



## Leading with an IB mindset: Cultivating leadership skills in the international baccalaureate programmes

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### Abstract

The International Baccalaureate (IB) offers international education through four programmes to students aged 3 to 19 for a worldwide community of schools over 5770, aiming to create a better, more peaceful world. IB aims the school to become a learning community through its standards and practices with specific references to leadership team as lifelong learners. This article presents a comprehensive exploration of how the IB programmes empowers school leaders as lifelong learners within the leadership capabilities defined. With this aim, the role of the IB program in fostering a culture of lifelong learning among school leaders is examined through content analysis of IB Programme Standards and Practices. IB recognizes the significance of leadership in achieving goals of the school and places a strong emphasis and requirements on developing leadership capabilities among school leaders.

**Keywords:** International baccalaureate, leadership skills, lifelong learning, IB mindset

### Introduction

The International Baccalaureate (IB) programmes are gaining worldwide reputation in terms of raising international minded students through concept-driven, inquiry-based approach to teaching and learning (Dickson et al., 2018). IB offers four programmes to students aged 3 to 19 for a worldwide community of schools over 5770, aiming to create a better, more peaceful world (IB, 2019). Schools must be authorized to teach IB programmes which means schools must fulfil the requirements of IB programme standards and practices (IB, 2019). Part of the genesis of the IB Diploma Program (DP) during the 1960s was a reaction against the emphasis placed on rote learning and didactic teaching. Middle Years (MYP) and Primary Years (PYP) Programmes followed the DP and promoted a pedagogy of inter-active class discussion and critical thinking skills, which would recognise a range of perspectives on any issue, particularly global issues (Hill, 2006).

According to IB (2019), "the focus is to develop internationally minded people who are identified through their recognition of human commonalities and shared guardianship of the planet, while helping to create a better and more peaceful world". Central to this definition of international-mindedness are the attributes identified by the IB learner profile, which depicts a road map for a lifelong journey in the pursuit of international-mindedness for all members of school community (Hersey, 2012). In today's world, it is accepted that students need to be lifelong learners and preparing students for lifelong learning is also important in IB programmes with skills to interpret knowledge which in turn, leads to formation of positive attitudes about people whose origins are different from theirs – this is fundamental to the concept of international education at the school level (Hill, 2006). IB students in internationally-minded schools are expected acquire knowledge about world issues, social justice and equity, interdependence, sustainable development, cultural diversity, peace and conflict as well as languages (Hill, 2007). In this process, IB aims the school to become a learning community through its standards and practices with specific references to leadership team as lifelong learners.

Distributed leadership is introduced as an ideal model for implementation of all of IB programs which means authority and decision making is shared among all members of school community and researchers have noted its importance in private international schools offering IB programs for school wide success (Oladimeji, 2018). A defining feature which underpins the IB's leadership development programme is the articulation of a set of leadership capabilities which are critical for effective leadership across the breadth of IB World Schools (Calnin et al., 2018). Identified leadership capabilities are strategic, cultural, pedagogical, entrepreneurial, relational, reflective and Heuristic intelligence (insight) (IB, 2018). According to Dickson et al. (2018), there are many benefits of IB programmes for both teaching and learning because teachers and school leaders report positive changes to teaching and learning as a result of teaching an IB programme (Dickson et al., 2018).

## Method

The study aimed to explore the ways in which the IB program empowers school leaders as lifelong learners and develops their leadership capabilities. These are multifaceted and complex phenomena that cannot be fully captured through quantitative measures alone. Qualitative research allows for a detailed exploration of the context, processes, and underlying meanings associated with leadership development. This involved gathering similar data within the framework of certain concepts and themes, and organizing and interpreting it in a way that is understandable (Yıldırım & Şimşek, 2018). The process included coding the data, identifying themes, organizing, and defining the data according to the codes and themes, and interpreting the findings. Explanations were included in the analysis of the data obtained from the document analysis, to make sure that analyses interpreted reveal important features and answer the research question as a whole (Merriam, 2018). Document included in content analysis is "2022 IB Programme Standards and Practices" because this document is the foundational set of principles for schools implementing IB programmes. As stated by IB (2022):

"The standards are general principles that lie at the heart of being an IB World School, while practices are further definitions of the standards that include references to implementation. Requirements are more specific and refined measures of implementation and include programme-specific elements known as specifications. The standards and practices, requirements and programme specifications are necessary for the successful implementation of the relevant IB programme."

