



# CIS International Accreditation

*Evaluation Framework [Revised]*

Shaping the future of international education

## INTRODUCTION

This CIS International Accreditation evaluation framework provides a structured methodology for reflection, evaluation, and development for a school community to deploy and ensure systematic and continuous school improvement. The framework is underpinned by four drivers, which reflect the Council of International Schools' vision and mission. These four drivers are how effectively a school:

- delivers its own stated purpose and direction;
- provides effective student learning;
- ensures and enhances student well-being; and
- develops global citizenship.

This evaluation framework includes 8 domains, with 45 standards of which 24 are core standards. All core standards must be met or exceeded for a school to be accredited. If the school has boarding and/or homestay, there is a further domain including 8 standards, of which 5 are core. For the evaluation of each domain, this framework offers:

- essential questions that should be used to reflect on the big picture of each domain and evaluate the school's needs and/or priorities;
- standards that state expectations for high-quality international practice, which schools should work to meet and aspire to exceed; and
- criteria-based rubrics that support schools to evaluate progress, focus evidence gathering, and chart planned actions.

The evaluation framework offers a differentiated approach to schools. Within a rubric for each standard, there are four stages or columns of defined criteria to chart the journey of continuous school improvement:

**Membership evaluation:** criteria for granting CIS Membership to a school. The membership evaluation criteria for core standards must be met to achieve CIS Membership status.

**Preparatory evaluation:** developmental criteria for the school to reflect, gather evidence, and rate itself on its journey towards achieving candidacy for accreditation or re-accreditation.

**Team evaluation:** criteria for all standards to which the school should work towards during the self-study in order to achieve or maintain CIS-accredited status. These criteria support school improvement throughout the five-year cycle. The criteria for the core standards must be met to achieve or maintain CIS-accredited status.

**Future aspirations:** guiding questions to provide an opportunity for the school to exceed the standards. These future aspirations questions can be used by schools entering into the re-accreditation process which have successfully demonstrated achievement of the Team evaluation criteria at the Preparatory evaluation stage. Schools can use the questions to generate a future vision as the basis for a new strategic plan during the self-study period.

 **ESSENTIAL QUESTIONS**

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary

1. How effectively has the school's stated purpose and direction been developed? How is it reviewed and by whom?
2. How appropriate and coherent are the guiding statements? To what extent do they set the direction for the school and inform its policies and operations?
3. To what extent is there a shared understanding of the school's approach to learning and teaching?
4. How well do the guiding statements help ensure that the school fulfils the values of the CIS Code of Ethics [<https://www.cois.org/about-cis/code-of-ethics>] and the UN Convention on the Rights of the Child (1990)? How do they contribute to student and staff well-being?
5. To what extent is there a shared understanding and common approach to the development of global citizenship and intercultural learning across the school?
6. [For re-accreditation only] How could the school strengthen its purpose and direction beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

 **RUBRIC**

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>A1.</b> The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school. (CORE)</p>	<p><b>A1i.</b> The school has appropriate guiding statements in place to provide clear purpose and direction.</p> <p><b>A1ii.</b> The school's stated purpose and direction have been formally approved and are fully supported by the owners and/or governors.</p>	<p><b>A1i.</b> The guiding statements inform the school and its decision-making.</p> <p><b>A1ii.</b> The school's purpose and direction and their importance as drivers of strategic planning and decision-making are fully understood at both governance and school leadership levels.</p>	<p><b>A1i.</b> The guiding statements systematically influence all levels of decision-making.</p> <p><b>A1ii.</b> The owners and/or governors and school leadership can provide tangible evidence of how the school's stated purpose and direction drive strategic planning and decision-making.</p> <p><b>A1iii.</b> The guiding statements are aspirational and well understood by the students, the faculty, and the parents.</p>	<p><b>A1i.</b> To what extent are the school's guiding statements sustainable and adaptable for the future?</p> <p><b>A1ii.</b> To what extent does the school reference contemporary research and/or seek external professional advice to develop its guiding statements?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>A2.</b> The guiding statements provide clear commitment to high-quality learning and teaching which is effectively implemented at each stage of a student’s pathway through the school. (CORE)</p>	<p><b>A2i.</b> However defined, the guiding statements include clear commitment to high-quality learning and teaching.</p>	<p><b>A2i.</b> The school has an engaging and contextually appropriate definition of high-quality learning and teaching to guide its practice.</p>	<p><b>A2i.</b> The school puts into action its definition of high-quality learning and teaching which is appropriate for all stages of a student’s pathway through the school.</p>	<p><b>A2i.</b> How can the school more effectively monitor, evaluate, and review its definition of high-quality learning and teaching to improve the learning outcomes of students?</p>
<p><b>A3.</b> The guiding statements provide clear commitment to developing global citizenship and intercultural learning. (CORE)</p>	<p><b>A3i.</b> However defined, the guiding statements provide clear commitment to global citizenship and/or intercultural learning.</p>	<p><b>A3i.</b> The school has created an engaging and contextually appropriate definition of global citizenship to guide its practice.</p>	<p><b>A3i.</b> The school puts into action its contextual definition of global citizenship embracing intercultural learning, both inside and beyond the classroom, as evident in the learning experiences of all students.</p>	<p><b>A3i.</b> How can the school more effectively ensure that the values associated with global citizenship and intercultural learning are shared and are an expectation of all constituent groups within the school?</p> <p><b>A3ii.</b> How well are the students developing their capacities as global citizens, and how is this reflected in their learning, values, and actions?</p>
<p><b>A4.</b> The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)</p>	<p><b>A4i.</b> The guiding statements are in alignment with the CIS Code of Ethics and with the spirit of the UN Convention on the Rights of the Child (1990).</p> <p><b>A4ii.</b> The guiding statements make a clear commitment to well-being.</p>	<p><b>A4i.</b> The guiding statements are in alignment with the CIS Code of Ethics and influence decision-making.</p> <p><b>A4ii.</b> The guiding statements make a clear commitment to well-being and this commitment is evident in practice.</p> <p><b>A4iii.</b> Staff induction procedures and professional development include suitable references to the UN Convention on the Rights of the Child (1990) and these rights are confirmed in policy.</p>	<p><b>A4i.</b> The guiding statements are in alignment with the CIS Code of Ethics and their ethical basis influences how the whole school operates.</p> <p><b>A4ii.</b> The guiding statements make a clear commitment to the well-being of the school community and this commitment is widespread in practice.</p> <p><b>A4iii.</b> Interactions between adults and students are conducted in alignment with the values within the UN Convention on the Rights of the Child (1990). These are confirmed in policy and evidenced in practice.</p>	<p><b>A4i.</b> How can the school more effectively evaluate the ethical basis of its decisions?</p> <p><b>A4ii.</b> How could the school, through its guiding statements, enhance proactive and effective approaches to well-being?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>A5.</b> Monitoring, evaluating, and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.</p>	<p><b>A5i.</b> The guiding statements are supported by the school's constituent groups.</p> <p><b>A5ii.</b> The school's leaders and board understand the need to reflect on and review the implementation of its guiding statements.</p>	<p><b>A5i.</b> There is a review process in place to ensure that the guiding statements remain relevant and meaningful to the school's constituents.</p> <p><b>A5ii.</b> Systems are in place for monitoring and evaluating the implementation of the guiding statements.</p>	<p><b>A5i.</b> The review of the effectiveness of the guiding statements involves all constituent groups.</p> <p><b>A5ii.</b> Qualitative and quantitative data inform monitoring, evaluation, and any review of changes to the guiding statements.</p>	<p><b>A5i.</b> To what extent does the school consistently and meaningfully involve students, staff, parents, and/or other significant stakeholders in influencing the school's purpose and direction?</p> <p><b>A5ii.</b> How can the school more effectively draw on external influences, research, and global trends to inform its purpose and direction?</p>
<p><b>A6.</b> The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.</p>	<p><b>A6i.</b> The school's admissions procedures are clear and accessible and aligned with its guiding statements.</p>	<p><b>A6i.</b> The school's admission policy and procedures are implemented consistently in line with its guiding statements.</p>	<p><b>A6i.</b> The school's admissions policy, procedures, and the outcomes of admission decisions are evaluated regularly in the context of the guiding statements and the level of success for all enrolled students.</p>	<p><b>A6i.</b> How inclusive is the school in its admissions practices and can the school include and meet the needs of a more diverse group of students?</p>

 **ESSENTIAL QUESTIONS**

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. To what extent are governance, leadership, and ownership aligned with the school's guiding statements and are governance, leadership, and ownership driving strategic decision-making together?
2. How do the governance, leadership, and ownership of the school uphold the CIS Code of Ethics [<https://www.cois.org/about-cis/code-of-ethics>] and the school's core values (explicitly stated or implicit in the guiding statements)?
3. Are the roles of governance, leadership, and ownership clear and appropriate for the needs of the school and, through fulfilling these roles, do they foster and develop learning, well-being, and global citizenship across the school culture?
4. To what extent is short, medium, and longer-term planning linked to appropriate budgeting, monitoring, and controls that ensure the school operates legally, transparently, and sustainably?
5. How effectively does the school's leadership monitor and evaluate the quality of student learning, well-being, and global citizenship and use this to inform strategic planning?
6. [For re-accreditation only] How could the school strengthen its governance, ownership and leadership beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

