

School Name:	British International School Istanbul
Date of Completion of the Visiting Team Components:	February 7, 2013

The Reporting Booklet

for

THE CONCLUDING STATEMENTS

(for completion by Visiting Teams only)

**First Component - THE COMPILED LIST OF MAJOR
COMMENDATIONS AND RECOMMENDATIONS**

Second Component – THE CONCLUDING STATEMENT

Third Component- THE LIST OF TEAM MEMBERS

FIRST COMPONENT: THE COMPILED LIST OF MAJOR COMMENDATIONS AND RECOMMENDATIONS

The team should insert, using the headings below, its compiled list of the major commendations and recommendations chosen by the whole Visiting Team at its final full meeting.

The points chosen for inclusion here should be taken verbatim (both text and reference number) from the Significant Commendations / Recommendations in various Sections of the Report and listed under the following headings. The number of Major Commendations / Recommendations under each Section heading may be one, more than one, or none.

Major Commendations:

1. School Guiding Statements

1. The SLT and staff for their celebration and development of internationalism/interculturalism through the Mother Tongue programme, their field trips, integration within the curriculum, and many other activities designed to promote these concepts in an authentic and relevant context.

2. Teaching and Learning

1. The teachers for cultivating a creative, caring and supportive learning environment that aligns with the Guiding Statements and the teaching and learning policies.
2. The KS1 team for ensuring that students acquire and develop emotional and social skills that will enable them to become lifelong learners.
3. The Primary teachers for their involvement in peer coaching as a form of in-house, collegial professional development.
4. The ESL team for its flexibility in providing additional support to students for whom English is not their native language.
5. The SLT and ICT team for the recent update to ICT resources, including installing a back-up server, replacing some of the oldest classroom computers and adding projectors to all classrooms.
6. The KS1 team for reflecting on the needs of its students and adapting the curriculum to meet their needs.
7. The KS2 teachers and teaching assistants for working together to meet the needs of the students in flexible and creative ways.

8. The SLT, faculty, and staff for the observed appreciation and celebration of the cultural richness and diversity of their community.
9. The SLT for providing a wide variety of subject choice for a relatively small population.
10. The teachers for the alignment between the written curriculum, what is taught, and student learning.
11. The MLT for the development of thorough departmental handbooks that are periodically reviewed and updated.
12. The SLT, MLT and the teachers for the scope and frequency of the overall reporting system.

13. Governance and Leadership

1. The Board of Governors for providing stability and a forward-looking Vision that ensures continuity of an educational programme consistent with the school Guiding Statements.
2. The Board for the open, healthy and respectful relationship between the Board and the SLT.
3. The Board and the SLT for the extensive work done on the development of the policies and procedures.

4. Faculty and Support Staff

1. The faculty and staff for the dedication to their professions.
2. The teachers for proactively working with each other to share and develop skills in their school.

3. Access to Learning

4. The SLT for creating a climate of shared leadership and commitment that allows different parts of the school the autonomy to develop and trial new ideas and practices.
5. The SEN team for its knowledge of the students and its commitment to meeting the students' needs.
6. The ESL teachers for their commitment to meeting students' needs in a variety of flexible and responsive ways.

7. School Culture and Partnerships for Learning

1. The students for embodying the school's Guiding Statements, having pride in their diverse community, and for celebrating the culture of their school.

2. The SLT for its commitment to sharing information with the whole school community either through print, electronic media or through face-to-face meetings.
3. Both of the PTA bodies for working together collaboratively, and for their proactive role in supporting and bringing together the school community through their many initiatives.

4. Operational Systems

1. The SLT for creating effective measures to address multiple emergency situations.
2. The students, teachers and staff for the efficient, orderly and calm manner in which evacuation drills took place at all campuses.
3. The entire school community for fostering and encouraging environmentally responsible practices.
4. The whole school community for the immaculate and well-maintained campuses in which people take pride.

Major Recommendations:

1. School Guiding Statements

1. The SLT introduces effective monitoring procedures to ensure that all staff have a common understanding of how the Guiding Statements influence and guide all school activities, including teaching and learning, so that it continues to become an integral and visible part of the school culture.

