



Strategic Recommendations

Semester I - Academic Year 2025-2026

Document Purpose:

*This strategic paper moves beyond individual appraisal school findings to analyze systemic patterns across the Eduversal network. Based on Semester I appraisal data, it identifies a critical shift needed: from compliance-driven improvement (focusing on documentation) to learning-centered transformation (focusing on student outcomes). The document provides actionable recommendations for **network-wide initiatives**, including tiered teacher development systems, progress monitoring frameworks, and alignment with Cambridge International standards. It is intended for discussion at principal meetings and strategic planning sessions.*

Prepared by: Eduversal Academic Division

Date: December 2025

Purpose: Strategic discussion on network-wide improvement priorities based on Semester I appraisal findings and Cambridge International best practices

Executive Summary

This document presents a comprehensive analysis of the Eduversal school network based on nine school appraisal visits conducted during Semester I 2025-2026.

Beyond the operational findings in individual reports, this paper identifies **systemic patterns**, **strategic gaps**, and **transformational opportunities** that require network-level attention.

The analysis is structured around three lenses:

1. **What we observed** - Patterns from appraisal reports
2. **What we missed** - Critical areas not adequately addressed
3. **What Cambridge expects** - Alignment with international standards

Key Message: The Eduversal network has strong foundations—committed teachers, positive school cultures, and growing infrastructure. However, to achieve genuine Cambridge International standards and prepare students for global success, we must shift from **compliance-driven improvement** to **learning-centered transformation**.

Part I: Systemic Analysis of Current State

1. The Compliance vs. Improvement Paradox

1.1 What We Observed

Across all nine schools, a consistent pattern emerged:

Indicator	Prevalence	Implication
"Document exists but is not implemented."	7/9 schools	Policy-practice gap
"Verbally explained but not linked/uploaded."	6/9 schools	Documentation theater
"Program in place but not monitored"	8/9 schools	Activity without accountability
"Training conducted, but impact not measured."	9/9 schools	Input focus, not outcome focus

1.2 Root Cause Analysis

The current appraisal system inadvertently incentivizes **checklist completion** over **genuine improvement**:

Current Mental Model:

"If we have the document, we pass the appraisal."

Required Mental Model:

"If students are learning better, we are succeeding."

1.3 Strategic Recommendations

A. Redesign the Appraisal Framework

Current State	Recommended State
Binary (exists/doesn't exist)	Quality spectrum (developing → embedded → exemplary)
Point-in-time snapshot	Continuous improvement journey
Document verification	Impact verification
Compliance language	Growth language

B. Introduce Impact Metrics

For each domain, define measurable outcomes:

Domain	Current Metric	Proposed Impact Metric
Domain 1: School Development	"SDP exists."	"% of SDP goals achieved with evidence"
Domain 3: Professional Development	"PD sessions conducted"	"Observable change in classroom practice post-PD"
Domain 5: Curriculum & Assessment	"Assessment policy exists."	"Student performance trend over 3 terms"

C. Implement Progress Monitoring

- **Quarterly virtual check-ins** with each school (30 minutes)
- **Mid-year mini-review** (half-day visit, focused on priority areas)
- **Once-A-Year full appraisal** with year-over-year comparison
- **Network dashboard** showing all schools' progress on key indicators

2. The Teacher Development Crisis

2.1 The Irony We Must Address

We ask teachers to be **student-centered** in their classrooms, but we provide **teacher-centered** professional development. We expect **differentiation** for diverse learners, but we offer **one-size-fits-all** training.

2.2 Current State Analysis

Aspect	What Reports Show	What's Missing
Goal Setting	Department-level goals only	Individual teacher goals and action plans
Observations	Evaluative, judgmental tone	Coaching, developmental conversations
Peer Learning	"Happens informally"	Structured protocols, protected time
Feedback	Post-observation forms	Ongoing coaching relationships
Choice	Mandated PD topics	Teacher agency in learning
Impact	"Training conducted"	"Practice changed, students benefited."

