



International Baccalaureate®
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Report on School Authorization

MYP Nord Anglia International School Dublin
Nord Anglia International School Dublin
060827
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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. This information is available for schools in the *Guide to school authorization*.

This report describes the outcome of the authorization process and is structured according to the *Programme standards and practices*. It is based on the verification of the evidence provided by the school to demonstrate that it meets the IB's authorization requirements.

Where the verification visit team has found that a practice or requirement is not in place, the report will include a "Matter to be addressed." The team will have outlined the related evidence the school must provide to the IB to demonstrate that the practice is being met.

Where the visiting team has found that a practice or requirement is in place or in progress, they may have chosen to provide the school with a commendation or recommendation and evidence to support their findings. Commendations relate identify school practices that are beyond the requirements for authorization and will benefit the implementation of the programme, while recommendations provide guidance for the school on further developing the programme. It is expected that the school will incorporate recommendations into its action plan and will show that they have taken action on the recommendations at the time of evaluation.

We wish you every success as you take the next steps toward authorization.

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.

Findings of the Visiting Team:

The school has published statements of its mission and philosophy in promotional literature and on its website.

Practice in Place? *Yes*

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

Findings of the Visiting Team:

Conversations with the governing body, administrative and pedagogical leadership, and staff show their understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile.

Practice in Place? *Yes*

The IB commends:

The communications strategy for the promotion of the MYP to the whole school community includes focused actions to reach the various school stakeholders.

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

Findings of the Visiting Team:

The school follows the IB copyright policy and the brand guidelines for schools on its website and in other literature.

Parents' comments show understanding and support for the MYP.

Beliefs and values are shared by all sections of the school community through assemblies, school functions, parent meetings, publications, and so on.

Conversations with teachers and the pedagogical leadership team demonstrate their understanding of the MYP and its implications for the school.

Conversations with parents, students, and other members of the school community demonstrate an understanding of the MYP.

Practice in Place? *Yes*

The IB commends:

All groups within the school community demonstrate a wide understanding of, and commitment to, the MYP.

- **Practice A.3.a:** The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP year 3 or 4).

Findings of the Visiting Team:

The school has developed guidelines for the personal project for staff, students, and parents.

The school has plans to create an exhibition/event to celebrate the completion of personal projects.

Discussions with members of the school community demonstrate their understanding of the personal project and its central importance.

Practice in Place? *Yes*

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

Findings of the Visiting Team:

There is evidence of inclusion of the learner profile in planning of teaching and learning.

Conversations with teachers show they understand and promote international-mindedness and the development of the IB learner profile.

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

Findings of the Visiting Team:

Conversations with the MYP coordinator, teachers and pedagogical leadership team show a deep understanding of and commitment to the promotion of responsible action within and beyond the school community. The school has developed partnerships with local, national and international organizations.

Conversations with the school community and a review of unit plans demonstrate that service opportunities develop organically from the curriculum which leads to student driven action e.g. beach and canal clean-ups, engaging with a local children hospice and a refugee centre.

The IB commends:

The school community for their commitment to the promotion of responsible action within and beyond their community.

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

Findings of the Visiting Team:

The school promotes a climate of openness and regularly organizes meetings and information sessions for various stakeholders.

The school community members express themselves openly and respectfully.

The IB commends:

The school for implementing strategies to promote 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.

Findings of the Visiting Team:

The school supports learning of the host country language and two other languages as part of the language acquisition subject group.

Practice in Place? *Yes*

The IB commends:

The school supports student language learning through its language acquisition choices which include, Mandarin, French, German, Spanish and the host country language.

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

Findings of the Visiting Team:

School leadership has developed connections with other IB World Schools and there are a number of IB Educators on staff.

Conversations with teachers confirm they regularly network with teachers from other IB schools and access the IBs online curriculum resources.

The IB commends:

The school has taken advantage of a variety of opportunities to participate in the IB world community.

Practice A.9: The school strongly encourages participation for all students.

Findings of the Visiting Team:

All students are involved in the MYP.

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).

Findings of the Visiting Team:

Conversations with the governing body show that it is aware of the implementation and development of the MYP at the school.

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

Findings of the Visiting Team:

Descriptions of the structure and role of the governing body and pedagogical leadership team indicate responsibilities for supporting the implementation of the programme.

Conversations with the governing body, leadership team, coordinator, and staff reflect the support given to teachers in the implementation of the MYP.

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).

Findings of the Visiting Team:

The Head of School, secondary principal, and MYP coordinator lead or are involved in planned activities to support teachers in the implementation of the MYP.

