

IB ASIA PACIFIC DIPLOMA PROGRAMME

AUTHORIZATION FOLLOWUP REPORT

Northbridge International School Cambodia

Phnom Penh, Cambodia

School code: 003902

Date of visit: 14 – 16 February 2011

Session: May



22 March 2011

Mr Roy Crawford
Head of School
Northbridge International School Cambodia
PO Box 2042
Phnom Penh 3,
Cambodia

Dear Roy

I wish to congratulate you on gaining authorization to offer the Diploma Programme of the International Baccalaureate Organization. We now officially welcome you into the global community of DP schools.

Attached is a summary of the commendations and recommendations arising from the authorization visit. I request that the school prepares and submits a report to the regional office by **30th April 2012** that will detail the progress on the recommendations to date.

Please do not hesitate to contact the regional office if you have any questions. I look forward to working with you and your staff in the future.

Yours sincerely

Signature on file

Stephen Keegan
School Services Manager, Diploma Programme
IB Asia Pacific

Cc: Ian Hunt - DP Co-ordinator

SPECIFIC COMMENDATIONS AND RECOMMENDATIONS

Section A: Philosophy & international understanding

Standard A1

There is close alignment between the educational beliefs and values of the school and those of the programme.

Commendations

The visiting team commends the school for:

- its commitment to the principles defined in the IB mission statement. In particular the work done to redesign the Vision and Mission statements to encompass the desired educational outcomes.
- establishing clear and close connections between the school's published statements of mission and philosophy, and the beliefs and values of the programme.

Recommendations

The visiting team recommends that the school:

- enhances its efforts to develop in students the qualities, attitudes and characteristics described in the IB learner profile. This could include further use of the Monday collaboration sessions to develop understanding of the Learner Profile as a vehicle for developing student learning. This also needs to be clearly articulated across the development of the three programmes. Please refer to the IB Learner Profile document and DP Principles into Practice for more information. [Practice A1#2]
- considers strategies to ensure the beliefs and values that drive the programme are shared by all sections of the school community (including students, teachers, administrators, members of the governing body and others, as appropriate). [Practice A1 #4]
- further promotes meaningful student inquiry and the development of critical-thinking skills. This should be reflected in the vertical and horizontal articulation and mapping process. Please see 2010 Standards C1, C2, C3 and C4 for the applicable elements of an action plan. Utilising MYP and PYP inquiry elements may also be an option for increasing school – wide understanding of this aspect. [Practice A1 #6]

Standard A2

The school promotes international-mindedness on the part of the adults and the students in the school community.

Commendations

The visiting team commends the school for:

- promoting a commitment to international understanding and responsible citizenship on the part of the adults in the school community.
- encouraging learning that fosters responsible citizenship and international-mindedness.
- providing students with opportunities for learning about issues that have local, national and global significance, leading to an understanding of human commonalities.

- developing a climate of open communication and careful expression of ideas, attitudes and feelings.
- providing a safe, secure and stimulating environment based on understanding and respect. This notes the significant work completed in the Science labs and library areas to support the aims and nature of the Programme.
- supporting members of its community for whom the school's language of instruction is not their mother tongue. This includes the significant extension of EAL resources and teachers into the Senior School
- taking advantage of the international network of IB schools teaching the same programme through e-mail or personal exchanges and attendance at conferences and workshops.

Recommendations

The visiting team recommends that the school:

- optimizes its use of the diversity of cultures and perspectives that exist in the school and in the local, national and global communities to enhance learning. This could include offering signage in translation and involvement of a range of cultural groups in areas such as service learning. [Practice A2#1]
- further investigates strategies to encourage student learning that strengthens the students' own cultural identity, and celebrates and fosters understanding of different cultures. This can include embedding cultural aspects within the curriculum and the explicit use of TOK.[Practice A2#4]
- augments its collection of resources that offer access to different cultures, perspectives and languages. This could include reference material and texts in different languages to support the needs of EAL students. This should be in keeping with the nature of additive bilingualism and reinforced by the Language Policy. [Practice A2#7]
- further investigates strategies to emphasise the importance to language learning through the development of each student's mother tongue and the acquisition of other languages, including the host country language. [Practice A2#9]

Section B: Organization

Standard B1

The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.

