



**Adventist
Accrediting
Association**

**Accrediting Association of Seventh-day Adventist Schools,
Colleges and Universities**

ACCREDITATION HANDBOOK

**Primary Level
British Union Conference**

**Watford
England
2010**

PART 1: PHILOSOPHY AND PURPOSE OF ACCREDITATION

SEVENTH-DAY ADVENTIST PHILOSOPHY OF EDUCATION

As extracted from the Philosophy statement approved by consensus of the First International Conference of the Philosophy of Seventh-day Adventist Education (2001) and incorporated into the Working Policy of the General Conference.

Aim and Mission

Adventist education prepares students for a useful and joy-filled life, fostering friendship with God, whole-person development, Bible-based values, and selfless service in accordance with the Seventh-day Adventist mission to the world.

Philosophy

The Seventh-day Adventist philosophy of education is Christ-centered. Adventists believe that, under the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in the Bible, in Jesus Christ and in nature. The distinctive characteristics of Adventist education—derived from the Bible and the writings of Ellen G. White—point to the redemptive aim of true education: to restore human beings into the image of their Maker.

Seventh-day Adventists believe that God is infinitely loving, wise, and powerful. He relates to human beings on a personal level, presenting His character as the ultimate norm for human conduct and His grace as the means of restoration.

Adventists recognize, however, that human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of restoring human beings to their original relationship with God. Working together, homes, schools and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

Adventist education imparts more than academic knowledge. It fosters a balanced development of the whole person—spiritually, intellectually, physically, and socially. Its time dimensions span eternity. It seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

SEVENTH-DAY ADVENTIST ACCREDITATION: PHILOSOPHY AND RESPONSIBILITY

Responsibility for Quality Management and Accreditation

All schools have a responsibility to ensure they deliver quality education, and integral to this responsibility is the need for a strong internal quality management process. External accreditation

does not replace this expectation; however, it provides an important objective measurement of an institution's success.

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) is the recognized accrediting body commissioned by the Seventh-day Adventist Church to carry out the accrediting process for Adventist schools and higher education institutions around the world. It operates out of the General Conference Department of Education in Silver Spring, Maryland, USA, and in cooperation with its regional Commissions on Accreditation, in the following areas of the world:

- East-Central Africa, Nairobi, Kenya
- Euro-Africa: Bern, Switzerland
- Euro-Asia: Moscow, Russia
- Inter-America: Miami, Florida, U.S.A.
- North America: Silver Spring, Maryland, U.S.A.
- Northern Asia-Pacific: Koyang-city, Kyounggi-do, South Korea
- Southern Africa-Indian Ocean, Rietvalleirand, South Africa
- South America: Brasilia, Brazil
- South Pacific, Wahroonga, New South Wales, Australia
- Southern Asia: Hosur, Tamil Nadu, India
- Southern Asia-Pacific: Silang, Cavite, Philippines
- Trans-Europe: St Albans, England
- West-Central Africa: Abidjan, Cote d'Ivoire

The major function of AAA is to visit and consider accreditation or re-accreditation of all Seventh-day Adventist schools, or accept recommendations for accreditation from the British Union Conference Commission on Accreditation.

Philosophy of Seventh-day Adventist Accreditation

The Adventist Accrediting Association holds to the principle that denominational accreditation is not dependent upon regional, state or national recognition requirements. International experience, however, has shown that many of the academic, professional and ethical criteria established by the Adventist Accrediting Association coincide with those required by other professional and governmental bodies.

The Adventist Accrediting Association supports the right of each school to pursue its educational mission under the guidance of a governing board elected by its constituency; the right of the staff to teach, carry out and publish research, and the right of students to learn and to develop their God-given talents. However, the exercise of these rights must not interfere with the school's obligation to provide quality education within the context of the beliefs, mission, educational philosophy, and practices of the Seventh-day Adventist Church.

Accreditation Objectives and Responsibilities

In making its assessment of the school visited, an accreditation team appointed by AAA will represent two significant groups:

1. The members of the school constituency (students, parents/guardians, past pupils, church leaders and members, local and regional community), who want assurance regarding the quality and standard of the programmes offered as well as the congruence of the school with the tenets of faith and mission of the Seventh-day Adventist Church.
2. The Seventh-day Adventist Church at large, whose leaders and members desire assurance of the overall quality and mission effectiveness of a school that is part of its national and global educational network.

This team will seek to achieve the following objectives:

1. To evaluate, on the basis of the *Self-study* document and an on-site visit, the overall status of a specific Seventh-day Adventist educational school.
2. To assess the degree in which the school fulfills the Seventh-day Adventist philosophy of education in forming the character and developing the talents of children, young men and women who are committed to the tenets of the Seventh-day Adventist Church and who support its mission.
3. To determine if the programmes offered by the school are comparable in content and quality to those offered by similar Seventh-day Adventist and non-Seventh-day Adventist schools, both in the same country and in other countries of the world.
4. To provide guidance to the leadership team of the school and the school board on ways in which the school may strengthen its operation and better achieve its educational and spiritual objectives and its overall mission.

Continued Accreditation Responsibility

Once a school has been accredited, the headteacher is responsible for ensuring accreditation does not lapse. Ongoing quality and mission focus is assured by AAA through accreditation visits (the different types of visits are identified under “Types of Accreditation Visits” below); at the time of each visit a recommendation regarding re-accreditation will be made by the visiting team. Accreditation will only be continued as long as a school remains a quality Seventh-day Adventist institution.

Expectations of an Accreditation Visit

During an accreditation visit, members of the evaluation committee will be expected to demonstrate the best qualities of a Seventh-day Adventist educational professional:

1. Professionalism in preparing for the visit (by becoming acquainted with the *Self-study* document and the context in which the school operates), in fulfilling promptly his/her assignments as a member of the committee, in expressing his/her judgment, and in all personal contacts and statements during the visit.
2. Confidentiality in reporting any sensitive information that has been entrusted to him/her, both during and after the visit.
3. A constructive spirit that assesses objectively the strengths and weaknesses of a school, a programme, or an individual, and also seeks to enhance their respective potential through careful counsel.

4. Avoidance of any unethical behavior, such as using the accreditation visit as an opportunity to recruit staff or students for another school.

The administration and staff of the school facing accreditation will also be expected to show their professionalism in:

1. Cooperating with the accreditation process by producing documents as requested and in a timely manner.
2. Not pursuing personal agendas with the team members.
3. Accepting the response of the team to the school in an open and constructive manner, using the recommendations as a means to strengthen the quality and mission of the school.

Changes to Accreditation Status

While the accreditation status voted by AAA following an accreditation visit to a school is normally upheld for the full period granted to the institution, AAA can vote to change this status based on one of the following:

1. Substantial changes to the institutional operation that give AAA grounds for concern that the institution can either no longer offer programmes of quality, or that the Adventist focus and mission of the school is at risk. In this case AAA will approve a focused visit to the school. The report from this visit may recommend a change of accreditation status.
2. A substantial disregard of the conditions or expectations identified in the voted action from the previous AAA visit. This could include an institution not returning required reports after being reminded by AAA. It could also include a situation when a condition attached to the accreditation action has not been met in the time agreed, or after reasonable time has elapsed. In these cases AAA may vote to decrease the length of accreditation in order to have a full site visit at an earlier time, place a school on probation, or in particularly serious situations, revoke accreditation completely.

