

COUNCIL OF INTERNATIONAL SCHOOLS (CIS) STANDARDS

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Where do the Academy for International School Head's (AISH's) Standards of Excellence for the International School Head align with CIS Domains?

DOMAIN A: PURPOSE AND DIRECTION

A1 The school's purpose, direction and decision-making is guided by clear Guiding Statements that are appropriate for the needs of all constituent groups. (CORE)

A2 The school's Guiding Statements conform to the CIS Code of Ethics. (CORE)

A3 The Guiding Statements endorse the school's commitment to developing intercultural learning. (CORE)

A4 The school is committed to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)

A5 All school constituent groups are involved and engaged with the development and review of the Guiding Statements on a planned and regular basis.

A6 The school has an effective means of monitoring and evaluating the implementation of its Guiding Statements.

A7 The school has developed and adopted a contextually-appropriate definition of high quality learning and identified expected learning outcomes at each stage of a student's pathway through the school.

A8 The school is inclusive in its admissions procedures, as defined by its Guiding Statements.

The AISH Standard of Excellence #1 – Mission for Learning aligns with the CIS Domain A: Purpose and Direction. If the head of School reviews the Guided Development Questions for this CIS Domain A, at the same time as the indicators within the AISH Standard, they have questions to help them find the evidence to demonstrate that they meet the AISH Standard of Excellence #1 – Mission for Learning.

There is a CIS Domain A8 standard (above) that refers to Admissions, and this is contained within the AISH Standard for Operations and Resource Management.

DOMAIN B: GOVERNANCE, LEADERSHIP AND OWNERSHIP

B1 The respective roles and responsibilities of governance and ownership, and leadership and management, are suitably defined in writing and respected in practice for the sustainable development of the school. (CORE)

B2 The Head of the School is empowered to be the educational leader of the school, implementing the mission and has ultimate responsibility and accountability for the students' education and well-being. (CORE)

B3 The Proprietors/Governors ensure there are educational and financial plans to support the school's viability, the mission, the programmes used to fulfil that mission, and that these plans are explained to the school community. (CORE)

B4 Governance is constituted to enable the school to have a clear and appropriate sense of direction and continuity.

B5 The Guiding Statements drive strategic planning and the school's strategic decision-making.

B6 The leadership of the school has the inter-cultural competencies, perspectives and appreciation needed for the school's unique cultural context.

B7 The working relationship between the Proprietors/Governors and the Head of School is established to sustain high morale, positive professional relationships, and a conducive climate for teaching, learning, and students' well-being.

B8 There are clearly formulated written policies and practices, which are applied to bring consistency and clarity to school operations.

B9 There is a clear roadmap for the storage, access and use of data to enhance learning.

The AISH Standard #2 Governance aligns with the CIS Domain B: Governance, Leadership and Ownership. If the head of School reviews the Guided Development Questions for this CIS Domain B, at the same time as the indicators within the AISH Standards#2, #4 and #1, they have questions to help them find the evidence to demonstrate that they meet not only the Governance standard, but also partial evidence for the other AISH standards.

DOMAIN C: THE CURRICULUM

C1 The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression. It is guided by the mission of the school and the needs of the enrolled students. (CORE)

C2 The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.

C3 The curriculum promotes the development of global citizenship and intercultural learning.

C4 The curriculum promotes the development of digital citizenship.

C5 The curriculum offers challenge, supports the students' academic, social, physical and emotional needs. It fosters the development of skills, attributes and abilities relevant to their development.

C6 The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students' changing needs.

C7 The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school's Guiding Statements.

There is not a complete AISH standard for Curriculum, however there are indicators within the following AISH standard that align with this CIS Domain: #1 Mission for Learning b), c), d) and f)

DOMAIN D: TEACHING AND ASSESSING FOR LEARNING

D1 Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities. (CORE)

D2 There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

D3 Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students' needs, data from varied assessment of students' learning and reflection upon pedagogy.

D4 Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.

D5 Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.

D6 The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.

D7 Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.

D8 A range of high quality media and information technology is used meaningfully to enrich the quality of the students' learning.

D9 There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.

D10 There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.

