

Bonn
International
School



Strategic Intents
2030

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School Beliefs

Mission

To empower and inspire students to achieve their full potential and become responsible global citizens.

We provide an innovative, internationally-recognized education within a compassionate, multicultural community.

School Beliefs

We believe that:

- Every person has intrinsic worth and unique potential.
- Integrity and mutual respect are essential for building trust in any relationship.
- Inspiration, enthusiasm and perseverance are necessary for achieving one's best.
- A nurturing family makes a positive difference in a child's life.
- Learning is a partnership amongst families, students, educators and society.
- Diversity opens minds, widens horizons and enriches lives.
- Life-long learning is essential for individuals to thrive in a changing world.
- Leadership, teamwork, co-operation and respect are essential for any organization to excel.
- People are responsible for, and learn from, their choices and actions.
- We all have a responsibility to support and contribute to the well being of others.
- The courage to embrace change provides opportunities to improve.



High Quality Learning at BIS

At Bonn International School, we believe that **high-quality learning** comes about when our daily practice reflects both our aspirations towards the kind of school we want to be and the qualities we wish to foster in our students.

We **aspire** to nurture a diverse, inclusive and truly international community where students are inspired to become life-long learners, empowered to take responsibility for their own learning and equipped to achieve their full potential. We see learning as a holistic process that addresses not just academic achievement but also crucial transferable skills and essential personal qualities. We strive for continual improvement in curriculum, collaboration and support.

Through our curriculum, we provide an environment where students can cultivate the **qualities** they will need to take their place in the

world. They should be well grounded academically and emotionally, fully aware of where their strengths lie and capable of both critical and creative thinking. Independence, empathy and personal responsibility should be at the hub of their ongoing development as global citizens.

In our **daily practice**, this means that we focus on student-centered, inquiry-based learning that both caters for and celebrates diversity. We encourage autonomy, agency and responsibility in our students while providing a wide range of opportunities for them both to learn and to demonstrate that learning. We build meaningful relationships through which we support our students both individually and collectively as we reflect with them on their development as learners and on our own development as a learning community.



Preamble



The process for developing the Strategic Intent 2030 took place over two and a half years. Our goal was to set a clear path for BIS moving forward, ensuring it has a framework for decisions in the coming years so that we will continue to thrive as a school and community.

Their creation began with the start of our Foundation Report work for the New England Association of Schools and Colleges' (NEASC), and International Baccalaureate Organization's (IBO) Collaborative Learning Process (CLP) accreditation work. The Information gleaned from this in-depth look into key elements of our school, and the subsequent visit, informed the start of our next phase in accreditation and the determination of our 5 Learning Principles Teams (LPTs). These teams then took a deeper look into our school focusing on:

- Evidence of Learning
- Learner Autonomy and Engagement
- Inclusion, Diversity, Equity and Belonging
- Learning Space and Time, and
- Learning Community Wellbeing

Concurrently, we developed our Diversity, Equity, and Inclusion Policy and our definition of High Quality Learning, establishing some key guiding principles for the lens through which we would continue to examine our current practice and determine our best path forward, as both a school and a community. These three Intents were then refined through an iterative process of sharing, working on potential goals, and considering strategies, as we strived to ensure that they would both meet our current needs, and maintain relevance in our rapidly changing world.

Throughout the process, we tried to include multiple perspectives, examining the evidence found in our stakeholder surveys, running focus groups, including parents and students on our Learning Principles Teams, and bringing ideas back for consideration again and again.

What follows is the result of all of that hard work, hope and commitment, and we are very happy to share it with everyone, as we continue to work together in realizing our BIS Strategic Intent 2030.

Director

Robert Sims

Board Chair

Klaus Wolf

Intent # 1:

Cultivate and Nurture BIS Dragons Culture and Community



At BIS, we enjoy a strong sense of community and positive culture. These impact everything we do and are central to the success of our learners. The belonging that our students feel, the relationships that they build with their teachers, the collegiality among staff, and the active involvement of our parent community all contribute to the power of our diverse and welcoming culture. Our stakeholders consistently refer to this as our greatest strength and the foundation upon which we thrive.

We will nurture this environment and build upon it as our greatest strength, as we continue to promote ownership of BIS's mission, vision and goals, among our staff, students and parents. We will continue to promote a sense of inclusion and fulfillment among our community members and an appreciation for what our school and community have to offer. We will foster a sense of both stability and direction for continuous improvement, recognizing the internal and external forces that must be addressed with a vision for the future of both our students, and our school.

The unique BIS Dragons culture and community will intentionally thrive.

