



Aga Khan Education Services

# AKES QUALITY STANDARDS FOR SCHOOLS

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# Introduction

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The overarching purpose of the Aga Khan Development Network (AKDN) is to improve the quality of life of the communities it serves. Education has played, and continues to play, a fundamental role over many generations, in achieving that purpose. Through the provision of formal and supplementary education and from the early years to higher secondary years, Aga Khan schools and programmes<sup>1</sup> seek to enable 'all students to acquire both knowledge and the essential wisdom needed to balance that knowledge and enable them to attain the highest fulfilment'<sup>2</sup>.

School improvement and school effectiveness research has consistently shown that the best learning outcomes for students are achieved in schools that are managed by excellent leaders and staffed with highly skilled teachers. These are schools where families and community are engaged, the curriculum is relevant, broad and deep and where there is a positive ethos underpinned by constructive relationships and an ethical framework. In addition, sufficient resources and personnel, effective administrative processes, and infrastructure that is safe, comfortable and fit for purpose are in place. In these schools, students benefit in knowledge and skills, and acquire the values and attitudes that shape and prepare them to navigate and thrive in their future lives.

All Aga Khan schools aspire to be such places. They provide curricula that embrace intellectual, social, physical, artistic and emotional learning domains underpinned by moral values<sup>3</sup>.

In order to meet its mandate to provide effective places of learning, AKES has drawn on the latest research, leading practices internationally and the advice of experts from across AKDN. In addition, over one hundred AKES educational leaders came together over a 12-month period to reflect and consider how to measure the quality of their schools against international standards, and to pilot review and improvement processes. The result is the *AKES Quality Standards for Schools*.

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<sup>1</sup> Aga Khan Education Services (AKES) offer formal and non-formal education to approximately 80,000 students across 10 countries in the developing world.

<sup>2</sup> Mission Statement Aga Khan.

<sup>3</sup> Values of: pluralism, relevance, equity, excellence, human dignity, integrity, respect and creativity.

# The AKES Quality Standards for Schools<sup>4</sup>

## Seven Standards

There are seven *AKES Quality Standards for Schools* ('the Standards')

<b>Standard 1</b>	<b>School Leadership</b>
<b>Standard 2</b>	<b>Teaching</b>
<b>Standard 3</b>	<b>Curriculum</b>
<b>Standard 4</b>	<b>School Ethos and Values</b>
<b>Standard 5</b>	<b>Family and Community Engagement</b>
<b>Standard 6</b>	<b>Human Resources and Operations</b>
<b>Standard 7</b>	<b>Infrastructure</b>

The achievement of positive educational outcomes (attainment, progress and welfare) for every student is the central focus of all seven Standards.

Teaching and school leadership are the two most significant in-school factors that impact on student learning. Consequently, Standard 1 (School Leadership) and Standard 2 (Teaching) take prominence over the other Standards. Standard 6 (Human Resources and Operations) and Standard 7 (Infrastructure) provide comprehensive detail that support the other Standards.

Together these Standards:

- Define and make explicit the elements of high quality AKES schools in the 21<sup>st</sup> century<sup>5</sup>
- Provide common definitions and language to describe AKES schools and educational practice, and enable professional dialogue about school performance and improvement
- Provide a consistent framework for (i) school review including assessing school quality on an improvement continuum and (ii) school improvement planning, implementation and monitoring at school and country levels, and across the network.

## The Organisation of the Standards

Each Standard is described in the following way:

- The Goal of the Standard
- The Focus Areas that make up the Standard
- The Key Characteristics that constitute a Focus Area described at four levels:

<b>Level 4</b>	<b>School performance is outstanding</b>
<b>Level 3</b>	<b>School performance is good (this is the expected Standard for most AKES schools)</b>
<b>Level 2</b>	<b>School performance is satisfactory but not at the AKES Standard</b>
<b>Level 1</b>	<b>School performance is unsatisfactory</b>

The Standards have a wide range of applications from planning teacher development programmes to informing policy development. In particular, the Standards will be used to underpin:

- System wide diagnostic reviews
- School improvement reviews
- Reviews based on an identified need
- A systematic approach to school improvement across the AKES network and within each school.

<sup>4</sup> The *AKES Quality Standards for Schools* apply to all AKES Primary and Secondary schools. They do not apply to non-school based and early childhood programmes.

<sup>5</sup> The adjectives and adjectival phrases corresponding to the percentages have been used in this document and should be applied in documentation and reports associated with the Standards. Almost all: Greater than 90%, Most: 75% - 90%, Large majority: 61% - 74%, Majority: 50% - 60%, Large minority: 31% - 49%, Minority: 16% - 30%, Few: Up to 15%. (Dubai Schools Inspection Bureau) (DSIB).



# STUDENT ACHIEVEMENT

*Student achievement across all domains, including levels attained against expected curriculum outcomes and examination requirements, and progress made against a student’s starting point and learning objectives, is the foundation for determining the effectiveness of a school.*

*The following seven AKES Quality Standards for Schools should be seen in the context of student achievement.*

Level 4	Level 3	Level 2	Level 1
In their lessons and examinations most students consistently demonstrate knowledge, skills and understanding, and attain at levels that are above the expected outcomes of the authorised curriculum, and school, state, national or international examination benchmarks.	In their lessons and examinations, the majority of students demonstrate knowledge, skills and understanding, and attain at levels that are above the expected outcomes of the authorised curriculum, and school, state, national or international examination benchmarks.	In their lessons and examinations, most students demonstrate knowledge, skills and understanding, and attain at levels that are in line with expected outcomes and benchmarks.	In their lessons and assessments, few students demonstrate knowledge, skills and understanding, or attain at levels that are in line with expected outcomes.
All students sustain good progress against their starting points and learning objectives and many make better than expected progress.	The majority of students make good expected progress against their starting points and learning objectives.	Most students make expected progress against their starting points or leaning objectives.	Few students make expected progress against their starting points or learning objectives.
Students’ achievement levels qualify them for the post school options of their choice including study at good quality local and international tertiary institutions. Some students qualify for scholarships.	Students’ achievement levels qualify them for a range of post school options including study at good quality local and international tertiary institutions.	Students achieve at levels that qualify them for local tertiary studies and vocational training.	Students do not achieve at levels that qualify them for their preferred post school options.



# Standard 1: SCHOOL LEADERSHIP

## GOAL

*Aga Khan schools have professional, competent and well qualified leaders<sup>6</sup> who have consistently high expectations of staff and are very ambitious for the success of their students. They enable teachers and parents in their respective roles of achieving positive outcomes for students. They ensure high performance across the AKES Standards.*

## FOCUS AREAS AND KEY CHARACTERISTICS

### 1.1 Strategic Leadership

- 1.1.1 Strategy and goal setting
- 1.1.2 Distributed leadership

### 1.2 Leadership of Teaching and Learning

- 1.2.1 Instructional leadership
- 1.2.2 Curriculum improvement
- 1.2.3 Student transitions

### 1.3 Quality Assurance, Improvement and Management

- 1.3.1 School review and improvement
- 1.3.2 Change and innovation
- 1.3.3 Resource Management
- 1.3.4 Technology

### 1.4 Relationships and Communication

- 1.4.1 Professional relationships
- 1.4.2 Communication
- 1.4.3 Consultation
- 1.4.4 English proficiency

### 1.5 Professional Conduct

- 1.5.1 Integrity
- 1.5.2 Professional practice

<sup>6</sup> Throughout the document the term leader generally refers to the school principal, head teacher, lead teacher and/or a leadership team as appropriate to the context.



## Standard 1: SCHOOL LEADERSHIP

FOCUS AREA:	1.1 STRATEGIC LEADERSHIP			
Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>1.1.1 Strategy and goal setting</b>	Leaders establish and articulate a compelling strategic direction and specific goals that are aligned to the AKDN vision, the school's needs, values based, and lead to improvement.	Leaders establish and articulate a strategic direction and goals for the school based on the AKDN vision, a strong set of moral values and school needs and context.	Leaders establish goals for the school in line with the AKDN vision, informed by moral values.	Leaders have no clear goals for the school and lack expertise to accomplish the broader AKDN vision.
	Leaders build commitment amongst staff, parents, students and other stakeholders to the strategic direction of the school, and engage stakeholders in successfully achieving the school's goals and priorities.	Leaders maintain a focus on the school's strategic direction and engage staff, students, parents and the community in achieving the school's priorities and goals.	Leaders work with staff to achieve the school's goals.	Leaders fail to engage staff, parents or students in delivering on the school's goals.
<b>1.1.2 Distributed leadership</b>	Leaders distribute roles and responsibilities to develop and utilise talents within the leadership team and across the staff. Accountabilities, responsibilities and timeframes are known and adhered to.	Leaders distribute roles and responsibilities appropriately within the leadership team. Mechanisms are in place to hold staff accountable for delivery.	Leaders share some responsibilities and tasks within the leadership team.	Leaders fail to, or are unclear about, the responsibilities and tasks they delegate to others. Timelines, expectations and accountability are not enforced.
	Leaders prioritise building of leadership and management capacity of staff. They use a range of internal and external development strategies including coaching and mentoring.	Leaders provide training and coaching, as needed, to build the leadership and management skills of the leadership team.	Leaders facilitate training to fill immediate capacity gaps within the leadership team.	Leaders do not take responsibility for building capacity or improving the leadership and management skills of staff.


**FOCUS AREA: 1.2 LEADERSHIP OF TEACHING AND LEARNING**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>1.2.1 Instructional leadership</b>	Leaders have expert practical and theoretical knowledge of pedagogy and curriculum which they confidently use to direct and improve learning in the school. They visit classrooms, provide feedback and monitor planning, teaching and assessment practices.	Leaders have a solid theoretical and practical knowledge of pedagogy and curriculum which they draw on to improve learning. They are familiar with teachers' planning, classroom and assessment practices and provide feedback and direction.	Leaders have a practical knowledge of teaching, curriculum and assessment which they use to monitor classroom practice and lead learning.	Leaders lack knowledge of learning theory and practice. They do not focus on their role as instructional leaders and are rarely seen in classrooms.
	Leaders require teachers to use a consistent, research-based approach to teaching across the school that improves learning and is sustained over time.	Leaders promote research based, teaching approaches that result in improved learning and are sustained over time.	Leaders encourage teachers to use proven teaching methods.	Leaders tolerate ineffective teaching approaches across the school that vary from teacher to teacher and year to year.
	Leaders target professional development and coaching to meeting teacher's needs and improving their practice. They engender a culture of cooperation and learning in the school.	Leaders enable professional development that is needs based and focuses on improving teaching. They establish a culture of learning in the school.	Leaders support professional development that focuses on improving teaching. They encourage teachers to learn together.	Leaders permit ad hoc professional development regardless of need. They do not encourage cooperative professional learning.
<b>1.2.2 Curriculum improvement</b>	Leaders require the core and co-curriculum to be systematically and regularly reviewed to enhance the quality, breadth, depth and relevance of learning goals, content and delivery.	Leaders enable regular review of the core and co-curriculum to ensure content and delivery is relevant and effective.	Leaders ensure the core curriculum is delivered as prescribed. They review content and/or delivery if issues arise.	Leaders accept the curriculum without critique. Attempts to improve the breadth, depth or relevance of the core or co-curriculum are ad hoc.
<b>1.2.3 Student transitions</b>	Leaders ensure transitions between grade levels, stages of schooling and into work and career are carefully planned and supported. They facilitate the systematic collection and sharing of comprehensive student data by teachers, the conduct of orientation programmes for students and provision of information for parents.	Leaders facilitate successful transitions between grade levels, stages of schooling and into post school destinations. They require teachers to collect and share student records and performance data, provide information to parents and conduct orientation programmes for students.	Leaders encourage teachers to share information about student performance to support transitions between grade levels and stages of schooling.	Leaders pay little attention to student transitions, or information sharing, between grade levels, stages of schooling or to post school destinations.



