



# International School of Nanshan Shenzhen

## 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.



# International School of Nanshan Shenzhen

Capabilities	Description
<p><b>Communication</b></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"> <li>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.</li> </ul> <p>Evidence:</p> <ol style="list-style-type: none"> <li>With teachers and LS team – being open to feedback and model the learner profile skills when working and communicating with teachers and LS team.</li> <li>With students – explicitly teach the concept of international mindedness and learner profile during the intervention.</li> </ol>
<p><b>Information and media literacy</b></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"> <li>The leader effectively employs both information and media literacy to purposefully show depth and insight in their role.</li> </ul> <p>Evidence:</p> <ol style="list-style-type: none"> <li>With teachers and LS team – sharing some AI tools that can help teachers optimize learning for themselves and students. For example, text to speech tools, Magic School AI.</li> <li>With students – use AI tools during the intervention. For example, RAZ Kids, reading coach, POE.</li> </ol>
<p><b>Collaboration</b></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"> <li>The leader always demonstrates respect for multiple perspectives with the articulated goal of achieving specific outcomes.</li> </ul> <p>Evidence:</p> <ol style="list-style-type: none"> <li>With teacher and parents – collaborate with teachers (e.g., during the SST meeting and daily) and parents (e.g., parent meetings and via emails).</li> <li>With students – collaborate with students to help student achieve their SMART goals as written in their support plan.</li> </ol>



# International School of Nanshan Shenzhen

<p><b>Organization</b>          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"> <li>The leader is efficiently organized in a way that inspires confidence and thoroughly demonstrates preparedness, management, prioritization, and clarity.</li> </ul> <p>Evidence:</p> <ol style="list-style-type: none"> <li>Ensure the paper works are done ahead of time (e.g., before each SST parent meeting).</li> <li>Ensure to submit semester summaries on time and post them to ManageBac.</li> </ol>
<p><b>Affective skills</b>          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"> <li>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.</li> </ul> <p>Evidence:</p> <ol style="list-style-type: none"> <li>With teachers and parents – ensure that all communication and collaboration are happening with a positive and professional work habit.</li> <li>With students – supporting students with a positive, engaging, and affective support (e.g., frequent praise and encouragement, teach executive function skills).</li> </ol>
<p><b>Reflection</b>          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"> <li>The educator always reflects with depth and insight in a way that demonstrates both personal and situational consideration.</li> <li>They always exhibit informed decision making, refined practices, and initiative to improve and deepen understanding of self.</li> </ul> <p>Evidence:</p> <ol style="list-style-type: none"> <li>With teachers and parents – accept and review any feedback given by the teachers and DOSS.</li> <li>With students – feedback loop strategy (use student’s feedback as an input on how to improve teaching and learning).</li> </ol>

Citation: Adapted from IBEN Educator Capabilities Rationale, 2017