



Strategic Planning

2015 - 2020

Message from the Board

In 2015 the American International School of Mozambique (AISM) completes 25 years of dynamic growth and increasing excellence. From a modest beginning in 1990 with 58 students and temporary space, AISM has grown into a leading educational institution in Maputo with 580 students, modern facilities, and a strong, nurturing culture of achievement.

2015 is also the final year of AISM's current five-year 2010 – 2015 strategic plan. In 2010 AISM, in view a growing waiting list of applicants, adopted a strategic plan for growth that emphasized enhancing the education program, enlarging enrollment and expanding the school's facilities, while maintaining financial sustainability. The first phase of the new facilities (new classrooms, cafeteria and playing fields) will be completed by February 2016 and additional facilities will be completed over the next 2-3 years. With the new facilities, AISM will have capacity for about 720 students. The 2015 annual report enumerates the broad spectrum of accomplishments of the past five years and reflects the sustained improvement of the school over the past 25 years.

AISM now needs to define a strategic plan for the next five years, 2015 – 2020. A larger student body and expanded facilities gives AISM the chance to better serve the Maputo community by offering more opportunities for enrollment and by being able to offer a more extensive and stimulating International Baccalaureate (IB) curricula, with related learning opportunities such as a strong athletic program, service learning and after-school learning activities.

AISM still faces challenges. It needs to continue to grow enrollment to meet community needs and to fully utilize its capacity to deliver a quality education for more students, while recognizing and supporting a wider range of student needs. The school needs to ensure the highest possible academic standards by attracting educators with teaching skills commensurate with its ambitious learning goals. And, it needs to ensure continued sound financial management.

The new strategic plan is based on community-wide consultations to identify the aspirations of the AISM community. The consultation process was designed to emphasize direct participation and identify monitorable goals. The aspirations are captured in the attached [46] community-defined goals identified by the school administration, teaching staff, parents and students. In addition to the consultations, the board carried out an independent parent survey to ensure that everyone, including those who could not participate in the consultations, had a chance to express their concerns and expectations for the school. AISM's vision and mission statements have also been updated to reflect what was learned during the consultations. Together these will be used over the coming months to define actions and activities to achieve our goals and to measure progress over time.

AISM is an extraordinary community of aspiring students, engaged parents and professional staff, working together as a dynamic, deeply committed team for the success of its students as a proud member of the Maputo community.

Message from the AISM Director

Mary Jo Heatherington, PhD

I am fortunate to be part of yet another AISM strategic planning process, not only in bringing closure to the previous five-year plan but in helping to bridge the next five-year strategic plan. A commitment to continuous improvement has been our pathway, and today it is stronger than ever. We are prepared to face new challenges and to take AISM to even higher levels of performance.

Over the past several months, the Board of Directors engaged our school community in a highly participatory strategic planning process to envision AISM in the next five years. This unique planning process provided all stakeholders – now referred to as strategic partners – with the opportunity to influence how we bring about changes and improvements designed to further enrich the education program, promote student achievement, attract and retain the best teachers possible, extend learning beyond the classroom, complete expansion projects and sustain good governance practice and sound financial management.

After a number of productive and dynamic workshops, representative groups of board members, staff, parents and students each identified a set of indicators around what they would expect to see, like to see and love to see take place by 2020. The new 2015-2020 strategic plan serves as a catalyst to keep us all engaged in ongoing discussions, collaboration and reflection as we begin to implement and monitor the strategic plan at the start of the new year in August.

Once again we have the opportunity to build on our strengths and exceed the dreams of the past. Under the 2015-2020 strategic plan, our new priorities driven by student learning will serve as our compass. All of our students will be challenged to develop their unique talents, creativity and critical thinking skills, preparing them to contribute in a meaningful way to the world they will inherit and shape. We've worked together to meet our goals and objectives over the past five years, and I am confident that we will meet our new goals again with success.



THE FRAMEWORK

A Learning Based Management approach differs from other strategic planning and evaluative frameworks as it shifts away from assessing only the ultimate long-term impact of an institution's work (defined as a change in state- e.g. graduated students) by employing a process that provides a continuous monitoring of changes in the practices, actions and relationships of the people, groups, and organizations with whom institutions such as AISM work directly.

