

# IB Middle Years Programme Verification Report

Northbridge International School Cambodia

Cambodia

September 2012

School Code: 003902

## Visiting Team

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Name of school	Northbridge International School Cambodia	IB school code	003902
Date	21-10-2012	Programme	MYP

### Introduction to *Report on school authorization*

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 for others implementation is in progress. This information is available for schools in the *Guide to school authorization* related to each programme.

This report describes the outcome of the process of authorization that the school has gone through. It is based on the verification of the evidence provided by the school to demonstrate that it meets the IB's authorization requirements.

The report is structured according to the *Programme standards and practices*.

The report includes the following:

- The full list of practices that must be in place, indicating those which were found to be in place (identified with YES) and those which were found not to be in place (identified with NO).
- For practices that were found not to be in place the following will be identified: associated finding(s), matter(s) that the school needs to address and the evidence to be provided by the school.

*Matters to be addressed are areas within a school's practices that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.*

- Practices that were found to be in place or in progress, as required, which have an associated commendation or recommendation will show related finding(s).

*Commendations relate to school practices that are beyond the requirements for authorization and will benefit the implementation of the programme.*

*Recommendations provide guidance for the school on further developing the programme, and it is expected that the school incorporates these into its action plan in order to respond to them at the time of evaluation.*

Where the practices and programme requirements that must be in progress are not included in the report, it is considered that the school has shown evidence that they are effectively in progress.

### Outcome of the school's authorization process

Congratulations on having become an IB World School offering the Middle Years Programme. You will find the report related to your school in the pages that follow.

We trust that the information found in this report will support the school in its further implementation and enhancement of the IB programme.

# Report

## Section A: Philosophy

### Standard A

Practice	Description	Practice in place
1	The school's published statements of mission and philosophy align with those of the IB.	YES
2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.	YES
3b	Teachers and students demonstrate an understanding and awareness of the areas of interaction.	YES
7	The school places importance on language learning, including mother tongue, host country language and other languages.	YES
9+ 9a	The school supports access for students to the IB programme and philosophy.  a. The school strongly encourages participation for all students.	YES

<b>Practice 4</b>	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.	
<b>Finding</b>	<ul style="list-style-type: none"><li>• <b>The learner profile</b> is not a natural part of the school discourse. Parents had difficulty explaining how the school develops the concept of international-mindedness and had a limited awareness of the learner profile.</li></ul>	
<b>Recommendations</b> The IB recommends that:	<ul style="list-style-type: none"><li>• the school implements strategies to develop and promote international-mindedness and all attributes of the IB learner profile across the school community.</li></ul>	
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, pp.8–9</i>	

<b>Practice 5</b>	The school promotes responsible action within and beyond the school community.	
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<b>Finding</b>	<p>Students are able to describe and reflect on their service involvement activities.</p> <ul style="list-style-type: none"> <li>• Conversations with Community and Service leader or MYP coordinator show understanding of the promotion of responsible action within and beyond the school community.</li> <li>• Examples of community and service activities in which the school and students are involved show a strong commitment to the needs within the local community.</li> </ul>
<b>Commendations</b>	The promotion of responsible action within and beyond the school community is evident in the school ethos and is integrated into the school curriculum.
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, pp.25–27</i>

<b>Practice 6</b>	The school promotes open communication based on understanding and respect.
<b>Finding</b>	<ul style="list-style-type: none"> <li>• The school has organized meetings with different stakeholders to share its plans for implementation of the MYP.</li> <li>• Interactions and communications with different stakeholders are open and frequent, through newsletters, meetings, publications, website, email, etc.</li> <li>• Parents are comfortable during meetings and voice their questions and concerns.</li> <li>• Teachers express themselves openly during meetings.</li> <li>• Students express themselves openly and respectfully.</li> <li>• Student, staff and parents are included in decision-making, participation and collaboration.</li> <li>• All stakeholders were involved in the review and development of the current mission/vision statement.</li> </ul>
<b>Commendations</b>	The school is committed to ensuring all stakeholders are given the opportunity to voice opinions and be part of the decision making processes.
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, p.61</i>

## Section B: Organization

### Standard B1: Leadership and structure

Practice	Description	Practice in place
<b>2</b>	The school has developed a governance and leadership structure that supports the implementation of the programme.	YES
<b>3</b>	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme.	YES

<b>4+ 4a</b>	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.  a. The Middle Years Programme coordinator is part of the school pedagogical leadership team.	YES
<b>5</b>	The school develops and implements policies and procedures that support the programme.	YES
<b>5a</b>	The school has developed and implements a language policy that is consistent with IB expectations.	YES
<b>5b</b>	The school has developed and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.	YES
<b>5c</b>	The school has developed and implements an assessment policy that is consistent with IB expectations.	YES
<b>5d</b>	The school has developed and implements an academic honesty policy that is consistent with IB expectations.	YES
<b>5e</b>	The school's organizational structures support the implementation of all subject groups, of the areas of interaction and of the personal project.	YES
<b>6</b>	The school has systems in place for the continuity and ongoing development of the programme.	YES

