



NORD ANGLIA
INTERNATIONAL SCHOOL
HONG KONG

11 On Tin Street, Lam Tin
Kowloon, Hong Kong
T 852 3958 1488
E info@nais.hk

Summary Report on Nord Anglia International School, Hong Kong International Baccalaureate Verification – March 2019



Executive Summary.

In order to become an IB World School offering an IB programme, schools must demonstrate that certain practices and programme requirements are in place and that planning is in progress for others.

On a verification visit, the IB does not look at individual teaching but concentrates on the whole programme. They then produce a report, to be submitted for IB approval. This includes checks on the following:

- Philosophy
- Legal Status
- Financial Planning
- School Structure
- School Action Plan
- Professional Training

In the report, if the Verification Visit Team find that a practice or requirement is not in place, the report will include a “Matter to be addressed.” The Team found no practice or requirement at NAIS, Hong Kong that included this category.

If the Verification Visit Team find that a practice or requirement is in place or in progress, they can choose to provide the school with a commendation or recommendation, with evidence to support their findings. Commendations identify school practices that are beyond the requirements for authorisation and will benefit the implementation of the programme, while recommendations provide guidance for the school on further developing the programme.

Based on this, NAIS, Hong Kong was granted authorisation with 14 commendations and 7 recommendations

The IB authorization is now granted for the next 5 years, when an evaluation visit will take place for the school to be granted re-authorisation if applicable.



Appendix A – Summary of findings

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

Practice A.1: The school's published statements of mission and philosophy align with those of the IB.

Practice in Place? *Yes*

Practice A.2: The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

Practice in Place? *Yes*

The IB commends:

The school is commended for its good understanding of IB philosophy

Practice A.3: The school community demonstrates an understanding of, and commitment to, the programme(s).

Practice in Place? *Yes*

The IB commends:

The leadership is to be commended on their continuous effort and commitment in providing the school community with clear information about all aspects of the IB Diploma Programme. All groups within the school community demonstrate understanding of and commitment to the programme.

Practice A.4: The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

The IB commends:

The school is to be commended on its active promotion of international-mindedness and learner profile across the school community.

Practice A.5: The school promotes responsible action within and beyond the school community.

The IB commends:



The school is commended for its intentional focus on CAS arising from subject areas and for its communication to the community in this regard.

Practice A.6: The school promotes open communication based on understanding and respect.

Practice in Place? Yes

The IB commends:

The school is to be commended on its visible effort in promoting and maintaining open communication based on understanding and respect.

Practice A.7: The school places importance on language learning, including mother tongue, host country language and other languages.

The IB commends:

The school is to be commended on its decision to offer a range of languages to support the diverse community, and to actively support mother-tongues.

Practice A.8: The school participates in the IB world community.

The IB commends:

The school is to be commended on its active engagement in the IB world community.

Practice A.9: The school supports access for students to the IB programme(s) and philosophy.

- a. The school provides for the full DP and requires some of its student body to attempt the full diploma and not only individual diploma courses.
- b. The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide.
- c. The school has strategies in place to encourage students to attempt the full diploma.

Practice in Place? Yes



Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice B1.1: The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

Practice B1.2: The school has developed a governance and leadership structure that supports the implementation of the programme(s).

Practice in Place? *Yes*

Practice B1.3: The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s)

Practice in Place? *Yes*

The IB commends:

The school is commended for the pedagogical leadership demonstrated by the DPC

Practice B1.4: The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

Practice in Place? *Yes*

Practice B1.5: The school develops and implements policies and procedures that support the programme(s).

a: The school has an admissions policy that clarifies conditions for admission to the school and the DP.

Practice in Place? *Yes*

Practice B1.5.b: The school develops and implements a language policy that is consistent with IB expectations.

The IB recommends that: It is recommended that the school language policy be reviewed to include language pathways from IGCSE to IB diploma.

Practice B1.5.c: The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.



Practice B1.5.d: The school develops and implements an assessment policy that is consistent with IB expectations.

Practice B1.5.e: The school has developed and implements an academic honesty policy that is consistent with IB expectations.

Practice in Place? *Yes*

Practice B1.5.f: The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the DP.