D11 Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

D12 Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

The AISH Standard #3: Human and Organisational Development aligns with this CIS Domain about teaching in their school, and it is practices and structures that the Head sets up so that the teachers can teach and assess for learning. The CIS Domain and Guided Development Questions do have a reference to access to learning, which appears in the AISH Standard #4 (admissions and school safety) and AISH Standard #1 which refers to the structures and practices to support student learning.

DOMAIN E: THE STUDENT'S LEARNING AND WELL-BEING

E1 The school environment is characterised by openness, fairness, trust, and mutual respect to support students' learning and well-being, listen to their views and develop their leadership qualities. (CORE)

E2 The school has documented effective written policies to safeguard and promote the welfare of all enrolled students. (CORE)

E3 The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and health records. (CORE)

E4 The standards of health, safety and security are supported by written policies and effective procedures, which exceed, where possible, local regulatory requirements.

E5 The school has policies and procedures in place to provide safety against hazards such as fire, earthquake or intruders: these exceed, where possible, local regulatory requirements.

E6 The school provides health care and health education to support students' well-being and enhance access to learning opportunities.

E7 There is an effective and implemented written policy and procedures, including risk assessment, to support the health, safety and security of students on activities outside the school.

E8 The school offers university/college counselling, assessment, referral,

educational and career planning guidance suitable to the age/maturation of all the students in its care.

E9 Those students and families making transitions between the divisions of the school, and in and out of the school, are supported effectively through advice, counselling and appropriate information.

There is not a complete AISH Standard of Excellence that aligns with this CIS Domain E for Student Learning and Well-being. However, there are some indicators within a number of AISH Standards that align with some aspects of this CIS Domain. When reviewing the Core CIS standards above (E1, E2, and E3), they seem to line up with the AISH standard #2c, #3a, #4f and #5a.

DOMAIN F: STAFFING

F1 The faculty and support staff is sufficient in numbers, experience, qualifications and competencies. (CORE)

F2 Prior to the appointment of all staff (including volunteers), appropriate background checks have been carried out to confirm their identity, medical fitness, right to work in the country, previous employment history, character references and, where appropriate, qualifications and professional references. This information been taken into account in determining whether their appointment will be confirmed. (CORE)

F3 The school provides for the continuous professional development of faculty and staff that relates to school priorities, the professional needs of the staff and contributes to the students' learning. (CORE)

F4 Staff recruitment and retention is managed in accordance with the CIS Code of Ethics. (CORE)

F5 The appraisal/performance management system is defined and implemented for all faculty and 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 other school priorities for students' learning. (CORE)

F6 Written policies and guidelines establish expectations for the performance of all staff - faculty and support staff - that are applied consistently.

F7 All staff is employed 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.

This Domain appears to align with the **AISH Standard #3: Human and Organisational Development**. As this CIS domain is related to Staffing, the AISH Standard #1d and e, as well as Standard #6a and f, also align to this CIS Domain.

DOMAIN G: PREMISES AND PHYSICAL ACCOMMODATION

G1 The school maintains accommodation, grounds, facilities, services and equipment to enable it to fulfil its mission, provide the curriculum in full and offer a safe, secure, clean and healthy environment for the students and adults at the school. (CORE)

G2 The technology infrastructure and data systems support the school's teaching, learning and managerial needs.

G3 The school provides or arranges for auxiliary services as required to support its mission and the education programmes offered, and ensures that such services meet acceptable standards of safety, efficiency and comfort.

The AISH standard for this CIS Domain is **#4: Operations and Resource Management.**

DOMAIN H: COMMUNITY AND HOME PARTNERSHIPS

H1 Effective communications foster a productive home-school partnership and a positive learning community. (CORE)

H2 The school establishes partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.

The AISH standard for this CIS Domain is **#5: School-Home-Community Partnerships.**

OTHER NOTE: AISH STANDARD #6: Professional Accountability

This alignment started by looking at the CIS Domain standards, Essential Questions and Guided Development questions and finding where there was alignment to the AISH Standards of Excellence. The AISH Standard #6 is the only one that does not seem to have a strong connection with the CIS Domain Standards. While there is mention in B6 of the leadership on its own, Domain B refers to the Governing body and leadership together, and not the Head of School in her/his own. The Essential Question #5 within the CIS Domain, How well is the school led? Could be interpreted to align with this AISH standard.