*Learning-Based Management allows us to engage in **evaluative thinking** every day, not only at prescribed periods.*

Components



STRATEGIC PLAN VISION

The American School of Mozambique is a partnership of engaged students, who demonstrate critical thinking and personal initiative, dedicated parents, who are engaged in their children's learning, and a highly qualified staff, who stimulate and direct disciplined learning, creative thinking and personal initiative. Together, we create a learning environment that inspires students to cultivate their unique talents and perspectives and prepares them to contribute in purposeful ways to the world that they will inherit and shape.

Our students enjoy a stimulating and balanced educational program that is rooted in the principles of excellence, ethics and engagement.

By **excellence**, we mean taking personal initiative to learn, be informed, and gain knowledge, skills and understanding; envisioning the future with confidence, enthusiasm, and perseverance and committing to shape the future as an agent of positive change; preparing to be culturally literate citizens of the world; achieving a balance in physical, emotional and social development; and, setting and achieving ambitious goals.

By **ethical living**, we mean embracing the values of respect, honesty and integrity in our interactions with others and the world around us; respecting the uniqueness of individuals and their varied backgrounds, perspectives and abilities; acting with sensitivity and a sense of fairness; taking responsibility for our actions, accepting the consequences of our decisions and learning from experience; and, setting a good example and inspiring others.

By **engaged learning**, we mean thinking critically and making connections among information and ideas; asking valuable questions, using a variety of techniques to find answers and probing for clarification; collaborating and sharing in an environment that supports and encourages risk taking; developing divergent thinking through understanding diverse perspectives; and, demonstrating passion and enthusiasm for continuous learning.

These principles are woven into the fabric of our school's way of life and serve as touchstones for our mission to achieve educational excellence. We believe these values provide for life-long good learning, good habits and character development.

STRATEGIC PLAN MISSION

AISM offers an innovative approach to teaching and learning through the rigorous, inquiry-based International Baccalaureate curricula with a focus on social and environmental awareness. Through international mindedness, students learn to be productive and contributing members within a global society. AISM delivers its learning program as a supportive, enthusiastic community that emphasizes responsible, respectful collaboration and teamwork.

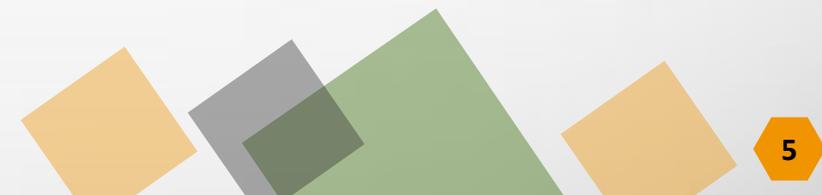
Committed staff ensures mastery of the curricula and employs diverse and challenging integrated learning opportunities and methods to meet the needs of all students.

Committed students, to be internationally competitive, develop innovative and creative thinking and leadership skills by engaging in learning opportunities in and beyond the classroom.

Committed parents engage in their children's learning and development and participate in school events and activities.

A committed board of directors ensures a sound governance and financial sustainability and determines the direction for AISM's future through strategic planning and ongoing evaluation. The board and administration ensure safe, environmentally sound and functional facilities based on current and future needs of the school.

Together, we are committed to fostering a caring, respectful and participative community.



*Connected
from
the
Start*



1. Students:

AISM students will demonstrate a capacity to think critically through their ability to relate their personal and collective activities in the school environment. Taking advantage of the school's curriculum and its enriching experiences, students will show progress, growth and achievement; displaying confidence in their ability to learn, achieve and contribute. They will exhibit a determination and willingness to take on leadership roles both within the school and the community demonstrating individual integrity, civic consciousness, ethical behavior and an appreciation of diversity. They will pursue further learning opportunities, and demonstrate academic achievement.

2. Educators:

AISM educators will exhibit professionalism in the ways they interact with students, fellow staff, external colleagues and the community while fulfilling their AISM duties. They will be capable in their teaching duties, accessing opportunities to strengthen their teaching in order to devise creative, innovative and effective mechanisms for teaching and community engagement activities. AISM educators will be committed to supporting the creation of a positive learning partnership with students and parents that recognizes diverse talents, differential learning needs and the necessity of being responsive to the cares and concerns of students and the communities from which they come. AISM educators will be active in their communication, engagement and collaboration with parents and other internal and external academic and non-academic colleagues searching out partnerships that will contribute to the advancement of knowledge for themselves and their students.

