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Trondheim international school

AGM

Head of School – Report on the Status of Operations

May 2014

Moving Forward as an International Baccalaureate World School.



- Taking An Honest Assessment Of What Has Past....
 - 3 Udir Audits In 3 Years Concerning The Following:
 - Working Environment Concerns, Lack Of Required Policies And Procedures
 - Student Psychosocial Environment, Lack Of Policies, Systematic Regulations, Procedures, And Systems for Monitoring
 - Concerns For Financial Decisions, Oversight And Proper Accounting Procedures.
- IB Re-Authorizations Report And Matters To Be Addressed-
 - Struggling Implementation Of The IB Programs, With Emphasis On Needs In The MYP Program.
- Highly Significant Turnover In The School Staff, Administration And Board Of Directors. An “Unsafe” working environment.
- Perception Of Dysfunction At This School In The Trondheim Community And Kommune. Resulting enrolment declines.

Domains of Focus in “2013-14”

- Administrative team restructuring-professional school management.
- Professionally conducted BoD business meetings and collaboration with the school administration in the strategic plan.
- Addressing the psychosocial environment of the school community: norms, pathways and protocols for addressing needs, and a “safe” environment for all.
- Re-establish priority of the IB programs and elevating academic and psychosocial expectations for teaching and learning.
- Establishing, revising and implementing:
 - Fully qualified authorizations for class and subject teaching, by the Norwegian ministry of education for all teachers.
 - Professional standards for teaching and learning and a system for appraisal, coaching and professional development in the ib.
- Addressing facilities needs and concerns, present and future.
- Addressing the perception and image of the school in the Trondheim Kommune.
- Engaging in critical external partnerships.

Administrative Team Restructuring:

- Re-establish Standardized Checks & Balance In The Daily Administrative Operations Of The School:

Principal, Business Manager, Confidential HR Secretary = School Cabinet
James Hamilton, Christine Østerlie And Kana Mori

- Head Of School With Knowledge, Experience And Focus On IB Programs Effective Instructional Practices, Regulations And Legally Compliant Operations Of A School.
- Business Manager With Knowledge, Experience And Focus On Standardized And Compliant Business Practices.
- A Confidential HR Secretary With Responsibility For Administration Of Work Act Compliance, Best HR Practices, Admissions and Administrative Support.

Professionally Conducted BoD Business Meetings and Collaboration with the School Administration in the Strategic Plan

- A BoD and Administrative Team has worked collaboratively in the last year to address outstanding issues and concerns, development of guiding policies and administrative regulations that have not existed, addressing and correcting a financial crisis and averting regulatory or other interventions.
- Addressing the UDIR Audits: Implementing corrective standards, procedures and oversight to answer auditor questions and to convey confidence to regulators and the school community regarding the operations and future of the school.
- Reaffirming the core mission of the School as an IB World School.
- Resurrecting the School Strategic Plan and aligning it with the School IB Action Plan.
- Opening dialogue and direct exchange between BoD and Staff.

Addressing the Psychosocial Environment of the School Community:
Norms, pathways and protocols for addressing needs, and a “safe”
environment for all.

- The Head of School and the administrative team is working with the BoD, the BoD representative from the Kommune, the IBO, the school consultants and legal staff with Abelia, the Bedrifthelstejenesten and other advisors in the development of policies and structures that establish a professional international school community.
 - This school has suffered from an organizational developmental delay in its progression from a startup “public school of choice” due to chaotic management changes and a chronic and “unsafe” environment. “This is 10 Years Young”
- It is time for the school to advance to an educational enterprise with professional standards for all members and to achieve its mission as one of the best educational choices for parents in Norway.

Re-establish Priority of the IB Programs and Elevating Academic and Psychosocial Expectations

- *In the past year, we have reaffirmed the mission of THIS to realize its authorization as an IB World School.*
- Our focus on teaching and learning is derived from the principle and practices of the IB organization. The protocols for teaching and learning will continue to address the pedagogical philosophy and practices of the PYP and the newly revised MYP programs with more academic rigor and effective teaching.
- Staff development resources are ib focused, expenditures are accountable and focused on students.
- Instructionally effective practices are central to collegial expectations, and higher standards and expectations for student performance are uniformly practiced.
- A set of ib professional teaching standards is in place for our teaching program. Professional and collegial coaching and feedback and a system for accountability is to be in place.
- Honest assessment and restructuring of ineffective teaching structures or practices and redesigning to achieve best use of instructional minutes will continue to be our practice.
- A protocol for staff professional appraisal is being instituted, as a requirement of the work act and more importantly as a focus on professional accountability and performance in the interest of student learning and to improve the learning environment.

Addressing Facilities Needs and Concerns

- Administrative Team has addressed the outstanding needs and concerns of our facilities lease with the Forsvarsbyg: Maintenance, terms of lease and expenses incurred by the school, playground renovation (to be ready for the fall), future plans “the Loft” and a new school building/site to house a future of 500 students.
- Renovation, repair, furniture replacement, safety and maintenance protocols and follow-through.
- Installation of HSE systems for tracking and management of “risk-factors” in the physical environment. Regular oversight via Administration.

Addressing the Perception and Image of the School in the Trondheim Kommune &

Engaging in Critical External Partnerships

- We are developing concrete relationships with the authorities in the Kommune: BoD Kommune Advisor, Fylkesmannen, Trondheim Business Association, NTNU and others.
- We are working directly with the Katedral School DP program in the development of 3 unified IB Programs.
- We are connecting to the Norwegian Association of IB Schools, developing professional networks for teachers and administrative staff.
- We are extending our outreach through continuously developing Community Action and Service as core elements of our programs.

Moving for ... ward !

Closing the Year in Celebration of a “Private Skole” started as an inspiration, providing 10 years of innovation in education in Trondheim.

Looking ahead to a Teaching Year with high and aligned expectations for IB education, resources in place to coach and support learning excellence and structures, resources and relationships that support the School Administration and BoD in its Strategic Goals for This.

Some Professional Staff changes...

- Stephen Rothkopf - Deputy Principal/IB Curriculum Director-Tokyo
- 4th Grade-Paola Beletti-IB PYP Teacher-Chile
- MYP Maths-Fredrick Kyejo-IB DP/MYP Department Head-Tanzania
- Spanish/French-Chloe Lapierre-IB MYP/DP Language B Teacher-Singapore
- MYP English-Final Stages of Hiring-To be completed Friday
- Norwegian 1-3, 4-6, 7-10 structure. New 4-6 Norwegian teacher
- Increase Music, Visual Arts and PE Opportunities
- Develop Community Service and Global Engagement Course for MYP
- Job-Share 1 MYP Teacher with Kataskole DP program.
- All teaching staff NOKUT and UDIR or Norwegian Authorized

