

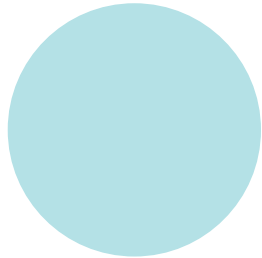
# Coordinating the NEASC ACE Internal Reflection Process – UWC Changshu’s Learning Journey





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STUDIES

UWC CHANGSHU CHINA



## ABOUT MICHAEL



# OVERVIEW OF PRESENTATION

- Taking ownership of NEASC ACE protocol and Learning Principles
- Structuring the process to maximize quality engagement
- Reflection on impact and final takeaways



**TAKING OWNERSHIP OF NEASC ACE  
PROTOCOL AND LEARNING PRINCIPLES**





# UWC Schools and Colleges

- UWC NATIONAL COMMITTEES
- UWC SCHOOLS AND COLLEGES
- UWC SHORT COURSES 2019



# THE UWC MISSION, VALUES, & EDUCATION MODEL



## UWC Mission

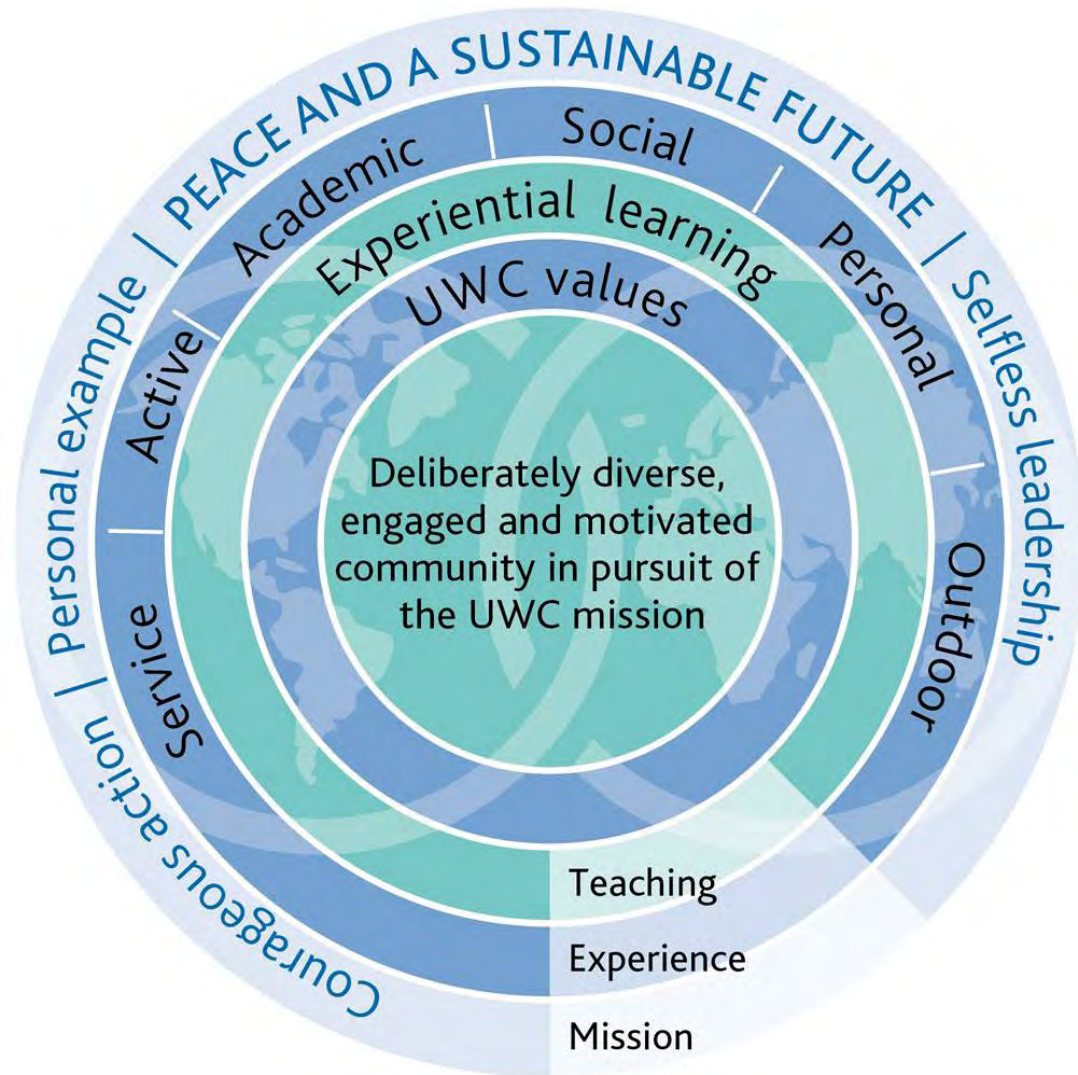
UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.

