Welcome to Our Focus for the Future: Steps Ahead. The twenty-two strategic aims which were defined following wide consultation and deep reflection by the Strategic Planning Committee in 2012 have now been developed into a comprehensive set of Steps Ahead by the Conférence des Directeurs, the leadership team of the Foundation. These proposals were endorsed by the Strategic Planning Committee and warmly approved by the Governing Board in June 2013.

**Our Focus for the Future: Steps Ahead** constitutes an exciting and challenging pathway for the International School of Geneva and one which will enable us to build on our distinctive and distinguished reputation in three areas: Educational Excellence; a high performing Foundation and the Ecolint Community.

Each step has its own action plan which anticipates the resources and time required, attributes key responsibility and defines the criteria for success. We will review our progress regularly and will seek your feedback from time to time.

It has been a highly-rewarding and stimulating process to create this clear and comprehensive strategy and I am very grateful to all those involved. We have placed our aspirations for our students at the heart of our deliberations, certain in the knowledge that a highly motivated and well-led staff, efficient systems and engaged parents all allow our students to thrive. We have also looked beyond our school to the challenges of the world for which we educate our young people to ensure our thinking is informed and discerning.

The major work to fulfil our ambitious aims is now before us and I look forward to your support over the next three years.

Vicky Tai
EXCELLENCE IN EDUCATION
to develop further our provision so that it suits the needs of all our learners, and to champion intellectual aspiration and rigour so that each student is sufficiently and appropriately challenged according to ability.

**STEPS INVOLVED**

E1.1 Enhance arrangements for gathering relevant information on students prior to arrival in order to support them well from the outset.

E1.2 Articulate clearly and celebrate our philosophy of differentiation and how we champion intellectual aspiration in each school. Sustain our child-centred approach whereby each student is a responsible and reflective collaborator.

E1.3 Complete the review of learning support and act on recommendations regarding arrangements. Ensure professional development continues to increase our understanding of how children learn.

E1.4 Develop our approaches within the curriculum and beyond to ensure our provision is sufficiently enriched to be demanding for all, including our most able students.

E1.5 Generate reliable data to show value-added and, where data is being generated, share and analyse well. Address any areas where data suggests more focus is needed.

E1.6 Review our Guiding Principles for the Curriculum so that they are reflective of learning in the 21st century and, as one Foundation, abide by those principles in each school so that they influence curriculum design, assessment, teaching and learning coherently.
to strengthen, for young people deluged with information, ways in which we help them to be discerning, analytical and able to speak with their own voice.

STEPS INVOLVED

E2.1 Develop discernment, analysis, intellectual risk-taking and rigour as hallmarks of an Ecolint education; model and maintain our values of mutual respect to build listening skills and the self-confidence to debate.

E2.2 As part of the Guiding Principles for Information Literacy, emphasise critiquing and media discernment. Ensure staff are training students according to these principles.

E2.3 Continue to promote debating, Student League of Nations, Student Councils and class work that involves students in debate and reflection on important social and ethical issues.

E2.4 Expand our programme of visiting speakers of high quality.
to implement a strategy for digital learning which makes the most creative and worthwhile use of ICT

### STEPS INVOLVED

**E3.1** Set out our Guiding Principles on our approach to digital learning covering matters such as digital literacy, project-based learning, integrated ICT use and responsible digital citizenship.

**E3.2** Have full-time Technology for Learning Coordinators in each school whose role is to recommend meaningful educational use of ICT and develop staff expertise. Clarify this role and define strong performance indicators.

**E3.3** Determine and communicate strategy for devices and software to ensure efficient and readily available resources: introduce one-to-one devices in secondary and confirm plans for primary.

**E3.4** Decide on the future of the ICT curriculum, and if discrete ICT lessons continue, ensure their content is rigorous and relevant.

**E3.5** Decide and manage decisions on accessibility of social networking sites with respect to teaching and learning.

**E3.6** Develop a programme of online courses which enables sharing and consolidation across the Foundation and collaborative partnerships with higher education institutions and other schools.

**E3.7** Encourage all students to compile digital portfolios.
to enhance our pastoral care, mentoring and our guidance to students at every stage, including applications to university, so they may make choices that prove fulfilling.

**STEPS INVOLVED**

**E4.1** Implement the new Pastoral Care policy by agreeing best practice on key elements: management, mentoring, contact time, reports, record-keeping, induction and training, peer support and inter-agency communications.

**E4.2** Continue to develop effective senior and middle management of pastoral care to promote a positive environment for learning, student wellbeing, subject choices, self-knowledge and motivation.

