



Programme evaluation self-study questionnaire

Primary Years Programme

Middle Years Programme

Diploma Programme

Programme evaluation self-study questionnaire

Published September 2005

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Introduction

The information contained in this questionnaire represents the results of the self-study, which can be considered the most important part of the programme evaluation process in terms of the time and collective effort involved, and in the value to be gained by the whole school from the process.

The self-study questionnaire is to be used for the evaluation of each of the three IB programmes—the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme—and for joint programme evaluations when requested.

This questionnaire contains a general section about the school and the programmes it offers, and the following specific sections:

- A: philosophy
- B: organization
- C: curriculum
- D: the student.

It also includes the school's summary of main conclusions, to be signed by the head of school and/or the school principal, and by the programme coordinator.

Each section provides a set of criteria against which both the school and the IBO can measure the school's progress towards achieving the required **standards** and **practices** in its implementation of the programme. The school must make a commitment to work towards meeting each standard and practice. The IBO is aware that implementing an IB programme is a journey, and that the school will meet the programme standards and practices to varying degrees along the way. Nevertheless, there is a need for the IBO to ensure quality in the implementation of its programmes.

This self-study questionnaire replaces all previous versions.

Guidelines for use by the school

In completing this self-study questionnaire schools should use the following guidelines.

1. All members of the administration and teaching staff involved in the organization and implementation of the programme in the school, as well as students and parents, should contribute to the self-study. The information in the completed questionnaire should reflect a broad view of the programme within the school.
2. The self-study questionnaire must be completed in one of the IBO working languages—English, French, Spanish or Chinese (for the MYP only). The questionnaire is available as a Word document and should be completed electronically. The boxes will expand to accommodate longer responses, and additional rows can be added to tables as required.
3. It is important to address each area of the self-study questionnaire carefully. The questions that come before the standard and practices in each section require detailed, descriptive answers, and are designed to ensure careful reflection on the standard before evaluating the level of practice.
4. Please provide further information if necessary, referring to the specific standard and number of each question (for example “Standard A1, Question 4”). Please ensure that any additional information provided is clearly referenced.
5. The **standards** and **practices** required for implementation of the three IB programmes form the basis of this self-study questionnaire. The practices below each standard identify the critical elements in moving towards successful achievement of the standard. The school must rate its performance in terms of each practice by indicating a degree of implementation on a continuum from **low** to **high**.
6. The school will need to document the degree to which it meets a particular standard by arriving at a judgment based on the analysis of the pattern of responses to the practices.
7. The pattern of responses will assist the school in completing “The statement of conclusions” that closes each section. Entries in “The statement of conclusions” should be prioritized and numbered according to those issues considered to have the most impact on success in the implementation of the programme. “Proposals for improvement” should correspond directly to those in “Practices in need of strengthening”, ie any perceived weakness should be followed by a related proposal designed to address that weakness.
8. **MYP only:** Section C: curriculum. Eight groups of teachers, each group representing one of the eight subject groups, must grade the standards and practices in this section (standards C1 to C4) and complete the statement of conclusions for each standard. Following this, a group representing all subject groups in the programme, and including the programme coordinator, must also grade the standards and practices and complete the statement of conclusions for each standard. In addition, the cross-subject group must answer the questions in the section headed “The school” as a summary of curriculum implementation for the programme as a whole. (The school will therefore submit 8 + 1 responses to Section C.) All subject group responses to Section C must be sent to the regional office.
9. **Diploma Programme only:** Section C: curriculum. Seven groups of teachers, each group representing one of the six subject groups and theory of knowledge (TOK), must grade the standards and practices in this section (standards C1 to C4) and complete the statement of conclusions for each standard. Following this, a group representing all subject groups in the programme, and including the programme coordinator, must also grade the standards and practices and complete the statement of conclusions for each standard. In addition, the cross-subject group must answer the question in the section headed “The school” as a summary of curriculum implementation for the programme as a whole. (The school will therefore submit 7 + 1 responses to Section C.) All subject group responses to section C must be sent to the regional office.

10. The self-study questionnaire is completed by formulating the “Summary of main conclusions”. In this final part, the school should identify those issues prioritized in previous sections and considered to be of the utmost importance.
11. The school must complete all the programme-specific appendices to the self-study questionnaire.

