MISSION AND VISION

OUR VISION
“An Empowered, Innovative and Agile community of learners who achieve and contribute positively within and beyond the school”

OUR MISSION
Inspire Learning
Foster Responsibility
Celebrate Diversity

The foundation of MIS’ guiding statements, we implement our mission everyday while striving to achieve our vision.

Citation
MIS has adopted the following definition of learning. Learning is...”A process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning” (Ambrose, et al., 2010).

**Learner Centric**
- All Students have the potential to learn
- Student readiness varies at times and ages
- Students learn better when they have agency in the learning process.
- Students learn in different ways

**Conceptual**
- Learning is organized in fundamental big ideas that facilitates transfer
- Concepts are enduring understanding that a learner is more likely to retain the long term by creating a long-lasting cognitive structure

**Contextual**
- Learning is made meaningful through context and purpose
- Learning should be relevant to the learners, the environment where learning happens and intended results of the learning

Citation
MIS DEFINITION OF LEARNING

**Experiential**
- The cycle of experience reflect/change conceptualize ->test/experiment (Kolb) is a fundamental inquiry process
- Learning is an active process and cannot occur without the intellectual involvement of the learner
- Meaningful practice enhances learning

**Constructive**
- Learners build on previous learning in constructing new meaning
- Conceptual and mental organization of learning influences how students learn and apply learning

**Applicable**
- Full understanding is demonstrated through the application of knowledge of skills, through transfer to new contexts and synthesis of new ideas

**Metacognitive**
- Learning is mediated through different types of thinking
- Awareness of the learner’s own thinking enhances capability to learn effectively
- Identifying, regulating and monitoring cognitive processes enhances learning

**Social**
- Influenced by the interactions and relationships between the learners, the teachers and others in the social environment

**Emotional/Emotive**
- Attitudes and values play an important role in learning and enhancing motivation
- Learning is strengthened when the emotional response to the learning context is positive

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As a community, we recognize and value the ways in which we define our identity and the actions that arise from that identity. We are a community of diverse beliefs, experiences, languages, and perspectives, and yet we see our role in international education within the context of global citizenship.

Citation
International Baccalaureate Organization. “Figure IM01 International–Mindedness.” PYP: From Principles into Practice, Online Image, 2018, resources.ibo.org/pyp/works/pyp_1162-51464?root=1.6.2.4.5.3.
Central to all 3 IB programmes and part of the MIS guiding statements, the 10 attributes of the Learner Profile guide and shape our community’s culture.

Citation
The Approaches to Learning (ATL) or skills are the building blocks of learning. They support purposeful inquiry and result in life-long learning.

Citation
International Baccalaureate Organization. “Figure ATL01 the Five Interrelated Approaches to Learning:” PYP: From Principles into Practice, Online image, Dec. 2018, resources.ibo.org/pyp/works/pyp_11162-51466?root=1.6.2.4.7&lang=en&odd=ibo.odd&view=div.
Agency is developing the capacity through skills and mindset to make a difference. At MIS, we unleash student agency through providing choices in their learning engagements, ensuring their voice is heard and incorporated in designing their learning pathways, and setting and tracking personal learning goals to develop ownership of their learning journey.

Citation
International Baccalaureate Organization. “Figure LA01 Agency.” PYP: From Principles into Practice, Online Image, 2021, resources.ibo.org/pyp/workspyp_11182-51463?lang=en&root=1.8.2.2.5.3.
By combining ATL and the attributes of the learner profile, MIS students become self-regulated learners. Self-regulated learners are agents of their own learning. At MIS, we use an inquiry-based philosophy, where learners ask questions that drive their learning. They are encouraged to explore multi-pathways to find answers to their wonderings. There is a strong emphasis on developing a growth mindset and understanding that our mistakes are opportunities for growth.

Citation
International Baccalaureate Organization. “Figure 8 Self-Regulated Learners (Content: Zimmerman and Schunk 2001; Wolters 2011; de Bruin, Parker and Fischhoff 2012).” The Early Years in the PYP, Online Image, Oct. 2021, resources.ibo.org/pyp/works/pyp_1182-41837/?root=1.6.2.6.5&lang=en&odd=ibo.odd&view=div.