**E4.3** Continue to strengthen the role of the mentor / homeroom teacher as key point of contact for parents and other staff; monitor effectiveness of arrangements for communication with parents; ensure that time for mentoring and interaction with class is effectively used and that there is a coherent programme of Personal, Social and Health Education.

**E4.4** Continue to refine the approach to report-writing so that reports are true indicators of progress offering constructive advice; promote age-appropriate student reflection and feedback.

**E4.5** Ensure replacement School Management Information System enables pastoral care: record-keeping, online reports, communication, profiling, mentoring, absence tracking, etc.

**E4.6** Ensure that arrangements for higher education guidance meet the needs of students across the Foundation, recognising trends in demand; undertake full analysis of outcomes to inform guidance.
to increase our focus on developing mental and physical well-being in preparation for the long lives our students can expect to lead, ensuring our education is genuinely holistic with a range of opportunities to learn, grow and succeed.

**STEPS INVOLVED**

E5.1 Examine our provision in the four main areas of "beyond the classroom" learning – Cultural activities, Sports, Service, Social activities – and make recommendations for development in line with our mission. Consider the possibility of designing a school day that allows all teachers and students to participate in the wider life of the school.

E5.2 Encourage every student to create and maintain a personal digital record of formative experiences and reflect on "beyond the classroom" activities. Encourage all students to aspire to their personal best and celebrate their achievements.

E5.3 Compare the provision of Personal, Social and Health Education across the Foundation to identify areas of excellence, share good practice and resources and address any gaps.

E5.4 Continue to strengthen our approach to bilingualism, promoting its cognitive benefits, so that, in each school, all students have the opportunity to acquire proficiency in more than one language.

E5.5 Embed the Guiding Principles on Mindfulness to promote, in our students, awareness of self, others and context. Provide space and time for reflection in order to empower students and teachers to develop and understand their potential.
to demonstrate our commitment to the Arts and sport by broadening the education and activities we provide beyond the taught curriculum.

**STEPS INVOLVED**

E6.1 Implement the Arts Policy on all campuses. Ensure the new Arts Centre at La Grande Boissière broadens opportunities for the Arts that can be enjoyed by schools and students across the Foundation.

E6.2 Ensure the Physical Education and Sports policy is fully implemented.
to reflect further upon how we prepare students for their working lives by raising their awareness and motivation and by fostering the flexibility, resilience and resourcefulness they will need

STEPS INVOLVED

E7.1 Develop students’ self-knowledge and understanding of possible career paths in a global context: promote the effective use of an instructive psychometric tool; foster links with industry and business; encourage work experience weeks drawing on parental and alumni support; build alumni mentoring network.

E7.2 Make opportunities within the classroom and beyond which allow initiative and leadership, develop generic skills and attributes for life and work as defined in the IB learner profile e.g. International Award, peer counsellors, Student Council, leading sports teams, community service.

E7.3 Continue to develop opportunities to learn through physical, hands-on experience and problem-solving. This includes schools developing learning experiences for students using research laboratories such as those connected with EPFL and the University of Geneva.
to promote environmental awareness and develop action for sustainability

**STEPS INVOLVED**

E8.1 Review progress with each campus sustainability action plan; agree and communicate specific, measurable future goals with respect to paper consumption, procurement policy, raising awareness of water and electricity consumption, consolidation of recycling initiatives.

E8.2 Complete replacement of printers by network photocopiers.

E8.3 Ensure our teaching about sustainability is well-developed and mapped in curriculum planning documents.

E8.4 Promote community engagement in sustainability to foster responsible action such as carpooling; encourage student initiatives to influence.

E8.5 Support the evolving use of online resources and assessment to reduce the use of paper at school.
A HIGH PERFORMING FOUNDATION
to improve long-term strategic planning and budgeting

**FOCUS 1**

**STEPS INVOLVED**

F1.1 Maintain Strategic Planning Committee as dynamic SWOT and PEST think tank that stimulates strategic thinking and planning and commissions and analyses stakeholder feedback, making recommendations to the Conférence des Directeurs and the Governing Board regarding strategy and development needs. Strategic Planning Committee to receive, review and recommend for Board approval strategic and 5 year capital plans.

F1.2 Ensure detailed school improvement planning is within the remit of the Conférence des Directeurs to enable better ownership and the exploration of options, challenges and processes thus leading to successful, coherent, relevant planning and implementation.

F1.3 Instil a culture that combines commitment to the provision of a comprehensive, high quality and values-based education with the recognition of financial constraints and the need to manage the Foundation efficiently.