*In the case of the PYP and the MYP, schools should return **the required number of copies** of this questionnaire (in the required format, as directed by the regional office) and all supporting documentation listed in the Guide to programme evaluation, to the regional office at least two months before the school visit.*

The self-study questionnaire

School presentation

General information

1. Name of school:

School code:

Name of legal entity of school (if different from above):

Postal address:

Street address (if different from above):

Telephone (including country and area codes):

Fax:

E-mail:

2. Name of the head of school:

3. Legal status of school: Government/state school
Do IB students pay tuition fees? Yes No

Private school
Do IB students receive any subsidies? Yes No

4. Organization:
- | | |
|-----------------|-------------------------------------|
| Boys' school | <input type="checkbox"/> |
| Girls' school | <input type="checkbox"/> |
| Coeducational | <input checked="" type="checkbox"/> |
| Boarding school | <input type="checkbox"/> |
| Day school | <input checked="" type="checkbox"/> |
5. IB programmes offered in the school:
- | | |
|-------------------|-------------------------------------|
| PYP | <input checked="" type="checkbox"/> |
| MYP | <input checked="" type="checkbox"/> |
| Diploma Programme | <input checked="" type="checkbox"/> |
6. Age range of students in the **whole school**:
- | | | | | |
|------|---|----|----|-------|
| From | 3 | to | 18 | years |
|------|---|----|----|-------|
7. Total number of students in the **whole school**:
- | | |
|--|------|
| | 1006 |
|--|------|
8. Number of teaching days per school year:
- | | |
|--|---|
| | 180 instructional
(8 teacher in-service) |
|--|---|
9. Academic structure: What divisions (eg pre-primary, primary, middle school and high school) operate in the school, if any?

Name of section	Age range of students	Number of students
Elementary (PYP)	3-11	493
Secondary (MYP and IB)	11-18	513

10. Approximately how many students are involved in the programme in each age range below? (**Feb 09**)

	No of students	Programme		No of students	Programme
3-4 years	16	PYP	11-12 years	80	MYP
4-5 years	32	PYP	12-13 years	66	MYP

5–6 years	66	PYP	13–14 years	70	MYP
6–7 years	88	PYP	14–15 years	85	MYP
7–8 years	70	PYP	15–16 years	67	MYP
8–9 years	72	PYP	16–17 years	75	IB
9–10 years	75	PYP	17–18 years	70	IB
10–11 years	74	PYP	18–19 years	N/A	N/A

Programme-specific information

This section needs to be completed for each programme to be evaluated.

Please select **one** box, as applicable.

PYP

MYP

Diploma Programme

11. Name of the school principal (if different from the head of school):

Mr Justin Alexander

12. Name of the appointed programme coordinator:

Ms Claudia Kennedy (MYP Coordinator)

13. Total number of students involved in the programme:

368

14. Age range of students involved in the programme:

From 11 to 16 years

15. Within this age range, are all the students in the school involved in the programme? (*This does not apply to the PYP, which a school must implement as an inclusive programme.*)

Yes

No

If no, specify how many students in this age range are not involved in the programme.

n/a

16. Specify any national/state/local curriculum requirements the school must meet.

n/a

17. Specify any other academic programmes taught.

n/a

18. Is there entry selection to the programme?

Yes

No

If yes, provide information on selection criteria.

There is entry selection to the school - see Admissions Policy (appendix)

19. Nationalities/ethnicities of students:

List of nationalities/ethnicities

Approximate number of students

Australia	5
Belgium	2
Brazil	4
Canada	25
China	1
Croatia	1
Denmark	7
Egypt	3
Ethiopia	3
Finland	2
France	13
Gambia	2
Georgia	1
Germany	15
Ghana	2
Hungary	1
India	30
Ireland	1
Italy	9
Japan	3
Kenya	23
Korea	2
Lebanon	1
Liberia	1
Malawi	3
Malaysia	1
Mauritius	3
Namibia	1

Nigeria	2
Norway	9
Republic of South Africa	39
Romania	1
Sri Lanka	1
Sudan	2
Swaziland	1
Sweden	15
Switzerland	1
Tanzania	136
The Netherlands	18
Turkey	1
United Kingdom	60
United States of America	52
Zimbabwe	8

20. What is the language of instruction in the programme? (If more than one, please explain how they are used.)

English is the language of instruction, although all Language B classes regularly and consistently use the target language as their language of instruction.

