



NEASC Internal Reflection 2020 - 2021
Learning Principle 8
Governance and Leadership for
Learning

ENGAGE INSPIRE **INNOVATE** CREATING A BETTER WORLD THROUGH EDUCATION

Learning Principle 8: Governance and Leadership for Learning

Governance, leadership, and management support, embody, and promote the organization's intended learning Impacts, norms and values.

Judgment for Governance, Leadership & Management:

VIPS Learning Communities are Working on it... (Building; establishing the 'how')
We have made greater progress in some aspects of this phase than in others.



Future Design: Where do we want to be? What will our learners be doing?

March 2020 to date

Our learners will:

1. experience high quality education and improved outcomes, as a result of effective stewardship which promotes and fosters our learning communities educational and operational health;
2. engage and collaborate effectively with the Leadership and Governance on school improvement decision making.



Future Design: Where do we want to be? What will our learners be doing?

Pre-Covid, prior to March 2020

Our Governance will:

1. include representation from all stakeholders;
2. consistently seek and thoughtfully consider stakeholders' views and, in turn, gain comprehensive and accurate knowledge about VIPS;
3. systematically and effectively monitor the school's actions and hold senior leadership accountable for the quality of the school's performance, including student outcomes;
4. exert a very positive influence on the school's leadership and direction, based on ethical principles;
5. ensure that the school is well staffed and resourced;
6. serve as a highly effective and constructive critic for the school, having a positive impact on the overall effectiveness of the school.



Future Design: Where do we want to be? What will our learners be doing?

Pre-Covid, prior to March 2020

Our Leadership will:

1. set a very clear strategic direction and promote a bold vision that is shared by the whole school community;
2. be highly committed to the UAE national and Emirate priorities;
3. ensure a fully inclusive school;
4. demonstrate thorough knowledge of the curriculum and best practices in teaching, learning and assessment;
5. be focused on optimizing student achievement via a 'growth-mindset' culture;
6. demonstrate clear and accurate understanding of what needs to be done to innovate and improve the school;
7. be very effective in anticipating and addressing potential barriers to sustained improvement;
8. build leadership capacity to oversee and ensure the school's commitment to high-quality education and its continued improvement, with a main focus on students' outcomes;



Future Design: Where do we want to be? What will our learners be doing?

Pre-Covid, prior to March 2020

Our Management will:

1. ensure that all aspects of the day-to-day management of the school are well organized, impacting positively on students' outcomes;
2. ensure the school is appropriately staffed to fulfill our vision and mission while modeling our core values;
3. ensure performance development and CPD opportunities match and meet the school's priorities;
4. ensure the premises and learning environments are of high quality, with a range of specialist facilities for all to access.



The Current Reality: Where are we now? What are our learners currently doing?

March 2020 to date

- Our governance, the Board of Trustees, has further developed its policies and processes to ensure accurate accountability for the school's outcomes and performance.
- The Board consistently seeks and considers all stakeholders' views and, consequently, gains in-depth knowledge about the school.
- Stakeholder information is regularly reviewed with the school's senior leadership. As a result, feedback leads to informed, responsive and sustainable decision making.
- The Board holds senior leaders to account for both performance and quality, including the achievements and personal development of all students.
- The Board actively supports school leaders and is influential in its commitment to school improvement, with a keen focus on student outcomes.



The Current Reality: Where are we now? What are our learners currently doing?

March 2020 to date

- The school's leaders, led by the Executive Principal and senior leadership team, are effective, inspirational, skilled practitioners who display a high level of professional competence.
- Senior leaders, as well as a growing number of middle leaders and colleagues, share a clear sense of purpose as a team and successfully communicate, and implement, the school's aims.
- School improvement plans are aligned with local and national priorities, including specific support systems to improve students who are 'at risk'.
- Staff members have clear job responsibilities and most are committed to, and competent in, achieving the school's vision. Most departments / teams are working effectively in raising student achievement and personal development.



The Current Reality: Where are we now? What are our learners currently doing?

March 2020 to date

- The leadership is effectively establishing an inclusive school with a purposeful learning culture in achieving high standards.
- There is a strong sense of purpose, driven by the school's vision, values and aims. A review of the school's vision, values and aims is scheduled post its upcoming accreditation review.
- Senior leaders shape and influence decision-making, as well as initiate, prioritize, and lead improvement activities. The quality of teaching and learning, CPD, and Performance Development, including retention and recruitment, are key priorities.
- Leaders respond well to external evaluation of the school, hence successfully improving key aspects of the school in the recent past.
- Self-evaluation and improvement planning are systematically embedded practices.



The Current Reality: Where are we now? What are our learners currently doing?

March 2020 to date

- Building further leadership capacity, specifically amongst middle leaders, is a key improvement area. Overall, there is a good rate of sustainable improvement as key priorities are accurately identified, analyzed and addressed.
- The school's management, staffing, facilities and resources are effective and efficient.
- The onset of Covid-19 and its impact on our educational landscape led to a review and restructuring of the timetabling and deployment of staff, ensuring students' learning and well-being are optimized. The careful organization of lessons and activities enabled effective learning, teaching and assessment practices.
- Learning platforms and the school's open door policy enable good communication. Ongoing communication and reflection result in effective delivery of the curriculum.



The Current Reality: Where are we now? What are our learners currently doing?

