

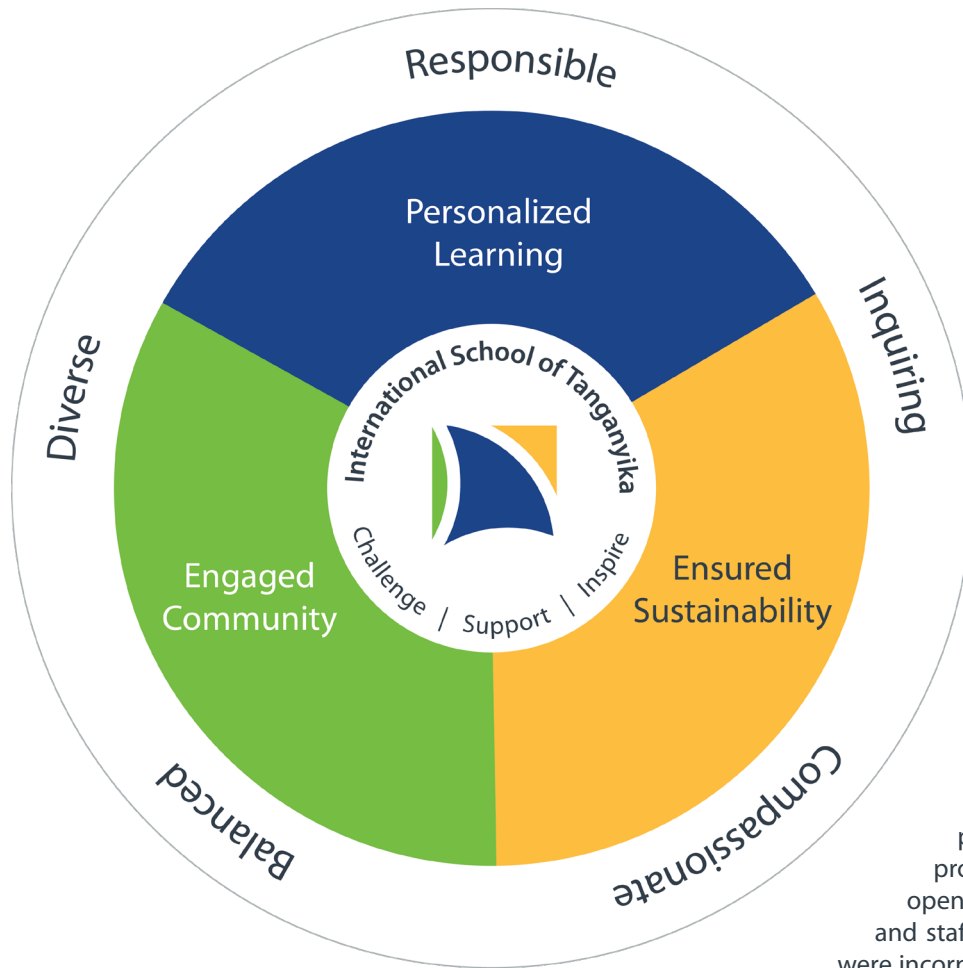


IST Strategic Plan



**International School
of Tanganyika**

Challenge | Support | Inspire



This strategic plan was adopted in May 2018 and revised in May 2021. The plan was a result of a highly consultative process which included surveys as well as open meetings with parents, students, alumni and staff. The suggestions from the community were incorporated into the goals and sets the stage for advancing IST further to achieve our mission.

The strategic plan is oriented around three main aims:

- **Personalized Learning**
- **Engaged Community**
- **Ensured Sustainability**

MISSION

Challenging, inspiring and supporting all our students to fulfil their potential and improve the world.

VISION

IST will be a global leader in the education of internationally-mobile young people. All students, regardless of their starting point, will think critically, achieve academically and develop the wisdom to make good choices. They will show curiosity and creativity in addressing authentic problems, local and global. They will pursue their varied passions with enthusiasm, developing resilience, perseverance and confidence. Understanding the diversity of people and cultures, they will act kindly, fairly and responsibly. All members of the IST community will work together to fulfil this Vision.

VALUES

All members of the IST community are:

Responsible. We act responsibly, positively and constructively, towards ourselves and other people. We learn from our mistakes and accept the consequences of our actions.

