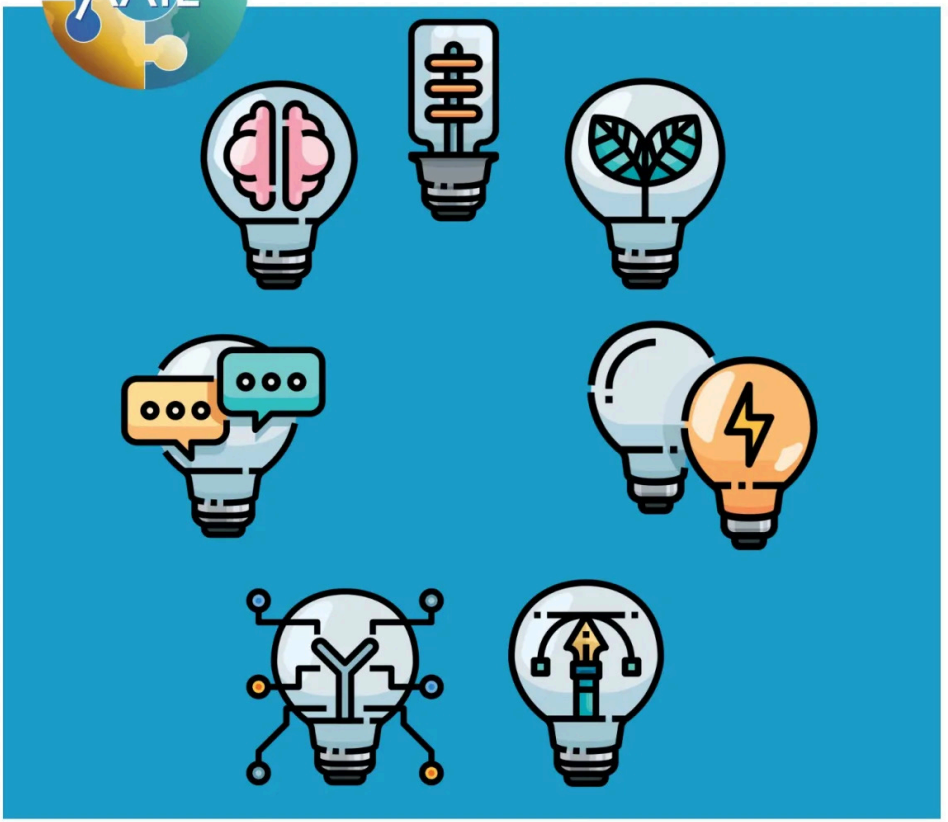
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BY A FEW SHARED PRINCIPLES

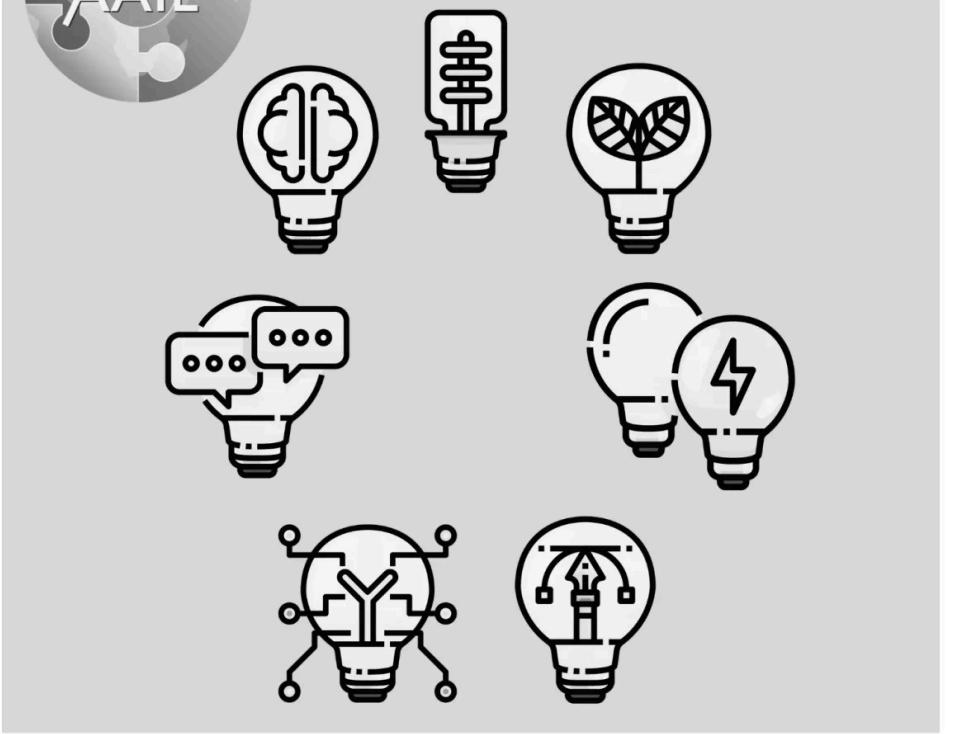


ASSOCIATION FOR THE ADVANCEMENT OF INTERNATIONAL EDUCATION

THE NEW SCHOOL PRINCIPLES

OUR GLOBAL PROJECT FOLLOWING
7 PRINCIPLES

GREAT SCHOOLS ARE FRAMED BY A FEW SHARED PRINCIPLES



ASSOCIATION FOR THE ADVANCEMENT OF INTERNATIONAL EDUCATION

THE NEW SCHOOL PRINCIPLES

OUR GLOBAL PROJECT FOLLOWING 7 PRINCIPLES

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The New School Principles

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The New School Project was indeed a collective effort. This book represents the wisdom and perspectives of over 400* international leaders and educators. Over the course of 18 months, a group of passionate and dedicated professionals committed approximately one hour each week to meet and develop the principles outlined in this book. While passion and dedication were hallmarks of every participant in this project, an unyielding sense of purpose enabled this book's creation. Like any project, a few individuals stood out for their exceptional commitment to bringing this book to fruition.

As this book was developed, it was supported at all stages by the leadership of the Association for the Advancement of International Education (AAIE). A membership organization, AAIE partners with educational institutions and associations worldwide to exchange international ideas, resources, and research that help develop and improve international education, to diversify and expand school leadership capacity. For the AAIE New School Project, Mark Ulfers, in his role as Executive Director, and Gerri-Ann Friedman, in her role as Marketing and Digital Communications Manager, were staunch advocates for the New School Project in general and this book in particular. Quite simply, this book would not exist without their voices of support and encouragement, voices that were loudest during the times of greatest struggle. We are deeply grateful for their commitment to this Project.

No project is complete without steady, reliable instigators. Someone willing to 'poke the bear' to prompt new insights and innovative approaches from a group. Several individuals played this role throughout the project. Will Richardson and Homa Tavangar, co-founders of the Big Questions Institute, served as our chief provocateurs. Alongside them, Kevin Bartlett, Founder of the Common Ground Collaborative, continually reminded us to keep it simple and to engage in co-creation rather than authoritative edict.

The idea for this book came from Dana Specker Watts. A regular contributor and leader within the AAIE community, Dana was adamant about capturing the essence of the over 100 dynamic conversations hosted by AAIE and which occurred weekly throughout the COVID-19 pandemic. Her vision was to have this book serve as a toolkit for schools that want to use the New School Principles as a foundation for their growth and evolution. Her idea was to incorporate specific resources and provocations throughout the book as prompt reflection and offer guidance.

Several educators shared Dana's passion for the book and generously contributed their time and editing skills to support the project. Most notably, Anna Sugarman and Bonnie Ricci were influential in their contributions to this area. Anna Sugarman deserves particular praise; she revisited hundreds of hours of recorded AAIE conversations to capture the essence of each of the seven New School Principles. The book would not have been as robust without her commitment to including the voices of all who participated in the AAIE conversations. Emily Meadows, an LGBTQ+ Consultant for international schools, was also an influential voice, and her

involvement and feedback on the Equity Chapter were beneficial. These voices were critical to the project's ethos.

Sharing the New School Principles broadly with many audiences was a priority. Developing a website to capture the New School Principles and the associated resources was also a requirement. Brooke Peterson created this step in the process. The New School Project would not have been as widely disseminated without her expertise.

We thank all for the work that has been done.

*As is the case with any large group project, inevitably, some names may have been inadvertently left off the list of acknowledgments. If this is the case, we regret the omission.

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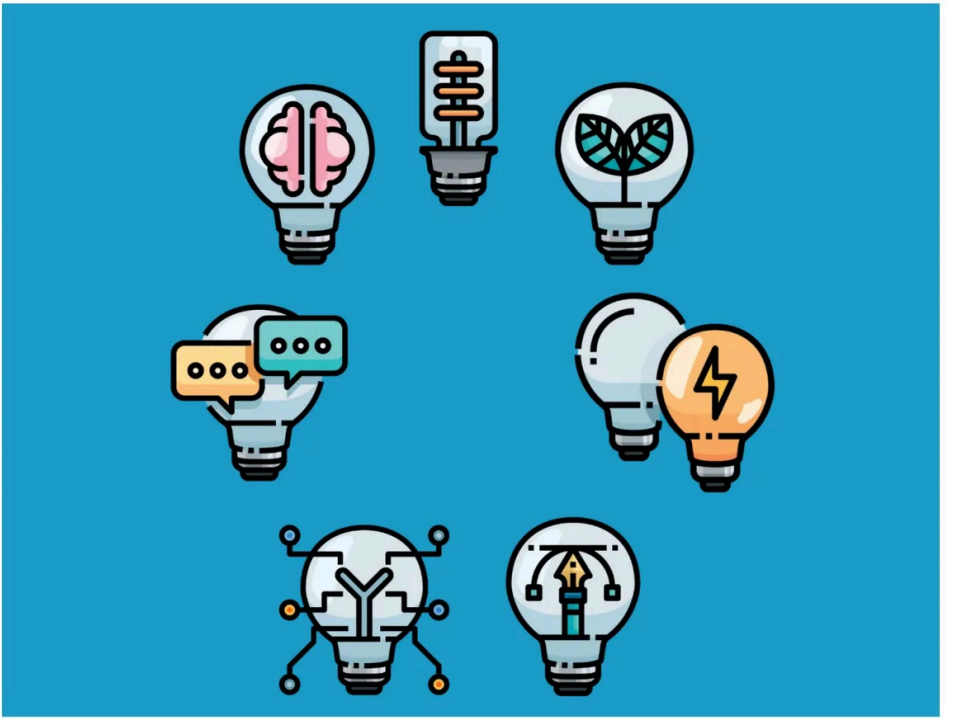
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CHAPTER I



INTRODUCTION

Great schools are framed by a few shared principles.

Chapter I. Introduction

Preamble

Great schools are framed by a few shared principles.

In 2020, school leaders worldwide faced the unprecedented challenge of a global pandemic, COVID-19. In response, the Association for the Advancement of International Education (AAIE) initiated and facilitated weekly conversations driven by the urgency and importance of supporting each other as we led and managed our way through the crisis.

As the conversation progressed, we realized that, while still needing to support each other with urgent, high-stakes decision-making, we might also begin to explore the opportunity embedded in the crisis. We began to turn our attention to the question,

"What have we learned that may change our schools for good in all senses of the word?"

A collaborative, sustained inquiry into that compelling question led us to co-create the statement that follows, "Leading on Principle." As our title implies, we believe that great schools are framed by a few shared principles, not constrained by multiple rules and regulations. Principles only translate into practice if we make a common commitment to action.

We trust that the Principles that follow will serve us well as we navigate towards better schools than we have ever previously envisaged.

Overview

Perhaps more than any other sector of K-12 schooling, international schools have experienced unprecedented change in recent years. Technological advances, new understandings regarding curricular standards and college/career readiness, equity and social justice reckonings, and the globalization of human interaction and economic competitiveness are all reshaping the work of international schools. Coupled with a radical rethinking of routines and structures forced by the global COVID-19 pandemic, educational leaders have been given an unexpected opportunity to reassess their schools' strengths and rethink the purposes, goals, and means by which students learn. As school leaders faced the global pandemic of COVID-19, they began to think about these essential questions, "What have we learned that may change our schools for good in all

senses of the word? Do we even want to go back to how it was before?" It is within this context that the New School Project took shape.

This book serves as a handbook to the Association for the Advancement of International Education's (AAIE) New School Principles. We guide school leaders through the theoretical rationale for a novel lens through which to consider schooling and practical applications and stories from the field to translate this theory into action. Our book invites readers to participate in the ongoing conversations among school leaders worldwide as we reimagine and reconstruct what will come next in the future of schools.

The Evolution of Conversation

As 2019 changed into 2020, the world changed with it, everybody's world, our world, and the world of international education. With the arrival of COVID-19, school leadership went from difficult work to brutally tough, unpredictable work, where every day, the lines grew more blurred, the opinions grew more divided, and the stakes grew higher. As Arundhati Roy (2020) reflected early in the pandemic, "*Whatever it is, coronavirus has made the mighty kneel and brought the world to a halt like nothing else could. Our minds are still racing back and forth, longing for a return to "normality," trying to stitch our future to our past and refusing to acknowledge the rupture. But the rupture exists.*"

It wasn't just the disease. Around the world, the long-simmering pandemic of racial and social injustice boiled to the surface, largely catalyzed by the murder of George Floyd in the U.S. The impacts of climate change became almost daily headlines in the news in all parts of the globe. A growing assault on truth spurred by mis- and disinformation on social media platforms left us struggling with new layers of literacy and sense-making. These and other shifts, large and small, in how we understood our lives combined to leave us confused and in disequilibrium.

Faced with this unprecedented challenge, AAIE went back to first principles. Pre-COVID, that shift had already been made from 'Conferences' to 'Conversations.' As Michael Fullan (2001) reminds us that conversations are our best sense-making tool. David Perkins (2003) puts it even more simply, *"Organizations are conversations."* Conversations are also a source of comfort and companionship. So when AAIE launched its weekly 'COVID conversations,' those who needed comfort and companionship amid chaos found the call irresistible. We answered.

Nobody knew with confidence the 'How' and the 'What' of the ensuing conversation. We joined because of the 'Why.' We joined because of the need to talk to others who shared our challenges, leaders on the same frontline whom we trusted and about whom we cared. We joined so we could try to puzzle it all together, get ideas, and suggestions, share experiences, and give and receive empathy from people who 'will understand'.

Remarkable things happened. What began as an informal sense-making process started to evolve. Despite, or perhaps because of, a radical shift in our known universe, a new kind of conversation began to emerge - a `what if' conversation. What if these major disruptions to schooling and society might trigger a re-think of the purposes of schools *in* society? What if we followed Jim Collins' (2001) advice and 'confronted the brutal facts' about our schooling systems? What if we weren't *that* good *before* COVID? Since parents had become home-learning teachers overnight, what if parents were *always* closer to the learning business? What if learners were *always* more self-directed?

The 'What ifs' turned into a full-blown, extended inquiry into whether the pandemic might be the birthing ground for 'something different'. So it proved. We generated tough questions and set out to find answers. The inquiry morphed into a project. It became tangible enough to warrant a name. It became the New School Project.

The 'Why' became clearer. We were determined that our schools would not simply survive the pandemic but would emerge stronger, and better for all learning stakeholders. Our schools would have changed for good, in both senses of the word.

Along the way, other things changed. New relationships formed online - strong, trusting relationships. Odd to note how this happened so easily when we were all so 'distant' in some ways. We listened more, and more intently, to all voices. There were silences too, as we confronted the inequities in our schools, and the failure to embrace diversity as our greatest source of strength. Reflective silences as we contemplated our actions or inactions in addressing these truths. In truth, some awkward silences as we pondered how to speak out, what to say, what words to use as we addressed realities we may have been comfortably ignoring or leaving to others. *A* truth that emerged is that, in Margaret Wheatley's words, "*Diversity is what is at the root of all life, and we need to find ways to realize that it is the source of creativity in our organizations"(2001).*

The power of conversation carried us through. If it was tough at times, so be it. As Fullan told us, '*Leadership is for the hard stuff.*' The 'What' became clearer too. If we could distill our beliefs into a tangible form and find some enduring consensus on 'what matters,' we may have found something worth sharing, a real contribution to positive change. As a way to give form to our thoughts, we settled on developing a set of Principles for the New School we were envisioning. A Principle is a "*shared truth that brings freedom and order to a system"* (Common Ground Collaborative, 2020). So what were our 'shared truths'? We identified seven, and they shape everything that follows. Principles capture beliefs. They only begin to shape cultures when they inform norms of practice. So, it fell to us to identify positive Practices to enact our Principles … find models, sources, examples, mentors, protocols … anything that would provide our schools with the tools to turn our Seven Principles into an organized array of positive, purposeful practices.

Everything we gathered was documented, shared, and curated for the benefit of future users - ultimately, for the benefit of future learners. Individuals stepped forward, offering to help with the heavy lifting. Teams were formed, often teams of erstwhile strangers who became co-workers for our just cause.

The result is in your hands now. The New School Project, with its Principles and its practical toolkits. Extraordinary work in extraordinary times. A labor, in the end, of love. Love for our profession and our students, and a fair amount of it for our co-travelers on the New School journey. It was worth it to all of us. We simply *learned* so much. We hope it will prove worth it in terms of its impact where it matters … on student learning … the big Why.

A Collective Commitment

As learning leaders, we live through a time of unique challenge and opportunity. Things are changing around us in ways we have not seen before. Former notions of schooling and learning are falling away. A new awareness is emerging. We are beginning to see ways to forge a different kind of relationship between learners and learning, parents and teachers, and schools and their communities.

As leaders, we can be swept along by these complex changes, even swept away by them. Or we can choose to lead, embrace new patterns of possibility, and seize the momentum of a momentous time to build new cultures of learning.

As we map out our new schools and support each other in making our vision a reality, we see the value of broad, shared principles over narrow, imposed rules. After an evolving, rich, and unique conversation together, we are now ready to make a collective commitment to these seven principles:

(1) Adaptive Change

(2) Capacity

(3) Community

(4) Equity

(5) Evidence

(6) Learning

(7) Well-Being

ADAPTIVE CHANGE



WE USE FEARLESS INQUIRY TO CONTINUALLY INTERROGATE AND SHED EMBEDDED PRACTICE THAT DOES NOT AMPLIFY AND INSPIRE PROFOUND LEARNING THROUGHOUT OUR SCHOOL COMMUNITIES.

CAPACITY



WE DEVELOP THE CAPACITY IN OUR PEOPLE TO DEVELOP AND IMPLEMENT HIGH-QUALITY AND SUSTAINABLE SOLUTIONS IN A TIME OF RAPID AND UNMITIGATED CHANGE.

COMMUNITY



WE CO-CREATE CARING, ENGAGED, AND INCLUSIVE COMMUNITIES, CLEARLY DEFINED BY A COMMON LEARNING LANGUAGE, AND A COMMITMENT TO SHARED LEARNING VALUES.

2

EQUITY



WE COMMIT TO IDENTIFY, CONFRONT, AND DISMANTLE STRUCTURES AND SYSTEMS OF INEQUITY, TO EXAMINE OUR PRIVILEGE, AND TAKE ACTIONS TO INCREASE JUSTICE AND ENSURE BELONGING.

EVIDENCE



WE REJECT OVERDEPENDENCE ON NARROW METHODS OF ASSESSMENT. ALL LEARNERS AND SCHOOLS MUST HAVE THE OPPORTUNITY TO DEMONSTRATE PROGRESS USING RICH AND DIVERSE DATA AND METHODS.

LEARNING



WE ENSURE DYNAMIC, ENGAGING, IMPACTFUL, AND JOYFUL LEARNING EXPERIENCES OWNED AND DRIVEN BY LEARNERS.

WELL-BEING



WE CO-CREATE A CULTURE THAT NURTURES THE INTELLECTUAL, SOCIAL, EMOTIONAL, PHYSICAL, SPIRITUAL, ENVIRONMENTAL, AND OCCUPATIONAL WELL-BEING OF ALL COMMUNITY MEMBERS.

A Framework of the Work

This book contains nine chapters, including an introduction and a conclusion sandwiching the seven New School Principles: Adaptive Change, Capacity, Community, Equity, Evidence, Learning, and Well-Being.

The purpose of this book is to provide multiple entry points for school leaders and communities to begin or further engage in this work. We recognize that each school and community is unique and has different starting and endpoints. The principles are listed alphabetically but can be utilized within a school in any order. We encourage a School's Leadership Team to include many voices from the learning community to help determine what Principle should be explored first. A school's Strategic Plan might also offer insights for determining the best order in which to approach the Principles.

