learner Profile and trans-skills or a way to show that with evidence. Finally this process makes clear that we need to revisit reports at both primary and secondary. If we are focusing on growth and the learner as a whole child then the reports need to reflect that. We emphasize those areas in conversations with parents and students as well as a push from administration. However, if this is not reflected in the reports, which is what we want as a school, then it doesn't connect with our philosophy and thinking. This also supports what we hear from parents in terms of communication. It is still not always clear what we are assessing and how.

In the future, this process allows more stakeholders to be involved and see learning that is occurring outside of their subject area, grade level or primary vs secondary. Collecting evidence was something that a lot of people were able to submit since they have a clear understanding of what is assessment. However, looking at our success criteria, more evidence/more focus is needed to be placed on formative assessment with feedback given and then a second piece of evidence that shows the growth and development that has occurred because of the feedback or reflection.

There is a lot the school is doing well with assessment. It is an area that we are comfortable using as a school. Just like in all areas there are pockets where there are teachers more comfortable than others. There is more evidence needed in terms of how we track and show improvement. As a school it will take a shift in thinking of teachers giving up ownership and control and giving more to students. More work is needed into how we use, track and assess the whole learner and how we use assessment to impact learning. If transdisciplinary learning and ATLs are a major focus, then it needs to be more prominent in Report Cards as well as in unit plans and evidence.

Rating: Working on It

Visitors' Observations

ACE Learning principles visitors' observations

Report on this Learning Principle with reference to the ratings provided by the school, observations and conversations during the visit.

Rating (according to the rubric)

The Visitors agree with the school that in the area of assessment the learning community is *Working on It*. Whilst the team acknowledges many conversations about learning centred on growth and success rather than quantitative measures of performance, the school's own report above confirms that practice is as yet not consistent across all programmes and in all areas of learning, and there is further need of clarification around the use of evidence for assessment by both teachers and learners. Thus, the *Working on It* rating is supported by the Visitors.

Observations (max 1000wds)

The school is actively seeking to develop a common understanding to help students improve their learning, and wishes to integrate this understanding into the learning process. The review of the documents and conversations with stakeholders confirms the clear intention and determination the school has in improving its assessment practices across the curriculum. The Internal Reflection identified the desire to become a learning-focused school through ensuring effective assessment in which "the focus becomes on the formative tasks, reflection, feedback, and growth that is achieved." Thus, learners use assessment to demonstrate development and growth as a central goal of learning.

Subject-area levels of achievement and grades, Measures of Academic Progress (MAP), Cognitive Ability Tests (CAT4), feedback from the BQC review, student and community surveys, and evidence gathered during the Internal Reflection are guiding the continued development of curriculum and implementation. The Internal Reflection highlights that results of these MAP and CAT4 tests are also used to inform students how to set individualised goals and teachers how best to support individual learning styles. This was observed in maths, where MAP results were used to identify students in need of support, and again in the DP to help parents and students identify appropriate subject options and levels. Conversations with EAL, SEN, and counselling services confirm that they are currently reflecting on how this data is being used to identify learner strengths, as well as both academic and social and emotional needs. The aim is that data and reflection will inform planning at both the classroom level and the level of the individual learner. Anecdotal evidence of this and increased collaboration and co-teaching practices in the MYP suggest that it is having an impact on all learners during formative assessment.

The Internal Reflection recognised the positive Impact in the Secondary School of the Learner Impact Reports, which "have provided our learners with both a clear tool and a process for playing a greater role in both assessment and goal setting in the academic programme." The introduction of learner-led conferences is a positive example of innovation. Students in PYP4 were observed preparing for this and exploring how these conversations helped them understand their own strengths and weaknesses. Students reflect on their learning throughout the year and focus on growth in individual subject areas.

It was noted that the recent introduction of Seesaw in the Early Years meant that parents were more effectively and consistently aware of learning, and this has led to a growth mindset in the Primary years in teachers, parents, and students. Primary teachers stated that in general there was more celebration of growth and individual goals rather than simply focusing on achievements, and this would begin to feed through into the student-led conferences in future.

Learning observations and conversations with learners confirmed that students in some areas of the school were able to benefit from feedback in a variety of forms in order to impact their own learning. Students stated that they were aware they were engaging in reflection about their learning more frequently, and that they felt they were taking more responsibility for their own learning progress and realistic goal setting. Peer feedback was observed in practice in some MYP and DP lessons. One concrete example observed was a DP Theory of Knowledge lesson where learners were using exemplar material to fully understand assessment criteria and then apply it to their own work on the Exhibition prior to summative assessment. DP art students were observed identifying and developing themes for the Exhibition and developing their awareness of final outcomes. Students commented to the Visitors that they believed “formative assessments are helpful for us to understand our progress,” showing an awareness of the Impact of assessment on their own learning. Students also stated that “teachers put an effort into forcing personal reflections, what did you do well, where did you struggle prior to giving the assessed work back?”, and noted that in some classes the teacher provides a reflection form prior to the test (“How did you prepare?”) and after the test (“How did you do? What would you do differently?”). This was perceived by students to have a beneficial Impact on their own learning. Teachers stated that one desired future outcome was to focus on the transition between MYP5 and the DP. The Impact of this will be to ensure effective subject and level choices, and therefore improved achievement in the Diploma, measurable by an increase in the average Diploma achieved. Data is being collected, but as yet there has not been certainty about how the data can be used to quantify and measure growth, and thus inform future learning to achieve the desired outcome.

Next steps

The Visitors recognise that following the period of reflection and taking into account the undoubted impact of COVID-19 on the school, the process is in the early phases of implementation of many of the areas highlighted during the reflection process. There is a need to provide time for further collaborative planning to guide future decision making. Collaborative planning time is also needed to make use of the data gathered on students, and thus make effective decisions on how data will be used to impact student learning outcomes. Further consideration needs to be given to the Impact of the move towards a more collaborative teaching style and the possible continued development of co-teaching models. Strategies need to be put in place to monitor outcomes of the decisions taken following the reflection process and their Impact on learners.

Communication about DP courses and the core was effective and much praised by parents; however, there was much less clarity about the assessment criteria, and it was suggested that more work could be done on communicating assessment at this level.

Teaching staff and learners commented that formative assessment was used in some sections and areas of the curriculum, but not consistently throughout the school. The Visitors also observed that some students were engaging in reflection in some subject areas and some sections of the school. Having developed a shared policy and language, and taken the first steps, this now needs to be disseminated across the school and become routine practice.

As one member of the Leadership Team succinctly summed it up, "Assessment philosophy is now better defined in policy, but systems and structures have yet to catch up over time to capture the process."

LP 5 Learner Engagement and Autonomy:

Learners are engaged with and inspired by their learning. They have autonomy over their learning and make informed choices, supported by teachers acting as coaches and mentors.

1. Learner Community Reflection – Future Design

Where do we want to be? We will have in place....	<u>Desired Evidence</u> of Impact(s) on Learning and Learners (What will success look like?)
<p>We would like to have full understanding and support from teachers, parents and students in the process of this paradigm shift towards being a truly learning focussed school</p> <p>Learners are provided with more opportunities for authentic choice over what they learn as well as how they learn.</p> <p>Learners have opportunities for growth in ATL skills, giving more opportunity for autonomous learning.</p> <p>A framework for learners to independently apply skills that enable them to take global issues and apply them to their own context.</p> <p>A Learning program that is developed to include broader opportunities for authentic inquiry, that supports student agency</p> <p>A community that fully understands and supports the concepts of learner autonomy and empowerment.</p>	<p>Impact statements:</p> <p>5.1 Learners demonstrate the skills and dispositions of self-directed learners.</p> <p>5.2 Learners engage with their strengths, challenges, interests, and passions in personalized ways.</p> <p>5.3 Learners exercise voice and choice in what they learn, how they learn it, and how they demonstrate what they have learned...</p> <p>In order to measure impact, we created the following success criteria that we want to see at ISB.</p> <p>Success criteria:</p> <p>A) Learners demonstrate leadership and ownership of their own learning.</p> <p>B) Learners demonstrate choice in what and how they learn.</p> <p>C) Learners understand how they learn best and use this to adapt their own learning.</p> <p>D) Learners demonstrate the skills and</p>

	<p>dispositions of self-directed learners.</p> <p>E) Learners demonstrate an ethical understanding of the impacts on others and the planet and take action to contribute to the broader community/global community.</p> <p>F) Learners have an authentic voice in appropriate decision making at school.</p>
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2. Learner Community Reflection – The Current Reality