2.3 Strategic Recommendations

A. Implement a Tiered Teacher Development System

TIER 1: Foundation (All Teachers)

- └ Core pedagogical skills
- └ Cambridge curriculum essentials
- └ English language development
- └ Safeguarding certification

TIER 2: Growth (Based on Career Stage)

- └ New Teachers (Year 1-2): Intensive mentoring, weekly observation
- └ Developing Teachers (Year 3-5): Peer collaboration, action research
- └ Experienced Teachers (Year 6+): Leadership pathways, mentoring others

TIER 3: Specialization (Based on Interest/Need)

- └— Subject expertise deepening
- └— Cambridge examiner training
- └— Leadership development
- └— Specialist roles (SEN, EAL, Gifted)

B. Transform Observation Culture

From	To
"Gotcha" moments	Growth conversations
Annual formal observation	Frequent informal visits
Written reports filed away	Actionable next steps
Observer as judge	Observer as coach
Teacher as performer	Teacher as reflective practitioner

Concrete Actions:

1. Observation frequency targets:

- New teachers: Weekly walkthrough + monthly formal
- All teachers: Bi-weekly walkthrough + termly formal
- Principals: Minimum one classroom visit per day

2. Post-observation protocol (15 minutes max):

- "What did you want students to learn?"
- "What evidence showed they learned it?"
- "What's one thing you'd do differently?"
- "What support do you need?"

3. Video self-reflection:

- Teachers record themselves quarterly.
- Self-analysis using observation rubric
- Optional sharing in department meetings

C. Establish Professional Learning Communities (PLCs)

Structure:

- **Weekly:** 45-minute department meeting (student work analysis)
- **Bi-weekly:** Cross-department PLC (pedagogical focus)
- **Monthly:** Whole-school PD (network priorities)
- **Termly:** Network-wide learning day

PLC Non-Negotiables:

1. Focus on student learning evidence
2. Collaborative (no hierarchy in the room)
3. Action-oriented (what will we try?)
4. Follow-up (did it work?)

D. Create Teacher Agency in Development

Replace: "You must attend this training" With: "Based on your goals, which of these options will help you most?"

- **PD Menu:** Each term, offer 5-6 options; teachers choose 2
- **Personal Learning Goals:** Each teacher sets two goals annually
- **Learning Budget:** Small allocation for each teacher to spend on books/courses/conferences
- **Innovation Time:** One period per week for lesson planning/collaboration/research

3. The English Language Emergency

3.1 Why This Is Critical

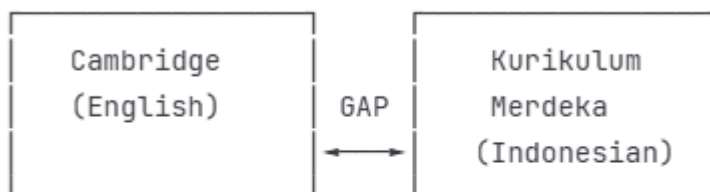
The Cambridge International curriculum is delivered in English. IGCSE and A-Level exams are in English. University applications require English proficiency. Yet across our network:

- Students lack academic English for rigorous content
- Teachers struggle with instructional English
- No systematic language development strategy exists
- "Watch YouTube" is not a language policy

