

Using the CIS International Accreditation Framework to Challenge Good Schools

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Shaping the future of international education



OUR MISSION

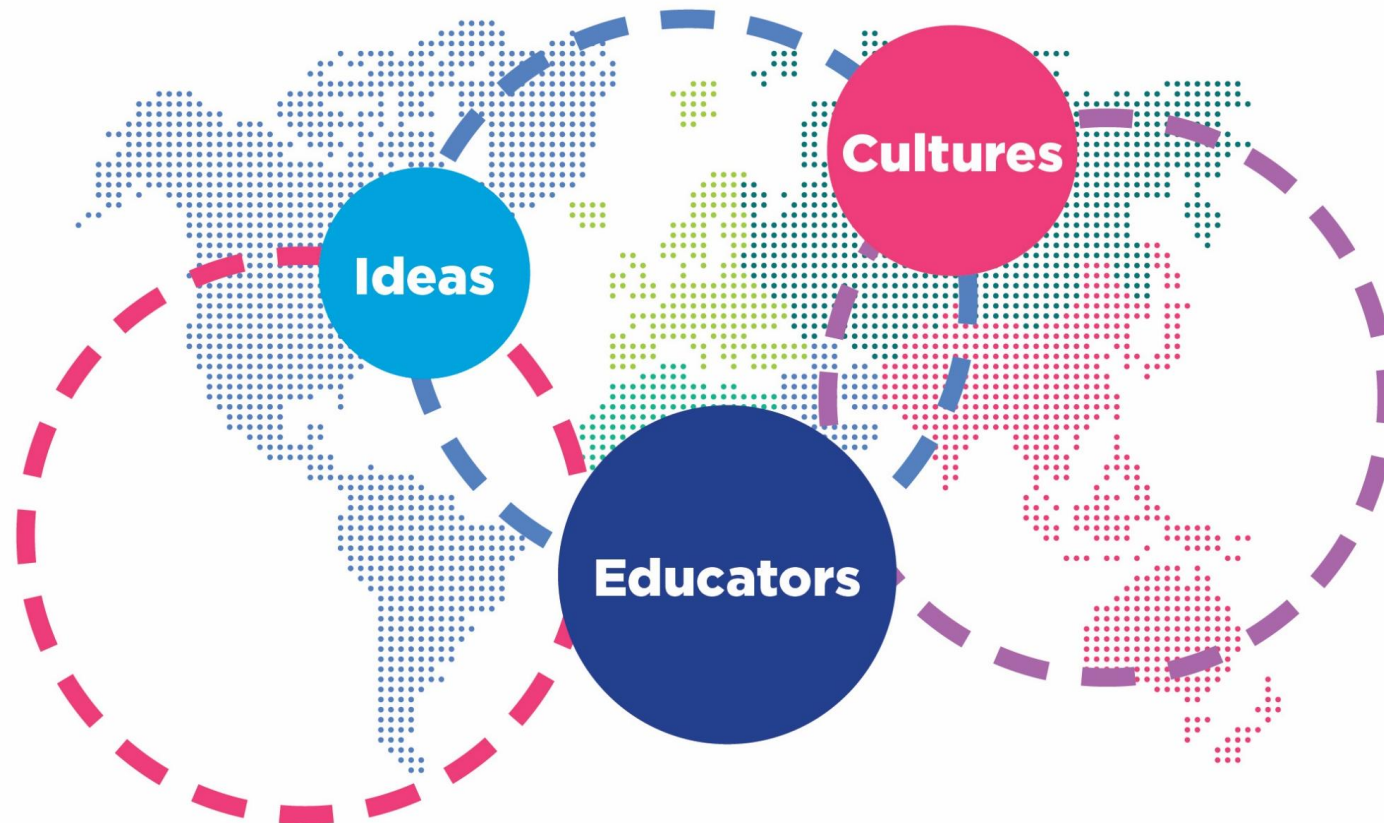
CIS is a membership community working collaboratively to shape international education through professional services to schools, higher education institutions, and individuals.



OUR VISION

The CIS vision is to inspire the development of global citizens through high quality international education: connecting ideas, cultures and educators from every corner of the world.

Our Membership Community includes 1354 Schools & Universities





Our Organisational Values

We provide **LEADERSHIP**.

We **CHALLENGE** ourselves and others.

We are **PRINCIPLED**.

We value **DIVERSITY**.

What is CIS International Accreditation?



- Standards-based evaluation process
- Value-added process
- Climate of self-renewal and reflection,
not an inspection
- Curriculum neutral

Four Driving Ideas Integrated into Standards and Process

Purpose & Direction



Turning Point School
United States

Student Learning



Discovery College
Hong Kong

Student Well-being



Hisar School
Turkey

Global Citizenship



King's Academy
Jordan



COUNCIL OF
INTERNATIONAL
SCHOOLS



CIS International Accreditation Protocol

Domains

Key Definitions within the Framework

Preparatory evaluation

A3i. The school has created an engaging and contextually appropriate definition of global citizenship to guide its practice.

Key Definitions within the Framework

Team evaluation

C1i. A clearly articulated vision of high-quality learning is used in curriculum planning for each age group, which enables teachers to create engaging and suitably challenging learning activities for all students

Key Definitions within the Framework

Preparatory evaluation

C3iii. The school has defined digital citizenship and has shared age-appropriate expectations with the students, which inform the nature of their learning with technology.

Rubric

D1 Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

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

Future Aspirations

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D1ii. To what extent are teachers provided with ongoing professional learning opportunities, resources, and support to create high-quality learning experiences and environments for their students?

D1iii. How can teachers innovate, generate, and/or refine pedagogical approaches to ensure that they are effective for all students?

D1iv. To what extent is student agency used to improve access, engagement, and challenge?

Thank you!



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