Where are we now? We currently have in place....	<u>Current Evidence</u> of Impact(s) on Learning and Learners
<p>ISB is strongly committed to LP5 Learner Engagement and Autonomy in everything it does relate to academic and cross-curricular engagements.</p> <p>There is a wide range of evidence that demonstrates ways in which our learners can be autonomous and self-directed in their learning. For example: Dragon leaders experiences, Virtual Learning Environment, DP online courses, initiating CAS engagements, FLEX program, etc.</p> <p>At the moment, these are largely limited to choosing different subjects and activities. More work needs to be done to promote more autonomy and agency in the classroom and within the taught curriculum.</p> <p>There is a shared understanding about the areas in which the school can grow further and that it is a journey all the school stakeholders are committed to. Current evidence shows solid ground to move us forward.</p> <p>Teachers encourage learners to self-reflect, self-assess and document their work and progress. The faculty is supported in developing an understanding of this principle by participating in peer observations, their PLC, and working with other departments and school sections, and in cross-curricular activities.</p>	<p><u>LP 5 PLC</u> Here are two examples of teachers working on their PLC. Learners had an option of topic of choice, the colleagues to work with based on the interest and the way to present their work. (A, B, C, D, E, F)</p> <p><u>LP 5 MYP Grade 10 PP.pdf</u> The student was provided with an opportunity to utilize learning to solve real world problems. (A, B, C, D, E, F)</p> <p><u>LP 5 MYP Grade 7 I&S</u> Learners choose their civilization to research. (A, B, D, F)</p> <p><u>LP 5 MYP Grade 7 Science</u> Learners choose one product/technology based on EM/sound waves to do research and write an essay on. They were required to evaluate the implications of the use of the product/technology of their choice, through the lens of one of the following factors: moral, ethical, environmental, social, political, economic. (A, B, D, E, F)</p> <p><u>LP 5 MYP Grade 9 Visual Arts</u> Learners feel more involved in the class, with a strong sense of responsibility and</p>

There is a visible shift in practice to support greater learner autonomy which is becoming more evident in our practice. This includes: self-paced learning engagements, providing options (within the unit) to choose particular areas to explore, providing options for students to choose ways to present their work across a variety of mediums.

Supporting processes (learner-led conferences, ongoing portfolios, PD workshops) are in place. Learning-led conferences, semestral exhibitions to celebrate learning for all sections of the school, Personal project exhibition, TOK exhibition and PLC symposium are helping to evaluate the success in meeting desired learner impacts. A goal is to get more student and teacher reflection on empowerment and its effect on learning across all grades.

ISB has implemented a number of initiatives to provide further autonomy and empowerment for the community including the FLEX program, Learning Impact Reports and Professional Learning Communities (PLC).

All learners have the opportunity to take a key role in understanding where they currently are at and to identify what their goals are for moving forward. For example, the school has initiated and organized Dragon Leaders, a group of students who are, through their own agency, leading initiatives to work on school spirit and address school and local issues, starting with the revision of the dress code.

The Dragon Forum is a concept where all students are welcome to share their ideas and can be empowered to lead on their ideas. ISB empowers passionate students to lead when the time is right for them and further grows leaders by having more experienced students lead less experienced ones in implementing ideas.

In the FLEX program, learners investigate, plan and create a product that they self-assess against ATL's. Students learn to identify and transfer those ATL skills to other learning areas. Teachers also have an opportunity to work on their professional development by choosing the topic and team

belonging when allowed to create a curriculum. **(A, B, D, F)**

[LP 5 PYP Grade 5 Website](#)

One group of learners, more tech oriented, decided to create a website for learners filled with numerous apps and educational resources, specifically for students. They sustained this initiative across the whole year. **(A, C, D, E)**

[LP 5 PYP Grade 5](#)

Survey results for providing more agency in the classroom. Learners were able to express what worked and what did not work with agency and having voice and choice for the year. It allowed us to reflect as teachers and make adjustments to our practice. **(A, B, C)**

[LP 5 PYP Grade 5 Serbian](#)

To create essential agreements in a Language classroom used by various grade levels, students in each grade were asked to describe the environment that helps them learn. Grade 5 students then looked at the suggestions from each grade including their own to find commonalities. They grouped similar suggestions together and came up with 6 essential agreements. Every grade level therefore had a voice in designing the essential agreements. **(A, B, C, F)**

[LP 5 PYP Grade 2 Art](#)

A grade two learner chose to learn to create portraits inspired by the work of Modigliani. She set a goal, practiced developing drawing and painting skills and reflected on Seesaw on her learning journey. The student set a new goal - she explained how she could move on in her reflection. **(A, B, C, D, F)**

[LP 5 PYP and MYP Enrichment](#)

Students investigate, plan and create a product that they self-assess against ATL's.

members to collaborate with. They are sharing their work with other learners during the PLC symposium.

In our school, the empowerment and ownership of learning is not limited to choosing just topics for Internal Assessment, the Extended Essay, and the Personal Project. There is more depth in understanding and applying autonomy throughout different programs (PYP, MYP and DP), subjects and units.

As visible from the evidence in MYP and PYP, learners have opportunities to choose topics they want to learn more about within the unit. Moreover, they are encouraged to demonstrate their learning in multiple ways.

There is evidence from all grades and subjects that shows patterns of good practice regarding learners' autonomy and empowerment.

While these suggest a disposition towards self-directed learning, leadership, ownership of student learning, learners choice of appropriate materials, learners' independent choices in their learning and learning from reflection, we are working towards making it consistent across all areas.

There are instances of learners developing questions for research, articulating their own learning goals, co constructing success criteria, reflecting on the process, a goal would be for this to become more widespread.

In the Primary School, there is freedom in providing students with opportunities to explore areas they are interested in. There is evidence of ways learners explore choices on what to learn, ways to share their learning and decide what learning to share.

As a part of the CAS, Future Learning and Service programs, students are given very few requirements and the teachers act as mentors and guides, while the students undertake investigation, design their own project and take action independently, on their own or in groups. The students are then offered a choice in how they will demonstrate their achievements.

Students learn to identify and transfer those ATL skills to other learning areas. **(A, B, C, D, E, F)**

[LP 5 DP Personal Statement](#)

The student wrote this essay as part of her university application essay. She chose the subject on her own. This essay showed an understanding of problems and the student started a podcast to help her community to understand problems within the community and options to support others. **(A, D, E)**

[LP 5 DP Language A](#)

The student chose her own source material to analyze and look at the effects of racism in advertising. She also accessed the effects of this Global Issue in our society today. Through this the students were able to challenge their beliefs and understanding of the effects of racial through the media sources. The students were more engaged and motivated in their learning. The learner demonstrated the skills and dispositions of self-directed learners. Learners demonstrated an ethical understanding of the impacts on others. **(B, D, E)**

[LP 5 DP Language B, Spanish](#)

G11 students were given a video about Criola languages. Since most of them were not familiar with the term, one group should do the research and explain the term to other peers. While the other should make a listening comprehension task about the video presented to them at the beginning. **(B, D)**

[LP 5 EMPOWERING DP Student to Lead Learning Student IMPACT REPORTS](#)

By reflecting and understanding the process of learning, strengths and areas to work on, the process itself impacts learning. **(A, D)**

[LP5 DP Arts](#)

The impact of the learning was that the student was able to practise self-management and meet the deadlines of a solo task as a theater maker for an external assessment- the task pushed their own passion and creative work in DP theater and was self-directed. The students demonstrated the ability to plan and choreograph their own work, choose their own topic and practitioner (Viewpoints - Bogart & The System- Stanislavski)- guided by the IB guide and previous course/class experiences. The impact of exploring space and choice as young solo theater makers pushed their own limits to choose to focus on a piece that was centered around: 1) a piece of popular music physical choreography to explore the tensions of mental health & 2) the personal experience of leaving home and going to college in the form of a memory case. **(A, B, D)**

[LP 5 DP Language A German](#)

Student has chosen to present the Global issue "How the relationships with others shape our identity" as the topic of her Internal assessment. She picked extracts from a book in translation written by Orhan Pamuk "The white fortress" and a short story originally written in her mother tongue, written by Franz Kafka "Schakale und Araber". She analyzed different aspects of culture and identity in westerns and eastern culture and how it affects our identity. **(A, E, F)**

[LP 5 DP History](#)

The student worked on the Extended Essay and wrote a reflection about the learning outcome. **(A, B, D, E, F)**

[LP 5 CAS.pdf](#)

The student has demonstrated that she took the ownership of her CAS experience from the initiation and investigation phase, to the taking action and demonstration phases. She has created a project,

	communicated with the necessary parties, organized the implementation and plans to organize the demonstration in the future. (A, B, E)
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3. Future Learning Plans and required actions (closing the gap)

Further growth of inquiry as an approach to teaching would ensure more opportunities for students to explore curriculum areas of their own choice as teachers being coaches and mentors.

Choice of Assessment types for all subjects and grade levels would ensure all learners are affected, as currently it affects mostly those with a personalized approach.

There is an ongoing commitment to developing a whole school understanding of how to capture, share and celebrate growth in all areas. The leadership team is working to provide the tools and space for learners to take a greater lead in recognising their growth and identifying their next steps.

Further development of ATL skills is essential. Learners on-going practice to develop proficiency in 21st century skills towards the expert level, where students could not only be fully independent but confidently teach others, will support them for the future in whatever direction they go, post-secondary education, career path, future jobs.