## FOCUS AREA: 1.3 QUALITY ASSURANCE, IMPROVEMENT AND MANAGEMENT

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>1.3.1 School review and improvement</b>	Leaders work with their staff to objectively analyse quantitative and qualitative data against internal and external benchmarks, AKES Standards and past performance, to identify the school's strengths and weaknesses.	Leaders consistently use qualitative and quantitative data to objectively identify the school's strengths and weaknesses. They assess quality against AKES Standards and past performance.	Leaders use data, particularly student achievement information, to analyse the school's performance.	Leaders are unable to provide an objective analysis of performance and fail to review their school against any standards or past performance.
	Leaders use data to set improvement targets. They develop, resource and monitor the school's improvement plan, priorities and targets. They engage staff in implementation to enable rapid and sustained growth.	Leaders use data to set improvement targets that impact student learning. They design, resource and monitor the school's improvement plan, priorities and targets. They work with staff on implementation.	Leaders identify school improvement priorities which they work to achieve.	Leaders do not plan, target or systematically engage in improvement activity.
<b>1.3.2 Change and innovation</b>	Leaders drive change for improvement. They are resolute, respond to feedback and adapt to ensure success. They take account of the impact of change, build ownership and achieve sustainability.	Leaders are effective planners and engage stakeholders in changes that result in improvement. They respond to feedback and adapt their approach to achieve sustainability.	Leaders successfully plan for, implement and evaluate straightforward changes.	Leaders resist and/or support change without thinking through consequences. They do not manage improvement processes, fail to monitor impact and rarely respond to feedback.
	Leaders embrace innovation as key to a successful school. They are outward looking and scan for new ideas. They support staff and students to engage in research-based innovation and to think and act innovatively. They assess and mitigate risks associated with innovation.	Leaders engage in managed innovation and support their staff to be flexible and respond to new research-informed ideas and approaches. They monitor and minimise the risks associated with innovation.	Leaders support limited innovation in line with school goals.	Leaders do not encourage innovation.
<b>1.3.3 Resource management</b>	Leaders are fully aware of the personnel, funding and physical resources at their disposal. They manage assets creatively and justly to improve learning and meet operating requirements.	Leaders manage the school's personnel, funding and physical resources fairly with a focus on learning, and to meet operating requirements.	Leaders make personnel, asset and budget decisions that support learning and meet the school's operating requirements.	Leaders deploy personnel, assets and budget in ways that fail to meet the operational needs of the school or support learning.

Focus Area 1.3 Quality Assurance, Improvement and Management continued on the following page.



Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>1.3.4 Technology</b>	Leaders reinforce the use of technology with students, and to improve teaching, communication and administration. They provide multiple opportunities for teachers and students to improve their proficiency with technology.	Leaders enable teachers' use of technology with students, and for teaching, communication and administration. They provide professional development to facilitate its use.	Leaders encourage teachers to use technology with students and for teaching and communication.	Leaders do not encourage teachers' use of technology.
	Leaders advocate for technology within the school and region and resource its widespread use within the school.	Leaders prioritise the resourcing of technology across the school to meet the demands of students, teachers and administrators.	Leaders resource some technology needs across the school.	Leaders do not resource technology needs across the school.
	Leaders model the use of technology in their work and communication, and to support their professional growth and that of their staff.	Leaders use technology capably to support their work, communication and professional learning, and the professional growth of their staff.	Leaders use some technology to support their work and their own and others' professional learning.	Leaders rarely use technology to support their leadership, management or learning.

**FOCUS AREA: 1.4 RELATIONSHIPS AND COMMUNICATION**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>1.4.1 Professional relationships</b>	Leaders confidently model effective interpersonal skills and both build and sustain strong, respectful, professional relationships within and beyond the school. They demonstrate humanity and humility.	Leaders use a range of interpersonal skills to build and maintain effective and respectful external working relationships and trusting, productive internal relationships with staff and students.	Leaders build and maintain respectful professional relationships with students, teachers, parents and the community.	Leaders are not able to successfully establish and/or sustain relationships with staff, students, parents and/or the community.
<b>1.4.2 Communication</b>	Leaders are comfortable, confident communicators. They consider their audience and use a range of formal, informal, written and oral communication channels, including technology, to maintain timely and effective dialogue with staff, students, parents and the community.	Leaders use a range of formal and informal, written and oral communication methods to create effective, regular and easily understood dialogue with staff, students, parents and the community.	Leaders communicate information to staff, students, parents and the community using oral and written channels.	Leaders lack the skills required to maintain timely, relevant and easily understood written and/or oral communication within and beyond the school.
<b>1.4.3 Consultation</b>	Leaders use a range of mechanisms to regularly seek feedback from, and consult with, a variety of internal and external individuals and groups to support continuous school improvement, decision making and stakeholder engagement.	Leaders regularly use formal and informal feedback and consultation mechanisms to engage students, staff, parents and a wider stakeholder group, and enable them to contribute to improvement and decision making.	Leaders have some feedback and consultation mechanisms in place, for use with staff.	Leaders consult staff, parents and other stakeholders inconsistently and/or ineffectively, often when things go wrong. They fail to follow through on feedback.
<b>1.4.4 English proficiency<sup>7</sup></b>	Leaders are fluent in English.  Leaders provide time and resources to support English language learning so that all staff are proficient in English.	Leaders are confident and proficient users of English and seek to improve their language skills and vocabulary to achieve higher levels of competency.  Leaders support all teachers to be proficient in English language.	Leaders speak, read and write English with some accuracy. They work to improve their English language skills and vocabulary.  Leaders encourage staff to improve their English proficiency.	Leaders are not proficient English language users and make little effort to improve their skills. They often fail to use English in professional situations.  Leaders tolerate low levels of English language proficiency amongst staff.

<sup>7</sup> Common European Framework of Reference for Languages (CEFR) level B2 and above.


**FOCUS AREA: 1.5 PROFESSIONAL CONDUCT**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>1.5.1 Integrity</b>	Leaders actions and decisions are fair and ethical. They consistently model moral values and promote them across the school. They take immediate action to address unethical behaviour.	Leaders model moral values. Their actions and decisions are ethical and timely. They take immediate action to address unethical behaviour.	Leaders are ethical and behave in the best interests of student learning and the school. They take action to correct unethical behaviour.	Leaders can be self-serving. Their actions are often influenced by custom and practice. They leave unethical behaviour unchecked.
	Leaders have a positive and optimistic attitude to the school and work. They manage disappointment, criticism and challenges with maturity, learning from the experience.	Leaders behave maturely. They have a positive attitude to work, change and challenge.	Leaders manage their emotions when responding to criticism or failure.	Leaders can be negative and emotional in the face of challenges and criticism.
<b>1.5.2 Professional practice</b>	Leaders proactively pursue their own development. They participate in professional networks and contribute to the learning of others. They use all interactions and experiences as potential learning opportunities and are role models for lifelong learning.	Leaders embrace professional growth. They learn from colleagues and experts, and through their own efforts. They contribute to the learning of others, including their staff. They support professional learning in the school.	Leaders engage in professional development and learn from trusted colleagues, coaches and experts.	Leaders are reluctant learners. They fail to seek advice from colleagues and other experts or engage in cooperative professional learning. They do not willingly share what they know.
	Leaders set ambitious targets for their own performance and that of the school which they work hard to meet. They take responsibility for all aspects of the school. They welcome feedback, and model high personal and professional standards.	Leaders take responsibility for their own performance and that of the school. They respond to feedback and work to improve their leadership.	Leaders take their responsibilities seriously. They work to address their own shortcomings.	Leaders are unwilling to accept decision making responsibility and blame others for failures.



# Standard 2: TEACHING

## GOAL

*Aga Khan schools are staffed by qualified teachers with strong academic and pedagogical knowledge and skills, who care for their students and are expert at supporting their progress, attainment and wellbeing in all domains.*

## FOCUS AREAS AND KEY CHARACTERISTICS

### 2.1 Professional Knowledge

- 2.1.1 Content knowledge
- 2.1.2 Knowledge of learning
- 2.1.3 English proficiency
- 2.1.4 Technology

### 2.2 Pedagogy

- 2.2.1 High expectations
- 2.2.2 Planning
- 2.2.3 Delivery<sup>8</sup>

### 2.3 Student Wellbeing and Pastoral Care

- 2.3.1 Pastoral support
- 2.3.2 Student welfare

### 2.4 Classroom Management

- 2.4.1 Behaviour management
- 2.4.2 Classroom organisation
- 2.4.3 Communication

### 2.5 Student Assessment and Reporting

- 2.5.1 Assessment
- 2.5.2 Student data
- 2.5.3 Feedback to students
- 2.5.4 Reporting

### 2.6 Professional Conduct

- 2.6.1 Professionalism
- 2.6.2 Collaboration
- 2.6.3 Professional practice

<sup>8</sup> It is expected that Aga Khan graduates will be equipped with the: knowledge they need to thrive throughout their adult lives; skills they need to be successful in the modern world; and attitudes and values they need to be good and ethical adults and to shape a positive future for themselves and others. **Knowledge** – Reading, writing and speaking in their national language and in English, mathematics, literature, modern languages, geography, history, sciences, the arts, technology, physical education and health; **Skills** – collaboration, communication, creativity, problem solving, entrepreneurship, leadership, critical thinking, social and emotional intelligence; **Values and attitudes** – adaptable, productive, pluralistic: civic engagement, ethical.