21. Teachers employed to teach the programme (*includes Student Services*):

Number of teachers teaching full time in the programme

17 (teaching MYP only)

Number of teachers teaching part time in the programme

39 (teaching MYP and Diploma)

22. Nationalities/ethnicities of teaching staff:

List of nationalities/ethnicities

Number of staff

American	17
British	8
Canadian	7
Tanzanian	5
Australian	3
French	3
Indian	3
Chilean, Dutch, Ecuadorean, German, Irish, New Zealand, Russian, Serbian, South African, Spanish	each 1

Section A: philosophy

The school

1. What processes are in place to revise the school's philosophy/mission statement? How do you ensure it is aligned with the IBO mission statement?

Reviewed and reaffirmed annually at Board retreat. Last amended 2008. Reviewed by broader school community as part of five year accreditation cycle. The IST statement of purpose was developed with reference to the IBO mission statement.

2. By what means is the school philosophy/mission statement and the IBO's mission statement promoted to the whole school community?

Board members all have wallet copies of the IST mission statement, it is displayed in classrooms, offices, handbooks, website, used by the Board when making decisions and making strategic plans, included in parent briefings and Principal's Coffees by PYP / MYP / DP Coordinators.

Our student expectations are developed in line with the IB Learner Profile. This is also reflected in teaching strategies, resources and classroom environment. The counselling team and the HSE program encourage students to develop the attributes of the learner profile.

3. By what means does the school promote international-mindedness throughout the school community?

Subjects choose resources and units that encourage students to explore various cultures. Students have opportunities to share perspectives internationally through sports, service, theatre and public speaking events. Our community and service programme encourages a sense of global responsibility through working with projects ranging from environmental to animal welfare to societal changes and pressures in our local community.

The standards and practices

Please select the appropriate box.

Standard A1	Requires significant attention	Shows satisfactory development
There is close alignment between the educational beliefs and values of the school and those of the programme.		X

Practices	Degree of implementation		
	Low	→	High

Common:				
1.	The school is committed to the principles defined in the IBO mission statement.			X
2.	The school is committed to developing in students the qualities, attitudes and characteristics described in the IB learner profile.			X
3.	There are clear and close connections between the school's published statements of mission and philosophy, and the beliefs and values of the programme.			X
4.	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).		X	
5.	The school is committed to continuous improvement.			X
6.	The school promotes student inquiry and the development of critical-thinking skills.		X	
7.	The school provides a climate that encourages positive innovation in implementing the philosophy of the programme.		X	
MYP:				
8.	The school works to strengthen holistic learning, communication and intercultural awareness within the programme.		X	
9.	The school ensures that teachers coordinate the curriculum to develop the areas of interaction, within and across subject groups, so that students acquire an understanding of each.		X	
10.	The school ensures concurrency of learning for each student across all subject groups.		X	

The statement of conclusions

Strengths:

The statement of purpose is reaffirmed annually by the governing body to ensure that school decisions are made in the light of this purpose. The IBO mission statement and learner profile are points of reference for school statement of purpose and student/teacher expectations. There is a high degree of concurrency between the IB mission statement and IST's vision and statement of purpose.

There are regular opportunities for communicating the philosophy of IST and the MYP through Principal's Coffee mornings, Board meetings, Secondary Spotlight and Coordinator workshops.

Practices in need of strengthening:

The secondary school needs to develop a more comprehensive horizontal curriculum for each grade level

which ensures curriculum alignment across subjects.

The areas of interaction need to be more explicitly, yet meaningfully, explored within subjects and across the whole school community.

While students have opportunities to explore and practice international mindedness, more can be done to encourage our parent body to understand and support the varied dimensions of international mindedness. We need to communicate the benefits of international mindedness and its positive effects on the development of their children as responsible global citizens.

Proposals for improvement:

Translate the Statement of Purpose into Kiswahili so that it is accessible to all members of our non-teaching staff.

In SY08-09 departments began aligning their objectives at each grade level with the IBO interim objectives. For SY09-10 we will collate these objectives by grade level as a first step to aligning the curriculum at each grade level. Central to the curriculum alignment is the embedding of the Areas of Interaction in subjects across each grade level and the development of a coherent scope and sequence of the AOI from Grade 6-10.

Secondary School meeting time in SY09-10 will be allocated for curriculum alignment and development.

Promote the Areas of Interaction through whole school days and/or theme days/weeks.

