



COMMISSION ON INTERNATIONAL EDUCATION

## Preparatory Report by School & Visitors

### ACE Pathway and CLP Pathway

**Instructions:** In anticipation of the Preparatory Visit, the school will complete all relevant sections of this template and submit it to [cie@neasc.org](mailto:cie@neasc.org), along with supporting documentation, after which the NEASC-CIE Visitor(s) will add their comments to the template.

We expect this template to be completed by the leadership team rather than requiring full faculty engagement. Engagement by the larger school community will come later, in the Internal Reflection phase. NEASC-CIE sees the Preparatory Visit as less about evaluating the school and more about preparing the school for the upcoming Internal Reflection. The questions aim to introduce the kind of thinking, evidence-gathering, and planning that the Internal Reflection will require. Please note this template applies to schools following either the ACE Pathway or the CLP Pathway (Collaborative Learning Protocol, in association with the IB); some sections pertain only to schools on the CLP Pathway.

In addition to these early reflections on the ACE Learning concepts, NEASC expects schools to be vigilant about aligning with our Foundation Standards. Some schools will have recently hosted a Foundation Standards Visit. These schools may need to include an Action Plan responding to the Recommendations from the Foundation Standards Visit. Other schools may have an Abbreviated Foundation Standards Visit connected with this Preparatory Visit. These schools may be asked to complete an Action plan once they receive feedback from the visit. At every stage of the process, schools are held accountable for the Foundation Standards, and may be asked for updated Action Plans at any time.

The NEASC Visitors will offer additional guidance, including an interactive workshop, and answer your questions, as you prepare for the deeper learning reflections ahead.

Enter your replies in the appropriately labeled text boxes. **School responses should appear in red**, **Visitor responses in blue**. All questions should be answered, unless otherwise noted. For longer replies, you may wish to copy and paste from a traditional Word document. Please ensure the final report is submitted in Word format.

Once you have completed your responses and supporting documentation, please submit this completed template and all documentation at least four weeks before the Visit. In the meantime, please contact us with any questions at [cie@neasc.org](mailto:cie@neasc.org).

**Name of Visitor(s):**

**NEASC Lead Visitor:** Dr. Joseph M. Kotarski, [jkotarski@neasc.org](mailto:jkotarski@neasc.org), Associate Director CIE Commission – NEASC, USA

**NEASC Visitor #2:** Mr. Vincent Tago, [vtago@africanleadershipacademy.org](mailto:vtago@africanleadershipacademy.org). Senior Master, African Leadership Academy, South Africa

**NEASC Visitor #3:** Mrs. Lisa Simelane, [lisaj.mbuli@gmail.com](mailto:lisaj.mbuli@gmail.com), Director of Teaching & Learning, Waterford Kamhlaba United World College of Southern Africa, Swaziland

**Visit Dates:** 10 - 14 March 2024

## 1. School Background

**Full School Name:** Windhoek International School

**School Address:** Scheppmann Street Pionierspark Extension 1, Private Bag 16007

**City, State/Province, Country:** Windhoek, Namibia

**Postal Code:** 9000

**School Website:** <https://wis.edu.na/>

**Head of School Name:** Ethan Van Drunen

**Head of School Email:** [evandrunen@wis.edu.na](mailto:evandrunen@wis.edu.na)

**Accreditation Coordinator Name:** Margarete (Maggie) Reiff

**Accreditation Coordinator Email:** [mreiff@wis.edu.na](mailto:mreiff@wis.edu.na)

Is your school following the combined NEASC-IB Collaborative Learning Protocol (CLP)? If so, please indicate the dates agreed with the IB and NEASC for the Peer Evaluation (team) Visit, if confirmed.

no

Please provide an updated narrative introduction about your school to inform future Visitors/readers. (500 words or less) Please include:

- enrollment and staffing information (overall numbers, and nationalities);
- school location, history, governance structure;
- accreditation, certification, and authorization history of the school;
- brief description of Guiding Statements/definition of learning;
- highlights of current strategic or long-range plans.

*Suggested uploads to submit to NEASC: Organizational Chart, strategic plan, school profile sheet given to universities, if available*

- [WIS Organizational Chart 2024-2025](#)
- [WIS Strategic Plan](#)

- [WIS Strategic Plan - Action Plan](#)
- [WIS High School Profile 2024-2025](#)

Visitor Comments (if any) on School Background:

[Click or tap here to enter text.](#)

## 2. Previous Reports

2a. Please share an update on any remaining NEASC recommendations *that you have not already reported to NEASC* -- following your most recent NEASC visit. Alternatively, you may choose to upload your school's Action Plan that demonstrates progress on addressing NEASC recommendations.

[WIS ERV S20 VTR](#)

2b. Is your school entering your second round of accreditation on the ACE Pathway? If so, please comment on your previous Major Learning Plans and specific progress in implementing Major Learning Plans, recognizing that the Plans from your last team visit may have evolved since the last visit.

[Action Plan Assessment](#) (November 2020)

[Action Plan Communication](#) (November 2020)

WIS is now starting the next cycle of re-accreditation with the last External Review Visit conducted in January 2020.

2c. Visitor: Please confirm action plans for any remaining recommendations and note here any additional Foundational issues to be considered (from 2a above), as well as relevant comments on the school's ongoing Major Learning Plans, if any (from 2b above).

[Click or tap here to ent](#)

## 3. Curriculum (The "What" of Learning)

3a. In the space below, please list all curriculum, programmes, and diplomas used at each division/grade level. Please include instructions on how visitors can access Curriculum documentation prior to the visit. (e.g., Atlas, ManageBac, Google Drive, etc.)

Windhoek International School (WIS) offers three International Baccalaureate Programmes:

\*IB PYP

\*IB MYP (WIS received its MYP accreditation in 2024)

\*IBDP (we do also offer the option for students who do not wish to pursue the full IB Diploma to do IB Courses and receive a WIS High School Diploma)

\*WIS is in the process of investigating the feasibility of offering the IBCP as well.

WIS works with Toddle in the Primary School and ManageBac in the Secondary School as our Learning Management Systems. Communication with students and parents is mostly done through these platforms. Students and parents are sent an email as well when posts are made to make them aware of communication through the platform.

All Curriculum documentation can be accessed via Toddle and ManageBac. Visitors will be given temporary access to both these platforms as well as Google Drive which is the working platform for WIS through emails in the WIS domain. WIS is a Google school. All our documents are in Google Drive sorted into folders. The Primary School and the Secondary School have a hub on the intranet where most important information is communicated and accessible. The principals send out memos/announcements to teachers at the start of each week to communicate the week's events and priorities to the staff.