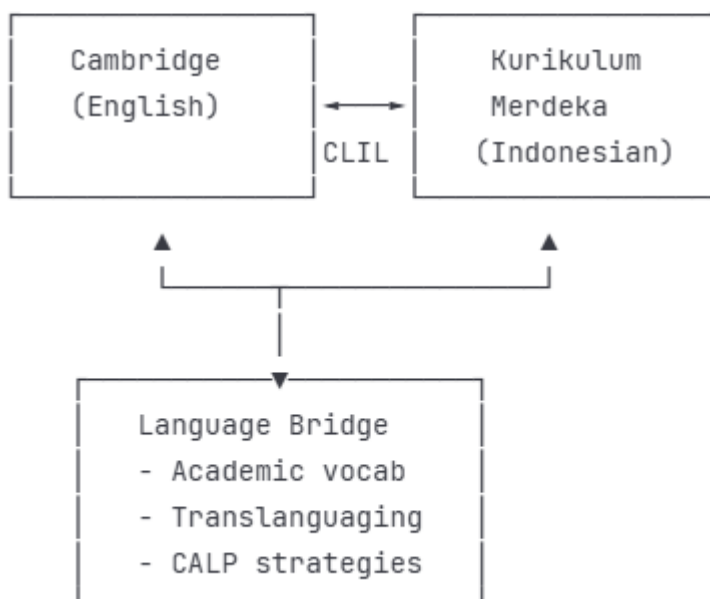
3.2 The Real Problem

We have **two curricula** (Cambridge + Kurikulum Merdeka), but **no language bridge** between them.

Current Reality:



Required Reality:



3.3 Strategic Recommendations

A. Establish Network-Wide Language Policy

Document should include:

1. **Vision:** What does bilingual proficiency look like for Eduversal graduates?
2. **Language allocation:** Which subjects in which language, by grade level
3. **Translanguaging guidelines:** When and how to use Bahasa Indonesia strategically
4. **Teacher language requirements:** Minimum proficiency standards
5. **Student language progression:** Expected milestones by grade
6. **Assessment in two languages:** How we measure bilingual development

B. Implement CLIL (Content and Language Integrated Learning)

Every lesson plan should have:

- **Content objectives:** What students will learn about the subject
- **Language objectives:** What language skills will students develop
- **Key vocabulary:** 5-10 terms with definitions, pronunciation, usage

Example for Grade 8 Science:

Content Objective: Explain the process of photosynthesis

Language Objective: Use cause-effect language (because, therefore, as a result)

Key Vocabulary: chlorophyll, glucose, carbon dioxide, oxygen, absorb, release

Language Support: Sentence frames for explanation writing

C. Create Academic Vocabulary Program

- **Subject word lists:** 200 essential terms per subject per year
- **Word walls:** In every classroom, updated weekly
- **Vocabulary routines:** 5 minutes daily in every lesson
- **Cross-curricular reinforcement:** Same words used across subjects

D. Teacher Language Development

Teacher Category	Requirement	Support Provided
New teachers	IELTS 6.0 or equivalent	Subsidized test + preparation
Current teachers	Assessment + improvement plan	Weekly English sessions
Subject leaders	IELTS 6.5+	Cambridge language courses
Leadership	IELTS 7.0+	Executive English coaching

E. Student Language Progression Framework

Grade Level	Listening	Speaking	Reading	Writing
Grade 7 Entry	A2	A2	A2	A2
Grade 9 (Pre-IGCSE)	B1	B1	B1	B1
Grade 10 (IGCSE)	B2	B1+	B2	B1+
Grade 12 (A-Level)	C1	B2	C1	B2

Assessment: Annual standardized test (suggest: Cambridge English Qualifications pathway)

4. Safeguarding: A Non-Negotiable Priority

4.1 Current Risk Assessment

Risk Factor	Status	Severity
Written policy	8/9 schools incomplete	HIGH
Staff training	Inconsistent	HIGH
Reporting procedures	Unclear	HIGH
Designated safeguarding lead	Not all schools	CRITICAL
Parent communication	Minimal	MEDIUM
Student awareness	Limited	MEDIUM

4.2 Why This Cannot Wait

1. **Moral imperative:** Children's safety is paramount
2. **Legal requirement:** Indonesian law (UU Perlindungan Anak)
3. **Cambridge requirement:** For Cambridge registration and inspection
4. **Reputational risk:** One incident can destroy a school's reputation
5. **Parent expectation:** Especially in boarding schools

4.3 Strategic Recommendations

A. Immediate Actions (Within 30 Days)

- 1. Appoint Designated Safeguarding Leads (DSLs)**
 - One per school (senior leader)
 - Backup DSL identified
 - Contact details are published to all staff and parents
- 2. Emergency training**
 - 2-hour session for all staff
 - Cover: definitions, signs, reporting procedures
 - Document attendance (mandatory, 100%)
- 3. Reporting procedures**
 - Clear flowchart created
 - Posted in staff rooms
 - Communicated to all staff in writing

