PROFESSIONAL LEARNING PLAN

Professional Learning at AMISA is the result of an intentional combination of a set of robust Professional Learning Strands, a multi-faceted Professional Learning Structure, and consistent Feedback Loops that work together to create and provide meaningful learning opportunities for adult learners.

Our Professional Learning Strands address a wide array of themes within the three core areas of Visionary Leadership, Progressive Learning, and Vibrant Communities. Each strand has a unique set of sub-stands that narrow the focus for learning.

Our Professional Learning Structure contains three main areas that provide unique learning opportunities for the region based on themes driven by our learning strands.

Our Feedback Loops include a variety of formats which provide important information used to modify and adjust learning to best meet the needs of learners in the region.

AMISA
American International Schools in the Americas

LEARNING STRANDS
AND SUB-STRANDS

Our Professional Learning Strands of Visionary Leadership, Progressive Learning, and Vibrant Communities guide organizational professional learning opportunities in the region and allow schools to align institutional strategic learning plans to the opportunities provided by AMISA.

VISIONARY LEADERSHIP

Visionary Leadership sees potential, leads learning, acts with integrity, and creates conditions to drive growth.

Leading Change

Effective Leadership Practice

Leadership for Equity

Leadership for an Ethical Culture

PROGRESSIVE LEARNING

Progressive Learning embraces innovative practices that inspire all students and adults in the school community.

Designing Learning

Facilitating Learning

Assessing and Reporting Learning

Partnering for Learning

VIBRANT COMMUNITIES

Vibrant Communities nurture inclusive environments, cultivate safe, healthy relationships, and promote global competence.

Promoting Global Competence

Cultivating Social Emotional Learning and Wellness (SEL)

Ensuring Safe Environments

Fostering Inclusive Practices

VISIONARY LEADERSHIP

Visionary Leadership sees potential, leads learning, acts with integrity, and creates conditions to drive growth.

Leading Change

Leading Change focuses on developing, leveraging, and harnessing the necessary components required to drive organizational change within an educational context.


Effective Leadership Practice

Effective Leadership Practice focuses on the strategic elements of impactful and visionary leadership to inspire shared vision, strengthen relationships, and consistently innovate and improve.

Leadership for Equity

Leadership for Equity focuses on advancing a positive school culture through the actions, strategies, and mindsets leaders employ to implement and reflect upon systems, policies, and practices that ensure responsiveness, fair treatment of all, and create a transformative learning experience for school communities.
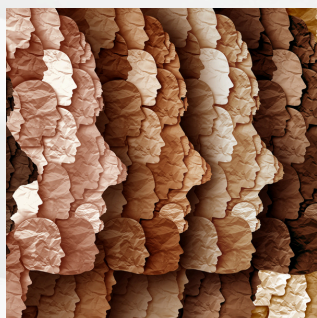
Leadership for an Ethical Culture

Leadership for an Ethical Culture focuses on the responsibilities of educational organizations and leaders to build and cultivate school environments characterized by ethical practices, including integrity, respect, fairness, and accountability.

PROGRESSIVE LEARNING

Progressive Learning embraces innovative practices that inspire all students and adults in the school community.

Designing Learning

Designing Learning focuses on developing pedagogical best practices to create and design meaningful learning experiences that are student-centered, engaging, innovative, and curriculum-driven.

Facilitating Learning

Facilitating Learning focuses on creating and establishing environments that promote high-quality student learning, including relevant instructional and classroom management practices.

Assessing and Reporting Learning

Assessing & Reporting Learning focuses on varied techniques and practices to assess of, for and as learning; including feedback and reflective processes and communicating results.

Partnering for Learning

Partnering for Learning focuses on developing effective relationships between all school stakeholders and engaging in relevant practices that directly impact student and staff learning.

VIBRANT COMMUNITIES

Vibrant Communities nurture inclusive environments, cultivate safe, healthy relationships, and promote global competence.

PROMOTING GLOBAL COMPETENCE

Promoting Global Competence focuses on empowering students with the skill-sets, values, and behaviors to become positive agents of change in order to thrive in a diverse, interconnected world.

CULTIVATING SOCIAL EMOTIONAL LEARNING & WELLNESS (SEL)

Cultivating Social Emotional Learning & Wellness focuses on the many approaches, strategies, and mindsets that students, teachers and school leaders can use to build a school community that focuses on wellness.