4. Reflection on process so far, including learnings from the reflection and how they lead to next steps

Effective structures are in place to support learning and self-reflection. The evidence from the curriculum, class observations, and assessments show clear goals and indicators of learning performance are set. Learning spaces and schedules allow learners to make choices of topics to work on, with clearly stated plans and goals. This is evident throughout the whole school. There are gaps that need to be addressed including understanding what is necessary to move forward. Reviewing current practices and implementing new strategies will allow learners to engage with their strengths, challenges, interests, and passions in more personalized ways.

Continuing peer-observation and horizontal and vertical collaboration between teachers within the whole school will lead to building understanding how they can empower each other in the best way and use this to adapt to their own practices. Students in PYP and MYP have more voice and choice in what they are learning and how they present their work comparatively to students in the DP. However, there is a noticeable shift in the practices towards more assessment as learning, self-reflection and setting goals that give students authentic voice and choice in appropriate decision making in school.

Rating: Working on it

Visitors' Observations

ACE Learning principles visitors' observations

Report on this Learning Principle with reference to the ratings provided by the school, observations and conversations during the visit.

Rating (according to the rubric)

The Visitors concur with the school's self-assessment as *Working on It* for this area of learning. Many different examples of student agency and autonomy were observed during the Visit; however, they were not consistently present in all dimensions of learning and stages of the curriculum. The examples observed and shared show support for increasing voice and choice while acknowledging that this Learning Principle is not yet as fully implemented as is desired. Whilst learners are engaged with their learning, the inspiration and opportunities for learners to explore areas of their own interest and to take action on areas of personal concern are developing, but not yet consistently available throughout the years.

Observations (max 1000wds)

The Visitors observed a clear initiative and focus at ISB to provide students with opportunities to develop their strengths, follow their passions, and have authentic voice and choice in their learning. The school's Internal Reflection evidenced the learning community's commitment to a "paradigm shift towards being a truly learning-focused school" where "learners are provided with more opportunities for authentic choice over what they are learning as well as how they learn." Conversations with the learning community (students, teachers, leadership, parents, and the Board) supported this commitment. Collaboratively the learning community developed success criteria "that we want to see at ISB" to measure the Impact on learning and learners.

FLEX time and homeroom are examples of where learners are empowered to be self-directed, develop Approaches to Learning, and exercise their own voice and choice. The Visitors observed learner engagement and autonomy, for example in "I know something you don't" presentations in a DP homeroom. Here students presented a topic of their choice, including Ramadan, a family nursery business, and important scientific work stolen from women. The students themselves suggested the idea for the activity. In an MYP homeroom, students explored and engaged with the difference between having or taking a perspective while trying to guess the context of images. Learners (teachers and students) described FLEX time as a school strength because it provides relevant future-oriented age-appropriate learning opportunities for Grades 3-10. A learner described FLEX as an opportunity to "come up with our ideas to help the world." A teacher described it as an opportunity to connect the community. "It is a symbol from the administration that we are putting the power in the students' hands to learn and follow their passions." Conversations with teachers and students confirmed the positive Impact FLEX has on the learning experience at ISB. Through this opportunity, the learners' "confidence and comfort level for working in the unknown have increased dramatically."

Teachers as learners are engaged in authentic learning of their choice in their Professional Learning Communities. The culminating exhibition was described to the Visitors as an opportunity for "all teachers to go, look, and share in the experience". Conversations with teachers confirmed that the PLC process is having a positive Impact on their practice. One teacher explained to the Visitors that during this process, "teachers become students again, and go through all that we are expecting from our students. You remember what it is to be a learner, and have more empathy for students in the classroom."

ISB as a learning community has structures in place throughout the school to foster learning engagement and autonomy. For example: Learner Impact reports, learner-led conferences, digital portfolios, Seesaw, DP subject choices, the PYP Exhibition, and the MYP Personal Project. Learners spoke of Dragon Form and Dragon Leaders as a student-led initiative to increase student engagement, autonomy, and school spirit across all grade levels. Both learners and teachers articulated that reflection and self-reflection are encouraged as a way to empower learners to take ownership of their learning. A DP learner articulated to the Visitors that "peer feedback is happening more often in class, which allows us to grow as a person in a safe environment." Another learner explained that "self-assessment is now more common; this is incredibly useful. I don't like looking at my own work; however, it leads to many 'ah-ha moments' when I realize my work does not make sense."

Conversations with teachers and learners confirm that agency can be found at various levels within the community. The learning community described several examples of impactful learning engagements. A PYP teacher explained to the Visitors how his students have the opportunity to write their own lines of inquiry. It is very impactful on student learning when "it is their own voice." Also, types of engagements such as "genius hour" support student autonomy. Conversations with MYP students indicated that "the approach to teaching is different at ISB, not just memorizing and a bunch of tests; it's more about us thinking critically in a collaborative environment." An example of a collaborative environment was observed in an MYP English class where learners and their peers actively discussed social issues beyond the classroom. Topics included the difference between school and education, who sets rules, and can we know what is "good" if we do not have a "bad." DP maths students were observed working collaboratively, suggesting ways to solve problems.

Next steps

While voice and choice are evident in FLEX time, homeroom, and co-curriculars, this was not the case in planned learning experiences in subject lessons. With this in mind, the school is therefore encouraged to:

- continue developing an inquiry approach to teaching;
- consider next steps for the ISB-created success criteria;
- continue planned development of FLEX time to include further opportunities for collaboration between the two campuses;
- further develop and implement peer observation protocols modelling effective practice;
- empower teachers to create individual learning goals including next steps in their own professional growth (inquiry, agency, and self-directed learning).

ACE Learning Principle 7

Inclusiveness of Learning: The learning community embraces a culture of inclusiveness.

IB Standards and Practices

WHO:

Culture 1: The school secures access to an IB education for the broadest possible range of students (0301-01)

HOW:

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities (0402-07)

Student support 3: The school fosters the social, emotional and physical well-being of its students and teachers (0202-03)

CONDITIONS:

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals (0403-05)

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential (0301-02)

WHY

Lifelong learners 3: Students identify and foster an understanding of shared responsibility, and the ability to collaborate effectively (0402-03).

Purpose 3: The school community fosters internationally minded people who embody all attributes of the learner profile (0101-03)

1. Learner Community Reflection – Diversity, Equity, and Inclusion

Where do we want to be? We will have in place....	Desired Evidence of Impact(s) on Learning and Learners (What will success look like?)
<p>The International School of Belgrade (ISB) is making a shift in regards to how all staff members, students, guardians, board members and stakeholders view the concepts of <i>Diversity, Equity and Inclusion (DEI)</i>. As an international community that provides students with an IB education, it is paramount that topics pertaining to global issues, international mindedness, human rights and social justice be at the forefront of the school environment and curriculum so as to best prepare students for life beyond ISB. Going further, the importance of DEI both historically and in current events pertains to nearly all of the IB standards and practices, further solidifying the relevance of DEI not only within our school community, but in educational institutions worldwide.</p> <p>ISB is exploring the potential to be a far more inclusive school from a learning support perspective. We would like to be the regional hub for students with learning differences in the region. Currently very few English</p>	<p>Impact Statements:</p> <p>7.1 Access to learning is equitable.</p> <p>Culture 1: The school secures access to an IB education for the broadest possible range of students (0301-01)</p> <p>Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential (0301-02)</p> <p>7.2 The learning community actively supports the value and integrity of each of its members.</p> <p>Student support 3: The school fosters the social, emotional and physical well-being of its students and teachers (0202-03)</p> <p>Lifelong learners 3: Students identify and foster an understanding of shared responsibility, and the ability to collaborate effectively (0402-03).</p> <p>Lifelong learners 7: Students pursue</p>

<p>possibilities exist. This would be a major part of our new Strategic Plan and would require significant investment in staff and facilities.</p> <p>ISB is currently investigating the possibility of alternative educational pathways for students in High School (and possible MYP in the future). This includes the possibility for the IB CP alongside the BTec program from SY2023.</p> <p>The school wants DEI to be the lens through which all other learning principles are viewed, and ensure that every child at ISB has access to a well-rounded international education, is accepted for who they are and has an opportunity to broaden their respective scopes on what it means to be a global citizen and a reflective, knowledgeable individual.</p> <p>The school wants to ensure that staff members, guardians, board members and stakeholders cultivate a school environment that champions DEI, challenges intolerance and seeks to understand rather than judge.</p> <p>The school also hopes to foster a more diverse student body and staff, and has enacted some efforts and practices that attempt to pursue this goal. The school aims to be a model for other schools on how to emphasize, implement and sustain DEI-related efforts in a school community that is more diverse than the country it is a part of.</p>	<p>opportunities to explore and develop their personal and cultural identities (0402-07)</p> <p>Purpose 3: The school community fosters internationally minded people who embody all attributes of the learner profile (0101-03)</p> <p>7.3 Individual success is supported through a variety of structures and processes.</p> <p>Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals (0403-05)</p> <p>Success Criteria:</p> <p>A) All learners affirm, support and celebrate all identities, in our community</p> <p>B) Learners and our wider community are empowered to challenge limiting beliefs, break uncomfortable barriers, and support anti-discrimination in all its forms.</p> <p>C) All learners can articulate why DEI is important and what it means to them.</p> <p>D) Learners from our non-dominant cultures will have ‘mirrors’ in our learning program in which they can identify themselves</p> <p>E) Learners from our dominant cultures will have ‘windows’ in our learning program which provide them a lens to other cultures.</p>
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2. Learner Community Reflection – The Current Reality