Extension of Accreditation

Once an accreditation term has expired, a school will be considered unaccredited unless a regular accreditation visit has taken place prior to the expiry date or an extension to the accreditation period has been voted by AAA. Reasons for extensions are normally the following:

1. Political or other conditions in the country of the school that make it difficult for a team to visit.
2. Significant recent changes in top personnel in the school, making it difficult for the AAA team to effectively evaluate the school's operation.
3. The timeline of government accreditations. It is usually advantageous to the school and AAA to coordinate visits to schools so they do not conflict, but rather complement government accreditation visits.
4. The inability of AAA to provide a team to visit the school in the year expected.

In each of these cases an extension to accreditation will normally not exceed one year.

Part II: THE VISIT

THE REGULAR ACCREDITATION VISIT

Initial Arrangements

During the term preceding a scheduled regular accreditation visit to a school, the BUC education director will inform the headteacher of the school that a visit is due. Along with this letter, the head of the school will be sent a copy of the *Accreditation Handbook*. A copy of the letter will be sent to the chair of the School Board of the relevant school. The headteacher and British Union Conference education director will then agree on the appropriate timing for the visit during the scheduled term.

It is expected that schools will be involved in continuous self-study, therefore, as soon as an institution is advised that an accreditation visit is due, they are advised to complete the *Self-study* process required for a AAA visit (see Part III of the *Handbook*).

Committee Selection

The education director of the British Union Conference involved serves as the committee's chair, unless the Division Education Director for the division is present, in which case he/she serves as chair. The remainder of the team will be appointed by the British Union education director, in consultation with the headteacher.

The individuals recommended for an accreditation team will be experienced in various areas of administration and education, matching the profile of the school. A typical team size is three to four members.

Financial Arrangements

Normally the transportation costs of any team member employed by the Seventh-day Adventist church is the responsibility of the employing organization, while the British Union Conference will usually be responsible for travel expenses of any individual not employed within the church system.

Pre-Visit Expectations

Approximately **three months before the visit**, the chair of the visiting committee will mail a letter to the committee members outlining the plans for the visit and enclosing (1) a copy of the report prepared by the last evaluation committee as well as any interim visit reports, and (2) a copy of the *Accreditation Handbook*. A letter will be sent also to the headteacher and the board chair of the school to be visited, outlining the plans for the visit. All letters will be copied to the relevant conference executive officers and the education directors.

The chair of the committee will also continue to work with the appointed committee and the school and, where possible, establish a tentative schedule prior to arrival of the committee on site.

One-month prior to the visit, the headteacher will be responsible for providing to all the members of the committee copies of the completed *Self-study* document, which will include specific responses

to the recommendations made by the committee that conducted the last full evaluation visit and any recommendations made by an interim evaluation committee. Along with this document, the head should send a current *Bulletin/Catalogue/Prospectus* and a copy of the school's strategic plan. A copy of the most recent audited statement should also be sent to the committee chair.

The headteacher or his/her designee will also be responsible for the assigning of a committee room to the visiting team, where they can access their personal computers and printer (and ideally the internet). This room should also contain the documents identified by AAA as required for a visit (see "Required Documentation" below), and these should be in the room when the team arrives at the school.

Prior to arrival to the school it will be the responsibility of the committee members (1) to read the documents sent to them in advance of the visit and (2) to inform the relevant individual identified by the chair (usually the BUC education director) the time and place of their arrival to the area so that arrangements for their transportation and accommodation may be made.

Overall Schedule

The schedule agreed between the visiting team and the leadership team of the school should include times for the following:

- An organizational meeting of the visiting committee to agree on the procedures and individual assignments.
- An initial meeting between the administrative team of the school and the visiting committee to discuss the formal responses to the recommendations of the previous visit as well as major developments, achievements, trends, and challenges by areas (academic, finance, student life, nurture/outreach activities, physical plant, industries, etc.).
- Opportunity for individual interviews between selected members of the committee and members of the school's leadership team, to discuss specific issues relating to the school and the *Self-study*.
- A review of the school's strategic plan.
- Selected individual meetings between members of the committee and teachers, local pastor/s and/or chaplain.
- Group interview of teaching staff.
- Group interviews between selected members of the committee and student representatives from various year groups and representing various constituencies.
- Individual/group interviews between selected members of the committee and available members of the school board, including its chair.
- Preparation of a written report with input from all the members of the committee, formal agreement on the recommendation to be forwarded to the Adventist Accrediting Association, and approval of the draft of the report. See Appendix A for an outline of the evaluation report and Part III of the *Accreditation Handbook* for suggested issues to be considered by the team.
- Presentation of an exit report, including copies of the draft report, to the leadership team and board of the school. Other staff may be invited by agreement between the headteacher and the team chair. At the exit report the school will be invited to ask for clarifications and correct misstatements of fact.
- Final meeting of members of committee, to discuss issues raised during the exit report and to

agree on the final draft and accreditation recommendation that will be signed by all committee members. In addition, the chair will elicit from the committee a self-evaluation of the visit procedures and outcome.

Required Documentation

The following documents and materials must be available to members of the accreditation committee in a room designated for their work at the school at the time of their arrival on campus:

- The *Board Handbook* or *Manual*
- The latest edition of the school *Prospectus*
- The *Staff Handbook*, including job descriptions for administrators and staff
- The *Student Handbook*
- Minutes of the School Board, and of the Senior Leadership team, or equivalent, for the last three years
- All audited annual financial statements for the last three years
- The current school budget
- A year-to-date financial operating statement
- A copy of the time-table and the academic calendar
- A plan of the school layout
- Institutional master plan(s), including spiritual master plan(s) if not integrated in a detailed manner into the full master plan
- Listing of church affiliation of each administrator and staff member
- Church affiliation percentages for student body
- School publications such as sample articles, news releases and PR materials used with the school constituency
- Administrative/staff pay scales as related to the approved denominational scales or approved by Board action
- Most recent AAA accreditation *Self-study* and visiting committee report and any interim/annual reports completed since that visit
- Copies of any OfSTED/ISI reports since the last AAA inspection and any correspondence changing accreditation/recognition status, etc.)

The Accreditation Report

The accreditation report written during the accreditation visit will follow the outline identified in Appendix A. The chair and secretary of the committee will be responsible for ensuring the completion of the report, but all team members will be involved in writing the report and particularly for writing commendations and recommendations in their areas of expertise.

Accreditation Recommendation

The accreditation recommendation is the overall recommendation on whether a school should be accredited or reaccredited, and if so for what term and with what conditions, if any.