F1.4 Develop, as part of planning, the sharing of budget information. Evaluate the budget implications as the objectives are being developed before they are submitted to the Strategic Planning Committee, Finance Committee and the Governing Board for adoption (see Focus 9 re Capital planning).

F1.5 Introduce stronger project management discipline to secure success in strategic development.

F1.6 Review arrangements of Conférence des Directeurs meetings to allow more time for planning and consensus building.

F1.7 Develop potential for market research and analysis, including gathering stakeholder feedback, to strengthen effective strategic decision-making.

F1.8 Strengthen communication and consultation with our staff. Harness their creativity. Create more opportunities to receive staff input in how the school can develop. Ensure that we are listening to staff; that they understand the rationale for plans and decisions.
to optimise the interrelationship between the Foundation, the campuses and the schools

**STEPS INVOLVED**

F2.1 Strengthen the framework within which all campuses and schools function by ensuring policies, the application of the Convention Collective de Travail, strategic objectives, job descriptions, etc. are clear and understood and then trust our Principals to manage their schools.

F2.2 Be clear, by analysing processes such as admissions and staff recruitment, about where scale is a benefit, in terms either of operational efficiency or cost or both and where scale requires focus on "humanising" and "personalising" by school or campus.

F2.3 Develop central Foundation support services and processes in a way that adds value and saves time rather than represents weighty bureaucracy. Provide collaborative partnership support for key tasks e.g. budget-planning and employment issues.

F2.4 Review the meeting schedules, including committees, and reporting to the Governing Board to ensure it has the time and information it needs to fulfil its governance role.

F2.5 Develop a culture of collaborative leadership to enable the Conférence des Directeurs to continue to evolve as a successful team.

F2.6 Create a more pro-active marketing function which allows us to understand stakeholder needs and portray the Ecolint identity but also supports enrolment on each campus by promoting understanding of each school’s distinctive provision.

F2.7 Develop website content so that it appeals to the reader as accessible and informative, conveying both a strong sense of one Foundation and allowing each school to express its distinctive character and offering.

F2.8 Develop the use of data and Key Performance Indicators to undertake comparative analysis across the Foundation and identify best practice.

F2.9 Develop five year capital programmes so that campuses are able to plan ahead.
to support each school principal in providing ethical, responsible and accountable leadership

**STEPS INVOLVED**

F3.1 Build a robust Human Resources team that can provide excellent and consistent counsel to School Principals managing complex HR issues.

F3.2 Perfect how Foundation departments partner school principals in those elements of running schools which are centralised, ensuring good training and thus allowing clear reporting and appropriate autonomy.

F3.3 Develop capacity for managing relations and communication with parents to help with key messaging and the presentation of news and data.

F3.4 To allow the educational leadership and operational management to be optimum and to foster a dynamic "can do" culture, ensure each School Principal has the management team he/she needs. Develop staff perceptions of leadership and management (as opposed to administration).

F3.5 School Principals to maximise opportunities to address students and staff so that their role as moral and educational leader is more vivid and understood.
to develop the role of senior and middle management in each school in leading consistently high-performing teams

**FOCUS**

**STEPS INVOLVED**

F4.1 Review current arrangements and identify primary, middle and secondary school structural needs as appropriate for each school given varying size and programmes. Clarify roles and delegated responsibilities in terms of managing areas e.g. curriculum and people. Make recommendations for development as required.

F4.2 Build trust in middle management and belief in role to manage people for success. Devote resources to management training.

F4.3 Create middle management buy-in for appraisal to become a top priority. Train middle management on appraisals. Appraise appraisers of their appraising skills.

F4.4 Provide peer coaching for Principals to support them in their work.
to use transparent key performance indicators to evaluate better how we are doing

STEPS INVOLVED

F5.1 Continue to build on the work underway to collect, analyse and present data to aid evaluation and inform decision-making.

F5.2 Ensure all schools are involved in base-line assessment / value-added measurement.

F5.3 Continue to find ways of seeking feedback from stakeholders including surveys, focus groups, etc.
to strengthen Human Resources for recruiting, inducting, appraising and developing our staff

**FOCUS**

**STEPS INVOLVED**

- **F6.1** Review hiring procedures to assist in identifying and securing best candidates thus ensuring excellence and character in all areas of our work: where to advertise; administration of recruitment; training for recruiters, including safer recruitment.

- **F6.2** With the new powerful HR and Payroll software, review and strengthen deployment of HR team.

- **F6.3** Increase HR presence on the campuses to provide guidance to staff.

- **F6.4** Review and upgrade all HR processes, data management, FAQs and communication, increasing consistency in application and user-friendliness.