3. Parents:

Parents will engage in their children's learning activities and form collaborative learning partnerships with educators and AISM leadership. They understand the goals of an IB program and participate in formal and informal education events, after-school activities and governance duties when asked for participation. Parents will communicate effectively with educators and AISM staff helping to create a positive and enriching school environment for all students at AISM.

4. Decision-Makers:

Decision Makers will demonstrate confidence in the abilities of AISM staff in their academic and working environments. They will champion AISM and its role, capacity and achievements with others and will reach out and utilize evidence for policy formulation and implementation plans that recognizes the diversity of the community it serves. They will be inclusive and effective communicators with the AISM community asking for its participation in the decision-making process or by conveying to decisions made by the school to the community. Decision Makers will support and participate in the development of and implementation of governance and financial structures that ensure the sustainability of AISM and the fair and equitable treatment of its staff.



New process / New terminology



WHO?

- Strategic Partners: Students, Educators, Parents, Decision Makers

WHAT?

- Our process is called Learning Based Management and follows a course of mapping outcomes that drives our learning environment.

HOW?

- A key element in our process for documenting, evaluating and reporting on results is to identify and use our progress markers to provide information on the changes in behaviour of all strategic partners.
- Each progress marker indicates areas of sought-after change.
- When we apply strategies in conjunction with a monitoring system that regularly probes for examples of these changes, we are able to adjust these strategies when necessary and document different levels (and intensity) of outcomes exhibited by our strategic partners.

WHY?

- *It is what learners do that matters.*
- *Outcome mapping provides not only a guide to essential evaluation map-making, but also a guide to learning and increased effectiveness, and affirmation that being attentive along the journey is as important as and critical to, arriving at the destination.*

References:

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.
Patton, M. Citation www.outcomemapping.ca

Strategic Partner Progress Markers

1. Students:

Immediate Progress Markers (expect to see)

- 1.1 Students demonstrate creative approaches to learning.
- 1.2 Students communicate their ideas and views to others.
- 1.3 Students demonstrate their ability to think using different points of view or in exploring new areas of learning.
- 1.4 Students use technology appropriately in their school activities.
- 1.5 Students actively seek support from teachers when needed.
- 1.6 Students at all levels offer their skills in a specific subject area to their peers.
- 1.7 Students access support and resources for their differentiated needs.
- 1.8 Students participate actively in service learning.
- 1.9 Students identify and participate in the use of environmentally friendly practices.
- 1.10 Students demonstrate positive school affiliation.

Intermediate Progress Markers (like to see)

- 1.11 Students plan, organize and participate in internal school events.
- 1.12 Students self-identify their academic level and pursue appropriate support .
- 1.13 Students participate in different learning environments (outside AISM grounds).
- 1.14 Students participate in the planning, selection and involvement in school activities.
- 1.15 Students access beneficial and productive advisory sessions with AISM educators.
- 1.16 Students demonstrate ongoing and/or continuous academic improvement.
- 1.17 Students participate in local, national and international AISM related events and activities.
- 1.18 Students use AISM student committees to promote and facilitate their own ideas and talents.

Long Term Progress Markers (love to see)

- 1.19 Students share their skills with people outside school .

Strategic Partner Progress Markers

2. Educators:

Immediate Progress Markers (expect to see)

- 2.1 Educators meet expectations set out by IB standards and practices.
- 2.2 Educators take part in ongoing professional development to strengthen their capacity .
- 2.3 Educators have regular meetings with parents; students and colleagues through formal and informal structured learning experiences.
- 2.4 Educators make assessment standards and criteria transparent and accessible to students and parents.
- 2.5 Educators ensure that there is an appropriate and effective use of feedback mechanisms for parents, students and AISM administration.
- 2.6 Educators understand, develop and deliver teaching processes and assessment strategies that respect the differentiated abilities and needs of 'students'.
- 2.7 Educators use collaborative planning to engage with colleagues on in-school and out-of- school learning activities.
- 2.8 Educators engage in collaborative communication leading to a bridging of primary and secondary school groups (whole school planning) .
- 2.9 Educators provide opportunities for parents to engage in meaningful academic and non-academic sessions for students.