In considering the accreditation recommendation (to be reached by a majority vote), the visiting committee will have at its disposal the following options:

1. *A five-year school accreditation with no interim revisit.* This is for a school that has fulfilled or satisfactorily addressed all the previous recommendations, submits an acceptable *Self-study* in advance of the visit, shows adequate strength in each major area identified in the *Self-study*, and anticipates no major changes that will impact its mission, Adventist focus or the financial and administrative stability of the institution. The recommendation may include the request for written reports on specific items at established times.
2. *A five-year school accreditation with an interim visit.* This is for a school that has satisfactorily fulfilled or addressed the previous recommendations, submits an acceptable *Self-study* in advance of the visit, shows weaknesses in a few areas, and/or is experiencing or will experience in the near future important changes in its leadership team, status, programmes, or size that could impact the school's mission and/or Adventist identity. These specific issues will be identified in major recommendations. At the time of the interim visit the team will expect that the school has fulfilled or made substantial progress in fulfilling all of the major recommendations. The approximate time for the interim visit will be identified in the accreditation recommendation
3. *Three or four year school accreditation. Interim reports or visits may be included.* This is for a school that has not fulfilled several previous recommendations, has not prepared an acceptable *Self-study*, shows weaknesses in several areas of its operation or leadership, and/or is experiencing or will experience significant changes in its leadership and/or programmes that could impact on the school's mission and Adventist identity. Only on rare occasions, where external situations result in institutional instability beyond the control of the school, may a team give only a one or two year term of regular accreditation.
4. *Probationary status, with a specific time limit of two years or less.* This is for a school where the accreditation visit is unsatisfactory. Several of the following will be evidenced:
 - The school has not submitted an acceptable *Self-study*
 - The school has not submitted a *Self-study* on time
 - The school has not made significant progress in responding to the recommendations of the previous evaluation visit
 - The school shows substantial weaknesses in major areas of its operation or leadership
 - The school is not representative of Seventh-day Adventist educational philosophy, policy and/or practice.

These weaknesses need to be carefully documented, with specific conditions, expected evidence of their fulfillment, and a time frame for the removal of the probationary status. In situations where one particular department/school shows significant weaknesses, the visiting team may recommend a focused visit to the school within a two-year period to review that programme. If the school has not resolved the identified problems by that time, then the school can be placed on probation.

5. *Suspension of accreditation.* This is for a school that either refuses to fulfill the recommendations of previous evaluation visits, does not welcome an AAA visit, and/or openly deviates from the philosophy and objectives of Seventh-day Adventist education. These will need to be carefully documented, with specific conditions that will allow the school to regain regular status with the Adventist Accrediting Association.

Final Report and Accreditation Action

The committee chair and secretary will ensure that no longer than two months after completing the visit, the executive secretary of the Adventist Accrediting Association will receive the final draft report, including the recommendation regarding the term of accreditation, or another option. At that time copies of the report will also be sent to the headteacher of the school visited and the chair of the board. The date when AAA will consider the report and accreditation recommendation will also be identified to the school. (Due to the international nature of AAA, the board meets twice annually.)

Once the final draft accreditation report is received by the school from the visiting team, it can be used immediately for planning and action. It is expected that the headteacher of the school visited will distribute copies of the evaluation report among the members of the board and review its recommendations during the next board meeting. In addition, the headteacher will propose to the board a process for addressing each recommendation and assign responsibilities by way of an action plan, for their fulfillment, with time frames, among his/her administrative team.

However, while the team report can be used as a working document, it will still be considered a draft until the report is voted by AAA, on the recommendation of the Division Commission on Education. The AAA Board reserves the right to make changes to the terms of accreditation recommended and to make alterations to the submitted report. The school and its board chair will receive copies of actions taken by the AAA Board as soon as practicable after the meeting. The actions will be sent through to the BUC Department of Education.

THE INTERIM ACCREDITATION VISIT

Parameters of Visit

An interim evaluation of an Adventist school takes place when the BUC Commission on Education, upon the recommendation of an appointed visiting team, deems it necessary for AAA to visit the school in between the times of regular accreditation visits. This decision will be voted as part of the action following a regular accreditation visit.

Initial Arrangements (and Committee Appointments)

The committee appointed to conduct an interim visit will be smaller in size (2-3 members) than the one appointed to conduct a full accreditation visit. Its composition will be agreed upon by the education director of the British Union Conference.

Once the committee is approved, the BUC education director will contact the headteacher of the school to be visited and in consultation with other team members, will establish the dates of the visit.

Financial Arrangements

Normally the relevant sending organizations will be responsible for the travel costs of the team members to the school.

The BUC education director will be the link person for all practical arrangements for the trip.

Pre-visit Expectations

Not less than three months before the visit the division education director will forward to the members of the committee a copy of the report of the last full evaluation visit and a copy of the *AAA Accreditation Handbook*. He/she will also confirm the plans for the visit in writing with the headteacher of the school and board chair and will agree a draft schedule.

The headteacher of the school being visited, in turn, will provide the members of the visiting committee, one month in advance of the visit, a written report identifying progress made on the recommendations made by the last full AAA team, with particular focus on the major recommendations.

The Visit

The interim visit will focus on the major recommendations made at the time of the last AAA visit and the manner in which the leadership team of the school have addressed and responded to them. The committee members will meet with board representatives, headteacher, staff, and students, to ascertain the satisfactory fulfillment of these recommendations.

In preparing its report, the visiting committee will reinstate the recommendations only partially fulfilled and/or add others that require attention before the end of the accreditation period. In cases of institutional disregard for the recommendations made by the last full evaluation, the interim committee may decide to recommend that the school be placed on probation or that its denominational accreditation be suspended. In any of these cases, the committee will provide specific documentation and evidences in support of these recommendations. The report should follow the pattern of regular accreditation visit reports, using commendations and recommendations. All members of the interim evaluation committee will sign the report.

Before leaving the school, the committee will present an exit report of the major findings of the visit to the chair of the board, the headteacher and others as agreed with the headteacher.

Follow-up

The chair of the committee will be responsible for sending a final copy of the report to the British Union Conference education director, with a copy to the headteacher and board chair, not later than one month after completing the visit. The institution may consider the report as a working document as soon as the report is received and should discuss its findings at the next meeting of the school board. The British Union Conference education director will inform AAA of any changes to accreditation recommended as a result of the visit. **If any action is taken by the AAA Board, the Executive Secretary of AAA will be responsible for informing the school of the action through the division department of education.**

Part III: THE SELF-STUDY

INSTITUTION OF EXCELLENCE

In most cases, when AAA accredits a primary institution, that school will already be required to meet rigorous government standards for its operation. Its ongoing quality will therefore be monitored and evidenced both externally and internally in a variety of ways.