**Table 1.** Standards, Practices and Requirements

<b>Standards</b>	<b>Practices</b>	<b>Requirements</b>
Purpose (0101)	3	4
Leadership and governance (0201)	5	10
Student support (0202)	5	17
Teacher support (0203)	3	4
Culture through policy implementation (0301)	6	27
Designing a coherent curriculum (0401)	3	15
Students as lifelong learners (0402)	7	19
Approaches to teaching (0403)	5	18
Approaches to assessment (0404)	4	11

In total, there are 166 standards and practices for IB schools to maintain their status as an IB World school (Table 1). This means school leaders are responsible for successfully meeting these standards and practices as a whole school. Therefore, these standards and practices were categorized under the IB leadership capabilities and assigned codes accordingly to interpret how school leaders in an IB school lead with an IB mindset.

## Findings

The findings of this study address the significant role of the IB programmes in empowering school leaders as lifelong learners and cultivating essential leadership skills and capabilities. To provide a comprehensive analysis of the various dimensions of leadership within the IB framework, so findings are reported under seven leadership capabilities defined by IB.

### Strategic capability

According to Davies and Davies (2004), strategic leaders have the organizational ability to be strategically orientated; translate strategy into action; align people and organizations; determine effective strategic intervention points; develop strategic competencies. Also, leaders who have strategic capability displays a dissatisfaction or restlessness with the present; absorptive capacity; adaptive capacity and wisdom (Davies & Davies, 2004). Strategic capability in IB leadership involves forward thinking, a broader perspective, and translating strategy into action while aligning people and the organization with shared values and vision (IB, 2018). The IB framework supports strategic capability through guidelines that promote purpose alignment, holistic education, regulatory compliance, leadership empowerment, and inclusive learning environments.

Purpose 1: "The school develops a mission, vision, and strategy that reflect the IB mission and philosophy" (IB, 2022).

An important finding is the significance of Purpose 1, which emphasizes developing a mission, vision, and strategy reflecting the IB mission and philosophy. This standard guides school leaders in aligning their strategic direction with the goals of the IB. Another relevant standard is 0101-01-0200, which highlights the need for a holistic approach to education and global awareness. This emphasizes the importance of strategic thinking that considers the broader impact on the global community.

Purpose 1.2: "The school develops a mission, philosophy, and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community" (IB, 2022).

Leadership 1: "The school regularly reviews and follows all IB rules, regulations, and guidelines to support program implementation and ongoing development" (IB, 2022).

Analysing the data from programme standards and practices reveals the alignment between strategic capability and the expectations of the IB. This emphasizes the role of school leaders in creating an educational environment that aligns with the IB's vision.

IB leaders demonstrate strategic capability by ensuring that the school has a coherent curriculum (Coherent curriculum 1) which aligns with programme documentation and integrates applicable IB curriculum frameworks (Coherent curriculum 1.1, 1.3). They also ensure that the while establishing and implementing the curriculum, students' prior knowledge, needs, and contexts are considered (Coherent curriculum 1.6). Additionally, leaders develop, review, and share the curriculum with the school community, incorporating ongoing developments and IB requirements (Coherent curriculum 3). The interplay between strategic capability and the Teaching and Learning standard is noteworthy. Successful school leaders strategically align teaching and learning practices with the IB's mission, prioritizing inquiry-based learning methodologies that foster critical thinking, problem-solving, curiosity, and a love for learning among students.

### **Cultural capability**

International schools can be characterized with its culturally diverse community (K. Keung & J. Rockinson-Szapkiw, 2013). Cultural capability means that "IB leaders continually interact with people, institutions and ideas from different cultural traditions to their own. They harness the human potential within diverse school communities and create a shared culture that not only respects and celebrates cultural diversity but also sees it as essential for intercultural learning (IB, 2018)." Cultural capability plays a significant role in IB leadership, emphasizing the continuous interaction with diverse cultural traditions and the establishment of a shared culture that respects and celebrates cultural diversity (IB, 2018).