 **RUBRIC**

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>B1.</b> The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school. (CORE)</p>	<p><b>B1i.</b> The roles and responsibilities of governance and/or ownership, leadership, and management are clearly defined and set out in written form, and include formal position descriptions and organisational charts.</p> <p><b>B1ii.</b> Governors and/or owners as well as the school's leaders are aligning practices with the CIS Code of Ethics.</p>	<p><b>B1i.</b> The roles and responsibilities of governance and/or ownership, leadership, and management are clearly articulated in approved policy, well understood and respected by members of the school community, and effectively communicated.</p> <p><b>B1ii.</b> Governors and/or owners as well as the school's leaders use the CIS Code of Ethics to guide their decision-making and policies.</p>	<p><b>B1i.</b> The written roles and responsibilities of governance and/or ownership, leadership, and management are clearly articulated, well understood, and reflected in operational practice, improving quality and sustainability in the school.</p> <p><b>B1ii.</b> The decision-making, policy making and practices of governors and/or owners as well as the school's leaders are all fully aligned with the CIS Code of Ethics.</p>	<p><b>B1i.</b> To what extent are governors and/or owners as well as the school's leaders involved in systematic induction, evaluation, and training to support the effectiveness and sustainability of their strategic governance and leadership?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>B2.</b> The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship, and the culture of the school as a whole. (CORE)</p>	<p><b>B2i.</b> The head of school's role is articulated in a formal job description that is understood by the governors and/or owners.</p>	<p><b>B2i.</b> The head of school's role is unambiguous and supported by the school's constituent groups.</p> <p><b>B2ii.</b> The working relationships between the head of school and the governors and/or owners includes an appraisal process for the head of school and the opportunity for mutual discussion of the effectiveness of the working relationships.</p>	<p><b>B2i.</b> The relationship between the head of school and the owners and/or governors is a mutually supportive partnership based on a shared vision and common understanding about roles and responsibilities, thus empowering the head of school to provide leadership and improvement for student learning, well-being, and global citizenship.</p> <p><b>B2ii.</b> The working relationship between the school's leaders and the governors and/or owners involves a well-defined appraisal process for both governance and leadership. The effectiveness of working relationships is evaluated and/or reviewed in order to improve their impact on learning, well-being, global citizenship, and the school's culture.</p>	<p><b>B2i.</b> How can the school enhance the working relationship between the school leaders and governors and/or owners to further improve student learning, well-being, and global citizenship?</p> <p><b>B2i.</b> How effectively do governors and/or owners and school leaders prepare for significant changes in leadership or personnel?</p>
<p><b>B3.</b> The governors and/or owners and leaders ensure there are educational and financial plans to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community. (CORE)</p>	<p><b>B3i.</b> The governors and/or owners are able to demonstrate that the school's short and long-term finances are sufficient to support its operations and the implementation of its guiding statements.</p>	<p><b>B3i.</b> The governors and/or owners have realistic and appropriate strategic and operational plans that are underpinned by financial planning and which are focused on school improvement.</p> <p><b>B3ii.</b> The governors and/or owners have financial plans that include contingencies for unexpected circumstances in order to best ensure the viability of the school in the future.</p>	<p><b>B3i.</b> The governors and/or owners, together with leaders, have plans that are formally approved, detailed, and sustainable. The plans have appropriate timeframes with clear financial underpinning to provide sound direction for school improvement in student learning, well-being, and global citizenship.</p> <p><b>B3ii.</b> Approved educational and strategic plans are aligned with the guiding statements, appropriately communicated, and widely understood by stakeholders, in order to enhance accountability and the transparency of school operations, governance, and/or ownership.</p>	<p><b>B3i.</b> How effectively are educational and strategic plans monitored and evaluated to inform future decisions and processes?</p> <p><b>B3ii.</b> What are the internal and external contextual factors influencing the achievement of educational and financial plans? How can these be offset and/or leveraged to enhance the school?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>B4.</b> Governance is constituted to enable the school to have a clear and appropriate sense of purpose, direction, and continuity.</p>	<p><b>B4i.</b> The school is legally constituted in accordance with the laws of the country, is appropriately licensed, and its operations are clearly compliant with the relevant statutes and/or articles of association.</p>	<p><b>B4i.</b> A legally compliant governance structure enables the school to have a clear and well-defined direction; the relevant statutes and/or articles of association are translated into policy.</p> <p><b>B4ii.</b> There are plans in place to cover changes in governance, ownership, and leadership.</p>	<p><b>B4i.</b> A legally compliant governance structure is translated into policy, embedded in practice, and subject to systematic review to ensure continued compliance with legal requirements.</p> <p><b>B4ii.</b> Governors and/or owners as well as leaders are able to clearly demonstrate how they would manage continuity in the event of both internal and external changes to the operating environment of the school.</p>	<p><b>B4i.</b> How can governance of the school be improved through revisions to structures, membership, policy, and processes?</p> <p><b>B4ii.</b> How well placed is the governance structure to fulfil essential duties and provide continuity for the school in the event of a sudden change in the external operating environment?</p>
<p><b>B5.</b> The leadership of the school has the intercultural competencies, perspectives, and appreciation needed for the school's unique cultural context.</p>	<p><b>B5i.</b> Members of the leadership are suitably qualified and exhibit intercultural competencies and perspectives that reflect an understanding and appreciation of the school's unique cultural context.</p>	<p><b>B5i.</b> The leadership ensure that intercultural competencies, perspectives, and appreciation of the school's cultural context are reflected in the relationships between and among all school constituent groups, within the curriculum, and in the day-to-day life of the school.</p>	<p><b>B5i.</b> All leaders demonstrate that they actively enhance school culture by developing the intercultural competencies and understanding of the school's cultural context of all staff.</p>	<p><b>B5i.</b> To what extent are intercultural competencies and perspectives embodied in the behaviour and relationships between all members of the school community, and reflected in the day-to-day life of the school?</p>



Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>B6.</b> There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.</p>	<p><b>B6i.</b> There are clearly formulated, written policies and practices that are applied to bring consistency and clarity to school operations.</p> <p><b>B6ii.</b> The school has a policy that describes how it is committed to preventing harm to children and responding appropriately if children are harmed or if allegations of harm to children are made.</p>	<p><b>B6i.</b> There is clear evidence that the governors and/or owners as well as leaders are in the process of developing a comprehensive policy manual, supported by relevant procedures.</p> <p><b>B6ii.</b> The school has policies that set out the roles and responsibilities of leaders, governors and/or owners, describes measures to prevent harm to children and appropriate responses if children are harmed or if allegations of harm to children are made.</p> <p><b>B6iii.</b> The governors and/or owners have demonstrated a commitment to child safeguarding through the appropriate and clear designation of lead responsibility both within the school and in governance/ownership in order to ensure full implementation of policy and effective and ethical practice.</p> <p><b>B6iv.</b> The school has published policy and practices related to the storage and use of data to ensure legal compliance and security.</p>	<p><b>B6i.</b> The governors and/or owners as well as leaders have developed, and formally approved, a comprehensive policy manual that is appropriately delegated, brings clarity to school operations, and is well understood by staff.</p> <p><b>B6ii.</b> The governors and/or owners as well as leaders are able to demonstrate effective governance and leadership of child safeguarding policies and procedures through ensuring all its staff and board members understand their roles, responsibilities, policies, and reporting procedures of suspected or disclosed maltreatment, including historical disclosure.</p> <p><b>B6iii.</b> The school has implemented policy and practices related to the storage and use of data to ensure that the school community is legally compliant and secure and these policies are reviewed systematically.</p> <p><b>B6iv.</b> There is a systematic process for the induction and training of new board members, school leaders and staff, which includes policies related to data protection, child protection, and safeguarding.</p>	<p><b>B6i.</b> To what extent are policies and procedures tailored to the specific needs of the school's community, consistently implemented, effectively communicated, regularly reviewed, and widely understood by governors/owners, leaders, staff, students, and parents?</p> <p><b>B6ii.</b> To what extent is the responsibility for monitoring and developing policies and procedures delegated to the appropriate governance committee, school leadership, or staff group in the school? How effective is the monitoring and development of policy?</p> <p><b>B6iii.</b> To what extent is the role of those designated staff appropriately developed and used, and to what extent do these staff have sufficient seniority, time, expertise and resources to carry out their role effectively?</p> <p><b>B6iv.</b> How effectively does the school continue to meet the need for open and accessible communication about learning whilst also ensuring data security?</p>



### ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. To what extent does the curricular and co-curricular provision reflect the school's stated purpose and direction? Do stakeholders in the community see provision as effective, relevant, and purposeful?
2. Using evidence from student outcomes, how well does the school articulate a curriculum that provides the framework for success, presents appropriate levels of challenge, and fosters well-being for all students in the school?
3. How does the curricular and co-curricular provision foster global citizenship, intercultural learning, and an understanding of the school's cultural context and how are these aspects planned intentionally and developmentally in an age-appropriate manner?
4. How effective is the provision and delivery of language learning? Is it relevant to the students' linguistic/cultural background and/or the language-context of the school's location, and is it supportive of lifelong learning?
5. How are aspects of well-being planned intentionally and developmentally in an age-appropriate manner and incorporated into the curriculum, so that students are prepared as they progress through school, higher education, and adult life?
6. [For re-accreditation only] How could the school strengthen its curricular and co-curricular provision beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]



### RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>C1.</b> The curriculum as a whole offers access, engagement, and challenge to support the intellectual, physical, social, and emotional needs of all students. (CORE)</p>	<p><b>C1i.</b> The curriculum is aligned with the school’s stated purpose and direction and its admissions policies.</p> <p><b>C1ii.</b> The curriculum considers the intellectual, physical, social, and emotional needs of students.</p>	<p><b>C1i.</b> The curriculum is aligned to a clear vision of high-quality learning, which helps teachers to create engaging and suitably challenging learning activities for all students.</p> <p><b>C1ii.</b> The curriculum is planned to meet the intellectual, physical, social, and emotional needs of students.</p> <p><b>C1iii.</b> Students are taught about child safeguarding.</p>	<p><b>C1i.</b> A clearly articulated vision of high-quality learning is used in curriculum planning for each age group, which enables teachers to create engaging and suitably challenging learning activities for all students.</p> <p><b>C1ii.</b> The curriculum is planned in detail to meet the intellectual, physical, social and emotional needs of all enrolled students.</p> <p><b>C1iii.</b> Students receive age-appropriate education related to child safeguarding, including online safety and comprehensive sexuality education.</p>	<p><b>C1i.</b> In what ways should the curriculum be re-defined, developed or further articulated in light of the changing needs and circumstances of students and inclusion?</p> <p><b>C1ii.</b> Which aspects of the curriculum need strengthening to ensure the intellectual, physical, social, and emotional needs of all enrolled students are met?</p> <p><b>C1iii.</b> How can you measure and seek to strengthen the impact of your child safeguarding curriculum and ensure that it is tailored to the specific needs of your students?</p>
<p><b>C2.</b> The documented curriculum determines the development of knowledge, understanding, skills, and attributes, including well-being and intercultural competencies relevant to the students’ current and future development. (CORE)</p>	<p><b>C2i.</b> The documented curriculum articulates plans for the development of knowledge, understanding, skills (or competencies), and personal attributes.</p>	<p><b>C2i.</b> The documented curriculum’s design and implementation makes clear the expected learning outcomes for students in terms of knowledge, understanding, and skills (or competencies).</p> <p><b>C2ii.</b> The documented curriculum articulates clearly planned opportunities for personal development to explore aptitudes, attitudes, and values.</p>	<p><b>C2i.</b> The documented curriculum provides significant challenge and differentiation for all enrolled students.</p> <p><b>C2ii.</b> The documented curriculum articulates activities that foster well-being and explore diverse personal, community, cultural, and global perspectives, attitudes, and values to develop intercultural competencies.</p> <p><b>C2iii.</b> Access, challenge, and the development of independent learning is planned for in the documented curriculum in sufficient detail to support teaching.</p>	<p><b>C2i.</b> How can the documented curriculum be planned and improved with reference to the personalised, differentiated, and lifelong learning needs of each student?</p> <p><b>C2ii.</b> Which skills and competencies are effectively developed by the documented curriculum, and which are less developed and why? How should the curriculum be strengthened?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>C3.</b> Global citizenship, intercultural learning, and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)</p>	<p><b>C3i.</b> The curriculum demonstrates a commitment to developing global citizenship and intercultural learning in its educational goals and through the learning programmes.</p> <p><b>C3ii.</b> The school understands the importance of, and has a strategy for, developing knowledge and understanding of students' home backgrounds and languages.</p> <p><b>C3iii.</b> There is a planned approach to the development of students' digital citizenship.</p>	<p><b>C3i.</b> The curriculum draws on the school's contextually appropriate definition of global citizenship and an understanding of the school's cultural context, to provide intentional learning focused on developing students' local and global citizenship.</p> <p><b>C3ii.</b> The school demonstrates commitment to the role of language through developing programmes to support multilingual learning as well as the host country language.</p> <p><b>C3iii.</b> The school has defined digital citizenship and has shared age-appropriate expectations with the students, which inform the nature of their learning with technology.</p>	<p><b>C3i.</b> Articulated learning outcomes provide evidence of the planned integration and delivery of learning that fosters local and global perspectives and intercultural learning.</p> <p><b>C3ii.</b> The school recognises and supports multilingual learning, including languages of the host country and mother tongues where feasible, and uses its multilingual community as a resource to enrich learning.</p> <p><b>C3iii.</b> Learning outcomes in all age groups provide evidence for the development of digital citizenship and skills in the use of technology for learning.</p>	<p><b>C3i.</b> How well does the school understand the impact of its provision for global citizenship and intercultural learning in order to develop the curriculum?</p> <p><b>C3ii.</b> How well does the school understand the impact of its language learning and language use for current and future success?</p> <p><b>C3iii.</b> How effectively are students' capabilities in digital citizenship used to transform their learning?</p>
<p><b>C4.</b> The curriculum is sequenced in a way that promotes students' access and progression, and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.</p>	<p><b>C4i.</b> The curriculum is documented, and the school is improving its articulation of the curriculum to ensure progression and coherence for students, staff, and parents.</p>	<p><b>C4i.</b> There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.</p> <p><b>C4ii.</b> The school has provided a coordinated and coherent written articulation of the curriculum for students, staff, and parents.</p>	<p><b>C4i.</b> The school has clear curriculum coordination and has articulated the curriculum horizontally and vertically for all groups of students.</p> <p><b>C4ii.</b> The school regularly re-evaluates horizontal and vertical articulation of the curriculum in light of all students and their needs as well as changes determined by external sources.</p>	<p><b>C4i.</b> How effective are the methods used in the documented curriculum for enhancing transferability of learning by students, both horizontally and vertically?</p> <p><b>C4ii.</b> How effectively are both the horizontal and vertical curriculum articulation understood by staff, students, and parents?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>C5.</b> The curriculum is monitored, evaluated, reviewed, and developed on a systematic and planned basis using student outcomes, student agency, and in response to changing external influences.</p>	<p><b>C5i.</b> The school has indicated clearly when curriculum review processes will be undertaken and has articulated criteria on which to base the reviews.</p>	<p><b>C5i.</b> Curriculum review is systematic. External influences and students' learning outcomes inform changes to the overarching curriculum plan.</p>	<p><b>C5i.</b> Curriculum review and development is informed by systematic monitoring of quantitative and qualitative measures of student learning and well-being, including student agency, with appropriate analysis and development.</p> <p><b>C5ii.</b> The school enables curriculum innovations and exploration of new learning methods, monitored by appropriate assessment and reflection techniques.</p>	<p><b>C5i.</b> How well is curriculum review informed by contemporary research, piloted curriculum innovations or networking with leading practices?</p> <p><b>C5ii.</b> How is curriculum review being shaped by emerging trends in the wider world and how well is the curriculum preparing students for meeting the challenges of those emerging trends?</p>
<p><b>C6.</b> The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being, and the development of global citizenship.</p>	<p><b>C6i.</b> The school's complementary or co-curricular programmes relate to the needs of the students and their aspirations and demonstrate a commitment to the host community and the host community cultures.</p>	<p><b>C6i.</b> The school's complementary programmes have a clear underpinning rationale in line with the school's purpose and direction and the needs of the students.</p> <p><b>C6ii.</b> The school's complementary programmes demonstrate a commitment to student leadership, community development, and environmental sustainability.</p>	<p><b>C6i.</b> The school's complementary programmes, teaching, and resources foster lifelong learning and well-being, enabling all enrolled students to be included and to have their learning extended.</p> <p><b>C6ii.</b> The school's complementary programmes are intentionally planned so that students can demonstrate leadership, global citizenship, and environmental sustainability.</p>	<p><b>C6i.</b> How effectively are complementary programmes reviewed and evaluated to match students' changing needs, circumstances, and aspirations?</p> <p><b>C6ii.</b> How effective are partnerships with outside providers and volunteers to support complementary programmes?</p> <p><b>C6iii.</b> To what extent is student agency used to improve access, engagement, and challenge in complementary programmes?</p>



### ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. To what extent is learning engaging and suitably designed to motivate and engage students?
2. To what extent do students understand the purpose of their learning for life beyond school in relation to their overall well-being and development as global citizens?
3. To what extent has the school's definition of high-quality learning been translated into practice by teachers and understood by students?
4. What are the challenges related to access to learning for all students within the school and is learning sufficiently challenging to enhance outcomes of all students?
5. To what extent do teachers demonstrate a clear understanding of the aptitudes, cultural context, well-being, and prior attainments of their students so that they learn effectively?
6. How effectively do students understand and articulate their own learning goals?
7. How is assessment and feedback viewed and understood by students, staff, and parents? Where is it strong and/or in need of improvement to enhance learning?
8. How is learning and teaching supported, enhanced, and/or transformed by digital resources and the use of technology?
9. How is the impact of teaching practices evaluated systematically to support continuous improvement of learning?
10. [For re-accreditation only] How could the school strengthen its learning, teaching, and assessment beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]



### RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>D1.</b> Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)</p>	<p><b>D1i.</b> Students are actively engaged in their learning.</p> <p><b>D1ii.</b> Teachers are familiar with the school's curricular programmes and work to ensure that all students succeed.</p>	<p><b>D1i.</b> Students are actively engaged and challenged in their learning.</p> <p><b>D1ii.</b> Through their practice, teachers are implementing the school's definition of high-quality learning.</p> <p><b>D1iii.</b> Teachers employ a range of differentiated methodologies that enable learners of all ages and abilities to be successful.</p> <p><b>D1iv.</b> Teachers understand student learning needs and support their academic, social, emotional, and physical growth and development accordingly.</p>	<p><b>D1i.</b> Students are able to articulate what, why, and how they are learning and feel engaged and challenged to learn.</p> <p><b>D1ii.</b> Teachers understand and implement the school's definition of high-quality learning and deploy appropriate pedagogical approaches in their teaching.</p> <p><b>D1iii.</b> Teachers create learning opportunities that engage all students and challenge them to achieve.</p> <p><b>D1iv.</b> Teaching and learning strategies and the learning environment successfully accommodate varied learning needs and aptitudes.</p> <p><b>D1v.</b> Appropriate methodologies are deployed for students with specific learning challenges in all learning contexts.</p> <p><b>D1vi.</b> Media, resources, and technologies are used to engage, challenge, and enhance access and differentiation.</p>	<p><b>D1i.</b> How can the school ensure that the definition of high-quality learning is age-appropriate and that pedagogical approaches continually develop throughout the school?</p> <p><b>D1ii.</b> To what extent are teachers provided with ongoing professional learning opportunities, resources, and support to create high-quality learning experiences and environments for their students?</p> <p><b>D1iii.</b> How can teachers innovate, generate, and/or refine pedagogical approaches to ensure that they are effective for all students?</p> <p><b>D1iv.</b> To what extent is student agency used to improve access, engagement, and challenge?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>D2.</b> There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)</p>	<p><b>D2i.</b> The school has a published admissions policy that is aligned to the guiding statements and which offers clear information to parents and prospective parents concerning the alignment between students' well-being, learning needs, proficiencies, and the programmes offered.</p> <p><b>D2ii.</b> The school's admissions process secures relevant diagnostic information about an individual student's well-being, proficiencies, learning differences, talents, and learning aptitudes to assist in determining whether the student's educational needs can be met by the school and its programmes.</p>	<p><b>D2i.</b> The well-being and learning needs of students enrolled in the school are adequately supported by clearly defined and effective screening programmes and referral systems.</p> <p><b>D2ii.</b> Ongoing assessment procedures monitor the extent to which students benefit from school programmes, and effective procedures are used to continually improve student access to the curriculum.</p>	<p><b>D2i.</b> The school periodically reviews its admissions policies and procedures, and its provision of well-being and learning support for students, aligned with development of the school's guiding statements and/or significant changes in student demographics.</p> <p><b>D2ii.</b> The school uses a range of assessment data as part of the regular evaluation of the effectiveness of the support and enhancement programmes for well-being and learning.</p>	<p><b>D2i.</b> How could the school further benefit from expanding the admission of students with learning needs, social-emotional needs, and/or those with exceptional abilities? How would this be done to benefit the community and strengthen student learning overall?</p> <p><b>D2ii.</b> How can the school's admissions and monitoring of student data be used to evaluate the effectiveness of admissions decisions?</p>
<p><b>D3.</b> Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens. (CORE)</p>	<p><b>D3i.</b> Teachers are aware of the implications of the reference to global citizenship and intercultural learning in the school's guiding statements and ensure that knowledge of, and respect for, the host country and other cultures are embedded within teaching and learning.</p>	<p><b>D3i.</b> Teachers are aware of the school's own definition of global citizenship and use it to provide age-appropriate opportunities to experience and learn from a variety of contexts and cultures.</p> <p><b>D3ii.</b> Students can give examples of their intercultural learning.</p> <p><b>D3iii.</b> The school is seeking ways to measure and assess students' development of global citizenship and intercultural learning.</p>	<p><b>D3i.</b> Students demonstrate a wide range of understandings, skills, and dispositions that are evidence of global citizenship and intercultural learning.</p> <p><b>D3ii.</b> Students can articulate the importance and relevance of their development as global citizens for their current and future learning and for its potential impact on the wider world.</p> <p><b>D3iii.</b> The school can demonstrate how it values, measures, and evaluates the development of student progress towards global citizenship and intercultural learning.</p>	<p><b>D3i.</b> How effectively does lesson planning by all teachers promote explicit learning outcomes referencing the school's cultural context, the students' cultural backgrounds, and local and global issues?</p> <p><b>D3ii.</b> How effectively does the school evaluate the impact of teaching and learning in relation to global citizenship and intercultural learning, and involve students and parents in the process?</p> <p><b>D3iii.</b> How well does the school emphasise the value it places on global citizenship and intercultural learning in terms of reporting to students, parents/guardians, and other stakeholders?</p>



Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>D4.</b> Students having difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.</p>	<p><b>D4i.</b> The school has, or is in the process of developing, the means of identifying the learning needs of all students enrolled in the school.</p> <p><b>D4ii.</b> Learning experiences in mainstream classrooms meet the basic learning needs of all students, including those having difficulty accessing the curriculum and those able to work well beyond the requirements of the curriculum.</p> <p><b>D4iii.</b> The school has, or is in the process of developing, the means of referring students to inclusion and extension personnel and/or specialised agencies as required.</p>	<p><b>D4i.</b> The number, qualification, and experience of inclusion and extension personnel is appropriate to the number and needs of identified students.</p> <p><b>D4ii.</b> There are suitably trained teachers and, where applicable, clearly defined programmes for inclusion and extension of students.</p> <p><b>D4iii.</b> The school has established partnerships and identified community resources as part of a continual process of increasing, learning, and participation for all students.</p>	<p><b>D4i.</b> Learner variability and diversity is valued in classrooms. All students are appropriately challenged by the content of their courses and learning experiences.</p> <p><b>D4ii.</b> Professional learning is undertaken by all teachers to ensure methods are in place to meet the needs and learning goals of all students.</p> <p><b>D4iii.</b> The school makes effective use of community resources as part of a continual process of increasing learning and participation for all students.</p> <p><b>D4iv.</b> Training is provided for staff in the use of equipment and facilities that are designed or modified to ensure inclusion and access to learning for all students.</p> <p><b>D4v.</b> The school uses assessment data as part of the regular evaluation of the effectiveness of the inclusion and extension provision.</p>	<p><b>D4i.</b> To what extent are inclusion and extension facilitated by a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community?</p> <p><b>D4ii.</b> How effectively does the school develop and integrate: innovative approaches; an adaptive curriculum; flexible scheduling; and flexible staffing in order to provide a creative and challenging learning experience for all students?</p> <p><b>D4iii.</b> To what extent does the school collaborate with other schools and agencies to share expertise to maximise and enhance learning for all students?</p> <p><b>D4iv.</b> How effectively does the school use qualitative and quantitative data analysis to develop the quality of inclusion and extension practices?</p> <p><b>D4v.</b> How effectively does the school integrate research into its inclusion and extension practices?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>D5.</b> Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.</p>	<p><b>D5i.</b> The school provides adequate instruction by suitably qualified personnel for students who lack understanding of the language(s) of instruction.</p>	<p><b>D5i.</b> The number, qualification and experience of teaching personnel is appropriate to the number of students with language development needs.</p> <p><b>D5ii.</b> There are appropriate and clearly defined programmes for students who lack understanding of the language(s) of instruction.</p> <p><b>D5iii.</b> The school uses assessment data as part of the regular evaluation of the effectiveness of language development programmes.</p> <p><b>D5iv.</b> The school engages with parents on how best to support language development of their children, including in their mother tongue(s).</p>	<p><b>D5i.</b> The teaching strategies and resources deployed enhance access to learning and challenge for all students who lack understanding of the language(s) of instruction.</p> <p><b>D5ii.</b> Language(s) development is an integrated part of the school's programme. Staff work collaboratively with one another, students, and parents to optimise language learning.</p> <p><b>D5iii.</b> Pedagogical approaches support the individual needs of language learners.</p> <p><b>D5iv.</b> All personnel have undertaken appropriate training, relevant to their role, to support students' specific language learning needs.</p>	<p><b>D5i.</b> For the diversity of students enrolled, how effective is the school's approach to language learning for the various mother tongue groups?</p> <p><b>D5ii.</b> How effectively does the school implement the findings of research on language learning for students of various language backgrounds?</p> <p><b>D5iii.</b> How effectively does the school investigate the association between language and learning and consider the means to systematically develop pedagogical approaches and measure the impact of those approaches?</p>
<p><b>D6.</b> A range of appropriate resources, media, and technologies are used meaningfully to enrich the quality of the student learning and support the development of skills and aptitudes for their current and future lives.</p>	<p><b>D6i.</b> The school provides access to a sufficient range of high-quality media, resources, and technologies according to its means, and supports teachers to use these resources effectively to enrich learning.</p> <p><b>D6ii.</b> Teachers provide opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.</p>	<p><b>D6i.</b> The use of media, resources, and technologies is planned and articulated vertically and horizontally in the documented and taught curriculum.</p> <p><b>D6ii.</b> The school uses criteria to assess the effective use of media, resources, and technologies by teachers and students.</p>	<p><b>D6i.</b> The school has a well-understood, strategic approach for the acquisition and educational use of media, resources, and technologies.</p> <p><b>D6ii.</b> The use of media, resources, and technologies are integrated into teaching and assessment, enhancing and enriching students' learning.</p> <p><b>D6iii.</b> There are opportunities for students to develop their skills in the use of technology and information literacy.</p>	<p><b>D6i.</b> To what extent are media, resources, and technologies incorporated into teaching and assessment as a means to promote critical and creative thinking?</p> <p><b>D6ii.</b> How can the school further the use of media and information technology to enhance collaboration between its own students and learners elsewhere?</p> <p><b>D6iii.</b> How is the use of media, resources, and technologies impacting on student well-being?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>D7.</b> Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated, and used by teachers to improve learning outcomes and pedagogical methods.</p>	<p><b>D7i.</b> Teachers employ a variety of assessment strategies to affirm and evaluate student learning.</p>	<p><b>D7i.</b> The school's agreed scope and statement of assessment learning includes a range of strategies and is widely understood and implemented.</p> <p><b>D7ii.</b> Assessment results are analysed to understand and provide clear feedback on student learning.</p> <p><b>D7iii.</b> Assessment strategies involve students in self-assessment and feedback.</p>	<p><b>D7i.</b> The school's assessment policy is aligned with the guiding statements, includes a variety of assessment methods, and is applied consistently.</p> <p><b>D7ii.</b> Assessment criteria are clear, and students make connections between these criteria, their current learning activities, and their next developmental steps.</p> <p><b>D7iii.</b> Differentiation of teaching and assessment strategies is widely evident, ensuring that individual students' learning aptitudes are catered for.</p> <p><b>D7iv.</b> Assessment data is used to inform and improve well-being, pedagogical methods, and learning outcomes.</p>	<p><b>D7i.</b> To what extent do students engage in the self-assessment of their well-being, progress towards learning goals, and self-reporting and how well are they able to communicate that self-assessment to others?</p> <p><b>D7ii.</b> In which ways can students use assessment feedback more effectively?</p> <p><b>D7iii.</b> How consistently and how well are teachers developing a range of authentic assessment tools and strategies for all ages and abilities?</p> <p><b>D7iv.</b> To what extent is assessment used in promoting the development of a range of life skills?</p> <p><b>D7v.</b> To what extent do teachers analyse assessment data and use it to identify how best to support individual students' learning? How effectively does the school identify the impact that this is having on student learning?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>D8.</b> A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically, across the school to track and evaluate student progress and inform improvement in teaching and learning.</p>	<p><b>D8i.</b> Periodic progress reports track individual student well-being and achievement.</p>	<p><b>D8i.</b> Assessment and student tracking are aligned with clear learning goals linked to the curriculum.</p> <p><b>D8ii.</b> Assessment and student tracking are used to identify accomplishments and gaps in student well-being and learning, to monitor improvement, and examine individual growth over time.</p> <p><b>D8iii.</b> The school provides timely and meaningful information for parents/guardians reflecting the well-being and achievement of their child.</p>	<p><b>D8i.</b> There is a systematic, school-wide method in place for the collection and analysis of student assessment data.</p> <p><b>D8ii.</b> Assessment data is used in a systematic, school-wide manner to inform and continually improve student achievement and pedagogical methods.</p> <p><b>D8iii.</b> Analysis of assessment data informs professional development priorities.</p> <p><b>D8iv.</b> Assessment data from external examination and/or standardised test results is used to measure student learning and to make comparisons with similar schools.</p>	<p><b>D8i.</b> To what degree does the school prioritise professional development targeted at building teachers' and school leaders' assessment and student tracking skills?</p> <p><b>D8ii.</b> To what extent does the school analyse the impact of professional development and changes to pedagogical methods and/or student well-being and learning that result from that professional development?</p> <p><b>D8iii.</b> How effectively are students involved in the assessment, recording, and reporting of well-being and learning in ways that will support setting their own achievement goals for the next steps of development?</p> <p><b>D8iv.</b> To what extent does the school leverage former students when determining the effectiveness of the school's programme and pedagogy?</p>

 **ESSENTIAL QUESTIONS**

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. To what extent does the whole school community understand that student well-being is the foundation for high-quality learning and how is this reflected in practice?
2. How does the school systematically monitor and evaluate student safety and well-being and use this to improve well-being and learning?
3. How well does the school protect and safeguard students from all risks to ensure their well-being?
4. How does the school engender an atmosphere of confidence and trust in which students and other members of the school community feel able to share safeguarding concerns and feel empowered to take action to strengthen well-being? What measures are in place to listen to and respond to concerns sensitively, appropriately, and effectively?
5. To what extent are students being prepared for a range of post-secondary options, as well as for independence in adult life beyond school?
6. [For re-accreditation only] How could the school strengthen student well-being beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

 **RUBRIC**

Use the criteria in this rubric to evaluate the school’s practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>E1.</b> The school environment is characterised by openness, fairness, trust, and mutual respect to support student learning related to well-being. The school listens to students’ views and develops their agency, compassion, environmental stewardship, and leadership capabilities. (CORE)</p>	<p><b>E1i.</b> The school has a positive culture promoting openness, fairness, trust, and mutual respect.</p> <p><b>E1ii.</b> The school has opportunities for students to express their views and develop their leadership capabilities.</p>	<p><b>E1i.</b> The school promotes a positive and supportive, culturally-sensitive environment for student well-being and learning, including fair and appropriate expectations for student and staff behaviour, with opportunities for students to share concerns and express their views and influence decisions.</p> <p><b>E1ii.</b> Collaboration, shared responsibility, and partnerships with external organisations support student well-being, learning for compassion, environmental stewardship, and leadership.</p>	<p><b>E1i.</b> The school fosters effective student relationships, leadership, and voice from a variety of cultural perspectives, and has informal, formal, and confidential channels through which students can give feedback to the school regarding their well-being and learning to influence school-wide policy and process.</p> <p><b>E1ii.</b> Service learning, environmental stewardship, and community partnerships are in place for developing student voice, compassion, and leadership capabilities.</p>	<p><b>E1i.</b> To what extent does the school regularly research, identify, and implement improved practices to promote and foster enhanced student well-being?</p> <p><b>E1ii.</b> To what extent does the school evaluate the values and attitudes developed through its service, leadership, environmental, and community-related activities?</p> <p><b>E1iii.</b> To what extent does the school understand the impact of its service learning, leadership, environmental, and community-related activities?</p>