To meet the intent to cultivate and nurture BIS Dragons culture and community, we commit to the following goals:



Goal 1.1

Clearly identify BIS's core values, aligning them with recent progress toward Diversity, Equity and Inclusion principles and ensure that these are reflected in school policies and procedures, communicated throughout the community, and maintained as expectations through clear agreements and expectations.

Goal 1.2

Promote a greater sense of well-being and fulfillment of our various stakeholders, establishing plans to address those factors that are within the school's power of influence.



Goal 1.3

Ensure that community members are engaged, informed, and supportive of the school's goals and given the opportunity to celebrate the successes of our school and students.

Goal 1.4

Support student transitions as opportunities for growth and learning with an understanding of the role of the family and their needs in the process as well.



Intent # 2:

Iterate Educational Excellence



The development of the school's definition of High Quality Learning provides an overview of our educational aspirations and daily practice in seeking to impact our students, guiding our ongoing efforts in challenging ourselves. We sustain a diverse, inclusive and truly international community where students are inspired to become life-long learners, empowered to take responsibility for their own learning and equipped to achieve their full potential. We see learning as a holistic process that addresses not just academic achievement but also crucial transferable skills and essential personal qualities. We strive for continual improvement in curriculum, collaboration and support.

With these principles in mind, BIS will proactively look to the future, building on our successes as we develop our methodology, programmes and curriculum. We will ensure effective, engaging teaching and learning continues, keeping pace with educational best practice internationally, as we prepare our students to be proactive global citizens. Recognizing that our school caters to a very diverse range of international and local students, with equally diverse needs, aspirations and opportunities ahead of them, we will develop how we approach teaching and learning and engage as broad a range of learners as possible.

By exploring our practice, learning, and remaining open to new ideas, we will continually challenge ourselves.

To meet the intent to iterate educational excellence, we commit to the following goals:

Goal 2.1

Identify and adopt a school-wide paradigm for learning (Such as Universal Design for Learning) that will ensure that our teaching and learning is aligned with current best practice keeping in consideration:

- Autonomy, agency, empowerment and inspiration of all of our students
- Meeting the needs of our diverse learners including exceptional learners
- Social Emotional Learning (SEL), wellbeing and IB Learner Profile goals
- Training and professional development opportunities of our staff
- Effective Assessment and Feedback Processes that focus on student agency and growth.

Goal 2.2

Comprehensively review our curriculum, units of inquiry, and our teaching and learning standards based on clear cycle with established criteria which include elements of best practice including, but not limited to:

- The IB Learner Profile and Approaches to Learning
- Meeting the needs of our diverse learners including exceptional learners
- Principles of Diversity, Equity and Inclusion (DEI)
- Effective assessment and feedback processes that focus on student agency and growth
- Social Emotional Learning and wellbeing
- The development of Digital Citizenship and Competencies

Goal 2.3

Redesign the school timetable and schedule to facilitate greater flexibility and more effective use of our facilities toward improving student learning.

Goal 2.4

Develop a balanced Technology Learning Strategy that supports and enhances the teaching and learning process promoting the future readiness of our students, taking into account:

- Student Digital Literacy and Digital Citizenship
- The use of LMS Systems such as Managebac, Toddle, and Google Education Suite
- The growing role of AI for teachers and students
- Our humanity and needs beyond technology



Intent # 3:

Ensure the sustainability and future readiness of BIS



BIS has historically done well in responding to the external factors that impact its operation, effectively managing both downturns and periods of growth as they transpired. While BIS is a Non-Profit organization, it must still be proactive in how it ensures the long term sustainability of not only its business and financial model, but also its facilities and programmes as it works to mitigate both internal and external risks. Additionally, as the outside world continues to rapidly change, BIS needs to be able to develop its agility and capacity to keep pace.

Within this responsibility, BIS will establish a clear plan for its future in terms of its Finances, Facilities, Staffing and Technology, moving beyond the responsive model it has been operating under in recent years. It will continue to evolve with the world around it, anticipating the future needs of both the school and its students. It will take responsibility for its role as a responsible partner both locally and globally.

By providing certainty and continuity, we will confidently embrace the future before us.

To meet the intent to ensure the sustainability and future readiness of BIS, we commit to the following goals:



Goal 3.1

Establish short, medium and long term business plans that respond to anticipated risks and opportunities including factors relating to:

- Changing demands in teaching and learning
- Projected needs for facilities and technology
- Need for a criterion-based budgeting process
- Long-term sustainability of BIS financially
- A commitment to environmental sustainability.

Goal 3.2

Respond to our ongoing responsibility as a globally conscious institution in promoting environmental sustainability and social responsibility in our daily business practice, long term plans, and educational processes.




Goal 3.3

Evaluate the factors involved in, and impact of, turnover among the school's leadership and governance and develop plans to promote greater continuity and sense of security among the staff and community.





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