Purpose 1.2: "The school develops a mission, philosophy, and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community" (IB, 2022).

This practice emphasizes the cultural capability of IB leaders. By promoting a holistic approach to education beyond academic development and fostering awareness both the individual and immediate community, leaders exhibit their cultural sensitivity and their ability to create a culturally inclusive learning environment. It is clear that IB's commitment to cultivating a broader perspective on education. IB encourages schools to embrace intercultural learning and understanding. This aligns with the notion of cultural capability, as it encourages school leaders to foster an inclusive environment that recognizes and appreciates diverse cultural traditions.

Purpose 3.1: "The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission" (IB, 2022).

In Purpose 3.1, being internationally minded and embracing cultural diversity within the school community is emphasized. By fostering an understanding of different cultures and promoting international-mindedness, schools can create a conducive environment for intercultural learning. This aligns with the concept of cultural capability, as IB leaders continually interact with people, institutions, and ideas from different cultural backgrounds, harnessing the human potential within diverse school communities.

Leadership 5.1: "The school funds adequate resources to implement the programme(s) and meet programme requirements" (IB, 2022).

Allocating adequate funding for program implementation reflects a commitment to creating an inclusive learning environment that embraces cultural diversity. By providing the necessary resources, schools can support intercultural learning and ensure that students have access to diverse cultural experiences. This demonstrates the IB's recognition of the importance of cultural capability in education and the need to invest in resources that facilitate its development.

Culture 4: "The school implements, communicates, and regularly reviews a language policy that helps foster intercultural understanding through communicating in a variety of ways in more than one language" (IB, 2022).

The importance of fostering intercultural understanding through multilingual communication is addressed in Culture 4. By implementing a language policy that encourages communication in different languages, schools promote cultural capability by facilitating interactions across diverse cultural backgrounds. Effective communication in multiple languages enables students and staff to engage with different cultures and perspectives, fostering a greater appreciation for cultural diversity.

Culture 6.5: "The school considers the IB learner profile in all of its IB-mandated policies" (IB, 2022).

Considering the IB learner profile in all policies reflects the intention to nurture a school culture that values cultural diversity and intercultural learning. The IB learner profile includes attributes such as being open-minded, inquiring, and caring, which are essential for developing cultural capability. By incorporating these attributes into all policies, schools promote a holistic approach to education that embraces cultural diversity and encourages intercultural understanding.

In Teaching and Learning, cultural capability is reflected as IB leaders promote a curriculum that respects and affirms individual student identity (Lifelong learners 7.2) and enabling students to explore and develop their personal and cultural identities (Lifelong learners 7.1). They also support the development of students' language profiles (Lifelong learners 7.3) and ensure that collaboration and effective relationship building are explicitly featured within the curriculum (Lifelong learners 3.2).

### **Pedagogical capability**

Pedagogical capability means that "IB leaders develop a school culture that fosters and values professional development. They recognize that they need to build individual and institutional knowledge and understanding so that schools continue to grow as places where knowledge and meaning are discovered and constructed (IB, 2018)." Pedagogical capability is a crucial aspect of IB leadership, focusing on the development of a school culture that values and fosters professional development. IB provides professional development and training opportunities to promote consistent standards across schools and countries and to ensure that teachers are adequately prepared (Dickson et al., 2018). By recognizing the need to build individual and institutional knowledge and understanding, IB leaders ensure that schools continue to grow as places where knowledge and meaning are discovered and constructed.

Purpose 1.2: "The school develops a mission, philosophy, and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community" (IB, 2022).

This practice focuses on the pedagogical capability of IB leaders. By articulating a shared commitment to the IB's mission and philosophy, pedagogical leaders demonstrate their understanding of effective teaching and learning practices that align with the IB's educational approaches. This capability enables leaders to guide teachers in implementing pedagogical strategies that encourage students to become active, compassionate lifelong learners.

Purpose 2: "The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners" (IB, 2022).

This practice highlights the role of the pedagogical leadership team in promoting educational approaches that align with the concept of pedagogical capability. By encouraging students to be active, compassionate, and lifelong learners, the school emphasizes the value of ongoing learning and development.

