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HEAD OF LEARNING SUPPORT

IB EDUCATOR CAPABILITIES FOR MIDDLE LEADERS

Leadership quality and capability matter at ISNS, which has professionalism and professional capital at the core of its success. For the school to be effective it needs highly capable leaders who have a deep and broad repertoire of knowledge, attitudes, and skills. Our school needs leaders who have a high degree of professionalism in what they do and how they behave. This means being impartial and upholding high standards of conduct and performance. Being professional is about quality and character. It is about how other people perceive a leader and how this affects their self-regard. In short, the school needs leaders who generate, circulate, and reinvest in their own professional capital.

The IB Educator Capabilities represent the professional capital, in terms of human, social and decisional abilities, needed to be a successful leader. The continuum represents the potential for development of this professional capital. Focusing on the capabilities comes from the influence of positivism and the technical-rational model of professional development. The focus on capabilities as a tool for professional development is more than purely a matter of the pursuit of relevant knowledge and understanding; it is a focus on preparation for effectiveness as a leader.

The capabilities:

- evaluate current ability and identify development opportunities
- are adapted from the approaches to learning skills
- intentionally include the IB learner profile attributes throughout

What the capabilities provide:

- an explicit commitment to the need to move beyond competence to a more dynamic concept of capability which embraces learning, culture, and values of the IB
- a concern with the education of the whole person in terms of their professional and social responsibility
- a commitment to fostering critical, reflective professional practice through critical reflective learning experiences
- an engagement in constructive dialogue between academic, professional bodies, employers and other interest groups about the purposes and methods of professional formation, assessment, and accreditation.

Capabilities	Description
<p>Communication</p> <p>Communication that demonstrates passion and understanding of the IB mission with an emphasis on international-mindedness and the learner profile. There is thorough knowledge of the IB, its standards, practices, and requirements. Communication is used to impact, influence, and inspire.</p>	<ul style="list-style-type: none"> • The leader effectively communicates a passion and understanding of the IB mission with a purposeful emphasis on both international-mindedness and the learner profile. They communicate with depth and insight to impact, influence and inspire.
<p>Information and media literacy</p> <p>Information and media literacy is used easily in various modes to consult, coach and collaborate with stakeholders.</p>	<ul style="list-style-type: none"> • The leader effectively employs both information and media literacy to purposefully show depth and insight in their role.

<p>Collaboration</p> <p>Collaboration demonstrates a respect for multiple perspectives with a goal of achieving specific outcomes. It is used to demonstrate the power of the peer learning model.</p>	<ul style="list-style-type: none"> The leader always demonstrates respect for multiple perspectives with the articulated goal of achieving specific outcomes.
<p>Organization</p> <p>Organization that inspires confidence by demonstrating preparedness, management, prioritization, and clarity. It is used to model processes and structures.</p>	<ul style="list-style-type: none"> The leader is efficiently organized in a way that inspires confidence and thoroughly demonstrates preparedness, management, prioritization, and clarity. <p>Comments:</p> <p>I strive to maintain organization in my tasks by prioritizing my work and preparing in advance. For instance, I update the SSF files prior to meetings and ensure that semester summaries are submitted on time. Additionally, I remind the learning support team of upcoming deadlines and the importance of prioritization. When I encounter uncertainties, I proactively seek clarification from the DOSS and teachers.</p>
<p>Affective skills</p> <p>Affective skills that demonstrate an engaging, positive, empathetic attitude. Diplomatic responses and solutions are shared indicating integrity, presence, problem solving and agility which builds respect and understanding.</p>	<ul style="list-style-type: none"> The leader always demonstrates an engaging, positive, empathetic attitude to include all the following: a wide range of interpersonal skills, integrity, presence, problem solving skills and agility which builds respect and understanding. <p>Comments:</p> <p>I hold great respect for each member of my team as well as the teachers I collaborate with. I</p>

	<p>consistently maintain a positive and professional demeanor in my interactions with colleagues across all grades. For instance, when disagreements arise during meetings, I listen attentively to differing opinions, value their perspectives, and embrace and follow the group's decision.</p>
<p>Reflection</p> <p>Reflection that demonstrates both personal and situational consideration and is exhibited in informed decision making, refinement of practices and initiative to improve and gain a deeper understanding of self. It is used to build confidence and encourage thoughtful risk-taking.</p>	<ul style="list-style-type: none"> • The educator always reflects with depth and insight in a way that demonstrates both personal and situational consideration. • They always exhibit informed decision making, refined practices, and initiative to improve and deepen understanding of self. <p>Comments:</p> <p>I leverage reflection as a tool for obtaining constructive feedback in my role, whether I am working with students, collaborating with other teachers, or engaging with my team. For instance, during our learning support meetings, my team reviews session notes contributed by each member and requests feedback from one another.</p>

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