Conversations with teachers reflect the support and guidance that the pedagogical leadership team provides.

Practice in Place? *Yes*

The IB commends:

The leadership team ensures that teachers are well supported and consistently demonstrate pedagogical approaches that are aligned with the programme requirements.

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.

a: The MYP coordinator is part of the school pedagogical leadership team.

Findings of the Visiting Team:

A review of the coordinator's job description and conversations with the coordinator confirm that he is:

- teaching in the MYP and DP
- responsible for the personal project
- responsible for tracking and mapping the ATL skills
- coordinating the MYP programme
- behavioural pastoral leader

While these responsibilities are manageable at the time of the verification visit, it is unlikely this is sustainable as the school continues to grow.

Practice in Place? *Yes*

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

a: The school has developed and implements a language policy that is consistent with IB expectations.

Findings of the Visiting Team:

The documented language policy does not clarify the transition from phase to phase in language acquisition subjects.

Practice in Place? *Yes*

The IB recommends that:

The school develops clear criteria for how students transition between phases.

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

Findings of the Visiting Team:

Practices in the school support students with special educational needs in line with the admissions policy.

The admissions policy includes references to the scope of support the school will give to MYP students.

Practice in Place? *Yes*

Practice B1.5.c: The school has developed and implements an assessment policy that is consistent with IB expectations.

Findings of the Visiting Team:

The documented assessment policy includes a philosophy of assessment that supports student learning, as well as common practices in using the MYP assessment criteria and determining achievement levels. Common practices in recording and reporting MYP assessment are also included in the policy.

Practice in Place? *Yes*

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

Findings of the Visiting Team:

There is a documented policy on academic honesty. The academic honesty policy includes the IB definitions of academic misconduct and its different categories, as well as all other key elements.

Practice in Place? *Yes*

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

Findings of the Visiting Team:

In conversations, the pedagogical leadership team describes plans for the ongoing development of the MYP at the school.

The school's action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the MYP at the school.

Practice in Place? *Yes*

Practice B1.6.a: The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4).

Findings of the Visiting Team:

The school organization chart, departmental organization, and job descriptions demonstrate support for the implementation of all subject groups offered by the school, approaches to learning, service, and the personal project.

Conversations with teachers indicate that they are supported by the organizational structure in the implementation of their subject group, approaches to learning, service, and the personal project.

Practice in Place? *Yes*

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).

Findings of the Visiting Team:

Conversations with the governing body and school leadership team show a clear understanding of, and support for, the financial requirements of the MYP. The school is very well funded and a new gym hall was build upon request from the leadership team.

Conversations with teachers show that resources to implement the MYP are ample.

Practice in Place? *Yes*

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

Findings of the Visiting Team:

Conversations with the pedagogical leadership team show that teachers have the qualifications required locally to be in charge of their subjects.

Practice in Place? *Yes*

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

- a. The school complies with the IB professional development requirement for the MYP at authorization and at evaluation

Findings of the Visiting Team:

The provided certificates, as well as conversations with the MYP coordinator and teachers, demonstrate that staff participation in IB-recognized professional development meets the requirements for authorization.

Practice in Place? *Yes*

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

Findings of the Visiting Team:

The school's meeting schedule shows collaborative planning times for MYP teachers in horizontal and vertical teams.

Practice in Place? *Yes*

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

Findings of the Visiting Team:

Facilities allow for the MYP subject-group aims and objectives, and requirements of the MYP, to be met in all subject groups.

Conversations with students and teachers verify that the school is very well resourced.

Practice in Place? *Yes*

The IB commends:

The school has allocated funding to facilities that enhance the implementation of the MYP at the school beyond the requirements for authorization.

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

Findings of the Visiting Team:

The librarian demonstrates an understanding of her role in the MYP.

The description of the library includes materials to address subject requirements.

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

Findings of the Visiting Team:

Description of the library includes resources 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.

Findings of the Visiting Team:

Students with learning and/or special educational needs are well supported by staff responsible for these services, as well as classroom teachers.

Conversations with the SEN team confirm that they provide in and out of class support and develop the student individual educational plans, as well as support the teachers with inclusive educational practices. The SEN team also are in the initial phase of creating an extended programme for gifted and talented students.

The IB commends:

The schools resources and facilities, such as the brain box room and access to external professionals, such as psychologists, ensures that all students, not only those that have diagnosis, are well supported in their educational journey.

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

Findings of the Visiting Team:

The school brochure and action plan show that the school has or has planned systems to counsel students through the MYP.