## Standard 2: TEACHING

### FOCUS AREA: 2.1 PROFESSIONAL KNOWLEDGE

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>2.1.1</b> Content knowledge	Teachers are recognised as experts in their subject(s) or developmental phase. They convey their love of their subject to students and other teachers and confidently build the understanding of all students.	Teachers have a broad, deep and up-to-date knowledge of all aspects of their subject(s) or developmental phase, which they use to engage and build understanding across the range of students.	Teachers possess the important content associated with their subject(s) or developmental phase, which they impart to students.	Teachers do not have sufficient content knowledge to confidently teach their subject(s) or developmental phase, extend students' knowledge or correct mistakes.
	Teachers extend their teaching beyond the prescribed curriculum continually deepening their students' knowledge and skills, and making connections to other subjects and ideas.	Teachers consistently make connections between disciplines and ideas to support and broaden students' learning.	Teachers help students make some connections between their subject and others.	Teachers do not make connections to other subjects or related ideas.
<b>2.1.2</b> Knowledge of learning	Teachers understand the theory and practice of learning and update and apply their knowledge so that all students are engaged, challenged and learning.	Teachers understand learning theory and apply it to the learning process so that students succeed.	Teachers understand basic learning theory and use this knowledge to support student attainment.	Teachers do not sufficiently understand the learning process so student progress and achievement is compromised.
<b>2.1.3</b> English proficiency <sup>9</sup>	Teachers are fluent in English, including the technical language associated with their subject and profession.	Teachers are confident and proficient users of English.	Teachers speak, read and write English with some accuracy.	Teachers are not proficient English language users.
	Teachers continuously improve their English language skills and support the English language learning of students and colleagues.	Teachers seek to continuously improve their English language skills and vocabulary to achieve high competency levels.	Teachers undertake the training provided to achieve the minimum English language competency level prescribed by AKES.	Teachers do not make an effort and/or show interest in improving their English language skills.
<b>2.1.4</b> Technology	Teachers lead technology adoption. They routinely use a variety of up-to-date hardware and software to enhance teaching and administrative tasks, and with students to deepen and broaden learning. They consistently use the internet to source information, professional support and resources.	Teachers regularly and confidently use technology to increase the efficiency and effectiveness of student learning, their teaching and for administrative tasks. They provide students with access to technology and use the internet as a source of information and resources.	Teachers have some familiarity with technology. They use the school's management and data systems, and incorporate some technology into their lessons. They source some information and resources from the internet.	Teachers have little expertise or interest in technology. They do not use it with students or for teaching or administrative purposes, and rarely access information or resources through the internet.

<sup>9</sup> Common European Framework of Reference for Languages (CEFR) Level B2 expected of all teachers and school leaders and at least C1 expected of teachers of English.



**FOCUS AREA: 2.2 PEDAGOGY**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>2.2.1 High expectations</b>	Teachers have high expectations of all students and challenge them to work hard and excel in academic and non-academic domains. They set ambitious targets and continuously assess students to check progress.	Teachers expect all students to succeed in academic and non-academic areas, irrespective of ability or background. They set challenging learning goals and monitor student progress.	Teachers monitor attainment and encourage students to work hard and make progress.	Teachers have low expectations of students. They accept excuses for mediocre and poor performance.
<b>2.2.2 Planning</b>	Teachers have clear, relevant objectives and success criteria for all learning, which they adapt, as necessary, to respond to the goals of the curriculum and the abilities and interests and needs of students. These are shared with students. Teachers select, plan and sequence a range of differentiated lesson content and teaching strategies to meet these learning objectives and to engage, challenge and support students.	Teachers have clear learning objectives and success criteria for all lessons and units of work that are relevant to curriculum goals and are communicated to students. They select, plan and sequence lesson content and teaching strategies to meet their learning objectives and respond to students' needs, abilities and interests.	Teachers know the overall curriculum goals and specific learning objectives for the lesson and unit of work. They plan lesson content and teaching activities accordingly.	Teachers' lesson objectives are unclear and success criteria not well developed. They do not plan or sequence lesson content or learning activities.

Focus Area 2.2 Pedagogy continued on the following page.



Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>2.2.3 Delivery</b>	Teachers have a broad repertoire of teaching strategies they draw on to ensure their content and delivery builds knowledge, understanding and 21 <sup>st</sup> century skills. They enable students to take responsibility for their learning and routinely provide formal and informal opportunities to collaborate, contribute ideas, and pursue interests.	Teachers use a range of strategies and content in their lessons to improve students' knowledge and understanding and develop 21 <sup>st</sup> century skills <sup>10</sup> . They encourage students to take responsibility for their learning, involve them in collaborative activity and promote student voice within the classroom.	Teachers supplement textbook and direct instruction with other teaching strategies. They provide some opportunities for students to learn together.	Teachers are directive and lecture to the class. They control the content, pace and approach to learning. They do not engage students in cooperative activity or encourage student voice.
	Teachers value what students know and manage learning so that students can use and share their knowledge to optimise new learning. They constantly connect the curriculum to students' contexts and build understanding and skills through real-life experiences.	Teachers enable students to build on prior learning and share what they know in lessons. They connect the curriculum to student's lives and context, and use real-life experiences to build understanding.	Teachers are aware of the abilities of their students and make some attempt to build on these in their lessons. They relate some of the curriculum to students' context.	Teachers know little about students as learners or people and fail to draw on students' prior knowledge to support learning. They rarely engage students in real-life experiences or relate the curriculum to their context.
	Teachers require students to evaluate their performance, set challenging targets, learn from others, and seek and provide feedback to peers.	Teachers support students to routinely reflect on their performance, set targets, and offer and act on feedback from peers to improve their learning.	Teachers require students to evaluate their progress and to provide each other with feedback in some learning situations.	Teachers do not value student self or peer evaluation.
	Teachers schedule homework that is purposeful, manageable and in line with school policy. They differentiate homework according to student needs. Teachers use homework to provide timely, often detailed feedback to students to support, stimulate or extend learning.	Teachers schedule homework that is manageable, supports and extends classroom activity, and is in line with the school policy. They use homework to provide timely, individualised feedback to students or to stimulate further learning.	Teachers give homework that supports learning. It is timely and corrected accurately.	Teachers give homework irregularly. It is poorly managed and/or not reviewed. The school has no homework policy.

<sup>10</sup> Collaboration, communication, creativity, problem solving, entrepreneurship, leadership, critical thinking, social and emotional intelligence.



**FOCUS AREA: 2.3 STUDENT WELLBEING AND PASTORAL CARE**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>2.3.1 Pastoral support</b>	Teachers know their students well and have positive, respectful relationships with them. They provide developmentally and culturally appropriate pastoral guidance, mediation and support. Students seek their help in times of need.	Teachers care about their students and have respectful, positive relationships with them. They are sensitive to students' wellbeing and provide pastoral advice and support, as appropriate.	Teachers build respectful relationships with students. They provide some pastoral support, as necessary.	Teachers do not develop relationships with students. They feel unprepared to offer advice or pastoral support.
<b>2.3.2 Student welfare</b>	Teachers prioritise the social and emotional growth of their students and build student leadership and self-efficacy in their classrooms and throughout the school. They identify vulnerable students providing targeted guidance and support. They access specialist counselling when required.	Teachers build social skills, self-esteem and leadership through their classroom activities. They identify vulnerable students and provide guidance and support and/or seek specialist counselling.	Teachers identify vulnerable students and provide support when their learning is affected.	Teachers do not respond to students' welfare needs and fail to identify vulnerable students.
	Teachers are highly sensitive to issues of child protection. They educate their students about personal safety and diligently safeguard students. They intervene or access specialists, to support students at risk.	Teachers are alert to issues of child protection and safeguarding. They educate students about personal safety and intervene swiftly, including seeking expert support, if a student is at risk.	Teachers address safeguarding issues as they arise, seeking expert support if required.	Teachers are not alert to safeguarding issues.


**FOCUS AREA: 2.4 CLASSROOM MANAGEMENT**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>2.4.1</b> <b>Behaviour management</b>	Teachers, together with students, develop high personal expectations and consequences for behaviour that are fair and well accepted. They focus on building self-discipline and peer moderation. Teachers address challenging behaviour swiftly, purposefully and sensitively using agreed guidelines.	Teachers involve students in developing and implementing a clear set of behavioural expectations and consequences that emphasise self-discipline and peer moderation. They promptly address poor behaviour using established guidelines.	Teachers establish behavioural expectations that reinforce positive interactions and respect. They address poor student behaviour and apply fair consequences.	Teachers do not establish consistent behavioural expectations and consequences. They do not instill self-discipline in students and do not consistently address poor behaviour.
	Teachers go beyond the requirements of the school's behaviour policy. They are active in improving behaviour management practices in their school.	Teachers follow the school's behaviour policies and practices and contribute to their review and updating.	Teachers adhere to the school's behaviour policy.	Teachers do not adhere to the school's behaviour policy, or it is absent.
	Teachers embed classroom routines, and plan, organise and manage teaching and learning activities including transitions, to maximise time on task. They promptly manage distractions.	Teachers organise learning activities, transitions and teaching approaches to maximise time on task. They establish classroom routines that students understand and follow.	Teachers direct learning activities, instruction and transitions to minimise disruption and time lost from learning.	Teachers' management of learning activities, classroom routines and transitions are inefficient. They fail to address disruptions and allow tardy beginnings and endings to lessons so that time spent on task is lost.
<b>2.4.2</b> <b>Classroom organisation</b>	Teachers' classrooms are safe, welcoming, orderly, calm and uncluttered spaces so that movement is easily managed and learning facilitated. They adjust furniture regularly to support different learning activities, always conscious of possible hazards.	Teachers maximise learning by organising space, furniture and learning materials so that students have ready and safe access to the resources they need in a comfortable, tidy and welcoming environment.	Teachers provide tidy classrooms where the layout and positioning of materials is safe and orderly.	Teachers' classrooms are disorganised, untidy and not pleasing places to work.
<b>2.4.3</b> <b>Communication</b>	Teachers use and adapt a variety of oral and written communication styles to respond to context, purpose and students' age, ability and background, securing high levels of engagement and understanding.	Teachers use a variety of oral and written communication styles appropriate to students' age, ability and background to engage students and maximise learning.	Teachers use oral and written communication that is understood by their students and appropriate to their age and the teachers' purpose.	Teachers communicate in ways that may not be appropriate to their students' age, ability or background.

**FOCUS AREA: 2.5 STUDENT ASSESSMENT AND REPORTING**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>2.5.1 Assessment</b>	Teachers expertly practice the most up-to-date, fit-for-purpose formative and summative assessment techniques to regularly, objectively and accurately assess student progress and attainment throughout the year.	Teachers use a range of formative and summative assessment techniques to ensure they have a thorough and accurate knowledge of their students' performance. They monitor performance throughout the year.	Teachers make accurate assessments of student performance using summative and formative assessments.	Teachers' assessments of student progress and attainment are inaccurate or inadequate, and are overly reliant on summative assessment.
	Teachers go beyond the requirements of the school's assessment policy. They are active in improving assessment practices in their school.	Teachers follow the school's assessment policies and practices and contribute to their review and updating.	Teachers adhere to the school's assessment policy.	Teachers do not adhere to the school's assessment policy, or it is absent.
	Teachers take responsibility for collaboratively developing summative and formative assessment tools, and lead the informal and formal moderation of student work. They work with others to enhance the accuracy of feedback and reporting.	Teachers participate in the collaborative development of formative and summative assessment tools and participate in formal and informal processes to moderate the grading of student work, feedback and reporting.	Teachers work together to plan and develop and/or grade key assessments.	Teachers work on their own to set assessment tasks. They do not collaborate to moderate their grading of student work, feedback or reporting.
<b>2.5.2 Student data</b>	Teachers demonstrate a high degree of data literacy. They see patterns and trends in the data, ask pertinent questions and understand cause and effect. They routinely use a range of methods to analyse gaps in student learning and to refine their teaching goals and interventions.	Teachers are confident data users. They record and accurately analyse student performance against past performance, predicted performance and external benchmarks to identify student strengths, needs and weaknesses, and plan their learning interventions.	Teachers collect and analyse straightforward data sets. They compare student attainment data to past and expected performance and use this information to provide additional support to students who are not making expected progress.	Teachers do not collect data to understand student performance or progress or tailor support.
<b>2.5.3 Feedback to students</b>	Teachers prioritise immediate, individualised and targeted formative feedback to students using a variety of oral and written techniques, which result in improved learning.	Teachers use a range of techniques both oral and written, to provide students with regular, constructive and timely feedback.	Teachers provide students with timely feedback usually taking the form of marked work and written corrections.	Teachers give little or no feedback to improve performance or motivate students. What they do provide may not be helpful or timely, and is often limited to grades or ticks and crosses.