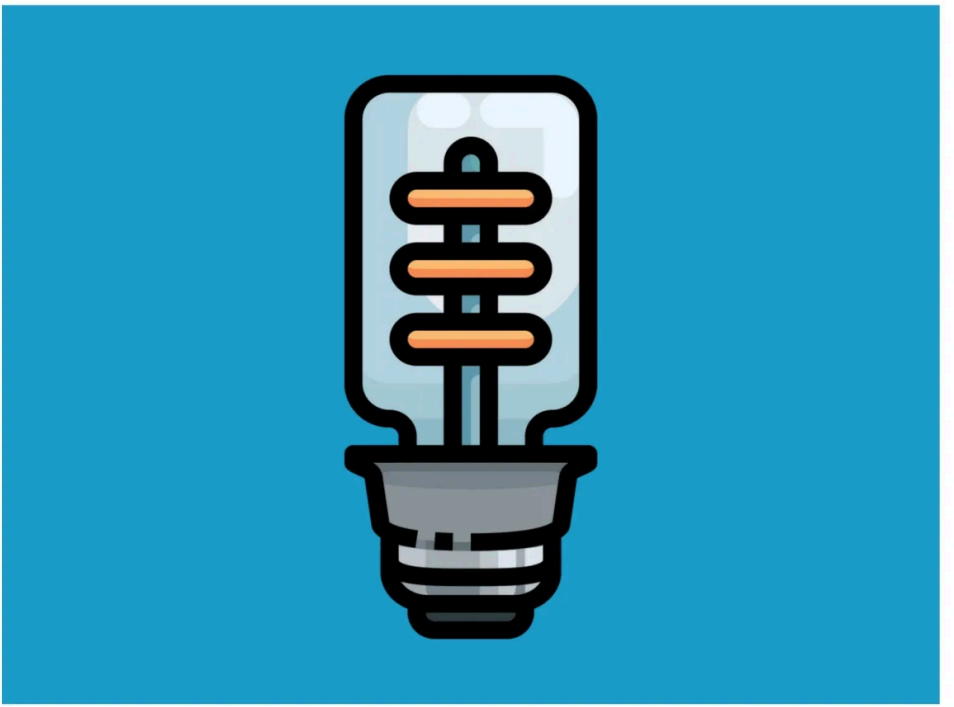
Each chapter focuses on one of the seven New School Principles. We begin by providing an overview of the principle and then feature student, teacher, leader, and parent voices of what each principle may look like in action within the context of a school.

Each chapter then moves into why the principle is essential to the future of schools.

Within the section titled Provocations, you will find provocative questions to help guide conversations within your community and a list of resources to support your work.

The end of each chapter includes suggested pathways to practice that attempt to tell the story of a school on a journey toward putting that principle into practice. Each pathway serves as a template for the reader and provides practical applications for school leaders across the globe.

CHAPTER 2



THE ADAPTIVE CHANGE PRINCIPLE

We use fearless inquiry to continually interrogate and shed embedded practice that does not amplify and inspire profound learning throughout our school communities.

Chapter II. Adaptive Change Principle



Adaptive Change

We use fearless inquiry to continually interrogate and shed embedded practice that does not amplify and inspire profound learning throughout our school communities.

Overview of Adaptive Change

Adaptive Change is an essential component of a new school of the future. Any change process must be undertaken with an appreciation for the journey and commitment to the outcome. Movement from a current state to a future state is rarely linear; rather, it follows a route that has deviations and tangents that contribute to the final destination. These deviations must be embraced because change is an iterative process that reveals growth opportunities. Adaptive change principles support this journey, including fearless and appreciative inquiry, eliminating programs and practices that no longer serve students, and embracing profound learning.

Many thought leaders, both within the educational arena and beyond, have underscored the importance of change and change management as it relates to institutional growth. Change is never easy. When faced with change, our individual vulnerabilities are brought to the surface, and in response, we often retreat and reinforce the status quo rather than embrace opportunities to change. This is human nature. As the esteemed educational psychologist Rob Evans states in his book, *The Human Side of School Change*, "All real change is personal, which means that it has to be accomplished person by person. Thus, the measure that aids unfreezing and the development of commitment, competence, and coherence are all relevant to the building of consensus" (Evans, 2001). Evans reminds us that any change process must acknowledge and validate the individual's capacity for change, and then the leadership must support each individual along their unique change journey. When change is managed well, schools evolve, and a stronger sense of community is developed due to the change process.

Will Richardson and Homa Tavangar speak to us through their work on dealing with Adaptive Change. Their book, *The 9 Big Questions*, states that Fearless Inquiry is a necessary mindset and predisposition to address Adaptive Change. They define Fearless Inquiry as "a disposition of deep questioning and truth-telling of our practice and mission" (https://bigquestions.institute). Facing our current realities and being honest with ourselves requires us to include voices from all stakeholders with the proposition that there is no right answer. We have to be courageous in imagining and developing possible scenarios surrounding the reality of the need for Adaptive Change, understanding that we hold power, capacity, and ability to move ourselves to an evolved reality rather than holding onto practices that no longer serve us. Adaptive Change is a principle that calls upon the best in us to explore and take action on what is possible at the moment and in the future.

Appreciative Inquiry (AI) is another set of strategies that can be useful in addressing the need for Adaptive Change. A useful definition of AI can be found on the website of The David L. Cooperrider Center for Appreciative Inquiry at Champlain College: "At its heart, AI is about the search for the best in people, their organizations, and the strengths-filled, opportunity-rich world around them. AI is not so much a shift in the methods and models of organizational change. Still, AI is a fundamental shift in the overall perspective taken throughout the entire change process to 'see' the wholeness of the human system and to "inquire" into that system's strengths, possibilities, and successes" (David L. Cooperrider Center for Appreciative Inquiry, n.d.). This approach encourages us to enter conversations through the human side, allowing us to ground ourselves in who we are first as individuals as we address the possibilities for adaptation and growth.

Another core component of the adaptive change principle is the concept of shedding. In its simplest form, shedding identifies and eliminates programs and practices that no longer serve students. Shedding also involves assessing programs and practices to determine their alignment with the school's strategic priorities. Those that are unaligned must be dropped. This is easier said than done. Specific programs within a school can often be traced back to one individual's passion or purpose. Because these programs are tied to a person's identity, the program's elimination is often charged with emotion. Navigating the sunsetting of programs requires care.

Honoring a person's sense of loss will help with the sunsetting process. Using data to highlight the reasons for dropping a program can also be helpful. For example, a program that has low enrollment may not be sustainable. Shedding practices with the least student impact and using the greatest amount of time is critical.

Adaptive change also requires a commitment to profound learning. What exactly does this mean? While the essence of learning is described in the sixth principle, *Learning,* at its core, 'profound learning,' is "education that asks students to think versus education that asks them to follow directions and education that has purpose and meaning for students versus education that does not" (Mehta & Fine, 11). Schools must embrace adaptive change to move beyond traditional assumptions about good teaching and learning. These traditional assumptions no longer constitute profound learning. What happens in the classroom must evolve to align more closely with "profound" learning.

Purpose of Adaptive Change

There are three subcategories related to the principle of Adaptive Change: change management, eliminating programs, and definitions for profound learning. Understanding the change process is essential to living this principle. We need to develop our muscles and appetite for eliminating programs. Each school should be encouraged to develop its own mission, culture, and school-specific definition for profound learning.

"Complex adaptive systems live dynamically on the edge of chaos, where new possibilities emerge from the variety and creativity of the system. These give it life and sustain it." Maverick and Boutique. (2018)

Dr. Ronald Heifetz is a renowned expert on Adaptive Change. He has been instrumental in guiding leaders and boards to appreciate the complexity of challenges that organizations and schools face. Dr. Heifetz (2011) states, "Adaptive challenges require ongoing experimentation, ongoing efforts and ongoing behavioral and attitudinal change amongst a whole host of people over time…leadership then requires keeping people in the game over time through a sustained period of disequilibrium...keeping people operating in a productive zone of disturbance or discomfort with compassion for the disturbance you are causing people so that you are operating within their capacity to learn and think creatively" (Heifetz, Center for Public Leadership, Harvard University video).

Adaptive Change is part of the fabric of the universe. As in the system of life, Adaptive Change occurs, and so must our systems of learning adapt as our environments shift. We must be prepared to continuously examine and reexamine systems practices to thrive in an ever-changing environment. We must use fearless inquiry to question our practices, allowing us to endeavor to shift, let go, and provide what is necessary at the moment. It is within the present moment that the future is determined. We have to be prepared to shift and pivot as necessary when there are

environmental, systemic, political, and global challenges that require us to rethink the work that we are doing within our learning, local, and global communities.



Adaptive Change in Action

What might the adaptive change principle look like in action? The following quotes represent examples of how the adaptive change principle may manifest in a school.

Students:

"Last year, we had a required course that we all hated. It was called Community in Action, and all we did was listen to the teachers talk about how the middle school was one big family. Some of us went to the faculty and said we wanted to change the course. The teachers heard us, and this year is better. We still have the Community in Action period once a week, but now students decide what projects we want to do, and then we figure out how to do them, and then we do them."

What might a student at your school say **ADAPTIVE CHANGE** looks like within your context?

Teachers:

"Our faculty meetings have really changed. At each meeting, we spend a few minutes discussing one of the questions from the book: The 9 Big Questions (2020). For example, in our last meeting, we discussed the question, 'Why do we have an advisory period only once a week?' This question generated a great discussion about our weekly schedule. As a result, we decided to give up a study period to add in some additional advisory time each week."

What might a teacher at your school say **ADAPTIVE CHANGE** looks like within your context?

Leadership:

"Our course offerings have been the same for years. While we have proposed different courses to be approved by our Instructional Planning Committee, we have not looked at our Program of Studies to see if it is updated and relevant for our current global situation and our students. We have encouraged students to join us in developing elective courses that interest them and allow them to explore their passions. Next year we will continue to review our Program of Studies offerings as part of our Strategic Plan."

What might a leader at your school say **ADAPTIVE CHANGE** looks like within your context?

Community:

"We used to meet with the Head of School once a month and discuss topics that had little or no impact on our children. Lately, she has asked us to generate topics that would enable parents and students to offer more input into the decisions, like scheduling and assessment. Last month there was a Parent Forum on the topic of Grading, and many parents attended. The teachers talked about empowering the students to set goals for their learning. They also described how the grading rubrics incorporate these goals. It was helpful to hear directly from the teachers about the shift in grading our children in these new ways."

What might a community member at your school say **ADAPTIVE CHANGE** looks like within your context?



Provocations for Adaptive Change

Provocations are intended to be tools to use within a school community to get people thinking creatively and in a generative way about the elements of each of the Principles. As reflective leaders in the change process, we must use fearless inquiry to step out of our comfort zone, examine our current practices, and design approaches for the future. The following questions are designed to prompt conversations within your school community. Your answers to these questions should challenge the status quo. If you are fearful of your answers, it indicates that you are exploring this principle deeply.

DIRECTIONS: With members of your school community, use these provocations as a guide for your discussions.

ADAPTIVE CHANGE: In what ways does our system maintain outdated practices that no longer serve our students?

_____

_____

_____

ADAPTIVE CHANGE: What can we name as significant changes to our system over the last ten years that have been adaptive, including equity, instruction, assessment, and policy practices?

ADAPTIVE CHANGE: How did we make the shifts, individually and as a collective?

ADAPTIVE CHANGE: What are the powers and privileges that might be barriers and obstacles to this principle?

ADAPTIVE CHANGE: What are our blindspots that we must recognize, own, and unpack?

ADAPTIVE CHANGE: What habits, behaviors, and dispositions are required for this principle to be realized?

Resources for Adaptive Change

The links below provide a wealth of guidance and tools to support the principle of Adaptive Change. The articles, videos, and podcasts in the links below can help provide a foundation for deep exploration of this principle and can be used in faculty meetings, board meetings, leadership retreats, etc.

- A Leader's Mood - Author Bruna Martinuzzi shares research on employee performance and the role of leadership during change.
- Adaptive vs. Technical - Dr. Ronald Heifetzfrom Harvard University describes the difference in approach between adaptive and technical challenges.
- Appreciative Inquiry- Jon Townsin distinguishes appreciative inquiry as a technique and as a technique coupled with a firm philosophy of working cooperatively with participating employees.
- Change Management and Leadership Development Have to Mesh - Ryan and Robert Quinn share how cultural changes cannot happen without leadership. Efforts to change culture are the crucible in which leadership is developed.
- Change Principles - a paper describing some critical insights in managing change within a school
- Coaching people through the Change Curve - The Change Curve is a popular and powerful model used to understand the stages of personal transition and organizational change.
- Deep Learning: Engage the World, Change the World - This is a brief interview by Larry Larry Ferlazzo with Authors Michael Fullan, Joanne Quinn & Joanne McEachen share how deep learning focuses on the 6Cs of global competencies: character, citizenship, collaboration, communication, creativity, and critical thinking.
- How to Coach Your Team Through 5 Stages of Grief - Based on the Kübler-Ross Change Curve, the stages of grief help explain resistance to change and how to avoid mutiny.
- Seeing the System as a Source of Self - Dr. Dan Siegel shares how an integrated identity creates a sense of belonging (and a more compassionate world).

- Shifting Paradigms: Moving from an Instructional Paradigm to a Learning Paradigm - The Institute for Personalized Learning created this paradigm to help educators as they work to shift from an instructional focus to one that is centered around the learner.
- Successfully Navigating Teams Through Change - Nathan Freeburg and Brian Schubring share three strategies for navigating change that will help teams and individuals come out stronger on the other side.
- The change curve- This animated whiteboard explains the five stages that people go through during change.
- Using Adaptive Change Methods to Revolutionize Education - This episode of Modern Learners looks at the difference between technical change and adaptive change.
- Who wants to change? - George Couros shares his thoughts on the mindset of change vs. the skills of change.



Pathway Toward Adaptive Change

For each of our New School Principles, we provide a Pathway that attempts to tell the story of a school on a journey toward putting that principle into practice. These narratives are only approximations because every school is different, and change is not as linear as this represents. It is messy, imperfect, and iterative. To apply the metaphor of a 'pathway,' it is often one step forward and several steps in reverse. The spirit of this pathway is simply to provide 'a portrait of possibility'. It offers a picture of what progress might look like, as it can be easier to imagine something if a possible model is provided.

We offer four moments along this journey for schools to reflect on their current reality and imagine what might be next:

- Thinking about it...What might it look like when your school is "thinking about" the adaptive change principle?
- Working on it...What might it look like when your school is "working on" the adaptive change principle?
- Living it...What might it look like when your school is "living" the adaptive change principle?

- Transforming it...If you get this far along the continuum, what would a transformation of your school's relationship with the adaptive change principle look like in practice? How would you tell that story?

Making connections to each of the Principles while putting one in the center, we offer a narrative description of what types of connections among and between the seven principles might exist.

When you see this Principle holistically with the other 6 New School Principles, what might those connections look like in practice? What is unleashed? What do (might) you see? What do you think? What do you wonder?



Pathway Toward

Thinking About Adaptive Change ...

Last year, during a faculty retreat, we were introduced to a model curriculum that focused on preparing students for the future. We realized that our way of teaching and learning is outdated and does not support our students to become educated to take on the demands of our changing world. We realize that we have a lot of work to redesign our curriculum for a new focus based on what we are learning about effective teaching and learning. We have set aside the upcoming school year to begin this redesign. We will split into cross-disciplinary faculty work groups several times during the upcoming year to undertake this redesign.

Students, parents, and the Board have questions and wonderings about why things are the way they are. They may manifest in specific things, such as, "Why am I learning this? How will I need this in the future? Why is my workload so large? How will this affect my child getting into University? How will University results affect enrollment?' There are opportunities for engaging and revealing larger questions about the nature of learning and our school.

We realize that to be successful with this, we will need to involve all key stakeholders (students, faculty, staff, administration, parents, board members, etc.).

Now that you've read a handful of examples of "Thinking about it...", what might this principle look like when your school is "thinking about" the ADAPTIVE CHANGE principle?



Pathway Toward

Working On Adaptive Change ...

We are in the midst of our year-long focus on curriculum redesign. We have outlined a set of common definitions, including what we consider to be effective teaching practices to support today's (and tomorrow's) learners. We have also brought in some outside experts to share their perspectives with us during a few professional development days. In general, faculty are enthusiastic about these conversations. We're talking about formally implementing some changes for next year, but we already have some teachers taking steps now to make changes to their curricula.

Teachers question what they are doing and why regarding to *student learning and well-being*. While there is the consideration for post-K-122 needs, the examination is about instilling what is needed to be active agents in one's learning.

With the Board, Students, and Parents, there are the beginnings of forums to discuss how questions in "thinking about it" may connect to larger picture ideals and with a focus on student learning, we can begin to co-create an environment that is best for student learning knowing that this will change over time.

Now that you've read a handful of examples of "Working on it...", what might this principle look like when your school is "working on" the ADAPTIVE CHANGE principle?



Pathway Toward

Living Adaptive Change ...

We are in our second year of implementing the curriculum redesign that we began envisioning three years ago. It is a long, slow process, but we now have broad support across all divisions and between subject areas. In fact, we now have a weekly session for students from grades 8-12 to work in cross-grade groups to explore the various United Nations Sustainable Development Goals. These groups are the highlight of many students' weeks.

There are clear frameworks for sharing feedback; students, teachers, parents, leaders, and the board know there is a forum to connect individual ideas and concerns to larger directional changes that are actively discussed on and off campus. There is a shared responsibility to continue to adapt and grow because the process was co-created, and all people were valued.

Now that you've read a handful of examples of "Living it...", what might this principle look like when your school is "living" the ADAPTIVE CHANGE principle?



Pathway Toward

Transforming Adaptive Change ...

To be truly transformative, we need to learn how to "shed embedded practice." This has been the most challenging part of the redesign. As educators, we are always looking to add to what we do and how we do it. It is much harder to determine that there are approaches or disciplines, or topics that no longer serve our needs. We are struggling with how to let some practices die out, but we know this is essential in order to help us all feel that this work is sustainable long-term and that we are effectively preparing our students for the future.

Our community members are not only aware of the framework for change but also connect their experiences to the larger picture of systemic change; they see themselves as change agents who actively contribute to the process. We have added a new structure to support change. Our student-, teacher-, and parent ambassadors are volunteers who have agreed to help new community members. Our ambassadors reinforce a community-wide understanding of the importance of adapting to the continually changing world and our local environment. Our ambassadors constantly strengthen the ideals of the community.

Transforming it . . . If you get this far along the continuum, what might a transformation of your school's relationship with the ADAPTIVE CHANGE principle look like in practice? How would you tell that story?



Pathway Toward

Connecting Adaptive Change …

Making connections to each of the Principles, while putting one in the center, we offer a narrative description of what types of relationships among and between the seven principles might exist.

When you see this Principle holistically with the other 6 New School Principles, what might those connections look like in practice? What is unleashed? What do (might) you see? What do you think? What do you wonder?

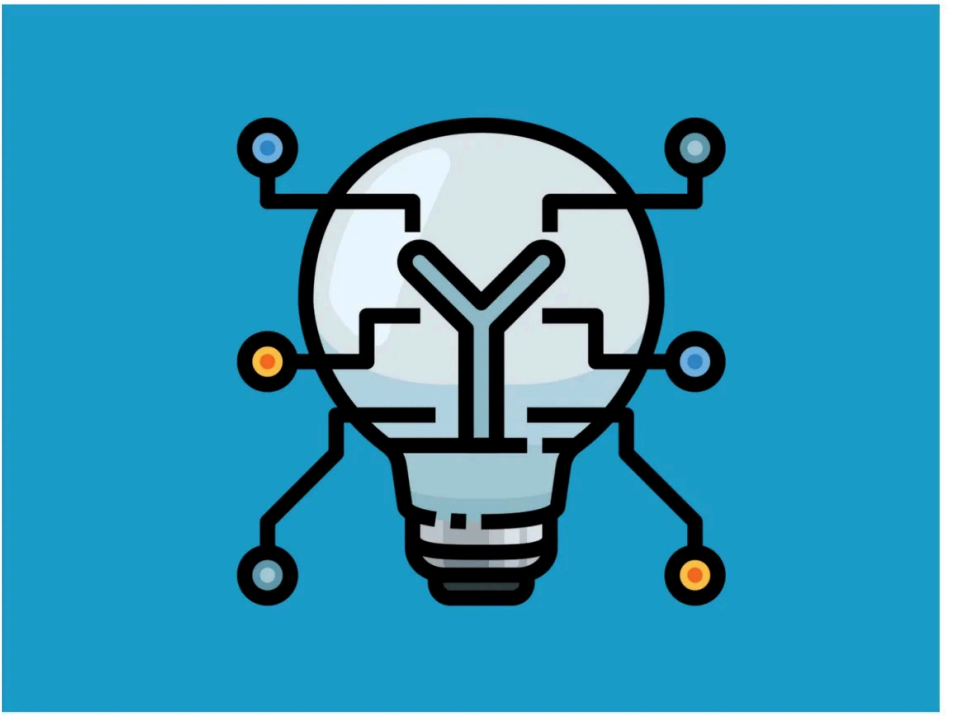
ADAPTIVE CHANGE is fundamental to being involved in the AAIE New School Project. Awareness of a community's place and space in time is an essential first step to envisioning the future and working to bring it to life. Outlining the journey from point A to point B is paramount, and ensuring broad involvement in the co-creation of all stakeholders in the **COMMUNITY** is essential. This commitment to our shared principles requires us to challenge our assumptions around **DEEP LEARNING** and consider how to use elements of the change process to ensure we make forward progress. As in any change process, an inclusive approach is essential, and we commit to providing that **EQUITY** is part of the **EVIDENCE** we will use to measure our success. This process of adaptive change is challenging, and when done correctly, it will unearth existing tensions while also exposing new assumptions. Throughout all stages of the change process, we commit to centering the **WELL-BEING** of everyone involved. Our desire for change is strong, and we will develop the **CAPACITY** for growth and improvement along the way.

Planning Your Own Path Toward Adaptive Change



Where do we want to be?	What will be evidence of success?	Where are we now?	How will we close the gap?		
			What?	Who?	When?

CHAPTER 3



THE CAPACITY PRINCIPLE

We develop the capacity in our people to develop and implement high-quality and sustainable solutions in a time of rapid and unmitigated change.