Practice B1.6: The school has systems in place for the continuity and ongoing development of the programme(s).

The IB commends:

The school is commended for its forward planning related to the growth of the programme.

Practice B1.7: The school carries out programme evaluation involving all stakeholders

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

Practice B2.1: The governing body allocates funding for the implementation and ongoing development of the programme(s).

- a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator.
- b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.

Practice in Place? *Yes*

The IB commends:

The school is to be commended on its active and supportive role in ensuring the best possible professional development amongst its IB teachers group, providing all with the expected expertise and skills to deliver a programme of quality.

Practice B2.2: The school provides qualified staff to implement the programme(s).

Practice in Place? *Yes*

Practice B2.3: The school ensures that teachers and administrators receive IB-recognized professional development.



Practice B2.3.a: The school complies with the IB professional development requirements for the DP at authorization and at evaluation.

Practice in Place? *Yes*

Practice B2.4: The school provides dedicated time for teachers' collaborative planning and reflection.

Practice in Place? *Yes*

The IB recommends that:

The school should engage IB Diploma teachers in collaborative time that concentrates only on IB diploma by offering specific opportunities for collaborative IB planning and reflection within and across subject areas. The school should ensure that a structure is put in place, including a formal calendar, agendas, minutes, etc.

Practice B2.5: The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

Practice in Place? *Yes*

Practice B2.5.a: The laboratories and studios needed for DP sciences courses and DP the arts courses provide safe and effective learning environments.

Practice in Place? *Yes*

The IB recommends that:

For the science laboratory: the two wall storage cabinets should be taken out of the office and stored in a separate locked room in future.

For the art studio: some specific space should be made for future IB diploma students to be able to display their work. A room with a stage should be organised for IB theatre.

Practice B2.5.b: There are appropriate information technology facilities to support the implementation of the programme.

Practice in Place? *Yes*

The IB recommends that:

It is recommended that the school should provide a specific space and allocate special technical support for the IB Diploma Programme.

Practice B2.5.c: The school provides a secure location for the storage of examination



papers and examination stationery with controlled access restricted to senior staff.



Practice B2.6: The library/multimedia/resources play a central role in the implementation of the programme(s).

- a. The library/media centre has enough appropriate materials to support the implementation of the DP.

Practice in Place? *Yes*

The IB commends:

The school is commended for creating an active learning space for students in the library.

Practice B2.7: The school ensures access to information on global issues and diverse perspectives.

Practice B2.8: The school provides support for its students with learning and/or special educational needs and support for their teachers.

Practice B2.9: The school has systems in place to guide and counsel students through the programme(s).

- a. The school provides guidance to students on post-secondary educational options.

Practice B2.10: The student schedule or timetable allows for the requirements of the programme(s) to be met.

Practice in Place? *Yes*

Practice B2.10.a: The schedule provides for the recommended hours for each standard and higher level subject.

Practice in Place? *Yes*

Practice B2.10.b: The schedule provides for the development of the theory of knowledge course over two years.

Practice in Place? *Yes*

Practice B2.10.c: The schedule respects concurrency of learning in the DP.

Practice in Place? *Yes*

Practice B2.11: The school utilizes the resources and expertise of the community to enhance learning within the programme(s)

Practice B2.12: The school allocates resources to implement the PYP exhibition, the MYP



personal project (or community project for programmes than end in MYP year 3 or 4), the DP extended essay and the CP reflective project for all students, depending on the programme(s) offered.

Practice in Place? *Yes*

The IB commends:

The school is to be commended on its thorough preparation with regards to the implementation of the EE programme.



Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

Note: “Collaborative planning and reflection” is used as a single concept as the two processes are interdependent. **Practice C1.1:** Collaborative planning and reflection addresses the requirements of the programme(s).

a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.

Practice in Place? *Yes*

Practice C1.1.b: Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.

Practice C1.2: Collaborative planning and reflection takes place regularly and systematically.

Practice in Place? *Yes*

The IB recommends that:

The school should further develop the planning of meetings to ensure some structure, clear goals and timelines.

Practice C1.3: Collaborative planning and reflection addresses vertical and horizontal articulation.