- **F6.5** Support managers so that new appraisal procedures and approaches lead to effective appraisal, stronger teams and motivated, accountable staff. Encourage staff to seek career progression in roles for which they are suited.

- **F6.6** In line with Professional Development Policy, work with Institute of Learning and Teaching, Director of Education and Director General to ensure that investment in professional development is as productive as possible, linked to our strategic objectives and thereby strengthening the work of the Foundation.
to maximise the potential of information technology for more efficient operations and communication

**STEPS INVOLVED**

F7.1 Devote resources to perfecting project management for all major software initiatives. Clearly define business processes and develop and implement full software support for each major current initiative.

F7.2 Install new HR platform and replace existing Payroll systems.

F7.3 Replace existing Accounting package.

F7.4 Replace school and campus-based Management Information System (MIS) with an academic logistics "engine" which comprises support for critical processes such as: Timetabling, Academic Reports, Extra-curricular Activities and many other school / campus processes.

F7.5 Implement new online application process for Admissions that contains full workflow including School Principals’ evaluation of applications.

F7.6 Continue to improve the Website and Parent Portal with the streamlining and enhancement of communication processes and parent / student services and which allow easily accessed data for analysis.

F7.7 Provide software support for other Foundation and campus-based processes / services such as summer programme administration and billing, campus facility services.

F7.8 Mitigate risk to key processes and software systems upon which we depend for core operations.
to build an enduring culture of philanthropy across the whole school community

**STEPS INVOLVED**

F8.1 Create and take opportunities at every level with parents, staff and alumni to focus on our not-for-profit status as a distinctive quality which means that, as a value-driven not profit-driven institution, we are not cash rich and so philanthropy is vital. Reinforce awareness of the role that philanthropy has played in the history of the institution.

F8.2 In design of new Accounting software include change to the way parents are billed so that demands for payment feel less constant.

F8.3 Build relations with parents and alumni as set out in Ecolint Community Focus 2 and 3 so that they feel as warmly and as well-informed as possible about the school.

F8.4 Deepen intelligence about prospective donors: involve members of Governing Board in a planned way.

F8.5 With *Focus for the Future*, improved liaison between strategic planning and budgeting, in particular revise Capital planning to include a 5 year capital plan, be in a position to present a more coherent case for support for the Annual Fund and larger projects.
to continue investing in our buildings and facilities so that staff and students work and learn together in a safe, comfortable and well-adapted environment.

**FOCUS**

**STEPS INVOLVED**

F9.1 In support of the educational objectives set out in *Our Focus for the Future* and in order to create the best possible learning environment for students and staff, produce on each campus and for ICT, to include both maintenance and new projects, a five year Capital plan to be consolidated into a Foundation Capital Plan and presented to the Strategic Planning and Finance Committees and submitted to the Board for approval.

F9.2 Draw down from the five year plans annual budgets for each campus and ICT. Present these to the Finance Committee and manage allocated budget as set out in the revised Policy and Procedures for Capital Expenditure.

F9.3 In the light of the strategic aims expressed in *Our Focus for the Future*, identify within the 5 year Capital plans any major projects and follow the guidelines in terms of project justification, management and financial planning.

F9.4 Seek to improve the traffic and parking situation on each campus.
to increase opportunities for students and staff to come together in their school communities to share expertise, take more initiative, celebrate achievements, and benefit more from belonging to one Foundation

**FOCUS 1**

**STEPS INVOLVED**

C1.1 Encourage and facilitate a culture of interaction building on success of Escalade, Unison, Student League of Nations, etc. Invite each school to arrange one event each year that brings students together either physically, virtually or through a common project.

C1.2 Undertake a review of opportunities for meaningful leadership, service and student voice across the age groups.

C1.3 Encourage school assembly as an opportunity for the community to come together, for presentations of high quality and to celebrate achievement by students and staff.

C1.4 Continue to promote teamwork, collaborative planning and sharing of best practice. Provide opportunities, such as staff meetings, for staff to share achievements and the outcome of training and research.

C1.5 Use our website more extensively to communicate stories of endeavour, research, achievement by students and staff and to provide reference bank.

C1.6 Develop use of video conferencing and online courses to allow students on all campuses to benefit from visiting speakers etc.

C1.7 Continue to invest in Institute of Learning and Teaching and ensure its programmes support the strategic objectives of the Foundation as set out in *Our Focus for the Future*. 
FOCUS

to reconnect with our alumni around the globe as part of the 90th birthday celebrations and engage them thereafter in supporting today’s and tomorrow’s students

THE ECOLINT COMMUNITY

STEPS INVOLVED

C2.1 Plan for a successful Alumni World Reunion in Geneva in June 2014: involve current students as tour guides, facilitating exchanges between alumni and students on what is important to them, what is shared and what is different.