## UWC Values

International and intercultural understanding |  
Celebration of difference | Personal responsibility and integrity | Mutual responsibility and respect | Compassion and service | Respect for the environment | A sense of idealism | Personal challenge | Action and personal example



# THE UWC EDUCATION MODEL



- Critically understand and embrace diversity through lived experience
- Learn through community (e.g., interactions, relationships, service)
- Learn by doing (develop learner agency)
- Pursue mission, live values

# LEVERAGING THE NEASC ACE PROTOCOL TO SYNTHESIZE UWC, IB, AND NEASC LANGUAGE INTO OUR OWN VISION FOR LEARNING





## TEN REFLECTION AND VISION BUILDING TEAMS



01

**PURPOSE-DRIVEN  
LEARNING**



02

**EXPERIENTIAL  
LEARNING**



03

**LEARNER  
ENGAGEMENT  
AND AGENCY**



04

**RESEARCH AND  
REFLECTION  
ON LEARNING**



05

**INCLUSIVENESS OF  
LEARNING AND  
DELIBERATE DIVERSITY**



06

**SOCIAL-EMOTIONAL  
LEARNING AND  
WELLBEING**



07

**LEARNING  
COMMUNITY**



08

**COMMUNITY ENGAGEMENT  
AND OUTREACH (CHANGSHU,  
CHINA, AND BEYOND)**



09

**GOVERNANCE AND  
LEADERSHIP FOR  
LEARNING**



10

**SUSTAINABILITY  
OF LEARNING  
SPACE AND TIME**



