

School Name:	Copenhagen International School
Date of Completion of the Visiting Team Components:	19 April 2013



Founded in 1885

The Reporting Booklet
for
THE CONCLUDING STATEMENTS
(for completion by Visiting Teams only)

First Component – THE MAJOR COMMENDATIONS AND RECOMMENDATIONS

Second Component – THE CONCLUDING STATEMENT

Third Component – THE LIST OF TEAM MEMBERS

8th Edition
Version: 01 Jan 2012

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:

A. School Guiding Statements

None

B. Teaching and Learning

None

C. Governance and Leadership

C2.1 the Board Members for their efforts to carefully delineate and adhere to the roles and responsibilities of the Board and the Director.

C3.2 the Board for respecting the leadership skills of the Director and for providing the Director with the authority to serve as the effective leader of the school.

D. Faculty and Support Staff

D2.2 the faculty for remaining current in their pedagogy and content, and maintaining an engaging learning environment for students.

E. Access to Learning

E1.1 the Student Support Services Team for the thorough and dedicated efforts they make to identify and meet students' needs.

E2.1 the Board and Director for authorizing the funding to provide an extensive range of Student Support Services for CIS in support of an open admissions process.

F. School Culture and Partnerships for Learning

F1.1 the school community for fostering an inclusive 'family' culture.

F1.2 the Student Council for the strong support and leadership they provide for their peers, and for their enthusiasm, engagement and commitment to the school.

G. Operational Systems

G1.1 the Board's sound understanding of its fiduciary role and its contribution to the long-term financial health of the school.

G2.2 the ICT Team for their focused efforts to align the scope of their work with the school's goal for higher levels of integration in the educational programs.

Major Recommendations:

A. School Guiding Statements

- A1.3 the Board and Administration develop a periodic, data-collection process to monitor success at meeting the school Guiding Statements.
- A2.1 the Board and Administration initiate a collaborative community process for the development of a shared definition of internationalism/interculturalism as it relates to CIS.

B. Teaching and Learning

None

C. Governance and Leadership

- C1.2 the Board identifies specific ways to communicate the actions of the Board to the broader school community.
- C3.2 the Director reviews the current Induction/Mentor Program to ensure that this program is effectively meeting the needs of the new members of the faculty.

D. Faculty and Support Staff

- D4.3 the Administration initiates a review of the Staff Handbook, incorporating a grievance procedure.

E. Access to Learning

None

F. School Culture and Partnerships for Learning

- F1.1 the ELT creates a formal process to monitor school climate and share the findings with the community.
- F2.2 the ELT initiates procedures to ensure staff is aware of the most current information.

G. Operational Systems

- G3.1 the Safety Committee ensures that health and safety systems are consistently revised and applied to both campuses.

SECOND COMPONENT: CONCLUDING COMMENTS

The team should now record concisely:

- ❖ the essential features of the team's view of the school
- ❖ overall comments on the visit
- ❖ the extent to which the school is driven by its mission and led by its vision
- ❖ the extent to which the school is committed to the promotion of internationalism/interculturalism
- ❖ the extent to which the school is focused on student learning and well being
- ❖ some concluding advice and encouragement
- ❖ thanks to the school and the Visiting Team.

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 CIS/NEASC/IB Synchronized Team Visit took place at Copenhagen International School (CIS) during the week of 13-19 April, 2013. It must be acknowledged that the circumstances of this Visit were somewhat complex and challenging for all involved, due to an industrial dispute that caused approximately 30% of faculty to be absent during this week. The dispute centered on a collective bargaining impasse between teacher unions and the government resulting in the lock-out of union members. In the circumstances, the school was clearly adversely affected, but nevertheless was committed to continuing to provide for the educational needs of their students as best they could. In this difficult situation, the Visiting Team (VT) members committed to working creatively and flexibly to ensure the integrity of the Accreditation process was maintained. It must also be acknowledged that throughout the Visit, staff at CIS demonstrated extraordinary commitment and professionalism in their dealings with all members of the VT in the midst of heightened stress and weariness.

One practical impact of this situation was that senior administration members were required to teach on a daily basis and other non-qualified personnel provided supervision of classes. In addition, the school day was shortened at the Primary and Middle Schools, and together these factors had the effect of limiting lessons observed and thus impacted on qualitative judgements of Teaching and Learning. The VT was diligent in their work and observed classes where qualified teachers were in place as far as was practicable in the circumstances.