When communicating with parents through meetings, workshops and publications we will consciously model and promote international mindedness through our choice of language, topic and perspective. We recognise that we can only encourage international mindedness in our parent community rather than mandating it.

Standard A2	Requires significant attention	Shows satisfactory development
The school promotes international-mindedness on the part of the adults and the students in the school community.		X

Practices	Degree of implementation			
	Low	→	High	
Common:				
1. The school values and makes productive use of the diversity of cultures and perspectives that exist in the school and in the local, national and global communities to enhance learning.			X	
2. The school expects and promotes a commitment to international understanding and responsible citizenship on the part of the adults in the school community.		X		
3. The school encourages learning that fosters responsible citizenship and international-mindedness.			X	
4. The school encourages student learning that strengthens the student's own cultural identity, and celebrates and fosters understanding of different cultures.			X	
5. The school provides students with opportunities for learning about issues that have local, national and global significance, leading to an understanding of human commonalities.			X	
6. The school develops a climate of open communication and careful expression of ideas, attitudes and feelings.			X	
7. The school provides resources that offer access to different cultures, perspectives and languages.			X	
8. The school provides a safe, secure and stimulating environment based on understanding and respect.			X	
9. The school attaches importance to language learning through the development of each student's mother tongue and the acquisition of other languages, including the host country language.			X	
10. The school supports members of its community for whom the school's language of instruction is not their mother tongue.			X	
11. Where possible, the school ensures access to global information and recognizes the potential for wider communication through the			X	

Practices	Degree of implementation			
	Low	→		High
Common:				
availability and use of appropriate information and communication technologies (ICT).				
12. The school takes advantage of the international network of IB schools teaching the same programme through e-mail or personal exchanges and attendance at conferences and workshops.			X	

The statement of conclusions

Strengths:

The school has a diverse student body. Staff support and encourage an open and respectful environment and cultural awareness (email buddies, field trips, community and service program). Through the library and IT department, students and teachers are able reach a broader global perspective.

The IT department is very proactive in keeping the school at the forefront of IT developments (new Mac computers in the library, new lap tops for the science department, school network, up-to-date web site, interactive whiteboard). Our limitations are only determined by local factors: electricity, internet access and ordering timeframes).

Teachers maintain strong connections with colleagues in other IB world schools and use the OCC for support. Opportunities for workshops/conferences are made available and attendance is encouraged within budget limitations.

Practices in need of strengthening:

We could be more proactive in promoting the Tanzanian culture/language for both students and the adult IST community.

The learner profile needs to be incorporated more actively and explicitly in our classroom practices and interactions between members of the school community (for example in agreements about acceptable behaviour). The learner profile needs to be made more visible around the school.

Local, national and global awareness need to be made more explicit in our unit plans, whole school curriculum and school activities/events. More links could be made to take advantage of the abundance of regional expertise (NGO's, cultural institutes and parent knowledge).

There has been a drive to establish 'respect' however it needs to be coordinated and consistently reinforced so that students support this value.

Proposals for improvement:

Provide opportunities for incoming staff to learn Swahili and local staff to learn English.

Create opportunities that promote Swahili language and culture in the school community.

Create more focused forums for expression of international mindedness.

Involve faculty, students and parents in developing strategies for addressing the learner profile more explicitly. Ensure that in particular counsellors know and use the learner profile when advising and supporting students.

Articulate the curriculum to incorporate international mindedness more explicitly (horizontally and vertically).

Create opportunities for staff to explore the community and make meaningful contacts that can be used to support the curriculum.

Section B: organization

The school

1. How have organizational structures/systems developed in order to better support the implementation of the programme?

IST has a very experienced MYP coordinator to support and facilitate the implementation of the programme. The MYP coordinator and heads of department are closely involved in allocating professional development funds for teacher training at MYP regional workshops. Additional funds are often made available during the course of the school year where the need arises. The transition from grade 5 to grade 6 (MYP 1) is jointly organized by the PYP and MYP coordinators. It includes parental orientation as well as a transition day for students. There is common planning time within the school day for each department. An MYP Steering Committee was formed to address evaluation goals, and develop a plan of action for the improved implementation of the programme. The aim is for this committee to continue its work beyond the evaluation visit. The Board has approved a budget for an upgrade of facilities that includes new science labs, a DT lab and proposed Master Site Plan.