# STRUCTURING THE PROCESS TO MAXIMIZE QUALITY ENGAGEMENT

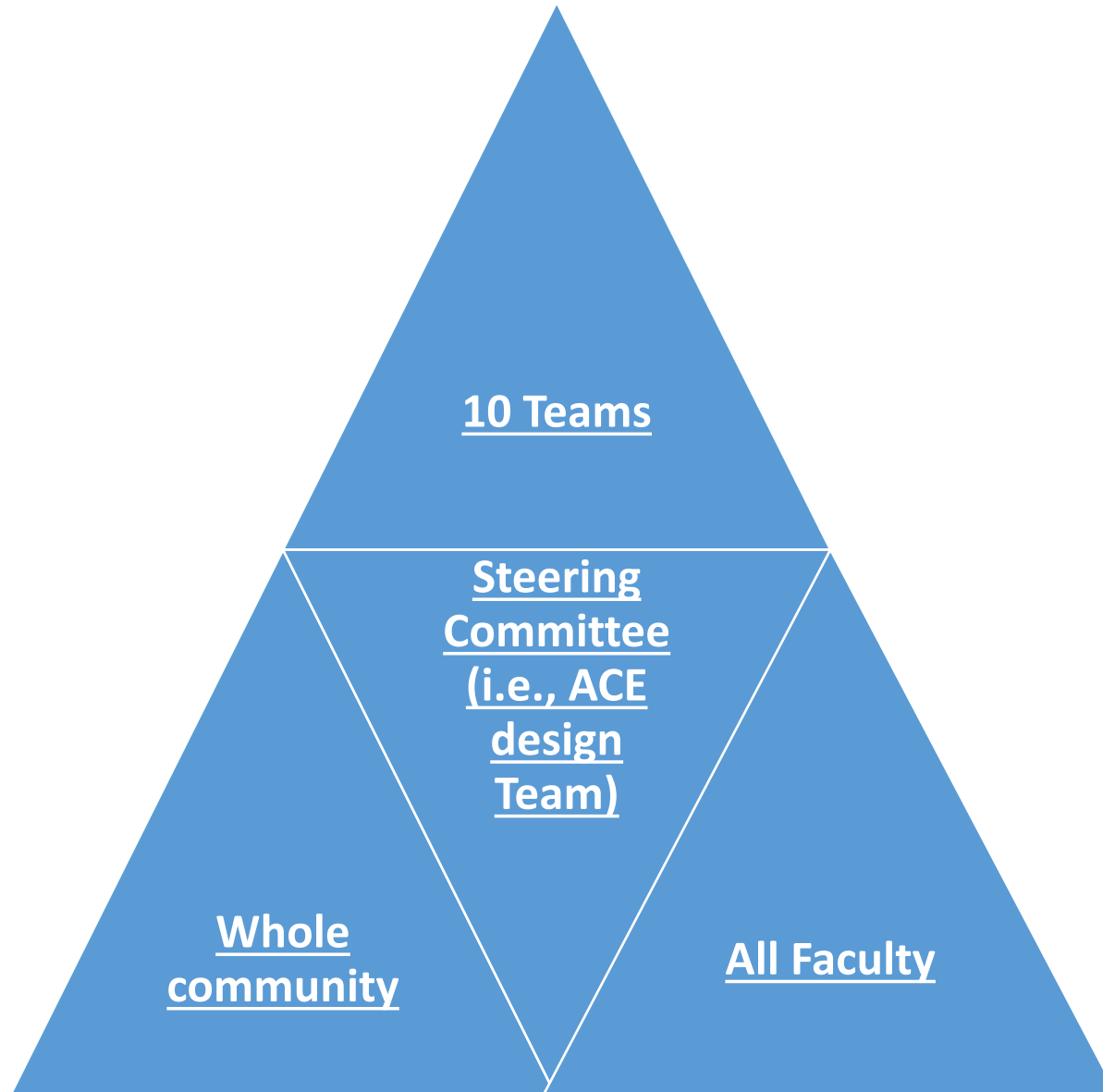


# OUR STAGES FOR INTERNAL REFLECTION

## TIMELINE FOR REFLECTION AND VISION BUILDING 2020-2021

STAGE	OBJECTIVES
<b>Aug-Nov 2020: Learning Deep Dive</b>	<ul style="list-style-type: none"><li>•develop shared understanding of learning</li></ul>
<b>Nov 2020 – May 2021: Reflection and Vision Building</b>	<ul style="list-style-type: none"><li>•future design: Develop shared vision for learning at UWC Changshu</li><li>•current reality: Reflect on and analyse current reality in 10 key areas</li><li>•closing the gap: For each key area, articulate major actions that can close the gap between the current reality and the shared vision</li></ul>
<b>Jun-Aug 2021: Developing Plans</b>	<ul style="list-style-type: none"><li>•synthesize recommended major actions into 3-4 major learning plans (done in Steering Committee / ACE Design Team)</li></ul>
<b>Sep 21; Oct 11 2021: Community-wide Workshop</b>	<ul style="list-style-type: none"><li>•present and celebrate outcomes of process</li></ul>
<b>Oct 2021 – Onward: Committing to Vision</b>	<ul style="list-style-type: none"><li>•take actions to realize vision</li></ul>

