# BBIS 2025-2030 School Development - Strategic Priorities
## Staff Voice Planning Session
### *A Grounded Theory Approach to Analysis*

**Introduction**

The method of analysis developed by Strauss and Corbin focuses on **Grounded Theory**, a qualitative research approach that emphasises deriving theories from systematically collected and analysed data. In *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*, they outline a three-phase process: open coding, axial coding, and selective coding. Open coding involves identifying and labelling key concepts in the data, allowing us to break down complex information into manageable pieces. Axial coding follows, where we examine relationships between these codes to form broader categories. Finally, selective coding integrates these categories into a cohesive narrative or theory, centring around a core concept/s that reflects the essence of the data (Strauss & Corbin, 1990).

Following a 90-minute workshop involving over 60 professional educators who contributed their thinking around five priorities for school improvement, this structured approach to the analysis of the raw data and the synthesised data by the workshop leaders allowed us to develop a 'grounded theory' based on the participants' perspectives and experiences (Corbin & Strauss, 2015). By engaging in this comprehensive coding process, we have produced a robust and contextually relevant series of ambitious intentions which help us build an understanding of the perspectives of our professional educators.

**References**

- Strauss, A. L., & Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Sage Publications.
- Corbin, J., & Strauss, A. (2015). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Sage Publications.

**FIVE PRIORITIES**

- **Evidenced-Based Teaching:**
- **DEIB (Diversity, Equity, Inclusion, Belonging)**
- **Curriculum for the Future**
- **Character Development**
- **Environmental Stewardship**

**Priority One Teaching and Learning** - central themes that emerge from the analysis:

1. **Need for Systematic Use of Evidence**: There is a strong desire for BBIS to become a beacon school by utilising evidence-based practices more systematically, reflecting on how data informs teaching and learning.
2. **Importance of Student-Centric Assessment**: Colleagues emphasise measuring student progress through holistic means rather than solely through standardised assessments, indicating a shift towards valuing life skills and citizenship.
3. **Professional Development and Collaboration**: The need for targeted professional development around the effective use of resources, support staff, and collaboration time is highlighted, suggesting that teacher workload (what teachers do, not just how much teachers do) should be adjusted to enhance teaching quality.
4. **Development of Clear Assessment Tools**: Creating clear rubrics and frequent formative assessments is essential to support student understanding of their learning journey and next steps.
5. **Smooth Transition Planning**: Transition points in the education continuum are critical for maintaining student progress, and there is a call for better systems to pass on assessment data to inform these transitions.

**Conclusion**

The analysis reveals that BBIS staff members are focused on creating a more systematic approach to teaching and learning that leverages data, promotes student agency, and emphasises collaboration and professional development. The themes highlight a comprehensive vision for improving educational practices and outcomes.

**Priority Two: Diversity, Equity, Inclusion & Belonging** - central themes that emerge from the analysis:

1. **Promoting a Diverse and Inclusive Community**: Both Tunde and Jenf emphasise the importance of celebrating cultural diversity and inclusivity within the school. This includes recognising various cultural festivals, offering scholarships, and ensuring all students feel they belong.
2. **Addressing Sensitive Topics with Care**: The need to address sensitive subjects, such as geopolitical issues, in a thoughtful manner is highlighted. This approach is essential for fostering emotional literacy and providing students with opportunities to express themselves.
3. **Professional Development as a Tool for Change**: There is a clear call for robust professional development programs to help staff understand and manage the diverse student body. Training should include best practices for supporting special educational needs and building a culture of equity.
4. **Building Empathy and Communication Skills**: Encouraging empathy among students and facilitating communication across different languages and cultures is vital for a harmonious school environment. Strategies should be in place to help students connect and form new friendships.
5. **Staff Representation and Recruitment Practices**: The importance of diverse representation among staff is underscored, particularly regarding gender and cultural background. This includes the need to hire based on skill while also considering representation to serve as role models for students.

**Conclusion**

The analysis reveals a collective commitment to enhancing diversity, equity, inclusion, and belonging (DEIB) at BBIS. Staff are focused on creating a more inclusive environment that respects and celebrates individual differences while providing the necessary support and training to achieve these goals.