2. Teaching and Learning

1. The SLT ensures that there is an explicit link between professional development and the Performance Management appraisal system.
2. The SLT ensures that in order to strengthen vertical and horizontal curriculum articulation, a viable collaborative structure be established in the KS1 and KS2 teams that includes teachers from all campuses.
3. The SLT and MLT ensure that technology and media resources are sufficient to meet the growing needs of KS1 teachers and students.
4. The SLT ensures the involvement of Library/Media personnel in support of curriculum development and teaching and learning.
5. The KS1 team continues to develop its focus on using formative assessment data to inform teaching and learning.
6. The KS1 MLT creates a curriculum review cycle.
7. The KS2 MLT and teachers continue to work collaboratively to develop more coherent articulated curriculum documentation that clearly follows a standardized format.
8. The KS3 team ensures that the curriculum documentation includes references to methodology, teaching materials and resources.
9. The KS3 Coordinator finds time for teachers to meet to further address cross-curricular content areas in order to further strengthen horizontal links between subjects.
10. The SLT ensures that professional development opportunities reflect teachers' needs.
11. The SLT ensures that the students and teachers have access to sufficient varied information communication technology including online databases for research.
12. The SLT ensures that there is adequate collaborative planning time.
13. The SLT recognizes and utilizes the talents and expertise of teachers for in-house professional development such as peer coaching.

14. The KS5 MLT monitors the process of curriculum development by departments to ensure that the comprehensive schemes of work are developed and published by all departments.
15. The Director of Studies, in collaboration with the KS5 team, prepares an annual action plan to present to the SLT, based on the analysis of external exam results.
16. The KS5 SMT ensures that all KS5 teachers use ManageBac to monitor students' progress and provide the students with the feedback on the assessment results.
17. The SLT and MLT make differentiation a priority in their planning in order to meet the needs of their students.
18. All departments continue to identify and pursue opportunities for subject relevant, authentic learning through links between subjects and the local culture.
19. The SLT explores the possibility of non-teaching staff having access to continuous PD.
20. The Board and SLT review budget and resources for ICT to support teachers in their efforts to use varied methods, materials and technology to address individual student needs, abilities and learning styles.
21. The MLT and teachers continue to explore, share, improve, document and monitor the many ways they assess students.

22. Governance and Leadership

1. The Board and the SLT continue to explore possible solutions for centralizing school data from the different campuses in an attempt to ensure a smoother and more secure flow of information and record keeping.
2. The Board explores ways to ensure that the admissions process comes under the mandate of the school Directors.
3. The SLT and the MLT work on a process of consolidation of handbooks and policies, where necessary.
4. The Board continues to ensure that the financial planning for the school supports all the plans for expansion and growth.

5. Faculty and Support Staff

1. The SLT ensures that performance appraisal is undertaken in a timely and comprehensive manner by all appraisers and, where necessary, provides appraisers with the PD necessary for them to complete the task.
2. The SLT ensures that they, and the MLT, are fully performance appraised.
3. The SLT introduces a transparent process that explains how the PD budget is allocated.

4. The Board and SLT, in the light of the strong opinions expressed in this report, discuss the level of funding made available for PD within the school.

5. Access to Learning

None

6. School Culture and Partnerships for Learning

1. The MLT works with the PTA and contacts available through the broader parent body to build partnerships with external agencies in order to enhance students learning on and off the campus.

2. Operational Systems

1. The Board ensures that the school Directors receive regular financial reports which will facilitate regular review and planning.
2. The Board proceeds with its plan to run an annual external audit for the school.
3. The SLT provides more storage and learning space suitable in size and layout for the ages, number and needs of the students.
4. The SLT finds a healthier more secure way of transporting food between campuses.
5. The Board and SLT ensure the creation of proper food storage (refrigerators/cold room/etc.) at Zek.

SECOND COMPONENT: CONCLUDING COMMENTS

The team should now record concisely:

1. the essential features of the team's view of the school

The VT was impressed with the quality and honesty of the Self Study. The VT noted the changes instituted by the school after the Self Study was completed and the Surveys were conducted. Also, the school has recognized issues that continue to need improvement, and many of these items are included in the Strategic Plan (2012-16) and School Development Plans.

The school is on firm financial footing, and the Team took note of the 2006 building of the Zek campus (and new Secondary building in 2011) and there is no outstanding debt. The VT found a modern, extremely well-maintained school where students participate and are active learners. Teachers are caring, deliver a rigorous curriculum, and are genuinely interested in facilitating learning.

2. overall comments on the visit

This was an excellent Visit, and every day went smoothly, according to the schedule. The entire school community was open and honest and very welcoming. All aspects of the school were open to us, and there was a genuine effort to show the school in its best light. Work was conducted at the school and at the hotel workroom, and transportation between the hotel and campuses was very efficient. The Team was most diligent, and the work was completed by Thursday night.