# HOW WE ENGAGED OUR COMMUNITY





# 10 TEAMS

## TIMELINE FOR 10 REFLECTION AND VISION BUILDING TEAMS

STAGE	OBJECTIVES
<b>Aug-Dec: Learning Deep Dive</b>	<b>ESTABLISH PURPOSE</b> <ul style="list-style-type: none"><li>• establish norms and purpose</li><li>• read, analyse, and discuss current research relevant to focus of team</li><li>• read, analyse, and discuss NEASC survey results (May 2019)</li></ul>
<b>Nov – Feb: Reflection and Vision Building – Future Design</b>	<b>ARTICULATE VISION</b> <ul style="list-style-type: none"><li>• design, plan, facilitate, and gather evidence from interactive community-wide workshops</li><li>• synthesize and reflect on feedback from community</li><li>• articulate vision ('future design' prompts for report)</li></ul>
<b>Mar – May: Reflection and Vision Building</b>	<b>UNDERSTAND THE CURRENT REALITY</b> <ul style="list-style-type: none"><li>• gather, analyse, discuss, and draw conclusions based on evidence collected</li><li>• Articulate the 'current reality' based on feedback and evidence</li></ul>
<b>Jun: How do we close the gap?</b>	<b>RECOMMEND MAJOR ACTIONS</b> <ul style="list-style-type: none"><li>• analyse all evidence and feedback from stakeholders</li><li>• arrive at consensus on what major actions will close the gap</li></ul>

# TEN REFLECTION AND VISION BUILDING TEAMS

## DEVELOPING SHARED VISION

The screenshot displays a Microsoft Teams chat window for 'Team 1 Purpose-Driven Learning'. On the left, a sidebar lists various teams, including 'FP Peace and Sustainable Future (FP) 7', 'Reflection and Vision Building Steerin...', and 'Reflection & Vision Building - Educati...'. The main chat area shows a message from 'YS' dated 3/30 3:32 PM, which includes a file named 'Reflection & Vision Building Evidence collection for...'. Below this, a message from 'YS' dated 5/11 10:28 AM states: 'Team 1 Purpose-Driven Learning- Team meeting 4 will take place on Friday, May 14th from 2:30-4pm in the classroom 1130.' The chat also features a meeting card for 'Team 1 Purpose-Driven Learning- Team meeting 4' on Friday, May 14, 2021, at 2:30 PM. A 'New conversation' button is visible at the bottom.