3b. In the space below, please answer these questions regarding the school's curriculum(s).

- 1) Describe how the learning community has determined what is important for students to learn.
- 2) Describe the curriculum(s) used for each division of the school, how curriculum is developed and how it is accessed by staff.
- 3) How well does your written curriculum match the school's taught and assessed curriculum?
- 4) How well does your current written curriculum align to your shared understanding of High-Quality Learning (if already developed\*)?
- 5) To what extent does the school allow for learners to personalize the curriculum?

Answer Questions 1-5 here: (1000 words or less total)

- 1) WIS engages the community to get feedback on what is important for students to learn as well as considers relevant research that is discussed by the leadership team to establish what the road ahead for WIS should be. The current focus is on Child Protection (all staff have completed the Child Protection for International Schools course with TES in January 2025). We are also in the process of establishing how best to support language learning - this will likely be driven by the EAL coordinator who will be trained in "Teaching English to Students in Mainstream Classrooms" (TESMC) through Lexis Education. In the past two years WIS has also worked with a literacy consultant - Stephen Graham (<https://wis.edu.na/post/explicitly-teaching-writing-visiting-literacy-consultant-stephen-graham>) to improve writing skills across the school.
- 2) WIS follows the IB approach in the Primary, Middle and High School. In the Primary School different curricula are used for mathematics and language teaching. This is also the case in the Middle School where the different departments decide which curriculum (CAIE, ACARA) is best suited to fit the vertical alignment of the subject from Grade 6 through Grade 12. In Grades 11 & 12 WIS uses the IB Diploma curriculum. Curriculum development is led by the MYP and DP coordinators who discuss changes and development with the relevant departments. Departments are working offline when needed to do planning and discuss changes in curriculum and align the curriculum vertically. The curriculum documentation is stored in the "Department" folders on Google Drive.
- 3) Through ongoing reflection, there is an attempt to match the taught curriculum with the assessed curriculum. Assessment and feedback is an ongoing conversation to establish ways to update assessment methods and make them relevant to current understanding of learning and giving authentic feedback. There is a need for further collaboration and professional development in this area to ensure that the taught and assessed curriculum consistently match in all subject areas and that there is a common understanding of approaches to assessment across the school. This is particularly important for the Middle Years Programme, since this programme is relatively new at WIS and is still being consolidated across subjects.
- 4) A Definition of Learning (DoL) was developed for the last NEASC Accreditation. This DoL is currently in the process of being reviewed with input from students, parents, teachers and administrators to develop the Shared Understanding of High-Quality Learning that aligns with the approach WIS is taking to develop learners that are able to think critically, see real world situations in their learning and become independent learners that can drive their own learning. The mission statement and philosophy emphasise the school's commitment to nurturing each student's full potential within an environment defined by academic excellence, cultural diversity, and social responsibility. This focus aims to cultivate internationally-minded, independent thinkers. The school community is guided by this philosophy in our classrooms as well as interactions with the community. Conversations with representatives of the governing body, leadership team, parents and students and all school staff demonstrate a clear understanding of the IB philosophy as well as a

comprehensive understanding of the programme, including its implications for the school and its benefits, both academically and for the personal growth of the students.

- 5) WIS is still in its infancy with regards to allowing learners to personalise their learning. There are attempts to enable individual learners to follow adapted Optimal Learning Plans. More collaboration, training and investing in resources (human and material resources) is needed to optimise and develop this area of learning.

3c. Is your school currently following the Collaborative Learning Protocol with the International Baccalaureate? If so, then please answer these two questions (500 words max):

- 1) Please describe how well your IB curriculum aligns with the IB programme standards and practices. To answer, please offer a narrative self-assessment.

**PYP:** The PYP curriculum at WIS aligns closely with IB standards and practices, supported by systematic unit planning documented in Toddle and collaborative vertical and horizontal planning across grade levels. Please see our [Program of Inquiry 2024/25](#). Units are designed around transdisciplinary themes, central ideas, and lines of inquiry, ensuring a concept-driven, inquiry-based approach. Approaches to Learning (ATLs) are explicitly taught and scaffolded, while the learner profile attributes are consistently modelled and integrated into daily practices. Assessment practices are ongoing, varied, authentic, and reflective, involving students actively in self and peer assessment. Continuous professional development and regular curriculum reviews ensure coherence and alignment and most importantly student engagement."

**MYP:** The written curriculum is being developed to address the MYP requirements. The subject group overviews and unit plans (ManageBac - Unit Planners, [WIS MYP Subject Group Overviews](#)) show that the published specific objectives of the MYP are used in each subject group and each year of the programme. Conversations with teachers show that vertical and horizontal curriculum planning has been developed collaboratively. Unit plans are documented in accordance with the unit planning process for all subjects and all years of the programme. These were implemented at the time of authorization. Conversations with teachers, as well as curriculum documentation, demonstrate that the MYP unit planning process is followed to ensure a continuous and coherent MYP curriculum.

**IBDP:** The written curriculum is sourced from the IB and followed in the different subjects. Assessments follow the IB assessment guidelines. Teachers mostly plan independently and connect with their department colleagues to ensure vertical alignment in the different subjects happens. IBDP teachers receive IB training when syllabus changes occur. Some of our IBDP teachers are IBDP examiners. Each DP teacher is expected to incorporate Theory of Knowledge in their pedagogy along with the IB Learner Profile and the IB Approaches to Teaching and Learning. Regarding the IBDP coursework/internal assessment, the school encourages all educators to standardise their marking before submission.

- 2) If you use other curriculum(s) in addition to the IB, please describe how coordination between the IB and other curriculum(s) is maintained to support all learners.

In the PYP and MYP ACARA and the SFUSD in Primary School as well as other curricula (Cambridge for example) are used to design our curriculum. Vertical articulation in the different subjects ensures an alignment across the school sections with regards to the curriculum.

3d. Visitor: Please comment on the school's curriculum(s), offering relevant input to guide future visitors and, if appropriate, any advice for the school.

[Click or tap here to enter text.](#)

#### 4. Shared Understanding of High-Quality Learning (The "How" of Learning)

Among a school's guiding statements, we ask schools to develop a shared understanding of High-Quality Learning that is documented (written down), understood (by a range of school constituents), and observable (reflected in daily

practice). Some schools refer to this as their “Definition of Learning” or a “shared understanding of High-Quality Learning”. An effective shared understanding of High-Quality Learning includes, 1) a clear understanding of the knowledge, skills and dispositions that are important for learners, and 2) a developed understanding of which pedagogies will support the development of learners in these ways.