Focus Area 2.5 Student Assessment and Reporting continued on the following page.



Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>2.5.4 Reporting</b>	Teachers have formal and informal processes in place to report regularly, clearly and accurately so that students and parents understand progress and attainment are supported to achieve at the highest levels.	Teachers report student progress and attainment regularly, accurately and unambiguously, both verbally and in writing, to students and their parents.	Teachers report on progress and attainment to students and parents in a format and language that is understood.	Teachers fail to report progress or attainment to students or parents and/or reporting is ad hoc, insufficient or confusing.
	Teachers go beyond the requirements of the school's reporting policy and are active in improving reporting practices in their school.	Teachers follow the school's reporting policies and practices and contribute to their review and updating.	Teachers adhere to the school's reporting policy.	Teachers do not adhere to the school's reporting policy, or it is absent.

**FOCUS AREA: 2.6 PROFESSIONAL CONDUCT**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>2.6.1 Professionalism</b>	Teachers are respectful, positive and encouraging of students, parents, colleagues and community members. They are mature and rational in difficult situations, and have a reputation for fairness and integrity. They address and resolve conflicts productively, and support others.	Teachers are positive and encouraging towards students, and are respectful of colleagues, leaders, parents and community. They are recognised as fair and ethical. They behave maturely and are seen as supportive and helpful.	Teachers are courteous, considerate and well-mannered to students, parents, their colleagues and leaders. They are respectful of others.	Teachers have a negative disposition and/or behave rudely, indifferently or aggressively to students, parents or colleagues. They often show bias and can behave unethically.
	Teachers willingly apply themselves to their professional responsibilities and support others to undertake theirs.	Teachers consistently fulfil their professional responsibilities to the best of their ability.	Teachers undertake their professional responsibilities as required.	Teachers fail to meet their professional responsibilities.
<b>2.6.2 Collaboration</b>	Teachers are contributing team members often providing leadership within their group.	Teachers work as effective team members.	Teachers cooperate with others as required.	Teachers are not team players. They may generate conflict and impact negatively on team dynamics.
	Teachers participate in, and initiate educational, cultural and social initiatives that enrich learning and the culture of the school. They encourage others to contribute to the life of the school.	Teachers engage in activities beyond their immediate classroom responsibilities contributing to the life and positive spirit of the school.	Teachers participate in initiatives within their teaching team and contribute positively to the school climate.	Teachers show little interest beyond their classroom, avoid participating in school activities and rarely assume additional responsibilities.
<b>2.6.3 Professional practice</b>	Teachers use data and feedback from multiple sources to evaluate the impact of their teaching on learning. They engage in rigorous self-critique and work continuously to improve their professional practice.	Teachers use data, feedback and self-critique to evaluate the impact of their teaching on learning. They willingly work to improve their practice.	Teachers use some data and feedback to evaluate the impact of their teaching on learning and make changes to improve their practice.	Teachers fail to evaluate or seek feedback on their practice, or are unwilling to change.
	Teachers pursue their own development and are active in professional networks within and beyond the school, including on-line communities. They use all interactions and experiences as learning opportunities. They contribute to a culture of learning in the school and act as critical friends, coaches and mentors.	Teachers identify their professional development needs and participate in formal and informal opportunities to improve their practice. They share their learnings and actively participate in learning communities, including on-line.	Teachers engage in professional development activities and learn from experts and colleagues.	Teachers participate in professional development activities only when required. They do not belong to learning communities.



# Standard 3: CURRICULUM

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## GOAL

*In Aga Khan schools the core and co-curriculum enable students to develop knowledge, skills, values and attitudes, underpinned by an ethic of service, that are relevant to their current and future needs.*

## FOCUS AREAS AND KEY CHARACTERISTICS

### 3.1 Core Curriculum

- 3.1.1 Curriculum content
- 3.1.2 Curriculum requirements

### 3.2 Co-Curriculum

- 3.2.1 Co-curriculum content
- 3.2.2 Co-curriculum provision

### 3.3 Student Support

- 3.3.1 Student learning needs
- 3.3.2 Student welfare needs
- 3.3.3 Training for teachers
- 3.3.4 Career guidance
- 3.3.5 Learning resources



## Standard 3: CURRICULUM

### FOCUS AREA: 3.1 CORE CURRICULUM

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>3.1.1 Curriculum content</b>	The curriculum provides comprehensive, balanced and rigorous content and learning opportunities that develop knowledge, skills, values and attitudes relevant to the 21 <sup>st</sup> Century. Students are clear about the applicability of what they are learning, and how it will help them.	The curriculum provides a balanced learning programme and a range of learning experiences that develop knowledge, skills, values and attitudes relevant to the 21 <sup>st</sup> century <sup>11</sup> . Students understand the purpose and relevance of what they are learning.	The curriculum places some emphasis on values and attitudes, as well as content knowledge and skills.	The curriculum over emphasises content retention and provides little or no exposure to 21 <sup>st</sup> century skills and/or values. It does not take account of students' needs, interests or vocational choices.
	The curriculum includes personal, social, and emotional education programmes and integrates these elements into relevant subjects. Curriculum content and delivery help students make healthy lifestyle choices.	The curriculum includes personal, social and emotional education. Students learn about healthy lifestyle choices.	The curriculum promotes healthy personal, social and emotional behaviours.	The curriculum does not educate about emotional wellness and healthy lifestyles or build self-esteem or confidence.
<b>3.1.2 Curriculum requirements</b>	The curriculum and associated assessment requirements are comprehensively understood by teachers and guide their planning and delivery of lessons, as well as their setting and grading of internal assessments.	All aspects of the curriculum and examination board requirements are understood by teachers and used to develop and deliver lessons, and set and grade internal examinations.	Teachers are familiar with the expectations of the curriculum and examination boards.	Curriculum and examinations requirements are only superficially known by teachers.
	Expert scheduling, well timed delivery and integration of concepts, allows for all students including those with learning needs, to complete, understand and revise the syllabus fully. The curriculum is sequenced, and paced to enable extension and enrichment.	A published schedule and managed delivery allows sufficient time to cover and revise all components of the curriculum with opportunities available to extend and diversify what is taught to deepen understanding.	Scheduling provides sufficient time for the syllabus to be completed.	Poor time management and/or scheduling leads to failure to cover the course requirements in a timely manner.

<sup>11</sup> Graduates from Aga Khan schools should be equipped with the: knowledge they need to thrive throughout their adult lives; skills they need to be successful in the modern world; and attitudes and values they need to be good and ethical adults and to shape a positive future for themselves and others. **Knowledge** – Reading, writing and speaking in their national language and in English, mathematics, literature, modern languages, geography, history, sciences, the arts, technology, physical education and health; **Skills** – collaboration, communication, creativity, problem solving, entrepreneurship, leadership, critical thinking, social and emotional intelligence; **Values and attitudes** – adaptable, productive, pluralistic: civic engagement, ethical.


**FOCUS AREA: 3.2 CO-CURRICULUM**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>3.2.1</b> <b>Co-curriculum content</b>	<p>Topics, skills taught and learning approaches within the co-curriculum are planned and structured to deepen and broaden students' learning, and develop their talents in in scientific, technological, artistic, physical, social and values domains. The co-curriculum places priority on voluntary service projects.</p>	<p>The co-curriculum is planned and offers experiences that broaden and deepen learning, and develop students' talents. It includes activities in scientific, technological, artistic, physical, social and values domains, as well as service to others.</p>	<p>The co-curriculum provides a range of experiences to enhance and add to the core curriculum.</p>	<p>The school offers a limited or poorly planned co-curriculum programme that can be a series of 'one off' activities. It does little to extend student learning or provide new and different experiences.</p>
	<p>The co-curriculum is highly valued and popular. It matches students' interests and they willingly participate.</p>	<p>The co-curriculum responds to students' interests and a majority willingly participate.</p>	<p>All students are encouraged to participate in co-curriculum activities.</p>	<p>Students show little interest in the co-curriculum programme and few participate.</p>
<b>3.2.2</b> <b>Co-curriculum provision</b>	<p>Co-curriculum activities use a wide variety of teaching approaches. Classes are typically active, experiential and enriched with outside-school activities.</p>	<p>The co-curriculum is delivered using a variety of approaches. Many classes are active and experiential.</p>	<p>Co-curriculum activities are often active and draw on practical approaches to learning.</p>	<p>Little if any thought is given to engaging approaches in delivering the co-curriculum.</p>
	<p>Co-curriculum activities are delivered by specialists from within and beyond the school, including community members.</p>	<p>The co-curriculum is delivered by adept teachers and expert instructors.</p>	<p>The co-curriculum is largely delivered by classroom teachers.</p>	<p>Little thought is given to who delivers the co-curriculum.</p>

**FOCUS AREA: 3.3 STUDENT SUPPORT**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>3.3.1 Student learning needs</b>	A formal withdrawal and in-classroom support programme and additional resources are provided by teachers and specialist staff to identify and assist struggling and highly able students. Curriculum modifications are provided for those that need extra help or extension, and individual learning plans developed as needed.	A formal support programme is in place to identify and provide targeted assistance, resources and additional time to students who are struggling in their learning, or who have particular talents. The learning support programme involves classroom teachers and specialist staff.	Students with learning needs are identified and additional time, practice and resources are provided by teachers.	Students with learning needs are not identified. There are few, if any, interventions or resources to assist struggling students.
<b>3.3.2 Student welfare needs</b>	Specialist counseling staff and specialised interventions are available at all times, to support the welfare of students and, where appropriate, their families.	Student counseling, mediation and welfare support is available to all students, through trained in-school staff. External specialist staff are accessed as required.	Limited individualised specialist mediation, counseling and welfare support is available to students who are at risk.	The school lacks a student counseling programme or specialised student welfare systems. External specialist and welfare support are not readily available.
<b>3.3.3 Training for teachers</b>	Up-to-date training is provided in learning support and counselling so all teachers feel comfortable and committed to providing the additional individualised learning assistance and welfare support students need to be successful.	Regular training is provided to teachers so that they competently identify and provide learning support and/or advice and counselling to students experiencing learning or welfare difficulties.	Some training is provided to help teachers identify and support students with learning and welfare needs.	Little or no training is provided to help teachers identify or support students with learning and welfare needs.
<b>3.3.4 Career guidance</b>	Senior students receive career advice and work experience opportunities. Classroom teachers, career counsellors and external experts provide advice and practical support to explore and successfully access their post-school choices.	Senior students have access to career counselling and work-experience. They are supported by teachers and specialists to explore a variety of post-school options.	In-school career guidance is provided to senior students.	Specialist career counselling is not available to students and there is little focus placed on advising on post school options.