Chapter III. Capacity Principle



Capacity:

We develop the capacity in our people to develop and implement high-quality and sustainable solutions in a time of rapid and unmitigated change.

Overview of Capacity

The principle of capacity is multifaceted. What defines capacity? Is it the human skills we each possess? Does it include the cultures, values, and norms we were raised in? Is it something that is built over time? How do we develop the capacity to be/become antifragile (beyond resilient) as individuals, teams, communities, and systems? Capacity is something that is built over time through a process of internal and external reconstruction.

As Robert Kegan and Lisa Lahey (2009) describe in their book, *Immunity to Change*,

> For more than a generation, we have been calling for a new capacity of mind. This new mind would have the ability not just to offer a view of how the organization should run and have the courage to hold steadfastly to that view. It would also be able to step outside of its own ideology or framework, observe the framework's limitations or defects,

> and re-author a more comprehensive view - which it will hold with a sufficient tentativeness that its limitations can be discovered as well. In other words, the kind of learner Argyris rightly looks for in the leader today may need to be a person who is making meaning with a *self-transforming* mind. (p. 26-27)

When we speak about internal capacity, this includes the collective personalities and abilities within each human. This extends to the capacity of the mind, which deals with the human skill, courage, and ability to step outside a framework to disrupt the status quo. As a school community, it is essential that we are actively inclusive and that we harness the abilities and skills within our buildings and community to build greater capacity for all.

The term capacity also refers to external forces outside of an individual. This refers to the culture piece. Within each community, competing cultures and external influences have impacted our capacity and ability to interact with others. Capacity provides room for competing cultures to move forward collectively.

But how do we develop capacity in a world of continuous change? Developing capacity can be daunting, considering the ongoing challenge of keeping up with the volume of information in today's world. As we grow and build capacity, it is imperative that we develop the capacity of all members of our community. This will involve recognizing their internal capacities and developing the capacities they need. And this will entail the development of systems mapping to create systems and structures to challenge ourselves to see beyond the internal and external limitations we set.

Building capacity can be achieved by investing in intercultural competency. Intercultural competency is a set of cognitive and behavioral skills that support appropriate interactions within multiple contexts, internally and externally.

> International schools are complex communities whose members may be required to navigate, negotiate, and collaborate within new and unknown cultural perspectives, and often situated in host countries whose culture is quite different than that created by the school community. Maintaining intercultural competency requires continual attention, awareness, and effort. Successful intercultural competency requires an intentional and purposeful effort of communication between people of differing cultural backgrounds, as unconscious acts of communication across cultural contexts, and cultures are mostly ethnocentric and ineffective (Bennett, 2013). Successfully and constructively interacting with cultures outside our own is not an innate ability. (Mockrish, T., 2017).

In order to build capacity within international schools, intercultural competency is required. We must develop what the American Community School Amman calls "a persistent disquiet with the status quo" and recognize that capacity building is a process, not a goal in itself. A commitment to capacity building becomes a community disposition sustained over time by asking:

1. What do we have?
2. What do we need?
3. How (well) are we using it?
4. How else could we use it?
5. How are we making decisions about it?

Purpose of Capacity

"If we can imagine over the horizon, say in five years, what might be the CAPACITIES that we will have grown and enabled, not just a fixed strategic goal. It's not just a number really, but more 'what we will be capable of doing' and how can we enable getting started on that journey or networking various levels of expertise across and beyond our silos? What would success look like for learning experience design, or assessment, or service learning, if we increased our capacity to network, collaborate, and build on each other's expertise and experience?" (David Furlow)

When we think about capacity, we need to think about:

- Who are our people?
- What capacities do they have or need?
- What constitutes high-quality?
- What does it mean to "sustain" change?
- How do we make the invisible, visible?

At the heart of this principle reside three core areas that need to be further developed: (1) an expansion of who we call "our people," (2) the creation of sustainable solutions and, (3) the ability to navigate unmitigated change.

Understanding the needs of "our people" is vital to developing capacity. Schools must recognize numerous stakeholders and influencers, including students, teachers, parents, board members, and the broader community. All of these stakeholders must be engaged in developing sustainable solutions. Schools must develop the capacity to be/become antifragile (beyond resilient) as individuals, teams, communities, and systems.



Capacity in Action

What might the capacity principle look like in action? The following quotes represent examples of how the capacity principle may manifest in a school.

Students:

"Until recently, I felt my capacity wasn't being tapped at school. I am not sure that I knew what I was even capable of doing. My advisor recommended that I participate as a student leader in some way. I reached out to our school's Student Leadership Liaison, who recommended that I apply to be part of the school's DEIJA committee. Working on the team, I have learned so much about other students in our school. As a result, I started a series of listening groups for students who have felt disenfranchised. I didn't know I could become a leader and have discovered so much about myself and my school community."

What might a student at your school say CAPACITY looks like within your context?

Teachers:

"My colleagues and I are engaged in frequent assessments of our instructional goals. As part of this process, I am expected to be a critical friend to a small group of peers. Our group conducts peer observations, and then we offer reflections to strengthen our practices. As part of this process, I now recognize that my capacity to accomplish my goals and meet my professional requirements is not fixed. When confronted with a new task or challenge, I embrace the opportunity to learn something new and grow as an educator with my colleagues."

What might a teacher at your school say CAPACITY looks like within your context?

_____

_____

_____

_____

Leadership:

"One of my main jobs in a 21st Century school is to provide opportunities for my faculty and staff to get better and improve their performance. To thrive, we need to gain new skills and perspectives because we are preparing our students for future careers that do not yet exist. If there is one thing that we can all learn from our collective pandemic experience, it is that we are stronger and more capable than we think. We have incorporated a time during some faculty meetings to do a "pause and reflect" activity. This encourages us to lean into the work together to examine our practices to determine where our strengths lie and where we might be able to improve. The motto of our school is *Semper Disco*, which loosely translates to I always learn. Learning is not just for our students."

What might a leader at your school say CAPACITY looks like within your context?

_____

_____

Community:

"Our school has realized that learning does not take place in a vacuum. We are much more effective as a school when our entire community is united around a common purpose. For example, last fall, we raised money for an initiative to support a struggling community member. Through this, we learned that our communities could develop collective capacity through persistent intention and aligning our organizational resources with our collective values. Community events and interactions build our collective capacity and reinforce the values of our organization."

What might a member of your community at your school say CAPACITY looks like within your context?



Provocations for Capacity

Provocations are intended to be tools to use within a school community to get people thinking creatively and in a generative way about the elements of each of the Principles. As reflective leaders in the change process, we must use fearless inquiry to step out of our comfort zone, examine our current practices, and design approaches for the future. The following questions are designed to prompt conversations within your school community. Your answers to these questions should challenge the status quo. If you are fearful of your answers, it is (or maybe) an indication that you are exploring this principle deeply.

DIRECTIONS: With members of your school community, use these provocations as a guide for your discussions.

CAPACITY: In what ways does our system maintain outdated practices that limit our capacity, intentionally, or non-intentionally?

CAPACITY: How can we increase our intercultural competency to increase our internal and external capacity?

CAPACITY: What can we name as significant changes to our system over the last ten years that have included building capacity with equity, personnel (including leadership, instructional and support staff), professional learning, instruction, assessment, and policy practices?

CAPACITY: What are the powers and privileges that might be barriers and obstacles to this principle?

CAPACITY: What are our blind spots that we must recognize, own, and unpack?

CAPACITY: How might we increase our school community's capacity from an ethnocentrism mindset to one that is focused on ethnorelativism?

CAPACITY: What habits, behaviors, and dispositions are required for this principle to be realized?

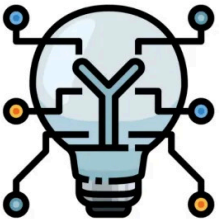
Resources for Capacity



The links below provide a wealth of guidance and tools to support the principle of Capacity. The articles, videos, and podcasts in the link below provide a foundation for deep exploration of this principle and can be used in faculty meetings, board meetings, leadership retreats, etc.

- Capacity Building- This animated video by InWent.org provides a fun and easy way to understand how to build capacity.
- Capacity Building for Whole System Reform - This resource by Michael Fullan and Joanne Quinn (2010) utilizes a capacity-building approach that requires a shift in thinking in key areas to create a foundation for sustainable improvement.
- Crowdsourcing Inside Your Company - Thomas Wedell-Wedellsborg (2015), coauthor of Innovation as Usual, shares how some of the best ideas can come from unexpected, internal sources.
- 8 Forces that Shape Group Culture - From Harvard Graduate School of Education, drawing on the work and research of Ron Ritchhart, a resource summary of the 8 forces that shape group culture.
- Ego to Eco - Presencing Institute - This website focuses on moving our systems from the ego-based (well-being of the Individual) to eco-based (the well-being of the whole) to improve the economy and social evolution.
- Equity-Centered Design Framework Stanford d.school's (2016) design thinking process was re-imagined to promote equity.
- Every Single Cognitive Bias in One Infographic - Webpage devoted to an infographic that displays cognitive biases that affect our thinking, judgment and actions.
- Fleas in a jar (similarity in fleas and human behaviour)- This video shows an experiment that was conducted with fleas which limited their behavior to conform to limitations similar to human behavior which can be limited by a fixed mindset.
- From ego-system to eco-system economies - This article examines the things that hold us as a civilization in a position of global crisis operating in old ways under new circumstances.
- Getting into Systems Dynamics...and Bathtubs Leyla Acaroglu (2017) explains systems dynamics.
- Inclusive design, accessible design, universal design: What's what? - This article focuses on the consideration of inclusive, accessible, and universal design to enhance the capacity of communities.
- Is "antifragile" better than "resilient"? An article by Nassim Taleb on Antifragility vs. Resilience as a way to navigate for sustainability.
- Liberating Structures Menu - This website provides a menu of different strategies to use to improve collaboration, engagement, and interaction

- Lit review on occupational well being Providing a literature review, Dr. Theodore Mockrish walks us through the varying dimensions of occupational well-being in the world of International Schools helping us to identify the specific areas that will need focus and energy in order to strengthen capacity through intercultural competency.
- Nassim Taleb: A Definition of Antifragile and its Implications - This article discusses antifragility and its implications in the exploration of difficult situations in uncertain times.
- Parts, Purposes, Complexities A thinking routine provided by Harvard's Graduate School of Education, Project Zero (2019).
- The Power of Professional Capital Andrew Hargreaves and Michael Fullan (2013) outline how to utilize professional capital and collaboration with educators.
- Reinvent Your Business Before It's Too Late - From Harvard Business Review, an article on how to reinvent instead of stalling, getting ahead of the curve for changes, and building capacity before it's too late.
- SCDC What is Community Capacity Building?- The Scottish Community Development Centre provides a video on how to support communities in their efforts to make a change and describes what is necessary to build that capacity.
- Simple Rules for a Complex World - An article from Harvard Business Review discusses why simple rules often work to make on-the-spot decisions in a rapidly changing environment.
- Six Fundamental Concepts of Systems Thinking - Leyla Acaroglu (2017) shares the six fundamental concepts of systems thinking.
- Six problem-solving mindsets for very uncertain times - Charles Conn & Robert McLean (2020) share six mutually reinforcing approaches underlying success during uncertain times.
- Systems Mapping Leyla Acaroglu (2017) provides tools for systems thinking and mapping.
- Sustainability by design - This short five-minute TedTalk showcases Catherine Mohr as she describes and models the choices that matter most when we are decision-making.
- Uncertainty and The Power of Possibility - This 15-minute video with Ellen Langer provides us examples of how the actions we take are based on our state of mind - mindful or mindless.
- Why Decision Science Is Probably More Important To Your Organization Than Data Science Corsair's Publishing (2019) works on utilizing statistical modeling, data science, artificial intelligence, and machine learning for optimization and fine-tuning to run decision science teams.
- Why We Can't See Solutions in Plain Sight - This 2-minute video from Harvard Business Review offers the premise of how often the answer we are seeking is right in front of us. Our tendency to see only an object or ideas as to their intended use can often prevent us from seeing other readily available resources.



Pathway Toward Capacity

For each of our New School Principles, we provide a Pathway that attempts to tell the story of a school on a journey toward putting that principle into practice. These narratives are only approximations because every school is different, and change is not as linear as this represents. It is messy, imperfect, and iterative. To apply the metaphor of a 'pathway,' it is often one step forward and several steps in reverse. The spirit of this pathway is simply to provide 'a portrait of possibility'. It offers a picture of what progress might look like, as it can be easier to imagine something if a possible model is provided.

We offer four moments along this journey for schools to reflect on their current reality and imagine what might be next:

- Thinking about it...What might it look like when your school is "thinking about" the Capacity Principle? (This can involve a range of applications, stakeholders, and ideas beyond a single point in time or a right answer.)
- Working on it...What might it look like when your school is "working on" the Capacity Principle?
- Living it...What might it look like when your school is "living" this Principle?
- Transforming it...If you get this far along the continuum, what would transforming your school's relationship with the Capacity Principle look like in practice? How would you tell that story?

Making connections to each of the Principles, while putting one in the center, we offer a narrative description of what types of connections among and between the seven principles might exist.

When you see this Principle holistically with the other 6 New School Principles, what might those connections look like in practice? What is unleashed? What do (might) you see? What do you think? What do you wonder?



Pathway Toward

Thinking About Capacity ...

As we consider the future of our schools and what seems to be endless possibilities but finite resources, we've begun to think about our capacity for taking on change.

We are also aware that there are new (research-based) practices every day being published, and we are certain that some existing practices are not fit for service and need to make space for the new. We are all wary of the additive nature of capacity building - how much easier it is to add new ideas and approaches than to get rid of old ones.

We've started to ask ourselves questions with no easy answers: 'What is our capacity?' 'How do we define, describe, and measure it?' 'What would we have to do to build capacity?'' Whose capacity are we talking about...are we including our students, our parent body?'

We are conscious that capacity is not uniform across our community, and we are also conscious of the diversity of experience beyond our teaching community and wondering how best to tap into that external capacity "bank."

It will be important to build autonomy into learning, so students are not subject to the luck of the game of getting a teacher that is right for them.

We are concerned that capacity to change is influenced by external demands at every level - multiple layers of expectations imposed by others, eg accreditation, standardized testing, parental expectations, IB/AP = university expectations, etc. and that all members of our community need to be part of any change if the outcome is to be felt equally by our students. We are wondering how to bring the whole community together if we are to be successful in bringing about changes in capacity. We know we have a long way to go.

Now that you've read a handful of examples of "Thinking about it...", what might this principle look like when your school is "thinking about" the CAPACITY principle?



Pathway Toward

Working On Capacity ...

We have agreed that, to build capacity, we need to be clear on 'capacity to do what?'. It seems to us that we need to prioritize capacity building in all learning stakeholders *to optimize learning impact.* It also seems logical to begin by culling activities that take large amounts of energy and have little learning impact because those automatically reduce our capacity to do 'the right things.' With that in mind, we have set up a cross-faculty group to identify practices and systems that no longer serve a purpose and to agree on a process with the leadership team on what can go, recognizing what feels unimportant to one group may have a real purpose for another.

We are actively developing our structures for PLC, both within our schools and across the broader (international) community, facilitated by the fact that we are now accustomed to working remotely in teams and with people across the globe and not limited to in-person meetings.

We have decided that this is the time to reach out to the community to build everyone's capacity to make learning happen. We are actively working with other schools and partners to identify structures and systems for communications across different parts of the community.

We regularly meet with different stakeholders to develop a common vocabulary to facilitate these conversations. "Capacity building through conversation" is emerging as a clear and promising strategy. We are developing systems to celebrate where capacity is strong within the community and prioritize capacity development where we need it.

We feel we're making progress.

Now that you've read a handful of examples of "Working on it...", what might this principle look like when your school is "working on" the CAPACITY principle?



Pathway Toward

Living Capacity ...

Conversations are continuing across the community, going beyond the "informing" to "learning together, evaluating together, adapting together." This is building a shared capacity to understand what we mean by learning via our new, shared learning definition, and we can work together to improve learning.

We have prioritized the areas we need to build capacity and made those our shared goals to maintain focus and a commitment not to "chop and change."

Any new ideas for capacity building are welcomed, and we have a process/protocol involving different members of the community to assess their relevance to our needs and priorities (i.e., our students), synergies, or competition with ongoing capacity development. Our staff, students, and parents feel part of a learning community.

Capacity building is deliberately scheduled into the day-to-day school calendar, beyond "PD days." We are working on this by creating common protocols that can be applied equally across the community and open conversations around the risks associated with change and the risks associated with not changing. Exchanges that start: "How do you….?" or "what do you do when..?" etc., are commonly heard between staff as well as between students.

More of our teachers and students report feeling "safe" receiving and using timely, actionable, precise, and respectful feedback.

We are not 'there' yet, but we are much happier about our roles as capacity builders.

Now that you've read a handful of examples of "Living it…", what might this principle look like when your school is "living" the CAPACITY principle?



Pathway Toward

Transforming Capacity ...

As a community, our focus on capacity building developed from the limitations imposed by the pandemic and from the lack of diversity, equity, and inclusion that we recognized more clearly in the summer of 2020. We asked paradoxical questions that did not have easy answers and required us to hear new voices and confront uncomfortable feelings. We felt we needed this capacity, not just a box to tick on a form, so we asked the community how to build and enable a means of shifting from face-to-face learning to remote learning. We did not succeed at everything, but we developed the capacity to include more voices, agree on purposes, try new ideas, and honestly evaluate our process. We thought it would take a lot of work, but it was fun, as working at the meta-level became a community capacity. We moved from complaining about the process of change imposed by others to creating the changes for ourselves. We used a series of structured engagements, including students, teachers, parents, and administrators, to develop a palette of proposals for leaders based on the constraints and resources leadership shared. This made significant changes to our course catalog, how students demonstrate their learning and the networks of collaborators that have emerged. Learning engagement has risen as the capacity for designing engaging learning experiences has increased. Students provide as much feedback to teachers as teachers provide to students. We purposefully built capacity to move beyond data literacy and grow toward data fluency, as we saw how working with their data helped students take ownership of their learning. We built the capacity for students to use Agile methodologies in defining, planning, and executing their learning projects and presentations. Most of these capacities had either humble or desperate beginnings. They grew from a shared view of what was necessary to stay with our values and purpose. Our capacity to efficiently develop a taste and ability for listening and transparency has enabled the trust that allows stakeholders to make decisions that stay aligned with our purpose. Our ability to articulate and share purpose is our most important capacity (or superpower!).

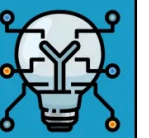
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Connecting Capacity …

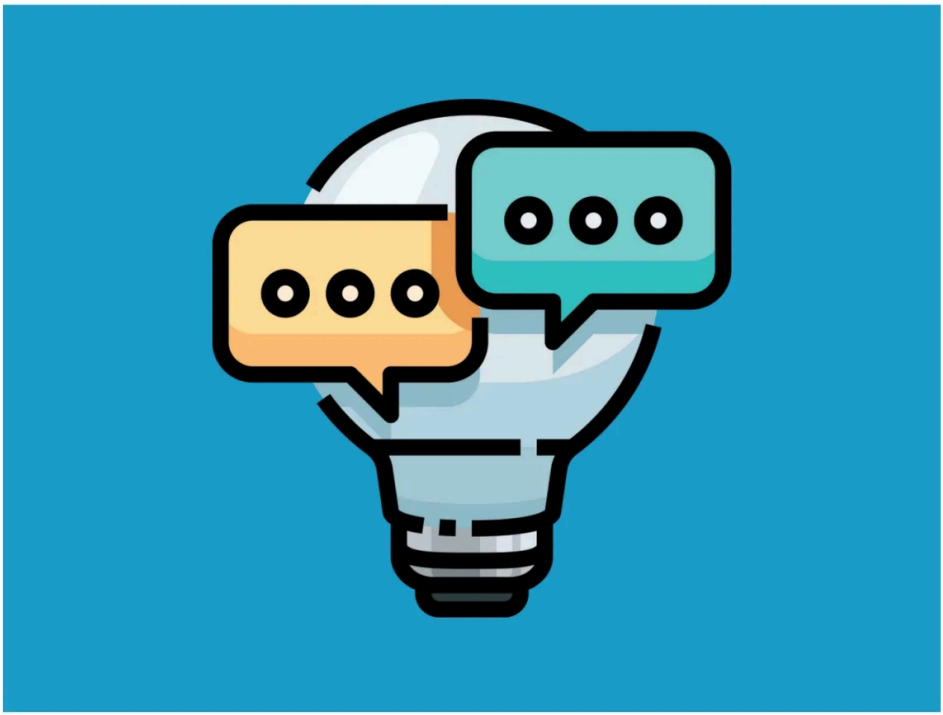
We started by recognizing and celebrating existing **CAPACITY** for change and by embracing the realities o**f ADAPTIVE CHANGE**, namely that change requires an openness to discard non-productive practices and make space for the new. A key breakthrough was when we agreed that we would focus on our collective capacity to develop new **LEARNING** processes and practices that are inclusive and student-driven. Our own learning increased when we embraced the idea that, to move forward as a genuine learning **COMMUNITY**, we had to focus on building the capacity of all learning stakeholders to be more actively engaged with the learning process. Changes are emotionally and physically demanding, and as we built capacity, we were careful to counteract overload and prioritize **WELL-BEING** to ensure that the change process is positive and to avoid burnout**.** The focus on building the capacity of *all* stakeholders to participate fully in the learning process has dramatically increased the sense of inclusion and **EQUITY** throughout our community.