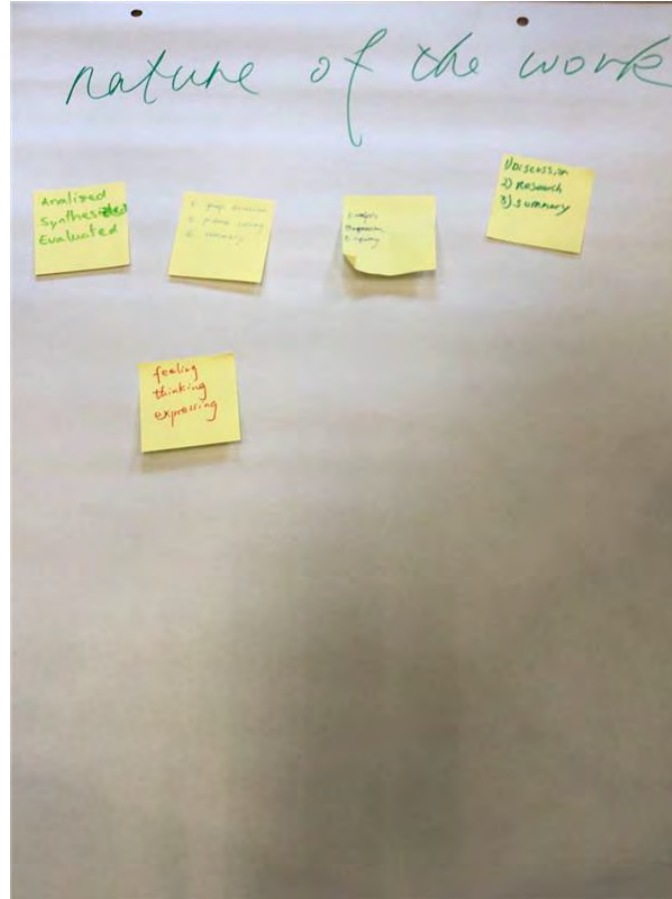
# ALL FACULTY

## TIMELINE FOR REFLECTION AND VISION BUILDING 2020-2021

STAGE	OBJECTIVES
<b>Aug-Nov: Learning Deep Dive</b>	<b>DEFINE HIGH-QUALITY LEARNING</b> <ul style="list-style-type: none"><li>• Aug 6, 2020 (orientation): Define high-quality learning (Aug, 2020)</li><li>• Oct 13, 2020 (PL Day): Reflect on teaching and learning through NEASC learning principles</li></ul>
<b>Nov – May: Reflection and Vision Building</b>	<b>UNDERSTAND CURRENT REALITY</b> <ul style="list-style-type: none"><li>• Oct- Jun (ongoing): Peer-to-peer observations – observe learning in colleagues’ classes linking to NEASC LPs and impacts (4+ per year)</li><li>• Feb-Mar (ongoing): upload evidence of learning impact</li><li>• Mar 24 (PL Day): analyze and discuss implications of evidence</li></ul>
<b>Aug: Engage with and Embed Vision for Learning</b>	<b>ENGAGE WITH UWC-CSC DEFINITION AND PRINCIPLES OF LEARNING</b> <ul style="list-style-type: none"><li>• Aug 9, 2021 (orientation): interactive workshop on UWC Changshu definition and principles of learning</li><li>• Aug-Oct (ongoing): embed definition and principles of learning</li></ul>

# ALL FACULTY

## ORIENTATION WORKSHOP: DEFINING HIGH-QUALITY LEARNING






# ALL FACULTY – ANALYZING LEARNING IMPACTS

## GATHER, SUBMIT, AND DISCUSS IMPLICATIONS OF EVIDENCE

### Reflection & Vision Building Evidence collection form

1. Please label this piece of evidence that you are sharing. (e.g., you may write "DP1 English Lang Lit HL students peer-feedback and reflection on writing during Distance Learning Program"). \* 

Enter your answer

2. Please briefly describe the focus of this piece of evidence by concisely responding to the prompt "what learning does your piece of evidence showcase?" (e.g., use of lesson time for partner feedback and reflection to promote agency and growth mindset.) \*

Enter your answer

3. Please check the boxes for all learning impacts that you believe are relevant to the evidence you are sharing (NOTE: one piece of evidence may be relevant to multiple learning impacts) \*

- Learning Goals 1.1 Learners will transfer their learning across disciplines to solve problems within real world contexts.
- Learning Goals 1.2 Learners will make decisions, propose solutions, and act with an ethical understanding of the Impacts on others and the planet.
- Learning Goals 1.3 Learners will demonstrate an understanding of connections across disciplines and systems in a variety of contexts.

#### Concise Description of Evidence:

A student in the "Children of Stars" Zhi Xing reflects on what she has learned.

#### Relevant NEASC Learning Impacts:

- 4.1 Learners demonstrate informed perspective and empathy for the experiences of others.
  - 4.2 Learners demonstrate appropriate risk-taking in the pursuit of learning.
  - 4.3 Learners demonstrate insights gained through mistakes.
  - 4.4 Learners adjust learning strategies and processes through on-going reflection and feedback
- 
- 2.2 Learners demonstrate growth and appropriate levels of balance across cognitive, dispositional and social-emotional domains.
  - 2.3 Learners will actively inquire into and document their development based on a profile and definition of success that includes many facets of growth and types of learning.