C2.2 Celebrate landmark by celebrating alumni with their participation at school/campus celebratory events; increase profiling on website, including video form, and in Echo, of alumni who have helped shape the world in some positive way.

C2.3 Develop our relationship with alumni that moves from being not just about our and their past but a contribution to today’s school and students. Develop how we capture and update alumni data about their professional expertise so that it is an accessible resource for Foundation and School leaders, teachers, guidance counsellors and others to provide a live point of reconnection with alumni.

C2.4 Facilitate an alumni / current students oral history exchange including formative events at Ecolint, with the aim of reaffirming what Ecolint is about. This might include alumni coming into assemblies and classrooms in person or virtually.

C2.5 Use the anniversary year to focus on drawing together a network of alumni who can be mutually self-supporting.
to ensure that our parents are well-informed and engaged in the life of their children’s school

**FOCUS**

**THE ECOLINT COMMUNITY**

**STEPS INVOLVED**

C3.1 Be clear on our philosophy with regard to partnership with parents namely to communicate well and be approachable; to provide opportunities to engage with the life of the school; for our expertise to be respected and to be confident in explaining our mission, values and approaches.

C3.2 Review and strengthen the parent orientation / welcome process; create a section of the website for new parents.

C3.3 Communicate effectively with parents and students the decisions and the information that matter to them. Develop electronic communication of key information e.g. student reports.

C3.4 Develop opportunities to engage with parents: continue to offer parent workshops on practices/ educational philosophy; with better knowledge of parents’ specialisms, draw on them to support students beyond the curriculum through career guidance, work experience, Gifted and Talented, Young Enterprise and mock interviews. Explore ways in which each Campus Development Group can develop as a vibrant body and support the important contribution of PTAs to the life and spirit of each campus community.

C3.5 Review and, where necessary, improve the communication relating to transition of students from year to year and between schools so that specific needs are understood.

C3.6 Provide an efficient and helpful service on all administrative matters; improve billing arrangements so that bills are consolidated.

C3.7 Ensure website is user-friendly, flexible and informative. Support school staff in developing range and diversity of communication.
to make our 90th birthday an opportunity to promote the work and life of the International School of Geneva

STEPS INVOLVED

C4.1 Create a coherent thematic through the 90th birthday year which values our history, considers the present and looks forward to an innovative and dynamic future. Governing Board and School to debate this and interpret thematic. Set up a birthday committee to assist planning.

C4.2 Take this thematic across our core Foundation activities, engaging alumni in these activities where appropriate i.e. Ecolint Education Conference, Foundation Ped Day, annual Unison concert, Special Educational Needs Conference, Ecolintannuelle, drama productions, Year 11 Study Day, Kermesse.

C4.3 Each school to plan how to celebrate with its staff, students and parents so that our exceptional history is understood and we celebrate as a community today.

C4.4 Each school to make a historical connection in the curriculum.

C4.5 Launch fundraising initiative to create permanent fund to support school’s ongoing development.

C4.6 Promote the new history of Ecolint highlighting key people and landmarks.

C4.7 Make the birthday an opportunity to raise profile of Ecolint in the Geneva and International Education communities.

C4.8 Create video material, including alumni profiles, for website about what it means to be part of Ecolint and the spearheading of international education (see Focus C2).
to energise our engagement with international education beyond our Foundation

**FOCUS**

**THE ECOLINT COMMUNITY**

**FOCUS**

to energise our engagement with international education beyond our Foundation

**STEPS INVOLVED**

C5.1 Strengthen our contribution to the international conference circuit: offer workshops to European Council of International Schools; host IB workshops through Swiss Group of International Schools; broaden our links with organisations that facilitate workshops for International Schools.

C5.2 Encourage contribution to educational publications and to online communities.

C5.3 Further develop links with leading schools around the world for staff and student exchange. Continue to encourage staff in running humanitarian projects.

C5.4 Broaden the experts we refer to and the subjects we examine beyond eurocentric or Western ones so that our internationalism is forward-looking and takes account of developing world and role of China, India, etc.

C5.5 Promote the opportunities to follow Master’s or Doctoral degrees in education, or stand-alone modules within those programmes, with our formal partners, the Universities of Geneva and Durham.

C5.6 Celebrate and increase our participation in regional and international cultural and sporting events and competitions.