4a. Does your school have a written and shared understanding of High-Quality learning? (If not, please skip to 4c). Please note: NEASC invites schools without a shared understanding of High-Quality Learning or who are entering into the ACE process for the first time, to use the upcoming Internal Reflection process to create a shared understanding of what High-Quality Learning looks and feels like in their community.

If your school has a written and shared understanding of High-Quality Learning, please share it here, describing the process that generated the statement(s).

**WIS Definition of Learning:** Learning at WIS is a journey of inquiring, discovering, and experimenting while developing understanding and acquiring new knowledge, skills and concepts. In the process, the learner constructs meaning by making connections and applying these in daily life situations. The learner realises individual potential through continued reflection and exploration. The learning environment is multi-sensory, collaborative, and enjoyable and encourages international-mindedness.

WIS created a Definition of Learning in 2020. It was a time when things were very uncertain and schools had to adopt a lot of different strategies to cope with online learning and adapt to a different way of learning. This experience had a big impact on how teaching and learning was approached. We always want to focus on the child and how learning best suits our diverse and inclusive community in our local as well as global contexts. Since a large number of our students go abroad to study and we have a global as well as a local focus, we want to ensure that that is taken into consideration when defining how learning in our context should be.

We are now revisiting this Definition of Learning and want to use the Internal Reflection to discuss our Shared Understanding of what High-Quality Learning for our students should look like - now and in the coming years. We will use this opportunity to get input from students, teachers and parents to find a common understanding of learning and to create the Shared Understanding of High Quality Learning that will articulate what learning should look like in the context that our students learn in and in the world that they will need to be able to function in - in their learning environment, be it in school, in tertiary education or in the workplace.

4b. How does the school’s understanding of High-Quality Learning drive instruction, curriculum and decision-making overall? In other words, how evident is your shared understanding of High Quality Learning in daily practice?

Since the SUoHL will be developed taking into consideration the school’s and the IB philosophy and will be developed in collaboration with all stakeholders, the SUoHL should be evident in all we do at WIS. WIS firmly believes that learning should be authentic and that learning should be purposeful. We also believe that our children should learn in an environment that is inclusive and diverse - which is a key asset of our community. Through this, our students become open minded and globally minded citizens of their communities and learn to take responsibility and action for their environment and themselves. Although certain challenges are always present, we strive to have our students take responsibility for their learning and be critical participants in their learning processes.

4c. If you do not yet have a written, observable, and shared understanding of High-Quality Learning, please describe your highest goals for learners and what pedagogies promote the type of learning that is most valued in your community at present.

N/A

4d. Visitor: Please comment on the extent to which the learning community has a shared understanding of High-Quality Learning that is documented, created by and understood by a wide range of constituents, and

observable in practice. Offer possible next steps for the learning organization to consider in promoting impactful learning.

[Click or tap here to enter text.](#)

## 5. Exploring the ACE Learning Principles

Please also consult the supplemental ACE 2.0 information provided by NEASC.

### The Rubric

- **Not Yet Evident**  
The Learning Community has not yet begun to reflect on this Learning Principle. It may be committed to improving its programs, structures, practices, and conceptual understandings but has not yet embraced or recognized the need to shift toward transformational approaches to learning.
- **Thinking about It**  
The learning community has begun to think about the need to shift toward approaches to learning that are aligned with the ACE Learning Principles and its chosen future vision. The learning community is having initial conversations about its aspirations compared to what is currently observed in practice. An understanding of the implications for teaching and learning is developing.
- **Working on It**  
The learning community has embraced the shift that is needed and begun to plan how to bridge the gap between its aspirations and current reality. The learning community has decided on what learning Impacts it is targeting; systems and structures are being designed, approaches are being trialed, and the community is gathering early feedback to inform the next phase
- **Living It**  
The learning community is aligned with this Learning Principle and that alignment is evident across the learning community. The learning community has structures and systems in place that are leading to the desired Impact on learners. The Learning Community is gathering evidence, artifacts, and stakeholder feedback to ensure that all learners are benefiting.
- **What If**  
The learning community and its practices represent a transformational shift that is innovative in design and reshapes the structure, purpose, and practice of schooling.

### The Learning Principles

Please review the full explanation of these three Learning Principles in the supplemental materials provided by NEASC:

- Learning Principle 3
- Learning Principle 5
- Learning Principle 9
- **Optional:** Choose one more Learning Principle that you would like initial feedback on

For each of these Learning Principles,

- 1) Rate your learning community on the ACE Rubric: Not Yet Evident - Thinking About It - Working on It - Living It - What If?
- 2) Write a brief rationale for why you chose this rating
- 3) Reflect on the *Continue doing, Start doing and Stop doing* Questions, and
- 4) Upload up to three pieces of evidence to support each rating.



### Learning Principle 3

#### School's Self-Rating and Rationale for rating (500 words or less)

- **School's self rating: "Working on it"**
- **Assessment at WIS:** The WIS community is a community that is open minded and receptive to the changes that occur in society as well as in education. We are cognisant of the fact that education is changing rapidly and that we need to prepare our students to be flexible and adaptable. Our school has made significant progress in designing and utilising varied assessment methods that allow learners opportunities to demonstrate their understanding. Our community is more and more supportive of the approach, that the purpose of assessment is to assist learning, to give feedback on learning and that assessment is an opportunity for growth and learning. In some subjects, we see clear evidence of strong visible learning through assessment and feedback, highlighting our commitment to effective assessment practices. We recognise, however, that there are areas where consistency and alignment across programmes need to be enhanced. Our teaching staff, supported by the academic coordinators, is discussing the different ways of assessing and how to make assessment meaningful for learning. This is an ongoing process. With constant reflection and discussion we are learning to have a similar voice and language to assessment.
- **Primary Years Programme (PYP)** In the PYP, formative assessments are integrated into each lesson. Students actively engage in their learning journey. During collaborative planning times, teachers discuss and co-create meaningful assessments for students in their different grade levels. There are always opportunities to improve assessment practices, particularly summative assessment and varied motivating and challenging formative assessments. It is therefore a process we are "working on" to adapt to changes in assessment approaches and the way we give feedback. Differentiation is embedded, with assessments tailored to individual students' needs based on their understanding and abilities. We do, however, aim for greater consistency in how teachers backward-plan from summative assessments, helping students better understand learning goals and how to achieve them. A great deal of progress has been made in the Primary School to assess literacy and numeracy with concerted efforts by the leadership team to be explicit, but also embed these in the assessment of learning.
- **Middle Years Programme (MYP)** In the MYP we have spent a great deal of time working on the assessment practices and ensuring that students, parents and teachers are aware and increasingly confident about the different criterion assessments that are outlined in the MYP assessment framework. Students are comfortable with the idea that different things get assessed in the different criteria and that it is not just knowledge and content that we acquire in the learning process. Discussions about assessment happen in classes and the different subjects. During the scheduled department meetings, colleagues also discuss how they assess different criteria and how to align assessment in the MYP to assessment in the DP. WIS does the first round of eAssessments this coming May. Working with AssessPrep has been an invaluable opportunity for teachers and students to learn how to write assessments online and how to mark assessments online. We also emphasise that the purpose of assessment is to learn from what we are doing wrong. In the discussions about feedback on assessment this is often prioritised to discuss how we can do things differently next time to grow/learn/improve. We rated ourselves "Working on it" because, although we prioritise assessment and feedback, there are still inconsistencies in the way we give feedback to students and in the approach that we take to encourage learning through mistakes. Peer and self assessment is not yet fully embedded in our practices and can be something that we work on in the next phase of reviewing and reflecting on assessment. We aim to reach a level where students clearly understand what they are learning, how they are progressing, how they can improve and how they can be part of measuring their performance against specific criteria. We need to get to a point where our students are confident in assessing their own progress and able - through SMART goals - to plan for their own progress.

