

Great news from NEASC with regards to our CLP process

After the Preparatory Visit in March, Southbank has been granted full candidacy for NEASC accreditation. Our visitors determined we have the commitment and capacity to work towards full accreditation over the next school year. We also have permission to use the NEASC logo on our website- giving us a bit of extra clout as an international school!

We have received the preparatory report, which provides thorough feedback we can apply to our community reflection in our LP groups and embedded in our practice for next year. I just want to share a few highlights today:

On Our Community:

“Community members experience high levels of personal and professional well-being and a sense of belonging. When talking with students, faculty, and leadership, the Visitors saw repeated evidence of a healthy and true sense of community with respectful and honest relationships. From the very launch of the Visit which began with the student-guided tour, they saw confident, calm, and proud learners who shared authentic ways they are living Southbank’s values. They referred to the inclusive nature of the community for cultural and neurodiversity as well as an openness to discuss mental health challenges. Students mentioned that the general feel between friends and teachers created an “open community with an informal, nice sense of communication and relationships.”

On Learner Autonomy:

“During the Visit, the Visitors noted a wide range of learning experiences in which choice and voice were available to students. Students picked up on the different ways in which they can explore their cultural identity as an important component of their ongoing education and learning exploration. This happens within lessons (for example, I&S) as much as it does within whole-school opportunities (such as International Night celebrations). Students are actively encouraged to embrace their first language/heritage language. Students are positive about class discussions and the way in which they can frequently ask questions, express opinions, and explore different perspectives.”

Constructive Feedback:

“Moving forward, the draft definition of high quality learning, co-created during the preparatory phase coupled with Southbank’s long-standing progressive culture will serve as a strong foundation for the community as they begin the Internal Reflection. Reflecting on their current practices and exploring evidence that exemplifies this definition of high-quality learning will surface problems of practice as well as the question of consistency across the system. Such professional inquiry will inevitably lead to amplifying the pockets of where the Impacts are very evident, considering ways to make these practices more consistent across the system, as well as researching and prototyping new practices.”

“A key area for teaching faculty and leadership to review in the reflection phase is how assessment data is shared and responded to by students within online spaces. In particular, there is a need to review how ManageBac supports assessment, as there were indications that this is inconsistently applied at this point in time.”