3. the extent to which the school is driven by its mission and led by its vision

This school's Guiding Statements are more than words posted on walls; the school community lives them every day. This was evidenced by the positive energy on the campuses and through meetings and discussions with members of the school community. Teachers take great pride in the school, in their classes, and in the success of their students.

4. the extent to which the school is committed to the promotion of internationalism/interculturalism

This is indeed an international school with an international student body (55 nationalities), an international-minded group of teachers, and there is a clear ethos of international cooperation and respect for cultures. As much as there are differences, the school tries to promote similarities. The curriculum is infused with international/intercultural ideas, and many teachers actively utilize the host country and international composition of the classes. There are examples of student work from many countries throughout the school.

5. the extent to which the school is focused on student learning and well being

The programmes at BISI are rigorous, and there are good exam results. It was recognized by the VT that students take learning very seriously, and it was voiced in two instances that “learning is cool at BISI!” It was echoed many times that students feel a very real sense of home at BISI, and they feel respected and cared for. Students are very polite and respect each other and their teachers. There is a sense of well-being, the schools are orderly and calm. A real sense of safety among students, teachers and support staff was in evidence during the evacuation drill that indicated much practice and confidence.

6. some concluding advice and encouragement

In numerous meetings, it was expressed that the school has a desire to keep moving forward, and that Accreditation is a great way to accomplish this. The school should continue on its path of continuous improvement that it has identified for itself. It should continue to live its ethos of internationalism/interculturalism and never lose the passion that so many have for educating young people. The school community should take the reports when they are sent by the respective agencies and use them as constructive guides for moving forward.

7. thanks to the school and the Visiting Team.

The Chair and Co-Chair wish to thank the VT for giving so much of their time and energy this week to serve on this Team in Istanbul. This was a very talented group of educators who worked harmoniously together, and many Team members quickly jumped in to assist others when they needed further information or assistance. To work with this Team was a joy!

The VT wishes to convey our thanks to all members of BISI for welcoming us into the school this week. The Team was treated very cordially. Teachers were welcoming, and students were very respectful in all cases. Many students were prepared for our Visit, understood the reasons for our presence in their school this week, and talked openly with Team members.

The VT wishes to thank the parents for their active participation in the life of the school. The group is supportive of the school, and this was recognized by the Team.

The Team also wishes to thank the Board for the kind hospitality extended to us this week in Istanbul. The accommodations at the hotel were fine indeed, and the workroom was well equipped and comfortable. All members of the Team appreciated the efforts to make our stay comfortable.

The concluding statement should, wherever possible, encourage the school to continue to see the accreditation process as a positive vehicle for further school improvement.

Note: No hint as to the Team's overall recommendation with regard to accreditation should be included here, or anywhere else in the Team Report. [The overall recommendation with respect to accreditation should be submitted to the accrediting agency / agencies as a separate document, not as part of the Team Report itself. The school should not be informed of this overall recommendation.]

Please write Concluding Comments here:

The Team decision was made Thursday night when the report was mostly finalized. The report was finalized on Friday, 7 February for formatting by the Chair and Secretary. Minor editing for consistency took place by the Chair and Co-Chair via email.

THIRD COMPONENT: LIST OF TEAM MEMBERS

Please do not indicate which members of the team drafted which sections of the overall report. This is because the report should be the result of a whole-team effort and a consensus document.

Name, School and Position of Team Member	Agency Represented
Team Chair: Kathy Khayatt, Advanced Learning Schools, Principal	CIS
Team Co-Chair: William McIntyre, Nashua Community College, Director, Learning Resource Center	NEASC
Derick Andrews Davids, Bangalore International School, Facility Manager	NEASC
Joel Llaban, Jr., International School of Beijing, Classroom Teacher	NEASC
Leigh Alice Doherty, International School of Boston, Lower School Director	NEASC
Igor Romanovich Guralnik, MIRAS International School, Almaty, DP Coordinator, Physics and Maths Classroom Teacher	NEASC

Zeynep Dincer, Amman Bacculaureate School, PYP Coordinator	CIS
Martin Thompson, International Academy Amman, Secondary Principal and IB DP Coordinator	CIS
Janice Boucher, Inter-Community School, Zurich, Deputy Primary Principal	CIS
Lisa Roy, Berlin Brandenburg International School, PYP Coordinator and Music Teacher	CIS
Joanne Churchill, TASIS England, Middle School English and Health Teacher	CIS
Christy Clabots, CIS, Leadership Team Executive Assistant	CIS