2. What processes are in place for the review and development of the curriculum?

The school is developing a curriculum review cycle to be aligned with published MYP documentation. As MYP curriculum documentation is published, departments review internally to align the subject objectives and content. Review and development of the curriculum takes place during weekly common planning time, in-service days as well as release days on an *ad hoc* basis. The teaching schedule of the MYP Coordinator allows time for her to work with departments on curriculum.

The standards and practices

Please select the appropriate box.

Standard B1	Requires significant attention	Shows satisfactory development
The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.		X

Practices	Degree of implementation		
	Low	→	High
Common:			

Practices	Degree of implementation		
	Low	→	High
1. The governing body is explicitly supportive of the programme, and has allocated sufficient funding for the effective implementation and ongoing development of the programme.		X	
2. Senior management regularly informs the governing body about the ongoing implementation and development of the programme.			X
3. The school has systems for implementing and monitoring the programme with input from all constituencies, including students.	X		
4. The school's goals, strategies, time lines and accountabilities are available in written form to all members of the school community.			X
5. The school builds an understanding of, and support for, the programme throughout the school community.		X	
6. The head of school/the school principal, programme coordinator, teaching staff and non-teaching professionals demonstrate an understanding of, and commitment to, the programme.			X
7. The school has appointed a programme coordinator with sufficient support and resources to carry out the responsibilities of the position.	X		
8. The head of school/the school principal and programme coordinator have a good understanding of the principles of the programme and demonstrate pedagogical leadership.		X	
9. There is a process for monitoring the work of the programme coordinator in accordance with the programme coordinator's job description.	X		
10. The programme coordinator ensures that questionnaires and other requests for information sought by IB working groups and committees are completed by the appropriate members of staff.		X	
11. The programme coordinator ensures that questionnaires and other requests for information sought by IB working groups and committees are completed by the appropriate members of staff.		X	
12. The school contributes to the ongoing development of the programme by encouraging teachers to participate in appropriate IB activities (for example, applying to be members of IB working groups/committees, responding to requests for			X

Practices	Degree of implementation			
	Low	→		High
samples of student work).				
13. Time for collaborative planning and reflection is built into all teachers' schedules.			X	
14. The school has systems in place to ensure the continuity of the programme; this includes an induction system for new staff and ongoing staff professional development.			X	
15. The school provides professional development opportunities for the head/principal, programme coordinator and teaching staff, including attendance at appropriate IB conferences, meetings and/or workshops, and access to the online curriculum centre (OCC).				X
16. The school provides learning environments and opportunities for learning that support the pedagogy of the programme.			X	
17. The school allocates appropriate print and electronic resources to support the teaching of the programme.			X	
18. The school recognizes and promotes the role of the library/media centre in the implementation of the programme.				X
19. The school provides specialist equipment (for example, scientific, technological) where needed to implement the programme safely and effectively.			X	
20. The school has 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.			X	
21. The school provides effective support for students with learning and/or physical disabilities, as well as support for the professional development of their teachers.			X	
22. The school has systems in place to guide and counsel students whenever the need arises.				X
PYP:				
23. The school offers a language, in addition to the language of instruction, to students from the age of seven. (Bilingual/dual language schools are not required to offer a third language to their students.)				
MYP:				

Practices	Degree of implementation			
	Low	→		High
24. The school provides the necessary structures to ensure the effective implementation of the areas of interaction and the personal project.		X		
25. The school allocates adequate time for each subject group according to MYP requirements and the needs of the students.			X	
26. The school puts in place an organizational structure allowing coordination of the curriculum within MYP subject groups.				X
27. Where there are partner schools, the MYP coordinator ensures that communication and common planning between individual members of the partnership are regularly maintained.	N/A			
28. The MYP coordinator facilitates meaningful interdisciplinary initiatives.		X		
Diploma Programme:				
29. The school provides an appropriate number of hours for all higher level (HL) courses, standard level (SL) courses and the theory of knowledge (TOK) course.				
30. The school provides appropriate resources and staff to support the delivery of creativity, action, service (CAS).				
31. The school provides appropriate and adequate space, supervision and security arrangements for examinations.				