March 2020 to date

- All staff are well qualified and have opportunities for Continuous Professional Development (CPD) internally and externally. All teaching staff have been undergoing CPD to ensure teaching and learning, whether FTF or via DL, is effective, resulting in improved teaching and learning.
- The school's premises and facilities, both virtually and physically, are well equipped, enabling all learners to access the curriculum and learn in a safe, stimulating environment.
- Since the onset of DL and the implementation of our hybrid model, the effective use of ICT has improved our school's performance considerably.
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The Current Reality: Where are we now? What are our learners currently doing?

Pre-Covid, prior to March 2020

The governance of Virginia International Private School (VIPs) is aligned with and guided by the UAE Private Schools Policy and Guidance Manual (attached). Its structure is outlined in the schools' Board of Trustees Constitution (attached) and the Role of the Board of Trustees (attached).

Our Board of Trustees includes the owner as the Chairman, educationalists who serve as 'critical friends', a financial consultant, and representation from all stakeholders – including parents, staff, and students. The Board's Constitution governs its operations and ensures that processes are in place to set strategic direction within the context of a clearly-stated vision and ethos (attached). It welcomes, understands and addresses stakeholders' views (survey results attached). The Board meets formally once a quarter to review the school's operations. The agenda is shared prior to the meeting, minutes are recorded and pertinent information is shared amongst stakeholders (sample PPT attached).



The Current Reality: Where are we now? What are our learners currently doing?

Pre-Covid, prior to March 2020

- The Board of Trustees holds the leadership of the school accountable for its performance, its impact on student outcomes, levels of achievement, and the personal development of its students.
- The Board can accurately monitor the work of the school, oversee the educational performance of the school, and suggest ways for improvement through formal and informal methods, .
- The Principal provides regular accounts of performance and recommendations to the Board.
- The Board of Trustees makes a significant contribution to the school's leadership and direction, based on ethical principles and high expectations.



The Current Reality: Where are we now? What are our learners currently doing?

Pre-Covid, prior to March 2020

- The board ensures that the school is well staffed and well resourced, its commitment to parents is fulfilled and all statutory requirements are met, while overseeing the financial performance of the school – this includes setting fees, budget oversight, and achieving financial targets. The Board makes a significant and effective contribution to the overall performance of the school.
- Leadership across all phases of the school ensures clear strategic direction and promotes a bold vision that is shared by the whole school community. This is well-led by the Principal, Vice Principal, Senior Leadership Team (SLT), and newly appointed Middle Leaders.
- The school's leadership is committed to oversee and ensure the school's commitment to high-quality education and its continued improvement, with its main focus on students' outcomes.



The Current Reality: Where are we now? What are our learners currently doing?

Pre-Covid, prior to March 2020

- The school's leadership is passionate about and committed to educational excellence, student progress and achievement, staff development, stakeholder satisfaction, and ensuring an inclusive ethos.
- All leaders, across all phases of the school, are highly committed to the UAE National Agenda, moral development, well-being, and lifelong learning skills.
- The school's senior leadership demonstrates a comprehensive and thorough knowledge of the curriculum, as well as best practices in teaching, learning and assessment. Since our last inspection, the leadership capacity in the school has been developed significantly, through the restructuring of the leadership and staffing structures, by expanding middle leadership and by providing extensive CPD opportunities to leaders at all levels.



The Current Reality: Where are we now? What are our learners currently doing?

Pre-Covid, prior to March 2020

- The school's leadership is focused on improving all students' achievement. It has effectively established an inclusive school with a purposeful and collaborative learning culture of achieving high standards of students' learning and personal development.
- Relationships and communication with all stakeholders are consistently professional, comprehensive and effective, founded on the school's vision, mission and core values.
- The school distributes leadership effectively amongst competent, skilled individuals and teams. There is shared accountability for ensuring very good quality outcomes. Morale throughout the school is highly positive.



The Current Reality: Where are we now? What are our learners currently doing?

Pre-Covid, prior to March 2020

- The school's senior leadership demonstrates a clear and accurate understanding of what needs to be done to innovate and, with a broader, enhanced middle leadership cohort, student achievement continues to flourish in an innovative, values-based environment as a result.
- In further developing Virginia International Private School, the school's leadership has been highly effective strategically, innovatively, efficiently, sustainably and sensibly – leading the school's improvement journey from strength to strength, and in becoming a high performing school.
- The appointments of a new Vice Principal, Head of Primary, Head of Secondary, middle leaders, as well as the CPD provided, evidence the school's commitment and drive to improve its operations.
- The school's shared accountability ensures the school has a consistently high performance. Leaders ensure that the school is compliant with statutory and regulatory requirements.



Learning Plans - How will we close the gap? What will be our major actions?

March 2020 to date

1. Full review of the school's vision, mission, core values, aims and strategic plans / future design in order to deliver highly effective and coherent school leadership;
2. Build further leadership capacity across the school through internal succession planning as well as new, external appointments;
3. Ensure effective monitoring of teaching and learning with sufficient focus on the academic progress of students in lessons and over time;



Learning Plans - How will we close the gap? What will be our major actions?

Pre-Covid, prior to March 2020

- Ensure highly effective senior and middle leaders drive school improvement, resulting in improved students' outcomes as per the school's vision, mission and core values.
- Revise the organizational structure to ensure a more effective, distributed leadership model.
- Build middle leadership capacity across the school through internal succession planning as well as new, external appointments.
- Develop effective middle leadership through an effective middle leadership program and performance management.
- Ensure alignment between all leadership documentation, including: the school's vision, mission and core values, the UAE National Agenda, school development plans, self-evaluation form (SEF) and departmental improvement plans, in order to deliver highly effective and coherent school leadership.