ENSURING SAFE ENVIRONMENTS

Ensuring Safe Environments focuses on creating structures and support systems in which all school stakeholders are accountable in the design, implementation, and shared values of providing a safe school environment.
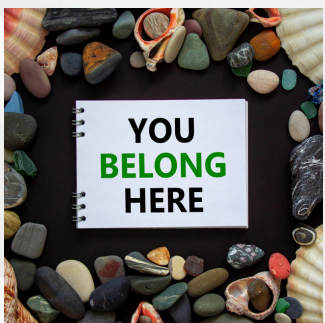
FOSTERING INCLUSIVE PRACTICES

Fostering Inclusive Practices focuses on how teachers, staff, and school leaders can build a school community where all students have opportunities to succeed within an inclusive, supportive environment.

LEARNING STRUCTURES

Our Professional Learning Structure is composed of the main areas that work together to provide meaningful learning opportunities to all schools in the region. All of our learning takes place within one of these areas: Conferences, Regional Institutes, and Ongoing Professional Development.

Conferences

Regional Institutes

Ongoing Professional Development

Professional Development Committee

Post-learning Evaluations

Listening Circles

Professional Learning Needs Assessment

Our professional learning Feedback Loop allows us to gain valuable information and data from member schools in the region in order to guide the development and delivery of professional learning opportunities.

One of our main sources of feedback is the Professional Development Committee (PDC). The PDC is composed of regional educators that meet several times each year to discuss professional learning needs, effective learning structures, future learning opportunities, and keeps the organization current with regional needs and trends.

Other sources in the Feedback Loop include frequent post-learning feedback evaluations, a bi-annual Professional Learning Needs Assessment, and listening circles with member schools.

Conferences

Provide consistent in-person professional learning opportunities and networking each year for specific audiences from the region. Conferences are multi-day learning events.

Leadership Conference

A multi-day learning experience that is designed to provide leadership development and training for Senior Leaders in School Operations and Academics.

Audience:
Senior Leaders in School Operations and Academics

Governance Conference

A multi-day learning experience that is designed to provide school governance targeted learning and networking opportunities.

Audience:
School Governing Board Members and Heads of School/Directors

Educators' Conference

A multi-day learning experience hosted at a regional member school that provides educators with a variety of learning experiences and networking opportunities within the AMISA Learning Strands.

Audience:
All Educators and School Leaders

Heads' Retreat

A multi-day experience designed to provide school directors/heads of school with specific learning and networking opportunities.

Audience:
Heads of School/Directors of AMISA Member Schools

Conference details can be found at amisa.us/conferences

Regional Institutes

Provide rotating and varied professional learning opportunities and networking each year at member schools throughout the region around a specific topic or theme.

Regional Institutes are focused learning opportunities around a specific topic or theme held at an AMISA member school within the region. Institutes are either co-sponsored or co-hosted by AMISA. Participation must be extended to other member schools in the region, and non-member schools can be invited to participate at the discretion of the host school. The following are characteristics of Regional Institutes.

- Organized in a variety of formats over the course of 1 to 3 days
- Led by international or regional consultant(s) and may include regional educators sharing learning experiences and opportunities
- Can include varied learning delivery settings, such as: workshops, courses, symposiums, leveled certifications, trainings, etc.
- May be delivered in a virtual, face-to-face, or blended format
- Include specific evidences of application of learning
- May culminate in a face-to-face experience at Educators' Conference
- May be sponsored by AMISA, a host school, an AMISA partner, or a combination of the above
- Member schools can apply for sponsorship support from AMISA

Institute details can be found at amisa.us/institutes

Ongoing Professional Development

Provides professional learning opportunities outside the traditional in-person setting. Virtual learning opportunities are open to member and non-member schools around a variety of topics and themes.

Workshops & Trainings

Workshops and Trainings are interactive learning experiences offered at specific intervals of time either individually, or as part of a series, around specific topics or themes. Workshops and Trainings may be offered in both synchronous and asynchronous learning environments by internal or external consultants, AMISA schools, or AMISA partners.

Continuous Learning Initiatives

Continuous Learning Initiatives are designed to engage participants in continuous, comprehensive learning throughout the course of an academic year, or for an extended block of time. These opportunities provide leveled-up learning around focused topics or themes within a specific Professional Learning Strand.

Power Hours

Power Hours are high-impact networking and sharing forums exclusively for educators from AMISA Member Schools. These facilitated sessions are perfect opportunities to expand networks and gain new resources from colleagues in the region.