- **Diploma Programme (DP)** Assessment in the Diploma Programme is still much more formalised and structured given the high stakes examinations at the end of the programme. We experience an increased awareness in students - through the different way they have learnt to be assessed in the MYP and through moving away from the more content based IGCSE curriculum - that the purpose of assessment is to establish learning and to grow in learning. It is a fine balance to find, however, for teachers and students to be fully prepared for the examinations as well as become independent learners that are not only focussed on grades and academic outcomes. We do try to embed real world contexts into our teaching in the Diploma Programme as well to continue to make learning meaningful and not just dependent on the high stakes examination outcomes. An area of growth in the assessment practices in the DP at WIS would be more consistent implementation of formative and summative assessments across the different subject areas..
- **Next steps:** While we have made significant progress in our understanding of assessment and feedback practices especially across the Secondary School, we are rating ourselves as "working on it" with this Learning Principle. We need to become more consistent across the school with our practices - both horizontally as well as vertically - to ensure that there is one message across the school on what students learn, why they learn it and how they know that they have learnt it. Particularly in the Middle Years, we need to be better in accommodating different student needs on both spectrums - high as well as lower functioning. Every student across the whole school should have their respective meaningful opportunities to show their learning and find meaning in their individual learning path. This is an ongoing process that involves reviewing, aligning, and refining our assessment methods to create more cohesive strategies that benefit all learners. When we get assessment and feedback right, we will ensure that our students are confident and independent learners that can look critically at their own growth.

Considering your response to Learning Principle 3 above, and your interest in advancing along the ACE Continuum relative to Learning Principle 3, please discuss what your school might:

- Continue doing that you are already doing
- Start doing that you're not doing now, and
- Stop doing – to move your school forward

School's Response (500 words or less)

- **Continue doing** - We have made great progress in seeing assessment and feedback as an essential part of learning and starting to move away from the notion that assessment is only meant to be numbers and is only summative in nature. We will continue using formative and summative assessments to guide learning and support student reflection. Assessment and feedback on assessment, be it formative or summative, are great ways to let students reflect, set goals and follow their own progress. Students are starting to be able to see that there are different ways of assessing learning and they are becoming increasingly confident in identifying what assessment is about. We will continue to emphasise that we learn from our mistakes and that feedback is not criticism, but a way to move forward and try again and next time do it differently to succeed.
- **Start doing** - We are well underway to be aware of what should be done. What needs to be done, however, is that we all consistently need to take the same approach and that we need to engage students more actively in assessing their own or their peers' work. This will create richer learning opportunities and opportunities for students to learn together. We have to start using **backward design** more intentionally by designing assessments first, before we start the unit. We are becoming much more confident in our planning approach and through the unit planners and the weekly planners in the secondary school, students can follow where they are in the learning process. It will be beneficial, however, if they work towards the final objectives of the unit and know right from the start what they learn, why they learn it and how they can best learn it. We must also start embedding visible thinking routines within assessments to deepen reflection and evidence understanding. We must start giving learners more autonomy in determining measures of their own success by being part of the process of creating assessment criteria and objectives for success. An area of focus for

WIS can be to make teachers and students more familiar with self assessment and peer assessment strategies so that these can be more embedded in the learning process. There needs to be a more intentional process of reflection after assessments that is student focussed and results in setting goals for the future. Another area of focus is that we need to become more consistent in providing timely feedback to ensure that it is still connected to the assessment. We plan to re-introduce an Assessment Reflection sheet/process that is followed across subjects and grade levels. WIS needs to put systems in place that will enable ongoing student reflection, goal setting, and acknowledgment of growth in all areas. So far this is done inconsistently and without a formal agreed upon and standardised structure. We have to find more structured ways to give learners the opportunity to determine areas of strength, areas for growth, identifying appropriate evidence of their learning, and ways in which they will share their learning journey so that they can clearly articulate the progress of their learning We also have to put more emphasis on giving students opportunities to co-construct success criteria and engage in self and peer assessment.

- **Stop doing** - We must stop using assessment purely as numerical feedback that is only determined by the teacher. We must stop over-relying on a few types of assessments that are teacher designed rather than offering varied assessment strategies to cater for different learners and different learning styles. Assessments must not be seen as tools for grading but should rather be opportunities for meaningful learning and action. We will start looking at professional learning opportunities - in house as well as potentially sourcing experts from outside to learn more about different ways to show evidence of learning that is apt for the real world rather than learning for the sake of passing a test or getting a grade.

#### Evidence LP 3 (School)

*Suggested uploads: Provide relevant evidence of current or promising practices. Share up to three examples per Learning Principle. For each upload, please include a brief explanation.*

[Grade 10 English Assessment - Feedback Reflection Form](#), [Persuasive Writing Pre-assessment Grade 3](#), [Portuguese Grade 8 - Preparation for Progress Conferences](#),

Visitor: Offer any relevant Observations and Future Considerations on Learning Principle 3 as the school begins its Internal Reflection.