B. Short-Term Actions (Within 90 Days)

- 1. Comprehensive policy development**
 - Aligned with Indonesian law
 - Aligned with Cambridge requirements
 - Reviewed by legal counsel
 - Approved by the foundation board
- 2. Full staff training program**
 - Online module (2 hours) - all staff
 - Face-to-face workshop (4 hours) - teaching staff
 - Advanced training (8 hours) - DSLs
- 3. Student safety curriculum**
 - Age-appropriate lessons on personal safety
 - Integrated into PSHE/character education
 - "Safe adults" identification
- 4. Parent communication**
 - Policy summary shared
 - How to report concerns
 - School's commitment statement

C. Ongoing Requirements

- **Annual refresher training:** All staff
- **DSL network meetings:** Termly, across Eduversal
- **Policy review:** Annual
- **Incident log review:** Termly by leadership
- **External audit:** Annual safeguarding review

D. Boarding School Additional Requirements

For schools with dormitories (Cahaya Rancamaya, EMER, Mega, Semesta):

- Enhanced supervision ratios
- Night-time safeguarding procedures
- Student well-being check-ins
- Precise boundaries for staff-student interactions
- Visitor management protocols

5. Data-Informed Decision Making

5.1 Current State

Schools are **data-rich but insight-poor**:

- Edunav collects attendance, grades, and lesson plans
- EASE provides assessment data
- Cambridge exams provide results
- But: No systematic analysis, no action from data

5.2 The Data-to-Action Gap

Current Flow:

Data Collected → Filed Away → Forgotten

Required Flow:

Data Collected → Analyzed → Discussed → Actions Identified → Implemented → Evaluated

5.3 Strategic Recommendations

A. Establish Data Rhythm

Frequency	Activity	Participants	Focus
Weekly	Department data review	HoD + teachers	Student progress, intervention needs
Monthly	Leadership data meeting	Principal + coordinators	School-wide trends, resource allocation
Termly	Board data presentation	Leadership + foundation	Strategic progress, network comparison
Annually	Deep data analysis	All stakeholders	Year review, next year planning

B. Define Key Performance Indicators

Network-Level KPIs (compare across schools):

Category	KPI	Target
Academic	EASE average score	>70%
Academic	Cambridge exam pass rate	>90%
Academic	A*-C rate in Cambridge	>60%
Engagement	Student attendance	>95%
Engagement	Teacher attendance	>97%
Development	Teacher observation score	>3.5/5
Development	PD completion rate	100%
Safety	Safeguarding training completion	100%
Admin	Lesson plan submission rate	100%
Admin	Gradebook completion	100%

School-Level KPIs (track over time):

- Student progress from baseline
- Value-added measures
- Student/parent satisfaction
- Staff retention rate

C. Create Data Dashboards

Each school should have a simple visual dashboard showing:

- Traffic light status for each KPI
- Trend arrows (improving/declining)
- Comparison to network average
- Comparison to the previous term

D. Train Leaders in Data Use

- **Workshop:** "Data-informed leadership" for all principals
- **Protocol:** How to run a data meeting
- **Templates:** Standard analysis formats
- **Coaching:** Support for principals in interpreting data

Part II: What Cambridge Expects (And We're Missing)

6. Cambridge International Standards Gap Analysis

6.1 Cambridge School Self-Evaluation Framework

Cambridge expects schools to evaluate themselves against these standards:

Standard	Cambridge Expectation	Current Eduversal Status
1. Curriculum	Coherent, progressive, documented	Partial - documentation varies
2. Teaching & Learning	Active, engaging, differentiated	Weak - mostly teacher-centered
3. Assessment	Varied, diagnostic, formative + summative	Partial - summative dominant
4. Leadership	Strategic, distributed, accountable	Developing
5. Staffing	Qualified, developed, supported	Variable across schools
6. Resources	Adequate, accessible, utilized	Adequate but underutilized
7. Environment	Safe, inclusive, stimulating	Generally good
8. Partnerships	Parents, community, Cambridge	Weak parent partnership

