



Strategic Plan Update

2019



**International School
of Tanganyika**

Challenge | Support | Inspire



This strategic plan was adapted in March 2018. 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 goals:

- **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

We believe that personalising each learner's experience leads to greater motivation and engagement which maximises learning. Within the curricular framework IST learners will be:

- Engaged in flexible, stimulating learning environments
- Empowered to explore interests, having voice and choice
- Active learners, engaged in differentiated instructional practices and assessment methods
- Using digital content and tools in a purposeful way
- Increasingly independent learners demonstrating growth

GOALS

Personalized Learning

1. Ensure alignment between the written, taught and assessed curriculum
2. Implement a strong, multi-tiered system of support to students, consistent with IST's common understanding of inclusion
3. Improve our ability to offer a balanced program with opportunities for excellence in academics, the arts and athletics
4. Provide exemplary transition programs between campuses and other institutions of learning
5. Ensure reporting models support effective partnerships with parents and their child's learning
6. Develop a strong internal professional learning community to embed successful professional learning experiences
7. Ensure IST students' appropriate use of technology supports their learning





ENGAGED COMMUNITY

IST is a vibrant learning community that relies on effective communication to ensure that all stakeholders 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. Improve IST's local, global and international reputation
2. Provide opportunities for IST students and faculty to connect with local and global experts
3. Develop partnerships within the local community to improve student experiences
4. Improve processes and systems to improve communication within the IST community
5. Build reciprocal structures to connect alumni with current students
6. Establish sustainable and supportive relationships with government ministries
7. Promote positive school spirit within and across campuses





ENSURED SUSTAINABILITY

In support of IST's vision to be a global leader in the 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. Review the master site plan to ensure school facilities support learning experiences
2. Maintain fiscal discipline and transparency within IST community
3. Develop the school's capacity to recruit/retain excellent employees
4. Lessen IST's environmental footprint
5. Align governing models with best practice





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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