[Click or tap here to enter text.](#)

#### Learning Principle 5

School's Self-Rating and Rationale for Rating (500 words or less)

##### **School's Self-Rating: "Working on It"**

In our approach to learning, learner autonomy and engagement is a key prerequisite for deep learning. Although this is evident in some classes, there is a need for consistency and a more common understanding of what is meant by learner autonomy. Teachers need to become more confident in giving students a voice and choices, without fearing that they can lose control in the process. We are working on bridging the gap between our aspirations and current practices. Starting as early as the Early Years, students participate in designing questions about key concepts, allowing teachers to tailor units of inquiry to match students' interests and strengths. This student-led inquiry promotes engagement and autonomy. In the older grades, mainly due to the exam requirements and pressure associated with external exams, there is less evidence of student autonomy. In our conversations about classroom practices, however, we emphasise student engagement and the need for teachers to adopt more student centred strategies to enable student engagement and autonomy. In the coming months this will be an area of focus for the Secondary School: encourage students to take on more responsibility by facilitating peer instruction, self-reflection, and independent work as students master skills and concepts.

WIS teachers are still in a transitory phase moving from traditional instructors to facilitators; where learning is co-created and a collaborative process that enhances the learning experiences for students. This shift will allow students to have a greater voice in the learning process. It will also give space to more personalised learning experiences that are aligned with students' strengths and interests. In Grade 10 we are currently exploring ways to facilitate learning experiences for a wide range of abilities. A highly capable student receives additional mathematics classes and spends a day in the week on a farm to explore his passion about agriculture. Another student attends the art class in a grade level above to fit her interest and passion. While we have made meaningful progress, this shift is still an area of development and focus. We continue to refine these practices to better support learner autonomy and engagement.

The IB Learner Profile attributes and Approaches to Learning (ATL) skills, including self-management, communication, research, and thinking skills play a big role in our learning strategies across the school and are embedded in our guiding statements as well as WIS Principles. These skills form the foundation of independent learning and equip students to take on more self-directed tasks. If students are to fully embrace autonomy, they require the necessary dispositions, such as self-motivation, curiosity, and resilience, as well as skills like time management, goal-setting, and emotional regulation. Teachers can be great facilitators in guiding students to develop these skills and become fully engaged in their learning as independent and responsible learners.

Autonomy is different in the different developmental stages and WIS aims to introduce student autonomy and students having a voice and a choice in the primary section and the early stages of formal learning. In the PYP, students engage in inquiry-based learning and lead their own explorations within units. The PYP Exhibition is an outstanding opportunity for students to practise their choices and have a voice and autonomy in their learning. Supported by parents and their teachers, these are great learning milestones. Students are encouraged to reflect on their learning during progress conferences that are mostly student-led. During these conferences, which are prepared in classes ahead of time, students set SMART goals to drive their personal progress. In the MYP and DP, students take ownership of their learning, by completing the Personal Project and writing the Extended Essay on topics of interest. This allows students to become self-directed, independent learners who will be able to function in the workplace and their further education.

While learner autonomy is a critical ingredient of deep and real learning, it is important to recognise that the learning of content is an essential foundational part of learning. Structured, explicit instruction is impactful when new or complex concepts are introduced, or when students need foundational skills in subjects like mathematics or literacy. In these situations it is critical to ensure that students are engaged in the process so that this learning can be impactful. Students with specific learning needs often cope better if they are provided with clear structure and content that can scaffold their learning.

As a school we continue to emphasise the need that classrooms should be "busy" and active and that students should be the ones "doing". This is quite a challenge for some teachers, but we support teachers in this transition through coaching and professional development opportunities on teaching and learning approaches in the 21st century. These professional learning opportunities are often awarded to teachers who initiate the requests. The SLT and coordinators could be more intentional in identifying the need for a certain professional development focus and organise opportunities for all staff to benefit from. We are encouraging - in fact this forms part of our Professional Growth process - that teachers do Learning Walks to get inspiration from each other - across age levels as well as across subject areas.

While we have made some progress in enabling learner autonomy and self-directed learning, we still need further development in this area to have our students fully engaged and take responsibility for their own learning. We are committed to prioritise learner engagement and autonomy in the development of our practices and approaches. We know that this is an essential element of young people's growth to become independent lifelong learners that thrive and can meet the opportunities and challenges they face in their lives.

Considering your response to Learning Principle 5 above, and your interest in advancing along the ACE Continuum relative to Learning Principle 5, please discuss what your school might:

- Continue doing that you are already doing
- Start doing that you're not doing now, and
- Stop doing – to move your school forward

School's Response (500 words or less)

**Continue doing** - WIS students are confident learners who are able to express themselves. The relationship between our students and teachers is such that students generally feel comfortable asking questions and actively engaging in the learning process. Through the inquiry approach, learners are generally familiar with the process of finding answers, of researching and communicating their learning. Particularly in the Primary School we should continue embedding inquiry-based learning practices to engage students in authentic, real-world experiences. Through the different criteria in the MYP students get the opportunity to be actively engaged in their learning particularly when Criterion D is assessed. We should continue to emphasise that even if something is not spot on, it is worth the try, because we learn through practice and trial and error. We will continue to emphasise transdisciplinary learning in the PYP and the MYP to create learning experiences for our students that are relevant to the real world and students' lives. This is achieved through collaboration and communication among teachers and subjects and results in shared learning experiences. It gives students the opportunity to work in groups which in turn promotes skills like collaboration, social competencies, time management etc. We will continue to emphasise the importance of CAS experiences and the Personal Project in the MYP as well as the Exhibition in the PYP where students can pursue their interest. We will continue to encourage students to ask questions and ask for help when they need assistance or advice. Through our Enrichment Activities as well as CAS our students are able to pursue their personal strengths, challenges, interests, and passions in a variety of ways. This is celebrated through our social media platforms and shared in our weekly newsletter as well as in assemblies. We will continue using the IB Learner Profile attributes and approaches to learning (ATLs) to encourage learners to become self motivated and independent. An example of this is that we continue to allow and encourage students to choose the format for showcasing their learning and understanding in the form of posters, videos, presentations or what suits their purpose best. We should continue to support students to take meaningful action as a result of their learning.

**Start doing** - We have to place more focus on our students becoming self-directed learners who take charge of their own learning with confidence. Students need to become more apt in exercising their voice and making choices with respect to what they learn, how they learn and how they can demonstrate what they have learned in their own unique and personal way. This needs to be guided and supported by teachers in the first place to make a culture shift from compliance to active engagement. When we give our students more voice and choices they will become agents of their own learning. We can also pay more attention to structuring our student-led conferences or reflection sessions to share progress with peers and parents. When we encourage students to set personal learning goals and track their own progress through various media, we can achieve greater student agency.