6.2 Critical Gaps Not Addressed in Current Appraisals

A. Curriculum Coherence and Progression

What Cambridge expects:

- Vertical alignment:
Clear progression from Primary → Lower Secondary → IGCSE → A-Level
- Horizontal alignment: Connections across subjects at each level
- Documented schemes of work with skills progression

What we're missing:

- No network-wide curriculum mapping
- No documented skills progression
- Limited cross-curricular planning
- The gap between the Kurikulum Merdeka and the Cambridge content

Recommendation:

- Create **curriculum maps** for each subject showing progression
- Identify **integration points** between the national and Cambridge curricula
- Develop **transition documents** for key stages (Primary→Secondary, Lower→Upper)

B. Assessment FOR Learning (Not Just OF Learning)

What Cambridge expects:

- Formative assessment is embedded in every lesson
- Students understand success criteria
- Students receive actionable feedback
- Students involved in self and peer assessment
- Assessment data informs teaching

What we're missing:

- Formative assessment is "informal" or absent
- Success criteria are rarely shared with students
- Feedback is grades, not guidance
- Student self-assessment not systematic
- Data collected but not used

Recommendation:

- Train all teachers in **Assessment for Learning (AfL)** strategies
- Mandate **success criteria** in every lesson
- Implement **feedback protocols** (2 stars and a wish, etc.)
- Introduce **student self-assessment** routines
- Create **assessment calendars** balancing formative and summative

C. Differentiation and Inclusion

What Cambridge expects:

- All learners are challenged and supported appropriately
- Gifted students extended
- Struggling students scaffolded
- SEN students accommodated
- EAL students supported

What we're missing:

- The "One lesson fits all" approach is dominant
- Advanced students given "more work," not "different work."
- Limited SEN identification and support
- No formal gifted program
- EAL support ad hoc

Recommendation:

- **SEN Coordinator** appointment in each school
- **Gifted and Talented register** and program
- **Differentiation training** for all teachers
- **Learning support assistants** for students with diagnosed needs
- **IEPs (Individual Education Plans)** for students requiring them

D. Student Agency and Voice

What Cambridge expects:

- Students take ownership of learning
- Student leadership opportunities
- Student feedback sought and acted upon
- Student-led conferences
- Metacognition developed

What we're missing:

- Students passive recipients
- Limited leadership beyond OSIS
- Student voice not systematically gathered
- No student-led conferences
- Metacognition not explicitly taught

Recommendation:

- Implement **Student-Led Conferences** (pilot in select schools)
- Create a **Student Council** with real influence
- Conduct **Student perception surveys** annually
- Teach **learning-to-learn skills** explicitly
- Increase **choice** in assignments and learning paths

E. Parent Partnership

What Cambridge expects:

- Parents as partners in learning
- Regular, meaningful communication
- Parent education opportunities
- Parent involvement in school life
- Clear reporting of progress

What we're missing:

- Communication mainly administrative
- Parent meetings infrequent
- No parent education programs
- Limited involvement opportunities
- Reports focus on grades, not learning

Recommendation:

- **Parent workshops:** "How to support learning at home."
- **Regular updates:** Weekly/bi-weekly learning summaries
- **Parent portal:** Access to real-time information
- **Involvement opportunities:** Reading volunteers, career talks, etc.
- **Three-way conferences:** Student-parent-teacher

7. Cambridge Learner Attributes: Are We Developing Them?

7.1 The Cambridge Learner Attributes

Cambridge International explicitly states that their programs develop:

1. **Confident** - secure in their knowledge, willing to try new things
2. **Responsible** - for themselves, responsive to others
3. **Reflective** - develop and improve their learning
4. **Innovative** - creative, equipped for new challenges
5. **Engaged** - intellectually and socially ready to participate

