



IB RECOMMENDATIONS

IB VISIT 24-26 SEPTEMBER 2017

Section A: Philosophy

(4)

Practice 3a (MYP): The school develops a plan to ensure all students from all year levels are informed about the importance of and the central role played by the personal project in the MYP.

Practice 3a (CP): The school should further develop strategies to encourage an understanding amongst all members of the community of the value of the CP as an academic option in Grades 11 and 12.

Practice 3b (CP): The school and the CP team to further develop and support the necessary commitment to experiential learning particularly within elements of the core and the reflective project.

Practice 9a (CP): The school to analyse the possible reasons why no students have undertaken the Career-related programme during the last two academic years and to continue to devise strategies to encourage uptake and participation in the CP by students coming from Grade 10.

Section B: Organisation

(7)

B1: Leadership and structure

Practice 3: The school further develops systems, resources and expectations such that the pedagogical leadership skills of the MYP, DP and CP coordinators can be enhanced.

Practice 5a (PYP, MYP) & Practice 5b (DP/CP): The school review and revise its language policy to ensure all key elements required by the IB are included and implemented.

Practice 5b (PYP), 5c (MYP), 5d (DP): The school review and revise its assessment policy to ensure all key elements required by the IB are included, consistent with IB expectations.

Practice 5d (MYP), 5e (DP/CP): The school review and revise its whole school academic honesty policy to ensure all key elements are included which are consistent with IB expectations, and that the policy be implemented throughout the school once it has been approved.

Practice 6: The head of IB College works with the DP coordinator to develop strategies and systems that ensure ongoing development of the DP through an action plan that is line with the IB standards and practices.

B2: Resources and Support

Practice 1 + 1a + 1b (DP): The CAS coordinator to analyze the annual CAS expenditures and develop a detailed budget. The school to consider providing Heads of Department with a set budget to be used in line with the school's goals, allowing them to plan effectively and strategically.

Practice 10 + 10a + 10b + 10c (DP): The school ensures the schedule includes the recommended hours for TOK.

Section C: Curriculum (PYP)

(7)

Standard C1: Collaborative Planning

No recommendations

Standard C2: Written Curriculum

Practice 1d: The school to revise, review and incorporate the five essential elements within the programme articulation.

Standard C3: Teaching and Learning

Practice 1a: The school should take further steps to ensure that all PYP teachers consider and include all the five essential elements, to support learning and enhance student understanding and experience.

Practice 1b: The school seek out ways to balance teacher availability within the schedule to support further trans disciplinary teaching and learning.

Practice 2a: The school to ensure a more consistent approach to the implementation of inquiry based teaching and learning practices in all PYP classrooms.

Practice 5: The school to ensure that students are provided with opportunities to choose and become more self-driven, independent learners.

Practice 10a: The school to ensure a variety of means to organise and group students in diverse ways.

Practice 12: The school develops strategies that empower students to take self-initiated action as a result of their learning.

Standard C4: Assessment

No recommendations

Section C: Curriculum (MYP)

(6)

Standard C1: Collaborative Planning

No recommendations.

Standard C2: Written Curriculum

Subject group: Humanities/individual and societies: the humanities/individuals and societies curriculum ensures that: for summative assessments, teachers must use criterion B in combination with at least one other individuals and societies criterion.

Subject group: Physical education/physical and health education: the physical education/physical and health educational curriculum ensures that: students complete an aesthetic movement routine that is assessed against criterion B (planning for performance) in every year of the programme.

Standard C3: Teaching and Learning

Practice 9: The school develops a range and variety of strategies for more inquiry-based and student-centred teaching and learning.

Practice 10: The school further develops strategies for a more differentiated approach to teaching and learning.

Standard C4: Assessment

Practice 7: The school reviews its current emphasis upon eAssessment results, in order to regain a more balanced approach for informing teaching and learning based upon MYP philosophy.

Practice 9: • the majority of the work on the personal project is completed during MYP year 5.

Section C: Curriculum (DP and CP)

(9)

Standard C1: Collaborative Planning

Practice 2: The IB College to establish a schedule of CP meetings to ensure that collaborative planning and reflection take place regularly and systematically and in place for delivery the next academic year.

Practice 3: The school to develop a consistent approach to focus on vertical articulation, specifically in terms of devoting more formal time for collaborative planning.

Standard C2: Written curriculum

Practice 4: The school develops a more explicit curriculum to enable promotion of learning skills across all subject areas and the core.

Practice 10: The school develops more explicit strategies to ensure integration of policies into the written curriculum.

Standard C3: Teaching and Learning

Practice 2: The school should further develop teaching strategies to foster inquiry and thinking. This could include a programme of training to develop a wide range of strategies that teachers could use in the classroom.

Practice 5: The school to encourage teachers to further adapt their teaching skills and strategies to give students the skills to become independent learners.

Practice 10: The school to further develop a range of differentiation strategies to support student learning. This will be best supported by providing teachers with pedagogical guidance focused on this area.

Practice 15: The school's leadership to develop an in-school programme for teachers to share and expand on good practice allowing students to demonstrate their learning in different ways.

Section C4: Assessment

Practice 4: The CP team should ensure that formative assessment is incorporated into the PPS course.