



International School of Paris
Educating for
Complexity

Moving from Experience to **INFLUENCE**



“Our interconnectedness on the planet is the dominating truth of the 21st century”

[Sachs, 2002]



Moving from Experience to Influence

More than 50 years of accumulated experience in international education gives the International School of Paris the confidence to offer a bold vision for its future. Our renewed Vision, Mission and Strategic Plan will see us remain **relevant, authentic, challenging and of our times**. Lived experience has probably always felt complex, but both **the terms and depth of its complexity have now changed**. In a very important sense the modern world has become dramatically internationalised and it is communities such as ISP that have so much to offer as a model. Together with our partners in the educational world and in civil society, ISP will ensure that the student experience is rich, challenging and enabling.

The Guiding Statements and Strategic Plan provide a road-map for the school, allowing our children to engage with and succeed in an increasingly complex world. What counts as engagement or indeed success can be as diverse as the community we serve. However, they do require **skills, attitudes of mind and dispositions of character** that only emerge through a variety of learning experiences. The programmes of the International Baccalaureate and the Learner Profile are a permission-slip to make this happen. Such an inquiry-based and concept driven curriculum provide us with the ideal platform to become a research-led learning community. And, making a commitment to research brings with it a **willingness to adapt and change** according to findings.

We need to better understand, or better remember, our connections with and impact on the natural world. Both the delicacy and complexity of understanding needed to develop a planetary perspective on our actions, to have a fully functioning sense of consequence, have now become central educational imperatives.

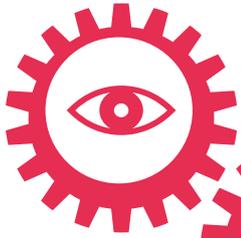
The connectivity across the planet we now witness involves more than a digital revolution, crucial though this is. The enormous benefits of the network society need to be tempered by an understanding that it can just as easily generate division as it can foster collaboration. In what can feel like an increasingly post-national world, it is perhaps unsurprising that this has also triggered the rise of nationalism and the politics of identity; **the wide horizons of globalisation make us look inward as well as out**. As such, it has never been more urgent for young people to be socially, politically, ethically and culturally literate. While these literacies can be cultivated by the whole school community, there is a special role here for **experiential and service learning**.

We hope you share the sense of opportunity and challenge ahead. It is difficult to imagine a more interesting time to be involved in learning. As such, it is our firm conviction that in an emergent and dynamic society, we should be and will be 'educating for complexity'.

Simon Murray – Head of School

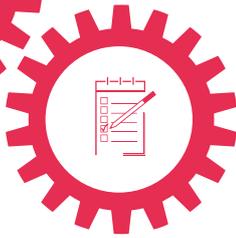
Nathalie Courtel – President of the Board of Trustees





VISION

Educating **for** Complexity.



MISSION

As the leading International Baccalaureate World School in France, we prepare our students to engage with and succeed in a complex world.



Guiding Statements

Our Guiding Statements further articulate our Vision and Mission. They provide a set of commitments that make explicit why and how we will educate for complexity.

LEARNING FOR COMPLEXITY

- We are committed to the goals, values and standards of the IB Programmes.
- We prepare our students to **recognize and respond** to the challenges and uncertainties of a complex world.
- As a school we adapt and evolve to remain relevant and authentic in the context of a highly interconnected world.

EMBRACING DIVERSITY

- Engaging with **cultural difference** is a powerful learning experience.
- We recognize that performance cannot be measured solely by academic achievement. People have a **multiplicity of talents and skills** which should be encouraged and celebrated.
- By exploring controversial topics our students will learn to be **at ease with uncertainty**.

LEARNING TO BE WELL

- **Student well-being is critical.**
- We aim to develop in young people the resources, agility and imagination needed to live productively and sustainably.
- By embracing change our students will see challenges and setbacks as exciting learning opportunities.

INQUIRY, INNOVATION AND LEARNING

- We recognize the importance of inspiring inquiry and innovation.
- Each member of our school community is engaged as an **active learner**.
- Learning is not a journey to a destination, it is a mindset. We encourage unlimited personal development in our students.
- We seek to equip our students with values, strategies and skills to navigate a **constantly evolving landscape of information**, resources and ideas.
- We encourage students to use **creativity and imagination** in their learning.
- The school participates actively in understanding and contributing to the development of **innovative and influential** educational practices.
- **Research** should be embedded in student learning and professional practice.