With this in mind the Adventist Accrediting Association will focus its visit on the way the school operation and life fully identifies with the school and Seventh-day Adventist mission. Within these parameters a school of **excellence** will be defined as a school that has:

1. A clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the school.
2. A strong and vibrant spiritual life program, encapsulated in a spiritual master plan, that widely involves and impacts on both the school and communities beyond.
3. Governance structure and administrative leadership that provides strong mission-driven direction to the school, ensures the institution's educational objectives can be met and nurtures a school environment characterised by good communication, inclusive decision-making and strong internal quality management processes.
4. A financial operation that has a strong financial base (including support from the church), is managed efficiently, and selects budget priorities to support the school's mission.
5. A curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the school and church, particularly in giving students a vision for service in the church, providing an education of quality, and in the integration of faith and learning throughout all disciplines.
6. A staff personally supportive of the school's mission, effective in their transmission of both their discipline and values in the classroom, and administrative processes to ensure that staff development and evaluation procedures include mission-focused elements.
7. Resource centers (library and computer services, in particular) that while providing quality resources also show ethical and mission concerns in the resourcing choices that are made.
8. Student services that provide strong support for the personal and spiritual needs of students, and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.
9. A public relations program that provides an opportunity for dialogue with external constituencies resulting in useful and accurate feedback to the school and that positions it and its mission positively in the minds of the various constituent groups.

These indicators of excellence will be used as the criteria for evaluation by AAA, and the basis for the institutional *Self-study*. Schools may also refer to the AAA Grade descriptors Document which is modeled on Ofsted's four judgement categories for further guidance.

(In cases where the local government is not regulating the quality of primary education in any consistent manner, AAA may request more extensive information in preparation for its visit, and may respond more fully to the academic program, as in criteria 4 & 5, and school operation than is indicated in this document.)

INSTITUTIONAL *SELF-STUDY* FUNCTIONS

The development of an institutional *Self-study* is a significant part of the accreditation process. In particular, it serves the following vital functions:

1. For a school, it provides an opportunity for a formal review and evaluation of its mission, objectives, resources, and outcomes, and the relationships among them by:
 - gathering evidence of the impact of the school's provision
 - gathering evidence of the impact of the school's actions to bring about improvement
 - reflecting on this evidence of impact in relation to national benchmarks, where available
 - identifying key areas of strength and where improvement is needed
 - coming to a judgment about where the school currently stands
 - recording the findings for internal use to support planning for further improvement, and more generally for use by those conducting inspections and reviews
2. For the Adventist Accrediting Association evaluation team, it provides the detailed information that enables them to familiarize themselves with the school and its direction, and draft relevant commendations and recommendations.

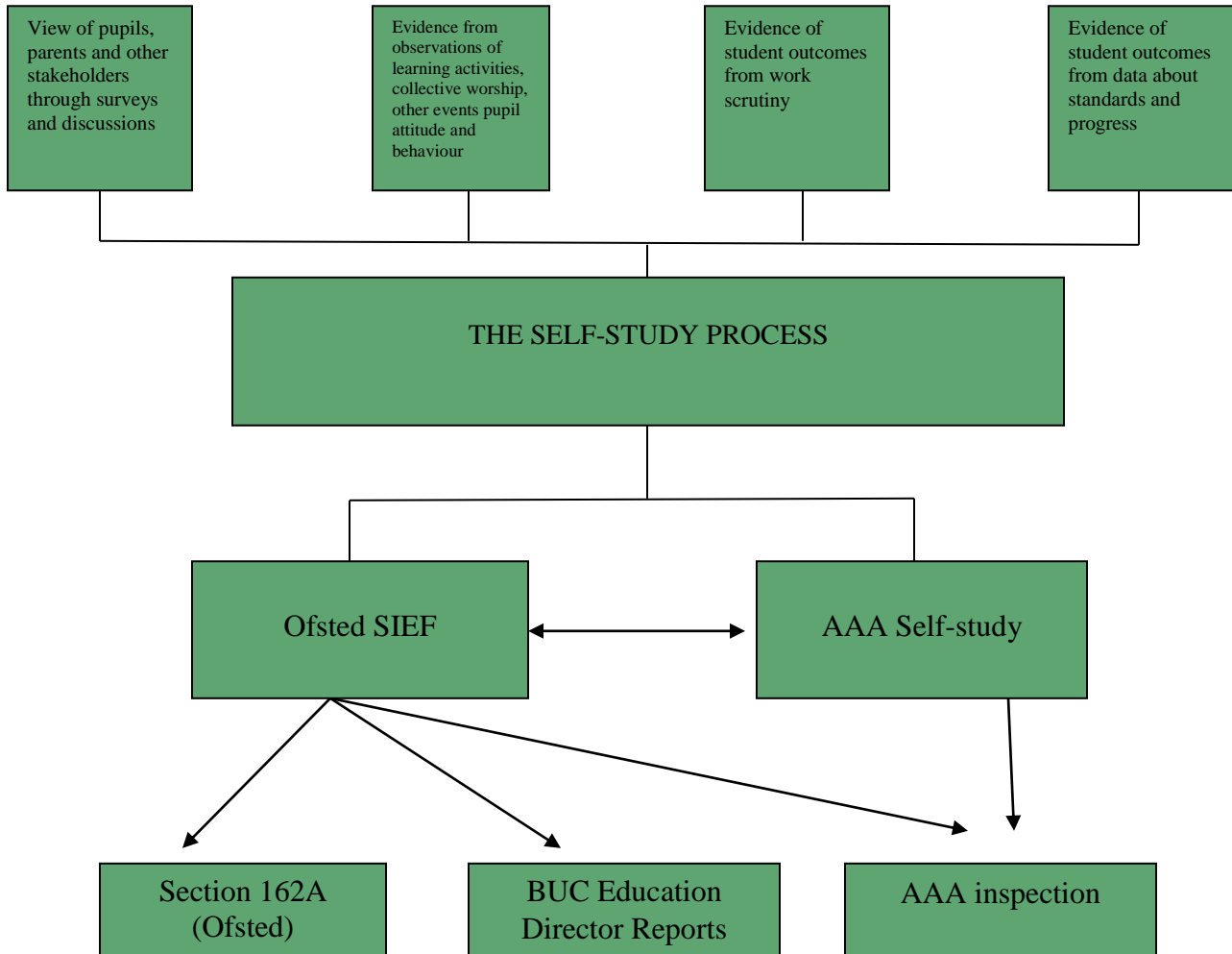
GATHERING EVIDENCE

All schools should satisfy themselves that self-study findings are based on secure evidence. This evidence may be drawn from a number of sources. These will broadly include:

- Feedback from learners, staff, governors, parents and others, for example through surveys and discussions
- Observations of collective worship and learning activities
- Scrutiny of learners' recorded work and achievement
- Observations of relationships between staff, staff and children, staff and parents
- Analysis of statistical data on the school's performance and other information

LINKS WITH EXTERNAL EVALUATIONS

The current diagram below shows the links between the various self-evaluation activities in schools and the current government programme of external evaluations.



SELF-STUDY PROCESSES

The school is advised to complete the *Self-study* process as soon as they have notification of a AAA visit. The *Self-study* should be developed with wide input throughout the school, and a steering committee should be appointed to prepare the document. The completed *Self-study* shall be approved by the administrative committee or the leadership team of the school and will be sent to all team members from the headteacher of the school. The team members should receive the material at least one month prior to the time of the accreditation visit.

While the *Self-study* should provide essential information, its focus should be on analysis and evaluation of the processes in the school. AAA expects to find an institution that is self-reflective and proactive in development of its spiritual mission and identity.