<b>Practice 3</b>	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme.	
<b>Finding</b>	<ul style="list-style-type: none"> <li>• Conversations with teachers reflect understanding of each other's roles in the leadership team, especially the role of the MYP coordinator.</li> <li>• The head of school/school principal and the MYP coordinator have participated in past meetings and have planned future meetings to inform the community about the programme.</li> <li>• Conversations with teachers reflect the support and guidance that the pedagogical leadership team, especially the MYP coordinator, has given and continues to give.</li> </ul>	
<b>Commendations</b>	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme	
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice</i> , p.81	

<b>Practice 5c</b>	The school has developed and implements an assessment policy that is consistent with IB expectations.	
<b>Finding</b>	<ul style="list-style-type: none"> <li>• Documented assessment policy does not include common practices in using the MYP assessment criteria and determining achievement levels.</li> </ul>	
<b>Recommendations</b> The IB recommends that:	<ul style="list-style-type: none"> <li>• the <b>school reviews</b> the <b>assessment policy</b> and specifies the <b>common</b> practices used to determine achievement levels for each MYP assessment criteria</li> </ul>	

<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, p.59,100</i>
<b>Practice 5e</b>	The school's organizational structures support the implementation of all subject groups, of the areas of interaction and of the personal project.
<b>Finding</b>	<ul style="list-style-type: none"> <li>• Conversations with teachers indicated inconsistencies between different departments' approaches to the subject and curriculum development.</li> <li>• The school's organization chart does not demonstrate support for the implementation of all subject groups.</li> </ul>
<b>Recommendations</b> The IB recommends that:	<ul style="list-style-type: none"> <li>• the school reviews the organizational structure to ensure leadership for curriculum development in subject groups</li> </ul>
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, pp.81–86</i>

## Standard B2: Resources and support

Practice	Description	Practice in place
<b>1</b>	The governing body allocates funding for the implementation and ongoing development of the programme.	YES
<b>2</b>	The school provides qualified staff to implement the programme.	YES
<b>3+ 3a</b>	<p>The school ensures that teachers and administrators receive IB-recognized professional development.</p> <p>a. The school complies with the IB professional development requirement for the Middle Years Programme at authorization and at evaluation.</p>	YES
<b>4</b>	The school provides dedicated time for teachers' collaborative planning and reflection.	YES
<b>5</b>	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme.	YES
<b>10+ 10a+ 10b</b>	<p>The student schedule or timetable allows for the requirements of the programme to be met.</p> <p>a. The schedule or timetable provides a minimum requirement of 50 teaching hours per subject group per year.</p> <p>b. The schedule or timetable provides a broad and balanced choice of subjects, including at least one subject from each of the eight subject groups, and promotes concurrency of learning.</p>	YES

12	The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.	YES
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<b>Practice 4</b>	The school provides dedicated time for teachers' collaborative planning and reflection.	
<b>Finding</b>	<ul style="list-style-type: none"> <li>• The school has a proposed schedule that outlines the focus of these meetings for the year</li> <li>• Conversations with teachers reflect the collaborative planning times allocated by the school.</li> <li>• Teachers can provide examples of how meeting time was used to develop the programme at NISC. They were appreciative of being provided with dedicated time to develop and strengthen the curriculum.</li> </ul>	
<b>Commendations</b>	The school is committed to providing dedicated collaborative planning and reflection time for teachers.	
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, p.65</i>	

## Section C: Curriculum

### Standard C1: Collaborative planning

Practice	Description	Practice in place
<b>1+ 1a 1b 1c</b>	Collaborative planning and reflection addresses the requirements of the programme. <ul style="list-style-type: none"> <li>a. The school has an approach to curriculum planning that involves all Middle Years Programme teachers</li> <li>b. The school follows the Middle Years Programme planning process.</li> <li>c. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.</li> </ul>	YES
<b>2</b>	Collaborative planning and reflection takes place regularly and systematically.	YES

<b>Practice 1+ 1a 1b 1c</b>	Collaborative planning and reflection addresses the requirements of the programme. <ul style="list-style-type: none"> <li>a. The school has an approach to curriculum planning that involves all Middle Years Programme teachers</li> <li>b. The school follows the Middle Years Programme planning process.</li> <li>c. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary</li> </ul>	
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	understanding.
<b>Finding</b>	<ul style="list-style-type: none"> <li>(for b and c) Teachers had difficulty explaining how samples of completed MYP units of work and interdisciplinary units reflect the collaborative process.</li> </ul>
<b>Recommendations</b> The IB recommends that:	<ul style="list-style-type: none"> <li>the school ensures that <b>interdisciplinary</b> units of <b>work strengthen cross-curricular</b> skills and deepen <b>disciplinary</b> understanding.</li> </ul>
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, p.65,79–80</i>