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

Findings of the Visiting Team:

Conversations with the teachers, MYP coordinator, and pedagogical leadership team confirm that the requirements above are met for the subject groups involved.

Practice in Place? *Yes*

Practice B2.10.a: The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.

Findings of the Visiting Team:

The school schedule shows that all students have a broad selection of subjects from all subject groups and they all equally valued e.g. music, design, and PHE have a similar number of hours scheduled per week as other subjects.

Practice in Place? *Yes*

The IB commends:

The school schedule or timetable reflects equal importance for all subject groups in terms of courses offered.

Practice B2.10.b: The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.

Findings of the Visiting Team:

Conversations with teachers, the MYP coordinator, and the pedagogical leadership team confirm the required time allocation for all subject groups.

Practice in Place? *Yes*

Practice B2.10.c: The schedule or timetable promotes concurrency of learning.

Findings of the Visiting Team:

The school schedule demonstrates that teaching and learning is sustained throughout each year of the MYP in at least six subject groups, which must include at least one language from the language acquisition group (or a second language from the language and literature subject group).

Practice in Place? *Yes*

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

Findings of the Visiting Team:

In documentation provided and from conversations with the school community it is evident the school utilizes the resources and expertise of the community and beyond to enhance learning within the programme, for example:

- guest speakers and performers regularly visit the school.
- solid links have been created with local charities.
- there are partnerships with national and international organizations, e.g. Unicef, MIT and The Juilliard School to enrich the programme.

The IB commends:

The school for exploring all avenues, resources, and expertise of the local and international communities to enhance learning within the MYP.

Practice B2.12: The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that 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.

Findings of the Visiting Team:

A review of the personal project guide, as well as conversations with the MYP coordinator and teachers, confirm that resources for supervising and coordinating the personal project are allocated.

Practice in Place? *Yes*

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:** The school has an approach to curriculum planning that involves all MYP teachers.

Findings of the Visiting Team:

Teachers are able to explain how they plan and reflect collaboratively to meet the requirements of the MYP.

Practice in Place? *Yes*

Practice C1.1.b: Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.

Findings of the Visiting Team:

Teachers are able to explain how samples of completed disciplinary and interdisciplinary unit plans reflect the collaborative planning process.

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

Findings of the Visiting Team:

Conversations with teachers and the MYP coordinator confirm that departments have scheduled meeting time every week, however, due to some teachers working in multiple programmes the time allocated is limited and does not allow for a systematic approach to the development of the curriculum.

Practice in Place? *Yes*

The IB recommends that:

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

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

Findings of the Visiting Team:

The meeting schedule demonstrates time for horizontal and vertical planning of the curriculum.

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

Findings of the Visiting Team:

Subject group overviews were developed for all subject groups and they include all required elements.

Teachers are able to explain the overview of the subject they teach and discuss the relationships between their subject and that of others.

Teachers can explain how they are able to have an overview of students learning experiences.

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

Findings of the Visiting Team:

In conversations, teachers describe agreed expectations for student learning and they are able to explain how these are used in collaborative planning.

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

Findings of the Visiting Team:

Teachers are able to explain the collaborative planning process by which they have incorporated or are incorporating differentiation for students learning needs and styles.

The IB commends:

Teachers systematically incorporate differentiation for students learning needs and styles into collaborative planning and reflection.

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

Findings of the Visiting Team:

Teachers can give examples of how reflection on assessment influences the development of curriculum.

Practice C1.8: Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

Findings of the Visiting Team:

Teachers can give examples of how their joint responsibility for language learning has influenced collaborative planning and reflection.

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

Findings of the Visiting Team:

Teachers are not able to give examples of how the IB learner profile attributes are included in collaborative planning and reflection.

The IB recommends that:

Teachers should reflect and plan collaboratively to address the IB learner profile.

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).

Findings of the Visiting Team:

Conversations with teachers confirm that the written curriculum is being developed to address the requirements of the MYP.

Practice C2.1.a: The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4).

Findings of the Visiting Team:

Subject group overviews, as well as unit plans, show that the published MYP objectives are used for each subject group in each year of the programme.

Practice in Place? *Yes*

Practice C2.1.b: The written curriculum includes an approaches to learning planning chart for all years of the programme.

Findings of the Visiting Team:

Conversations with teachers indicate that they use the planned approaches to learning skills in developing their unit plans.

Practice in Place? *Yes*

Practice C2.1.c: The written curriculum includes subject-group overviews for each subject group offered for each year of the programme.