SELF-STUDY INSTRUMENT

There will be two sections to a Primary *Self-study*.

Self-study Section A

Section A of the *Self-study* will respond to the recommendations from the last accreditation visit and to any additional recommendations from any interim reports.

The school will identify:

1. Those items that have been fully implemented and the means by which the implementation was accomplished.
2. Those items that have not been implemented and the reason for non-compliance.

In their response to Section A the team will consider what percentage of recommendations have been met, if there is **evidence** they have been met, and if the reasons for not meeting recommendations are acceptable.

Self-study Section B

Section B of the *Self-study* will provide documentation (evidence) in response to the eleven criteria identified by AAA as indications of excellence in primary institutions. While specific surveys are not requested, responses to Section B should show evidence of the use of surveys and feedback in the school's self-evaluation and planning. These surveys should be available for further study by the team.

In the table that follows, each criterion will be identified. This will be followed in the left hand column by a list of the documentation that an institution will be expected to include in its *Self-study*. (A school may include other information it considers relevant evidence—this is a guide to the minimum expectation.)

In the right hand column are examples of what the accreditation team might consider in evaluating the evidence provided by the school. These lists are given to assist the school in knowing what types of issues will be considered relevant. It is not meant to be an exhaustive list, and team members will use this table only as a guide.

Criterion 1: History, Philosophy, Mission, Aims and Objectives

Does the school have a clear sense of mission and identity, expressed in statements of mission, philosophy, aims, objectives and ethics, and evidenced in the total life of the school?

The school will include, at least, the following information as evidence to support the analysis of its self-study.

The visiting team may consider the following:

1.1 A copy of the school's mission and objectives, indicating the bodies that approved the statements and the date.

Precision and relevance of statement(s); relation to constituency expectation and the mission of the Seventh-day Adventist Church; procedure followed in its development, approval and latest revision; evidences of its application in the real life of the school.

1.2 A copy of the statement of professional code, approved by the board and the school leadership team, compliance with which is required of all employees of the school.

Scope and specificity of statement; procedure for approval; congruence with Adventist church expectation; compliance by leadership team and staff.

1.3 A detailed description of the school's involvement in and support of the mission of the Seventh-day Adventist Church.

The relationship between the school and its local church, conference and union; the active support of church standards, ideals and mission by the leadership team and staff; their personal commitment to biblical/Christian values and lifestyle.

1.4 An explanation with examples and evaluation of how the school is cooperating with other Seventh-day Adventist schools in helping the church achieve its mission.

Formal and informal relationships with other Adventist schools; collaborative projects; support of programs etc. in other schools; to what extent relationships between and collaboration with schools support church mission.

1.5 An analysis of primary educational trends in the country with an explanation of how the school is making plans to meet upcoming challenges. (Use can be made of the School's current SIEF for Ofsted and its strategic plan.)

The school's understanding of the education issues in the country; the school's role and place in the local educational environment; its success in maintaining both local credibility and denominational focus.

Criterion 2: The Ethos of the School

Does the school have a discernable and Christian ethos evidenced in relationships that are deeply respectful, in positive and engaged attitudes to learning by staff and pupils, where principles of truth, honour, integrity and purity are modelled and internalised. Is there evidence of Christ-like character development?

<i>The school will include, at least, the following information as evidence to support the analysis of its self-study.</i>	<i>The visiting team may consider the following:</i>
2.1 An assessment of the way in which the school policies and records identify, and the staff promote, and support the transmission the Adventist tenets of faith and values in the spiritual development of its learners.	<i>Staff attitude towards students; ethical policies; involvement of staff in church and school activities that support the mission of the school.</i>
2.2 An assessment of the health of interpersonal relationships within the school and their congruence with the expectations of a Christian teacher working within a Christian school.	<i>Teachers model Christ-like character ;Impact of teacher behavior on pupils.</i>
2.3 An evaluation of the impact of the Christian climate within the school.	<i>The impact of the spiritual and moral teaching on the conduct of the children in and out of the classroom; Examples that show that children know the difference between right and wrong and use this understanding in their daily lives.</i>
2.4 An evaluation of the pupils' respect for and appreciation of different cultures, faiths and backgrounds which prepares them for life in a multi-cultural society.	<i>Opportunities used by school to celebrate different cultures and backgrounds; Programmes that develop deeper understanding; impact on pupil attitudes</i>
2.5 An evaluation of the extent to which the school's values impact on learners and enable them to flourish.	<i>Application in real life of the school</i>

Criterion 3: Spiritual Development, Christian Values and Service

Does the school have a strong and vibrant spiritual life programme, expressed in a Spiritual Master Plan, that widely involves and impacts on both the school and communities beyond?

<i>The school will include the following information as evidence to support the analysis of its self-study.</i>	<i>The visiting team may consider the following:</i>
3.1 A detailed explanation of the spiritual master plan of the school, including a chart of responsibilities, a list of beliefs and values to be taught and modelled to the students, the process to evaluate the achievements of the plan, and the procedure for implementing changes in the plan.	<i>Procedure for spiritual planning/development, including staff involvement; scope and organization of plan(s); specific objectives for the intentional transmission of Seventh-day Adventist beliefs, principles, values, and lifestyle through curricular and co-curricular activities; action plan with identified responsibilities; assessment instrument; effectiveness of process of updating and changing plan to meet current needs; frequency of reporting to board.</i>
3.2 An explanation and evaluation of the involvement of the leadership of the school and staff in the spiritual development of the students, including in-reach, nurture, and service.	<i>Quality of the overall program; devotional and worship meetings; programs or requirements for assemblies and worship; projects to reach out to the community; level of involvement by administration and staff in specific activities.</i>
3.3 An explanation and evaluation of student involvement in nurture, service, and service to the local, national and global communities through its worship and assemblies, Bible study groups, Health Weeks , Week of Prayer, and various church and school celebrations.	<i>involvement of children in planning for worships and humanitarian projects; breadth of possibilities for student involvement in spiritual activities; student survey responses on strength of spiritual program opportunities.</i>
3.4 A job description and outline of the role carried by the chaplain and associates in the spiritual formation and life of the students. (if applicable)	<i>Job description; line of authority and responsibility; involvement in the development and implementation of spiritual master plan; relationships with the leadership of the school, staff, students, and denominational structure; evaluation of services.</i>

<p>3.5 An outline of the role carried by the pastor of the local church in the spiritual formation and life of the children.</p>	<p><i>Relationship between church and school; cooperative planning; organizational relationship with chaplaincy of school (if applicable); involvement in in-reach/outreach activities of institution.</i></p>
<p>3.6 Reports on the school's spiritual life presented to the Board of Trustees during the last three years prior to the accreditation visit.</p> <p>a. An analysis of the impact of the Collective worship in the school on the learners attitude to worship and their spiritual growth.</p> <p>b. An evaluation which demonstrates how the schemes of work in a range of appropriate subjects are supported by relevant themes that link with the collective worship.</p>	<p><i>Review and assessment of a recent report on the school's spiritual life and the outcomes presented to the Board.</i></p>
<p>3.7 An analysis of the standards attained and the progression of learners in RE.</p>	<p><i>Pupil records, displays, evidence in pupils' books</i></p>
<p>3.8 An analysis of the extent to which RE promotes the Adventist character of the school.</p>	<p><i>Study of RE Curriculum policy document; Look for congruence with lesson plans, pupils' work, attitudes and behaviours</i></p>
<p>3.9 Appropriate time allocation for RE, timetabled equably and receives fair share of the school's resources.</p>	<p><i>Time allocations on time-tables, RE lesson observations, pupil records and reporting</i></p>
<p>3.10 An evaluation of the extent to which the school's values impact on learners and enable them to flourish.</p>	<p><i>Staff attitude towards students; ethical policies; involvement of staff in church and school activities that support the mission of the school.</i></p>

Criterion 4: The Quality of Attainment and Progression (English, Mathematics and Science)

To what extent do the learners attain at or above the expected level for their ability at KS 1 and KS2, and to what extent do all learners make appropriate progress throughout the school?