We should be more intentional in using technology and digital tools effectively to enhance engagement (e.g. interactive platforms, virtual field trips). In the Primary School we can start incorporating more play-based learning experiences, especially for the younger grades - to spark curiosity. In the Secondary School we can utilise AI and help our students learn how to responsibly use this resource in their learning. This is a great challenge but will certainly help our young people "learn" how to navigate this resource ethically and with the right intention. We should offer more professional learning opportunities for teachers to become more confident with implementing strategies to enhance student agency.

**Stop doing** - In order for students to be able to become more confident in voicing their choices, our teachers have to take a step back and facilitate learning more than direct learning. This is an area of growth for WIS and can be achieved by collaboratively looking at strategies and tools to facilitate more student voice and choice.

### Evidence LP 5 (School)

Suggested uploads: Provide relevant evidence of current or promising practices. Share up to three examples per Learning Principle. For each upload, please include a brief explanation.

[LP5 - Who am I - Learner Profile](#), [LP5 - Art Exhibition Art in Action - Event Flyer 2.jpeg](#), [LP5 - Reflection Grade 9](#)

Visitor: Offer any relevant Observations and Future Considerations on Learning Principle 5 as the school begins its Internal Reflection.

[Click or tap here to enter text.](#)

## Learning Principle 9

School's Self-Rating and Rationale for rating (500 words or less)

### School's self rating: "Working on it":

The WIS campus lends itself perfectly to utilise learning spaces in a variety of ways. The initial idea of the campus - an African village - sets the tone for communication between the different sections and for collaboration. Our students regularly use the outside spaces to work together and learn to work responsibly in groups. Our extensive Outdoor Education programme is an excellent way to take learning outside of the classroom into nature and by doing that enable students to experience the country and learn about the country, but also about each other and how to communicate with each other and respect each others' diverse needs and interests.

We intentionally plan lessons where social and emotional learning is the focus. These lessons are delivered by the school nurse and the counsellor and address developmentally appropriate topics in the different age groups. This is interchanged with our personal and health education programme where students do sports and where we address healthy habits and healthy lifestyles.

With ManageBac and Toddle we utilise the online opportunities to plan and communicate as well as keep a record of student performance and behaviour. We are still learning to further optimise the technological learning spaces and opportunities by looking at current trends and research that shows where to best utilise technology. A year ago, we banned the use of cell phones on campus for all grades except grades 11 & 12 to ensure that learners can be focused in classes and not be distracted by this different space that is available to them. Our libraries and our DP study space are spaces where students can work or play board games and relax in a calm atmosphere. This is the case with the Sensory Room that is located in the Primary School.

Considering your response to Learning Principle 9 above, and your interest in advancing along the ACE Continuum relative to Learning Principle 9, please discuss what your school might:

- Continue doing that you are already doing
- Start doing that you're not doing now, and
- Stop doing – to move your school forward

School's Response (500 words or less)

**Continue doing** - we will continue to create learning spaces that are purpose built. Given financial constraints, this is a long term process, but the next planned project is the building of a Design Lab. In the past two years we upgraded the Middle School Science Lab. Our flora on campus is intentionally planted to fight erosion and be sustainable. We have put air conditioners into most classrooms to curb the increasing temperatures during the summer. We are also encouraging our students to use the CAS ideas on campus - we have students creating murals that are purposeful and are planning to have a compost started by a Grade 10 student as his Personal Project. This stems from his work on a local farm on Thursdays. We will continue to create flexible learning spaces that support collaboration and independent learning and creativity. in the PYP we will continue to allocate uninterrupted blocks of time for inquiry and meaningful engagement. Our local spaces on campus and our community at large are certainly learning spaces



that serve as extended classrooms. Our learners and teachers have the autonomy to manipulate learning space and time to maximise learning. With CAS, Service as Action and our Enrichment Programme, students are given time to pursue interests and passions extending their learning outside of the classroom and connecting their learning to real world and real life experiences. .

**Start doing** - We have to start rethinking the physical arrangement of our classrooms to support a wider range of learning styles and personalities - we can, for example, introduce more quiet zones, standing desks - furniture that accommodates different learning styles. We can also discuss more flexible timelines for inquiries and possibly go back to Self-Directed-Learning (SDL) sessions where students can choose what they want to focus on.

**Stop doing** - We are still quite traditional in how we utilise our learning space and time. If we can adapt to a more flexible approach of learning spaces and learning time, we could accommodate more forward thinking ways of learning that will eventually be more meaningful and give students more agency on their learning. We have to be more mindful of our time. By over-scheduling back-to-back activities, we often leave little time for reflection and processing of learning and progress in our school. We can also be more mindful of our classroom displays and furniture. Avoiding an over sensory approach to the classroom environment might prevent students from being overwhelmed and not able to focus. We should further allow for more flexible timelines for inquiry so that students can go deeper into areas of interest rather than rushing through content. Embedding regular reflection and mindfulness activities in our classrooms/teaching will further help students to reset and focus.

*Evidence LP 9 (School)*

*Suggested uploads: Provide relevant evidence of current or promising practices. Share up to three examples per Learning Principle. For each upload, please include a brief explanation. (100 words or less max)*

[LP9 - My PYP Classroom Checklist - Learning Space](#), [WIS Outdoor Education Brochure](#),

Visitor: Offer any relevant Observations and Future Considerations on Learning Principle 9 as the school begins its Internal Reflection.

[Click or tap here to enter text.](#)

### **(Optional) Learning Principle (Chosen by the school)**

School's Self-Rating and Rationale for rating (500 words or less)

[Click or tap here to enter text.](#)

Considering your response to the Learning Principle you chose, and your interest in advancing along the ACE Continuum relative to this Learning Principle, please discuss what your school might:

- Continue doing that you are already doing
- Start doing that you're not doing now, and
- Stop doing -- to move your school forward

School's Response (500 words or less)

[Click or tap here to enter text.](#)

### **Evidence for school's chosen additional Learning Principle**

Suggested uploads: Provide relevant evidence of current or promising practices. Share up to three examples per Learning Principle. For each upload, please include a brief explanation. (100 words or less max)

[Click or tap here to enter text.](#)

Visitor: Offer any relevant Observations and Future Considerations on the school's chosen Learning Principle as the school begins its Internal Reflection.

[Click or tap here to enter text.](#)

## 6. School's Reflections on the Four Cs

A school's ability to effect improvement and transformation successfully, is dependent on Conceptual Understanding, Capacity, Commitment and Competence. After reviewing the 4Cs information in the supplemental NEASC materials, please comment on your school's current strengths, challenges and efforts in promoting the 4Cs.