Intermediate Progress Markers (like to see)

- 2.10 Educators have access to and use purposeful resources and technology to extend the learning of students
(moves learning beyond what you could do without technology).
- 2.11 Educators work with students to set learning goals and involve them in a regular review process related to these goals.
- 2.12 Educators organize and support educational exchanges with other schools.
- 2.13 Educators participate in follow-up discussions with each other for the sharing of best practices directly related to AISM supported professional development.
- 2.14 Educators incorporate processes and methods in their teaching activities that have been gained from professional training supported by AISM.

Long Term Progress Markers (love to see)

- 2.15 Educators participate in the building of a community that understands and embraces the IB philosophy and program.
- 2.16 Educators will grow and sustain opportunities to interact and exchange with the Mozambican community.

Strategic Partner Progress Markers

3. Parents:

Immediate Progress Markers (expect to see)

- 3.1 Parents access up-to date information on the school's approach and methodology.
- 3.2 Parents will understand and actively participate in educational program events (informative and community events).
- 3.3 Parents share concerns through appropriate channels.
- 3.4 Parents participate in discussing with educators learning plans in relation to their child.
- 3.5 Parents help define and participate in teacher parent communication processes.
- 3.6 Parents help define and participate in a curriculum forum.
- 3.7 Parents participate in regular and timely feedback with teachers and administration in relation to academic program and AISM operation.
- 3.8 Parents respond to timely alerts regarding their child's progress and communicate regularly with educators until progress improves.
- 3.9 Parents understand and support AISM's strategy and approach to effective differentiation and needs of students'.
- 3.10 Parents reach out to other parents not normally engaged through formal and informal channels and processes.
- 3.11 Parents participate in and /or lead extra-curricular activities with students (includes, sports, after school activities, extended learning sessions etc.).
- 3.12 Parents fill all governance positions that are prescribed for them at AISM.

Intermediate Progress Markers (like to see)

- 3.13 Parents feel they can share concerns and receive a positive, collaborative response .
- 3.14 Parents participate in the design and utilization of feedback mechanisms and processes provided by AISM to share concerns with the school.
- 3.15 Parents have in-school access to specialists to ensure their child's differentiation and needs and (inclusive arrangements and learning support) are met.
- 3.16 Parent's express satisfaction with the level of academic program and AISM operation through multi-channel assessment processes.
- 3.17 Parents participate in follow-up actions agreed upon during the curriculum forum.

Long Term Progress Markers (love to see)

- 3.18 Parents recommend AISM to other interested individuals .

Strategic Partner Progress Markers

4. Decision Makers:

Immediate Progress Markers (expect to see)

- 4.1 Decision Makers ensure an open, transparent and consultative decision-making process.
- 4.2 Decision Makers seek information from AISM community to inform policy construction and/or decisions impacting the education program.
- 4.3 Decision Makers provide a timely response to requests in terms of AISM programs, policies and approvals.
- 4.4 Decision Makers provide for and plan governance and financial structures that ensure the sustainability of AISM.
- 4.5 Decision Makers plan for adequate funding for AISM programs and facilities.
- 4.6 Decision Makers support and demonstrate confidence in the capacity of AISM staff to undertake AISM related activities.
- 4.7 Decision Makers provide a healthy, safe and secure environment for AISM staff, students and community.