<p><b>E2.</b> The school has clearly documented and effectively implemented policies and procedures relating to child safeguarding to protect and promote the well-being of all enrolled students. These policies set out how the school addresses the following issues: safer recruitment; staff conduct; student behaviour; reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse (including but not limited to bullying and sexual harassment); online safety; and security and health and safety. These exceed, where necessary, local regulatory requirements. (CORE)</p>	<p><b>E2i.</b> The school has documented policies and procedures to safeguard and promote the well-being and protection of students (see the list of areas to cover in the standard).</p> <p><b>E2ii.</b> Leaders and teachers demonstrate a shared responsibility to address awareness, prevention, and responsiveness to all issues covered in the standard.</p>	<p><b>E2i.</b> The school is implementing appropriate policies and procedures to safeguard and promote the well-being and protection of students (see list of areas that these policies should cover in the standard).</p> <p><b>E2ii.</b> Policies and procedures include: an explanation of how the school encourages students, staff, and parents to share safeguarding, health and safety, and security concerns; clear reporting lines for students, staff, and parents, and ways to escalate their concerns if necessary; and how the school responds to concerns and allegations when they are raised.</p> <p><b>E2iii.</b> The school has clearly defined leadership and governance responsibilities for well-being and child safeguarding and is cognisant of the legal, ethical, and cultural expectations and requirements regarding child abuse within the country in which it operates.</p> <p><b>E2iv.</b> The school has developed and adopted an appropriate definition of child abuse including physical, emotional, and sexual abuse (including sexual exploitation), neglect, and commercial exploitation, and recognises the different contexts in which students can experience abuse, including at home, in school, online, and amongst their peer group.</p> <p><b>E2v.</b> The school has a programme of annual professional training for faculty and staff (including non-teaching staff) regarding child safeguarding.</p>	<p><b>E2i.</b> Policy and procedures for the well-being of students (see list of areas that these policies should cover in the standard) are effectively implemented and well understood by all constituent groups, and these exceed, where necessary, local regulatory requirements.</p> <p><b>E2ii.</b> The school's policies and procedures for the well-being of students are consistent with, and cross reference, wider school policies relating to issues that are engaged by these policies such as data protection and privacy, disciplinary and whistleblowing policies, and acceptable use policies.</p> <p><b>E2iii.</b> The school monitors OR assesses and evaluates the well-being concerns for individuals and groups of students and provides social, emotional, and learning support to these students and their parents.</p> <p><b>E2iv.</b> Policy and procedures for the safeguarding and well-being of students are monitored, evaluated, and reviewed regularly (annually in the case of child safeguarding) with the needs of all students in mind and in light of the specific risks facing the school's students.</p> <p><b>E2v.</b> The school has taken steps to prepare for an allegation of abuse made against a member of staff or another adult in school and responds to concerns and allegations of abuse against these individuals in accordance with a clearly-defined and internationally-recognised protocol.</p> <p><b>E2vi.</b> The school develops meaningful and effective relationships with external law</p>	<p><b>E2i.</b> How effectively is the school tracking the well-being concerns and trends in the school? In what ways could learning be improved for individuals or groups of students who have specific well-being needs?</p> <p><b>E2ii.</b> How can the school take steps to reduce the safeguarding risks facing its students?</p> <p><b>E2iii.</b> How effectively does the school research, investigate, and implement its external referral duties, local laws relating to child safeguarding, and its practices such as engaging with local community resources, as appropriate within the school's cultural context and its national environment?</p> <p><b>E2iv.</b> How might the school establish a community-based child protection team to include medical, legal, social services, counselling, and law enforcement authorities to assist the school in developing its programmes and procedures and to act as a resource to school personnel when handling specific allegations of abuse?</p>
--	--	--	--	--

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
			<p>enforcement and child protection agencies and other organisations that provide appropriate support, advice, and professional development on matters of well-being and child safeguarding.</p> <p><b>E2vii.</b> Record-keeping in relation to student behaviour and well-being allows the school to identify concerns at an early stage and reports of suspected or disclosed abuse and any actions taken by the school are recorded and securely archived, regardless of the outcome.</p>	
<p><b>E3.</b> The school ensures the provision of healthcare, healthy relationship, and well-being education, and these exceed, where necessary, local regulatory requirements. (CORE)</p>	<p><b>E3i.</b> The school maintains health records and ensures the provision of healthcare services in line with local regulations through appropriately trained staff or qualified health specialists, supporting students' health and safety on school premises.</p> <p><b>E3ii.</b> The school has programmes and services to encourage the adoption of healthy lifestyle choices.</p>	<p><b>E3i.</b> The school ensures the physical and mental health of students on its premises in partnership with the broader community services available.</p> <p><b>E3ii.</b> The school's programmes, services, and environment encourage the adoption of healthy lifestyle choices through a sequential and developmental curriculum and a broad range of health services.</p>	<p><b>E3i.</b> The school facilitates school community awareness and understanding of local physical and mental healthcare services, local health requirements, and potential health concerns.</p> <p><b>E3ii.</b> The school has in place structured and sequential learning programmes related to physical and mental health and child protection, including areas such as nutrition, personal safety, grooming, online safety, consent, and healthy relationship behaviour.</p> <p><b>E3iii.</b> The school has a regular programme of parent education to support student well-being.</p>	<p><b>E3i.</b> To what extent does the school play an advocacy role in understanding and responding to potential health risks in the local and broader community?</p> <p><b>E3ii.</b> How effectively does the school enhance the learning of students and families through the health professionals in the school and/or the broader community?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>E4.</b> The health, safety, and security of students and staff conducting activities outside the school is supported through clearly documented and effectively implemented policy and procedures, including risk assessment and mitigation.</p>	<p><b>E4i.</b> The school provides well-planned learning beyond the campus boundaries and in the community.</p> <p><b>E4ii.</b> The school has written policies and procedures, including risk assessment, in place to mitigate risks of security and health and safety of students and accompanying adults during trips and activities beyond the campus boundaries.</p>	<p><b>E4i.</b> The school ensures that trips and off-site activities are purposeful, well planned, and well executed, and include appropriate health and safety education for students.</p> <p><b>E4ii.</b> Differentiated risk assessment procedures are in place for local, regional, and international trips and activities. Risk assessments are communicated to all relevant community partners as part of the approval process.</p>	<p><b>E4i.</b> The school reports, records, and reviews allegations of abuse and accidents and considers how to reduce risk on trips and activities in a systematic way.</p> <p><b>E4ii.</b> The school works with the appropriate safety authorities or experts to regularly evaluate and renew its external activity risk procedures in light of changing conditions and circumstances.</p> <p><b>E4iii.</b> External activity risk procedures are shared with community partners, e.g. athletic associations or MUN networks, to ensure consistency of procedures when students are travelling.</p>	<p><b>E4i.</b> How can the school research, identify, and implement enhanced practices in child protection and risk management in off-campus activities?</p> <p><b>E4ii.</b> How might students be more involved in learning about risk and risk mitigation to support themselves once they leave school?</p>
<p><b>E5.</b> The school provides active support for students and families in transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling, and advice, drawing upon local agencies and external expertise when needed.</p>	<p><b>E5i.</b> The school has appropriate information and guidance to support students and families in transition.</p>	<p><b>E5i.</b> The school offers a range of developmentally appropriate and effective educational opportunities for students in transition between divisions and programmes, to reduce well-being concerns and enhance continuity of learning.</p> <p><b>E5ii.</b> The school provides orientation for students and families new to the school as well as transition support for those students and families exiting the school.</p>	<p><b>E5i.</b> The school has a coordinated approach for staff across divisions to plan, implement, and evaluate transition activities and programmes for students and families to enhance the continuity of learning and ensure well-being through transition.</p> <p><b>E5ii.</b> The school and the school community collaborate to provide support for families in transition with a variety of different language and cultural backgrounds to support social and emotional adjustment and promote continuity in learning.</p>	<p><b>E5i.</b> How well does the school monitor, evaluate, and respond to well-being and learning concerns among students as they transition across divisions in both the short and medium time frame?</p> <p><b>E5ii.</b> How effectively does the school research and implement enhanced practices in relation to students in transition entering and exiting the school as well as supporting those students who remain and who suffer loss from losing their friends?</p>



Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>E6.</b> The school supports students' current and future development and achievement by providing guidance and counselling about continuing education, as well as age-appropriate careers education.</p>	<p><b>E6i.</b> The school engages suitable and qualified personnel to deliver university/college counselling, assessment, and referral, as well as educational and career planning and guidance for all students and their families.</p>	<p><b>E6i.</b> Programmes are supported by clear documents and policies that ensure the school community understands the scope of career and higher education counselling services available and how to access them.</p> <p><b>E6ii.</b> The school offers a range of learning experiences that introduce a variety of careers to students so that students can reflect on their future aspirations and goals.</p>	<p><b>E6i.</b> The school regularly evaluates the effectiveness of its university/college and career counselling programmes and services using data from student profiles, achievements and progression routes and makes appropriate adjustments as a result.</p> <p><b>E6ii.</b> Careers education experiences are planned systematically and are evident in the school's programmes.</p>	<p><b>E6i.</b> How effectively does the school regularly research, identify and implement enhanced practices, such as the use of data on alumni, as part of the ongoing evaluation process?</p> <p><b>E6ii.</b> How might external partners and the broader community be used most effectively and systematically to enhance careers education in the school?</p>



### ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. To what extent are all staff supportive of, and aligned with, delivering the school's purpose and direction?
2. How do the experiences, understandings, skills, and perspectives of staff provide the basis for educating students for global citizenship and intercultural learning?
3. How safely and effectively are the staff recruited and retained, and how effective is staff development in supporting student learning and well-being?
4. To what extent do policies establish expectations and a behavioural code of conduct that are understood, fair, and effective for all?
5. How should leadership and staff together strengthen engagement, motivation, and trust to further develop a constructive culture within the school?
6. [For re-accreditation only] How could the school strengthen staffing beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]



### RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>F1.</b> The faculty and support staff are employed in sufficient numbers, and with appropriate experience, qualifications, and competencies and in accordance with the host country employment law and the CIS Code of Ethics. (CORE)</p>	<p><b>F1i.</b> The number of faculty and support staff is commensurate with the number of students, to ensure a satisfactory learning experience for students in accordance with the school's services, curriculum, and complementary programmes.</p> <p><b>F1ii.</b> Staff recruitment and retention is managed in accordance with the host country employment law and the CIS Code of Ethics.</p>	<p><b>F1i.</b> The number of appropriately qualified faculty and support staff is commensurate with the number of students and demands of the school's services, curriculum, pedagogy, and complementary programmes, to ensure all students benefit from the learning experience.</p> <p><b>F1ii.</b> Staff recruitment and retention is managed through a school policy that is in accordance with the host country's employment law and the CIS Code of Ethics.</p>	<p><b>F1i.</b> There are sufficient numbers of faculty and support staff, appropriately qualified and experienced, to ensure students have high-quality learning experiences in line with the school's curriculum, pedagogy, and complementary programmes.</p> <p><b>F1ii.</b> Some faculty have advanced qualifications. Most faculty have undertaken training specific to the curriculum and pedagogical methods needed.</p> <p><b>F1iii.</b> There are clearly defined policies and procedures for staff recruitment and retention in accordance with host country employment law and the CIS Code of Ethics, which is widely understood by current and prospective staff.</p>	<p><b>F1i.</b> How effectively do faculty members regularly update their training, specific to the curriculum, pedagogy, and the school's cultural context?</p> <p><b>F1ii.</b> To what extent are opportunities related to advanced qualifications and other training available to all staff to support their role in the school?</p> <p><b>F1iii.</b> How is succession planned and managed for the sustainable development of the school?</p>
<p><b>F2.</b> Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications, and suitable references. This information has been taken into account in determining whether their appointment will be confirmed. (CORE)</p>	<p><b>F2i.</b> All existing employees have undergone thorough background and criminal record screening.</p> <p><b>F2ii.</b> Formal procedures exist to obtain and verify professional references for prospective employees.</p>	<p><b>F2i.</b> A formal policy exists for the screening of all prospective members of staff (whether employed, self-employed, or sub-contracted) and this policy is consistently applied.</p> <p><b>F2ii.</b> Where existing staff have not already been suitably screened, steps are being taken as part of a remediation exercise to ensure that they undergo thorough background, reference, and criminal record screening.</p>	<p><b>F2i.</b> Background and criminal record screening are undertaken for all members of staff (whether employed, self-employed, or sub-contracted) and volunteers in a systematic way and according to a published schedule.</p> <p><b>F2ii.</b> Where existing staff and volunteers have not already been suitably screened, the remediation exercise carried out by the school has been completed or is nearing completion.</p>	<p><b>F2i.</b> How embedded in school practice are the regular reference, background, and criminal record checks for all employees and how effective are they?</p> <p><b>F2ii.</b> How are these processes evaluated and made more effective over time?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>F3.</b> The school provides for the continuous professional development of faculty and support staff that relates to school priorities, addresses the professional needs of the staff, and contributes to the development of student learning, well-being, and global citizenship. (CORE)</p>	<p><b>F3i.</b> Faculty and support staff have access to professional development.</p>	<p><b>F3i.</b> All faculty and support staff have access to professional development related to their professional needs, which supports the school in being more effective.</p>	<p><b>F3i.</b> There is a clearly defined process and expectation for all faculty and classroom support staff to receive professional development related to the school's identified priorities and their professional needs, which improves student well-being and learning.</p> <p><b>F3ii.</b> There is a clearly defined process and expectation for non-classroom support staff to receive professional development and/or training related to the school's identified priorities and which supports the school in being more efficient and effective.</p>	<p><b>F3i.</b> To what extent does the school community foster a culture of learning and well-being for staff?</p> <p><b>F3ii.</b> How effective is professional development in global citizenship and intercultural learning?</p>
<p><b>F4.</b> The performance evaluation system is defined and implemented for all faculty and support staff based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and identified school priorities. (CORE)</p>	<p><b>F4i.</b> There is evidence of a faculty and staff performance evaluation process that includes feedback.</p>	<p><b>F4i.</b> There is a clearly communicated, written performance evaluation, feedback policy, and appeals procedure. Many faculty and staff have entered into this process.</p>	<p><b>F4i.</b> All faculty and staff understand the performance evaluation, feedback policy, and appeals procedures and are appropriately engaged and involved in the process. There are clear links between performance evaluation, the school's priorities and provision of professional development.</p>	<p><b>F4i.</b> How effectively does the performance evaluation system inform the continuous development of the school?</p> <p><b>F4ii.</b> To what extent is student feedback part of the performance evaluation system and how could that feedback be used more effectively?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>F5.</b> Collectively, the leaders, faculty, and support staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and support staff, and they are applied fairly and consistently. (CORE)</p>	<p><b>F5i.</b> Leaders, faculty, and support staff have a professional and trusting working relationship.</p> <p><b>F5ii.</b> All faculty and staff receive clear documentation and a code of conduct outlining their roles, responsibilities, and expectations for behaviour.</p>	<p><b>F5i.</b> Leaders, faculty, and support staff have a purposeful approach to creating a professional and trusting working environment.</p> <p><b>F5ii.</b> All faculty and staff have individual job descriptions related to their roles, responsibilities, and a code of conduct setting expectations for behaviour.</p> <p><b>F5iii.</b> The school has developed and adopted a code of conduct with specific written guidelines stating appropriate and inappropriate behaviour of adults with children.</p> <p><b>F5iv.</b> The school has developed a guide to the cultural context of the school to support staff in understanding that culture.</p>	<p><b>F5i.</b> Leaders, faculty, and support staff have established a systematic approach to ensuring a professional and trusting working environment. This approach is monitored, evaluated, and improved in light of regular feedback.</p> <p><b>F5ii.</b> In addition to job descriptions, there is widely disseminated associated documentation (such as a Staff Handbook) to ensure expectations for all faculty and staff, including a complaints procedure, are understood and applied consistently.</p> <p><b>F5iii.</b> All faculty, staff, contractors, and volunteers have signed an acknowledgement that they have read the code of conduct and written guidelines stating appropriate and inappropriate behaviour of adults towards children.</p> <p><b>F5iv.</b> The school has clear expectations of how adults of different cultures and languages work together.</p>	<p><b>F5i.</b> How can professional working relationships be improved to develop further trust in the working environment?</p> <p><b>F5ii.</b> How effectively do job descriptions reflect the actual roles, responsibilities, and expectations?</p> <p><b>F5iii.</b> How effectively are roles and responsibilities evolving in relation to changing needs and circumstances that are influencing the school?</p> <p><b>F5iv.</b> How effective are all staff in developing their own intercultural awareness and competencies?</p>
<p><b>F6.</b> All staff members are employed in accordance with the CIS Code of Ethics under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.</p>	<p><b>F6i.</b> All faculty and staff members have contracts (or the equivalent local document).</p>	<p><b>F6i.</b> All faculty and staff understand their contracts (or the equivalent local document).</p> <p><b>F6ii.</b> Salaries and benefits are in line with expectations for the position and the local context and encourage the recruitment and retention of appropriately qualified and experienced staff.</p>	<p><b>F6i.</b> All faculty and staff understand their contracts (or the equivalent local document) and there is appropriate expertise available to staff to clarify understanding.</p> <p><b>F6ii.</b> Salaries and benefits are outlined for all staff in an open and transparent manner.</p>	<p><b>F6i.</b> To what extent is the placement of any faculty or staff member with respect to their qualifications, experience, and duties reviewed for effectiveness?</p> <p><b>F6ii.</b> To what extent does the school benchmark the salaries and benefits of staff against similar schools and employers?</p>

 **ESSENTIAL QUESTIONS**

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. How well do the premises, facilities, technology systems, and learning spaces contribute to the effective implementation of the curriculum and complementary programmes offered?
2. How well do the premises, facilities, technology systems, and auxiliary services enhance the school's stated purpose and direction?
3. How well are the facilities and technology systems designed to ensure and enhance the physical, social, and emotional well-being and safety of students?
4. How safe and secure are the facilities (across the campus and other areas used regularly) for the students and adults at the school?
5. To what extent do the premises, facilities, technology systems, and auxiliary services and their management offer extended learning opportunities for students?
6. [For re-accreditation only] How could the school strengthen its premises, facilities, technology systems, and auxiliary services beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

