

CRITICAL THINKING
 PROBLEM SOLVING
 THINKING INTEGRATION
 AUTHENTIC
 COLLABORATION
 ADAPTABLE GLOBAL CHINESE
 INDIVIDUALIZED EXPLORE
 INQUIRE
 CREATIVITY
 POTENTIAL
 LEADERSHIP
 RIGOROUS

SELF-DIRECTED
 BALANCED
 CREATE
 PARTNERSHIP
 ENGAGING

INNOVATION
 CREATIVE
 PASSION
 FLEXIBLE SCHEDULING

THE MISSION OF ISB

The International School of Beijing offers an academically rigorous, balanced, and engaging learning environment, enriched by being in China and strengthened by collaboration with parents and external partnerships. We cultivate inspirational and creative opportunities to develop each student's unique potential. We nurture confidence and intellectual curiosity through experiential learning and innovative applications of knowledge and skills.

THE ISB VISION

The International School of Beijing aspires to be an adaptive, inspirational, forward-looking learning community, cultivating relationships that ignite each student's passion for lifelong learning. We will nurture the intellectual, physical, social, and emotional development of each child. We will embrace change, inspire creativity and foster innovation. We will actively promote global understanding and respect within and between cultures. Our community will model integrity and seek opportunities to serve with compassion and conviction.

THE ISB CORE VALUES

ISB and its community embody the following values:

Global-Mindedness fosters diversity of thought among students who consider their role in an increasingly connected world.

Integrity is as highly valued as results, laying the platform by which we function.

Respect among our community is a fundamental attribute for learning together.

Balance in the lives of all our community members is promoted and supported.

Service prepares engaged global citizens committed to contributing to the world around them.

Creativity is a critical quality for future success, which along with innovation is valued and promoted.



<https://www.facebook.com/ISBChina>



www.youtube.com/channel/UCibsDXoI-MdPBoTyjBMvKfw



[instagram.com/isb_beijing](https://www.instagram.com/isb_beijing)



<https://twitter.com/ISBeijing>



<https://www.linkedin.com/company/international-school-of-beijing>



北京顺义国际学校
 INTERNATIONAL SCHOOL OF BEIJING

Middle School Futures Academy



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STRATEGIC PLAN

Since ISB was established in 1980, our success has been built upon strategic planning developed through school-wide consultation. Excellence is never an accident, as the adage goes, and at ISB our measure of excellence is how effectively we deliver on our mission and vision. This plan maps our future and establishes the goals and aspirations that will allow our school to reach new heights.

Just like its predecessors, our new Strategic Plan sets the priorities and identifies the strategies that will help ISB provide an outstanding education for all our students.

STRATEGIC INITIATIVE 1:

Unite as a community around our core purpose and future direction.

STRATEGIC INITIATIVE 2:

Facilitate each student's growth through personalized, student-centered learning.

STRATEGIC INITIATIVE 3:

Optimize school systems that increase flexibility to achieve ISB's mission and vision.

STRATEGIC INITIATIVE 4:

Advocate for and support each student's intellectual, physical, social and emotional health in partnership with students and families.



FREQUENTLY ASKED QUESTIONS

WHAT MAKES THE FUTURES ACADEMY UNIQUE?

The Middle School Futures Academy is distinguished by its approach to teaching and learning. Middle School Futures Academy students gain understanding through learning experiences and develop their skill base by creating projects. Using a project-based learning framework enables students to generate ideas, plan, design, fine-tune, present and reflect on their work. Guided by central driving questions, students create and refine projects that connect their personal passions to real-world pursuits. Through fieldwork, off-campus site visits and the development of key partnerships, students in the Middle School Futures Academy gain an understanding of how the world works beyond the school. Middle School Futures Academy facilitators offer resources and engineer external partnerships to facilitate this experience.

WHY DOES THE FUTURES ACADEMY CONNECT STUDENTS TO THEIR PASSIONS?

We believe in encouraging students to pursue their interests in order to engage them in their learning. Students who are more connected to their learning gain a deeper understanding of the subject matter and have a greater ability to retain and apply knowledge.

HOW DOES THE FUTURES ACADEMY MODEL USE FLEXIBLE SCHEDULING AND FLEXIBLE LEARNING SPACE TO ENHANCE STUDENT LEARNING?

Student schedules within the Middle School Futures Academy reflect our focus on individualized learning. Flexible timetables permit facilitators to design individualized lessons, offer small group instruction, and foster key partnerships to enhance the learning experience for each child. Ongoing check-ins, critiques and assessments ensure students are meeting identified goals and deadlines in a timely fashion.

Middle School Futures Academy students learn in a flexible learning space that promotes both group and independent learning. There are no rows of desks you might associate with a traditional classroom. Rather, students learn in small groups to maximize communication and collaboration. Students flow from one station to another with purpose, direction and motivation. The Middle School Futures Academy's flexible learning space gives students an ergonomic and comfortable environment that empowers students with the idea of "bodies in motion" complements "brains in motion."

WHAT IS THE ROLE OF THE FUTURES ACADEMY FACILITATOR?

Middle School Futures Academy facilitators design learning experiences to provide the natural and logical acquisition of content within the project experience. When academic content is best delivered outside the scope of a project, the content is taught explicitly by the appropriate facilitator or acquired through online resources during skill-building blocks, or periods of time built into the students' flexible schedules. Skill-building blocks allow for differentiated teaching opportunities, allowing individual students to extend learning or acquire new skills. Facilitators can also re-teach content based on each learner's needs during these blocks.