### Conceptual Understanding

WIS promotes conceptual understanding. Through our conversations and training we ensure that staff have an understanding of the parameters that guide teaching and learning - curriculum benchmarks, learning objectives, strategic objectives and behaviour guidelines. Particularly in the PYP and in the MYP conversations about learning, the teaching of concepts in context and in real life and the understanding of the bigger picture frame our approach to teaching and learning. Our teaching community - leadership, coordinators and teachers - engage in professional conversations particularly in the way the ATLs are embedded in the different classes and subjects. WIS tries to personalise learning as much as possible, although this is an area of focus in the Middle and High School. We want to be able to give each learner the opportunity to learn and grow in their individual way. We are starting to use MAP Growth data to inform conceptual understanding. We use the data received through the MAP Growth assessments to identify learning gaps and strengths. By analysing this data, we can tailor our instruction to meet the needs of our students and ensure our frameworks are effectively addressing key areas. We are also engaging more and more in interdisciplinary collaboration in the PYP and the MYP to make learning meaningful and to allow for connections between learning areas. Teachers plan collaboratively to integrate concepts across subjects to create a cohesive and well-rounded educational experience for our learners. Particularly our Academic Coordinators - PYP and MYP Coordinators - play an important role in facilitating this conceptual understanding across these divisions. We leverage technology to enhance curriculum delivery and make abstract concepts more tangible. We have come to understand, however, that discourse and reading and writing is critical to learning. In some areas of the school we have moved away from online learning to engage students again in more tactile ways of learning - reading books, handwriting texts etc. Ongoing reflection amongst the leadership and with our staff ensures that our understanding of learning keeps evolving and continues to support positive student outcomes in line with our mission and vision and WIS Principles as well as our strategic objectives.

Within the IBDP some educators demonstrate a more concept-based lesson focus. There are examples of DP teachers taking the lead in sharing their experiences and learning with colleagues. This in turn enables a more widely recognised approach to conceptual understanding in the IBDP.

### Commitment

There is a clear commitment in the school community to support the school's mission and vision as well as our WIS Principles - particularly, because these align well with the IB philosophy, the Learner Profile and the ATL skills and attributes. This commitment is visible in the day-to-day practices of teachers, leadership, and all staff. Our learning community is dedicated to promoting student success and continuous growth. Professional development is a priority in our commitment to personal as well as professional growth of staff across the school. Regular training, focused on inquiry-based learning, conceptual understanding, IB pedagogy, and child wellbeing and safety matters is available to our staff to ensure they are familiar with current trends and requirements in the areas of their subjects. These opportunities equip staff with the tools and strategies to meet evolving educational demands. Collaboration is a key component in our Primary School and is more and more prominent in the Secondary School where department meetings encourage staff to plan vertically across grade levels for their subjects. Teachers are encouraged to share



their expertise, support each other's professional growth and reinforce the collective commitment to improvement. Our student-centered approach is particularly evident in our initiatives in the CAS programme and the Personal Project in the MYP. Optimal Learning Plans (OLPs) provide targeted academic and emotional support for the diverse learning needs in our student community. Through collaborative efforts with parents, we ensure a strong engagement and commitment from our parents through events like coffee mornings, parent information evenings about curriculum and career guidance as well as the impact of technology and social media on our students' lives. Climate surveys give us a good idea of the needs and questions our community has with regard to our approach to teaching and learning. Commitment to continuous improvement is part of our culture and articulated in our guiding statements. Our leadership regularly reflects on practices, analyses data from assessments like MAP and progress through the semester.

### **Capacity**

WIS prioritises to hire well experienced and well trained staff across the school. Given our financial position as a school that is mainly fee funded, there are often challenges in hiring international staff. Through Search Associates and Teacher Horizons, we source staff that have the necessary experience and training to be able to teach our IB programmes. WIS further prioritises professional development both in house as well as online and having our staff attend in person training events. WIS staff further supports each other in building capacity by sharing expertise and experiences after attending professional learning events. With the WIS Teacher Academy, we utilise our staff expertise to create growth opportunities for our own colleagues as well as teachers in the community. Being involved in these training events is a great way for personal and professional growth for our staff. WIS leadership is open to initiatives where staff requests to attend events to learn and grow. During Staff Work Days we work collaboratively on matters that build capacity across the school - a current focus is child wellbeing and safety.

### **Competence**

WIS focuses on delivering quality education to each individual child through a student-centered learning environment. Our caring and knowledgeable staff, effective teaching practices, and robust support systems aims to ensure that each child is learning. Our teachers are well qualified and demonstrate the ability to apply their expertise in the classroom, particularly with regards to the IB philosophy and approaches to teaching and learning, inquiry-based learning, and personalised instruction. Our teachers remain up to date with current pedagogical understanding through professional development opportunities that are available across the school. Our success in the PYP and the IBDP for many years and the introduction of the MYP this past year are testament to our competence, with teachers delivering curriculum that aligns with the IB philosophy and emphasises critical thinking, inquiry skills, and global perspectives. We are proficient in using technology to enhance teaching and learning with dedicated digital learning happening across the school delivered by our Digital Learning Coach. Our leadership team demonstrates competence in resource management and supporting faculty development, ensuring that the school's strategic goals are met efficiently and effectively. We have a strong Learning Enrichment team that supports diverse learning needs, through creating Optimal Learning Plans and supporting student needs inside and outside of the classroom. Students with learning needs have access to accommodations for learning to give them a fair chance of success for their learning. Our collaborative planning sessions in the Primary School as well as in departments in the Secondary School enhance our competence, allowing teachers to work together to design lessons that address diverse learning needs. Our Professional Growth process enables us to reflect on our practices as well as find areas of focus that teachers need to prioritise when they plan and teach. Lesson observations and feedback sessions help teachers reflect on their teaching strategies and ensure that student learning is prioritised in our daily practices.

Visitor: Write a single narrative indicating the extent to which you believe the 4 C's (Commitment, Conceptual Understanding, Capacity and Competence) are evident, with guidance on how the school may cultivate the 4 Cs through the Internal Reflection period and beyond.

## 7. Please indicate any areas for Visitor focus during the visit, to best support your learning community for the upcoming reflection phase. (OPTIONAL)

- Understanding the ACE Shift
- Unpacking the Learning Principles
- Developing a shared understanding of High-Quality learning
- Understanding and recognizing learning impacts
- Developing Major Learning Plans
- Developing schoolwide engagement during the Internal Reflection
- Setting up the Internal Reflection Committee structure/timeline
- For CLP schools, aligning ACE Learning Principles with IB standards and practices
- Other (please explain)

- \* Creating groups for the Internal Reflection - what would be advised to make this most meaningful and effective.
- \* Unpacking the ACE Learning Principles and connecting it to the school's Shared Understanding of High Quality Learning.
- \* Collaboratively creating a Shared Understanding of High Quality Learning that is impactful.
- \* Discussions about IMPACT
- \* What would be a good way to involve all stakeholders in the Internal Reflection?