Planning Your Own Path Toward Capacity



Where do we want to be?	What will be evidence of success?	Where are we now?	How will we close the gap?		
			What?	Who?	When?

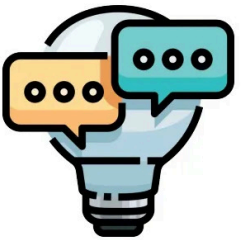
CHAPTER 4



THE COMMUNITY PRINCIPLE

We co-create caring, engaged, and inclusive communities, clearly defined by a common learning language, and a commitment to shared learning values.

Chapter IV. Community Principle



Community:

We co-create caring, engaged, and inclusive communities, clearly defined by a common learning language, and a commitment to shared learning values.

Overview of Community

Arguably, throughout human history, learning has taken place in groups of people sharing information and skills to survive and thrive. Schools often glibly refer to themselves as "communities," and, whether intentionally cultivated or not, they are indeed places where people "commune" to accomplish some things. Healthy communities are built upon shared values, including trust, mutual respect, caring, and effective communication. They encourage a sense of belonging, physical and psychological safety, and well-being for all of its members. There is a focus on collective ownership and shared responsibility.

A central task of schools is to develop language that defines the expectations for the community. An inclusive approach must be taken to develop these expectations. Since the research indicates that the process and product of learning community construction are hugely beneficial to learning, thoughtful design and ongoing reflection are essential. As mentioned by Parker Palmer,

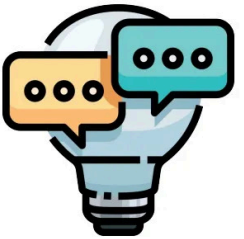
"'Leadership' is a concept we often resist. It seems immodest, even self-aggrandizing, to think of ourselves as leaders. But if it is true that we are made for community, then leadership is everyone's vocation, and it can be an evasion to insist that it is not. When we live in the close-knit ecosystem called community, everyone follows, and everyone leads." (Palmer, *Let Your Life Speak*, 2000). Cultivating a safe space for conversations requires building trust, norms, and a sense of respect and belonging. This calls upon us to "lead from the edge." Schools can incorporate structures that help our communities look more closely at what we care about and develop a connected sense of collective action. There are some inherent risks in these conversations. Schools should address questions such as

- How can our schools not only live in our local space but how do we live in the world?
- How do we bring our school into a larger community aimed at or built toward collective action?
- How do we see ourselves as a part of something much larger than ourselves?

Co-creating, caring, engaged, and inclusive communities with clearly defined learning language and adherence to shared learning values are well worth the effort required to raise and train them.

Purpose of Community

As inherently social beings, we humans need one another to survive, learn and thrive, both as individuals and collectively as a species within a global ecosystem. While physically capable of supporting ourselves for a period of time, our healthy growth of mind, body, and spirit is stunted without interaction with others. To optimize this fleeting opportunity that we have during what Mary Oliver terms our "one wild and precious life" (Oliver, *House of Light*, 1992) we need to commune with others. If we believe that learning implies movement, change, and growth, we must understand and embrace the social conditions that stimulate and support such learning. Principled communities uphold norms of behavior that enable their members to thrive holistically. Each person needs timely guidance and feedback on our respective learning journeys, preferably from people we respect and trust. Intentionally crafted learning communities, encompassing the other 6 New School principles, optimize learning.



Community in Action

What might the community principle look like in action? The following quotes represent examples of how the community principle may manifest in a school.

Students:

"It's so special to be part of a class that has discussions as a community. We're not attacking or shielding ourselves with our ideology. We're just talking about our individual, group, or global perceptions. Ultimately, sharing these perceptions will enable us to think about change worldwide. I have a lot of value in what we are doing here...thinking about small-scale versions of what can ultimately be global-scale change. To involve me in that, to watch it happen, to listen to it just as much as I contribute to it...that's really special."

What might a student at your school say COMMUNITY looks like within your context?

Teachers:

"Children will come up with brilliant ideas on how to make it work for their groups. In our third grade class, we sat in our circle where we could all see each other and 'turned-n-talked,' broke out into small groups, used graphic representations to capture our thinking, and developed a set of principles that we would live by. There were opportunities for all voices to be heard and all students to be involved, and as adults, we genuinely listened in to understand their thinking.

We own these agreements because we co-constructed them, and throughout the year, we will help each other so that our actions are aligned with our principles. We will reflect on these agreements and may even change them if necessary."

What might a teacher at your school say COMMUNITY looks like within your context?

Leadership:

"While this work can be challenging and sometimes create fear within me, I continue to offer morning coffees to invite our parents in to discuss their concerns and dreams. I have also pushed to have more parent involvement in our committees, encouraging them to share their ideas and help us build momentum for our strategic initiatives."

What might a leader at your school say COMMUNITY looks like within your context?

Community:

"At a recent parent meeting, we were asked one question: "If you had to fight for one thing in your child's life, what would that be?" It is August 2021, and my children are in school after 17 months of online learning due to the COVID-19 pandemic. I worried about their academic learning and wondered how my 3rd grader would enter 4th grade without having all the multiplication tables down. Yet, when thinking about what I would fight for, human interaction quickly surfaced at the top of my mind and the center of my heart. I spoke to other parents that evening and not a single answer related to academics. All responses centered around human interaction, highlighting happiness, kindness, friendship, collaboration, resilience, and freedom. That is what I would truly fight for."

What might a member of your community at your school say COMMUNITY looks like within your context?



Provocations for Community

Provocations are intended to be tools to use within a school community to get people thinking creatively and in a generative way about the elements of each of the Principles. As reflective leaders in the change process, we must use fearless inquiry to step out of our comfort zone, examine our current practices, and design approaches for the future.

The following questions are designed to prompt conversations within your school community. Your answers to these questions should challenge the status quo. If you are fearful of your answers, it indicates that you are exploring this principle deeply.

DIRECTIONS: With members of your school community, use these provocations as a guide for your discussions.

COMMUNITY: Do the voices at the table represent the composition of the school community? Of the wider community? As we examine who is/is not "at the table" how might we rethink how we invite voices to settings where diverse voices have not felt safe or welcomed?

COMMUNITY: What are our beliefs and values that ground this principle?

COMMUNITY: In what ways does our system foster limited communication, connection, and community? What practices no longer serve our learning community?

COMMUNITY: What can we name as significant changes in practices to our system over the last ten years that have improved equity, inclusivity, new ideas, communication, and transparency? How did we make the shifts, individually and as a collective?

COMMUNITY: What are the powers and privileges that might be barriers and obstacles to this principle?

COMMUNITY: What are our blind spots that we must recognize, own, and unpack?

COMMUNITY: What habits, behaviors, and dispositions are required for this principle to be realized?

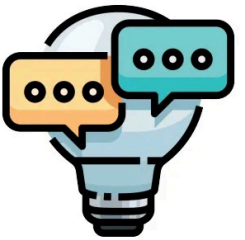
Resources for Community



The links below provide a wealth of guidance and tools to support the principle of Community. The articles, videos, and podcasts in the link below provide a foundation for a deep exploration of this principle. They can be used in faculty meetings, board meetings, leadership retreats, etc.

- Center for Systems Awareness - a Center that honors the mind-heart-body system of the learner, the social reality of relationships, family, and community that is the context for all learning and responds to the need to engage learners of all ages in fostering systemic well-being at all levels, from the individual to the larger systems of institutions, society, economy, and ecology.
- Community: The Structure of Belonging - a book by Peter Block that explores the exact way community can emerge from fragmentation: How is community built? How does the transformation occur? What fundamental shifts are involved?
- Community-Based Global Learning Collaborative - a network of educational institutions and community organizations that advances ethical, critical, and aspirationally de-colonial community-based learning and research for more just, inclusive, and sustainable communities.
- Community: The Structure of Belonging - a book by Peter Block that explores the exact way community can emerge from fragmentation: How is community built? How does the transformation occur? What fundamental shifts are involved?
- Eight-Scale Tool for Mapping Cultural Differences - a useful tool from Erin Meyer to foster effective working across cultures.
- From Ego-System to Eco-System Economies: Otto Scharmer - a youtube talk by Otto Scharmer about the importance of the collective.
- **From My Perspective Podcast** - a podcast about people with disabilities, their families, friends, coworkers, and neighbors.
- Global Dignity - a website for the Global Dignity Community which teaches the concept of dignity—every person's equal and inherent value—to promote inclusion, equality, and a greater sense of our shared humanity.
- Global Education Benchmark Group - a leading non-profit organization of K-12 schools that researches and establishes model practices in the field of global education and supports member schools to prepare students to thrive in increasingly interconnected world systems.
- **Introducing: Nice White Parents - The New York Times** - an audio series about building a better school system and what gets in the way.
- Learning Service - an organization dedicated to promoting a movement of learning, designed to better prepare young people about to travel abroad for the first time and travelers of all ages looking to give back.

- **Let's K12 Better** - a podcast for families and educators that explores innovative ideas that push for more meaningful, equitable, and compassionate K12 learning experiences for kids, parents, and educators.
- Liberating Structures - a website that provides an alternative way to approach and design how people work together. It provides a menu of thirty-three Liberating Structures to replace or complement conventional practices.
- Local Learning Ecosystems: Emerging Models - WISE - a report from the Qatar Foundation showcasing the potential of learning ecosystems and featuring nine case studies of initiatives.
- Making Caring Common - an initiative from the Harvard Graduate School of Education to promote a world in which children learn to care about others and the common good, treat people well day to day, come to understand and seek fairness and justice, and do what is right even at times at a cost to themselves.
- Purpose Learning in K-12 Schools | WLS - a program offered by World Leadership School focused on the role of purpose in education.
- Purpose Learning — Stanford 2025 - a website from Stanford University describing the results of an experiment to envision what learning could look like in the future and highlighting a shift from declaring a 'major' to declaring a 'mission.
- Think Tank on Global Education: Climate Change Edition - an online course offered by Harvard Graduate School of Education on fostering global competence on climate change within your school.
- What if Instead of Calling People Out, We Called Them In? - an article by Jessica Bennett that describes how Professor Loretta J. Ross is combating cancel culture with a popular class at Smith College.



Pathway Toward Community

For each of our New School Principles, we provide a Pathway that attempts to tell the story of a school on a journey toward putting that principle into practice. These narratives are only approximations because every school is different, and change is not as linear as this represents. It is messy, imperfect, and iterative. To apply the metaphor of a 'pathway,' it is often one step forward and several steps in reverse. The spirit of this pathway is simply to provide 'a portrait of possibility.' It offers a picture of what progress might look like, as it can be easier to imagine something if a possible model is provided.

We offer four moments in time along this journey for schools to reflect on their current reality and imagine what might be next:

- Thinking about it...What might it look like when your school is "thinking about" the community principle?
- Working on it...What might it look like when your school is "working on" the community principle?
- Living it...What might it look like when your school is "living" the community principle?
- Transforming it...If you get this far along the continuum, what would transforming your school's relationship with the community principle look like in practice? How would you tell that story?

Making connections to each of the Principles, while putting one in the center, we offer a narrative description of what types of connections among and between the seven principles might exist.

When you see this Principle holistically with the other 6 New School Principles, what might those connections look like in practice? What is unleashed? What do (might) you see? What do you think? What do you wonder?



Pathway Toward

Thinking About Community …

We have been using the term 'Community' for years, but we are now beginning to build a shared realization that we have never really defined it.

We're beginning to ask questions like, 'What is a true Community?' 'How would we know when we are one?' 'What would it mean to have a truly, demonstrably, caring, engaged, and inclusive community?' 'How might we co-create that with our community stakeholders?'

As we consider these essential questions, we're beginning to envisage a purposeful, coordinated drive toward gathering input and feedback from all learning stakeholders to see patterns on which to base decisions.

There is an intentional, coordinated focus on taking disparate community feedback and input from faculty, staff, students, parents, and the board, and we are beginning to see patterns.

We are ideating how data and feedback may be collected and expressed in a meaningful way that includes all community members.

We have work to do!

Now that you've read a handful of examples of "Thinking about it…", what might this principle look like when your school is "thinking about" the COMMUNITY principle?



Pathway Toward

Working On Community …

'Begin slowly, just begin' (CA Tomlinson). We know we are feeling our way.This is new territory for many schools. We have made 'learning' the central focus of our work. Our goal is to take the cliché of 'Learning Community' and make it a reality.

We are trying to use inquiry as our leadership approach rather than try to be the 'genius leaders who have all the answers and then tell everyone else.' We are working on identifying the right questions and then working with our community members on co-creating answers we can live by.

We have started inviting stakeholder groups, beyond teachers and leaders, to engage with a few truly essential questions.

We have started leading interactive learning sessions with students and parents, addressing questions like, "What is learning?", " What are some shared truths about learning, or 'learning principles, that can drive our 'practice' as learners, teachers, leaders, parents?'. 'How do we learn best?'; 'What do we want for our children?'

These sessions provide useful 'tools' and powerful insights and are beginning to shape a demonstrably different learning culture with genuine buy-in.

We realize that asking for and providing venues for community members to share creates a common sense of community. We are moving from one-way information dispersal by the school to a more dynamic relationship with and between all community members.

As people express and share, they grow in their sense of commitment to the ideals of the school.

We are on our way!

Now that you've read a handful of examples of "Working on it…", what might this principle look like when your school is "working on" the COMMUNITY principle?



Pathway Toward

Living Community …

We have come a long way on our journey to becoming a defined, dynamic learning community. There is a co-created and mutually understood definition of learning throughout the community. Our learning principles and practices extend to students, teachers, leaders, parents, and the board and are understood and "lived" by all members.

There is continual renewal through supporting new community members with our principles and practices. We have begun to build sustainability of culture by building leadership capacity and buy-in deep into our culture.

A key overall realization is that we have started to change our relationship with our community from a transactional one to a transformational one.

With parents, it feels less like, 'We pay you a fee for a service' and more like, 'We are all working together to provide the best for every child.'

With teachers, we are observing a shift from 'Here are the tasks we expect you to perform, and here's the compensation deal' towards, 'Here are our co-created Learning Principles and Practices; let's work together to become experts at these.'

With students, we see less of "Where is the information we need to pass the test" and more of 'I am finding out about how I learn best and what support I need in achieving my goals.'

Our families are not seen as 'clients.' We've started to think of them as 'learning families'... a compelling example of how the language we use not only expresses but also changes how we think.

As people sharing our school experience, we now feel like a true community; more caring, engaged, and inclusive.

Where next?

Now that you've read a handful of examples of "Living it…", what might this principle look like when your school is "living" the COMMUNITY principle?



Pathway Toward

Transforming Community …

Our school's "learning community" is ever-evolving. Yes, it is defined. Yes, it is embraced by all constituents. Yes, it is co-created. Yes, it is understood. But it is more than that as well.

The best way to describe community is to focus on our school's culture and how it has changed as we've reinforced the community principle. It seems like everyone is working in their own unique way to enhance the school. Students understand that they must own their learning. Teachers are committed to offering experiences that unlock profound knowledge. The administration is always asking what is needed and what is missing. Parents have many opportunities to support the school actively, and they understand that they are essential community members. Overall, there is an expectation that everyone must contribute and everyone understands *how* they can contribute. Each contribution ends up reinforcing the collective community. We are all on the same page!

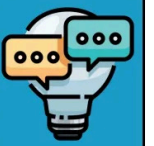
Transforming it . . . If you get this far along the continuum, what might a transformation of your school's relationship with the COMMUNITY principle look like in practice? How would you tell that story?



Connecting Community ...

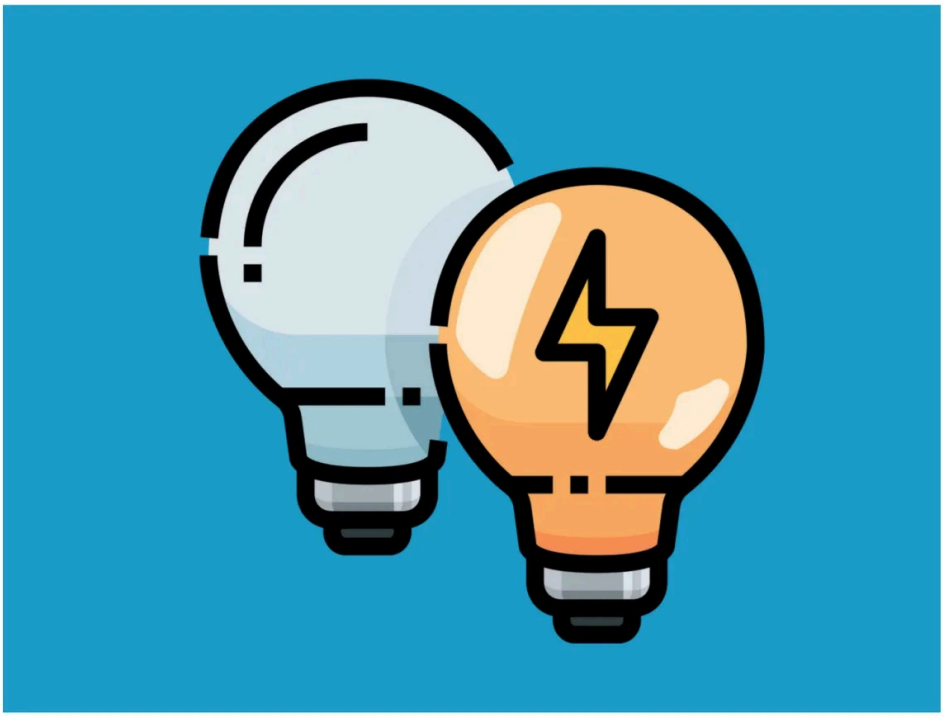
Thinking about COMMUNITY is part of our ADAPTIVE CHANGE process. As we challenge our assumptions, our community identifies the critical elements of our emergent learning culture. We are giving students more self-determining power over their engagement with the learning process. In doing so, we are building the CAPACITY of learners, teachers, parents, leaders, and trustees to become more active participants in shaping our shared learning culture and, therefore, our learning community. From the outset of this community-building journey, we have been conscious of the need to identify how we should gather and analyze EVIDENCE of our success and impact relative to our goals. Our early data gathering through focus groups and surveys seem to show that these more dynamic and engaging approaches to learning throughout the community are increasing a sense of individual and collective WELL-BEING, a particular emphasis for our school, given the stresses of working through the current pandemic. We believe we are co-creating a more fair, more EQUITABLE learning community where all learners can thrive on their terms.

Planning Your Own Path Toward Community



Where do we want to be?	What will be evidence of success?	Where are we now?	How will we close the gap?		
			What?	Who?	When?

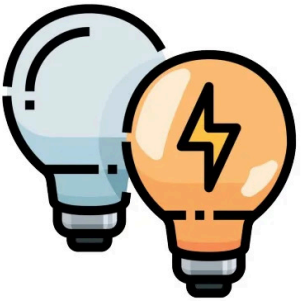
CHAPTER 5



THE EQUITY PRINCIPLE

We commit to identify, confront, and dismantle structures and systems of inequity, to examine our privilege, and take actions to increase justice and ensure belonging.

Chapter V. Equity Principle



Equity

We commit to identify, confront, and dismantle structures and systems of inequity, to examine our privilege, and take actions to increase justice and ensure belonging.

Overview of Equity

During an unprecedented global movement for racial and social justice, international schools are being called upon to confront fundamental and painful questions around equity and privilege. Equity is at the heart of the realization of every other New School Principle, and it is Equity that serves as a critical guiding principle for schools today. Moving forward, we must embrace this Principle as we endeavor to provide equitable education. Indeed, without equity, the other New School principles will fall short of their intentions. An equitable school works continuously to investigate, unpack, process, interrogate, and correct the various power dynamics that privilege some and marginalize others. Schools prioritizing equity must seek to learn and address how these power dynamics shape students' and adults' diverse experiences. We can only achieve equitable education and repair harm done by inequitable structures if we relentlessly hold one another accountable for putting our learning and commitments into action. Equity must be a lens through which to view all components of the New School Principles.

As the writers of this content, we occupy various positions, experiences, and backgrounds. The intersectionality of our diverse identities supported the creation of this content; however, we must also acknowledge that not all voices of those often marginalized are represented here. We consist of a small portion of those voices, and we recognize that there is a lot of work to be done in undoing and ceasing, not continuing, to perpetuate the harm inflicted upon our global community and individuals.

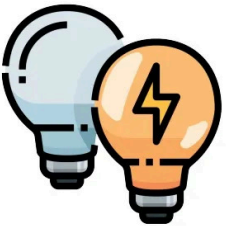
Purpose of Equity

No other principle in the New School Project has been as challenging as that of Equity. During our deliberations, the entire world was undergoing a profound reckoning around justice, equity, diversity, and inclusion - and international schools have been called up to address their role to take accountability for upholding inequitable systems. Making progress on any of the principles calls for radical honesty and unprecedented courage on the part of any leader to confront systemic structures of inequity in our schools. These structures show up in hiring, in leadership selection, in biased language, in the curriculum that exalts one worldview, parental expectations, and many other conscious and unconscious barriers to full participation.

Deep, systemic inequity will not be pushed aside with a training workshop, an equity statement, or even a dedicated leader, though these are steps in the right direction. We acknowledge the complexity of the task. We believe that when schools prioritize equity, they will, consequently, improve their practice in each of the other six principles. The equity principle is different from our "clinical" challenges and changes in education, yet it is vital to each. When we nurture equitable schools, we become stronger reflections of our diverse world.

