



VISION PLAN

Education
for Life

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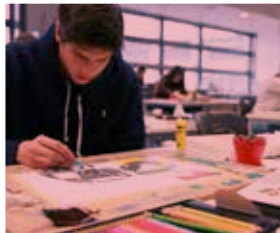




Our Vision

ISL is a leader in international education, known for academic excellence, personal development, extraordinary teaching, and diverse learning experiences.

Our school shall bring to life the best of Luxembourg and international education – creativity, innovation, inclusion, global-mindedness and sustainability.





Our Strategic Directions

Working towards our future, the leadership team has established three Strategic Directions, encompassing nine key elements outlined in our Vision Plan. These directives will drive the development of projects spanning a five-year timeline. The purpose of these projects is to guide us toward a successful and sustainable future.

Our ultimate goal is to create ‘Education for Life,’ equipping our students with the skills and knowledge they need for a lifelong pursuit of learning.

Our Vision Plan





1 2 3

3 STRATEGIC DIRECTIONS



9 ELEMENTS OF THE VISION

LEARNING THAT MATTERS

STRATEGIC DIRECTION 1

“Learning that Matters” emphasizes acquiring practical, relevant knowledge and skills that can be applied effectively in real-life situations. It prioritizes critical thinking, long-term retention, and lifelong learning, tailoring the learning experience to individual needs and interests to prepare individuals for success in an ever-changing world.

DESIRED RESULT 1.1- **Become authorised IB Continuum School**

Project 1.1.1

Gain IB Middle Years Programme (MYP) authorisation.

In existence since 1994, the IB MYP is intended to serve students from age 11 to 16 through MYP 1-5, thus encompassing ISL grades 6-10. Partial implementation, e.g. MYP 1-3 or MYP 1-4 is also possible. Like the IB Primary Years Programme, the MYP is a curriculum framework rather than an actual curriculum. The framework consists of eight subject areas and ISL teachers would determine specific curriculum content for each of those eight areas. Additional programme requirements include Service as Action, and a Personal and/or Community Project. In order to formally offer the MYP, the school must undergo an authorisation process from the IB.

DESIRED RESULT 1.2- **The implementation of an alternative programme to IB Diploma Programme that allows students to earn credit for experiential learning**

Project 1.2.1

Implement Initiatives Programme.

The Initiatives Programme offers high school students of all abilities

opportunities to individualise their learning through alternative experiential learning. It consists of a menu of alternative learning opportunities, including online classes, internships, and both individual and group project-based learning, that allow high school students to earn credits for graduation. It can thus be seen as an expansion of the ISL High School Diploma.

DESIRED RESULT 1.3- **The establishment of a sustainable transdisciplinary framework for transformative real-world nature-based learning**

Project 1.3.1

Develop and implement a EY-G12 Nature-based learning programme. To create a sophisticated framework of Nature Based Learning from EY - G12 that is complementary to the PYP, MYP, DP and aligned with worldwide trends regarding education for sustainable development. The Nature Based Learning experiences both on and off campus that they shall enjoy will significantly enhance students' cognitive capabilities, social skills and general well-being. It requires us to re-imagine, re-generate and re-wild the outdoor learning spaces on campus and it requires us to take advantage of the amazing natural learning environments in the beautiful forests and countryside of Luxembourg. Our ultimate goal is to establish an ISL Nature Based Learning Study Centre that is a fabulous resource for our community and a beacon for world class nature based learning and education for sustainable development.





DESIRED RESULT 1.4- Implementation of Digital Technology programmes

Project 1.4.1

Develop Digital Intelligence for students, faculty and staff across the school.

A programme of learning in digital media and literacy to improve the Digital Fluency of educators and students. The programme will also enable educators to have dedicated time and space to explore, collaborate and infuse digital fluency into their units, closely embedded with the DQ framework.

Project 1.4.2

Determine how we will use Artificial Intelligence in i) Administration & Operations, and ii) Teaching and Learning.

Operational avenues for AI and Machine Learning are of interest to many schools, in the areas of Automated grading/feedback, Learning bots and tutors, and adaptive pathing curricula etc. On the more operational side, building and resource management, BI based analysis, and process automation (On/offboarding, PD applications, Approvals, Manual entry, etc). AIOps, (artificial intelligence for IT operations) is the application of artificial intelligence (AI) capabilities, such as natural language processing and machine vision models, to automate and streamline operational workflows (Eg Performance and ticketing, automated resolution, auto OCR and data batching).

INCLUSIVE, CONNECTED COMMUNITY

STRATEGIC DIRECTION 2

“Inclusive, Connected Community”, aims to achieve a community that embodies global-mindedness, inclusion, and innovation, prioritizing diversity, equity, and strong connections amongst members. Promoting a global perspective, embracing all individuals, encouraging creativity, and drive progress through new ideas while fostering an environment where everyone feels valued and included.

DESIRED RESULT 2.1-

The establishment of programmes that strengthen the ISL community by engaging its members with each other in relevant and meaningful interactions and learning.

Project 2.1.1

Develop a programme that explicitly advances DEIJ principles in line with new ISL Inclusion policy.

This programme will facilitate such activities as an examination of bias and representation within our curriculum as well as the identification of school practices such as the provision of gender-neutral bathrooms and changing rooms and events such as Diversity Week and Neurodiversity Day. It will also initiate new activities and make recommendations for changes in existing practices.