Practice C1.4: Collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences.

Practice C1.5: Collaborative planning and reflection is based on agreed expectations for student learning.

Practice C1.6: Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles.

Practice C1.7: Collaborative planning and reflection is informed by assessment of student work and learning.

Practice C1.8: Collaborative planning and reflection recognizes that all teachers are



responsible for language development of students.

The IB commends:

The school is commended for its attention to language development.

Practice C1.9: Collaborative planning and reflection addresses the IB learner profile attributes.

Practice in Place? *Yes*

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice C2.1: The written curriculum is comprehensive and aligns with the requirements of the programme(s).

Practice in Place? *Yes*

Practice C2.1.a: The curriculum fulfills the aims and objectives of each subject group and the core.

Practice in Place? *Yes*

Practice C2.1.b: The curriculum facilitates concurrency of learning.

Practice in Place? *Yes*

Practice C2.1.c: The curriculum is balanced so that students are provided with a reasonable choice of subjects.

Practice in Place? *Yes*

Practice C2.1.d: The school develops its own courses of study for each subject on offer and for theory of knowledge.

Practice in Place? *Yes*

Practice C2.2: The written curriculum is available to the school community.

Practice C2.3: The written curriculum builds on students' previous learning experiences.

Practice C2.4: The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed.



Practice in Place? *Yes*

Practice C2.5: The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.



Practice C2.6: The written curriculum incorporates relevant experiences for students.

Practice C2.7: The written curriculum promotes students' awareness of individual, local, national and world issues.

Practice in Place? *Yes*

Practice C2.8: The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

Practice in Place? *Yes*

Practice C2.9: The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

Practice in Place? *Yes*

The IB recommends that:

Group 1 and Group 5 teachers are confident to rewrite the course outlines in terms of the new guide after they have taken the SSS workshops.

Practice C2.10: The written curriculum integrates the policies developed by the school to support the programme(s).

Practice C2.11: The written curriculum fosters development of the IB learner profile attributes.

Practice in Place? *Yes*

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Note: "Teaching and learning" is used as a single concept as the two processes are interdependent.

Practice C3.1: Teaching and learning aligns with the requirements of the programme(s). **a.** Teaching and learning at the school addresses all of the aims and objectives of each subject.

Practice C3.2: Teaching and learning engages students as inquirers and thinkers.

Practice C3.3: Teaching and learning builds on what students know and can do.

Practice C3.4: Teaching and learning promotes the understanding and practice of academic honesty.



Practice C3.5: Teaching and learning supports students to become actively responsible for their own learning.

Practice C3.6: Teaching and learning addresses human commonality, diversity and multiple perspectives.

Practice C3.7: Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

Practice C3.8: Teaching and learning demonstrates that all teachers are responsible for language development of students.

Practice C3.9: Teaching and learning uses a range and variety of strategies.

Practice C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.

Practice C3.11: Teaching and learning incorporates a range of resources, including information technologies.

Practice C3.12: Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

Practice C3.13: Teaching and learning engages students in reflecting on how, what and why they are learning.

Practice C3.14: Teaching and learning fosters a stimulating learning environment based on understanding and respect.

Practice C3.15: Teaching and learning encourages students to demonstrate their learning in a variety of ways.

Practice C3.16: Teaching and learning develops the IB learner profile attributes.

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice C4.1: Assessment at the school aligns with the requirements of programme(s).

- a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject

Practice in Place? Yes



Practice C4.2: The school communicates its assessment philosophy, policy and procedures to the school community.

Practice C4.3: The school uses a range of strategies and tools to assess student learning.

Practice C4.4: The school provides students with feedback to inform and improve their learning.

Practice C4.5: The school has systems for recording student progress, aligned with the assessment philosophy of the programme(s).

Practice C4.6: The school has systems for reporting student progress, aligned with the assessment philosophy of the programme(s).

Practice C4.7: The school analyses assessment data to inform teaching and learning.

Practice C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Practice C4.9: The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes than end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

Practice in Place? *Yes*

The IB commends:

The school is commended for the process and resources it has in place to support the extended essay.