7.2 Honest Assessment

Attribute	Evidence in Current Practice	Gap
Confident	Students are often hesitant to participate	High
Responsible	Behavior is good, but ownership of learning is low	Medium
Reflective	Minimal self-reflection opportunities	High
Innovative	Some STEAM projects, but creativity not systematized	High
Engaged	Strong in co-curricular, weak in academic engagement	Medium

7.3 Recommendations

Make Attributes Visible:

- Display in every classroom
- Reference in lesson objectives ("Today we'll be innovative by...")
- Include in report cards
- Recognize in assemblies

Embed in Practice:

- **Confident:** Increase student presentations, speaking opportunities
- **Responsible:** Student-led projects, peer tutoring, service learning
- **Reflective:** Learning journals, self-assessment, goal setting
- **Innovative:** Design challenges, open-ended problems, maker activities
- **Engaged:** Student choice, real-world connections, inquiry learning

Assess and Report:

- Termly self-assessment against attributes
- Teacher feedback on attribute development
- Portfolio evidence of attributes
- Parent reporting includes attributes

8. Cambridge Professional Development Pathway

8.1 What Cambridge Offers

Cambridge provides extensive PD opportunities that are **underutilized** in our network:

Program	Description	Current Utilization
Introductory courses	Free, online, self-paced	Low awareness
Cambridge Enrichment	Subject-specific training	Occasional
Cambridge PDQ	Formal PD qualification	Very limited
Cambridge Network	Online community, resources	Not utilized
Exam preparation workshops	Annual, regional	Some attendance
Cambridge Outstanding Learner Awards	Student recognition	Not participated

8.2 Recommendations

A. Mandatory Cambridge Training Pathway

Year	Requirement
Year 1	Complete two introductory courses
Year 2	Attend 1 Cambridge workshop
Year 3	Begin Cambridge PDQ
Year 4+	Advanced specialization or mentoring

B. Cambridge PDQ Target

- Within 3 years: 50% of teachers enrolled in PDQ
- Within 5 years: 30% of teachers PDQ certified
- All HoDs: PDQ certified within 2 years

C. Examiner Engagement

- Identify potential examiners in each school
- Support the application process
- Allow time for marking
- Share insights with the department

D. Cambridge Resources Utilization

- **Teacher Support:** Schemes of work, lesson plans, resources
- **School Support Hub:** Past papers, mark schemes, reports
- **Cambridge GO:** Digital resources for students
- **Community:** Forums, networking, idea sharing

Current status: Many teachers are unaware that these exist

Action: Training session on Cambridge resources for all teachers

Part III: Transformational Opportunities

9. Network Synergy: Our Untapped Advantage

9.1 The Missed Opportunity

We have 15+ schools with hundreds of teachers, but each school reinvents the wheel:

- Same lesson plans created separately
- Same challenges faced alone
- Same solutions discovered independently
- Best practices stay hidden

9.2 Network Learning Strategy

A. Cross-School Teacher Exchange

Program	Description	Frequency
Teaching Swap	Teacher teaches in another school for 1 week	Annual
Shadow Day	Teacher observes peer in another school	Termly
Department Link	Departments from 2 schools collaborate	Monthly virtual
Expert Visit	Strong teacher visits struggling school	As needed

B. Network Resource Library

Shared digital repository containing:

- **Lesson plans:** Tagged by subject, grade, topic
- **Assessments:** Unit tests, mock exams
- **Resources:** Worksheets, presentations, videos
- **Best practices:** Documented successful approaches
- **Student work:** Exemplars for moderation

Platform: Google Drive with clear organization (or dedicated LMS)

C. Network Learning Events

Event	Timing	Content
Network PD Day	Start of each semester	Common training priorities
Subject Conferences	Once per year	Deep dive per subject
Leadership Retreat	Once per year	Strategic planning
Innovation Showcase	End of year	Schools share successes

D. Principal Network

- **Monthly virtual meeting:** Share challenges, solutions
- **Peer coaching pairs:** Principals support each other
- **Principal shadowing:** New principals observe experienced ones
- **Shared protocols:** Common approaches to common issues

9.3 Quick Wins for Semester II

1. Create a shared **EASE preparation materials** folder
2. Establish **WhatsApp groups** by subject (HoDs across schools)
3. Schedule **one cross-school observation** per department
4. Hold **one network PD session** on a common priority

10. The Graduate Profile: Our North Star

10.1 The Missing Piece

Currently, each domain and expectation stands alone.