Where are we now? We currently have in place....	Current Evidence of Impact(s) on Learning and Learners
<p>At the start of this school year, we created two new leadership positions to help lead our efforts to become a more diverse, equitable and inclusive learning community. We now have 2 DEI coordinators in school.</p> <p>Within the IB PYP, MYP and DP programmes at the International School of Belgrade, DEI was found</p>	<p>Diversity, Equity and Inclusion StatementParent Feedback DEI 10/12 LP7 DEI Dragon Student Forum--Student Feedback Evidence Tracker LP 7--Final SSS Information for LP 7 Accreditation Report SSS Policy 21-22 updated August 2021 .pdf SSS Evidence</p>

throughout in a variety of subject areas given the impact statements that guided our evidence gathering: *(7.1) Access to learning is equitable (7.2) The learning community actively supports the value and integrity of each of its members (7.3) Individual success is supported through a variety of structures and processes.* These impact statements were intentionally coupled with the following success criteria that related to the evidence provided: *(A.) All learners affirm, support and celebrate all identities, in our community (B.) Learners and our wider community are empowered to challenge limiting beliefs, break uncomfortable barriers, and support anti-discrimination in all its forms (C.) All learners can articulate why DEI is important and what it means to them (D.) Learners from our non-dominant cultures will have 'mirrors' in our learning program in which they can identify themselves (E.) Learners from our dominant cultures will have 'windows' in our learning program which provide them a lens to other cultures.* All in all, the evidence provided covered a spectrum of both quality and quantity. There were clear strengths within the MYP programme as it relates to DEI as well as areas for growth and refinement.

In regards to the impact statements, the whole school (PYP through DP) was heavily invested in the impact statement *(7.2) The learning community actively supports the value and integrity of each of its members.* (7.1) and (7.3) were not comprehensively evident within the evidence submitted.

When considering the success criteria, the whole school (PYP through DP) had different types of assessment that were mostly aligned with *(B.) Learners and our wider community are empowered to challenge limiting beliefs, break uncomfortable barriers, and support anti-discrimination in all its forms* and *(E.) Learners from our dominant cultures will have 'windows' in our learning program which provide them a lens to other cultures.* For success criteria *(B.)*, some examples found in the [evidence tracker](#) include: a Grade 5 exhibition [project on women's rights](#), an MYP assignment pertaining to [race and skin color](#), and a DP [TOK mixed analysis formative task](#) that disputes racial and cultural biases. For success criteria *(E.)* some optimal examples include: a

Grade 4 project that delved into the [history and plight of first nations people in Canada](#), an MYP video [presentation about migrants and refugees](#) where students discussed the challenges faced by many people displaced or fleeing from their home countries and a DP summative assessment where a Slovenian student addressed racial and cultural misconceptions surrounding [how Africans are portrayed in media and literature](#)

PYP was also able to effectively integrate and invest in *(A.) All learners affirm, support and celebrate all identities in our community* into tasks and projects. An example of this is the Grade 5 Exhibition investigating [racial discrimination](#).

As it relates to the IB Standards and Practices, it is prudent to consider how ISB has aligned DEI with the selected IB standards and practices, and then how that was reflected in the evidence gathered.

From the Student Support Services department, we can state:

There is an increased number of students accessing support from the SSS team.

The updated SSS policy makes clear ISB's view of Inclusion and Equity as well as our aims and how we support students

There is an updated, bespoke ISB Learner Profile for students accessing learning support and/or have documented learning differences

There has been the creation of 'Health Plans' for students accessing support from the counselling team. A key move from the SSS team has been to create Round Table meetings where all parties are involved and all voices are heard, especially the students' voice.

The Leadership Team and Board has recently updated its Admissions and Tuition policies to be more proactive in terms of DEI. [Our Enrolment questionnaire](#) now includes a section on Diversity.

Our [New tuition fee structure](#) has been updated to include 8 scholarships for local students, instead of 4. As well as a Financial Aid budget specifically aimed to promote diversity in school.

Addressing the “Who”:

Culture 1: *The school secures access to an IB education for the broadest possible range of students (0301-01).*

--- Although there is a fair amount of diversity at ISB, this is an aspect of the school that needs to be further developed as the majority of the school could be defined as white/euro-centric. Overall, the school is lacking in BIPOC students, though some efforts have been made in attempting to diversify scholarship offerings and different pay scales in order to attract a more diverse student body.

Addressing the “How”:

Lifelong learners 7: *Students pursue opportunities to explore and develop their personal and cultural identities (0402-07)*

-- This relates to our success criteria (A.) and (E.), as well as (D.). The whole school provided relevant evidence for (E.), PYP provided relevant evidence for (A.), but the whole school needs to increase working towards achieving criteria (D.). Learners from our non-dominant cultures will have ‘mirrors’ in our learning program in which they can identify themselves

Student support 3: *The school fosters the social, emotional and physical well-being of its students and teachers (0202-03)*

-- This relates to impact statements **7.2 The learning community actively supports the value and integrity of each of its members** and **7.3 Individual success is supported through a variety of structures and processes**. This holistic student support can be seen in regards to our counselor, who has played an active role on both campuses and pushes into classes to provide a wide range of support. It’s also evident in our PHE curriculum, and also in the co-curricular activities after school that offer a myriad of methods and concepts to have students maintain their physical and mental health. This holistic student support is seen within our SSS team that partners with families, students, teachers and the administration to ensure that students have the academic and SEL support needed to thrive personally and academically. The

creation of the position of Leader of Student Support Services to oversee the needs of students in regards to access to learning, emotional needs and counseling is evidence of our commitment to inclusion.

Addressing the “Conditions”:

Approaches to teaching 5: *Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals (0403-05)*

-- This relates to arguably **all of the impact statements**, as well as most if not all of our designated success criteria. The only exception could be (C.) All learners can articulate why DEI is important and what it means to them, as this seems like less of a barrier (to entry/access) and more of a comprehensive product of DEI efforts within our curriculum and school community.

Culture 2: *The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential (0301-02)*

-- This relates to Impact statements **7.1 Access to learning is equitable** and **7.2 The learning community actively supports the value and integrity of each of its members**. It is also seen in the ISB [mission and philosophy](#), and the [DEI statement/policy](#). The latter is a document the school will continue to refine. The school will also maintain a curriculum review and undertake dialogue about what the learning content and opportunities provided to our students. Part of our future plans are to review our child safeguarding policies to ensure all groups and individuals within our school community are fully supported and have an opportunity to reach their full potential.

With regards to 7.1 ‘Access to learning is equitable’ and 7.3 ‘Individual success is supported through a variety of structures and processes’, considering inclusion and equity, the following statements are true:

Six students access support from an instructional aide, and two students access a modified curriculum. In the secondary school, eight students have access arrangements for assessments.

A number of students have accessed or continue to access a reduced schedule following mental health challenges.

This year, a number of Health Plans have been created for students with mental health/social & emotional difficulties.

Involvement from the school doctor and the team to support students with medical difficulties, both long term or short term.

All students accessing learning support have this documented in a learning plan or learner profile, with a whole team approach and involving all key parties. This information is all stored in Moze.

Members of the PYP/MYP/DP teams meet weekly to review student progress, data and discuss any changes to provision. This approach ensures everyone has an overview of the students' needs and their provision. Principals, Head of SSS and admissions meet potential families to determine what support students may need to be successful as well as identifying our limitations.

It is important to note that every student accessing support from the SSS team has a personalized provision based on their specific needs, progress and what they need to be successful.

Addressing the "Why":

Lifelong learners 3: *Students identify and foster an understanding of shared responsibility, and the ability to collaborate effectively (0402-03).*

-- This relates to impact statements **7.1 Access to learning is equitable** and **7.2 The learning community actively supports the value and integrity of each of its members** and success criteria (A.) All learners affirm, support and celebrate all identities in our community.

Purpose 3: *The school community fosters internationally minded people who embody all attributes of the learner profile (0101-03)*

--- This relates to impact statement **7.2 The learning community actively supports the value and integrity of each of its members** and all of our designated success criteria which provide windows and (some) mirrors for our students, elicit critical thinking and diplomatic disputes, encourage balanced perspectives and inquiry, as well as promote care and reflection

towards the topics and individuals involved in the concepts/content at hand.	
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3. Diversity, Equity, and Inclusion Plans and required actions (closing the gap)

(Shorter Term/Impending Plans)

- - Review the child safeguarding policy and DEI Statement to include specific groups and pockets of individuals, including an examination into where and how we are supporting learners to understand their rights with regards to safeguarding. Further discussion is needed on if-how-why this reviewed policy relates to staff?
- - More training and Professional Learning (in-house and with outside presenters) to further inform and diversify the staff's knowledge of best DEI principles and practices.
- - "Spectrum of Privilege" activity (Professional Development/Meeting) where staff can reflect on power dynamics, and concepts of being able-bodied vs. non-able-bodied. Also provide open space for staff to air grievances, discuss changes to policy, and further solidify and understand expectations within the school community.
- - Partner with PTSA to diversify what is seen/celebrated at the school, whether that be cultural highlights on newsletters, school papers, DEI blog, or the monitors/screens present on campus.
- - The Student Support Services team will explore opportunities to promote diversity and recognise it within our community and increase awareness of our differences.
- - GSA (Gender and Sexuality Alliance) Co-Curricular Activity offered at the secondary school.
- - Teacher training on safeguarding LGBTQ+ students.