#### More information/context:

The student's reflections and evidence demonstrate empathy for others with different experiences (e.g., Children with autism), a willingness to take informed risks (e.g., taking on challenges collaboratively), ethical understandings and growth.

- Link to ["Children of Stars" Reflection](#)

# WHOLE COMMUNITY

## TIMELINE FOR REFLECTION AND VISION BUILDING 2020-2021

STAGE	OBJECTIVES
<b>Community-wide Reflection and Vision Building Workshops</b>	<ul style="list-style-type: none"><li>• Dec 19, 2021 (Parents meeting): engage parents with question of what we need to do to prepare their children to face future challenges</li><li>• Jan 20, 2021 (off timetable): reflect, discuss, define the current reality of, and build a vision for an aspect of learning (the focus of 1 of the 10 teams)</li></ul>
<b>April, 2021: NEASC SURVEYS (updated)</b>	<ul style="list-style-type: none"><li>• all four NEASC surveys (teachers, students, parents, leadership)</li></ul>
<b>Sep-Oct 2021: Final Workshop</b>	<p>ENGAGE WITH UWC-CSC DEFINITION AND PRINCIPLES OF LEARNING</p> <ul style="list-style-type: none"><li>• Sep 19, 2021 (UWC Day): presenting definition &amp; principles of learning and 4 key learning plans, followed by an advisory discussion on UWC Changshu Learning Principles</li><li>• Oct 11, 2021 (online): embed definition and principles of learning</li></ul>



## EXAMPLE OF THE PROMPT USED FOR THE WARM-UP DISCUSSION (FOR PARENTS)

To be prepared to face the challenges of the 21<sup>st</sup> Century, my child needs to learn...

为了应对21世纪可能出现的挑战，我的孩子需要学会...

WE ASKED PARENTS  
SCAN A QR CODE, FINISH  
THIS SENTENCE IN THEIR  
NATIVE LANGUAGE, AND  
SUBMIT THEIR WRITTEN  
RESPONSE BEFORE THEY  
DISCUSSED IN SMALL  
GROUPS

# EXAMPLE OF INTERACTIVE WORKSHOP ON ENGAGEMENT AND AUTONOMY

Workshop participants proposed and voted on factors that most encourage and discourage engagement

1. Experiential social experiment (based on Deci's model – autonomy, competency, and relatedness)
2. Reflection on experiment
3. Discussion of 'ideal' & 'current reality' for engagement at our school
4. Final synthesis of 'how to close the gap' by identifying factors that encourage and discourage engagement

- a) Faculty's support and endeavor 4
- b) Free time and space with autonomy 12
- c) Experiential learning & Zhixings 7
- d) Student's contribution
- e) Opportunities to explore ourselves 2
- f) Ideal and peaceful environment 2
- g) Friends' enthusiasm
- h) Availability of help 2
- i) Workshops like Reflections and Vision Building
- j) Group of people who share the same interests
- k) Democracy in decisions
- l) Encouragement 5
- m) Curriculums and Courses
- n) Office hours
- o) Good Feedback mechanisms 3
- p) Feeling of community & Sense of belongingness
- q) No attendance for some activities
- r) Diversity of community 2
- s) Self-study
- t) Attentions from school
- u) Constant improvement 2
- v) Subject teachers explaining the importance & relatedness of subjects to students
- w) Richness of resources
- x) Interesting classes
- y) No ranking of students' grades



# STEERING COMMITTEE (I.E., ACE DESIGN TEAM)

## TIMELINE FOR REFLECTION AND VISION BUILDING 2020-2021

STAGE	OBJECTIVES
<b>Aug-Nov: Learning Deep Dive</b>	<b>SET DIRECTION</b> <ul style="list-style-type: none"><li>• Establish focus and purpose for each team (connecting NEASC LPs to UWC education model, IB standards and practice, and Changshu context)</li><li>• Develop team guiding statement and guiding questions</li></ul>
<b>Nov – May: Reflection and Vision Building</b>	<b>GUIDE AND COORDINATE EFFORTS</b> <ul style="list-style-type: none"><li>• Facilitate interactive meetings in 10 Teams (e.g., agenda items aligned to NEASC report)</li><li>• Meet as steering committee to coordinate teamwork</li></ul>
<b>Jun-Aug: Developing Plans</b>	<b>48-HOUR OFF-SITE WORKING RETREAT</b> <ul style="list-style-type: none"><li>• analyse April 2021 survey results</li><li>• synthesize recommended major actions into 4 major learning plans</li></ul>