## 8. Workshop Preparation

Typically held on the final day of the visit, the workshop is intended to help launch the Internal Reflection. To help the Visitors prepare the workshop, please answer the following questions:

- 1) How familiar is your school community with characteristics of 21st Century learning?
- 2) How would you rate the overall familiarity of your school community with the ACE Learning Principles and Impacts, and the ACE model? (Very Familiar – Somewhat Familiar – Not Very Familiar – Not Familiar)
- 3) What, if any, recent activities, experiences, or professional development opportunities has school leadership/staff participated in to explore ACE, the Learning Principles, or (for CLP schools) IB programme standards and practices?
- 4) Who was involved in preparing this Preparatory Report?
- 5) For CLP schools: Briefly describe why your school has chosen this accreditation pathway.

1) Our school community is **fairly familiar** with the characteristics of 21st century learning. This is evident in our Guiding Statements, WIS Principles as well as in the Strategic Plan. We aim to prioritise concept and inquiry-based approaches, and place a strong emphasis on developing critical thinking, creativity, communication, and collaboration skills. As an IB World School, we prioritise the integration of ATL skills and the use of technology and innovative teaching practices that align with the needs of modern learners. While there is a good foundational understanding, continued efforts are necessary to further embed these practices consistently across all grade levels and subjects.

2) Overall, our school community is **somewhat familiar** with the ACE Learning Principles and Impacts and the ACE model. Since WIS is going through a re-accreditation phase, staff that have been at the school will have experienced the last ACE cycle of accreditation. Many staff are, however, new and will need more guidance and information about the process. WIS is currently spending time to familiarise teachers, students and parents with the ACE Learning Principles and the process of accreditation. We emphasise that this process is an excellent way for us as a school to reflect on our practices and priorities and to update areas in the school where change has happened recently. The leadership team and our teaching staff have been made aware of the ACE framework through this preparatory phase of the accreditation. The broader school community has not yet had significant exposure to the process of the

re-accreditation. As we progress into the Internal Reflection process, we aim to engage the entire community in becoming familiar with the ACE model and its relevance to our goals for school improvement and student-centered learning.

3) Our engagement with the ACE Learning Protocol and model will need to be updated. The school leadership and staff have participated in some activities that support the preparatory phase of the accreditation. However, the broader goals of improving teaching and learning are a constant focus in our community and the reaccreditation will serve as a great opportunity for us as a school to reflect and grow in this regard. Since we are an IB World School, our staff regularly engages in IB training and our IB accreditation ensures alignment with IB standards and practices. Our collaboration opportunities in the Primary School and across departments in the Secondary School provide a platform for exploring key teaching strategies that foster conceptual understanding, and student-centered approaches, which align with the ACE Learning Principles. The ACE Learning Principles align well with the WIS Principles, our Guiding Statements as well as the IB Philosophy. All these are a good guideline for the school to know where the focus of our training, growth and collaboration needs to be.

4) The preparation of this report was spearheaded by our accreditation lead at WIS. Compiling the report involved all staff - teachers as well as administration staff. Staff contributed through supplying evidence and the necessary documentation to be submitted with the report. The SLT met weekly to discuss the different parts of the report and add comments and suggestions to it. The report was shared with the coordinators to get their input and before being sent to NEASC it was shared with all staff as well as the Board of Directors for final comments and suggested edits where necessary. The report should reflect a holistic understanding of the school's strengths and areas for development, and will set a strong foundation for our Internal Reflection and growth.

#### Concluding remarks by the school (optional)

WIS is committed to the continuous improvement and growth of our school, our faculty and our whole institution. Through the participation in the ACE process, we will embrace the opportunities for reflection and growth that will enhance the learning experience for all students. Being an IB World School and having recently adopted the third IB Programme (the MYP), we remain committed to progressive education and a holistic view of our institution's strengths and areas for growth. We continue to look for areas that need to adapt to the ever changing educational demands on our learners and teachers and participating in this accreditation process enables WIS to look at our learning community through the lens of excellence and growth. We recognise that there is always work to be done. Our school-wide understanding of the ACE Learning Principles and ensuring that these principles guide our day-to-day practice is an area we look forward to embarking on. The commitment of our leadership, staff, and broader school community to these values is evident, and we are confident that with focused efforts, professional development, and collaboration, we will continue to grow. Our approach to high-quality, personalised learning for all learners will continue to be a focus in our efforts to improve. We look forward to further engaging with the ACE Learning Principles and the upcoming Preparatory Visit. We want to use the Internal Reflection process as a step toward further deepening our understanding and improving our practice. By aligning our approach with our WIS Principles we aim to prepare our students to be forward-thinking, globally minded citizens who are equipped to meet the challenges of the future. We look forward to the NEASC visit and the support and guidance from the visitors. We look forward to the collaborative workshop as an opportunity to sharpen our focus and refine our approaches to education, ensuring that our efforts are both impactful and meaningful for the long-term success of our students and community. We look forward to welcoming you to our beautiful school and country in March.

# **Conclusion by Visitors**

## **Recommendation**

**Is the learning community ready to proceed to the Internal Reflection phase?**

- Yes
- No
- Conditional

**If you checked “No” or “Conditional”, please explain here.**

[Click or tap here to enter text.](#)

**If you checked “Yes”, please answer the following questions:**

**Are there any Special Considerations that NEASC-CIE should know about as we look to schedule the next phases of the school's accreditation process?**

[Click or tap here to enter text.](#)

**How many External Review Visitors -- and what, if any, areas of expertise including language proficiency -- are recommended for the eventual Visiting Team?**

(General guidelines for team size, assuming one campus: 0-200 students=3 visitors; 200-1000 students=4-5 visitors; 1000+ students=6 visitors)

[Click or tap here to enter text.](#)

### **Timing of team visit**

The External Review Visit (or Peer Evaluation Visit for CLP schools) generally occurs 12-18 months after this preparatory visit and lasts about one week. Please indicate here specific dates or weeks for the team visit that you have discussed with the school. Please note that the school's completed Reflection template is due 6 weeks before the team visit.

[Click or tap here to enter text.](#)

### **Additional comments by Visitors (optional)**

[Click or tap here to enter text.](#)

### **Acknowledgements**

[Click or tap here to enter text.](#)

### **Visitors' Names and Positions/Titles**

[Click or tap here to enter text.](#)