(Medium Term Plans, Considering half a school year ahead)

- - Curriculum Review pertaining to DEI, throughout all PYP-MYP-DP curricula. Present revised curriculum at the beginning of the new school year
- - Create and/or formalize the induction process/documentation for new students, especially those from different countries or new/unique (to ISB) backgrounds/cultures.
- - Through professional learning opportunities, increase the understanding by faculty about what equitable access to learning means and what it looks like across different aspects of the school. This includes increasing the understanding of how to support learners with different needs.

(Longer Term Plans, Activities, Considering more than half a school year ahead)

- - Story Sharing via staff and students in regards to DEI (Anonymous member of the community, staff or student experiences), aimed to facilitate conversations about inequality, injustice and intolerance.
- - Dual or multilingual signage around the school, in order to display a more well-rounded and culturally conscious community.
- - Use of monitor/displays and social media platforms at both Primary and Secondary to promote cultural events, holidays, discussion prompts, stimuli.
- - Incorporation of said cultural events and holidays into MYP homeroom curriculum and PYP class discussions and events.

4. Reflection on process so far, including learnings from the reflection and how they lead to next steps

This process has been reflective for teachers, administrators and stakeholders within the school community for a variety of reasons.

Although there were gaps in evidence throughout the school, with some departments and grade levels not contributing evidence which indicates that teachers are not weaving in DEI into their educational settings, when viewed from an overall perspective, there is evidence of meaningful ways DEI is becoming interwoven into the culture of ISB. In saying this, we do recognise that within our educational community there is a need to refine and further explore the role of DEI in learning and personal growth of all stakeholders.

When examining the evidence gathered given the impact statements and success criteria, the entire school faced challenges with *(7.1) Access to learning is equitable & (7.3) Individual success is supported through a variety of structures and processes* as well as *(C.) All learners can articulate why DEI is important and what it means to them* and *(D.) Learners from our non-dominant cultures will have 'mirrors' in our learning program in which they can identify themselves*. As it pertains to the impact statements (7.1) and (7.3), perhaps these struggles are due to the fact that the impact statements relate to differentiation and student support, which teachers inherently do. Thus, teachers were more focused on human sciences, social justice and universal equality as it relates to DEI. Additionally, our staff trainings and homeroom programs for MYP have been more aligned with the individual in a socio-emotional and culturally aware context, rather than focused on educational infrastructure and support.

Success criteria *(C.) All learners can articulate why DEI is important and what it means to them* and *(D.) Learners from our non-dominant cultures will have 'mirrors' in our learning program in which they can identify themselves* both need further development. It is paramount that our non-dominant culture students feel like they have a seat at the "educational table" and aspects of their identity and/or cultural history are incorporated into what they and their classmates learn. This also ties directly into success criteria *(A.) All learners affirm, support and celebrate all identities in our community*, as dominant-culture (or non-minority culture) students will be exposed to information and concepts unknown to them that are meaningful to a peer they have in class. When it comes to criterion *(C.)*, this was challenging as it required reflection, resolution and directly addressing Diversity, Equity and/or Inclusion by students. It is evident that many teachers already incorporate tasks and assessments that revolve around DEI which shows an investment in multicultural, multi-perspective, and globally-minded education. The next step is to give more responsibility to students to further articulate, assess and discuss their own ideas and feelings on the topic. This added responsibility could in turn have a more meaningful impact on students and further solidify DEI's relevance and place at ISB.

In regards to DEI, a variety of aspects need to be addressed, and this is reflected in the plans stated in section 3. These plans include a mixture of shorter term and longer term plans, and also attempt to provide more depth and breadth of information, content and training to enable DEI to play a stronger role within our school community, subject areas and grade level curricula. This includes: comprehensively reviewing curriculum, starting a GSA (Gender and Sexuality Alliance) after school program, integrating DEI content and reflections into school publications and newsletters as well as further considering the most effective ways to convey DEI-related information on the myriad of screens and displays we have around campus.

All in all, this reflection and data gathering experience has been insightful, in some ways encouraging, and in others discouraging. But regardless of the critiques and perspectives on where ISB is currently at as an educational institution, the road ahead is much clearer. We are confident that going forward, improvement and growth in relation to DEI will be achieved if we are able to enact the plans and goals that we have conveyed in this report/reflection, and ensure that the entire school community is invested in these overall efforts.

Given ISB's goals with DEI, the evidence provided by teachers, administrators, students, and parents, and the action plan shared, ISB is **Working on it** in regards to the ACE Developmental Continuum.

Visitors' observations

IB programme development

If the LP is the focus of IB programme development, include feedback on planning, analysis and reflection of programme development strengths here.

ACE Learning principles visitors' observations

Report on this Learning Principle with reference to the ratings provided by the school, observations and conversations during the visit.

Rating (according to the rubric)

The Visitors agree with the learning community that they are at the *Working on It* stage in the area of inclusiveness of learning. Barriers to learning have been identified, and approaches to support all students to having equitable access to learning are being developed. Some examples shared and practices observed during the Visit indicate that students' individual success is supported through a variety of structures and processes. The learning community is still in the process of developing a consistent and widely shared understanding and application in practice of the concepts of diversity, equity, and inclusion in all aspects of school life.

Observations (max 1000wds)

ISB is a learning community of about 400 students with representation of over 52 different nationalities. The learning community as a whole "is making a shift in regards to how all staff members, students, guardians, Board members, and stakeholders view the concepts of diversity, equity, and inclusion (DEI)." Discussions with staff members confirmed that Learning Principle 7 and DEI are the lens used school-wide for this reflection process. Together the learning community developed success criteria to measure the Impact their current DEI and inclusion practices are having within the learning community. The Visitors concur with the community's analysis that "DEI is a growing issue that impacts all of society. We recognize that this is a major focus area of our school, and addressing this can only benefit the school and the community."

Learners overwhelmingly commented to the Visitors that diversity is valued within the community. A PYP learner excitedly explained to the Visitors that he loves ISB "because it is diverse. We have people from all over the world, including Korea, Turkey, China, and Serbia. We even have some teachers from Malaysia too." A member of staff acknowledged that the learning community is "trying to frame curriculum in a way that reflects the diverse student body. Some students don't see themselves as part of the curriculum, so we want mirrors for the dominant culture to see themselves, and windows for Serbian students to see other cultures in the school." To further diversity and inclusion, the school now has two DEI coordinators, a Leader of Learning for Student Support Services, and a Data for Learning coordinator.

The learning community has started to explore ways for further inclusion within the learning experiences. This was confirmed by a member of staff who stated that “ISB is exploring the potential to be a far more inclusive school from a learning-support perspective. We would like to be the regional hub for students with learning differences in the region.” The Impact of this focus shift is that a greater number of students are now accessing support from the Student Support Services (SSS) team. The learning community has revised several policies, including the Student Support Policy and the Admissions and Tuition Policy, in order to have a more positive approach with more significant alignment and focus on DEI. To better align individual success, the SSS staff created round-table meetings as a way to include student voice. This inclusive meeting structure positively impacts the students' learning experience by creating a more personalized approach to inclusion. The learning community is currently exploring options or more inclusive pathways to graduation for students who cannot access or do not want to take the full IB Diploma: for example, professional athletes. Leadership confirmed that offering the IB CP might be a viable option.

Learners explained that the teachers are very supportive of their individual learning needs. As one DP learner stated, “I feel very comfortable asking my teachers for help and support, especially in DP; this school manages this very well.” The Visitors observed teachers working with small groups, and individual students providing feedback on their business essays and art projects during lessons. DP students described how teachers are incorporating a variety of differentiated instruction strategies in their classrooms. As one learner stated, “Our school promotes independent learning very well; some teachers have made videos to support students when we are confused, and suggest ways that students could help themselves first before asking for teachers to help them.” Another student explained to the Visitors that “extra help is available from all teachers, in class or after school or during a video call; this is a benefit of our smaller school setting.” Homeroom, PSHE, FLEX time, and the school's wide variety of co-curricular activities foster a well-balanced learning environment focused on inclusion and well-being. Learning visits are conducted to shift “to a more inclusive approach with a focus on the Impact on learning, allowing opportunities for staff to refine their practice and grow.” This is evidence of a community that actively supports and values the integrity of its members.