The statement of conclusions

Strengths:

IST has a very experienced MYP coordinator to support and facilitate the implementation of the programme. The school has made available professional development funds to help ensure that as many teachers as possible receive current MYP training at regional workshops. There is good communication between the coordinators of the three programmes to ensure a smooth transition between them. There is common planning time within the school day for each department to review and develop curriculum. An MYP Steering Committee has been formed to develop a plan of action for the improved implementation of the programme. The Board is committed to developing and improving the school's facilities where financially feasible. The Board and senior management maintain open lines of communication. The school's mission, goals and strategic plan are available to members of the school community. All members of the school community are committed to the implementation and on-going development of the programme. The library/media centre plays a significant role in the implementation and development of the programme. The school has a dedicated counselling team that works closely with teachers and administrators to meet students' needs. The librarian is experienced in the MYP and is currently engaged in reviewing the learner expectations for skills in approaches

to learning.

Practices in need of strengthening:

While the school has made advances in providing technology to students and teachers, an increased range and quantity of electronic resources is required. Increased interdisciplinary opportunities need to be explored at all grade levels. The areas of interaction need to become a more integral part of the school community on a daily basis. The school needs to look at ways of involving all members of the school community for implementing and monitoring the programme. There are support structures in place, but day-to-day practicalities do not allow for implementation and utilization of these support structures. There is no explicit process for monitoring the work of the programme coordinator.

Proposals for improvement:

Funds need to be approved and allocated for appropriate electronic resources consistent with international education in the 21st century

Horizontal curriculum documentation is currently being developed. Upon completion, it needs to be easily accessible, revised as necessary and utilized by teachers in curriculum development.

The development of the MYP unit planner will help teachers to better implement areas of interaction in the classroom. The school needs to provide structures and time to raise awareness of the areas of interaction (i.e. AoI focus days, using community resources, etc.)

Input from all constituencies for implementing and monitoring the programme could take the form of surveys, meetings, and workshops.

Clear job descriptions of the programme coordinator, heads of department and other curriculum leaders need to be developed further to allow the best use of time and human resources in the implementation of the programme. Additional support structures, such as a personal project coordinator, would also facilitate this process.

The school needs to provide regular and adequate feedback to the programme coordinator regarding the execution of the job description.

Section C: curriculum

MYP only: Eight groups of teachers, each group representing one of the eight subject groups, must grade the standards and practices in this section (standards C1 to C4) and complete the statement of conclusions for each standard. Following this, a group representing all subject groups in the programme, and including the programme coordinator, must also grade the standards and practices and complete the statement of conclusions for each standard. In addition, the cross-subject group must answer the questions in the section headed “The school” as a summary of curriculum implementation for the programme as a whole. (The school will therefore submit 8 + 1 responses to Section C.) All subject group responses to Section C must be sent to the regional office.

Diploma Programme only: Seven groups of teachers, each group representing one of the six subject groups and TOK, must grade the standards and practices in this section (standards C1 to C4) and complete the statement of conclusions for each standard. Following this, a group representing all subject groups in the programme, and including the programme coordinator, must also grade the standards and practices and complete the statement of conclusions for each standard. In addition, the cross-subject group must answer the questions in the section headed “The school” as a summary of curriculum implementation for the programme as a whole. (The school will therefore submit 7 + 1 responses to Section C.) All subject group responses to section C must be sent to the regional office.

The school

PYP

1. Describe the procedures by which the school’s scope and sequence for each subject group is determined within the required PYP framework.

2. If the school teaches subject-specific scope and sequences defined by a body other than the IBO (eg national or state requirements), describe the ways in which teachers have adapted those requirements to conform to PYP standards and practices.

3. Describe how the units within the programme of inquiry are selected, and the mechanism in place for reviewing the programme of inquiry.

4. Indicate the collaborative planning schedule for all teachers, including the PYP coordinator, to allow for the development and articulation of the PYP.

5. Describe the role of single-subject teachers in the development of the units of inquiry.

MYP

The following questions must be answered by a group representing all subject groups for the programme, and including the programme coordinator.

1. If the school teaches subject-specific syllabuses defined by a body other than the IBO (eg national or state requirements), describe the ways in which teachers have adapted those requirements to conform to MYP standards and practices.

n/a

2. Describe the procedures used to consider and determine relative weighting of curriculum time for each subject group and subject.

From August 2001 – June 2009 subjects were allocated curriculum time related to the perceived scope and complexity of the subject, in relation to preparation for Gr 11 Diploma programme. This meant that curriculum time allocation varied by both subject and grade level. In addition, Creative Arts and Technology, requested to see all students every week for 80 minutes to encourage diversity of experience across technology and the arts.