There's no unifying vision of **what we're trying to produce**.

Question: What should an Eduversal graduate look like?

10.2 Proposed Eduversal Graduate Profile

An Eduversal graduate is:

EDUVERSAL GRADUATE



GLOBALLY COMPETENT

- Bilingual (English + Indonesian)
- Internationally minded
- Culturally aware
- Cambridge qualified



ISLAMICALLY GROUNDED

- Strong in faith and practice
- Ethical decision-maker
- Servant leader
- Respectful of diversity



ACADEMICALLY EXCELLENT

- Critical thinker
- Problem solver
- Effective communicator
- Lifelong learner



SOCIALLY RESPONSIBLE

- Collaborative team member
- Community contributor
- Environmental steward
- Compassionate citizen



FUTURE READY

- Digitally fluent
- Adaptable and resilient
- Creative and innovative
- Self-directed

10.3 Operationalizing the Graduate Profile

Every school should:

1. **Display it prominently:** Entrance, classrooms, website
2. **Reference in planning:** "How does this lesson develop [attribute]?"
3. **Assess against it:** Report cards include graduate attributes
4. **Celebrate it:** Assemblies recognize attribute demonstration
5. **Involve students:** Students set goals related to attributes

Every Eduversal initiative should answer the question: **"How does this help develop our graduate profile?"**

11. Islamic Education Integration

11.1 Current State

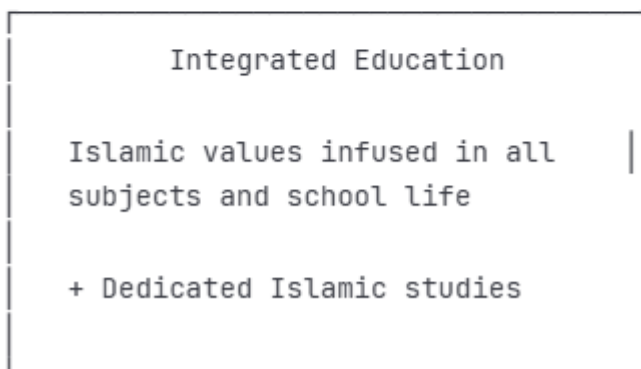
Islamic programs exist (Tahsin, Tahfizh, Kajian, Arabic) but are often **parallel** to academic programs rather than **integrated**.

11.2 Vision: Integrated Islamic-Academic Education

Current Model:



Integrated Model:



11.3 Recommendations

A. Islamic Values in Academic Subjects

Subject	Integration Examples
Science	Signs of Allah in creation, Islamic scholars' contributions
Mathematics	Islamic geometric patterns, zakat calculations
English	Islamic literature, character development texts
Social Studies	Islamic history, Muslim contributions to civilization
STEAM	Sustainable development (Khalifah concept), ethical innovation

B. Arabic Language Strategy

Arabic is currently weak across the network. Recommendations:

- **Needs assessment:** Determine realistic goals (classical Arabic vs. modern standard)
- **Progressive curriculum:** Clear scope and sequence
- **Immersion opportunities:** Arabic-speaking zones, activities
- **External partnerships:** Language institutions for intensive programs
- **Teacher development:** Arabic language training for non-specialists

C. Tahfizh Program Enhancement

- **Clear targets:** By grade level, achievable milestones
- **Documentation:** Video verification, digital tracking
- **Recognition:** Certificates, celebrations
- **Support:** Additional time for those behind, enrichment for those ahead
- **Quality assurance:** Certified teachers, consistent methodology