GLOBAL CITIZENSHIP

- We investigate the **changing landscape of identity**.
- We place a social value on learning and understand the relationship between **rights and duties**.
- We seek to understand the **interdependence** of sustainable **human living** in social, economic, environmental and political structures.

LANGUAGE LEARNING

- We recognize that international education requires **exceptional language learning** through which students are able to communicate effectively, develop their cognitive abilities, discover their own identity and share that of others.

EXPERIENTIAL AND SERVICE LEARNING

- Students should discover **what you learn from doing**.
- We provide opportunities for our students to contribute, to collaborate and to learn that they can make a difference.
- Students have access to the unique learning that comes from a strong programme of **service to others**.

RETHINKING EDUCATION : TOWARDS A GLOBAL COMMON GOOD

“The changes in the world today are characterized by new levels of complexity and contradiction. These changes generate tensions for which education is expected to prepare individuals and communities by giving them the capability to adapt and respond. This second decade of the twenty-first century marks a new historical juncture, bringing with it different challenges and fresh opportunities for human learning and development. We are entering a new historical phase characterized by the interconnectedness and interdependency of societies and by new levels of complexity, uncertainty and tensions.”

[UNESCO, 2015]





The Strategic Plan and Its Enabling Strategies

THE ROLE OF THE EDUCATOR

To Inspire Inquiry and Innovation

- Establish new systems and structures to promote a culture of innovation and progress.
- Offer a dynamic, collaborative and professionally enriching environment.
- Align recruitment and retention processes to the strategic plan.

THE STUDENT EXPERIENCE

To Engage Students through Challenging Thinking, Action and Experience

- Provide authentic experiential opportunities.
- Embed the well-being of our students in all our practices.
- Prepare students to adapt and respond to the complexities of change and uncertainty.
- Build strong relationships from the point of admissions to an active alumni network.

CURRICULUM DEVELOPMENT

To Promote and Embed a Collaborative, Dynamic Approach to Curriculum Development

- Implement assessment practices that are aligned with the mission, vision and guiding statements.
- Move from language policy into practice.
- Provide a progressive school-wide IB curriculum that is cohesive and coherent.
- Re-imagine the learning environment.

EMBRACING CHANGE

All Members of the ISP Community Participate in and Welcome our Dynamic Environment

- Improve student experience through planned support for innovation, initiative and creativity in the teaching process.
- Review the structure and purpose of time in school to allow people to unleash creative initiatives.
- Recognise and celebrate collaborative ideas that generate a whole-school culture.

COMMUNICATIONS AND ADVANCEMENT

Effective Communication of our Shared Identity Will Ensure ISP is Recognized as a Leader in International Education

- Develop a communication strategy to define and promote our story.
- Establish a centre for research and professional development.
- Develop lasting strategic partnerships locally, nationally and internationally.

FINANCE AND OPERATIONS

Secure Finances Will Allow ISP to Embrace New Opportunities and to Invest in its Ambitions

- Challenge and rethink budgeting and operational processes in order to optimise the use of the school's resources.
- Pursue additional sources of income.
- Budget for educational innovation and diversity.

SEVEN COMPLEX LESSONS IN EDUCATION FOR THE FUTURE

“The education of the future is faced with this... problem because our compartmentalized, piecemeal, disjointed learning is deeply drastically inadequate to grasp realities and problems which are ever more global, transnational, multidimensional, transversal, polydisciplinary and planetary. This inadequacy obscures: the context, the global, the multidimensional, the complex. If knowledge is to be pertinent, education must elucidate these factors.”

[Morin, 1999]

WHAT IS AN IB EDUCATION?

“In our highly connected and rapidly changing world, IB programmes aim to develop international-mindedness in a global context. The terms ‘international’ and ‘global’ describe that world from different points of view – one from the perspective of its constituent parts (nation states and their relationships with each other) and one from the perspective of the planet as a whole. Sharp distinctions between the ‘local’, ‘national’, and ‘global’ are blurring in the face of emerging institutions and technologies that transcend modern nation states. New challenges that are not defined by traditional boundaries call for students to develop the agility and imagination they need for living productively in a complex world.”

[IB, 2013]



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The International School of Paris would like to offer our grateful thanks to the many members of the school community whose collective efforts produced our new Vision, Mission and Strategic Plan.

International School of Paris

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