Areas for consideration / Next steps

The Visitors recognize the work and reflection ISB has placed into evolving to become more inclusive with a focus on DEI. Next steps suggested by the Visitors include exploring how DEI practices can be consistently reflected in the curriculum across the continuum and considering alternative High School Diploma options, specifically other pathways and non-university-based futures.

Success criteria that has been developed could be made more visible within the community, and initiatives and practices to strengthen inclusion require greater participation and trialling in all learning across the school.

LP 9 Learning Space and time:

The design of learning spaces and the structuring of learning time are driven and shaped by the learning community's intended learning Impacts

1. Learner Community Reflection – Future Design

Where do we want to be? We will have in place....	<u>Desired Evidence</u> of Impact(s) on Learning and Learners (What will success look like?)
<p>The use of learning spaces is consistency considered from the lens of how they can impact learning</p> <p>Learners are consistently involved in the decision process for redesigning learning spaces</p> <p>Learners consistently have a voice and choice of where they want to learn or use the learning space so that they gain more autonomy and independence about what works best for them as a group or as an individual learner</p> <p>We would have a PLC group each year reviewing time and space in the aim of improving and moving forward</p> <p>Learners committees through Dragons leaders or CCAs to review school schedules or use of space</p> <p>Learners are more consistently consulted on how they want to use their time during a lesson</p> <p>Learners are more consistently involved in discussions and reflections on the impact of space and time on their learning; they are asked to write or record their own reflections</p> <p>Learners are consistently allowed to move furniture, or organize or use the space to fit the purpose</p>	<p>Learning spaces are flexible, with flexible furniture that can be changed to better suit the needs of the learners and their learning.</p> <p>Learners have voice and choice in how learning spaces are set up and used.</p> <p>Learners have opportunities to decide how they use their own time for learning.</p> <p>Learners can articulate how learning spaces and time can purposefully impact their learning.</p> <p>Learners regularly manipulate learning spaces for the needs of their learning</p> <p>The school campus (existing or a new purpose built campus) is designed to have better access and to be more welcoming for all students. This includes those with learning differences, physical challenges, as well as the LGBTQ+ community.</p>

<p>Learners are consistently allowed to use walls to showcase their learning</p> <p>Learning spaces are designed with more consideration to us becoming a more inclusive and equitable school.</p>	
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2. Learner Community Reflection – The Current Reality

<p>Where are we now? We currently have in place....</p>	<p><u>Current Evidence</u> of Impact(s) on Learning and Learners</p>
<p>Learners have voice and choice in how learning spaces are set up and used, but it is limited and inconsistent. It is improving. In some cases, the Teachers facilitate the learning, rather than direct the learning, but this is not consistent. Students share their learnings frequently in the space provided. During lessons, students use space(s) in multiple ways concurrently to promote student empowerment and differentiation.</p> <p>In primary students often make their own decision on how to use the classroom space, outside spaces, or specialist areas,</p> <p>In secondary, learners have the possibility to use outside</p>	<p>All the evidence which has been submitted by the whole community is HERE. Below is what has been selected to show what is the most impactful on learning.</p> <p>This can be seen through this:</p> <p>PE lesson: the impact on learning is that due to the size of our Primary campus, PE areas are small. Using a parking lot, with no additional set-up usually, students get more opportunities to be engaged in different locomotor challenges, which contributes to the improvement of their physical growth and skills.</p> <p>Spanish lesson: the impact on learning is that students are involved in decisions. The goal for the lesson was to learn the numbers in Spanish from 1 to 10. The teacher gave the option to work either in the classroom or outside. The student chose outside and we adapted the lesson for an outdoor lesson.</p> <p>Kindergarten classroom: the impact on learning is that students have some independent reading time making the best choice of place for their independent reading time</p> <p>Art lesson: the impact on learning is that students choose what to learn about and where to learn in the school yard. Grade Two students reflected on what impact that had on their learning.</p> <p>Library use: the impact on learning is that students use the space in the library how it best works for them. If they want to sit and read quietly, they find a comfy chair; if they want to draw/ color in a group they find a table that works for them; if they want to build with the lego, they find the space that works for that. In grade 1, students made drawings on how the library could be reorganized.</p> <p>This can be seen through this:</p>

or a variety of indoor areas to fit the purpose of learning. Students can also choose a blend of F2F and online platforms (google sites, google classrooms); and a choice to learn some subjects(Pamoja) online

Learners have opportunities to decide how they use their own time for learning.

Secondary and Primary: learners have opportunities to decide which co-curricular activities they would like to pursue. In addition, the FLEX program allows for greater autonomy of learning.

In Primary, students are offered opportunities to take the lead for their projects and organize their own time as they want (Unit of inquiry, specialist subjects projects, PYP exhibition)

In secondary, students have autonomy to work on projects and should organize their own time to finish their project (subject specific

[Drama class](#): the impact on learning is that changing the space for learning had an impact on the work and engagement at a time when the collaborative and physically vocal work of Performing Arts was a casualty of covid across the world

[Students survey](#): the impact on learning is that students gave their opinion about seating, room size, and physical activity.Space and time considerations on learning on VLE.Feedback used to improve learning efficiency while at home. This includes more breaks and flexibility of where learning takes place

[Pamoja](#): the impact on learning is that students are having some independence and autonomy in their learning. This is a self-directed learners usage of learning spaces in IB online courses

[French google site](#): the impact on learning is that the site for French language gives all the necessary links and resources for the classes. Students shared their ideas on what could be there (based on what they need). It is a good one-place-for-all time saving tool that is especially helpful during online learning.

[Serbian class](#): the impact on learning is that the classroom is organized so the students can easily choose where to work,and can organize in groups or work individually.

Posters are bilingual so they can understand and transfer knowledge of the terminology used for language and literature classes (Serbian and English)

This can be seen through this:

[CCA](#): the impact on learning is that Students choose which Co-Curricular Activity will best further their learning and development. Students can decide on their use of learning time and students become more responsible. Regarding time management.

[Spanish lesson](#): the impact on learning is that students felt empowered, used their time in the classroom very efficiently, even worked at home voluntarily, and used different sources to gain knowledge (other students, the teacher, resources in the classroom, and resources online)

[Art class](#): the impact on learning is that Grade 3 students are choosing what to learn about. They are deciding on the CI, content and one of LPs and the key concepts. There is a list of students-teachers who teach the entire group new things that they learn. Students regularly organize the display.

[Math lesson](#): the impact on learning is that students were given the appropriate space, made connections between theoretical quadratic free-fall equations, and how projectile motion actually works in the field. By launching their own rocket, collecting data, and then using a quadratic equation, they applied the math they learned in the classroom outside in a meaningful activity.

We don't see so much evidence on how students have ownership to decide how they want to use their own time. This is due to the fact that

<p>projects, Personal project, Extended essay)</p> <p>Learners can articulate how learning spaces and time can purposefully impact their learning.</p> <p>In Primary, learners are offered opportunities to give their feedback on the use of time or learning space; to reflect on how the use of time and learning space can impact their learning</p> <p>In Secondary, learners give their feedback in multiple ways on their use of time and space</p> <p>Learners regularly manipulate learning spaces for the needs of their</p>	<p>although many teachers are using student- centered strategies and give many opportunities for students to decide on how they want to use their own time during lessons or conducting their own projects, this is not seen consistently across the school. We need to see more evidence of a more flexible use of time for students during lessons.</p> <p>A group of students was interviewed to provide their insight regarding the impact that the use of space and time has on their learning and how much of a voice they have in the use of space and time.</p> <p>A positive note is that learners have a feeling that we have a good learning space with good facilities overall. However, they have a feeling that the use of space was more flexible when the school was using bubbles during the pandemic. There is a general feeling that they don't have enough voice regarding the use of space and time.</p> <p>Summary of students' answers</p> <p>This can be seen through this:</p> <p>French lesson: the impact on learning is that students practiced their spelling in a different way outside and using the space to run, read a sentence in French, memorize it and say it to another person who then has to write it. They were asked to reflect on what was the impact on their learning.</p> <p>Art lesson: the impact on learning is that grade Two students were offered the choice about what they could learn and reflected on what impact that had on their learning.</p> <p>Survey: the impact on learning is that students were regularly asked for feedback about the virtual programme at ISB (VLE). Responses were addressed by teachers (Grade 4, 2020-2021)) and responded to - this may have entailed a change or alteration in the program, especially the amount of screen time. For example, after a concern about how much screen time, or how little music or PE, grade 4 teachers created content for students to include more of those things.</p> <p>Students ' Reflection: the impact on learning is that students were asked to reflect. Students had the opportunity to organize learning time outside of the classroom in order to achieve the highest learning impact.</p> <p>Reflection on team teaching: the impact on learning is that teachers were offered the opportunity to give their feedback on the experience of team teaching and following that adjustments were made.</p>
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<p>learning</p> <p>In primary, learners are regularly asked to re-organize learning space to fit the purpose of their learning; to use the walls to display their work; to give their opinion on how to best use the space (library)</p> <p>In secondary, learners have opportunities to use the space as they wish to best fit their learning; students had a flexible use of space for science when we were in bubbles during the pandemic; the use of walls to display their work; students are also able to manipulate online space (websites, google classroom etc..) for their subject’s needs; students also have opportunities to go on science and ESS field trips for the needs of their learning.</p>	<p>This can be seen through this: Spanish lesson: The impact on learning is that students are really engaged in the activity and they might retain the use of the verbs for a longer period of time. They were asked to reflect on what was the impact of the activity/use of learning space on their learning.</p> <p>This can be seen through this: Serbian scavenger hunt: the impact on learning is that students were able to experience some real life situations. Grade 2 students were learning how to give directions and follow directions in Serbian Culture class. One of the activities included a scavenger hunt and moving around campus to have students experience following directions in a real life situation. Organizing display: Students regularly organize the display. The impact on learning is that students are experiencing decision making about how to display their work and where they are developing transferable skills. Library: The use of the walls is meant to have an impact on learning. At the reception office, we use the walls to display books for the season. Students can see these books every day when they walk past.</p> <p>This can be seen through this: Use of walls for display: The use of the walls is meant to have an impact on learning, through displays of useful content for students or students’ own work. science during pandemic: Last year, students were in bubbles and they experienced a different way of using the space to fit the purpose. In science, they were dissecting outside because they did not have access to science labs. The impact on learning is that students learn how to become flexible and adaptable with their use of learning spaces. Spanish class: While learning prepositions in Spanish, students could arrange the items in the classroom and locate themselves somewhere in the room and then in Spanish sentences explain the location of themselves or certain items (for example- The chair is ON THE desk.) The impact on learning is that students are involved in the decision making to use the space to best fit the purpose of the lesson. Science Field trip: The students were gathering samples of water, soil and biodiversity in order to learn how to measure biotic and abiotic factors in ecosystems. They were using different sampling techniques and probes. Moreover, they manipulated data in order to make the analysis of the existing ecosystem. In that way they can complete their internal assessments, which are one part of the exam in science. The impact on learning is that students experience a real life situation by using the natural environment.</p>
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3. Future Learning Plans and required actions (closing the gap)