Focus Area 3.3 Student Support continued on the following page.



Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>3.3.5 Learning resources</b>	A variety of high quality, contemporary classroom and specialist resources, books and equipment are available to support all core subjects and co-curriculum activities, meet students' learning support needs and enable a range of teaching strategies.	Good quality classroom and specialist resources, books and equipment are available across all core and co-curriculum areas to support students and enable a range of teaching strategies.	Sufficient classroom and specialist resources, books and equipment are available across the majority of curriculum subjects, particularly core subjects, to support learning.	Classroom and specialist resources, books and/or equipment are insufficient to support the range of student needs.
	A range of high quality educational hardware and software in all curriculum areas, is readily available to staff and students, and accessible in classrooms throughout the school.	Required hardware and software is available to staff and students for all areas of the curriculum, and is readily accessible.	Core technology resources for staff and students are available in computer laboratories.	There is little or no technology hardware or software available to students and staff.



# Standard 4: SCHOOLS ETHOS AND VALUES

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## GOAL

*Aga Khan schools have a positive, welcoming climate, foster strong moral values and engender care, pluralism and service. Students are hard working, and feel supported and safe.*

## FOCUS AREAS AND KEY CHARACTERISTICS

### 4.1 Ethos

- 4.1.1 Climate and culture
- 4.1.2 Pride in the school
- 4.1.3 Child protection
- 4.1.4 Student attendance

### 4.2 Values

- 4.2.1 Moral values
- 4.2.2 Ethical decision making
- 4.2.3 Pluralism
- 4.2.4 Service



## Standard 4: SCHOOLS ETHOS AND VALUES

FOCUS AREA:	4.1 ETHOS			
Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>4.1.1</b> Climate and culture	The school is a happy, industrious place. A culture of optimism and positive expectations, achievement and endeavour is deliberately cultivated. Students and staff enjoy school life.	A culture of optimism and positive expectations, achievement and endeavour is shared by students and staff who typically enjoy school life.	The school encourages students to work hard, succeed and enjoy school.	The school fails to engender positive, attitudes to learning and/or a work ethic in students, who often dislike school.
	All relationships are respectful, caring and warm. Students and staff are considerate, well-mannered and look after each other. The school takes pride in being hospitable and welcoming.	Students and staff enjoy warm and respectful relationships. They care about each other. Students are courteous to other adults, and the school is welcoming.	Relationships between students, staff and other adults are respectful. Students are courteous to visitors.	Students may appear disrespectful to adults and each other. Little or no effort is made to greet or welcome visitors.
	The celebration of individual and collective successes along with achievements and special events, are a feature of the school.	Progress, achievement and special events are celebrated by the school.	The school celebrates special events.	There is little or no spirit of celebration in the school.
<b>4.1.2</b> Pride in the school	Students, staff and school leaders all feel an ownership of, and pride in, the school. They contribute to the quality and improvement of 'their' school.	Students, staff and school leaders embrace the school as 'theirs'. They are proud to be associated with the school.	Many students and staff feel positively about the school.	Neither staff nor students value, or take pride in, their school.
	The community feels a sense of ownership of 'their' school and actively contributes to upholding and strengthening its reputation.	The community are proud of the school and publicly promote its reputation.	Most of the community feel positive about the school.	Persistent discord may prevail about the school within the community.

Focus Area 4.1 Ethos continued on the following page.



Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>4.1.3 Child protection</b>	The school has rigorous child protection and safeguarding policies, procedures and practices in place which are prioritised, strictly adhered to and supported by training.	The school has child protection and safeguarding policies, procedures and practices in place which are adhered to and supported by training.	Safeguarding and child protection procedures and practices are in place.	The school lacks a rigorous approach to child protection and student safeguarding. There is no policy in place, or the policy is not understood or enforced.
	The safety of students is prioritised and a regularly promoted through the curriculum. Discrimination, harassment, abuse and bullying, be it physical or emotional including through social media, is rare and not tolerated. When it occurs, it is managed proactively.	Discrimination, harassment, bullying and abuse, including through social media, is managed proactively through education and awareness building. Bullying and harassment are dealt with swiftly.	Prevention of physical and emotional abuse, discrimination or harassment, including bullying, is addressed when it comes to the attention of staff.	Children are not comprehensively protected from discrimination, harassment, bullying and abuse. Complaints about bullying or harassment are not well managed.
<b>4.1.4 Student attendance</b>	Student attendance is consistently above 95% for all grades and year-on-year.	Student attendance is consistently above 92% for all grades and year-on-year.	Student attendance in any grade rarely drops below 90% year-on-year and is often higher.	Student attendance levels are consistently below 90% and student absenteeism is a chronic challenge.



<b>FOCUS AREA:</b>		<b>4.2 VALUES</b>			
<b>Key characteristics</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	
<b>4.2.1</b> <b>Moral values</b>	Policies, curriculum, behaviours and relationships within the school are consistently inclusive, respectful, ethical and compassionate. They are shaped by moral values and reflect the AKDN purpose of improving quality of life.	Policies, behaviours and relationships within the school are shaped by moral values and the AKDN purpose of improving quality of life.	Policies, behaviours and relationships within the school are based on positive moral values.	School policies, relationships and behaviour are neither shaped by, nor reflect, moral values or the AKDN purpose of improving quality of life.	
	Values are consistently taught, referred to, understood and demonstrated. Behavior that contravenes the moral value code is not tolerated.	Staff and students are taught, and subscribe to, moral values. Instances where behavior contravenes positive moral values, are addressed.	Values are taught and where the moral value code is broken appropriate action is taken.	The school ignores discrimination, inequity, bullying and disrespect.	
<b>4.2.2</b> <b>Ethical decision making</b>	Decisions by leaders, teachers, students and governing bodies reflect a moral and ethical code of pluralism, equity and human dignity. They are informed by data and consultation, and in the best interests of students.	Decisions are fair, based on evidence and positive moral values, and made in the best interests of students and the school.	Decisions are just and reasonable. They take account of others and preserve human dignity.	Decisions are often unfair or appear to be so. They may lack objectivity or not be ethical.	
<b>4.2.3</b> <b>Pluralism</b>	The school celebrates diversity. All students are welcomed and difference is respected and seen as a strength. All students participate in the life of the school and have equity of access to learning and success. Study of different ideas and perspectives is a feature of the curriculum. Students develop open mindedness, curiosity and global understanding.	The school values diversity by admitting and valuing students of all religions and cultures. Students willingly engage with, and learn from, others who are different from them. The curriculum enables students to understand different cultures and worldviews, and develop a global perspective.	The school welcomes students and teachers of different backgrounds and perspectives. Students willingly engage with others who are different from themselves.	The school does not embrace diversity. Students from outside the dominant culture may feel marginalised and differences can result in conflict. The curriculum provides little or no exposure to broader cultural understanding or valuing of difference.	
<b>4.2.4</b> <b>Service</b>	All students engage in a variety of service, outreach and volunteer projects within and beyond the school, developing a social conscience, sense of responsibility and leadership skills.	Students engaged in voluntary and outreach projects within and beyond the school that develop leadership and social responsibility.	Students are encouraged to take voluntary roles within school and community that support others.	Little attention is given to building citizenship and social responsibility in students. Few service or outreach projects are undertaken.	
	Most of the school staff engage in service and volunteer projects and act as models for students.	Many teachers engage in volunteer and service activities.	Some adults in the school participate in service activities.	Adults in the school do not contribute to the lives of others in the community.	



# Standard 5: FAMILY AND COMMUNITY ENGAGEMENT

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## GOAL

*Aga Khan schools are regarded as community resources, whose leaders and staff actively engage with families and others as valued partners in students' learning and overall development.*

## FOCUS AREAS AND KEY CHARACTERISTICS

### 5.1 Family Engagement

- 5.1.1 Partnership with parents
- 5.1.2 Communication with parents
- 5.1.3 Reporting to parents

### 5.2 Community Engagement

- 5.2.1 Contribution of the community
- 5.2.2 Communication with the community
- 5.2.3 The school as a community resource

## Standard 5: FAMILY AND COMMUNITY ENGAGEMENT

FOCUS AREA:	5.1 FAMILY ENGAGEMENT			
Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>5.1.1 Partnership with parents<sup>12</sup></b>	Parents are active in supporting their children's learning including homework. The knowledge, skills and positive attitudes children learn at home are valued. Parents are well informed about the curriculum, learning expectations and how they can support their child's needs and interests.	The school values and recognises the role parents play in learning and keeps them well informed about the curriculum and its requirements. They know how to help their child at home and at school including with homework.	Parents are made aware of the requirements of the curriculum and expectations for their children. They monitor homework.	The school does not recognise the role families play in supporting learning. Parents are not made aware of the requirements of the curriculum or advised about how they can contribute to their children's learning.
	Many families consistently contribute their time, skills and resources in a variety of ways to support the school and learning programmes.	Families are involved with the school in many different capacities inside and outside classrooms.	Parents attend special events and social activities.	Parent rarely visit the school and are not involved in whole school, classroom or co-curriculum activities.
<b>5.1.2 Communication with parents</b>	Parents have warm, positive and respectful relationships with all school leaders and staff at the school.	Relationships between parents and school leaders and staff are positive and respectful.	School leaders, staff and parents have respectful relationships.	Parents' relationships with the school can be unproductive or even abrasive.
	Communication between the school and parents is effective and two way. Consultation is commonplace and feedback sought, welcomed and acted on. Concerns are dealt with effectively and promptly. A formal, complaints process is in place and known.	Communication between the school, and parents is two way and enables feedback and consultation to occur. Criticisms and suggestions are addressed promptly. A formal complaints process is in place.	Processes are in place that enable communication with parents over key matters, using the mother tongue as necessary. Feedback on critical issues is taken seriously.	There are no formal or informal mechanisms in place to communicate with parents and/or solicit or receive their feedback, nor is parents' input valued.
<b>5.1.3 Reporting to parents</b>	Parents receive regular, easily understood, accurate and comprehensive written and verbal reports on their child's progress and attainment. Their insights into their child's learning and wellbeing are sought and they are kept well informed about concerns. Challenges to progress are cooperatively addressed.	Parents receive regular, accurate written and verbal reports on their children's progress and attainment, which they readily understand. The school assists parents to recognise their child's developmental needs and promptly engages their support in addressing learning difficulties or wellbeing concerns.	Parents receive formal reports on their children's attainment levels.	Students' reports may not be well understood by parents and language barriers not addressed. Communication to parents about a student's learning or wellbeing needs, particularly if students are struggling, is rare and may be stressful for parents.