**Priority Three: Curriculum For The Future:** central themes that emerge from the analysis:

1. **Embracing Technology Responsibly**: There is a strong emphasis on the responsible integration of AI and digital tools in the curriculum. Staff highlight the need for guidelines and training to ensure effective and ethical use, promoting digital literacy from an early age.
2. **Holistic and Practical Learning**: The importance of soft skills and hands-on experiences is recognised. This includes incorporating outdoor education and practical life skills, suggesting a need for a well-rounded curriculum that prepares students for real-world challenges.
3. **Cross-disciplinary Collaboration**: The call for improved communication and collaboration among different departments is evident. This approach is vital for facilitating meaningful transitions between educational phases (PYP to MYP and DP) and ensuring cohesive curriculum delivery.
4. **Sustainability and Ethical Responsibility**: Staff advocate for embedding sustainability and environmental education within the curriculum. This reflects a broader commitment to addressing climate issues and promoting responsible citizenship among students.
5. **Parental Involvement and Community Engagement**: Engaging parents and the community in the educational process is seen as essential. Workshops on digital literacy and support systems for families can enhance the overall learning experience.

**Conclusion**

The analysis reveals a collective vision for curriculum innovation at BBIS, focusing on responsible technology use, practical learning experiences, collaborative approaches, sustainability, and community involvement. These themes underscore the importance of preparing students for a dynamic future while fostering an inclusive and supportive educational environment.

**Priority Four: Character Development** - central themes that emerge from the analysis:

1. **Deepening Cultural Engagement**: Staff emphasise the need for more profound, hands-on cultural experiences rather than superficial celebrations. Opportunities for direct interaction with diverse cultures are seen as vital for fostering intercultural literacy.
2. **Balancing Identity and Values**: There's a call for reflection on national identities and the impacts of populism, along with an acknowledgement of the complexities of values among students and families. This theme highlights the importance of navigating cultural differences sensitively.
3. **Developing a Unique BBIS Profile**: The discussion about creating a BBIS profile suggests a desire for a tailored approach to character development that aligns with the school's vision while considering the strengths of the IB learner profile.
4. **Promoting Inclusivity through Language**: Encouraging students to express themselves in their mother tongues fosters inclusivity and connection. This theme stresses the value of language diversity in building a supportive community.
5. **Community Involvement and Service Learning**: The emphasis on service learning reflects a commitment to practical, community-oriented experiences that benefit both students and the wider community. Engaging parents and local organisations in these initiatives is seen as essential.

**Conclusion**

The analysis indicates a collective aspiration to cultivate globally literate citizens at BBIS. By enhancing cultural engagement, balancing identities, developing a unique character profile, promoting language inclusivity, and fostering community involvement through service learning, BBIS can effectively support its students in becoming empathetic and inter-culturally aware individuals.

**Priority Five: Environmental Stewardship** - central themes that emerge from the analysis:

1. **Active Engagement in Environmental Stewardship**: Staff emphasise the need for students to engage in hands-on activities that promote environmental awareness, such as service days, waste management, and community gardening. This theme highlights the importance of experiential learning in fostering a sense of responsibility towards the environment.
2. **Integrating Sustainability into the Curriculum**: There is a strong call for embedding sustainability education into the curriculum, ensuring that discussions about environmental issues are part of daily learning rather than isolated events. This approach aligns with promoting the UN sustainability goals and preparing students for future challenges.
3. **Promoting Student Leadership**: The need for student involvement in sustainability initiatives is clear, with suggestions for creating specific roles like eco warriors or a sustainability coordinator. Empowering students to take charge of these initiatives fosters leadership skills and a sense of ownership over their environmental impact.
4. **Collaboration Across Grades and Community**: Staff discuss the value of interdisciplinary collaboration, linking projects between primary and secondary students while also involving parents and the wider community. This theme emphasises a holistic approach to education, where all stakeholders contribute to and learn from sustainability efforts.

**Conclusion**

The analysis reveals a collective commitment at BBIS to engage students in environmental stewardship through active participation, curriculum integration, and community involvement. By prioritising hands-on experiences, embedding sustainability into everyday discussions, and promoting student leadership, BBIS can effectively foster a generation of environmentally conscious global citizens aligned with the UN sustainability goals and OECD vision for 2030.