 **RUBRIC**

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>G1.</b> The school maintains premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum and contribute to the well-being of students. (CORE)</p>	<p><b>G1i.</b> Physical facilities, teaching and learning spaces, and equipment are age-appropriate, well maintained and adequately support the school's purpose and direction and sustain the well-being and learning programmes for all students.</p>	<p><b>G1i.</b> The school monitors, evaluates, and reviews use of the facilities in relation to the number of students enrolled, the occupancy of classes, the programmes on offer, and the nature of learning expected, and has a well-developed facility planning process to enhance learning and well-being.</p>	<p><b>G1i.</b> The school ensures the continual development of school premises, physical accommodation, infrastructure, and equipment to better meet student needs and improve learning and well-being.</p>	<p><b>G1i.</b> To what extent is the school's future planning of facilities considering innovative learning practices and research into effective practice?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>G2.</b> The premises have high standards of cleanliness, health, safety, and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements. (CORE)</p>	<p><b>G2i.</b> Appropriate indoor and outdoor spaces, air quality, heating and cooling, shade, shelter, lighting, and acoustics support safety, health, and an environment conducive to learning and well-being for all.</p> <p><b>G2ii.</b> Written policies and procedures are in place to support the health and safety of all on campus and the school meets the health and safety codes and regulations of local authorities.</p> <p><b>G2iii.</b> Effective procedures and drills are in place for emergency situations that require evacuation or emergency medical care for staff and students.</p>	<p><b>G2i.</b> The school has a system of monitoring and maintenance that ensures the premises and equipment are healthy, safe, and secure.</p> <p><b>G2ii.</b> Due regard is given to building and facility design, layout, designation, and use to ensure effective practice in child safeguarding and protection.</p> <p><b>G2iii.</b> Effective procedures that comply with or exceed local regulations are in place for emergency situations that require evacuation, lockdown, and medical emergency or in response to natural disasters such as, for example, earthquake or flooding.</p> <p><b>G2iv.</b> Provision is made to meet the health, safety, and freedom of access needs of all students and staff.</p>	<p><b>G2i.</b> The school regularly monitors the premises and measures for the effectiveness of policy, procedure, and behaviour that contribute to planning for enhancements and appropriate professional development, for example, through a Health, Safety, and Environment Committee.</p> <p><b>G2ii.</b> All staff follow school policy in their use of premises to ensure effective practice in child safeguarding and protection.</p> <p><b>G2iii.</b> The school has well developed and practised policies, procedures, drills, and communication plans as part of an overall crisis management plan. Where necessary, these exceed local regulatory requirements.</p> <p><b>G2iv.</b> Provision is reviewed and improved to ensure the health, safety, and freedom of access for all students and staff.</p>	<p><b>G2i.</b> To what extent are students aware of the health and safety measures on the premises and how might they be used to further enhance learning?</p> <p><b>G2ii.</b> How effectively and systematically does the school review all emergency procedures and identify and implement enhanced emergency procedures using information available from expert sources?</p> <p><b>G2iii.</b> To what extent is the school able to support students' learning in the event of school closure?</p> <p><b>G2iv.</b> What messages (implicit and explicit) do the school premises and facilities convey to students, staff, and parents with regard to the provision for individual needs and differentiated teaching and learning?</p>
<p><b>G3.</b> The technology systems (infrastructure and data) support the school's teaching, learning, and administrative needs and have appropriate and effective safety, security, and confidentiality measures in place.</p>	<p><b>G3i.</b> The provision of technologies is planned and appropriately funded and supports the learning programmes.</p> <p><b>G3ii.</b> Technology systems support the management and operational functions of the school.</p>	<p><b>G3i.</b> The provision of technologies is planned, appropriately funded, and integrates successfully with the provision of other media and printed resources to support and enhance the learning programmes.</p> <p><b>G3ii.</b> Technology systems sustain the management and operational functions of the school and are appropriately confidential.</p>	<p><b>G3i.</b> Technology provision is strategically planned for and includes financial planning for the future.</p> <p><b>G3ii.</b> Technology provision effectively supports and integrates with the provision of other media and resources to enhance all learning programmes, including differentiated and personalised learning.</p> <p><b>G3iii.</b> Technology systems provide enhanced management and operational functions for the school and are regularly tested to ensure rigorous security and back-up.</p>	<p><b>G3i.</b> How can the school actively engage in research and development to explore the use of new technologies in enhancing student learning?</p> <p><b>G3ii.</b> How is technology provision embedded in whole school strategic development and focused on student learning, well-being, and global citizenship?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>G4.</b> The school ensures the provision of auxiliary services that meet standards of health and safety, efficiency and, where appropriate, contribute to opportunities for lifelong learning and student well-being.</p>	<p><b>G4i.</b> The school uses a range of auxiliary services and ensures they comply with local regulations, including appropriate monitoring of maintenance, cleanliness, security, health, and safety.</p>	<p><b>G4i.</b> The school uses a range of auxiliary services and monitors maintenance, cleanliness, environmental stewardship, security, food services, and transportation, and ensures they comply with, or exceed, local regulations where necessary.</p> <p><b>G4ii.</b> The school fosters a culture of due diligence through monitoring the auxiliary services and, where appropriate, acts to improve these services.</p>	<p><b>G4i.</b> With appropriate stakeholders and the service providers or staff themselves, the school evaluates and improves the effectiveness, due diligence, and educational contribution of auxiliary services to broaden learning opportunities for students and ensure they are safe and secure.</p>	<p><b>G4i.</b> To what extent does the school engage in improving the quality of its auxiliary services by conducting research to identify industry/international leading practice?</p> <p><b>G4ii.</b> What opportunities does the school provide for auxiliary services to become part of the school community and contribute to the lifelong learning of students?</p>
<p><b>G5.</b> Management of the premises gives due consideration to the local and global environment and exceeds, where possible, local regulatory requirements.</p>	<p><b>G5i.</b> The school communicates planned environmental actions within the community.</p>	<p><b>G5i.</b> The school is legally compliant with local environmental laws.</p> <p><b>G5ii.</b> The school seeks ways to engage a range of stakeholders in environmental stewardship.</p> <p><b>G5iii.</b> The school seeks ways to enhance the campus for learning about environments and environmental stewardship.</p>	<p><b>G5i.</b> The school is legally compliant with local environmental laws and also seeks ways to go beyond these laws to reduce environmental impact and enhance sustainability.</p> <p><b>G5ii.</b> The school systematically monitors, evaluates, and reviews the premises for biodiversity, energy, and resource use and takes action to reduce its environmental impact and enhance sustainability.</p> <p><b>G5iii.</b> The school has a dedicated environmental steering group, comprised of a range of stakeholders, including students and those with expertise, who advise governors and/or owners, leaders, staff, and students on environmental decision-making.</p>	<p><b>G5i.</b> To what extent are the school's future plans taking into account environmental impact and best practices?</p>





### ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. To what extent do stakeholders from the wider community understand and appreciate the purpose and direction of the school, and how do they contribute to its delivery?
2. How are parents, guardians, carers, and other agencies engaged as partners in student well-being and learning?
3. To what degree are the communications between the school and parents, guardians, and other community members informative, inclusive, timely, appropriate, and well understood? Examples include: clarity, languages used, cultural sensitivity, and understanding of their child's education.
4. Generally, do parents and guardians feel at ease in communicating with the school? How do you know and what could be done to improve channels of communication and the involvement of the parent body?
5. How does the school foster partnerships with external organisations for the benefit of students?
6. [For re-accreditation only] How could the school strengthen its community partnerships beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]



### RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>H1.</b> Effective communications foster a productive home-school partnership and a positive learning community. (CORE)</p>	<p><b>H1i.</b> The school communicates regularly and systematically with parents/guardians about the school's purpose and direction, its operations, and the education provided to each individual child enrolled.</p>	<p><b>H1i.</b> In addition to high-quality communications, the school actively seeks out parent/guardian views and gathers feedback on the education it provides for their child. Consideration of these views is given to improve the school.</p> <p><b>H1ii.</b> Parents have opportunities to be involved in the life of the school in ways that benefit the students and their learning.</p>	<p><b>H1i.</b> The quality of communications between school and home enhance student learning and well-being and are aligned with the school's guiding statements.</p> <p><b>H1ii.</b> The school systematically seeks feedback from parents, which is then considered and used to develop appropriate actions to improve the school.</p> <p><b>H1iii.</b> Parents are actively encouraged to be involved in the life of the school in ways that benefit student learning, well-being, and global citizenship.</p> <p><b>H1iv.</b> Parents new to the school are inducted into the school community.</p>	<p><b>H1i.</b> To what extent do parents understand and subscribe to the school's purpose and direction? What could be done to lift the engagement of parents as supporters and champions of the school?</p> <p><b>H1ii.</b> How well does the school know the cultural context of the parents and how effectively is this considered in methods and styles of communication?</p> <p><b>H1iii.</b> How can parents further contribute for the benefit of students beyond their own children?</p>
<p><b>H2.</b> The school establishes partnerships and networks with external organisations and schools, locally and beyond, to enrich the learning opportunities available to the students. These opportunities include service, environmental stewardship, mentoring, internships, and the development of leadership capabilities.</p>	<p><b>H2i.</b> The school is outward-looking and is actively seeking and forming partnerships with the community and external organisations to enrich learning and well-being for staff and students.</p>	<p><b>H2i.</b> External partnerships are in place to enrich learning opportunities. These enhance learning, well-being, and local citizenship for staff and students. The school recognises its role in contributing to the local community.</p>	<p><b>H2i.</b> External partnerships with the local community and other organisations enrich and deepen student learning, including the development of service and environmental leadership in the local community and, if feasible, beyond regional or national boundaries.</p> <p><b>H2ii.</b> The school reflects on the impact of the learning experiences that result from external partnerships and service learning.</p> <p><b>H2iii.</b> The school continually improves these service learning experiences to ensure that they are ethical, sustainable, and have a positive impact on all involved.</p>	<p><b>H2i.</b> How effectively does the school foster relationships with external stakeholders, including alumni, NGOs, business, and other schools, locally and internationally, to enhance learning?</p> <p><b>H2ii.</b> How effectively does the school evaluate and make a significant impact locally and internationally to enrich learning and leadership opportunities for students?</p> <p><b>H2iii.</b> How does the school further measure the impact of its partnerships?</p>

 **ESSENTIAL QUESTIONS**

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. What are the moral, ethical, and legal responsibilities of the school to students living away from their parents/guardians?
2. To what extent are the social, physical, and emotional well-being needs of students being provided for, monitored, evaluated, and enhanced by suitable staff (and volunteers) in the context of boarding and/or homestay?
3. To what extent are boarding and/or homestay students receiving an age-appropriate and purposeful education in line with the guiding statements and beyond that which day students receive?
4. How safe, secure, and age-appropriate for the needs of the students are the boarding and/or homestay facilities and their supervision?
5. How do communications between the school and parents/guardians contribute to the well-being and learning of the boarding and/or homestay students?
6. [For re-accreditation only] How could the school strengthen its residential services beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