Equity is fundamental to our learners' intersectional identities. It has an insurmountable impact and implications to both reduce harm and uplift and sustain children's most profound sense of being, identity, and self-worth. The New School Principles acknowledge historical injustices while nurturing students' diverse, expansive, and developing identities. Schools that place teaching and learning at the heart of what they do must ensure that the school's purpose, processes, people, culture, and resources will undergird equity. New School learning communities will become centers of diversity, equity, inclusion, and social justice.

Through equity-focused reflection, learning, and actions, committed over time, New Schools will come closer to restoring and preserving human rights and dignity that are bedrocks to human liberation.



Equity in Action

What might the equity principle look like in action? The following quotes represent examples of how the equity principle may manifest in a school.

Students:

"I'm an Indian girl, and I attend an international school in India, but I had never read a book by an Indian author in class - until this year. We always used to read books that they call "classics," but white men mainly wrote these, and I didn't really connect with them. This year, in language arts, we read a selection of pieces by Arundhati Roy, a famous Indian woman author. It made me feel more included in my class and my school to see identities like mine represented in our study material."

What might a student at your school say EQUITY looks like within your context?

Teachers:

"I had been watching these exciting movements for diversity, equity, and inclusion in international schools from the sidelines because, even though I was interested, I wasn't sure how to be part of it. This wasn't something we worked on much in my teacher training, and, honestly, I was afraid I would make a mistake or somehow do more harm than good if I tried to bring this to my practice. Our school has been bringing in DEI consultants to work with teachers, making a huge difference. I've learned some valuable knowledge and skills, which make me far more confident bringing this lens to my teaching, and it also feels reassuring to know that the school is supportive of us moving ahead with this work."

What might a teacher at your school say EQUITY looks like within your context?

Leadership:

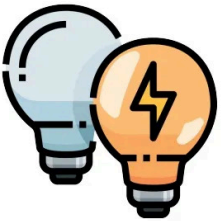
"We've always relied on connections with a narrow scope of professional networks and organizations for hiring and trusted in the process. Looking back, we realize that this led us to hire a mostly homogenous group of white professionals, often from the same countries, with a misrepresentation of men in leadership and almost no LGBTQ+ representation at any level. Last year, we examined our biases and ideas of 'good fit' in hiring and worked to make our hiring practices more inclusive. We actively recruited more diverse candidates in a variety of ways. We did this by updating our website to reflect this priority, clearly asking our recruiting agencies to send us more diverse candidates, inviting diverse voices into the hiring process, and opening up passport requirements, always with a reflection back on our initial assessment of hiring bias. This year, we were thrilled to welcome an incoming cohort of professionals that is significantly more diverse in many ways than our previous hires. We will continue these practices, as well as implement ongoing work to ensure that we provide an equitable and welcoming working space so that we are also able to retain our new hires."

What might a leader at your school say EQUITY looks like within your context?

Community:

"As a parent, I was amazed to learn that our school didn't have an official non-discrimination statement! When I brought this up, they were also a bit surprised; I think we all just assumed it existed. They took my feedback and not only wrote a non-discrimination statement for the school handbooks but also created an inclusion policy for transgender students to build more equitable access to the benefits of our school."

What might a member of your community at your school say EQUITY looks like within your context?



Provocations for Equity

Provocations are intended to be tools to use within a school community to get people thinking creatively and in a generative way about the elements of each of the principles. As reflective leaders in the change process, we must use fearless inquiry to step out of our comfort zone, examine our current practices, and design approaches for the future. The following questions are designed to prompt conversations within your school community. Your answers to these questions should challenge the status quo. If you are fearful of your answers, it indicates that you are exploring this principle deeply.

DIRECTIONS: With members of your school community, use these provocations as a guide for your discussions.

EQUITY: What are our beliefs and values that ground this principle?

EQUITY: What are the powers and privileges that we hold that will prohibit us from moving forward with this principle?

EQUITY: In what ways does our system maintain outdated practices that cause harm to our students, including our students with special needs?

EQUITY: In what ways is our community committed to ongoing, humble learning about equity?

EQUITY: What can we name as significant changes to our system over the last ten years that have included equity at the forefront of decision-making, vision development, professional learning and personnel practices, and policy development? How did we make the shifts, individually and as a collective?

EQUITY: How might our perceived exceptionalities (self and organization) obscure or limit our views of the realities of injustices?

EQUITY: What habits, behaviors, and dispositions are required for this principle to be realized?

EQUITY: What systems are in place for stakeholders to bring forward concerns around equity, and how do we provide protection against backlash? How do we hold ourselves accountable for equity?

Resources for Equity



The links below provide a wealth of guidance and tools to support the principle of Capacity. The articles, videos, and podcasts in the link below provide a foundation for deep exploration of this principle. They can be used in faculty meetings, board meetings, leadership retreats, etc.

- AIELOC.org The Association of International Educators and Leaders of Color (AIELOC) is an association open to all past, present, and future educators and leaders around the world committed to speaking up, learning, advocating for change, taking action in addressing racism and discrimination in the international school ecosystem, amplifying the work of BIPOC and conducting research in these areas.
- Avoiding Racial Equity Detours In ASCD, author Paul Gorski shares four racial equity detours commonly embraced in schools.
- AORTA AORTA is a worker-owned cooperative of facilitators and strategists devoted to helping our movements renew a stronger sense of liberatory vision, values, and purpose.
- Beware of Equity Traps and Tropes - ASCD In ASCD, author Jamila Dugan shares 10 common equity traps found in schools.
- Black Educators Matter A podcast that shares the stories of 500 black educators and how their impact in our schools matters.
- Caste In the book "Caste" (2020), Isabel Wilkerson describes caste as an artificial hierarchy that helps determine standing and respect, assumptions of beauty and competence, and even who gets the benefit of the doubt and access to resources.
- Center for Supportive Schools - This website offers resources for curriculum, solutions, and resources to support antiracism and prepare schools to have greater student success.
- Coming Together: Standing Up to Racism: A town hall for kids and families CNN's Van Jones and Erica Hill partner with Sesame Street to host a town hall about racism.
- Culturally Responsive Curriculum Scorecard This scorecard, designed by the NYU Metro Center for Research on Equity and the Transformation of Schools, offers an opportunity for evaluating the cultural responsiveness of ELA curriculum.
- Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege | MSW@USC This toolkit from the University of Southern California provides training for groups of 10-60, offering communal agreements and prompts to explore issues around identity and diversity.
- Empowering Educators: A Guidebook on Race Racism This 52-page guidebook is written for educators with actionable steps, including a historical overview of racialized laws, helpful tips for inclusive instruction, and the use of literature to create change.
- Explained: Racial Wealth Gap In Nexflix series Explained, Cory Booker and others discuss how slavery, housing discrimination, and centuries of inequality have compounded to create a racial wealth gap.

- GLSEN Gay, Lesbian, and Straight Education Network - This website offers guidance and resources to create a safe and supportive learning environment for all students regardless of their sexual orientation, gender identity, or expression. LGBTQ+ students.
- Great Diverse Children's Books with Transgender, Non-Binary and Gender Expansive Children - Welcoming Schools Promoted by the Human Rights Campaign Foundation, this website offers information on books that are inclusive of transgender, non-binary, and gender-expansive children.
- Growing Up in Transit: The Politics of Belonging at an International School Author Danau Tanu shares the stories of serial immigrants and how the international schools they attend promoted an ideology of being "international" that is Eurocentric.
- How racial bias works -- and how to disrupt it Jennifer L. Eberhardt explores how our biases unfairly target Black people at all levels of society -- from schools and social media to policing and criminal justice -- and discusses how creating points of friction can help us actively interrupt and address bias.
- Inclusive Education Project (IEP) Podcast A podcast hosted by Special Education and Civil Rights attorneys Amanda Selogie and Vickie Brett that focuses on what it takes to truly make our educational systems and communities inclusive.
- Inclusivity at Work: The Heart of Hard Conversations - Brené Brown Brene Brown hosts a podcast discussion with Aiko Bethea as she dissects the differences between transactional leadership and transformational leadership and why courage is a prerequisite to lasting, meaningful change.
- Intersectionality Matters!: 4. The Anatomy of An Apology Kimberle Crenshaw hosts a podcast discussion with Eve Ensler and Kate Manne as they share a thought-provoking exploration of what it could mean for perpetrators and bystanders to genuinely confront and atone for the violence they've either committed or enabled.
- ISS Diversity Collaborative The Diversity Collaborative (DC) is a group of international educators committed to creating and sustaining a more diverse, inclusive, equitable, and just international school community with a focus on leadership.
- Learning for Justice This website provides multiple opportunities through lesson plans, self-study programs, a magazine, podcasts, and videos to explore different perspectives to make us think about justice and how we can evolve into more inclusive schools and societies.
- Made to Fail Elliot Williams travels the US to tell the story of how conservative ideology has gutted the safety net, corrupted our institutions, and made government unaccountable to the people.
- NAIS People of Color Conference The NAIS People of Color Conference (PoCC) is the flagship of the National Association of Independent Schools' commitment to equity and justice in teaching, learning, and sustainability for independent schools.
- National Equity Project - Liberatory Frameworks - This website offers varied equity frameworks to enable educators and schools to move through equity challenges and create equitable learning environments.
- Social Justice Standards This article identifies standards along with scenarios to examine our progress with practice in aligning our beliefs and practices with the standards.

- Supporting Transgender and Gender Diverse Students in Schools Produced by the American Psychological Association, this article provides key recommendations for school administrators to support transgender and gender-diverse students in schools.
- Sustaining Courage In this article, Joel Llaban explores the necessary framework for conducting courageous conversations addressing diversity, equity, inclusion, and justice.
- Teaching Hard History Podcast Learning for Justice host Dr. Hasan Kwame Jeffries shares lessons we should have learned in school through the voices of leading scholars and educators.
- Teaching While White This website provides information and guidance on how to address whiteness explicitly in classrooms. They provide a number of podcasts to promote and support the development of antiracist education.
- The Difference Between Being "Not Racist" and Antiracist TED Talk with Ibram X. Kendi as he defines the concept of antiracism to help us more clearly recognize, take responsibility for, and reject prejudices in our public policies, workplaces and personal beliefs.
- The Leading Equity Podcast A podcast by Dr. Sheldon L. Eakins that focuses on supporting educators with the tools and resources necessary to ensure equity at their school.
- Teaching Hard History Podcast Learning for Justice Host Dr. Hasan Kwame Jeffries shares lessons we should have learned in school through the voices of leading scholars and educators.
- Teaching While White Teaching While White is a podcast created to promote and support the development of antiracist education.
- 26 Mini-Films for Exploring Race, Bias and Identity With Students - The New York Times Michael Gonchar (2017) pulled together these 26 short New York Times documentaries that range in time from 1 to 7 minutes and tackle issues of race, bias, and identity.
- UN Free & Equal | INTERSEX AWARENESS This is a United Nations website developed as a platform to provide information on international laws, human rights, world leaders and personal stories to develop awareness and support LGBTQ+ and intersex children.
- Why White Students Need Multicultural and Social Justice Education Dr. Sheldon L. Eakins (2020) shares how multiculturalism education is 100% relevant in all-white schools.



Pathway Toward Equity

For each of our New School Principles, we provide a Pathway that attempts to tell the story of a school on a journey toward putting that principle into practice. These narratives are only approximations because every school is different, and change is not as linear as this represents. It is messy, imperfect, and iterative. To apply the metaphor of a 'pathway' as following a guide to take steps forward while also being open to direction and change when the path demands it. The spirit of this pathway is simply to provide 'a portrait of possibility'. It offers a picture of what progress might look like, as it can be easier to imagine something if a possible model is provided. Equity is the principle where we, as international schools, have much to do and much to learn. Indeed, equity is not a point A to point B solution but a lens that should be used in all we do. Developing equity in schools is about aligning this lens with a profound understanding of equity so students can effectively engage with the world. Therefore, the playbook we put forth here is a starting point with ample room to expand and improve.

We offer four moments in time along this journey for schools to reflect on their current reality and imagine what might be next:

- Thinking about it - What might it look like when your school is "thinking about" the Equity Principle?
- Working on it - What might it look like when your school is "working on" the Equity Principle?
- Living it - What might it look like when your school is "living" this Principle?
- Transforming it - If you get this far along the continuum, what would a transformation of your school's

Making connections to each of the Principles, while putting one in the center, we offer a narrative description of what types of connections among and between the seven principles might exist. When you see this Principle holistically with the other 6 New School Principles, what might those

connections look like in practice? What is unleashed? What do (might) you see? What do you think? What do you wonder?



Pathway Toward

Thinking About Equity …

We used to believe that our diversity as an international school ensured our inclusivity. We now know that being inclusive is an ongoing commitment that requires assessment and action.

We believe our work is to ensure all in our community feel nurtured, included, and supported to flourish and belong. We know courage is needed to challenge inequity and injustice when we see it or are affected by it.

We are conscious that confronting and dismantling inequitable systems cannot be done without concerted effort and intentionality to problem-solve together. We are growing in our awareness of the importance of intersectionalities of identity and the fact that only by practicing cultural competency can we effectively engage with and become less fearful of tackling issues of injustice and inequity.

We are conscious that the work to be done is both institutional and internal and that we are not all at the same level of awareness and understanding. We are aware of concerns among our community members that not all people's (students and teachers) experiences are shared. Our community is increasingly listening to the voices of students and teachers that feel excluded and devalued.

We are conscious that the sense of psychological safety and feeling valued are fundamental to learning and innovation. Diversity is recognized as a strength of our community, but this in itself is deceptive when divorced from real relationships. Diversity alone is not an indication of justice, and diversity without inclusion is a guarantee of harm.

We are aware of the need for people in roles of formal and informal power to begin to identify ways that decision-making and active agency can be more inclusive. We are beginning to realize that there are techniques to build bridges across differences, and our faculty have stated a desire for professional development in the area of diversity, equity, inclusion, and justice.

Now that you've read a handful of examples of "Thinking about it…", what might this principle look like when your school is "thinking about" the EQUITY principle?



Pathway Toward

Working On Equity ...

We have started open conversations with the greater community, committed to learning about, educating, and understanding our diversity. We are examining how we knowingly or unknowingly limit the educational experience of minoritized students and are planning solutions with clear, actionable steps.

We have created a diverse working group involving school leadership, teachers, students, and parents to identify equity "hotspots." This group is organizing different forums to inform and create supportive, safe spaces for conversations around equity and diversity.

The diversity working group is represented in other groups, such as our capacity review group and professional development group, to ensure conversations around equity and justice weave through all aspects of school life and culture.

We are examining our curriculum and learning practices to identify opportunities for student inquiry and leadership, learning beyond "textbook perspectives" to incorporate diverse cultural and historical perspectives of, for example, historical events and literature.

We are reviewing our hiring protocols to ensure accessibility of teaching opportunities to local highly qualified teaching staff. We are looking to extend our professional development activities to create opportunities for cross-learning with local schools. We are examining structures of inequity in international schools, such as wealth and neurodiversity, to understand how the community may break down these long-held inequities.

Our parent association is hosting a series of conversations open to all members of our school community. The focus of these conversations will be on creating an inclusive community of diverse learners. We are conscious of the need for greater outreach to the parent body, some of whom express fear and concern over the increased hiring of local teachers.

We know that to do this work, we must reimagine what it means to be in a community and challenge hierarchical systems of power that serve only the dominant culture and narrative.

Now that you've read a handful of examples of "Working on it…", what might this principle look like when your school is "working on" the EQUITY principle?



Pathway Toward

Living Equity …

There is a sustained commitment on the part of all community members to continually check one's privilege, understand aspects of inequity for how they may manifest in the community, and respectfully and collaboratively identify and address inequities.

We have committed resources in terms of financing and time dedicated to this goal across the community; throughout the year and from year to year. Some of the last structures of inequity in international schools, wealth and neurodiversity, have clear pathways to being dismantled over time.

We engage in conversations and actions to identify, confront, and dismantle structures and systems of inequity in our school. Our community recognizes that when harm is caused, whether intentional or not, we must ensure there are systems in place to acknowledge that harm, repair trust and restore a sense of community for the work to continue

Teachers and students feel able to talk about and challenge each other without fear and in the spirit of learning together and recognizing this is a journey. We track diversity in our hiring and retention of faculty, including leadership, and maintain a commitment to increasing the proportion of diverse recruits each year.

Our curriculum has been updated with a lens toward raising diverse perspectives and voices. There is a clear anti-discrimination policy in place and a transparent reporting system that has been shared with all members of the school community. We are part of a consortium of schools that share DEIJ practices and approaches across the AAIE network.

We gather data to understand our communities' experiences and perceptions concerning inclusion, including leadership, and use these insights to continually reflect on our practices and policies and build a greater sense of belonging for all.

Now that you've read a handful of examples of "Living it…", what might this principle look like when your school is "living" the EQUITY principle?



Pathway Toward

Transforming Equity …

The community models equity throughout all stakeholders and supports the growth and dignity of all outside the community. This may be through sustained support and outreach, modeling and sharing how this may be implemented in other communities, and continually examining our sense of entitlement, privilege, and well-being.

We continue to bring in professional consultants to offer updated insights on cultivating greater equity in our school. Further, we recognize that equity work is a shared responsibility and that when extra responsibility is given internally to those who can lead from lived experiences of inequity, proper time and compensation are always considered.

Transforming it . . . If you get this far along the continuum, what might a transformation of your school's relationship with the EQUITY principle look like in practice? How would you tell that story?

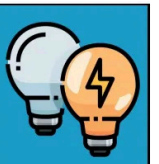


Pathway Toward

Connecting Equity ...

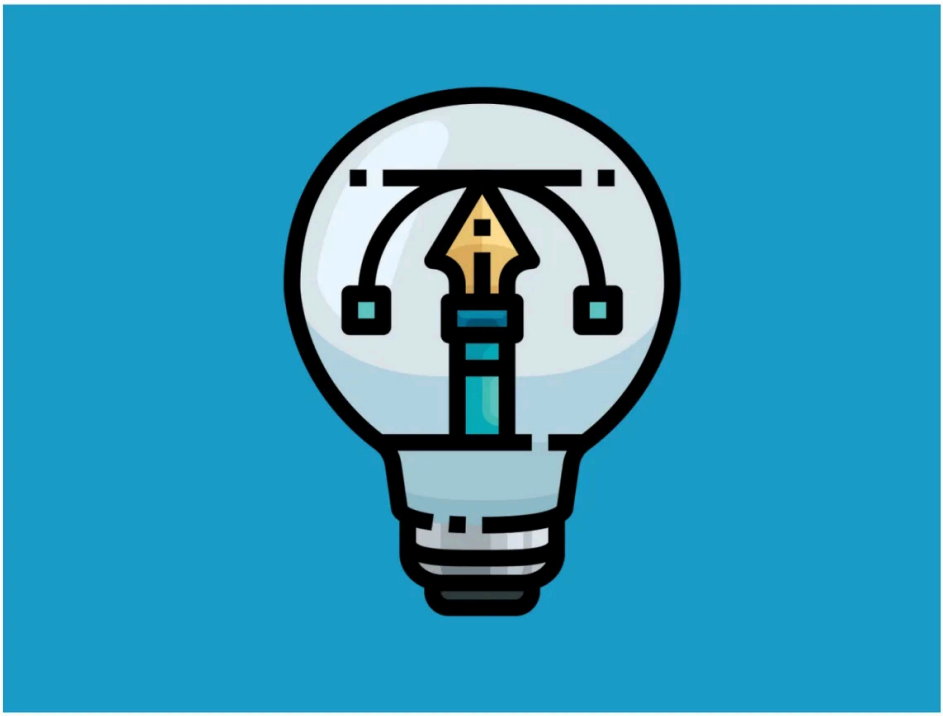
Aligning with the **EQUITY** principle requires a commitment to ongoing work that is rooted in deep reflection and action, both as an individual and as a learning community. To adopt this principle, reflection and action must exist in parallel pathways. **ADAPTIVE CHANGE** cannot occur without a commitment to the **EQUITY** principle involving all members of the school **COMMUNITY** in inclusive ways. Supporting the **WELL-BEING** of everyone in the school requires a fierce commitment to equity, not to equal treatment, but to equitable treatment. As a community, we continually look for **EVIDENCE** to assess our commitment to **EQUITY,** and we use that evidence to plan our path to continued growth and improvement. We understand that **PROFOUND LEARNING** is only possible when **EQUITY** is a central part of the skills and habits that are emphasized in the curriculum. Finally, by focusing on growth, we have all developed a greater **CAPACITY** for engaging in dialogue across differences to ensure our school is an inclusive community.

Planning Your Own Path Toward Equity



Where do we want to be?	What will be evidence of success?	Where are we now?	How will we close the gap?		
			What?	Who?	When?

CHAPTER 6



THE EVIDENCE PRINCIPLE

We reject overdependence on narrow methods of assessment. All learners and schools must have the opportunity to demonstrate progress using rich and diverse data and methods.

Chapter VI. Evidence Principle



Evidence

We reject overdependence on narrow methods of assessment. All learners and schools must have the opportunity to demonstrate progress using rich and diverse data and methods

Overview of Evidence

Evidence refers to specific, measurable, quantifiable data and information that supports statements made by a student, teacher, or school leader. For student learning, evidence must show the achievement of learning outcomes and the growth and progress that the student demonstrated to achieve that outcome. Typically, schools rely on narrow assessment methods, such as standardized tests, to show student learning because these assessments are cost-effective, efficient, and can be normed to various comparison groups. While not inherently wrong, standardized tests are only one example of evidence, and this Principle encourages teachers and schools to rely on several methods to assess student progress. Examples of various assessments include student demonstrations of learning, performative experiences, final products, and other showcases of learning. Evidence is also essential at the school leader and board/overseer level. Data must be used in the boardroom to assess trends and make data-informed decisions that will support the school's long-term sustainability. In order to grow in this

area, the development of standards of practice for all stakeholders can be targeted as goals.