See Appendix A: subject/time allocation

As part of an overall schedule review by the new scheduling committee in SY08-09, the curriculum time allocation has been revisited with the intention of balancing the amount of time allocated to each area within the MYP, while still meeting the needs of IST students and teachers.

3. Describe the process by which teachers have considered and adapted the wording of the level descriptors for each assessment criterion of MYP subjects to reflect the expected achievement levels in each year of the programme.

Departments have two allocated meeting times: after school at least once a month and 80 minutes within the school day once a week. These times are used for curriculum development, assessment practices and standardisation within the department. Writing assignment and grade level specific rubrics and descriptors is a central task in this process.

4. Describe the system of recording and reporting the assessment of student achievement against MYP objectives and assessment criteria. How often does the school report the students' achievements, including academic results, to parents?

Subject teachers record assessments against each criterion in their personal grade book. Once a term a numerical, global 1-7 grade is awarded based on these assessments and this is reported to parents.

Every term: numerical grade for Achievement for that term, numerical grade for Effort for that

term.
End of Term 2 and Term 4: numerical grade for Achievement for that term, numerical grade for Effort for that term, comments for each subject.
Parent Teacher Conferences are held early in Term 2 and Term 4, after Term 1 and 3 reports have been issued.

5. If applicable, describe any streaming or options available to students within MYP subject groups.

Mathematics in Grades 9-10: three levels are offered: Support, Core and Extended
French in Grades 9-10: students are in three classes: Foundation/Standard, Standard and Advanced levels.
Grade 9 students choose two Arts subjects and study one each semester.
Grade 10 students choose one Arts subjects and study it for the whole year.

6. How does the support system (pastoral care/homeroom/advisory) for MYP students integrate with and complement the delivery of the MYP?

In grades 6-8 all subjects, except Language B, are taught in the Homeroom pastoral group. This facilitates cross curricular planning and activities for students as well as social stability and pastoral care for each homeroom.
In grades 9-10 Language A and Humanities are taught in the Homeroom pastoral group. Other subjects are taught in mixed groups due to options or ability levels.
There are two Homeroom teachers for every Homeroom in grades 6-10. All the Homeroom teachers teach at least one class at the grade level. There is a Team Leader for each grade level who oversees the pastoral and academic progress of the students. Monthly meetings are held to review student progress and planning.

Diploma Programme

The following questions must be answered by a group representing all subject groups in the programme, and including the programme coordinator.

1. How does the support system (pastoral care/homeroom/advisory) for Diploma Programme students integrate with and complement the delivery of the Diploma Programme?

2. Describe the system in place for the induction of students into the Diploma Programme, and how each student's programme of study is put together.

The standards and practices

Please select the appropriate box.

MYP only: Eight groups of teachers, each group representing one of the eight subject groups, must grade the standards and practices in this section (standards C1 to C4) and complete the statement of conclusions for each standard. Following this, a group representing all subject groups in the programme, and including the programme coordinator, must also grade the standards and practices and complete the statement of conclusions for each standard.

Diploma Programme only: Seven groups of teachers, each group representing one of the six subject groups and TOK, must grade the standards and practices in this section (standards C1 to C4) and complete the statement of conclusions for each standard. Following this, a group representing all subject groups in the programme, and including the programme coordinator, must also grade the standards and practices and complete the statement of conclusions for each standard.

Standard C1	Requires significant attention	Shows satisfactory development
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.		X

Practices	Degree of implementation		
	Low	→	High
Common:			
1. A comprehensive, coherent curriculum is available in written form to all sections of the school community (including students, teachers, parents, administrators and members of the governing body).		X	
2. The curriculum is developed with consideration for students' previous learning experiences and future educational needs.			X
3. The curriculum clearly identifies the skills, concepts, knowledge and attitudes to be taught over time.			X
4. The curriculum places appropriate demands on students according to their age and stage of development, and incorporates issues that are relevant to them.			X
5. The curriculum encourages students to become aware of individual, local, national and global issues.			X
6. The curriculum promotes all the attributes of the IB learner profile.		X	
7. The curriculum encourages students to develop strategies for			X