<sup>12</sup> Parents also refer to 'families' or 'caregivers'.

**FOCUS AREA: 5.2 COMMUNITY ENGAGEMENT**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>5.2.1 Contribution of the community</b>	The contribution of community members is integral to the operation and improvement of the school enriching the learning, core and co-curriculum, improving infrastructure and resourcing, and enhancing governance.	The school benefits from the time, expertise and resources of community members across learning, curriculum, infrastructure and governance.	The contribution of some community members helps improve the resources and infrastructure of the school, and supports learning and the co-curriculum.	The community is seldom engaged in school activities nor contributes to school life.
	The school has active alumni who are highly connected with, and support, the school, including regularly donating time, resources and expertise.	Alumni support the school including donating time, resources and expertise.	Some alumni remain connected to the school.	The school does not reach out to, or welcome, its alumni.
<b>5.2.2 Communication with the community</b>	Communication between the school, and stakeholders is effective and results in engagement. Consultation on relevant matters is commonplace and feedback sought, welcomed and acted on. Concerns are dealt with effectively and promptly.	Communication between the school and the community is effective. It supports engagement and enables feedback and consultation to occur.	Key information is communicated to the community, using the mother tongue as necessary. Feedback on critical issues is taken seriously.	Insufficient attention is given to communicating with the community. Feedback is not sought or valued.
	An effective committee structure is in place and well used so that community/parents have a role in policy setting, resource mobilisation and governance. They feel valued and well informed.	Community/parent committees are in place, meet regularly and make an active contribution to the life of the school.	A community/parent committee structure is in place.	There is no structure in place for community/parent representation within the school.
<b>5.2.3 The school as a community resource</b>	The school's facilities and resources are used extensively by the community.	The school facilities are available to, and used by, the local community.	Some use is made of the school facilities by the community.	The school facilities and resources are not available to the community.
	The school initiates opportunities to conduct programmes, share practices and provide information to educate the community about a range of issues.	The school takes advantage of opportunities to conduct programmes, share practices and provide information to educate the community.	The school supports selected efforts to increase knowledge and educate the local community.	The school is unaware, or does not take advantage of, opportunities to contribute to the education of the local community they serve.



# Standard 6: HUMAN RESOURCES AND OPERATIONS

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## GOAL

*Aga Khan schools follow ethical and just policies. They apply effective processes and procedures to optimise operations, financial management and human resources in support of student learning and wellbeing.*

## FOCUS AREAS AND KEY CHARACTERISTICS

### 6.1 School Management and Administration

- 6.1.1 Operational management
- 6.1.2 Financial and asset management
- 6.1.3 Management systems
- 6.1.4 Policies and Procedures
- 6.1.5 Administrative compliance

### 6.2 Staff Numbers, Structures and Qualifications

- 6.2.1 Staff numbers and organisational structure
- 6.2.2 Staff qualifications

### 6.3 Staff Recruitment, Retention, Development and Advancement

- 6.3.1 Recruitment and induction
- 6.3.2 Conditions, compensation and benefits
- 6.3.3 Performance management and development
- 6.3.4 Retention
- 6.3.5 Succession planning



## Standard 6: HUMAN RESOURCES AND OPERATIONS

### FOCUS AREA: 6.1 SCHOOL MANAGEMENT AND ADMINISTRATION

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>6.1.1 Operational management</b>	The school is highly organised, runs efficiently and leaders oversee the day-to-day operations capably. Comprehensive, up-to-date, well-established standard operating procedures and practices are adhered to by students, staff and the community, facilitating the efficient, effective, fair and safe conduct of the school.	The school is well organised and time is used productively. Standard operating procedures and practices are in place and followed by students, staff and the community. They facilitate the efficient, effective, fair and safe conduct of the school.	The school is organised and routine, day-to-day operating procedures and practices run smoothly.	The day-to-day management of the school is inefficient and without established schedules or practices. Disruptions are frequent and operational routines tend to be reactive, often driven by custom and practice rather than need or efficiency.
<b>6.1.2 Financial and asset management</b>	School budgets are thoroughly planned and prudently managed in accordance with AKES guidelines, to meet all operational needs and improvement goals. Principles of best value are applied, optimising budget allocations. Alternative funding to supplement resources, is sought within agreed parameters.	School budgets are planned and managed in accordance with AKES guidelines to meet operational needs and achieve improvement priorities. Principles of best-value are understood and funds used to effect.	Budgets are planned and funds spent to meet the school's operational needs and key priorities. Principles of best value are usually applied.	Budgets are poorly planned, and do not address operational or improvement needs effectively. Best value is not consistently achieved.
	Income and expenditure is tracked, monitored and reported, and underpins decisions about future spending and resource allocation.	Income and expenditure is tracked, monitored and reported, and informs decisions about spending and resource allocation.	Financial tracking and reporting is in place and used to monitor the receipt and dispersal of funds.	Funds are not effectively accounted for or monitored.
	Fee collection systems and processes are very effective. Outstanding fees and bad debts are rare.	Fee collection systems and processes are effective. Outstanding fees and bad debts are kept to a minimum.	Fee collection systems and processes are satisfactory. Outstanding fees and bad debts are manageable.	Fee collection systems and processes are poorly administered. Outstanding fees and bad debts are at a high level.
	Admissions and registration processes are very effective and enquiries and applications are dealt with promptly and efficiently.	Admissions and registration processes are effective, and enquiries and applications managed well.	Admissions and registration processes are followed, and enquiries and applications managed within a reasonable timeframe.	Admissions and registration processes are not well established, and enquiries and applications managed poorly.

Focus Area 6.1 School Management and Administration continued on the following page.



Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>6.1.3 Management systems</b>	Technology is widely and capably used to manage school administration, data collection, record keeping and reporting, for students, staff, finances, assets, communications and operations. Acquiring relevant hardware and software to improve management systems is prioritised.	Technology is used to good effect to manage school administration, data collection, record keeping and reporting, for students, staff, finances, assets, communications and operations.	Key data about students, staff, finances, assets and operations is available. School management technology used as it becomes available.	Management, data and record keeping systems are not in place so that the administration of the school is ineffective and/or inefficient. Technology is not used as an operational or administrative tool.
	Day-to-day and longer term operational and administrative effectiveness and efficiencies are continuously improved as a result of formal and informal feedback and reviews.	Operational and administrative efficiencies and effectiveness are routinely monitored and improved.	Improvements in the efficiency of administrative and operational practices are made as a need arises.	There is no evaluation of administrative and operational practices.
<b>6.1.4 Policies and procedures</b>	Agreed school wide policies and practices are comprehensive, followed and regularly reviewed and updated according to best practice, school needs, and country office and AKES requirements and advice.	The school has an agreed policies and practices in place that are adopted from, or closely aligned with, AKES policies and procedures. These are regularly updated.	The school adopts the policies and procedures set out by AKES.	Few documented policies and procedures are in in place. The policies provided by AKES are not acted on, known about, or understood.
<b>6.1.5 Administrative compliance</b>	All administrative, personnel, asset and budget decisions and actions follow best practice standards while adhering to AKES and legal, financial, procurement and disposal guidelines. All legal and regulatory requirements are complied with and practices stand up to close scrutiny.	All administrative, personnel, asset and budget decisions and actions adhere to AKES and legal, financial, procurement and disposal guidelines and are compliant with all regulatory and legal requirements.	All decisions and actions related to personnel, financial and asset management, procurement and disposal, follow AKES and legal guidelines. All key operations are compliant with regulatory and legal requirements.	Administrative decisions may be taken without regard to AKES guidelines. The school does not comply with all local, national or legal requirements.


**FOCUS AREA: 6.2 STAFF NUMBERS, STRUCTURES AND QUALIFICATIONS**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>6.2.1 Staff numbers and organisational structure</b>	The school is well provided for with high quality teaching, specialist, leadership and administrative personnel to enable its efficient operation, and to meet the learning and welfare needs of students.	The school has sufficient high quality teaching, specialist, leadership and administrative personnel to enable its efficient operation, and to meet the learning and welfare needs of students.	There is a sufficient number of staff to deliver the curriculum and operate the school.	There are inadequate numbers of teaching, specialist, leadership and/or administrative staff to meet students' needs or operate the school efficiently.
	Agreed teacher/student ratios are met and staff deployed to maximum benefit. Volunteer and community resources are used to enhance adult to student numbers.	Agreed teacher/student ratios are met and staff deployed to maximise the benefit to students.	Agreed teacher/student ratios are adhered to.	Teacher/student ratios do not support effective learning.
	Sophisticated and innovative organisational structures and operating procedures support distributed and flexible deployment of staff so that talents are used to benefit students and workloads are fair and managed.	Organisational structures and human resource arrangements result in fairly distributed and well managed workloads.	Workload requirements are adhered to.	Staffing structures and operating procedures do not support a fairly distributed and manageable workload.
<b>6.2.2 Staff qualifications</b>	All staff are fully qualified academically and professionally. Many have advanced qualifications and pursue further credentials. Qualifications are optimally matched to required teaching roles, developmental levels taught or the school's operational and administrative requirements.	Staff are well qualified for their roles and continue to develop their professional credentials and undertake relevant training. Qualifications are well matched to teaching responsibilities or operational tasks.	Staff are qualified for their roles according to local and/or national employment requirements. Qualifications are mostly matched to teaching responsibilities or operational tasks.	Not all staff are qualified or trained for their roles or the tasks they are given, according to local and/or national employment requirements. Not all classes are taught by suitably qualified staff.


**FOCUS AREA: 6.3 STAFF RECRUITMENT, RETENTION, DEVELOPMENT AND ADVANCEMENT**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>6.3.1 Recruitment and induction</b>	Recruitment processes and appointment decisions are well understood, ethical, timely and objective. They respond to need, are sustainable and build capacity.	Recruitment processes and appointment decisions are ethical, timely, objective, and understood. They respond to school needs and build capacity.	Recruitment processes and appointment decisions adhere to AKES policy guidelines and are understood by staff.	Recruitment processes and appointment decisions are reactive and unpredictable. They are not understood by staff and may seem unfair.
	All new employees have an induction plan and receive formal and informal support, coaching and feedback over an extended period. Expectations are clear and school policies explained.	Induction processes are comprehensive and use formal and informal approaches. New employees know what is expected of them, receive feedback and support, and school policies are explained.	Orientation arrangements are in place to support new employees so that they know what is expected of them and are introduced to school policies.	New employees receive haphazard or little induction and often work without support. They can be unclear about what is expected of them and unfamiliar with school policies.
<b>6.3.2 Conditions, compensation and benefits</b>	The application of compensation, benefits and employment conditions is seen by staff as equitable and fair, taking account of role, context and market forces. Changes to benefits and conditions are justified and explained. All staff receive their entitlements promptly.	The application of compensation, benefits and employment conditions is fair. Changes to staff benefits and conditions are made within clear guidelines. Staff are aware of their entitlements and are able access them easily.	Compensation and employment conditions are applied justly. Changes to staff benefits and conditions are explained. Staff receive all their entitlements.	Compensation and employment conditions do not always meet local or national requirements. Staff may be unaware of their entitlements or changes that will affect them.
	A well understood, fair and accessible staff complaints process is in place that results in timely and effective responses and resolution.	A process is in place to receive and manage staff complaints that is seen to be fair and results in timely, effective outcomes.	A formal complaints process is in place for staff.	No formal mechanism is in place to manage staff complaints.