<i>The school will include, at least, the following information as evidence to support the analysis of its self-study.</i>	<i>The visiting team may consider the following:</i>
4.1 Class by class data in English, maths and science for the past 3 years with analyses of the data and evaluation of measures, (if any) to address identified weaknesses	<i>School's ability and competence in evaluating data accurately, timely and developing strategic interventions with successful outcomes.</i>
4.2 Comparative data on the school's pupil performance against national standards or expectations	<i>Accuracy of analysis and rationale for performance against national standards,</i>
4.3 Data in relation to prior attainment for high, average and low attaining pupils, including those with special needs.	<i>Evidence that ALL pupils make good and consistent progress based on their starting points; identify any groups that may be underperforming.</i>
4.4 Reference to policies and procedures regarding : <ul style="list-style-type: none"> a. student recruitment, including financial aid b. admission and registration c. class schedules and length of school terms d. student records e. assessment procedures and processes 	<i>Clarity of policies, availability to parents, expectations compared with other primary schools, communication of policies; consistency of application.</i>

Criterion 5: The Quality of Teaching and Learning

To what extent is does the school provide evaluative analysis on the strengths and weaknesses of the quality of teaching and learning in the school? How effective are the measures which are taken to address weaknesses and the school's monitoring of those measures?

<i>The school will include, at least, the following information as evidence to support the analysis of its self-study.</i>	<i>The visiting team may consider the following:</i>
5.1 A critical self-evaluation of teacher expectations	<i>Analysis of lesson observations, teacher professional standards with reference to secure subject knowledge, assessment methods and practices ,providing engaging lessons that ensure all pupils make exceptional progress; Classroom management</i>
5.2 An evaluation of the quality and effectiveness of lesson planning	<i>Congruence of lesson plans with pupils' work and learning outcomes.</i>
5.3 An evaluation of the appropriateness of the teaching and learning policy. Does it include the range of methods and strategies used by teachers?	<i>Evidence of the full range of methods in lesson plans, from lesson observation records and interviews. Degree of consistency with teaching and learning policy</i>
5.4 An evaluation of learner behavior and classroom management in the school	<i>Lesson observations, teacher and pupil interviews; Degree of consistency with behavior policy</i>
5.5 An evaluation of verbal and non-verbal assessment and feedback in the school	<i>Evidence that feedback informs learners of ways to improve or next steps in their learning; consistency within classes and across the school; Degree of consistency with Teaching and Learning policy or Feedback policy (if there is one)</i>
5.6 A statement on the use and effectiveness of homework. Is it used to reinforce and extend learning?	<i>Differentiated and planned for to support learning within a given lesson; Degree of consistency with homework policy/</i>
5.7. An evaluation on the degree to which Faith and Learning are integrated in teaching across the curriculum by all teachers?	<i>Lesson plans; lesson observations; displays; interviews</i>

Criterion 6: The Curriculum

Has the school a curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the school and church, particularly in giving learners a vision for service in the church? Does it provide an education of excellence that integrates faith and learning throughout all disciplines?

The school will include the following information as evidence to support the analysis of its self-study.

The visiting team may consider the following:

6.1 A description and evaluation of how the school's procedures for curricular development focus on the church mission of the school and the integration of faith and learning. Identify changes made in curriculum since the last AAA visit that reflect this focus.

Level of integration of mission-focus into school's processes for curricular development; evidence of mission considerations in course development priorities.

6.2 A description and evaluation of (a) the way the beliefs, values, and lifestyle practices of the Seventh-day Adventist Church are planned for through the curriculum offered by the school, and (b) the programs and procedures that encourage and ensure the staff integrate their faith with their teaching and have a positive effect on student learning of Christian values.

Adequacy of procedures that encourage teachers to approach each course from a biblical-Christian perspective that conveys Christian values, and fosters the transmission of Adventist beliefs; evidence of this integration in course syllabi scrutiny of pupils' work.

6.3 A description of the success of the school in meeting government expectations regarding quality and an analysis of plans to improve on areas identified by the school which need development and/or improvement.

Results in external examinations; nature of student intake; facilities for dealing with special needs; benchmarking with similar institutions. Is the school providing the quality of education that will encourage Adventist parents to send their children to the school?

6.4 A description and analysis of the breadth and balance of the curriculum provision?

Does it meet the needs of all pupils?

6.5 An evaluation of the degree to which the school's extra-curricular activities are successful.

What percentage of the school makes use of this provision? Is there equity in the provision?

Criterion 7: Leadership and Management

Does the school have a governance structure and administrative leadership that provides strong mission-driven direction to the school, ensures the school's educational objectives can be met and nurtures a school environment characterised by good communication, inclusive decision-making and strong internal quality management processes?

The school will include the following information as evidence to support the analysis of its self-study.

The visiting team may consider the following:

7.1 The role and operating parameters of the Board of Trustees.

Level of board representation of constituency; handbook outlining authority and responsibilities (the board governs and the administration administers); process of induction of new board members; quality of contacts with the school community; implementation of actions; attitude to and evident support of the school by board members.

7.2 A description of how strategic planning takes place at the school, with evidence that an existing plan is in place and is being used in planning decisions, particularly as this relates to the school's mission.

Strategic plan: content, process for development and updating, evidence of the plan being an active document; effective of communication of plan to key constituent groups; links between mission and strategy.

7.3 A description and evaluation of the procedures used by the leadership of the school and Board of Trustees to determine how successful the school is in achieving its church-related mission, including the results of the most recent assessment.

Process for, results and follow up of board self-evaluation; means and effectiveness of board evaluation of the school's mission; the success of the evaluation process.

7.4 A description and analysis of how the school is evaluated on issues relating to the mission of the school and the church.