Leadership 1.1: "The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities, and mandates for ensuring program implementation and development" (IB, 2022).

This practice emphasizes the importance of building institutional knowledge and understanding. By clearly defining the governance and leadership structure, roles, responsibilities, and mandates, the school establishes a foundation for effective program implementation and development. This contributes to the growth of the school as a place where knowledge and meaning are discovered and constructed.

Leadership 2: "The school includes on its pedagogical leadership team an IB-trained program coordinator who is empowered to facilitate successful program implementation" (IB, 2022).

Leadership 2.1: "The school appoints a programme coordinator with a job description, release time, necessary support, and an organizational position to facilitate curriculum and programme development" (IB, 2022).

By including an IB-trained program coordinator on the pedagogical leadership team, the school demonstrates its commitment to professional development and the implementation of effective educational programs. This practice ensures that there is a dedicated leader who possesses the necessary knowledge and skills to facilitate successful program implementation and contribute to the growth of the school.

Student support 1.5: "The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration" (IB, 2022).

Student support 2.2: "The school supports the identified needs of students and evidences this support through planning, policy, and practice" (IB, 2022).

Student support 1.5 emphasizes the pedagogical capability of IB schools in creating effective learning spaces. By using programme documentation to inform the design of learning spaces that promote flexibility and collaboration, schools demonstrate their understanding of pedagogical principles. This capability enables schools to provide an environment conducive to active and engaged learning. While Student support 2.2 highlights the school's commitment to individual and institutional knowledge development. By supporting the identified needs of students through effective planning, policy implementation, and evidence-based practices, the school creates an environment that values ongoing learning and responds to the evolving needs of its students.

Teacher support 2.1: "The school complies with IB-mandated professional development requirements, as outlined in IB documentation" (IB, 2022).

This practice underscores the school's recognition of the importance of continuous professional development. By complying with IB-mandated professional development requirements, the school invests in the growth and learning of its teachers, fostering a culture that values ongoing improvement and pedagogical excellence. To ensure those, IB schools are required to develop policies. For example in the following practice is an example in terms of assessment policy requirements.

Culture 5: "The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth" (IB, 2022).

By implementing an assessment policy that supports continuous learning and growth, schools establish a culture focused on student development. This capability promotes effective assessment practices, feedback, and reflection, fostering a culture of improvement and lifelong learning. Also there are studies which have found that teachers and school leaders have positive perceptions of the IB assessment frameworks and practices (Dickson et al., 2018). Practices under Teaching and Learning address how IB leaders demonstrate pedagogical capability by encouraging inquiry-based teaching strategies and learning engagements (Approaches to teaching 1.1) and conceptual understanding to support students' development of ideas (Approaches to teaching 2). They also promote approaches to teaching that create a positive and dynamic learning community through effective relationships and purposeful collaboration (Approaches to teaching 4) and remove barriers to learning for students to pursue their personal learning goals (Approaches to teaching 5).

### **Entrepreneurial capability**

Entrepreneurial capability in IB leadership refers to the ability of leaders to anticipate and creatively respond to change, innovate, and support others in their endeavours (IB, 2018). IB framework incorporates entrepreneurial capability through practices related to leadership, curriculum design, teacher support, and fostering a culture of innovation. By nurturing an entrepreneurial mindset, IB leaders empower students to thrive in an ever-evolving society and make meaningful contributions to their communities.

Purpose 1.2: "The school develops a mission, philosophy, and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community" (IB, 2022).

This demonstrates entrepreneurial capability as school leaders need to be forward-thinking and innovative in shaping the school's purpose to meet the evolving needs of education. As the following practice focuses on incorporating a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community.

Purpose 2: "The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners" (IB, 2022).

Embracing a holistic approach requires entrepreneurial capability, as it involves thinking beyond traditional education paradigms and finding innovative ways to foster well-rounded learners. Entrepreneurial capability comes into play when leaders actively promote and cultivate an international-minded culture within the school, encouraging students to think beyond their immediate environment and develop a global perspective. Also Bryant, Wong and Adames (2020) in their research findings indicate that entrepreneurial capability plays an important role in an IB school found that teachers valued the programme coordinators' expertise and accessibility, which builds upon their experiences, skills and practices. The process includes regular meetings, formal documentation, and collective processes to align curriculum with IB standards. This approach provided an opportunity to cultivate mutual trust, support, and develop individual and collective capacity (Bryant et al., 2020).