# STEERING COMMITTEE (I.E., ACE DESIGN TEAM)

## STEERING COMMITTEE TEAM ONE ONENOTE NOTEBOOK

RV General Posts Files PLC Notebook + Meet

5/8 2:10 PM  
Leadership major learning plan DRAFT.docx

Leadership major learning plan DRAFT.docx  
ReflectionandVisionBuildingSteeringCommittee > General

Reply

Meeting in "General" started  
2 replies from Yali

Reply

Tuesday, June 15, 2021

6/8 10:39 AM  
Education Draft Learning Plan Outline

Learning Laboratory.docx

Michael Martell 6/15 10:33 AM  
Here is a slightly revised version that Max sent me. The revisions take into account feedback received from other members of the working group.

Learning Laboratory Revised June 9.docx

Reply

Wednesday, June 16, 2021

Reflection and Vision Building Steering Committee 笔记本

- UWC-CSC Reflection and Vision Building...
  - Overview Materials
- CSC Accreditation materials
  - Framework for 2025
- Survey results
  - List of members in teams
- Team Specific Resources
  - Introduction to Steering Committee
- Evidence of learning impacts
  - Team Meeting 1 - Nov 30
- Evidence of learning impacts@21-05-18(1)
  - Team Meeting 2 - Dec 16
- Steering Committee Working group
  - Community Wide Workshop 1 - Jan 20
- UWC-CSC Reflection and Vision Building...
  - Team Meeting 3 - Feb 24 - what is our vision?
  - Community Wide Workshop 2 - Mar 26 - wh...
  - Steering committee meeting - Apr 16
  - Team Meeting 4 - May 14 - how do we close...

+ Add section + Add page

### Overview Materials

Friday, November 13, 2020 1:30 PM

Message shared with UWC-CSC community (all students, all staff:

Dear all,

We are excited to engage you in the reflection and vision building process for 2020-2021. For more information, please see the materials below and, if you have not done so already, please complete the short survey below.