Students are learning:

- how to use evidence to determine motivation and direction for learning,
- how to define evidence to demonstrate to themselves a goal has been reached,
- how to define, compile/create evidence to convince others that goals have been attained,
- how to use evidence to construct research, network expertise, and guidance
- how to use evidence to strategize and evaluate the efficacy of solutions and the validity of external solutions.

Teachers are learning:

- how to use evidence to assess and improve teaching practices and inform classroom instruction,
- how to identify the limitations of data sources
- what gaps exist in current data and how to expand data collection efforts to include other valuable perspectives
- how to audit and augment evidence bases to ensure a multitude of perspectives and insights,
- how to use evidence to support wellness, differentiation, resourcing, and efficacy
- how to correct incorrect data and identify new sources of evidence

Leaders are learning:

- how to evaluate evidence as a source of illumination, not only as a means of evaluation,
- how to scrutinize data to identify questions that have yet to be raised, or fine-tune research
- how to use data and evidence effectively to inform strategy and to communicate effectively with all stakeholders
- how to engage the community in the use of evidence to inform vision, action, and evaluation.

Community members are learning:

- how to see beyond average exam results,

- the need for data literacy
- how to be willing to use evidence to examine their opinions and challenge their assumptions.

Purpose of Evidence

We use data as a flashlight, not as a club. Our dominant view of data and evidence is formative. That is to say, we want evidence to foster curiosity, to inform teaching and learning, and to improve our ability to build collective efficacy. The joint ownership of student success has one of the largest impacts on student learning outcomes (Hattie, 2012). Prior uses of data have focused on compliance, external assessments, and summative judgment. These should be balanced (and positively impacted) by the addition of other frames of reference according to the perspectives of students, educators, and leaders.

To get started on the path towards vision-led, evidence-informed continuous improvement, schools must work within their contexts to define a purpose. Then schools must decide what data and evidence will inform that purpose, including evidence relating to the design of student learning experiences, assessment, differentiation, student outcomes, and evaluations of efficacy. These measures can be used to build networks and provide multiple opportunities and formats for students to demonstrate their learning. It is also imperative to evaluate proficiency, growth, well-being, efficacy, and resourcing is also imperative.

To facilitate improvements in our use of data, we may focus on skills in data conversations and integrating different perspectives rather than on data administration or rationalizing or justifying external assessment results. Metrics for summary judgments, where necessary, should be arrived at by the teaching and learning communities, not solely defined by average test scores on individual external assessments.



Evidence in Action

What might the evidence principle look like in action? The following quotes represent examples of how the evidence principle may manifest in a school.

Students:

"As a student, I have designed my own project-based learning. In my capstone project with another student colleague, we worked to develop a feminine hygiene product to help socially and economically disadvantaged women. We conducted research by investigating different products and started our design to experiment with low-cost materials. Receiving guidance from our advisors, we continued the work until we had developed a prototype, conducted research with some interested young women in our school, and then shared it with a few companies in this industry."

What might a student at your school say Evidence looks like within your context?

Teachers:

"Often, I have struggled to show evidence of learning. Multiple-choice tests are not my method of choice. Investigating my own process through working with my students, I asked them how they felt they could show evidence of learning. Pre-assessment is an embedded practice in my instruction. Pre-assessing my students ahead of the unit introduction allows both the student and me to understand where we are continuing the learning process. Offering students an experiment on mitosis and encouraging them to draw their conclusions allowed me to identify their ability to list a hypothesis and test it, including their observations and their knowledge and ability to practice the scientific method. Through this process, I was able to identify students who could work independently without looking for the "right" answer and employ their process for collecting evidence to support their conclusions."

What might a teacher at your school say Evidence looks like within your context?

Leadership:

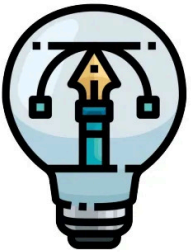
"Over the last few years, I have used a "Notice and Wonder Protocol" when working with our professional learning communities and leadership teams. Using this protocol, we have identified where we need to expand opportunities for students to participate in higher-level coursework. As a result of this work, we ask questions about specific students and courses to better define what we are using for evidence of learning and to better target learning goals to achieve our objectives. We have invited students into this process and asked them to help us develop ways to communicate our findings and propose actions with other stakeholders."

What might a leader at your school say Evidence looks like within your context?

Community:

"Recently, I attended a student-led conference with my child and his teacher. It was gratifying to listen to my child share the goals he developed for his writing, witness his ability to explain his initial drafts, assess his level of performance using a rubric and other exemplars, and explain his process for interpreting and using feedback for revising his work. As a student, he showed me that the work and process were more important than the grade."

What might a member of your community at your school say Evidence looks like within your context?



Provocations for Evidence

Provocations are intended to be tools to use within a school community to get people thinking creatively and in a generative way about the elements of each of the Principles. As reflective leaders in the change process, we must use fearless inquiry to step out of our comfort zone, examine our current practices, and design approaches for the future. The following questions are designed to prompt conversations within your school community. Your answers to these questions should challenge the status quo. If you are fearful of your answers, it indicates that you are exploring this principle deeply.

DIRECTIONS: With members of your school community, use these provocations as a guide for your discussions.

EVIDENCE: What are our beliefs and values that support the evidence principle?

EVIDENCE: Does our system maintain practices that do not benefit our students' growth? How and why do these practices continue?

EVIDENCE: What can we identify as significant changes to our system that have occurred over the last ten years? What evidence do we have that these changes have provided greater equity, realigned student assessment/grading practices to reflect growth, and utilized solid data collection and analysis processes? How did we make these shifts, both individually and as a collective?

EVIDENCE: What are the powers and privileges that might be barriers and obstacles to this principle?

EVIDENCE: What are our blind spots that we must recognize, own, and unpack? What must we stop doing to make a change in our use of evidence?

EVIDENCE: What habits, behaviors, and dispositions are required for the evidence principle to be realized?

EVIDENCE: What are various ways to show evidence of student learning and the growth/progress that students experienced to attain the particular learning outcome?

EVIDENCE: In what ways are standardized tests practical, and what are their limitations? How/When/Where/Why should our school use standardized testing?

EVIDENCE: Where are we currently using data to inform our decision-making practices? Are there places where we can incorporate this approach more regularly? What might be the best way to utilize data to inform our decision-making practices?

EVIDENCE: If we were 10 times bolder, what would we do to improve our use of evidence?

Resources for Evidence



The links below provide a wealth of guidance and tools to support the principle of Evidence. The articles, videos, and podcasts in the links below provide a foundation for deep exploration of this principle and can be used in faculty meetings, board meetings, leadership retreats, etc.

- Assessment for Learning - a course on assessment platforms and approaches offered by Coursera.
- Comparative judgment: the next big revolution in assessment? - ResearchED - a blog post by Daisy Christodoulou about reliably assessing writing.
- Data Quality Campaign - a website for DQC to advocate for the role of data in education.
- Educational Data Mining and Learning Analytics - an article describing educational data mining.
- Educators around world seek to take axe to exam-based learning - an article from the Financial Times indicating a shift away from standardized assessments towards skills and independent thinking.
- Evidence for Learning - an app that is available for purchase and supports the collection of evidence to capture a student's learning journey.
- Evidence that makes a Difference to Learning - a description of an evidence-based teaching and learning model by John Hattie.
- Foundations of Teaching for Learning: Introduction to Student Assessment - a course on the principles of teaching for learning with a focus on student assessment, and offered by Coursera.
- Introducing Assessment for Learning - Online Course - a course on assessment for learning offered by the National STEM Learning Center through FutureLearn.
- Is "learning loss" the right phrase? - Daisy Christodoulou - a blog post about the limits of the phrase learning loss and the benefits of comparative judgment.
- Jay McTigue - the consulting homepage for the experienced educator and noted author.
- Problem Solving 101 - a book by Ken Watanabe that is described as a "fun and simple problem-solving guide that took Japan by storm."
- The Problem We All Live With - Part One - This American Life - a podcast episode focused on desegregation.
- Stream Rethinking Education - a series of audio tracks relating to education reform and innovation.
- Teaching Keating with Weston and Molly Kieschnick - a podcast focused on instructional practice.
- This Teacher Life on Apple Podcasts - a weekly podcast from a teacher.
- Towards a richer picture of learning journeys - Rethinking Assessment - a blog post by Peter Twining about the shift away from standardized testing.



Pathway Toward Evidence

For each of our New School Principles, we provide a Pathway that attempts to tell the story of a school on a journey toward putting that principle into practice. These narratives are only approximations because every school is different, and change is not as linear as this represents. It is messy, imperfect, and iterative. To apply the metaphor of a 'pathway,' it is often one step forward and several steps in reverse. The spirit of this pathway is simply to provide 'a portrait of possibility'. It offers a picture of what progress might look like, as it can be easier to imagine something if a possible model is provided.

We offer four moments in time along this journey for schools to reflect on their current reality and imagine what might be next:

- Thinking about it...What might it look like when your school is "thinking about" the Evidence Principle? (This can involve a range of applications, stakeholders, and ideas beyond a single point in time or a right answer.)
- Working on it...What might it look like when your school is "working on" the Evidence Principle?
- Living it...What might it look like when your school is "living" this Principle?
- Transforming it...If you get this far along the continuum, what would a transformation of your school's relationship with the Evidence Principle look like in practice? How would you tell that story?

Making connections to each of the Principles, while putting one in the center, we offer a narrative description of what types of connections among and between the seven principles might exist.

When you see this Principle holistically with the other 6 New School Principles, what might those connections look like in practice? What is unleashed? What do (might) you see? What do you think? What do you wonder?



Pathway Toward

Thinking About Evidence ...

We have an emerging sense of awareness that our current approaches to gathering and analyzing evidence of learning are not getting us to where we want to be.

We dutifully administer and analyze several recognized external tests, which serve some useful purposes in revealing trends. Still, they give us a partial picture at best, which may encourage complacency or despair rather than illuminating the path for continuous improvement.

Compounding our sense of professional unease is the experience of having our best efforts towards more personalized, student-centered approaches running up against 'the test'.

Even more troubling is the observation that our students associate our best efforts at formative assessment as 'not on the test, so it doesn't matter.'

We're beginning to think of the processes of gathering, analyzing, and communicating learning evidence as somewhat akin to genre writing, with any given genre having its own purpose, audience, and medium.

We really know we can do better. Even tiny steps show us that we can discover joy together in imagining... planning... iterating... and REALIZING improvements using evidence to broaden and also sharpen our practice.

Now that you've read a handful of examples of "Thinking about it...", what might this principle look like when your school is "thinking about" the EVIDENCE principle?



Pathway Toward

Working On Evidence …

We feel we are making real progress in puzzling our way towards a more professionally satisfying approach to 'evidence work,' namely one that will have a bigger impact on student learning.

We're conducting a review of all aspects of assessment, recording, and reporting what we do using that 'genre' lens. We have begun to catalog the questions we want evidence to help us address.

We are regularly practicing data conversations using whatever evidence we have available and learning what additional evidence we may need? We are listing data sources and learning who is responsible for the quality of the data in each source. We are trying to improve data quality by identifying and eliminating redundant or inaccurate data.

We are beginning to distinguish between the learner's actual 'achievement' in terms of 'how they did in the assessment' and how much growth they showed since any earlier 'baseline' assessment. That seems to be where we can clearly see our added value.'

We're also trying to work out how to factor in things like learning dispositions and how they affected the learning process along the way.

We still have a long way to go, but we're now beginning to think about this evidence 'minefield' in clearer, more informed ways. We've realized that how we *think* about it is critical to what we *do* about it.

We're feeling encouraged by these emerging perspectives and motivated to push forward.

Now that you've read a handful of examples of "Working on it…", what might this principle look like when your school is "working on" the EVIDENCE principle?



Pathway Toward

Living Evidence ...

We feel that we've arrived at a good place. We have developed a balanced 'basket' of strategies for serving different assessment purposes for different audiences using different 'tools.' We perform due diligence in administering external, normed assessments for the purposes they were designed, and we learn what we can from them. Nearly 80% of our teachers have completed the basic data literacy course our data coaches developed.

We have regular discussions about how to use qualitative data, including portfolios, surveys, and artifacts from project retrospectives. We discuss what is going well, what is not working well, and what additional perspectives we need to add to our process. More than half of our teachers have used evidence to help plan more engaging learning experiences.

We are considering Data Fluency and planning orientation and training to use data visualization and analytics. We are feeling particularly pleased with the ways in which we have managed to complement this 'functional' evidence-gathering with new approaches that invite our learners to share their informed reflections on their growth using well-documented evidence that they have curated as they have learned. It *really* helps that we share a common learning language with our students.

We have managed to balance evidence of *performance* (the point arrived at), *progress* (the distance traveled), and *process* (the influencing factors, e.g., learning dispositions). We now feel that we can genuinely use evidence to provide feedback to learners to *improve* their learning and to us, as learning professionals, to *inform* our practice.

Not only that, but we have engaged all learning stakeholders in our journey to this place so that there is a much deeper shared understanding of the why, how, and what of assessment of, for, and as learning. One example is that we have used data to identify similar students across districts, schools, and communities. Networks of learning groups are beginning to form and self-organize based on evidence of achievement, growth, interests, and locations. We're even applying this new thinking to our growth as a school and, with the support of our accrediting agencies, producing an evidence-based improvement plan for our upcoming accreditation self-study.

Onward and upward!

Now that you've read a handful of examples of "Living it…", what might this principle look like when your school is "living" the EVIDENCE principle?



Pathway Toward

Transforming Evidence ...

Data is readily available for many roles in our school and supports most conversations with parents or students. Nearly all teachers are fluent and able to work together efficiently, saving time when differentiating and personalizing learning experiences by recognizing patterns, clusters, and discontinuities in their data. We were invited to present on "Growing Data Culture" at a teaching and learning annual conference. Our presenters will be students, parents, teachers, support staff, and leaders. Our students confidently plan, prepare, present evidence of their learning, and fearlessly seek feedback.

Our accreditation review is coming up next year, and we are using "evidence" as our primary approach to self-study. We have created one essential question that is guiding the inquiry process for all sections of the self-study: What are the strengths and challenges in this area, and what evidence do we have for this? Focusing on 'evidence' has pushed us to understand our current context more deeply. We are also committed to using evidence to assess our progress in meeting our goals and strategic priorities. Putting evidence at the center of the accreditation process has been eye-opening for all of us. Our accreditation agency liked our approach to self-study. In fact, they have incorporated our essential questions into their new accreditation manual. They are also offering a workshop on gathering and assessing evidence, and our head of school is one of the presenters!

Transforming it . . . If you get this far along the continuum, what might a transformation of your school's relationship with the EVIDENCE principle look like in practice? How would you tell that story?



Pathway Toward

Connecting Evidence ...

Our drive to develop new systems of EVIDENCE-gathering is part of an ADAPTIVE CHANGE process. We aim to reduce our reliance on the embedded practice of testing as the primary source of evidence collection and to increase the CAPACITY

- of our learners to provide their evidence of learning

- of ourselves to master innovative, inclusive, and equitable forms of assessment,

- of our parents to participate in better informed learning conversations.

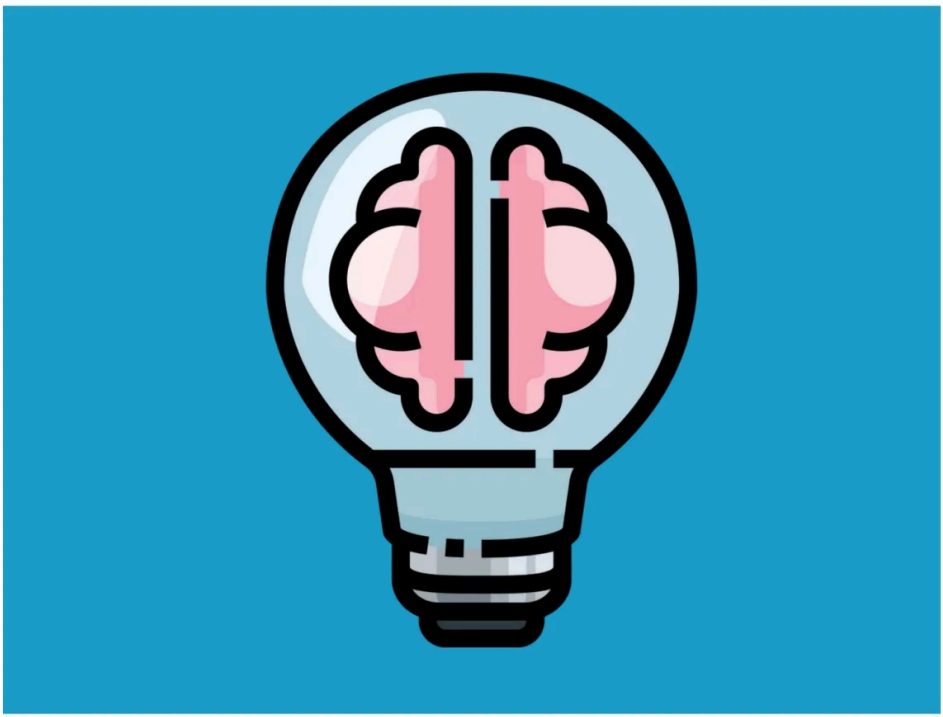
As we build capacity among all stakeholders, we transform transactional "How do I get a good grade?" relationships into the emergent process of growing a learning community in the true sense. Our shared definition of LEARNING throughout the community enables and equips learners to self-assess with greater clarity and confidence. The focus on character in our learning definition means that we are heavily focused on gathering evidence of learner WELL-BEING, a particular emphasis for our school, given the stresses of working through the current pandemic. Perhaps the clearest epiphany for us throughout this process was that our earlier, narrower forms of evidence-gathering were heavily skewed towards one kind of learning, perhaps even one kind of learner. By broadening, enriching, and even democratizing how our learners can demonstrate what they have learned, we not only feel but also have evidence that we have created a fairer, more EQUITABLE learning culture where all learners can thrive on their terms.

Planning Your Own Path Toward Evidence



Where do we want to be?	What will be evidence of success?	Where are we now?	How will we close the gap?		
			What?	Who?	When?

CHAPTER 7



THE LEARNING PRINCIPLE

We ensure dynamic, engaging, impactful, and joyful learning experiences owned and driven by learners.

Chapter VII. Learning Principle



Learning:

We ensure dynamic, engaging, impactful, and joyful learning experiences owned and driven by learners.

Overview of Learning

If asked, "Why do you send your children to school?" the most common answer one would expect would be "to learn." However, such an answer is so broad as to be effectively useless, as it raises more questions than answers. Questions such as:

- What is learning? Dynamic and Static learning?
- What and how much will be learned - and who decides this?
- How will the learning occur?
- Who will facilitate the learning - and who will ensure the learning occurs?
- How do we know when we have learned - and who decides how we show our learning?
- What IS learning anyway? Is there even a shared understanding of what learning looks like?

The Learning Principle draws on the collective experiences of AAIE members applying best practices to answer these aspects of learning. The outcome is the Learning Principle: "We ensure dynamic, engaging, impactful, and joyful learning experiences owned and driven by learners."

Student-driven learning is dynamic, progressive, and propelling. From birth, children learn on their own as they explore the world surrounding them. Student-driven learning provides an opportunity for students to be autonomous in their learning while the teacher designs the learning environment and becomes a learning facilitator. "It's always about what the learner decides is important to learn. Ultimately, the power resides within the child, always to choose. Where is the power? It is within the learner. What do we do with that?"

This represents a shift from a "teaching mindset" to a "learning mindset." It also requires a change in teacher planning to focus on student impact. To accomplish these shifts, we must explore with students what conditions work best for their learning, including "out of school" curricular activities. We should consider "out of school" activities as co-curricular learning. We need to plan this as a part of our learning system. Shifting the paradigm allows our students to engage in deeper learning and to take more responsibility for their learning. It makes sense to ask the students how they spend their time outside of school exploring their passions. Ask students, "What would you fight to learn?" and ask teachers, "What would you fight to teach?"

Sometimes, we may need to look at how time and space are used in our schools. Scheduling long blocks of uninterrupted learning time can be rigid or liberating. In redefining the use of our spaces, we may be able to create islands of learning or intersections of learners that often lead to unexpected learning results.

The larger question is, "What is education these days?" What habits of mind and skill sets will our students need to be successful in 2035 or 2050? What defines meaningful learning for our students? As we grapple with these questions, we redefine what learning is, and in turn, we examine our belief structures about what we need to know, understand, and be able to do. Can dynamic, engaging, impactful, and joyful learning experiences be owned and driven by our students? Anything is possible.

Purpose of Learning

The learning principle is about identifying and providing relevant, engaging, and challenging learning that really matters to our learners.

In the new reality created by the learning principle, the essential compelling question becomes, "What is worth learning and why?"

This involves defining learning and continually examining how we best achieve it. It involves carefully considering what is worth learning in the context of the school and the learner and how that learning will enable schools to empower their learners to reach their clearly defined learning

intentions. As a constructivist process, the learning principle also considers how we know what we have learned to create and build on meaning, focusing on learner impact rather than output. What might we see our students understanding and being able to do? In what ways might we see our students evolve?