<b>Practice 3</b>	Collaborative planning and reflection addresses vertical and horizontal articulation.
<b>Finding</b>	<ul style="list-style-type: none"> <li>Teachers had difficulty describing the process by which the school was developing vertical and horizontal articulation of the curriculum.</li> </ul>
<b>Recommendations</b> The IB recommends that:	<ul style="list-style-type: none"> <li>the school ensures that <b>vertical</b> and <b>horizontal</b> articulation of the curriculum is developed <b>collaboratively</b>.</li> </ul>
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, p.66</i>

## Standard C2: Written curriculum

Practice	Description	Practice in place
<b>1a</b>	The curriculum fulfills the aims and objectives of each subject group and, where applicable, the personal project.	YES
<b>1b</b>	The school uses the prescribed Middle Years Programme objectives to develop and document interim subject-specific objectives.	YES
<b>1c</b>	The written curriculum includes the following: a subject-specific vertical planning document; vertical planning for the student learning expectations of each area of interaction; horizontal planning for approaches to learning.	YES
<b>1d</b>	The units of work are documented on unit planners and follow the Middle Years Programme unit planning process.	YES
<b>9</b>	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme.	YES



<b>Practice 1g</b>	There is a system for the regular review of individual units of work, vertical and horizontal subject documentation and documentation of the areas of interaction.
<b>Finding</b>	<ul style="list-style-type: none"> <li>Conversations with teachers and the MYP coordinator indicate that units of work and vertical and horizontal subject documentation are not yet systematically and regularly reviewed.</li> </ul>
<b>Recommendations</b> The IB recommends that:	<ul style="list-style-type: none"> <li>the school develops systems for the regular <b>review of individual units</b> of work and vertical and horizontal subject documentation.</li> </ul>
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, pp.77,81–82</i>

<b>Practice 9</b>	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme.
<b>Finding</b>	<ul style="list-style-type: none"> <li>Conversations with the pedagogical leadership team and teachers did not show that the school has established a curriculum review cycle or policy that aligns with the IB's published curriculum cycle.</li> </ul>
<b>Recommendations</b> The IB recommends that:	<ul style="list-style-type: none"> <li>the school develops a <b>curriculum review cycle</b> or policy to ensure <b>new developments</b> in the programme are incorporated.</li> </ul>
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, p.1</i>

### Standard C3: Teaching and learning

Practice	Description	Practice in place
<b>1b</b>	Teaching and learning at the school uses the areas of interaction as contexts.	YES
<b>4</b>	Teaching and learning promotes the understanding and practice of academic honesty.	YES

<b>Practice 13</b>	Teaching and learning engages students in reflecting on how, what and why they are learning.
<b>Finding</b>	<ul style="list-style-type: none"> <li>Samples of assessed student work, the personal project journal, reflections on service involvement and the arts developmental workbooks demonstrate student reflection on their learning.</li> <li>Students can give examples of reflection on their learning.</li> </ul>

<b>Commendations</b>	<ul style="list-style-type: none"> <li>Learning experiences in every subject group engage students in reflecting on how, what and why they are learning.</li> </ul>
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, p.62</i>

<b>Practice 16</b>	Teaching and learning develops the IB learner profile attributes.
<b>Finding</b>	<ul style="list-style-type: none"> <li>Displays and samples of assessed student work did not include examples of how the IB learner profile attributes are developed.</li> </ul>
<b>Recommendations</b> The IB recommends that:	<ul style="list-style-type: none"> <li>teachers adapt learning experiences to develop the IB learner profile attributes.</li> </ul>
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, p.9</i>

#### Standard C4: Assessment

Practice	Description	Practice in place
<b>1a</b>	The school uses the prescribed assessment criteria for each subject group in year 5 of the programme.	YES
<b>1b</b>	The school implements a coherent framework of assessment criteria aligned with the school's interim objectives.	YES
<b>2</b>	The school communicates its assessment philosophy, policy and procedures to the school community.	YES
<b>9</b>	The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.	YES

<b>Practice 1c</b>	Teachers standardize their understanding and application of criteria before deciding on achievement levels.
<b>Finding</b>	<ul style="list-style-type: none"> <li>Conversations with teachers and the MYP coordinator did not indicate that teachers engage in the standardization of assessment of student work.</li> </ul>
<b>Recommendations</b> The IB recommends that:	<ul style="list-style-type: none"> <li>the school ensures that standardization of assessment takes place within the subject groups.</li> </ul>
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, pp.46,55</i>

<b>Practice 1d</b>	The school provides students with task-specific clarifications for assessment.
<b>Finding</b>	<ul style="list-style-type: none"><li>• Samples of assessed student work showed limited examples of the use of task-specific clarifications.</li></ul>
<b>Recommendations</b> The IB recommends that:	<ul style="list-style-type: none"><li>• the school ensures the development of task-specific clarifications for assessment as appropriate.</li></ul>
<b>Support in IB Documentation</b>	<i>MYP: From principles into practice, p.51</i>