Focus Area 6.3 Staff Recruitment, Retention, Development and Advancement continued on the following page.



Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>6.3.3 Performance management and development</b>	Expectations of staff performance and conduct are high. Documented, understood performance management policies and procedures are in place that set challenging targets, and support and hold staff accountable for the timeliness and quality of their work. The staff is involved in the regular review and updating of performance management practices.	Well understood performance management policy and procedures are in place that articulate the performance and behavioural expectations of staff, set targets, and support and hold staff accountable for the timeliness and quality of their work. Practices are regularly reviewed and updated.	Formal performance management processes are in place and staff understand what is required of them, what support they can expect and what they are accountable for.	Performance management processes are not well documented, understood or enacted. Staff accountability and support mechanisms are weak.
	Staff are willingly involved in appraisal. They receive regular formal and informal feedback focused on improvement and growth and based on observation and data. Performance management processes have a notable impact on sustaining or achieving high quality leadership, teaching, and outcomes for students.	Staff are actively engaged in appraisal. Formal and informal feedback is regularly given to staff about their performance and to guide improvement. Performance management processes contribute to improving leadership, teaching and outcomes for students.	All staff are appraised and given formal feedback on their performance and advice about improvement. Performance management processes result in some changes in practice.	Staff performance appraisal can be ad hoc and 'done to' staff. Feedback on performance is neither timely nor helpful and sometimes punitive. Performance management processes have little or no impact on teacher performance or student learning.
	A wide range of focused internal and external professional development opportunities target school and individual needs. Time is given for staff to rehearse new skills and share practice. Professional development improves practice and builds capacity.	Internal and external professional development is planned and timely. It targets school and staff needs, builds capacity and improves performance. Good practice is shared.	Structured, planned professional development and support is provided based on school and staff needs.	Professional development is not well planned and does not target the improvement needs of the school or individual staff members. It does not impact on teaching and learning.
	A well documented and understood staff disciplinary code is in place and implemented justly and consistently. The staff is involved in its development and review.	A documented staff disciplinary code is in place, understood and implemented consistently and justly.	A staff disciplinary code is in place and implemented justly.	There is no clear disciplinary code. Disciplinary procedures are implemented inconsistently and may be unfair.

Focus Area 6.3 Staff Recruitment, Retention, Development and Advancement continued on the following page.



Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>6.3.4 Retention</b>	The professional, positive, collegiate culture and reputation of the school attracts and retains high caliber staff. Attrition is consistently below 10%. Proactive measures are in place to retain key staff.	The culture of the school is professional and supportive of staff. Attrition is 12% or below and strategies are in place to manage shortfalls.	Many staff seek to stay at the school. Attrition is under 15%.	Staff morale is low and staff attrition is above 15%. There are no strategies in place to encourage retention.
	Staff are encouraged and supported in their career aspirations. Promotion pathways and processes are understood, timely and aligned to strategic plans and student and school needs. Decisions are data informed, objective and fair.	Career growth is supported and promotion pathways and processes are understood, timely and aligned with strategic plans. Promotion decisions are made objectively based on data and context.	Promotion processes and associated decision making adhere to AKES policy guidelines. Appointment choices are seen as fair.	Internal career opportunities and promotion processes are reactive and unpredictable. Promotion decisions are made without apparent objectivity and may seem unfair.
<b>6.3.5 Succession planning</b>	The school has a plan in place to manage succession. There is active engagement and coaching of aspiring talent from within the school, and a strong outward-facing network to identify and draw on talent.	The school has a systematic approach to succession planning particularly for leadership positions. Talent is developed within the school and potential external recruits identified.	The school responds to the loss of key personnel by identifying internal talent and recruiting from wider networks.	The school has no plan to manage changes in key personnel.



# Standard 7: INFRASTRUCTURE

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## GOAL

*Aga Khan facilities and assets are sufficient, safe, fit for purpose, conducive to learning and aesthetically pleasing.*

## FOCUS AREAS AND KEY CHARACTERISTICS

### 7.1 Facilities

- 7.1.1 Facilities for learning
- 7.1.2 Furniture and equipment
- 7.1.3 Adult workspaces

### 7.2 Physical Environment

- 7.2.1 Design and aesthetics
- 7.2.2 Sound, temperature and light quality
- 7.2.3 Hygiene and cleanliness
- 7.2.4 Energy efficiency

### 7.3 Construction and Maintenance

- 7.3.1 Construction
- 7.3.2 Services and utilities
- 7.3.3 Operational effectiveness and signage
- 7.3.4 Maintenance of buildings and assets

### 7.4 Safety, Security and Compliance

- 7.4.1 Safety
- 7.4.2 Security
- 7.4.3 Compliance

## Standard 7: INFRASTRUCTURE

FOCUS AREA:	7.1 FACILITIES			
Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>7.1.1 Facilities for learning</b>	Appropriate numbers of purpose built classrooms and facilities mean that students and staff are comfortably accommodated, a variety of teaching approaches including collaborative and active learning are enabled, and the use of technology and a range of resources supported.	The number and size of classrooms and facilities readily accommodates all students and staff, and enables a range of teaching approaches including collaborative and active learning, and the use of resources and technology.	There are a sufficient number of classrooms and facilities of an adequate size, to accommodate students and staff and support learning.	Classrooms are too few, too small or too crowded to accommodate student and staff numbers and/or enable a range of teaching approaches, or the use of additional resources.
	Specialist spaces including libraries and laboratories, allow for the effective delivery of an enriched core and co-curriculum.	Specialist spaces including libraries and laboratories, facilitate the delivery of the core and co-curriculum.	Specialist spaces including library and laboratory spaces, enable the core curriculum to be delivered.	Specialist facilities, libraries and laboratories are limited or non-existent so that it is difficult to deliver the prescribed curriculum.
	Purpose built internal and external multi-use spaces are available for larger gatherings.	Internal and external spaces are available for larger gatherings.	Some multi-use internal or external spaces are available for larger gatherings.	No internal multi-use space is available for larger gatherings and/or there are limited external spaces.
	Facilities meet the needs of all students, staff and visitors with disabilities, special needs and gender or religious requirements.	Facilities meet the needs of most students, staff and visitors with disabilities, special needs and gender or religious requirements.	Facilities meet the needs of some students with disabilities, special needs and gender or religious requirements.	Limited facilities restrict access and provision for groups with specialised needs and requirements.
	The school has generous external spaces that cater well for the curriculum, physical, recreational and social needs of students.	The school has external spaces that readily meet the curriculum, physical, recreational and social needs of students including appropriate space to student ratios.	The school can access external spaces for sports and recreation that meet the curriculum and social needs of students.	External sport and recreational spaces are very limited.
	There are a generous number of modern washrooms in excellent repair, for students and staff. They cater for gender and age requirements.	There are sufficient, well maintained washrooms for the number, gender distribution and age of students and staff.	Washroom facilities are adequate for the number and gender distribution of students and staff.	The number the washrooms is inadequate to meet the number or gender distribution of students and staff.

Focus Area 7.1 Facilities continued on the following page.



Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>7.1.2 Furniture and equipment</b>	Furniture is of good quality, in excellent condition, ergonomically designed, flexible, age appropriate, and in sufficient quantity to meet the needs and preferences of all students and staff.	Furniture is in good condition, comfortable, flexible, age appropriate, and in sufficient quantity to meet the needs of students and staff.	Furniture is in adequate condition and sufficient quantity to cater for student and staff needs. It is usually age appropriate.	Furniture is in poor condition or insufficient quantity to cater for the range of needs and ages in the school. Furniture can be inflexible and of inferior quality.
	Learning resources and equipment are modern, of good quality and in excellent condition. They are fit-for purpose, age appropriate, and in sufficient quantity to meet the needs and preferences of all students and staff.	Learning resources and equipment are in good condition, fit-for-purpose, age appropriate, and in sufficient quantity to meet the needs and preferences of students and staff.	Learning resources and equipment are adequate and in sufficient quantity to meet the needs of most students and staff.	Learning resources and equipment are in poor condition, outdated or insufficient in quantity. They do not cater for the range of needs, ages or preferences in the school.
<b>7.1.3 Adult workspaces</b>	A comfortable, individual workspace is provided for each staff member which is conducive to rest and work. Larger spaces are provided for joint work and meetings and a well-equipped resource center is available for teachers.	Staffrooms accommodate the number of staff and are comfortable, and conducive to rest and work. A resource center is provided to support the work of teachers.	There is some provision of staff workspaces.	Staffrooms and facilities are inadequate for the number of staff.
	Purpose built rooms are available for parents or community members to meet and work.	Dedicated rooms are available for parents or community members to meet and work.	Some multi-purpose rooms are available for parents or community members to meet and work.	No spaces are available for parents or community members to meet and work.



## FOCUS AREA: 7.2 PHYSICAL ENVIRONMENT

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>7.2.1 Design and aesthetics</b>	The school is purpose built and the buildings and grounds reflect international best practice design for contemporary schools. The facility is sympathetic to the locality and culture of the school population.	The school is purpose built and/or modified to enable a conducive learning environment. The design and 'look' of the school building and grounds is well regarded and sympathetic to the locality.	The design of the school, or modifications to construction, provide an adequate learning environment that is appropriate to the environment.	The design of the school facilities is not fit for purpose, can be unattractive and often not sympathetic to the environment.
	The approach to the school is landscaped, and main entrance and reception areas aesthetically appealing and well maintained. Attention given to keeping them looking attractive and welcoming.	The approach to the school is landscaped, and main entrance and reception areas are attractive and tidy.	The approach to the school, main entrance and reception areas are orderly, with efforts made to render them attractive.	The approach to the school, main entrance and reception areas are unappealing and may look tired and untidy.
	Well presented student work is extensively and prominently displayed throughout the school, and frequently updated. Other permanent and temporary displays contribute to making the environment stimulating and interesting.	Well presented, student work is displayed in classrooms and around the school, and the displays changed regularly. Other permanent and temporary displays add interest to the school environment.	Student work is displayed in some classrooms and around the school and is presented neatly. Other display items add some interest to the school environment.	There is minimal or no student work, or other items, on display in the school and/or displays can be untidy, old and infrequently refreshed.
<b>7.2.2 Sound, temperature and light quality</b>	Well considered design and remedial measures ensure noise levels adhere to best practice acoustic parameters and are conducive to wellbeing and learning within school buildings and grounds.	Noise levels in communal, corridor and learning spaces adhere to acoustic parameters and are consistently conducive to wellbeing and learning.	Noise levels in classroom and learning spaces are conducive to wellbeing and learning.	Noise levels within the school do not adhere to acoustic parameters and can adversely impact learning and wellbeing.
	Heating, cooling and ventilation systems maintain temperatures at comfortable levels across the school and within internationally recommended margins.	Heating, cooling and ventilation systems maintain temperatures in classrooms and working spaces at comfortable levels most of the time.	Heating, cooling and ventilation systems maintain temperatures in classrooms and working spaces within locally accepted margins for the majority of the time.	Unregulated high or low temperatures and/or poor ventilation in classrooms and working spaces, adversely impact the learning and wellbeing of students and staff.
	All areas in the school are well lit complying with, or exceeding, internationally recommended guidelines.	Areas where students and staff learn, work and play are well lit, particularly at desk level.	Light levels in classrooms and working spaces are adequate to sustain learning throughout the year.	Light falls below recommended levels and adversely impacts learning and wellbeing.