Learning in Action

What might the learning principle look like in action? The following quotes represent examples of how the learning principle might manifest in a school.

Students:

'All our knowledge begins with the senses, proceeds to the understanding, and ends with reason. There is nothing higher than reason.'This is an Immanuel Kant quote that I have selected to describe this semester of remote learning. Over the course of the semester, I have reflected on the reasons for learning and how it has been accomplished through new and interesting methods. I have particularly enjoyed the Personal Project. Based on personal interests and experiences, I appreciate the level of creativity this emancipates and is limited only by my imagination. Based on the feedback I have received from teachers, I have set the goal of learning and thinking more about how I can apply knowledge to the real world. This would let me know I have understood the true meaning of the lessons and have figured out the reasons for them.' Grade 10 student

What might a student at your school say Learning looks like within your context?

Teachers:

"Over the years, I have tried many strategies to encourage my students to take more ownership of their learning. I have studied them by using video to record them as they respond to questioning prompts or as they work in small, collaborative groups. Most recently, I have been working with student goal setting, allowing students to develop their own learning goals based on their interests and learning needs. This process has included the use of student-developed assessments, which have allowed us to explore other questions: How do we show what we have learned and how do we know when we have learned it? Because of these shifts and the gentle release of responsibility to my students, I have been able to conduct "one on one'' conferences with them. This has enabled me to understand better how my students learn best and how they have applied their learning to other curriculum areas."

What might a teacher at your school say Learning looks like within your context?

Leadership:

"What is learning? How do I communicate this to our community? Recently, we had an exploratory faculty meeting where we worked in groups to engage in conversations about learning. It was fascinating to hear each other's personal stories of our best learning experiences, the conditions we found the most compelling and challenging, and the stories where we felt we were deprived of the joy of learning. We recorded some of these ideas for learning that sparked joy and pledged to incorporate them into our work. It is just the beginning."

What might a leader at your school say Learning looks like within your context?

Community:

"As a member of the Board, I have had the pleasure of attending many meetings which have included presentations by our students. I think the most moving one that showed that students enjoyed their learning and took it to another level was from a group that attended the Model UN program in New York. The team of students shared the different problem-based scenarios they had to solve. Throughout the presentation, they described their thinking processes and, in the end, told us what they had gained and learned from the experience. It made me think that learning doesn't have to occur in a classroom. It can happen anywhere."

What might a member of your community at your school say Learning looks like within your context?



Provocations for Learning

Provocations are intended to be tools to use within a school community to get people thinking creatively and in a generative way about the elements of each of the Principles. As reflective leaders in the change process, we must use fearless inquiry to step out of our comfort zone, examine our current practices, and design approaches for the future. The following questions are designed to prompt conversations within your school community. Your answers to these questions should challenge the status quo. If you are fearful of your answers, it indicates that you are exploring this principle deeply.

DIRECTIONS: With members of your school community, use these provocations as a guide for your discussions.

LEARNING: What are the beliefs and values that we hold as sacred for this principle?

LEARNING: How do we provide students with empowerment in the learning process?

LEARNING: In what ways does our system maintain outdated learning practices that no longer serve our students?

LEARNING: What have we learned from listening to students about what works for them and what doesn't? What systems do we have in place to access student voice on their learning experiences?

LEARNING: What can we name as significant changes to our system over the last ten years that have involved new and different approaches to learning? How did we make the shifts, individually and as a collective? What professional learning was gained from focusing on studying learning rather than on studying teaching?

LEARNING: What are our blind spots that we must recognize, own, and unpack?

LEARNING: What habits, behaviors, and dispositions are required for this principle to be realized?

Resources for Learning



The links below provide a wealth of guidance and tools to support the principle of Learning. The articles, videos, and podcasts in the link below provide a foundation for deep exploration of this principle and can be used in faculty meetings, board meetings, leadership retreats, etc.
The Learning Principle Curated and Categorized Resources is a tool for identifying resources listed below based on the categories of the principle, i.e., dynamic, engaging, impactful, etc.

- A Miracle of Active Engagement Spencer Kagan (2009) discusses the benefits of the Kagan Structures and explains why this alternative approach to classroom organization works much better and has a long-term learning effect.
- Adaptive Schools Resources from the Thinking Collaborative.
- And What Do You Mean by Learning? Seymour Sarason (2004) poses the crucial question for all educators-""What do you mean by learning?"
- "Are we being good ancestors?" should be the central question of our time Diego Arguedas Ortiz (2020) discusses the perils of not thinking ahead.
- CGC PLAYBOOK *The Learning Playbook* by the Common Ground Collaborative, Kevin Bartlett and Dave Low (Nov 2020 version) describes the connections between learning, teaching, and assessment as one learning ecosystem.
- Correlates of Effective Schools Lezotte - A position paper written by Lawrence Lezotte (1991) offers seven correlates to examine in order to move schools forward to improve learning.
- Don't Stay in School- A short rap video explaining the use or lack of use of the knowledge and skills that are typically taught in school.
- Dynamic Learning v. Static Learning (DO THIS, NOT THAT) An infographic created by Kasey Bell (2017) on ways to create more dynamic learning environments.
- Everyone is a teacher and everyone is a learner Blog post by George Couros (2018) talking about how students are the most untapped resource for learning in our schools.
- WHAT KIND OF PEDAGOGIES FOR THE 21st CENTURY? By Cynthia Luna Scott - (2015) A paper by UNESCO defining the pedagogies that will be needed to provide for students to develop twenty-first-century skills.
- Golden Rules for Engaging Students in Learning Activities This article from Nicolás Pino-James (2014) shares six factors to consider in designing lessons to help increase student engagement behaviorally, emotionally, and cognitively.
- Leading Modern Learning Jay McTighe and Greg Curtis (2019) share their blueprint for vision-driven schools.
- NEASC's ACE Learning Principles NEASC's Learning Principles embrace a transformative approach designed to change schools into reflective learning communities.
- Orchestrating the Move to Student-Driven Learning An article by Kallick and Zmuda (Educational Leadership, March 2017) centered on the right balance between

teacher/student control to personalize learning, identifying specific areas that can be negotiated for this process.

- Purpose Learning From Stanford 2025, a look back to 2100 when Stanford majors began declaring missions, not majors in college.
- Reimagining Learning: What is learning, what are conditions for learning - A quick article written by Will Richardson which asks two big questions to be considered by schools as we reimagine learning.
- Starting With Why: The Power of Student-Driven Learning - This links to an article and a TedTalk on Student-Driven Learning by Shelley Wright. Her work centers on the Why? and belief structures that undergird how we "do school".
- Student-Centered Learning: It Starts With the Teacher- This short article shares three foundational precepts that empower students in their learning and enable the teacher to move forward in this direction.
- Visible Learning John Hattie's Visible Learning meta-study.
- What Is Joyful Learning? Blog post on the thrill and love and learning.
- David Perkins - What's Worth Learning?- A five minute video that focuses on asking one question that helps a school community identify what is worth learning.
- What Progressively Student Driven Means in Personalized Learning A visual tool created by Bena Kallick and Allison Zmuda (2017) where students deeply engage in meaningful, authentic, and rigorous challenges to demonstrate desired outcomes
- What Student-Driven Learning Actually Looks Like - In this article, Janelle McLaughlin shares stories of classrooms with scenarios of student-driven learning.
- The Strategic and Resource Implications of a New Model of Learning- This policy paper presented by the 21st Century Learning Initiative causes one to reflect on what is the true goal of "an education" in these times.
- The Creative Classroom - A podcast series by John Spencer that focuses on innovative learning.



Pathway Toward Learning

For each of our New School Principles, we provide a Pathway that attempts to tell the story of a school on a journey toward putting that principle into practice. These narratives are only approximations because every school is different, and change is not as linear as this represents. It is messy, imperfect, and iterative. To apply the metaphor of a 'pathway,' it is often one step forward and several steps in reverse. The spirit of this pathway is simply to provide 'a portrait of possibility'. It offers a picture of what progress might look like, as it can be easier to imagine something if a possible model is provided.

We offer four moments in time along this journey for schools to reflect on their current reality and imagine what might be next:

- Thinking about it...What might it look like when your school is "thinking about" the Learning Principle? (This can involve a range of applications, stakeholders, and ideas beyond a single point in time or a right answer.)
- Working on it...What might it look like when your school is "working on" the Learning Principle?
- Living it...What might it look like when your school is "living" this Principle?
- Transforming it...If you get this far along the continuum, what would a transformation of your school's relationship with the Learning Principle look like in practice? How would you tell that story?

Making connections to each of the Principles, while putting one in the center, we offer a narrative description of what types of connections among and between the seven principles might exist.

When you see this Principle holistically with the other 6 New School Principles, what might those connections look like in practice? What is unleashed? What do (might) you see? What do you think? What do you wonder?



Pathway Toward

Thinking About Learning ...

We are beginning to sense a kind of 'collective epiphany' about our core work together: learning. We've been paying attention to a collective professional discussion among schools about 'defining learning,' and we are conscious that we have never developed a simple, practical definition of the learning process that drives our practice.

As we look at some of the features of learning in our school compared to our genuine aspirations, as expressed in our various official 'guiding statements,' we see some conspicuous gaps. For example, we aspire to offer learning that is flexible, evolving, and dynamic learning but feel that we are somewhat stuck in a rut with 'content that we have always used.'

We want our students to be deeply and personally engaged with their learning, but we worry that, more often than not, they are simply jumping through the hoops that we hold up for them. We feel our students may be *committed* to their learning if they are convinced of 'the why' behind it and if they have opportunities to own their learning in more intentional ways, from creating their own learning goals to being given opportunities to provide evidence of their learning in more personalized ways.

We would like to think that our practices have a powerful impact on learning, but we realize that we simply don't have the mechanisms to draw any substantive conclusions about this.

Finally, and maybe summatively, we want our learners to have fun with their learning and to feel that learning in our school is a joyful experience. We have moments when that feels true, but they are not intentional or consistent enough.

We have work to do!

Now that you've read a handful of examples of "Thinking about it...", what might this principle look like when your school is "thinking about" the LEARNING principle?



Pathway Toward

Working On Learning ...

We feel we are making real progress in puzzling our way towards creating learning experiences that more closely match our aspirations. We had a key breakthrough in deciding upon a simple, practical definition of the learning *process* that we believe will bring more commonality and shared purpose to planning, teaching, and assessing for learning.

Once we saw the power of 'defining our terms, ' we began to apply that learning to other elements we want to see in the learning experiences we offer. We began by unpacking the term 'dynamic' and are working on a system to keep our curriculum alive and evolving without resorting to review cycles that have little to do with the relative state of various disciplines. We are also considering more inquiry-based methodologies, including using some 'open inquiry' models where students create and manage their inquiries.

This, in turn, promises to make learning more engaging for our students. We have interpreted the word 'engaged' as defined within human relationships, where 'getting engaged' means 'making a commitment.' We feel our students may be *committed* to their learning if they are convinced of 'the why' behind it and if they have opportunities to own their learning in more intentional ways, from creating their own learning goals to being given opportunities to provide evidence of their learning in more personalized ways.

We had a possible breakthrough in considering that we should define what it means for learning to be 'impactful' and that we should then use any new clarity to guide decision-making. We are now exploring where this might lead us. We hope that, if we work on all these things, the compounded impact will be to make learning more 'joyful'. We are interpreting this not so much as 'Yay, let's all have fun,' but more productively as, 'When learning is rich, relevant, and more self-directed, there is more joy and fulfillment to be had from feeling you are engaged with important work.'

We are feeling encouraged by these emerging perspectives and motivated to push forward.

Now that you've read a handful of examples of "Working on it...", what might this principle look like when your school is "working on" the LEARNING principle?



Pathway Toward

Living Learning ...

We feel that we have arrived at a good place. Our school feels 'different' with a shared and purposeful learning culture. Our learning definition has had a major, observable positive impact on our learning culture and our shift towards student ownership of learning equally so.

To keep our learning systems dynamic, we now regularly hold conversations with teachers and students framed by questions like, *'What would you fight to teach?'*, *'What would you fight to learn?'*. We feel these shared inquiries are doing more for us than formulaic 'curriculum cycles' in ensuring we teach and learn 'stuff that matters.'

Introducing richer, relevant learning contexts in the form of connected learning modules, our focus on shared learning purpose, and students' ownership of their learning keep our students far more engaged. The results of our new Learner Engagement Survey bear out this impression.

As a result of our 'defining' work, we are now able to make a clear distinction between impacts (the change we want to see), outputs (the processes or products that we may need to achieve our impacts), and inputs (the things we will do to create our outputs and achieve our impacts). These distinctions are having a major impact on our goal-setting, planning, and implementation.

Our clearly defined focus on learning impact has made a big difference in how we prioritize professional goals. We ask ourselves, *'If we could only do one thing, what would have the greatest positive learning impact on the most students?'* This has given us the confidence to make a 'stop-doing' list of professional activities that drain our energy and offer minimal learning impact.

Doing much less, but making everything purposeful and impactful, has reduced stress and created a shared sense of relief among learners and learning professionals. Deeper conversations with parents have seemed to spread this sense of a purposeful new beginning. That has

increased 'the joy factor' throughout the school community and inspired us to wonder just how far we can go with this re-imagining of learning. Where next?

Now that you've read a handful of examples of "Living it…", what might this principle look like when your school is "living" the LEARNING principle?



Pathway Toward

Transforming Learning …

Having come this far, what if…? This question has been a valuable prompt for us this year. Students must use this prompt to self-assess their projects and act as peer reviewers for their classmates. We also use this during our All School Assembly when we highlight one of our learning pillars. This prompt is also used during parent-teacher conferences. This context reinforces the community element of a shared learning culture. Everyone is committed to everyone's learning. Of course, student learning is at the center, but we must all be reflective, lifelong learners to thrive at this school.

Transforming it . . . If you get this far along the continuum, what might a transformation of your school's relationship with the TRANSFORMING principle look like in practice? How would you tell that story?

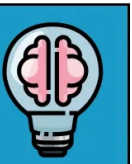


Pathway Toward

Connecting Learning ...

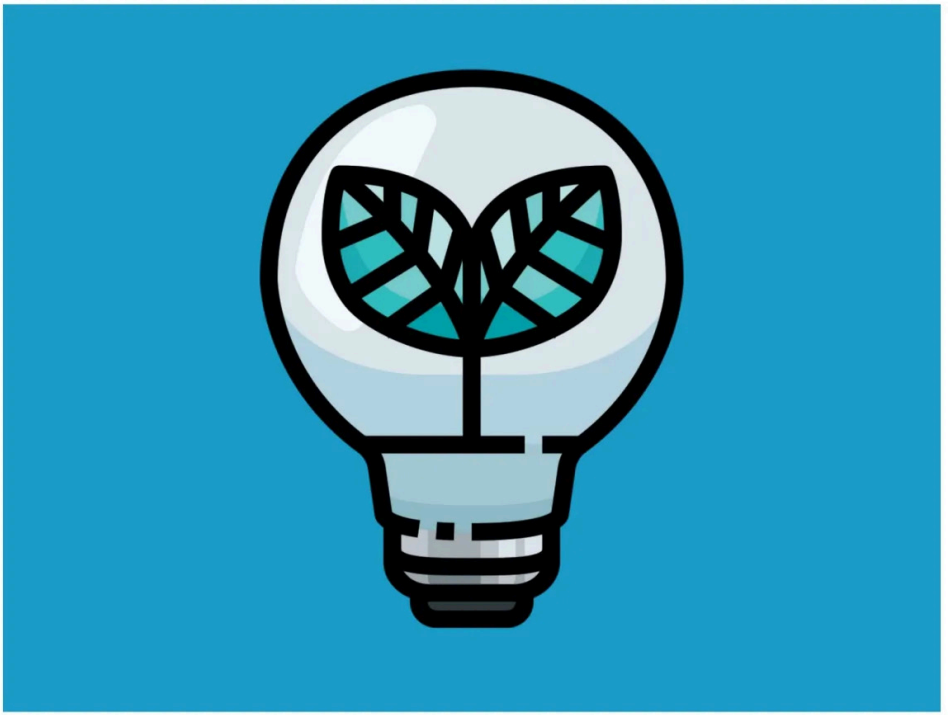
Our drive to develop new ways to think about **LEARNING** is part of our **ADAPTIVE CHANGE** process, as we reduce our reliance on 'this is how we've always done it' as the unspoken driver of how we offer learning. By giving learners more self-determining power over their learning, we are building the **CAPACITY** of our learners to set their own goals, make their plans, and provide their **EVIDENCE** of learning success. Our new, simple learning definition is critical to this shift and is shared with our parents, building their capacity to participate in the learning process through better-informed learning conversations. As we build capacity among all stakeholders, we transform a *transactional* relationship among stakeholders into a *transformational* one, creating a learning **COMMUNITY** in the true sense. We are beginning to think of our families as 'learning families' in our community, and we feel closer to them through more mutual understanding. Early data gathering through focus groups and surveys seem to show that these more dynamic and engaging approaches to learning throughout the community are increasing a sense of individual and collective **WELL-BEING**, a particular emphasis for our school, given the stresses of working through the current pandemic. Perhaps the clearest epiphany for us throughout this process was that our shared approaches to learning, with clarity of language and more learner ownership, is enriching, even democratizing, how all learners, students and adults, can learn together. We are encouraged to feel we are co-creating a fairer, more **EQUITABLE** learning culture where all learners can thrive on their terms.

Planning Your Own Path Toward Learning



Where do we want to be?	What will be evidence of success?	Where are we now?	How will we close the gap?		
			What?	Who?	When?

CHAPTER 8



THE WELL-BEING PRINCIPLE

We co-create a culture that nurtures the intellectual, social, emotional, physical, spiritual, environmental, and occupational well-being of all community members.

Chapter VIII. Well-Being Principle



Well-Being:

We co-create a culture that nurtures the intellectual, social, emotional, physical, spiritual, environmental, and occupational well-being of all community members.

Overview of Well-Being

Healthy isn't a goal; it's a way of living.

What does it mean for a school to be well? To be healthy? How do we center our schools on well-being instead of in response to a crisis? Do we have purpose and balance? Where does this fit in our curriculum?

The Well-Being principle is founded on research that shows that individuals learn and perform best in an environment that supports their health and well-being. Core elements of well-being within a school community include psychological and physical safety, spaces that allow individuals to present themselves fully and authentically, and a commitment to healthy practices for nutrition, resilience, and stress management. Without an emphasis on Well-Being, individuals

and communities are at risk. This principle is reflected in Abraham Maslow's work delineating a hierarchy of human needs that ranges from basic needs (including physiological needs and psychological safety) to self-actualization and transcendence (higher growth needs). Another perspective on this hierarchy comes from the early work of Maslow in his research with the Siksika Nation. In contrast to the Western view, the First Nations' perspective is framed within personal and collective well-being. The bottom of the "tipi" is self-actualization, moving up through community actualization and upward to cultural perpetuity. Building the resilience of our organization comes from a shared collective purpose.

Throughout the pandemic, teachers and administrators realized the coronavirus's profound impact on physiological needs. Teachers initially prioritized curriculum and content at the expense of Maslow's basic needs. Fortunately, it became clear that rebalancing was required, and the phrase "Maslow before Bloom" was coined to illustrate the importance of prioritizing community well-being over curriculum and content. "Unfortunately, progress is often disrupted by a failure to meet lower-level needs" (Saul McLeod, *Simply Psychology*, December 2020). Once this was realized, educators shifted their priorities to support students' health and well-being. Connectedness is fueled by immersion in nature and a shared collective purpose.

Our Well-Being is affected by our families, our communities, and our ability to handle the stress and anxiety stemming from environmental, political, and social circumstances. Each school will need to evaluate the structures that are in place within the organization to support individuals, both students and adults. Schools might benefit from introducing social-emotional supports and specific curricula designed to promote self-awareness, resilience, mental health, and well-being.

First, leaders can offer opportunities for faculty and staff to examine this principle through activities to evaluate the needs of the stakeholders. Each school can tell "their story" of how they have supported one another through their most difficult challenges. Sources of information and access to support from counselors or leaders who are able to "listen" are essential to the process of developing community wellness. Learning to listen actively to each other as reflective and caring partners becomes part of the healing process. Accessing student voices to identify sources of angst and anxiety within the school community will provide avenues to explore deeply-rooted practices that may benefit from re-examination. Changes to policies for grading, "seat time," and pacing may need to be reviewed. Concerted efforts on the part of all adults within a school's ecosystem - counselors, faculty, staff, administrators, leaders, and parents - must embrace this principle as a foundation for community wellness. This is not a "one-and-done" process. Avenues for ongoing monitoring, frequent check-ins, and espousing a mindset of living with uncertainty as part of life will provide critical opportunities to reinforce the Well-Being of the community.

Staff reporting to work each day need to feel a sense of a work/life balance. Expectations for staff need to articulate and reinforce the values of rest, recovery, and renewal as a means to provide balance. Play is also integral to healthy living. Opportunities for creative outlets and play can be a way to provide support for occupational Well-Being, as well as offer adults in the community a chance to serve as role models for their students.