Findings of the Visiting Team:

The subject group overviews for each subject group identify the units to be taught in each year of the MYP.

Practice in Place? *Yes*

Practice C2.1.d: Unit plans are documented according to the MYP unit planning process.

Findings of the Visiting Team:

Unit plans are documented according to the unit planning process for the majority of units in all subjects and all years of the programme implemented at the time of authorization.

Practice in Place? *Yes*

Practice C2.1.e: The curriculum fosters disciplinary and interdisciplinary understanding.

Findings of the Visiting Team:

The sample interdisciplinary units foster disciplinary and interdisciplinary understanding. In conversations, teachers, students, and parents can give examples of and articulate the value of the interdisciplinary units taught at the school and their connection to the real world.

The IB commends:

Interdisciplinary units consistently encourage meaningful connections leading to new understanding that would have been unlikely through a single discipline.

Practice C2.1.f: There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.

Findings of the Visiting Team:

The reflection part of the unit planning process has been completed in some of the unit plans.

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

Findings of the Visiting Team:

School publications and the school website give the school community access to the written curriculum.

In conversations, parents can explain where they can find the written curriculum.

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

Findings of the Visiting Team:

Teachers can point to examples of differentiation in the written curriculum where students' previous learning experiences are taken into account.

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

Findings of the Visiting Team:

A review of the subject group overviews confirms that the knowledge, concepts, skills, and attitudes to be developed over time are included.

Practice C2.4.a: The written curriculum includes the prescribed key concepts and related concepts in each subject group.

Findings of the Visiting Team:

The subject group overviews and unit plans demonstrate the use of key and related concepts, and indicate how the school intends to include all prescribed concepts for each subject group.

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.

Findings of the Visiting Team:

Some examples of unit plans include learning experiences that allow for meaningful student service as action to arise authentically from the taught units e.g. coastal clean-up, canal clean-up, children hospice activities, eco-garden.

The IB commends:

MYP unit plans indicate meaningful opportunities for student service as action in each year of the MYP.

Practice C2.5.a: The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.

Findings of the Visiting Team:

The school has planned opportunities for student involvement in service in every year of the programme.

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

Findings of the Visiting Team:

In conversations, teachers can explain how unit plans incorporate relevant experiences for students e.g. in mathematics students used forecast student enrolment numbers to discover patterns.

The IB commends:

Most MYP unit plans incorporate relevant experiences for students.

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

Findings of the Visiting Team:

Some examples of unit plans include learning experiences that promote students awareness of individual, local, national and world issues.

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

Findings of the Visiting Team:

Examples of unit plans include learning experiences that provide reflection on human commonality, diversity and multiple perspectives.

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

Findings of the Visiting Team:

A review of the unit plans and curriculum documents reflect an awareness of current IB publications.

Practice in Place? *Yes*

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

Findings of the Visiting Team:

Examples of unit plans make reference to aspects of the schools various policies.

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

Findings of the Visiting Team:

Some examples of unit plans include learning experiences that foster the development of the IB learner profile attributes.

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).

Findings of the Visiting Team:

Classroom observations confirm that MYP units of inquiry are being taught.

The schools planning for teaching and learning reflects an understanding of the requirements of the programme.

Practice C3.1a: Teaching and learning at the school uses global contexts as contexts for inquiry.**Findings of the Visiting Team:**

Samples of assessed student work include examples of the use of contexts for inquiry-based learning.

Teachers and students can give examples of learning experiences that use contexts for inquiry-based learning.

Classroom observations show lessons with learning experiences that use contexts for inquiry-based learning.

Practice C3.1b: Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.**Findings of the Visiting Team:**

Teachers and students can show how learning experiences work towards meeting the MYP subject group objectives.

Practice C3.2: Teaching and learning engages students as inquirers and thinkers.**Findings of the Visiting Team:**

A review of the unit plans indicate that students will be engaged as inquirers and thinkers.

In conversations, teachers and students can give examples of learning experiences that encourage students to be inquirers and thinkers.

Practice C3.3: Teaching and learning builds on what students know and can do.**Findings of the Visiting Team:**

A review of the subject group overviews and unit plans, as well as conversations with teachers, indicate that 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.**Findings of the Visiting Team:**

In conversations, members of the school community show awareness and understanding of academic honesty and associated practices.

Practice in Place? *Yes*

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

Findings of the Visiting Team:

Teachers and students can give examples of learning experiences where students were encouraged to be actively responsible for their own learning. In conversations, parents express how their children have displayed independence and resilience at school, at home, and particularly during the current pandemic.