PLC groups being more visible in what they do in reviewing time and space in the aim of improving and moving forward.
Encourage/give students-teachers agency to use all spaces in the school for collaboration/learning/sharing. For example Boma, the Collaboration center at the Primary school to be used by all students and teachers.
Purchasing more furniture specifically designed for flexible use.
Develop the school as a living museum (walls will speak about students and all the personnel who are in the school. Boma walls can be organized for each grade or different purpose).
New campus development project (in progress).
Creating a CCA with students from all grades takes leadership in learning spaces. They would design and prepare spaces for their grade to use that space in the way they find more useful.

4. Reflection on process so far, including learnings from the reflection and how they lead to next steps

<p>Reflecting on the design of learning spaces and the structuring of the learning time from the teacher's perspective was informative on finding where we stand as a school.</p> <p>This process has been a learning one for everyone because we had to look around and reflect on what are the current practices. We have learnt that at our school we can see a flexible use of learning spaces but that we are also facing many challenges with space.</p> <p>We have learnt that students have many opportunities to take ownership of their learning time for long term projects, however we need to see a more flexible use of time during lessons across the whole school.</p> <p>We have learnt that students need to be given more opportunities to reflect on their use of time and space as we can see only pockets of this at the moment.</p> <p>Documenting what we are doing has a positive impact on the whole community. It was good to reflect on the things that we are doing and realizing the things that we can further improve. This process has driven us forward by pointing out the areas where evidence is either missing or not found. Therefore, the next step for our whole community is to come up with strategies to include learners more consistently in manipulating learning space and time to impact their learning.</p> <p>It has been challenging to gather evidence in all subject areas and grade levels and having the data collated and discussed face to face. Next time, I would do this differently by creating sub committees to reflect on the use of space and time. I would also include more students in the process by also involving them in sub committees.</p>

The rating is **Working on it**. In some areas the “what “ and “ why” is being established and the “how” is starting to be implemented. There is an understanding of the implications of time and space on teaching and learning. Some approaches are being trialed to make a change (PLC on learning spaces) and the whole learning community has to embrace the change and start planning for the next stage.

Visitors’ Observations

ACE Learning principles visitors’ observations

Report on this Learning Principle with reference to the ratings provided by the school, observations and conversations during the visit.

Rating (according to the rubric)

The Visitors agree with the school’s rating of *Working on It*. There is a clear understanding of the connection between, and implications of, time and space with learning and teaching. Whilst the "what" and "why" are clear, the Visitors concur that the "how" requires further discussion directly with students, and a measurement of the Impact that current initiatives are having.

Observations (max 1000wds)

Learners shared with the Visitors that they have been involved in some of the discussions regarding time and space, particularly how they could have a voice, use time and space effectively, and contribute to the reflection process. Conversations with teachers confirmed that although learners have more voice and choice than previously, it is not consistent across the school. In addition, teachers shared with the Visitors that the reflection process has made them more self-aware about the use of space and time. As a result, teachers are now more aware of areas where evidence is missing and Impact has not yet been felt.

The Visitors observed that in the Primary Years Programme the hallways and playgrounds were being used as extra learning spaces, resulting in a doubling of size of available space for learning. Teachers confirmed that due to the pandemic and the need to work in bubbles, the school investigated ways to better utilise existing spaces. Learners were given the opportunity to choose learning spaces to meet their needs. An Impact of this was that students found learning spaces where there were fewer distractions, resulting in improved concentration. A further Impact was that the increased learning spaces resulted in the need for flexible furniture that was easy to move and more comfortable. Conversations with teachers and learners confirm that the flexible furniture has helped everyone, including the cleaners. PYP classrooms are connected with an open door to create greater fluidity, allowing team teaching to take place across the grade level and also allowing teachers and teaching assistants the space to work with small groups. This has resulted in more inclusive teaching practice where learners’ needs can be met. During learning visits, the Visitors observed Secondary students sitting in armchairs while working independently, an example of students having the agency to make a choice of where they want to work. The school has replaced bulletin boards in the hallways with whiteboards, which is further evidence of the school finding creative ways to increase learning spaces. This results in hallways being a gallery of learners’ work, and showcasing their thinking. In conversations, teachers confirm that the Impact of the use of public spaces in the school by teachers and learners has resulted in the school having a better "community feel."

The school has adapted its schedule to include FLEX time on Wednesday afternoons for learners in Grades 3-10. FLEX stands for Future Learning Experience. This time enables learners to pursue passion projects and personal inquiries. An example of this is a learner in the PYP starting a school-wide initiative to collect food for stray-dog shelters in the area. Collaborating with others, giving back to the community, and using design-thinking principles was a positive Impact on learning brought about by FLEX.

Conversations with Dragon Leaders confirm that they are given the opportunity to review schedules and give input as to how space is used and how they want to use their time in lessons. The Impact of this is that learners have greater agency into how and what they learn. This creates learners who are able to make decisions and take responsibility for their own learning.

The school shared a variety of examples to show the positive Impact that the revised use of time and space has had on teaching and learning. Examples include using a parking lot for PE to enable learners to have more opportunities to be engaged in different locomotor challenges, contributing to their physical growth and skills development. In another example, learners choose which co-curricular activity would best further their learning and development. This enables them to decide on their use of learning time and become more responsible and more aware of time management. A final example of effective use of space was learners practising their spelling in a different way outside, using the space to run, read a sentence in French, memorise it, and say it to another person who then had to write it.

The school has been negotiating with authorities for a new campus over the past few years. Conversations with the Governing Board confirm that the acquisition of a new campus is a major focus for the Board for the 2022 academic year. The school identified a desire to have the campus be more welcoming to all students by providing better access to those with learning differences and physical challenges, as well as to the LGBTQ+ community.

Next steps

The pandemic led to moving walls to create bubbles in the Primary section of the school. A next step is to emulate this in the Secondary School. The school has planned for flexible furniture which can be moved easily lesson by lesson. Both teachers and Secondary learners confirm that this is an area for further development.

Teachers feel that they need to see a more flexible use of time during lessons across the whole school, and that they can see only pockets of this at the moment. The school could consider further developing opportunities for students to take on personal projects in different parts of the school.

The school could also consider more outdoor spaces for use by Secondary learners in warmer weather. Some students mentioned some old structures in the playground that need replacing.

The school could also consider creating a CCA with learner representation from all grades, who take leadership in designing learning spaces. They would design and prepare spaces for their grade to use that space in the way they find most useful to improve learning.

A final next step to consider would be to use the community-developed success criteria to assess the progress made in the use of learning spaces and time.

Part 6. Future Designs

After the school has completed the Learning Community Reflection the community will share the findings and agree on some significant future designs. This is suggested to be no more than 3-5 major future designs – areas of focus for development and transformation. Schools should include in this text box their proposed ideas with a brief explanation of how this links to the school’s mission and vision for learning. These plans are not a detailed point by point action plan for numerous changes, but are envisaged as significant whole school plans for development and transformation in particular areas of learning over the next 3 - 4 years.

School brief outline of Future Designs and rationale

We are about to start the process of creating our new Strategic Plan with our community. This has been delayed so that we can use the reflections from our CLP process and visit to provide valuable insights into the areas for major development. We plan to start the Strategic Planning process with our community, from late spring 2022.