Programs such as CASEL help us to define what social/emotional learning can look like. Well-Being is a foundational principle to support learning. Research has repeatedly shown that without support for intellectual, social, emotional, physical, spiritual, environmental, and occupational wellness, students and staff do not achieve the goals they can reach. More often than not, the area of Well-Being can be overlooked when there is such an emphasis on achievement and status. The New School model identifies Well-Being as essential to the learning process and the health of the educational organization. The Well-Being principle calls upon schools to reflect on how they support individuals, groups, and the collective. As each individual contributes to the whole, support structures must be implemented to develop wellness across the organization. More than ever, educators and parents realize the part that well-being plays in life.

Purpose of Well-Being

People have realized the importance of well-being in the workplace, schools, and our communities. This principle affects all the individuals within the school and, therefore, impacts the greater community as a whole. A collective commitment to upholding well-being. to embrace "Maslow before Bloom" is not simple or easy. But it is essential.

Psychological safety in the workplace cannot be overstated. According to Laura Delizonna, "We become more open-minded, resilient, motivated, and persistent when we feel safe. Humor increases, as does solution-finding and divergent thinking — the cognitive process underlying creativity" (Delizonna, 2017).



Well-Being in Action

What might the well-being principle look like in action? The following quotes represent examples of how the well-being principle may manifest in a school.

Students:

"Recently, a student who was exemplary in mathematics identified the needs of other students struggling with math. While teachers provided tutoring, students preferred learning from each other. The student decided to develop a tutoring service for students with other students. She worked with the administration to set up a referral system, provide space for the tutoring sessions, and a matching service that links tutors with students in need." Secondary School Administrator

What might a student at your school say Well-Being looks like within your context?

Teachers:

"Several teachers in our school were discussing feeling overwhelmed. One of the teachers mentioned taking a series of mindfulness workshops and the idea of having faculty take time every morning to share in mindfulness practices to ground themselves in preparation for the day. Since then, students have also started using the practices and frequently requested time in class to be mindful and take a moment of peace. The teachers have continued investigating options for more training for Social Emotional Learning and have started working with the school counselor to integrate the Second Step practices into their curriculum."

What might a teacher at your school say Well-Being looks like within your context?

Leadership:

As a result of hearing from individual teachers about the concerns of staff with several issues within the school day, the next faculty meeting focused on a listening session. Our teachers voiced concerns over parents wanting everything to "go back to normal" and the overwhelming number of goals. We decided to review what we value in our school - we feel like a family, work collaboratively, and love our relationships with our students. Reviewing the six goals for the year together, the teachers identified the main goal of implementing a new math series as the priority for the year.

What might a leader at your school say Well-Being looks like within your context?

Community:

Our students have been reporting high anxiety and depression over the current political situation in our country. Feelings of helplessness have been expressed, and social media has been active with comments from students expressing their frustration and hopelessness. We gathered parents and educators together in several meetings, first to identify the needs of the students and families and, secondly, to identify ways to support our students. A referral system was set up for students needing direct individual counseling, and small group sessions started for students who expressed similar concerns and anxieties. Students were encouraged to invite other students to the conversations and develop ways to express their voices within the community. One student group developed a film to convey to teachers and administrators their feelings of anonymity within our school and the pressure of our current grading practices.

What might a community member at your school say Well-Being looks like within your context?



Provocations for Well-Being

Provocations are intended to be tools to use within a school community to get people thinking creatively and in a generative way about the elements of each of the Principles. As reflective leaders in the change process, we must use fearless inquiry to step out of our comfort zone, examine our current practices, and design approaches for the future. The following questions are designed to prompt conversations within your school community. Your answers to these questions should challenge the status quo. If you are fearful of your answers, it indicates that you are exploring this principle deeply.

DIRECTIONS: With members of your school community, use these provocations as a guide for your discussions.

WELL-BEING: What are the beliefs and values that support well-being in our learning community?

WELL-BEING: In what ways does our system maintain outdated practices that create stress or anxiety within our learning community? How do we check in with learning community members to make sure that they are well? What do we do if they aren't well?

WELL-BEING: What can we name as significant changes to our system over the last ten years with well-being, including equity, social-emotional learning, team and counseling supports, professional learning, instruction/grading/assessment, and policy practices? How did we make the shifts, individually and as a collective?

WELL-BEING: What are the powers and privileges that might be barriers and obstacles to this principle?

WELL-BEING: What are our blind spots that we must recognize, own, and unpack?

WELL-BEING: What habits, behaviors, and dispositions are required for this principle to be realized?

Resources for Well-Being



The links below provide a wealth of guidance and tools to support the principle of Capacity. The articles, videos, and podcasts in the link below provide a foundation for deep exploration of this principle. They can be used in faculty meetings, board meetings, leadership retreats, etc.

- Authentic Connections: a website focused on assessing and supporting school resilience and mental health.
- CASEL: Collaborative for Academic, Social, and Emotional Learning This organization offers a systemic approach to embedding Social, Emotional, and Well-being into schools. It is a hub for a "systems approach".
- Character Strengths and Virtues: A Handbook and Classification by Christopher Peterson and Martin E. P. Seligman This book focuses on the 24 strengths that can be developed across one's life to develop strong character with a positive psychology focus.
- Habit 7: Sharpen the Saw Stephen Covey's website for the 7 Habits of Highly Effective People reminds us to take care of ourselves first.
- Happier Podcast: Gretchen Rubin and Elizabeth Craft co-host this podcast on happiness, habits, and human nature.
- The Happiness Lab: Dr. Laurie Santos Dr. Laurie Santos has studied the science of happiness and found that many of us do the exact opposite of what will truly make our lives better. Based on the psychology course she teaches at Yale, Laurie takes you through the latest scientific research and shares some surprising and inspiring stories that will change the way you think about happiness.
- Happiness Studies Academy with Dr. Tal Ben-Shahar - An Apple podcast series focused on increasing your own levels of happiness, i.e., parenting, use of technology, etc.
- Healthy Days Methods and Measures | CDC A summary of an approach to tracking the number of physical and mental health days each month.
- High-Performing Teams Need Psychological Safety: Here's How to Create It - an article by Laura Delizonna highlighting the role of psychological safety in successful teams.
- The Homecoming Podcast with Dr. Thema A podcast focused on facilitating your journey home to yourself by providing weekly inspiration and health tips.
- Leadership With Heart with Heather R. Younger - A podcast featuring interviews with emotionally intelligent leaders
- Mi7 Survey- This short video describes the Positive Education student well-being survey, which can be used to identify specific areas of student need.
- Maslow's Hierarchy of Needs and Blackfoot (Siksika) Nation Beliefs - This article shares the early research work of Maslow based on the Siksika. The contrast is shared, showing self-actualization at the bottom of the "tipi" and cultural perpetuity at the top.
- The Mindful Kind on Apple Podcasts - The podcast hosted by Rachael Kable shares exciting insights into mindfulness journeys and provides listeners with simple and effective practices to incorporate into their own lives.

- Onward: Cultivating Emotional Resilience in Educators Elena Aguilar offers a book for individuals to delve into habits and dispositions for resilient educators. Chapter three focuses specifically on Community Building. The rest of the book offers many ways to care for ourselves.
- Plutchik's Wheel of Emotions: Feelings Wheel Psychologist Richard Plutchik has developed a model to allow individuals to identify the language for specific emotions. This model can be used to develop an enhanced vocabulary to navigate emotions effectively.
- Positive education: Trends, evidence and advancement- An address from a professor at The University of Melbourne discussing advances in positive education.
- Power & Health Episode - A video episode describing the influence of power on health
- The Role of Classroom Culture and Psychological Safety in EFL Students' Engagement - a research paper shows the role of emotion in learning in EFL and ESL contexts.
- Second Step - Curriculum and programming available to develop social-emotional learning.
- Situation Appraisal Process from TregoEd - Dr. Ted Mockrick recommends this process to identify a situation.
- Solros Positivity School - The Solros Development Group offers a playground for school faculties to explore positive peer coaching and community building.
- UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development This site focuses on developing SEL for our students to help build kinder brains.
- What Contributes to Students' Well-Being at School? An Infographic by PISA on research from 2015.
- Who are MWe—Singular or Plural, Noun or Verb? | Dan Siegel- Video on the We concept of perspective to shift systems and develop creativity, vitality, kindness, and compassion.
- Wholebeing Happiness and the SPIRE Approach, with Tal Ben-Shahar, PhD- A video that describes the aspects of the whole person which need to be addressed to achieve well-being.



Pathway Toward Well-Being

For each of our New School Principles, we provide a Pathway that attempts to tell the story of a school on a journey towards putting that principle into practice. These narratives are only approximations because every school is different, and change is not as linear as this represents. It is messy, imperfect, and iterative. To apply the metaphor of a 'pathway,' it is often one step forward and several steps in reverse. The spirit of this pathway is simply to provide 'a portrait of possibility'. It offers a picture of what progress might look like, as it can be easier to imagine something if a possible model is provided.

We offer four moments in time along this journey for schools to reflect on their current reality and imagine what might be next:

- Thinking about it...What might it look like when your school is "thinking about" the Well-Being Principle? (This can involve a range of applications, stakeholders, and ideas beyond a single point in time or a right answer.)
- Working on it...What might it look like when your school is "working on" the Well-Being Principle?
- Living it...What might it look like when your school is "living" this Principle?
- Transforming it...If you get this far along the continuum, what would transforming your school's relationship with the Well-Being Principle look like in practice? How would you tell that story?

Making connections to each of the Principles, while putting one in the center, we offer a narrative description of what types of connections among and between the seven principles might exist.

When you see this Principle holistically with the other 6 New School Principles, what might those connections look like in practice? What is unleashed? What do (might) you see? What do you think? What do you wonder?



Pathway Toward

Thinking About Well-Being ...

We have started to wonder whether schools should consider the well-being of their members.

As the health of our community is increasingly a concern, we need to find ways to develop a shared language and understanding of well-being.

We are thinking about the structures and systems that contribute to or impede the well-being of our community members: students, staff, and parents. We know that if we don't take care of ourselves, we can't take care of others, and it's harder to get at deep learning and other types of adaptive change we're beginning to think about as a school.

We are beginning to explore what this might look like within our school's unique context and understand that this is not within everyone's comfort zone!

Now that you've read a handful of examples of "Thinking about it...", what might this principle look like when your school is "thinking about" the WELL-BEING principle?



Pathway Toward

Working On Well-Being ...

We are committed to prioritizing the well-being of our community members. We have explored different well-being models to fit our needs: frameworks, programs, and practices - and we've worked out which type of support is right for us. With this support in place, we are beginning to develop our understanding of well-being, how to talk about it, how to see it, how to measure it, and how to take care of it.

Plans are being developed to provide opportunities for community members to develop different aspects of their well-being. We're beginning to see a difference in how people talk about well-being, with more specific terms, with a developmental view, and in ways that start to spotlight the positive benefits of paying attention to our well-being. The goals the school community sets are both realistic and earnest - ones we know we can achieve and those we might only dream about achieving. Both are important to our motivation and sense of accomplishment as a community.

Teachers are starting to use the language with their students and plan lessons - and meetings! - with elements of well-being woven into the plans. This might include having students complete a strengths inventory and using that to inform how students are grouped for a project or even to decide what sort of project they want to develop.

Students feel enabled (given time and space both within and beyond the classroom) to experiment with and identify activities and strategies that promote their physical and mental well-being. We see setbacks as a chance to stand back, pause, and reflect on what triggered the setback before moving forward. Learning to reframe challenges is part of the process; we're all working on this together.

In our classrooms, we see class meeting structures being used to teach our students how to consult, how to listen to each other, take turns speaking, and resolve conflicts and problems that arise. As we plan collaboratively, we see these skills growing on a progressive scale.

There is visible evidence of our commitment to well-being starting to pop up around campus, in our classroom walls, the hallways, our digital display boards, our website, and our social media news streams. The buzz has started!

Now that you've read a handful of examples of "Working on it…", what might this principle look like when your school is "working on" the WELL-BEING principle?



Pathway Toward

Living Well-Being ...

When we are in this stage, members of the community take care of their well-being. They know themselves as learners and know and connect with their strengths in ways that boost achievement and well-being. They also form strong partnerships around their strengths to solve problems and pursue interests in learning. Community members understand how they activate personal interest, exploration, and discovery in the learning process.

Members are able to distinguish among the different emotions they experience in order to improve their emotional management. Members cultivate their ability to pay attention in order to better cultivate their own well-being.

The learning environment promotes a sense of belonging through positive relationships and communication styles. Members understand and are able to manage positive and respectful relationships with others. With such mutual respect, members of the community share ideas and opinions openly and respectfully. Furthermore, being able to empathize with those who hold different world views, needs and perspectives contribute to one's sense of well-being. When communities are 'Living It' they understand this connection to well-being.

Members in the community bounce back and bounce forward when facing challenges and adversity and frame life's challenges and adversities as a way to change their internal response to the challenge, helping them cope better. Communities that are in the 'Living It' phase have established a culture where learners demonstrate resilience through their capacity to respond to adversity through positive coping strategies, keeping things in perspective, developing realistic goals for moving forward, and envisioning alternative solutions to problems.

Members of the community develop a sense of purpose, mastery, and direction in life. When schools are in this phase, you will see students finding purpose as they serve their communities' needs. Members of the community know how to break bad habits, create good habits, and set goals, all of which contribute to their overall well-being. Setting personal challenges for growth and taking appropriate risks are embedded in the culture of schools that fully embrace the Well-Being Principle.

Now that you've read a handful of examples of "Living it…", what might this principle look like when your school is "living" the WELL-BEING principle?



Pathway Toward

Transforming Well-Being ...

A group of our faculty was really committed to community well-being. They had noticed the remarkable changes within our school community, and they decided that it was necessary to share our experiences with the broader educational community. They developed a "Community Well-Being" Toolkit, and they had it published. It contains many resources and strategies that a school can use to assess and improve the general well-being of all constituencies. The Toolkit also features the practices and activities we did at our school. This group of faculty members has offered the "Toolkit" to schools in our region, and we recently had a request for the "Toolkit" from a school in another country. It has been so popular that our regional association has asked our school to provide a workshop on how we transformed our community by focusing on well-being. It feels good to have made such progress, and we are delighted to share our practices with other schools. We know we aren't perfect, but we are perfect at making sure that we attend to our well-being!

Transforming it . . . If you get this far along the continuum, what might a transformation of your school's relationship with the WELL-BEING principle look like in practice? How would you tell that story?



Pathway Toward

Connecting Well-Being ...

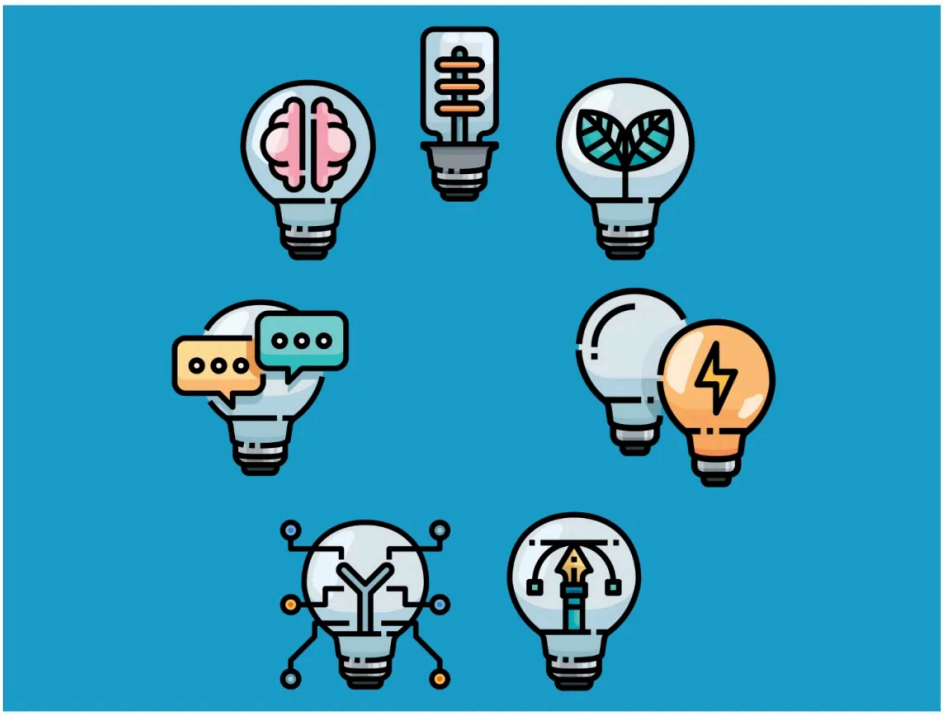
When we put the **WELL-BEING** principle at the heart of our school, we see each of the other principles flourish. To change the culture of our school in order to embed the well-being principle, we use **ADAPTIVE CHANGE** to inspire profound learning throughout our school community as we co-create a common language around well-being that reflects the shared values of our learning **COMMUNITY**. Well-being and the **LEARNING** principle are intricately linked, as impactful and joyful learning is challenging at best without the positive benefits of well-being. Building **CAPACITY** among all stakeholders is part of the transformative process of shifting school culture, helped enormously by the fact that we have a shared definition of learning that includes elements of well-being. With well-being an integral part of our community's shared definition of learning, we broaden our view of learner **EVIDENCE** to include dimensions of well-being using rich and diverse data methods. Research is clear about the significance of our sense of belonging to our well-being. So the **EQUITY** *principle* inspires us to create an inclusive environment where everyone can thrive.

Planning Your Own Path Toward Well-Being



Where do we want to be?	What will be evidence of success?	Where are we now?	How will we close the gap?		
			What?	Who?	When?

CHAPTER 9



NEXT STEPS

Where do we go next?

Chapter IX. Next Steps

The AAIE board and executive committee are committed to moving forward in support of the New School Project and to growing participation in further conversations, professional development, and communication around the project. Information on how to participate will be forthcoming.

The New School Project began in March 2020 as an informal sense-making process in a time of great uncertainty. As our conversations shifted in response to a radical change in what we've historically held to be true, a 'What If?' conversation began to emerge, triggering a rethink of the purposes of schools in society. As learning leaders, we began to see ways to forge a different kind of relationship between learners and learning, parents and teachers, and schools and their communities.

The New School Project serves as a guidepost for schools within the international community. It is not a hard and fast rule book to be followed without question; rather, it serves as a timeless guide from which each school community may select any - or all - principles that speak to their needs. School leaders are free to adapt the contents and exercises to fit their school's culture and learn together with a shared sense of purpose.

AAIE's commitment to supporting the New School Project permeates much of what we do and will continue to do. It's evident in our weekly conversations, virtual and in-person conferences, and Leadership Learning seminars that these principles are our standard-bearers. As school leaders begin to embrace and adapt the seven principles in their school communities, they will have stories to tell. And that has become part of the fabric of AAIE's New School Project's next steps on this journey - school leaders sharing their stories, learning from each other, igniting more conversation, and making real change around the question. What if we envisioned learning differently?

Outstanding leaders from all parts of the globe have come together to state the changes needed in our schools, and the principles put in place will be the cornerstone of the work AAIE will be doing moving forward. Let us hear from you along the way. How are the New School Projects' seven principles making a difference in your school community? What are your successes, and what would you do differently? AAIE will continue to offer space to gather, guide, listen, and learn as we move forward and wonder 'what if?' Our learning never stops.

Accreditation

As mentioned numerous times above, this book was intended to serve as a companion guide to a school's existing strategic agenda. Obviously, the Principles outlined in this book are directly relevant to a school's philosophy and approach to teaching and learning. Embracing these seven Principles will require shifts in pedagogy, and these shifts may be fundamental in nature. A classroom of the future should include elements from all seven Principles, and these elements must be regularly embedded into the classroom experience rather than existing as single, one-off practices conducted haphazardly throughout the year.

Accountability for change rests within several different venues. Primarily, an individual school must hold itself accountable through commitments to reflection and action. These Principles can and should be discussed during meetings: faculty meetings, administrative meetings, board meetings, parent association meetings, and student-led assemblies and forums. Change is possible when there is leadership and commitment at all levels and within all constituencies.

Accreditation can serve as a lever for change within schools; therefore, accreditors have an important role in supporting the Principles in this Book. Accreditors are positioned to play a supportive and leadership role in this area. It would be an interesting task to assess the alignment between the accreditation standards of a particular association and the New School Project Principles. If gaps exist, the accreditor might consider whether existing standards could be reworded or new standards added to encapsulate the letter and the spirit of the Principles. Even a minor change to an accreditation standard would result in meaningful and specific changes within a large number of schools. That's how change happens.

Accreditors should also support and highlight those schools that are on the leading edge of innovation. Accreditation is most effective when it reinforces the continuous improvement goals of the school. The process of accreditation must encourage each school to document the creative and innovative ideas that are underway. By embedding the New School Project Principles into existing accreditation standards, the accrediting agencies will position themselves as playing a major role in inspiring transformative changes within schools. This does not come at the expense of compliance; rather, supporting transformative growth coincides with an accreditor's responsibility to ensure compliance with standards.

By definition, accreditation is a peer review process that offers an external perspective on an internal reflection and assessment. The New School Project Principles can and should be part of this external perspective. Accreditation visiting teams should become familiar with these Principles in order to support individual schools on their unique transformation journeys, their "Pathways toward Practice." If the New School Project Principles are the hallmarks of our schools of the future, then the accreditor of the future would do well to align themselves accordingly.

Appendix

Book Chapter Contributors

Introduction:

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Student participants: Several conversations included participation from current students. These students offered reflections and perspectives that enhanced our understanding of the New School Principles.

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THE NEW SCHOOL PRINCIPLES

AAIE has created the container.

You have the agency to change.