Inquiring. We show curiosity, perseverance and open-mindedness in seeking to understand and solve problems. We persevere in the face of difficulties and we embrace the learning that comes through failure as well as the joy of success.

Compassionate. We empathise with others and act with care, kindness and courage. In our interactions, we behave with patience, generosity and integrity.

Balanced. We believe in a broad education for our students, seeing the value for young people of participation in a varied curriculum.

Diverse. We treasure the diversity within the IST community, using the rich opportunities for deeper understanding that come from our differences.





PERSONALIZED LEARNING

Student learning is progressive, achieved through interaction and exchanges with teachers and peers, and most successful when schools have well articulated frameworks to define coherent expectations in terms of essential knowledge, understandings and skills. Students are empowered through their work with teachers and peers in and outside the classroom, and motivated to explore their interests, think critically, and to pursue excellence. Effective assessment systems are in place to help guide students and to make instructional decisions and all stakeholders are well informed about student progress towards curricular expectations.

GOALS

Personalized Learning

1. The written, taught and assessed curriculum is designed to meet the needs of all learners.
2. Creation and implementation of the technology plan in order to ensure that future developments of media and information technology address the long-term needs of the school.
3. Professional learning opportunities are designed to have a positive impact on student learning.
4. Ensure IST is recognized globally as an exemplary IB World School.
5. Continued development of IST's inclusion programs to support personalized experiences for all learners.





ENGAGED COMMUNITY

IST is a vibrant learning community that relies on effective communication to ensure that all members are devoted to the collaborative success of IST students. IST strives to develop effective partnerships to ensure that students have access to a network of experts within Tanzania, and around the world. A well informed, interconnected community embraces IST's values, supports the school, is concerned about its continued success.

GOALS

Engaged Community

1. Build and sustain a diverse, equitable and inclusive environment for all members of the school community.
2. Continued development of partnerships with local and global individuals, organizations and alumni to enhance student learning.
3. Develop and review processes and systems to enhance communication within the IST community





ENSURED SUSTAINABILITY

In support of IST's vision to be a global leader in education of internationally-mobile young people, long term plans are in place to align financial resources to support excellent facilities and a world class faculty and support staff. These long term plans help to facilitate communication amongst stakeholders, build support for educational programs and financial expenditures and maintain transparency within the community. As a tuition dependent school, IST maintains fiscal discipline to ensure that financial resources are utilized effectively.

GOALS

Ensured Sustainability

1. Continued review and implementation of master site plan - with focus on inclusion and access as well as facilities to support innovative programs
2. Review procedures to retain and recruit employees who are aligned with our strategic plan.
3. Improve IST's ability to work more sustainably and align environmental frameworks to improve our educational experiences and operations.
4. Enhance processes for creating, auditing and reviewing IST policy and procedure documents.





INDICATORS OF SUCCESS

IT IS IMPORTANT FOR US TO BE ABLE TO ASSESS AS OBJECTIVELY AS POSSIBLE THE EXTENT TO WHICH WE MEET OUR AIMS AND GOALS. TO ASSIST IN THIS, PERFORMANCE INDICATORS HAVE BEEN DEVELOPED FOR REPORTING TO THE BOARD.

These include commonly used assessment data, operational measurements and survey data enabling voices from all stakeholder groups to be heard.

While recognising that some goal areas are more amenable to insightful measurement than others, we seek wherever possible to find data and input that will inform strategic and operational decision-making, without driving it in a mechanistic way.

THE STRATEGIC PLANNING REVIEW PROCESS

IST HAS A CYCLICAL PROCESS OF SETTING ACTION PLANS RELATING TO SCHOOL GOALS, REVIEWING THEIR SUCCESS AND MODIFYING THE PLANS AS A CONSEQUENCE OF FEEDBACK. INPUT TO THE PLANNING AND REVIEW PROCESS IS GAINED FROM STAKEHOLDERS INCLUDING STUDENTS, STAFF, PARENTS AND THE WIDER SCHOOL COMMUNITY.

This input is received from individuals or groups, such as the Teachers' Association, Student Council or Parent Networks.

Among the numerous types of data informing our plans are:

- Student learning data
- CIS/MSA accreditation self-studies and reports
- IB evaluation self-studies and reports
- Lesson observation data
- Annual stakeholder surveys

The input is considered by the school's leadership and helps to determine annual budget priorities, professional development and training plans, as well as departmental and sectional goal setting.



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