 **RUBRIC**

Use the criteria in this rubric to evaluate the school’s practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>II.</b> Student learning and well-being, in line with the school’s purpose and direction, is systematically enhanced by the boarding and/or homestay services provided. (CORE)</p>	<p><b>IIi.</b> A statement of the school’s boarding and/or homestay principles and practice, related to the guiding statements, is available to students, staff, and parents, is made known to boarding and/or homestay students, and is implemented in practice.</p> <p><b>IIii.</b> There is an appropriate process of induction and guidance for new boarding and/or homestay students and a documented support programme in place for all residential students.</p>	<p><b>IIi.</b> The guiding statements of the school embrace the needs of boarding and/or homestay students and are regularly reviewed and modified considering the well-being of these students.</p> <p><b>IIii.</b> The guidance programme is planned and reviewed, to take into account the specific needs of boarding and/or homestay students.</p>	<p><b>IIi.</b> The guiding statements embrace the needs of boarding and/or homestay students and are regularly reviewed to ensure their ongoing relevance to address and enhance their educational, social, and emotional needs.</p> <p><b>IIii.</b> The induction and support programme address the welfare and learning needs of the boarding and/or homestay students and the students provide feedback on its implementation.</p>	<p><b>IIi.</b> Can the statement of principles be developed to reflect the changing needs and circumstances of boarding and/or homestay students?</p> <p><b>IIii.</b> To what extent are boarding and/or homestay students directly contributing to the ongoing development of principles to ensure a safe residential environment?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>12.</b> The school's policies and procedures in relation to child safeguarding are appropriate and/or adapted and effectively implemented to meet the needs of boarding and/or homestay students, staff, and facilities. These are: child protection including expectations for healthy relationships, both physical and virtual; complaints; behaviour management including anti-bullying and restraint; security; and health and safety reporting and record-keeping; and these exceed, where necessary, local regulations. (CORE)</p>	<p><b>12i.</b> A policy framework and supporting procedures are in place to address the health, welfare, and security of residential students and is understood by staff and students.</p>	<p><b>12i.</b> The school effectively implements all policies and procedures for the health, welfare, and security of residential students, which are in line with local regulations, as a minimum.</p> <p><b>12ii.</b> Record keeping, incident management, and review is thorough and efficiently organised, in line with local regulations. Records are kept securely and shared only in accordance with written policy.</p>	<p><b>12i.</b> Policy and procedures for the well-being of residential students are effective and well understood by staff and students in particular, and these exceed, where necessary, local regulatory requirements.</p> <p><b>12ii.</b> Residential leaders and staff monitor the well-being concerns for individuals and groups of students and provide effective social, emotional, and learning support to these students and their parents.</p> <p><b>12iii.</b> Policy and procedures for the well-being of residential students are monitored, evaluated, and reviewed regularly (at least annually in the case of child safeguarding) with the needs of all students in mind.</p> <p><b>12iv.</b> Student record-keeping in relation to well-being concerns is secure and well maintained and reports of suspected or disclosed abuse and any actions taken by the school are recorded and securely archived, regardless of the outcome.</p>	<p><b>12i.</b> How are student voices and the UN Convention on the Rights of the Child (1990) used to develop and improve policy and practice for boarding and/or homestay students?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>13.</b> The school provides health and well-being support to residential students, including first aid, medical care, the management of personal and social well-being, crisis and emergency management, and age-appropriate health and well-being education. (CORE)</p>	<p><b>13i.</b> The school has appropriate policies and provision for the health care of residential students who are unwell, and for a response in an emergency situation.</p> <p><b>13ii.</b> The school promotes physical and mental health, as well as social and emotional well-being of residential students.</p>	<p><b>13i.</b> Policies are implemented effectively to support residential students’ mental and physical health and well-being. Provision of responsive care is effective and supplemented by health and well-being education specifically for residential students.</p> <p><b>13ii.</b> There is adequate 24-hour health-care provision to meet the comfort and needs of residential students who are sick or injured, and the facilities include the capacity for appropriate isolation if necessary, including separated toilets and showers.</p>	<p><b>13i.</b> Health and well-being matters are monitored and evaluated, and policies, programmes, and practices are revised, improved, and implemented to exceed local regulations as necessary.</p> <p><b>13ii.</b> Residential students have access to 24-hour emergency health care, which is understood by students, staff, and parents and has been improved through reflection on incidents and drills.</p> <p><b>13iii.</b> Local medical, dental, optometric, and other specialist services are arranged as necessary.</p>	<p><b>13i.</b> How effectively does the school consider the well-being of residential students and their specific needs as distinct from the needs of day students (if the school has day students)?</p> <p><b>13ii.</b> How effectively does the school work in partnership with parents/guardians to ensure all residential students are aware of how to care for their own health when they leave school?</p>
<p><b>14.</b> The number, quality, and suitability of residential leaders and staff are appropriate to supervise and meet the needs of the students and also provide appropriate and effective education in the context of boarding and/or homestay. (CORE)</p>	<p><b>14i.</b> There are sufficient experienced and suitably qualified staff to meet the needs of residential students (boarding or homestay), including at least one adult member of staff (responsible for the boarders in the house) sleeping in each residence building at night. Homestay guardians are screened and selected for their suitability and understand their role and accountability.</p> <p><b>14ii.</b> The role of spouses, partners, and/or other adult members of households within residences (boarding and/or homestay) is made clear in writing.</p> <p><b>14iii.</b> Staff/homestay guardians know the whereabouts of students in their charge at all times, there are policies and procedures in place in relation to students missing at any time, and staff are fully aware of their role in implementing such policies and following set procedures.</p>	<p><b>14i.</b> Any staff member, spouse or partner in residence, or volunteer working with students has a role description reflecting their duties and has signed a code of conduct related to the expectations of the school. They have read and understood safeguarding and child protection policies and have been involved in induction in boarding/homestay work including safeguarding and child protection training.</p> <p><b>14ii.</b> All those involved in the care of boarding and/or homestay students, whether directly or indirectly employed by the school or volunteers (living in the residences as spouses, partners, or other adults present) have been subject to screening and full police and background checks.</p> <p><b>14iii.</b> Students are kept aware of who to contact and where to go for help or support when needed, including confidential disclosure.</p>	<p><b>14i.</b> Students are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced in all aspects of 24-hour residential care. Homestay guardians understand they are responsible for their homestay students at all times.</p> <p><b>14ii.</b> Residential leaders and staff have induction and training and continual professional development in residential work and all are trained in safeguarding and child protection appropriate for residential contexts. Homestay guardians undergo annual training.</p> <p><b>14iii.</b> Policies and procedures in relation to students missing at any time are regularly reviewed and revised in order that they remain current and effective. All incidents are recorded and reviewed with leadership in order to strengthen supervision, monitoring, and security.</p>	<p><b>14i.</b> How effectively does the school monitor, evaluate, and review the effectiveness of staffing supervision in the context of boarding and/or homestay? To what extent does this review inform professional development and the hiring or retention of staff, or the selection and training of homestay guardians?</p> <p><b>14ii:</b> How effectively does the school maintain and preserve records of incidents in order to inform any subsequent investigation into boarding staff or homestay guardians in the future?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>15.</b> Residential accommodation and the facilities available to boarding and/or homestay students are suitable and secure for the number, gender, age, and needs of the enrolled students and the staff providing care/supervision. (CORE)</p>	<p><b>15i.</b> Accommodation for residential students, including homestay, supports student well-being and meets all local regulatory requirements.</p> <p><b>15ii.</b> Accommodation and security for residential and/or homestay students is suitable for the number, age-range, mobility, and gender mix of the student body.</p> <p><b>15iii.</b> There is a regular programme of cleaning, maintenance, and inspection to ensure the health and safety of students and staff in residence.</p>	<p><b>15i.</b> Accommodation is suitably furnished and of sufficient size for the number, needs, and ages of residential students accommodated, with appropriate protection and separation between genders, age groups, and accommodation for adults.</p> <p><b>15ii.</b> Bathroom facilities and bedding are clean and suitable for the climatic conditions.</p> <p><b>15iii.</b> In addition to cleaning and maintenance, there is a regular programme of refurbishment of residential accommodation.</p> <p><b>15iv.</b> Suitable accommodations are made for any students with temporary or permanently restricted mobility.</p>	<p><b>15i.</b> The sleeping accommodation for boarding and/or homestay students is secure, clean, lit, heated/cooled, and ventilated, well maintained, well organised and managed, with risk assessments undertaken and the findings acted upon to reduce risk for all students.</p> <p><b>15ii.</b> Suitable, clean and well-maintained toilets and washing facilities are readily accessible from the sleeping accommodation and give appropriate privacy.</p> <p><b>15iii.</b> There is appropriate and supervised accommodation provided for private study and leisure activities outside of regular school hours and for physical, social, and emotional purposes.</p> <p><b>15iv.</b> In addition to cleaning, maintenance, and refurbishment, there is systematic involvement of residential students in improving their facilities and living spaces within the residential setting.</p>	<p><b>15i.</b> How regularly and effectively does the school evaluate the quality of accommodation provided for residential students, against the school's guiding statements, values, and with respect to the students' cultural contexts?</p> <p><b>15ii.</b> How effective are the spaces provided in residential accommodation in enabling students to develop independence and life skills?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>16.</b> All residential students, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice, and variety.</p>	<p><b>16i.</b> The provision of food is adequate in nutrition, quality, and quantity.</p> <p><b>16ii.</b> The food provided to students takes into account special dietary, medical or religious needs.</p>	<p><b>16i.</b> Food and drinks are sufficient in nutrition, quality, quantity, choice, and variety and there is evidence that the residential students are consulted and their views taken into consideration.</p> <p><b>16ii.</b> In addition to main meals, residential students have access to drinking water and to food and/or the means of hygienically preparing food at reasonable times. Schools are sensitive to residential student's individual needs in this respect.</p>	<p><b>16i.</b> Food and drinks are well regarded by residential students and staff, and provision is sufficient in terms of nutrition, quality and quantity, choice and variety. There is evidence that students are learning about diet and nutrition through this provision.</p> <p><b>16ii.</b> In addition to main meals, residential students have access to drinking water and to food and/or the means of hygienically preparing food at reasonable times in order that they develop life skills and learn about the significance of food in cultures.</p> <p><b>16ii.</b> Students with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.</p>	<p><b>16i.</b> How well does the school continually develop the quality of food provided for residential students, to be further in line with the school's guiding statements, values, and with respect to the students' cultural contexts?</p> <p><b>16ii.</b> How effective are the spaces for preparing and eating food in promoting students to develop both well-being and life skills?</p>
<p><b>17.</b> Communication with parents/guardians is systematic and provides an effective link between home and school to support the learning and the well-being of boarding and/or homestay students.</p>	<p><b>17i.</b> The school has systems in place for communicating with students and parents/guardians that provide a supportive link between home and school.</p> <p><b>17ii.</b> Specific to the needs of residential students there are adequate systems in place for addressing health and personal well-being and crisis management.</p>	<p><b>17i.</b> The school has effective systems in place for both emergency and routine communication between home and school.</p> <p><b>17ii.</b> Residential students are able to contact their parents/guardians and families in private as necessary.</p> <p><b>17iii.</b> Each residential student has a choice of staff to whom s/he can turn for personal guidance or for help with personal well-being.</p>	<p><b>17i.</b> Communications systems and procedures are effective, including the use of technology and digital communications, and which foster enhanced learning and well-being for both students and parents.</p> <p><b>17ii.</b> The school has identified persons, both within and outside school, including staff members or independent counsellors or advisors, who students may contact directly and confidentially about personal well-being or concerns.</p>	<p><b>17i.</b> How effective are the school's systems to monitor and control the use of electronic communications in order to detect abuse, bullying, or unsafe practice by and towards residential students?</p> <p><b>17ii.</b> How well does the school manage the dilemmas of sensitive disclosure by residential students and how does it secure the best outcome for the individual victim and any potential incident in the future?</p>

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
<p><b>18.</b> Students are being prepared for life beyond school and independence from parents, through the provision of a range of safe and varied leisure and free time activities that match the needs, interests, and age of boarding and/or homestay students.</p>	<p><b>18i.</b> There is a range of safe and varied leisure and free time activities that provide choice and match the needs of boarding and/or homestay students.</p>	<p><b>18i.</b> Residential students are supported in developing independence and self-management skills, which include rest, recreation, and relaxation.</p> <p><b>18ii.</b> The programme of suitable leisure and free time activities undertaken by each residential student is monitored for safety, breadth, and balance.</p>	<p><b>18i.</b> Residential students are supported in developing independence, through the development of life skills and through an understanding of appropriate and responsible decisions and choices as they mature.</p> <p><b>18ii.</b> Residential students have access to a range and choice of safe recreational spaces, both indoors and outdoors. There are suitable and safe spaces and times where they can rest, relax, and be alone if they wish.</p> <p><b>18iii.</b> Residential students have access to information about events/issues in the world and are able to develop as global citizens. They have access to local facilities that are appropriate to their age and cultures.</p>	<p><b>18i.</b> How effectively are residential students being encouraged to develop independence and responsibility as locally and globally-responsible and active citizens?</p> <p><b>18ii</b> What opportunities are provided for residential students to develop their intercultural competencies through interacting with one another, with day students, with organisations, and with schools more broadly?</p>