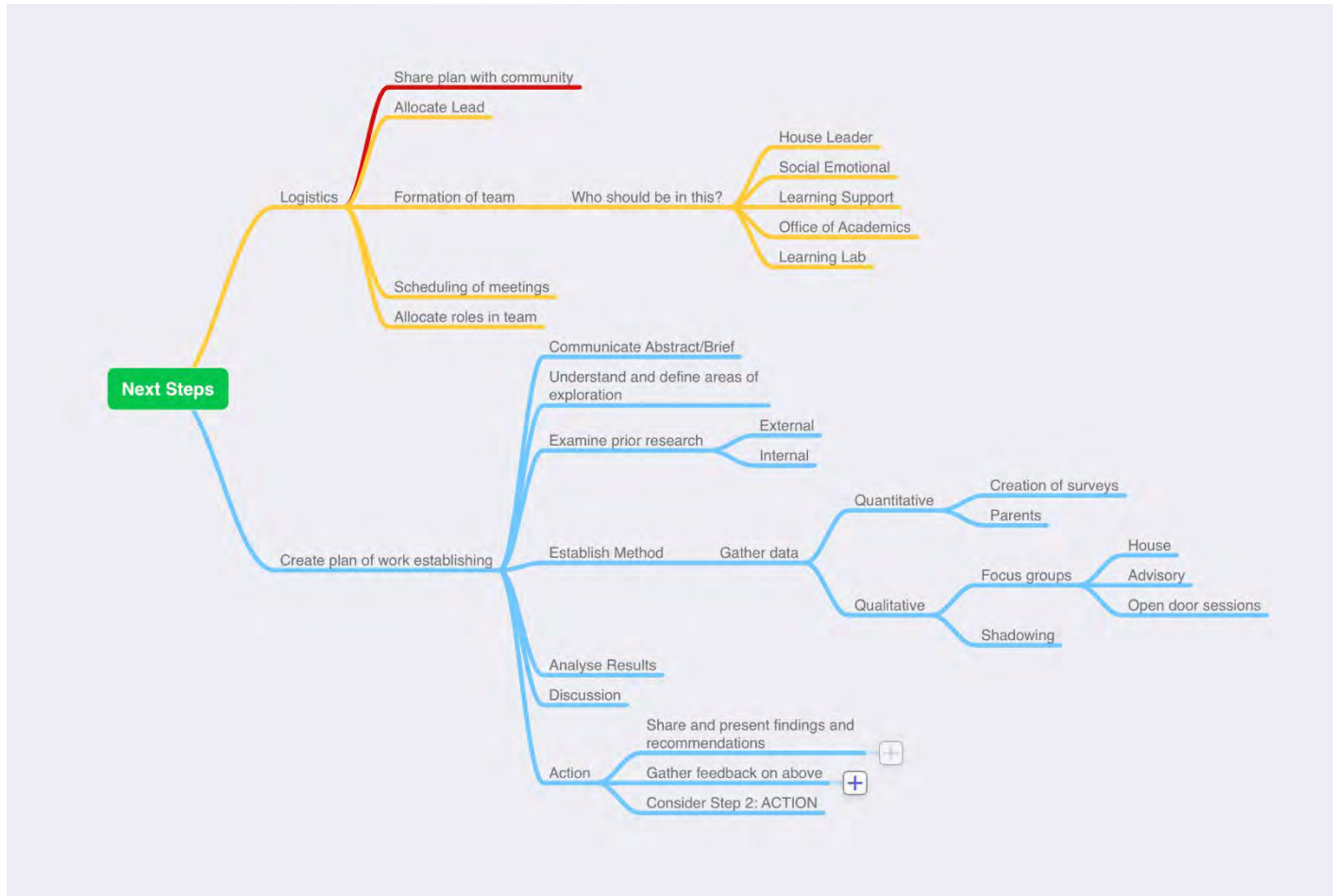
Thank you!

[Redacted] and Michael

- [Video introducing UWC-CSC reflection and vision building 2020-2021](#) (7 min)
- [Overview of Reflection and vision building](#) (4 pages)
- [Reflection and Vision Building Teams – Overview](#) (PPT)
- [Reflection and Vision Building and NEASC Accreditation](#) (4 pages)
- (5-10 min) Please complete this [survey](#) so that we can collect information on your interests and thoughts about the Reflection and Vision Building process

# STEERING COMMITTEE WORKING RETREAT (JUNE 8-9)

## MINDMAP BRIANSTORMING FOR KEY LEARNING PLAN 2







# REFLECTION ON IMPACT AND FINAL TAKEAWAYS

# REFLECTION ON IMPACT OF OUR INTERNAL REFLECTION

- Created space and time for meaningful, purposeful discussions
- Built more shared understanding, but still have room for improvement
- catalyzed the synthesis of the 'future design' and 'major actions' into a coherent definition of learning and major learning plans

# FINAL TAKEAWAYS

- Take ownership of the NEASC ACE language so that it aligns to your context
- Allow for agency and various modes of engagement
- Set and communicate the entire process and expectations from the beginning, including the time commitment and end goals
- Whenever possible, demonstrate institutional commitment by creating space and time (e.g., cancelling a half day of classes)
- Leverage the ‘future design’ to develop / refine your school’s definition of learning



**THANK YOU!**