The IB commends:

Students are generally actively responsible for their own learning and independent learners.

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

Findings of the Visiting Team:

Classroom observations show examples of students being engaged in learning experiences addressing 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.

Findings of the Visiting Team:

Support structures are provided in the classroom for students working in languages other than their mother tongue.

Teachers can give examples of how they meet the diversity of student language needs.

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

Findings of the Visiting Team:

Teachers can give examples of how they have supported language development of students within their lessons.

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

Findings of the Visiting Team:

Unit plans demonstrate how a range and variety of strategies will be used.

Teachers can give examples of a variety of strategies used in their lessons.

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

Findings of the Visiting Team:

Unit plans indicate how instruction will be differentiated to meet students learning needs and styles.

Teachers and students can give examples of differentiated instruction.

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

Findings of the Visiting Team:

Teachers and students can give examples of how a variety of resources, including specialized equipment, learning technology and internet access, are used in learning experiences. The school has invested in various types of resources to enhance teaching and learning which go above and beyond the requirements of the programme e.g. well-equipped design labs, specialist sports facilities, purpose build science labs, smart boards, computers, etc.

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.

Findings of the Visiting Team:

In conversations, students can discuss and describe actions arising from their learning and what makes them meaningful or not.

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

Findings of the Visiting Team:

Conversations with teachers and a review of unit plans outline how teaching and learning engage students in reflecting on how, what and why they are learning.

Students can give examples of how they use the learner profile to reflect on their learning.

The IB commends:

Learning experiences in every subject engage 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.

Findings of the Visiting Team:

Students and teachers speak respectfully of each other.

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

Findings of the Visiting Team:

Teachers and students can give examples of how students demonstrate their understanding in a variety of ways e.g. oral presentations, technology, and multimedia.

The IB commends:

Learning experiences generally allow for students to demonstrate their learning in a variety of ways.

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

Findings of the Visiting Team:

Students and teachers can give examples of learning experiences that develop the IB learner profile.

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

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

Findings of the Visiting Team:

A review of the report cards reveals that assessment at the school aligns with the requirements of the programme.

The school's process of developing the assessment policy indicates that assessment at the school aligns with the requirements of the programme.

Practice C4.1.a: The school uses the prescribed assessment criteria for each subject group in each year of the programme.

Findings of the Visiting Team:

Curriculum documents indicate that all the MYP assessment criteria are being used in each year of the MYP and that summative tasks are assessed accordingly.

Conversations with teachers show that they are aware of the prescribed assessment criteria for each year of the MYP.

Practice in Place? *Yes*

Practice C4.1.b: Teachers standardize their understanding and application of criteria before deciding on achievement levels.

Findings of the Visiting Team:

Conversations with teachers and the MYP coordinator indicate that teachers demonstrate a common understanding of the application of the MYP assessment criteria and engage in the standardization of assessment of student work. Unit plans also show that the standardisation procedure is clearly defined in the written curriculum.

The IB commends:

The school's approach to ensuring that all members of the community understand the MYP assessment criteria and standardize their understanding.

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

Findings of the Visiting Team:

Conversations with teachers, students, and parents demonstrate an understanding of the philosophy of MYP assessment and an awareness of the school's assessment policy.

Practice in Place? *Yes*

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

Findings of the Visiting Team:

Teachers and students can give examples of a variety of assessment tasks.

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

Findings of the Visiting Team:

Teachers have a common understanding of formative and summative assessment and consistently provide feedback to students.

Students are able to give examples of criterion-related feedback used to guide and improve their learning. In conversations, parents define this as a particular strength of the programme.

The IB commends:

Teachers in all subjects use formative assessment to provide regular feedback to students on their learning.

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

Findings of the Visiting Team:

The assessment policy includes references to reporting student progress.

Records of student progress show that they are based on achievement levels according to the MYP assessment criteria.

Practice C4.5.a: The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.

Findings of the Visiting Team:

The school has determined qualitative expectations for students' participation in service as action.

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

Findings of the Visiting Team:

Reporting of student progress includes achievement levels according to the MYP assessment criteria.

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

Findings of the Visiting Team:

Teachers can give examples of how they have used 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.

Findings of the Visiting Team:

In conversations, students and teachers demonstrate understanding of the value of student peer- and self-assessment.

The IB commends:

Teachers in all subject groups regularly provide 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 a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

Findings of the Visiting Team:

Students can explain the procedures for the personal project and their experiences with supervision.

Practice in Place? *Yes*