Commendations

The visiting team commends the school for:

- the explicit support of the programme by governing body, and allocation of sufficient funding for the effective implementation and ongoing development of the programme.
- building into all teachers' schedules time for collaborative planning and reflection.
- demonstrating an understanding of the principles of the programme and pedagogical leadership by the programme coordinator.
- having a written language policy (including its provision for second-language teaching and mother-tongue language support) that meets the needs of the students and reflects the principles of the programme.
- providing appropriate resources and staff to support the delivery of creativity, action, service (CAS).

Recommendations

The visiting team recommends that the school:

- develops systems for implementing and monitoring the programme with input from all constituencies, including students. [Practice B#3]
- ensures that its goals, strategies, timelines and accountabilities are available to all members of the community. [Practice B#4]
- ensures that the programme coordinator has sufficient support and resources to carry out the responsibilities of the position. In particular, it is extremely important that the DPC have access to an office area where private and confidential information can be stored, meetings occur and to facilitate ongoing collaboration and articulation with the MYP. Attendance at Regional IB Conferences is also strongly encouraged. [Practice B#7]
- develops strategies and processes to ensure continuity of the programme; including an induction system for new staff and ongoing staff professional development. [Practice B#14]

Section C: Curriculum

Standard C1

A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community.

Commendations

The visiting team commends the school for:

- developing a curriculum that clearly identifies the skills, concepts, knowledge and attitudes to be taught over time.
- developing a curriculum which is sensitive to cultural, gender, linguistic, ethnic and religious differences.
- supporting the central role of TOK by assigning adequate staffing and time for student learning and assessment, and establishing links to other subjects.

Standard C2

The school has implemented a system through which all teachers plan and reflect in collaborative teams.

Commendation

The visiting team commends the school for:

- ensuring that planning at the school takes place collaboratively. It was clear from the discussions with teachers that this has been a highly valuable part of the DP implementation process.

Standard C3

Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.

Commendation

The visiting team commends the school for:

- actively working towards developing teaching and learning such that it meets the requirements for Standard C3. It was clear from the discussions with teachers that the Monday morning collaboration sessions were instrumental in this process.

Recommendation

The visiting team recommends that the school:

- works to develop an action plan based on the corresponding 2010 Standard C3 that will enable the school to work towards achieving the required practices. This should include the continuation of the scheduled collaboration sessions and be based on priorities identified by the school.

Standard C4

There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.

Commendation

The visiting team commends the school for:

- actively working towards building an understanding of IB assessment requirements for the DP and the 2005 Standard C4. This included the work to redesign the School report card and the development of assessment with criteria. Again, the scheduled collaboration sessions have been an important part of this process.

Recommendation

The visiting team recommends that the school:

- works to develop an action plan based on the corresponding 2010 Standard C4 that will enable the school to work towards achieving the required practices. This should include the continuation of the scheduled collaboration sessions and be based on priorities identified by the school.

Section D: The Student

Standard D1

Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.

Commendations

The visiting team commends the school for:

- providing a climate in which students learn to respect and value self-initiated action.
- providing opportunities for students to develop the skills and attitudes that lead to taking action.
- providing opportunities for students to choose their own CAS activities and to undertake activities in a local or international environment as appropriate.

Recommendations

The visiting team recommends that the school:

- provides increased opportunities for students to learn how to reflect on their experiences and make more informed, independent choices. [Practice D1#3]
- considers strategies to provide additional opportunities for student action to be an integral part of the curriculum. [Practice D1#4]

Standard D2

In the final year of the programme, all students complete a programme-specific project that allows them to demonstrate the extension and development of their learning in the Diploma Programme.

Commendations

The visiting team commends the school for:

- promoting the value of the extended essay as a research exercise.
- ensuring that appropriate provision is made for the supervision of the extended essay.
- ensuring that students have access to adequate resources in the school and community.

Recommendations

The visiting team recommends that the school:

- considers strategies to ensure teachers/supervisors guide students through each phase of the extended essay process. [Practice D2#2]
- ensures students are provided with formative feedback throughout the extended essay process. [Practice D2#3]
- develops strategies to ensure parents are informed about the nature of the extended essay's role in the programme and the work expected from the students. [Practice D2#4]
- ensures that all supervisors are fully briefed about the nature of their responsibilities and the work expected from the students.[Practice D2#25]

For newly authorized schools, please submit CAS/PQ and refer to the Handbook for submission guidelines

For newly authorized schools, please submit CAS/PQ to the Regional Office

First Exam Only

Arrival Date to Regional Office

Session

May 2013

31 January 2012

(Please send electronic copy to the regional office)

Ref: Handbook of procedures for the Diploma Programme) /CAS/Form CAS/PQ