12. Implementation Roadmap

12.1 Priority Matrix

Initiative	Impact	Effort	Priority
Safeguarding implementation	Critical	Medium	● IMMEDIATE
English language strategy	High	High	● Q1
Teacher observation system	High	Medium	● Q1-Q2
Data dashboard creation	High	Medium	● Q1-Q2
Network resource library	Medium	Low	● Q2
Graduate profile launch	High	Low	● Q2
Cambridge PD pathway	High	High	● Q2-Q3
SEN/Differentiation training	High	High	● Q2-Q3
Student voice systems	Medium	Medium	● Q3
Parent Partnership Program	Medium	Medium	● Q3-Q4
Curriculum mapping	High	High	● Q3-Q4
Cross-school exchange	Medium	Medium	● Q4

12.2 Semester II 2025-2026 Focus

MUST DO (Non-negotiable):

1. ☒ Safeguarding policy complete and training delivered in all schools
2. ☒ Establish network KPIs and begin tracking
3. ☒ Launch improved observation system with coaching focus

SHOULD DO (High priority):

1. English language policy drafted
2. Network resource sharing began
3. Graduate profile created and communicated

COULD DO (If capacity allows):

1. Pilot student-led conferences
2. Begin Cambridge PDQ enrollment
3. Cross-school observation visits

12.3 Success Indicators for End of 2025-2026

Indicator	Target
Safeguarding training completion	100% staff
Lesson plan submission rate	>95%
Formal observation completion	100% teachers observed
EASE score improvement	+5% from baseline
Cambridge exam pass rate	>85%
Teacher satisfaction	>80% positive
Student attendance	>95%

13. Discussion Questions for Principal Meeting

1. **Safeguarding:** What support do you need to implement the policy within 30 days?
2. **English Language:** What are the most significant barriers to English proficiency in your school? What would help most?
3. **Teacher Development:** How can we shift from compliance-focused to growth-focused observation?
4. **Data:** What data would be most useful for your decision-making? What's stopping you from using data now?
5. **Network:** What would you most like to learn from other Eduversal schools? What could you share?
6. **Graduate Profile:** Does the proposed profile resonate? What's missing?
7. **Resources:** If you had one additional resource (person, training, material), what would make the most significant difference?
8. **Challenges:** What's your biggest challenge that we haven't discussed today?

Appendix A:

Recommended Reading and Resources

For School Leaders

- *Visible Learning for Teachers* - John Hattie
- *The Principal: Three Keys to Maximizing Impact* - Michael Fullan
- *Leaders of Learning* - DuFour & Marzano
- *Keeping Children Safe in Education* (UK guidance, applicable principles)

For Teaching & Learning

- *Teach Like a Champion* - Doug Lemov
- *Embedded Formative Assessment* - Dylan Wiliam
- *The Differentiated Classroom* - Carol Ann Tomlinson
- *The Classroom Experiment* (BBC Documentary)

For Cambridge Schools

- Cambridge International Handbook
- Cambridge Teacher Support Portal resources
- Cambridge PDQ program materials

For English Language Development

- *Teaching English Language Learners* - Sonia Nieto
- *CLIL: Content and Language Integrated Learning* - Coyle, Hood, Marsh
- British Council CLIL resources

Appendix B:

Domain Alignment with Cambridge Standards

Eduversal Domain	Cambridge Standard	Key Alignment Points
Domain 1: School Development	Standard 4: Leadership	Strategic planning, goal setting
Domain 2: Management & Leadership	Standards 4, 5	Safeguarding, staffing, policies
Domain 3: Departments & PD	Standard 5: Staffing	Teacher development, collaboration
Domain 4: Olympiad & EdTech	Standard 6: Resources	Technology, enrichment
Domain 5: Curriculum & Assessment	Standards 1, 2, 3	Curriculum, teaching, assessment

Document Control

This document is intended to guide strategic discussion and decision-making. It should be reviewed and updated based on feedback from school leaders and evolving priorities.

Next Steps:

1. Distribute to all principals 1 week before the meeting
2. Request written feedback on priorities
3. Use meeting time for discussion, not presentation
4. Document decisions and action items
5. Follow up monthly on progress