Evaluation processes for the headteacher and senior leadership team reporting directly to the headteacher; evidence of expectation of support of mission of the school and church; processes for encouraging administrative improvement/growth. How well has the school leadership (including governors) engaged with the distinctive Adventist values in developing their vision of the school>

7.5 A description and analysis of the

Effectiveness and efficiency of processes to

<p>processes in place for quality assurance and outcomes assessment, with particular reference to how feedback on the success of the school in fulfilling its mission as an Adventist provider is collected, evaluated and used in planning. This should include reference to internal and external constituencies, and the results of recent surveys.</p>	<p><i>receive feedback; evaluation of feedback; relationship between evaluation and school planning; communication of information;</i></p>
<p>7.6 How well is the vision understood by all the stakeholders?</p>	<p><i>Consistency from all parties.</i></p>
<p>7.7 Reference to policies and procedures regarding:</p> <ul style="list-style-type: none"> a. Student recruitment, including financial aid b. Admission and registration c. Class schedules and length of school terms d. Student records e. Assessment procedures and processes 	<p><i>Clarity of policies, availability to parents, expectations compared with other primary schools, communication of policies; consistency of application.</i></p>

Criterion 8: Finances and Financial Structures

Does the school have a financial operation that has a strong financial base (including support from the church), which is managed efficiently, and where the Leadership team selects budget priorities to support the school's mission?

<i>The school will include the following information as evidence to support the analysis of its self-study.</i>	<i>The visiting team may consider the following:</i>
8.1 A report on the commitment of the sponsoring church organizations to the school's financial viability including annual church subsidies and appropriations from conferences, union, etc. expressed as a percentage of total income given to the school since the last accreditation visit.	<i>Adequacy of level of church support; stability of the school's finances; dependency on church for crisis financial support; impact of the school's finances on financial stability of supporting church organization(s).</i>
8.2 An account of total government funds received with a copy of the school's policies that govern the receipt of such funds.	<i>Level of dependence of the school on external government funding; relationship between external funding and the school's freedom.</i>
8.3 A description of the budgeting process, identifying how priorities are decided, and how this process reflects the school's mission.	<i>Involvement of cost centres in budgeting; process for deciding budget priorities; evidence that the school's mission has been considered in setting budget priorities.</i>
8.4 An identification of the reason for and amount of any of the school's debts, and the planned process to meet these obligations.	<i>Approval processes for debt; processes for resolving debts; pattern of debts; reliance on church organizations for resolution of debts; impact of support on wider health of church.</i>
8.5 A table identifying operating losses and gains for the last five years, and the working capital/liquidity ratios at the end of each of those years. If working capital and liquidity percentages are not at policy level, the report should identify what timed plans are in place to ensure that policy expectations are met.	<i>Pattern of the school's financial health; effectiveness of the school's processes to ensure ongoing financial stability, or restore financial stability.</i>

Criterion 9: Staffing and Learning Resources

Are all staff personally supportive of the school's mission and effective in their transmission of both their discipline and values in the classroom? Do the administrative processes of the school ensure that staff development and evaluation procedures include mission-focused elements?

In the provision and resourcing of resource centers (library, computer services and physical education resources, in particular) is there sufficient diligence in selecting quality resource that show ethical and mission concerns?

The school will include information on and analysis of at least the following items in its Self-study.

The visiting team may consider the following:

9.1 Policies pertaining to the religious affiliation of the institution's staff and to their support of the values of the Seventh-day Adventist Church including: hiring criteria, terms of employment contracts, grievance procedures, orientation to the school's mission, and responsibility for teachers in the context of the school's mission. The percentage of staff that are Adventist should be identified.

Integration of church mission expectations into the school's policies and procedures on identifying and hiring staff, employment contracts, promotion and re-appointment procedures, etc; staff induction processes; statement of academic freedom and responsibility and evidence of its application in the life of the school.

9.2 A description and evaluation of the processes and plans for staff development and performance evaluation (on professional performance and service) that assist in ensuring and encouraging staff support for the mission of the school and the Seventh-day Adventist church.

Integration of school and church mission expectations into processes for evaluation of staff.

9.3. Policies and procedures used for accessioning new materials that support the Seventh-day Adventist ethos of the school.

Intentional plans to support the school's ethos through accession policies, procedures and responsibility in library operation.

9.4 Policies and procedures for computer use and internet access that reflect the mission of the school.

Appropriateness of policies and procedures; communication of policies; procedures in case of abuse of policies.

Criterion 10: Physical Plant, Facilities and Provision

Does the school ensure that the physical plant provides adequate and well-maintained facilities for the provision of a quality education program, with plans for development that are supportive of the total school strategic plan?

The school will include the following information as evidence to support the analysis of its self-study.

The visiting team may consider the following:

10.1. Plans for development and improvement within this criterion, stating how each plan will
 a. Improve the school's spiritual mission and
 b. Be implemented

Review of the school's strategic plan in relation to the physical plant; financial backing for plans; realism of plans.

10.2. A description of the maintenance responsibilities and procedures for school buildings and facilities, gardens and landscape, including the budget assignment.

Cleanliness; conditions of buildings; aesthetics of grounds; regularity of maintenance; adequacy of budget allocation.

10.3. Description of the classroom facilities that support the broad curriculum and an evaluation of their adequacy.

Size and number of facilities; amount and adequacy of equipment for classes taught; accessibility.

10.4. An evaluation of the way in which the physical plant and school facilities promote and support the transmission of Seventh-day Adventist beliefs and values and the spiritual development of students.

Aesthetic quality of grounds; focal points that encourage reflection/spiritual growth (e.g. prayer room, etc.)

10.5. An evaluation of the 'Healthy Schools' policy

Lunch Menus that are healthy from local, fresh providence; programmes for exercise and emotional well-being

10.6. Plans for development and improvement within this criterion, stating how each plan will (a) improve the institution's spiritual mission and (b) be implemented

Criterion 11: Public Relations and External Constituencies, Partnerships with Parents and Churches

Does the school's public relations programme provide opportunity for dialogue with external constituencies resulting in useful and accurate feedback to the school, which positions the school and its mission positively in the minds of the various constituent groups?

The school will include the following information as evidence to support the analysis of its self-study.

The visiting team may consider the following:

11.1 A multi-year enrolment/recruiting plan which supports the school's strategy and mission.	<i>Link of strategy with total school plan and mission; main markets; potential new markets.</i>
11.2 A multi-year public relations plan which includes a description of how branding, publications, advertising, publicity, and community relations foster an understanding of the spiritual values of the school.	<i>Link of strategy with total school plan and mission; branding decisions; link between decisions on priorities and spiritual values of the school; impact of actions on understanding of the in the community.</i>
11.3 An evaluation of the effectiveness of the methods used by the school to maintain a positive and on-going relationship with its external constituencies, including planned processes for communication and encouragement of feedback.	<i>Perception of the school in the eyes of the local and church communities; effectiveness of processes to receive feedback from external constituencies; communication processes; effectiveness in use of feedback.</i>
11.4 An evaluation of the degree to which the work of the school is enriched by links with local churches.	<i>Evaluation school and church's view of their involvement and relationship between school and church</i>
11.5 An evaluation of the extent to which parental and church members skills are utilised in the school.	<i>Evaluate school's perception and church's perception.</i>

Appendix A

Outline of Accreditation Report

Introduction

A short summary of the report, including the name of the school visited, the dates of the visit, the members and affiliation of the visiting committee, the text of the final accreditation recommendation, and the signature page.