At this moment, we believe some of the key areas will include:

1. Learning Impact Driven approach to everything . We started this process in early 2020 and our [ISB L&T Guide](#) and Definition of Learning are examples of this initial work. We have more work to do on embedding this approach in all areas of the school.
2. Coaching culture. In line with the above goal, we feel it is imperative to develop a coaching culture in school to help all faculty adopt a more student centered and more personalized learning approach. We have recently started this by reimagining some of our leadership positions, but we know we need to do much more.
3. DEI. We are passionate about our journey to becoming a more diverse, equitable and inclusive community of learners. This school year, we created two new leadership positions to lead our DEI efforts. We also introduced a series of policy measures for admissions and school years to help us be more equitable in our enrollment. We will want to continue this important work.

Two additional key areas we will be exploring are:

How inclusive can we be? Can we become a regional hub for English speaking Learning Support? Could we change our DNA to be far more inclusive to students with learning differences?

What alternative educational pathways should we consider, especially in High School? IB CP and Btech are current options being explored for SY2023.

4. Learning Spaces and Time. We have been negotiating for a new campus for a few years now. This is a major focus for the Board for this year. While this is ‘in progress’ what can we do with our existing learning spaces? In both approaches, we are exploring what the modern, learning focused spaces look like.

5. FLEX Program. We have recently redeveloped our enrichment program to become our FLEX (Future Learning Experience). This is our first attempt at learning experiences that offer more autonomy, purpose and passion for students. Since this was a pilot program for this year, we will want to continue this development to support students with real life learning experiences, with genuine autonomy and based around their own passions.

Visitors feedback

The learning community has developed five related goals, and intends to connect these future designs to the school's strategic goals for transformation. The Visitors consider all the designs worthy of being included, and affirms their alignment with the school's Guiding Statements. The initial success of the FLEX programme was already evident in numerous areas of student life. The CLP process has been inspirational for many members of the teaching community, creating ideal conditions for moving forward the work that has already begun. The school has also effectively prioritised the innovative use of physical environments, due in part to restrictions as a result of the pandemic. This is clearly an area of great interest to many in the community, and will become part of the future planning for building development. The Visitors recognise that work has begun on many of the future designs, in large part due to the tremendous efforts of the five focus-area groups. The next step towards realising these designs is to share evidence of progress widely and regularly with the learning community, thereby maintaining the momentum, promoting an inclusive and empowering approach to future school development, and ensuring that everyone can contribute.

Part 7. Visitors Reflection on 4Cs

Visitors: Write a single narrative indicating the extent to which you believe the 4 C's (Commitment, Conceptual Understanding, Capacity and Competence) are evident, with guidance on how the school may cultivate the 4 C's through the Internal Reflection period and beyond. Max 1000 wds)

Conceptual Understanding: **Evident**

The learning community has created a definition of learning that is coherent, broadly shared, understood, and promoted by all stakeholders. There is a mature understanding of the difference between Organizational Outputs and Learner Impacts, and between ends and means. The definition of learning is the result of purposeful reflection and discussion, involving all learning community constituencies. This understanding is aligned with and supported by research. The learning community's Conceptual Understanding of learning is evident in the language and actions of the community; it is shaping, driving, and underpinning all initiatives and projects designed to improve learning and individual student development.

The learning community has created a definition of learning and a complimentary ISB Learning and Teaching Guide. The development of the definition results from purposeful reflection and discussion based on current research. The learning community understands that learning is an active lifelong process, and understands the benefits of learners taking ownership of their learning. The definition of learning and the desire to become a school focused on growth and success are evidenced in the language and actions of the school community.

Commitment: Evident

The learning community's aspirations, organizational development efforts, and communicated intentions provide consistent evidence of an alignment between operational and strategic priorities. A disciplined Commitment to focused priorities is shared and expressed by all constituencies of the learning community. The learning community has already designed plans – and is in the process of implementing them – that chart a course with the potential of transforming, in time, the organization's approach to learning. Commitment has been shown to capturing evidence of success through appropriate metrics and evidence of Impacts.

The learning community is clearly committed to a shared focus of placing the “learner and their learning at the very centre of what we do.” The learning community has designed learner-focused plans, and is in the process of implementing them to transform learning and teaching at ISB. The community developed success criteria to measure Impact, and the recently developed Board KPIs demonstrate Commitment to capturing evidence of success and evidence of Impact through appropriate metrics.

Capacity : Evident

Resources in terms of financial support, qualified personnel, and general, broad institutional Capacity are sufficient and ample to support the implementation of learning plans and future design initiatives created by the learning community. There is tangible evidence that the learning community's Governing Body, leadership, and staff have the Capacity and provide the resources required to sustain the organization's short-, medium-, and long-term plans to effect transformational change. Contingency plans are in place to address inevitable setbacks and bumps encountered on the journey. Action planning is distributed in order to leverage Capacity across the community.

The learning community is well resourced in terms of financial support, qualified personnel, and institutional Capacity to support the implementation of learning plans. The learning community's Governing Body, leadership, and faculty have the Capacity to effect transformational change. This transformational journey is seen as a shared responsibility within the community, and Capacity is leveraged across the school community.

Competence: Evident

The learning community has given careful thought to identifying institutional and individual Competencies needed for success. Thus, members of the Governing Body, leadership, and staff possess the requisite professional and personal mindsets and dispositions to lead the learning community on its journey towards transformation. Leadership effectively articulates and communicates the organization's aspirations and knows how to effectively manage and drive change in order to achieve them. There is awareness of what will likely drive change and, at the same time, a realistic understanding of the challenges to be overcome.

The learning community has carefully identified institutional and individual Competencies needed for ISB to successfully transform into a school that focuses on learning. The intentional delay to the start of the strategic planning process to include future design reflections from the CLP Visit indicates the learning community's awareness of what will likely drive lasting and impactful change. The school is realistic about the aspirations and is honest and reflective regarding the process and the challenges that will need to be overcome.

Part 8. Conclusions and next steps

Concluding Comments by Visiting Team (Include final comments on the School's Action Plan and any obstacles or opportunities related to the School's ability to achieve its plan.)

ISB is a welcoming, caring, and supportive learning community. Its diversity was commented upon by students, teachers, and parents, and acknowledged by the Visitors as valued through the work of not only the focus-area committees but by contributions of all members of the community. The school shared many initiatives. Highlights included FLEX, homeroom organisation, re-thinking space, developing and maintaining a fit-for-purpose curriculum, planning opportunities to develop skills and make connections to significant ideas and issues, strengthening student agency and inquiry as first steps towards deep and meaningful learning experiences, providing programmes that enable holistic development in academic subjects (as well as in sports, cultural, and artistic pursuits), CCAs, and engagements in the areas of leadership and service. Students have a multitude of opportunities that encompass academic, social, and emotional learning to develop as passionate and compassionate lifelong learners.

The Visitors commend the school on the work it has achieved so far, the extensive involvement and engagement in the CLP process, and the deep discussions around learning that have taken place. It is evident that the community is poised to engage with the areas of focus for development and set strategic goals. The Visitors wish the community well on their continuing journey of transformation.

Acknowledgements

The Visitors extend their heartfelt thanks to the whole school community for the warmth and openness with which they were received, and for the many enriching and professional conversations. The school's culture facilitated collegial discussions into what is working well, what further opportunities for growth exist, and where further development might be possible. The Visitors hope that the feedback in this report informs ISB's strategic planning and dovetails with priorities it has set for continued growth and success. In particular, the Visitors thank Director Andrew Derry, Accreditation Chair James Kaunhoven, Primary Principal Warren Bowers, Secondary Principal Aaron Kane, DP Coordinator Branka Sreckovic-Minic, MYP Coordinator Kristin Westby, PYP Coordinator Bobbi Netzel, and the focus-area group leaders for the CLP.

Season of Next IB Evaluation / NEASC Accreditation Visit (e.g. "Fall 2023", generally four years from PEV)

The next CLP Preparatory visit should occur \Spring 2026.

Visiting Team Members (names and titles):

Margareth Harris, Chair: Programme Leader, MYP
Chloe Heather: Programme Leader, DP
Mihaela Morello: Programme Leader, PYP
Brandie Smith: Evaluation Leader, DP
Shane Tastad: Evaluation Leader, MYP

Part 9. IB World School status / Accreditation Recommendation

Note to Visiting Team Chair: The Visiting Team Chair must submit the Team's Accreditation Recommendation via the Confidential Survey Tool, using this link for NEASC:

<https://www.surveymonkey.com/r/NEASC-team-recommendation>

[Option 1]

The programme(s) show close alignment with the IB Programme Standards and Practices (March 2019). The school's status as an IB World School is confirmed.

[Conclusion for all schools]

We trust that the information found in this report will support the school's continued development of its IB programmes. Your IB World School manager will be in touch with you to follow up on this report and to support your school's ongoing efforts.

The final decision will be made by each agency and will be communicated to the school about six weeks following the visit.