Project 2.1.2

Explore a Home Languages programme.

We believe that in order to enable our students to develop a strongly rooted identity in their own cultural and linguistic contexts, we should foster the development of their home language. This programme looks to support students in languages with which they have a significant linguistic and / or cultural connection such that study of language A is appropriate. The curriculum is divided into two main strands. The first seeks to engage students from multiple language backgrounds in simultaneous study of a variety of texts and text types. This face to face taught part of the curriculum is delivered in English but processed and

assessed in each student's individual languages (practical example of translanguaging). The second strand offers a more personalised learning experience. This flexible time can be delivered face to face, online, synchronously or asynchronously. Organised by the Language A coordinator, each student sets their own language development goals four times a year in collaboration with the tutor and the Language A coordinator.

Project 2.1.3

Identify student needs that we can and cannot accommodate and how we will meet the needs of students (e.g. consider a school within a school).

As an increasing number of students present learning needs, we need clarity regarding the extent of what services and support we are able to provide. We can then conduct an analysis to determine any gaps or inconsistencies in our current provision and to align our practices with these findings.

Project 2.1.4

Establish a scholarship programme for disadvantaged students (refugee, low socio-economic background).

This scholarship programme will be needs-based, i.e. it will identify students capable of benefiting from an ISL education but who cannot access it without support. In addition to tuition and fees, identified students will receive support for participation in school trips, extra-curricular activities, and lunches. A limited number of students will be supported each year, and the school will commit to supporting those students on through their graduation from ISL.

DESIRED RESULT 2.2-
The establishment of programmes that
help ISL integrate into Luxembourg.

Project 2.2.1

Establish partnerships with Luxembourg entities to further develop individual and community capacity in areas such as:

- Technology application skills (coding, game development, big data analysis, AI, etc.)
- Service learning
- Innovation and entrepreneurship
- DEIJ principles, and more

The school will continually seek to identify learning opportunities with local organisations, both as a host school and as a participating school, in targeted areas.





SUSTAINABLE WELL-BEING

STRATEGIC DIRECTION 3

“Sustainable Well-Being” recognizes that personal growth, environmental stewardship, and creative expression are interconnected and contribute to a sense of well-being that is not only sustainable for individuals but also beneficial for the broader community and the planet. It emphasizes a balanced, purposeful, and responsible lifestyle that promotes personal flourishing while being mindful of the world’s well-being.

DESIRED RESULT 3.1- The promotion of Personal Sustainability.

Project 3.1.1

Continuously promote student and staff well-being by researching and implementing best practices related to work-life balance in order to achieve strong mental, physical, and social health.

Though we have already undertaken many actions to promote stakeholder well-being, we want to continue to explore other actions that the school may take in support of well-being.

The well-being landscape is regularly shifting, and we need to have a programme in place that allows us to be responsive to those changes. Slated as a schoolwide goal for 2023-24, this project calls for the formulation of a task force to examine what is leading to increased stress and pressure for three stakeholder groups: students, faculty & staff, and leadership. Sub-committees of the task force will consult expert outside resources as well as examine data regarding existing ISL practices in order to make recommendations for improvement.

Project 3.1.2

Articulate a plan for developing, assessing, and monitoring executive function skills, learning dispositions, and other human skills across the grade levels, taking into account existing pastoral care programmes and practices.

Much of our current assessment efforts focus on academic achievement. This project seeks to expand on those efforts to include other attributes that are deemed important for learning and for success in life. It will seek to discover not only how we can assess these other attributes, but also how we may develop them in our students, either through existing programmes and practices or new ones.

DESIRED RESULT 3.2- The promotion of Local Sustainability.

Project 3.2.1

Establish a schoolwide, research-based sustainability framework that encompasses curriculum, operations, and people and culture, includes key metrics, and then begin regular monitoring and reporting on those metrics.

Milestone 1: Confirm sustainability framework that will be used

Milestone 2: Conduct ESG mapping (i.e. examine our operations for alignment with sustainable practices, e.g. our carbon footprint, food waste, water usage, and energy consumption); monitor and report on these agreed upon metrics and make changes as necessary.

This project commits us to embracing the full complexity of sustainability schoolwide and confronting issues in each and every aspect. Through the framework, we shall educate students and staff on eco-friendly practices and incorporate sustainable solutions into all our operations. Students will graduate with better developed levels of carbon literacy and wider appreciation of the importance of environmental conservation. The framework will engage our whole community in our push to be greener, cleaner, and more efficient. Our students will have considerable

influence in driving this process and it gives us the potential to revitalise the school by transforming the way we operate. This will prepare us well for establishing best sustainability practice and meeting the requirements of future legislation. After consulting established metrics, we will confirm the sustainability measures to which we will hold ourselves accountable and then seek to gain efficiencies wherever possible. Using both outside and in-house resources, we will establish a process for monitoring and reporting the results of our efforts to conduct operations in a more sustainable manner.

DESIRED RESULT 3.3- The promotion of Global Sustainability.



Our Mission

We ensure that everyone in our community becomes inspired, resilient and passionate about achieving what matters, anywhere in the world

Our Values

We believe in the power of listening to each other
We believe learning happens in and out of the classroom
We believe we achieve more if we work as a team
We believe change is almost always a force for good
We believe in looking after each other like family