While there are no specific practices directly related to entrepreneurial capability under the practices of Teaching and Learning, IB leaders can demonstrate entrepreneurial capability by fostering innovation, creativity, and adaptability within the school community. They can encourage teachers and students to explore new ideas, approaches, and solutions, and support initiatives that promote entrepreneurship and real-world applications of knowledge and skills.

### **Relational capability**

Leaders with relational capability benefit from social construction with a focus on participating in dialogical processes through being interactive and culturally sensitive (Helstad & Møller, 2013). Relational capability means

that "IB leaders influence individuals, groups and systems to achieve a goal or set of goals. They understand stakeholders and support them to achieve their optimum. IB leaders support members of the learning community to learn together to achieve better outcomes for students (IB, 2018)." This capability allows leaders to create a supportive and collaborative environment that aligns with the IB mission.

Purpose 3.1: "The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission" (IB, 2022).

This practice highlights the relational capability of IB leaders by fostering a school community that is aware of the IB learner profile and committed to international-mindedness, leaders demonstrate their ability to build and nurture positive relationships within the school. To create a collaborative and inclusive learning environment, the following practice stands out:

Student support 5.2: "The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s)" (IB, 2022).

By providing opportunities for legal guardians to contribute to the development and support of the programme(s), schools demonstrate their commitment to building strong relationships with the wider community. Also in the following practice it is seen that By allocating dedicated time for collaborative planning and reflection, schools foster a culture of collaboration among teachers.

Teacher support 3.1: "The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection" (IB, 2022).

Collaboration within schools is considered an essential element in IB programmes, and one that IB actively encourages (Dickson et al., 2018). With fulfilling this practice, school leaders benefit from their relational capability through promoting effective communication, sharing of ideas, and mutual support, ultimately enhancing the quality of teaching and learning in IB programmes. IB leaders exhibit relational capability by ensuring that teachers collaborate to design, plan, and deliver the school's IB programme(s) (Coherent curriculum 2) and that collaborative planning and reflection address the elements of an IB education (Coherent curriculum 2.4). They are also expected to provide opportunities for student agency in the school (Lifelong learners 3.3) and promote effective relationships and purposeful collaboration within the learning community (Approaches to teaching 4).

### **Reflective capability**

Reflective capability refers to the ability of school leaders to engage in critical thinking, consider multiple perspectives, and embrace a constructivist and social-constructivist view of knowledge creation (IB, 2018). School leaders need reflective capability to critically examine the IB's philosophy and mission, evaluate their school's current mission, vision, and strategy, and make informed decisions to align them with the IB's values (Purpose 1.1, 1.2). Also as required in Student Support, leaders are expected to support the identified needs of students and ensuring evidence through planning, policy, and practice, schools demonstrate their commitment to reflection and continuous improvement. When leaders benefit from their reflective capabilities in terms of programme standards and practices, schools adapt their support strategies and provide personalized assistance to meet the diverse needs of their students.

Purpose 3.1: "The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission" (IB, 2022).

From this practice it is understood that reflective capability is necessary for school leaders to critically analyze and understand the educational approaches that foster active, compassionate lifelong learning. They need to reflect on how these approaches align with the IB's mission and philosophy and make informed decisions to embrace them. School leaders with reflective capability can critically reflect on the concept of international-mindedness and the attributes of the IB learner profile. They need to foster a culture that promotes these ideals, encourage awareness among the school community, and ensure alignment with the IB's mission (Leadership 1). Reflective practices

including critical thinking and critical reflections are one of the ways of developing intuition and be aware of internal and external environment (Luqman et al., 2012).

IB leaders are required to demonstrate reflective capability by regularly reviewing and sharing the curriculum with the school community (Coherent curriculum 3) and monitoring and evaluating inquiry-based teaching strategies and learning engagements (Approaches to teaching 1.2). They are also expected to promote student and teacher reflection on the growth and demonstration of the IB learner profile attributes (Lifelong learners 2.2) and use feedback to improve learning, teaching, and assessment (Approaches to assessment 1.1). School leaders with reflective capability can evaluate their current practices, engage in critical reflection, and make informed decisions to create an organizational culture that aligns with the IB's values and promotes continuous improvement.