Background to Institution and Visit

This section will usually include:

1. A brief historical and geographical background to the school.
2. Programmes offered by the school.
3. Enrolment statistics and trends.
4. Members of the evaluation committee and their position.
5. Circumstances of the visit.
6. Documents examined during the visit.

In the case of interim visits only items 4-6 above will need to be included, as the report will serve as a supplement to the regular (full) accreditation report.

Major Recommendations and Commendations

Major recommendations and commendations will be selected from the full list of recommendations and commendations identified by the team. They will be those that have most whole school significance, and in the case of recommendations, hold the greatest threat to the stability and/or Adventist ethos of the school. These will be asterisked where they are found throughout the report and then repeated as a group towards the front of the report.

The number of total major recommendations should not exceed **ten**. The number of major commendations should be similar.

Responses to the Recommendations from the Last Accreditation and/or Interim Report

The team will review each recommendation made by the last full evaluation committee, those made by any interim visit (if any), the school's response, and evidences of their fulfillment. They will assess the reasons recommendations have not been implemented, or fully implemented.

The report will include a comment on the team's conclusions, usually written in the form of commendations and/or recommendations.

Responses to the *Self-study*

1. The team will review the documentation provided in response to the *Self-study* documentation and the degree to which these responses, supplemented by interviews, observation and other school documentation, provide evidence of a quality, Seventh-day Adventist school. (See Parts III and IV of the *Accreditation Handbook* for some of the issues the team may wish to pursue in considering the *Self-study*.)
2. Team members will consider areas of excellence and the areas where documentation or information is lacking, or where interviews and observation suggest a need for improvement. Commendations and recommendations should be written accordingly (see Appendix C for suggestions on writing these).
3. Each criterion will be responded to separately. It is recommended that the team focus on major issues and that the number of recommendations remain at a realistic level for school action.

Expression of appreciation to the institution visited

Accreditation Recommendation

The final accreditation recommendation to the Adventist Accrediting Association will be drafted by the evaluation committee toward the end of the visit on the basis of the observations made and taking into consideration the options available (these options are identified in this document and will be discussed with the team by the chair). The committee will arrive at its final recommendation by either majority vote or consensus agreement.

Appendix B

Writing Commendations and Recommendations

The majority of the school report will consist of commendations and recommendations. All team members will be involved in writing these in their areas of expertise and approving those written by others. Some of these commendations and recommendations will be identified by the team as **major**.

In drafting commendations and recommendations, members of the evaluation committee should keep the following items in mind:

1. Statements must be based on either the *Self-study* document, personal observation, or an interview with a board member, a member of the leadership team, staff, or students, only after the team member has carefully cross-checked and verified each observation or statement.
2. Commendations or recommendations should be addressed to a specific group, department or unit in the school—never to individuals by name.
3. Commendations should be given only for achievements or tasks performed in an above-average or superior manner, not for the normal fulfilment of a duty.
4. Recommendations should be concise and specific, with measurable references (how will an observer know if a specific recommendation has been fulfilled?), and should not preempt the governance role of the school board or the administrative authority of the leadership team.
5. Recommendations should focus on major issues and should be limited to a number reasonable for the school to manage in the period before the next full evaluation visit.
6. In order to assist the secretary in drafting the report, each commendation or recommendation should be keyed to the appropriate criterion number and to the page number of any document referred to. They should also include the name of the committee member submitting the item.

Sample commendations and recommendations follow, with an explanation of how these can be used as a pattern for team members.

Commendations

Samples:

The visiting committee (or team) commends:

1. The leadership team for their high level of positive communication with the local church community (*Self-study*, p. 32; interviews).
2. The leadership team, staff and students for their active involvement in the development of a spiritual master-plan that is already making an appreciable difference to the spiritual programming and ethos of the school community where values of consideration and cooperation were observed.” (*Self-study*, pp. 17, 47; school strategic plan; interviews; student survey).

Notes:

1. Writers should say who the commendation is for—i.e. in the first commendation, the leadership team, and in the second, leadership team and staff. Individual names should not be given—only titles, or groups of individuals.
2. Commendations should state clearly what is being commended, with as much preciseness as possible. This can include not only **what** is being done, and also the **effect**—e.g. in the second sample commendation, the commendation is for “the active development of a spiritual master-plan” but the next part of the sentence helps explain why that is so important “that is already making an appreciable difference to the spiritual programming and ethos of the school.” And the **impact** on the learning and development of the children as in “...where values of consideration and cooperation were observed.”
3. A writer should give the source, or sources of information that led to the conclusion. Where there are specific references to documents and page number can be given, pages should be identified. If information came from an interview, the name(s) of the individuals should not be identified.

Recommendations

Samples:

The visiting committee (or team) recommends:

1. That the leadership team urgently reconsiders their plans to build a new classroom block until the debt on the library construction has been fully paid (interviews; audited financial statement, 2002-03; *Self-study*, p. 35).
2. That the Curriculum Committee continues its plans to develop a process for more structured evaluation of programmes of study and teaching that will involve feedback from students as well as peers and the leadership team. (interviews, *Self-study*, p. 63).

Notes:

1. Writers should identify clearly who the recommendation is to—e.g. in the above examples, to the leadership team and the Curriculum committee. The recommendations can be to an individual (mentioned only by title, e.g. headteacher), a committee, or a group of individuals.
2. If a recommendation is already in the plans of a school this should be credited in what is written—e.g. “That the Curriculum Committee **continues its plans . . .**”
3. All recommendations should be do-able and measurable. The institution needs to be able to report completion of the recommendation and the next accrediting team needs to confirm that it has been met.
4. The sources of recommendations should be referenced in as much detail as possible—e.g. audited financial statement, 2002-03.
5. As team members they should consider which of the recommendations they will want to suggest as **major** ones to their colleagues. In the samples given above, the first would be considered a major recommendation as it impacts the financial stability of the school. **In general, major recommendations will be those that if not resolved could provide a severe threat to the continuance or Seventh-day Adventist identity of a school.**

Suggestions and Other Comments

While the majority of the accreditation report will be written in the form of commendations and recommendations, there are occasions where the team may decide to add additional text. This will normally be for one of the three following reasons:

1. The team faces a particularly complex or sensitive situation and considers that the context of a recommendation needs to be carefully explained. This is best done as a preamble to a section of the report, or directly prior to a key recommendation.
2. The team considers that there is an important statement to make to a school that will be best expressed as a “suggestion” rather than a recommendation or commendation. A suggestion should be given at the end of the commendations and recommendations under the relevant criterion, and may best be introduced by following the same pattern, i.e. The visiting team suggests:
3. The team has serious concerns regarding an aspect of a school and concludes “conditions” should be attached to the accreditation recommendation. Conditions will normally refer to one or more specific issues that need immediate attention and a timeframe will be given by which these should be met. Conditions should be stated at the front of the report, along with the accreditation recommendation.

The chair of the committee will guide the team on the appropriateness of adding extra sections to the report.