Focus Area 7.2 Physical Environment continued on the following page.



Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>7.2.3 Hygiene and cleanliness</b>	Facilities and grounds are always very clean and tidy. Damaged and obsolete furniture and equipment is disposed of quickly, responsibly and safely. Perishable rubbish is stored hygienically and disposed of promptly.	Facilities and grounds are clean and tidy. Damaged and obsolete furniture and equipment is disposed of safely and in a timely way. Perishable rubbish is stored hygienically and disposed of promptly.	Most areas and grounds are clean and tidy. Disposal of damaged and obsolete furniture, equipment and perishable rubbish occurs safely in a reasonable time period.	Facilities and grounds are disorderly and untidy. Damaged or obsolete furniture or equipment is not disposed of. Untimely management of perishable rubbish presents a potential health hazard.
	Food preparation and storage areas are always clean and hygienic. Best practice guidelines are displayed and followed, and health and safety standards often exceeded.	Food preparation and storage areas are always clean and hygienic. They easily meet all health and safety standards.	Food preparation and storage areas are clean and meet the required health and safety standards.	Food preparation and storage areas are not always kept clean and may fail to meet minimum health and safety standards.
	Washrooms are in excellent repair, always clean and odor free.	Washrooms are cleaned regularly and thoroughly. They are odor free.	Washrooms are cleaned regularly.	Cleanliness levels of washrooms are inadequate.
<b>7.2.4 Energy efficiency</b>	Energy conservation mechanisms are in place and widely used throughout the school. Renewable energy sources make a significant contribution to the efficiency of the school. Numerous school design features optimise the use of energy, water and resources.	Energy is conserved and used efficiently. Some renewable energy supplements traditional sources. Design features improve efficiencies in the use of energy, water and other utilities.	Energy is conserved wherever possible. Some design features are in place to increase the efficient use of energy, water and other utilities.	The school has no processes, and is not designed, to conserve the use of energy, water and other utilities.
	The school is environmentally conscious and has well-established and wide-ranging recycling and reuse processes in place.	A number of recycling and reuse processes are in place throughout the school.	Some recycling and reuse of materials and waste occurs.	The school does not recycle materials or waste.


**FOCUS AREA: 7.3 CONSTRUCTION AND MAINTENANCE**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>7.3.1 Construction</b>	The school buildings are structurally sound and safe, take account of local environmental risk factors, meet all AKES requirements and showcase best practice international construction and safety standards. High quality materials and best practice methods are used in construction.	The school buildings are structurally sound and safe, take account of local environmental risks, meet construction and safety standards and fulfill AKES requirements. Construction materials and methods are of good quality.	The school buildings, construction materials and methods do not pose a safety risk and meet local construction and safety standards.	School buildings, or areas within buildings, are structurally compromised or do not take account of the prevailing local circumstances giving rise to unacceptable levels of risk. Aspects of the facility fail to meet minimum construction and safety standards
<b>7.3.2 Services and utilities</b>	The school has an uninterrupted supply of electricity that fully supports all learning and operational needs.	The school has access to a constant supply of electricity to support learning and operational needs.	The school accesses an electricity supply which is mostly reliable.	The school's electricity supply is unreliable with no back up in place.
	Cabling, high speed internet, and excellent bandwidth is consistently available throughout the school.	Cabling, internet connection and excellent bandwidth is available in most teaching, working and recreational spaces.	Cabling, internet connection and adequate bandwidth is available in some teaching and staff working spaces.	The school has very limited or no access to IT infrastructure, and has poor or no connectivity.
	Drinking water that meets international quality standards, is unrestricted and readily available to all students and staff.	Drinking water is readily available to all students and staff, meets quality standards, and is tested as necessary.	Local drinking water and/or an alternative supply, meets quality standards, and is available to all students and students.	Drinking water does not meet minimum standards or is of unreliable supply, and the school does not ensure an alternative supply sufficient for all students.
	Waste from the school is discharged to the city sewer or treated to international norms and discharged to a watercourse. Grounds and wet areas maintain high levels of hygiene and safety.	Drainage is well managed and waste safely discharged so that grounds and wet areas are hygienic, dry and safe.	Drainage is adequate and does not result in leakage or overflow. Grounds and wet areas are hygienic, dry and safe.	Poor drainage, leakage and overflows consistently impair the functioning of the school and the health and safety of students and staff.

Focus Area 7.3 Construction and Maintenance continued on the following page.



Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>7.3.3 Operational effectiveness and signage</b>	The school's traffic flow systems and parking provision, are easily navigable including drop off and pick up, meet the needs of all users and are safe and efficient. Access for deliveries is separate to that of students.	The school's traffic flow, delivery system and parking provision meet the needs of most users and are safe and well managed.	The school's traffic flow, delivery system and parking provision are adequate with careful management.	There is inadequate parking provision at the school and movement of vehicles, including deliveries, is difficult, congested and can pose a hazard to staff and students.
	Directional information allows students and visitors to orientate themselves quickly and easily within the school. All classrooms, specialist spaces, and other facilities are clearly and professionally labelled.	Directional information allows students and visitors to orientate themselves within the school. Classrooms and specialist spaces are clearly labelled.	Directional information allows most students and visitors to find the key school facilities, entrances and exits. The majority of classrooms and specialist spaces are clearly labelled.	Poor or absent signage makes navigation within the school difficult for staff and visitors. Rooms are not labelled or are poorly labelled.
	Signage related to safety and security is well produced, up-to-date and widely distributed throughout the school.	Signage related to safety and security is clear, up-to-date and appropriately positioned throughout the school.	Signage related to safety and security is positioned in the major areas of the school.	The school lacks safety related signage.
<b>7.3.4 Maintenance of buildings and assets</b>	The school is very well maintained and has a 3-5 year preventative maintenance and minor works plan in place that is effectively implemented. A dedicated, qualified facilities manager is responsible for all maintenance and repairs.	The school is well maintained and has a plan for maintenance and minor modernisation and upgrading that is effectively implemented. A qualified staff member is responsible for facilities maintenance.	School maintenance and minor modernisation and upgrading is dealt with as issues arise.	The school is poorly maintained with no maintenance or minor works plans in place.
	Repairs are registered immediately and undertaken promptly. Quality control systems mean all work is of a high standard.	Repairs are registered and undertaken promptly and to a good standard.	Repairs are undertaken in a reasonable time-frame and to an acceptable standard.	Repairs are managed in an ad hoc manner, often not dealt with in a timely way and can be of poor quality.


**FOCUS AREA: 7.4 SAFETY, SECURITY AND COMPLIANCE**

Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>7.4.1 Safety</b>	The storage and handling of hazardous materials is safe and secure in accordance with regulations and best practice.	The storage and handling of hazardous materials is safe and secure in accordance with regulations.	The storage and handling of hazardous materials is safe and secure.	The storage and handling of hazardous materials and products can be poor with respect to safely and securely.
	Evacuation, lock-down, disaster and emergency procedures are documented, practiced each term and confidently executed by all staff and students. The outcomes of practice drills are analysed for improvement.	Evacuation, lock-down, disaster and emergency procedures are documented, practiced regularly and well executed by staff and students.	Evacuation, lock-down, disaster and emergency procedures are practiced at least annually, and executed appropriately by the majority of staff and students.	Evacuation, lock-down, disaster and emergency procedures are practiced infrequently and not well executed by staff and students.
	Risk-assessments are completed for all school facilities and regular safety checks on equipment and service infrastructure are carried out by relevant experts.	Risk-assessments are completed for all school facilities and regular safety checks are carried out on equipment and service infrastructure.	Risk-assessments are completed for school facilities and safety checks carried out on equipment and service infrastructure.	Risk assessments on school facilities, and equipment and service infrastructure safety checks are infrequent if they occur at all.
	A variety of first aid equipment and supplies is readily available across the school and a trained nurse available at all times.	First aid equipment and supplies are available at various stations throughout the school. A nurse or person trained in first aid is available in the school to respond in case of accident, emergency or sickness.	First aid equipment and supplies are available centrally within the school. Some staff are trained to respond in case of accident or emergency.	Inadequate provision is made for first aid across the school including a lack of first aid equipment and supplies and insufficiently trained staff to respond in case of accident and emergency.

Focus Area 7.4 Safety, Security and Compliance continued on the following page.



Key characteristics	Level 4	Level 3	Level 2	Level 1
<b>7.4.2 Security</b>	Boundary walls, entry management systems and well documented security procedures, successfully prevent or identify unauthorised access and keep students, staff and visitors safe within the school.	Boundary walls, entry management systems and security procedures are effective in minimising unauthorised access to the school and maintaining the overall security of students, staff and visitors.	Boundary walls, entry management systems and security procedures are in place.	The school has insecure perimeters and/or access and security procedures that are lax.
	All external areas have safety lighting.	Main exits, entrances and walkways have safety lighting.	The main entrance area of the school has external safety lighting.	There is no external safety lighting.
	The school has a sufficient number of well-trained security staff. They apply safety and security policies uncompromisingly.	The school has an adequate number of trained security staff who comply with guidelines.	Security staff meet local security requirements.	Security staff numbers are inadequate or staff do not follow policy or are not provided with adequate guidance so that security is compromised.
<b>7.4.3 Compliance</b>	All the required licenses and permits are held by the school, are up-to-date and renewed as required.	Up-to-date, required licenses and permits are held by the school.	Key licenses and permits are held by the school.	The school holds out-of-date licenses and permits or they are missing.
	The school has very effective, easily accessible digital systems in place to manage and record facilities operations, maintenance and cleaning information and ensure compliance.	The school has reliable systems in place to manage and record facilities operations, maintenance and cleaning information and ensure compliance.	Systems to manage and record facilities operations, maintenance and cleaning information, and maintain compliance, are adequate.	Systems to manage and record facilities operations, maintenance and cleaning information, and ensure compliance, are poor or ineffective.

**For more information, please contact us**

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