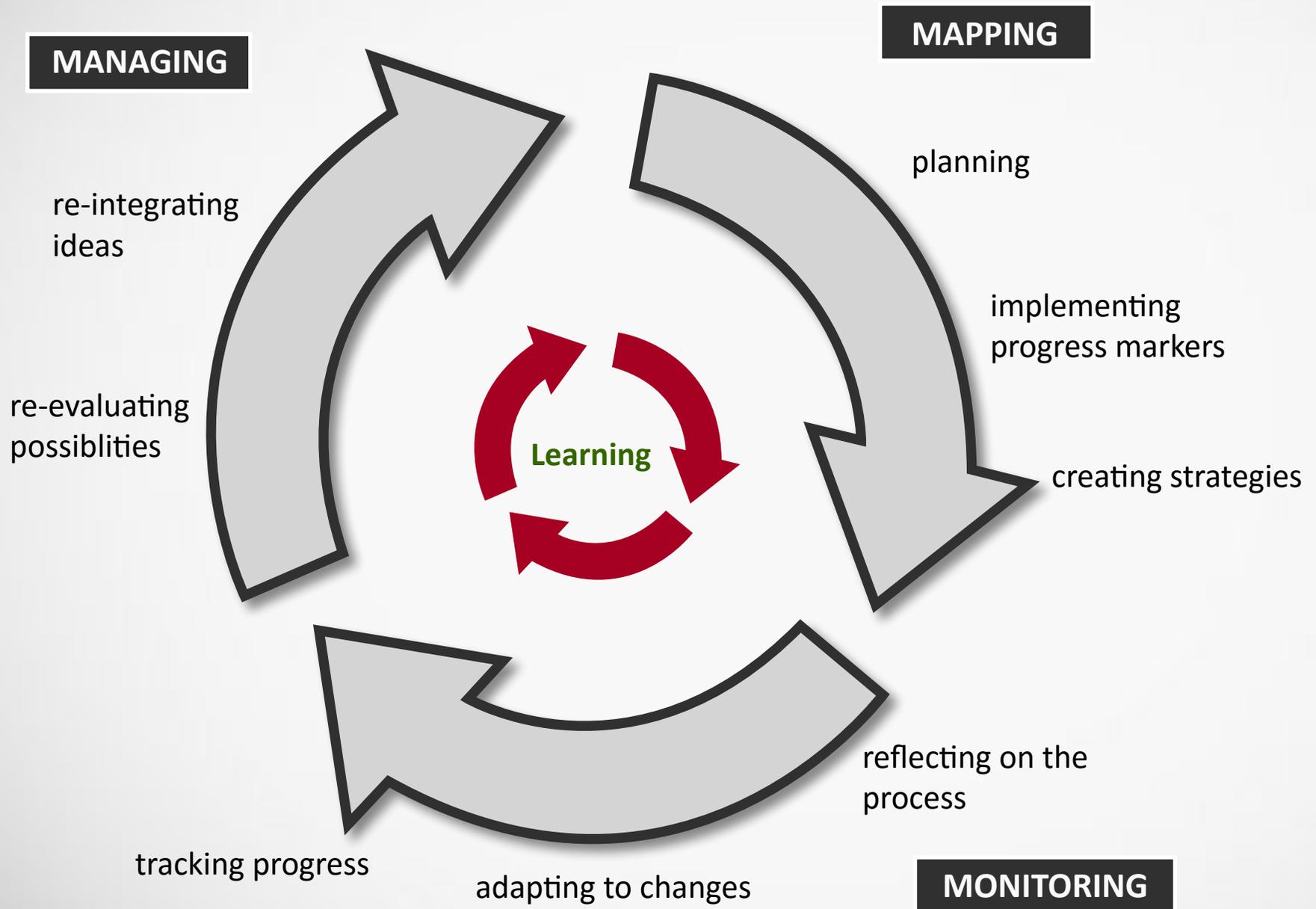
Intermediate Progress Markers (like to see)

- 4.8 Decision Makers provide and strengthen support and guidance/direction in AISM program development (i.e. curriculum development; professional development; recognition of diversity).
- 4.9 Decision Makers use information provided by AISM community to inform decisions about policies, procedures and programs.
- 4.10 Decision Makers promote active engagement from the AISM community in understanding student assessment.

Long Term Progress Markers (love to see)

- 4.11 Decision Makers champion the role, capacity and achievements of AISM students and staff to external audiences.
- 4.12 Decision Makers establish local, national and global partnerships.

LEARNING BASED MANAGEMENT: FIVE YEAR PLAN



Together, we are committed to fostering a caring, respectful and participative community.



Phone +258 21 49 1994 - Fax +258 21 49 0596 - Email aisminfo@aism-moz.com
www.aism.co.mz - Caixa Postal 2026, Maputo, Mozambique