### **Heuristic intelligence (insight) capability**

Heuristic intelligence is essential for school leaders to comprehend and embody the principles of the IB when considering the fact that leading change is as an emotionally complex facet of leadership behaviour (Chen et al., 2021). Thus heuristic intelligence allows to formulate a mission statement and strategy that align with the IB's values and go beyond academic development (IB, 2018).

Heuristic intelligence plays a crucial role in articulating commitment to the IB's mission and philosophy among the leadership team. It helps to communicate this commitment effectively and inspire team members. Additionally, heuristic intelligence is required to promote the IB learner profile and international mindedness within the school community. It enables to understand these concepts and instil them in our students. In terms of leadership and governance, heuristic intelligence helps to establish effective governance structures and adhere to IB rules and regulations. It also supports the development of systems and processes that promote program implementation and sustainability. Creating a culture that reflects the IB's philosophy requires heuristic intelligence to develop and implement policies, practices, and initiatives aligned with the IB program(s). Finally, heuristic intelligence is crucial in aligning teaching and learning practices with the IB's objectives. It enables to make informed decisions regarding curriculum, instruction, assessment, and support for student learning. Overall, heuristic intelligence allows school leaders to shape their institution in alignment with the IB's values and goals, fostering lifelong learners who positively impact the global community.

### **Conclusion**

IB Standards and Practices provide school leaders with a powerful platform for empowerment and the cultivation of an IB mindset within their educational institutions and themselves as leaders. By embracing these standards, school leaders are equipped with the necessary tools, principles, and values to foster an educational environment that aligns with the IB's mission and philosophy.

In terms of strategic capability, leaders are expected to articulate a purpose for their school that aligns with the IB's mission. Leaders are encouraged to develop a clear mission, vision, and strategy that reflect the core values and principles of the IB, promoting an education that extends beyond academics and nurtures holistic development.

Cultural capability is another defining aspect of the IB mindset for school leaders. It emphasizes the importance of intercultural understanding and respect, fostering an inclusive and diverse learning environment. School leaders are encouraged to create spaces that celebrate cultural differences, fostering awareness and appreciation for various perspectives and backgrounds.

Pedagogical capability lies at the heart of the IB mindset for school leaders, as it promotes educational approaches that empower students to become active, compassionate lifelong learners. Leaders are empowered to embrace inquiry-based learning, critical thinking, and the development of skills and attributes that go beyond academic achievements, preparing students for a rapidly changing world.

Entrepreneurial capability is also nurtured within the IB mindset for school leaders. It encourages leaders to adopt innovative and creative practices that challenge traditional educational norms. By fostering an entrepreneurial spirit, school leaders empower their institutions to adapt to new challenges, engage with real-world issues, and provide students with the necessary skills to navigate an ever-evolving landscape.

Relational capability is essential for school leaders in establishing effective relationships with all stakeholders. This capability enables leaders to collaborate with teachers, students, parents, and the wider community, fostering



a sense of shared responsibility and collective growth. By fostering strong relationships, leaders create a collaborative culture that supports the realization of the IB's educational goals.

Reflective capability is a fundamental aspect of the IB mindset for school leaders. It encourages leaders to engage in self-reflection and continuous improvement, critically evaluating their leadership approaches and seeking opportunities for growth and development. By fostering a culture of reflection, leaders inspire a culture of learning and improvement within their institutions.

Also, heuristic intelligence is a must for leaders to make informed decisions regarding curriculum development, instructional strategies, differentiation, assessment approaches, and the integration of approaches to learning (ATL) skills. The school leader must possess insight into effective pedagogical practices, student development, and the implementation of the IB learner profile to create an optimal learning environment for students. Through the IB's Standards and Practices, school leaders are empowered to embrace the IB mindset and create educational environments that foster inquiring and internationally minded school community. By embodying strategic, cultural, pedagogical, entrepreneurial, relational, reflective, and heuristic capabilities, leaders create transformative educational experiences that equip students with the skills, knowledge, and attitudes necessary for being lifelong learners.

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