Notwithstanding these difficulties, the VT felt able to make informed judgements of the quality of learning and teaching through classroom observations, interviews, analysis of data and through reference to the well-documented Self-Study. One outstanding feature of CIS is the very evident respectful and positive relationship between students and teachers. Students presented themselves as diligent, happy, respectful and committed to their learning. This ethos is in no small way due to the quality of care and teaching they receive from their dedicated teachers.

Members of the CIS/NEASC Team met with the IB Team on two evenings to compare areas of school strength and those requiring development. The CIS/NEASC Link Person attended meetings with the IB Team, where discussion took place regarding specifics of the three programmes (PYP, MYP, and IBDP) and shared these insights with the full Team. Every attempt was made to collaborate with the IB Team to ensure, as far as possible, consistency of approach throughout the Visit.

The Board, school-wide Leadership Team and staff at Copenhagen International have indicated that the Self-Study phase of the Accreditation process has been of benefit to the school as a prelude to the development of a Strategic Planning Framework. The Self-Study process has prompted considerable reflection since the initial Preparatory Report.

The school must be commended on working so hard to give students an exciting and challenging set of educational experiences. The VT was impressed with the efforts made across the school to promote internationalism and interculturalism, and for the involvement and commitment of many of its teachers in different activities. The school has commenced a process of reviewing its Guiding Statements, and within this context, the creation of a complementary school Vision. Importantly, it is expected that arising out of the revised Guiding Statements a definition of internationalism will emerge, providing clarity and shared understandings of the school's core purpose.

The school has expressed clear ideas about how it will both address issues identified through its own Self-Study and respond to the VT Recommendations. Copenhagen International School intends to integrate the findings of the Visiting Team Report into the Strategic Plan, with clear Action Steps to be taken, incorporating ideas from the Self-Study and the issues identified in the NEASC/CIS/IBO process. This co-ordinated approach will be an effective way to plan for improvements.

The school is in an excellent position due to strong leadership, the stability of its governance structure and very strong financial position. The Leadership Team is providing effective leadership, but will need to ensure that the dedicated team of staff is aware of plans and policies so that continued improvement is collegial and collaborative. The Board must ensure that parents have a crucial role to play in supporting the school's growth, and should strive to engage them in a strong partnership.

The VT was welcomed with warmth and friendliness by all members of the school community. The Team found their discussions across the community to be most productive. The nature of the Visit, with the IBO Team preparing the Curriculum Reports, meant that there was insufficient opportunity for the NEASC and CIS Teams to commend deserving individuals for outstanding work. Nevertheless, the Team would like to record that throughout the Visit they observed numerous examples of excellence from a highly committed staff, and would like to congratulate all who work at this wonderful school.

The VT leaves the school with a series of Commendations for work well done and Recommendations for the future. The open and constructive nature of the school makes the VT sure that the Recommendations will be taken in the collegial spirit in which they are given, and allow CIS to use them to guide it through its next stages of development. It is the sincere hope of the VT that this industrial dispute will soon be resolved and that all members of this vibrant learning community can be reunited and continue their outstanding work on behalf of this highly engaged group of students.

The Chair and Co-Chairs would like to sincerely thank the VT members for their commitment throughout the Visit. We are especially grateful to Walter Plotkin, Director, for his courageous leadership. We also appreciated the tireless efforts of Glen Johnson, Accreditation Coordinator/Director of Curriculum and Christiane Majgaard, Administrative Officer, for their assistance both before and during the Visit. Hosting a VT is exhausting work for a school. Hosting a Team under the current circumstances required a superhuman effort. These individuals and the members of the school community who were on site during the Visit rose to the occasion and met this challenge.

It was a privilege to work with such a professional and inspiring Team. On a personal note, I would like to thank Chris McGrath for her outstanding support as Co-Chair, and Liliana Gambin, the Team Secretary, for dealing with all administrative matters with great efficiency and good humor.

We all wish Copenhagen International School every success in the future.

Norm Dean
Visiting Team Chair

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: Norm Dean Chief Educational Consultant Educational Services Overseas Ltd, Dubai	CIS
Team Co-Chair: Dr. Christine L. McGrath Director of Operations MA Association of School Superintendents, Massachusetts, USA	NEASC
António Vilhena Head of Finance & Business Operations St Julian's School, Portugal	CIS
Eric Mueller Language Coordinator & Teacher of German International School of Berne, Switzerland	CIS
Christopher Collins Mathematics Teacher International School Hannover Region, Germany	NEASC
Daniel J. Gibbs 4th Grade Teacher and Mathematics Coordinator International School of Lausanne, Switzerland	NEASC
Team Secretary: Liliana Gambin Member Services Advisor Council of International Schools, The Netherlands	CIS