

5 LEADERSHIP DIMENSIONS by Robinson, Loyd, and Rowe	CORRESPONDING IB STANDARD and PRACTICE
1) Establishing goals and expectations	<i>Purpose 1: The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)</i>
2) Strategic resourcing	<i>Leadership 5: The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)</i> <i>Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)</i>
3) Planning, coordinating, and evaluating teaching and curriculum	<i>Coherent curriculum 1: The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)</i>
4) Promoting and participating in teacher learning and development	<i>Leadership 2: The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)</i>
5) Ensuring an orderly and supportive environment	<i>Teacher support 3: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)</i>

Table 4 - IB Leadership Dimensions and corresponding IB Standards and Practices

Sources: "What Leadership Practices Are Associated with International Baccalaureate (IB) Student Achievement? An Exploratory Study of IB Schools in Southeast Asia" and "Programme standards and practices" (italics added)