Practices	Degree of implementation			
	Low	→		High
their own learning and assessment, and to assume increasing levels of responsibility in this respect.				
8. The curriculum provides ample opportunity for student inquiry and the presentation of ideas.			X	
9. The curriculum provides opportunities for students to work both independently and collaboratively.			X	
10. The curriculum is sensitive to cultural, gender, linguistic, ethnic and religious differences.				
11. The curriculum is regularly reviewed in the light of programme developments.			X	
12. The school takes advantage of local community organizations and the expertise of other adults to foster learning within the scope of the curriculum.		X		
13. Where appropriate, the curriculum provides for learning experiences to be made visible to others through displays, posters, public performances etc.			X	
14. The school actively supports the development of the mother-tongue language of all students.	X			
15. The school provides opportunities for students to learn at least one language in addition to their mother tongue.			X	
PYP:				
16. There is a coherent, articulated programme of inquiry.				
17. The programme of inquiry and corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.				
18. The programme of inquiry allows for a balanced inclusion of the subject areas.				
19. There is a system for regular review and refinement of individual units of inquiry and the programme of inquiry.				
20. Adequate time is allocated for each unit of inquiry to allow for extensive in-depth inquiry, according to the requirements of the programme.				
21. The curriculum includes the required number of units per year.				

Practices	Degree of implementation			
	Low	→		High
22. For each subject area the school has adopted or developed a scope and sequence document that indicates the planned development of skills, knowledge and conceptual understanding.				
23. If the school adapts, or develops, its own scope and sequence documents for each PYP subject area, the level of overall expectation regarding student achievement expressed in these documents at least matches that expressed in the PYP scope and sequence documents.				
24. There is a systematic approach to integrating the subject-specific scope and sequences with the programme of inquiry, where such integration clearly enhances student learning.				
25. There is a carefully considered balance between disciplinary and transdisciplinary planning and teaching.				
26. There is adequate provision for the study of the host/home country, the culture of individual students, and the culture of others, including their belief systems.				
MYP:				
27. The school fosters holistic education by ensuring that teachers consider the curriculum as a coherent experience, through the areas of interaction, in every year of the programme.		X		
28. The areas of interaction are developed within and across the academic disciplines, so that students acquire an understanding of each.	X			
29. Each area of interaction involves all subject teachers in raising awareness and providing appropriate learning experiences.	X			
30. Clear objectives and learning strategies have been developed for each area of interaction.	X			
31. The curriculum fulfills the aims and objectives of each subject group.			X	
Diploma Programme:				
32. The school provides appropriate information about the programme to potential students and advises them in their choice of courses.				
33. There is a balance of subjects on offer in the school as well as an appropriate student schedule that provides for student access to the full diploma.				

Practices	Degree of implementation			
	Low	→		High
34. The school supports the central role of TOK by assigning adequate staffing and time for student learning and assessment, and establishing links to other subjects.				
35. There is an appropriate and varied CAS programme.				
36. The school provides guidance to students on progression to higher education and other career opportunities.				

The statement of conclusions

Strengths:

The curriculum is reviewed and re-developed on a regular basis by each department. The MYP objectives and requirements, students' needs and the needs of teachers are considered during this review process. Time has been allocated in the past and will be allocated in the present to meet these new demands and requests by subject specific groups.

The curriculum provides opportunities for varying ways of working: collaboratively, independently, experientially.

Practices in need of strengthening:

The Areas of Interaction need to be embedded within the curriculum and addressed more explicitly through unit design and student activities. The scope and sequence document needs to be reviewed across subjects and grade levels.

Due to the mobile nature of IST teaching staff, knowledge of available local resources are not passed on effectively and stored over time.

Mother tongue instruction is facilitated through the support of after school classes in community languages however it is not included within the school day, timetable or curriculum. This is due to the number of students in each mother tongue, availability of qualified teachers an access to resources and the cost associated with providing teachers.

Proposals for improvement:

In SY 09-10 the existing AOI scope and sequence document will be reviewed in line with the curriculum alignment work being done in SY08-09. This will firstly be done for years 1, 3, 5 as these years have been addressed first in the curriculum alignment work.

Once the revised curriculum documents have been written in SY09-10, departments will identify existing local places, people, groups, connections that are already in place. Secondly, they will identify needs/wants in this area and request information and support from the parent community to locate appropriate contacts. Once

created, this 'directory' will be maintained electronically with contacts updated annually by office staff.

Standard C2	Requires significant attention	Shows satisfactory development
The school has implemented a system through which all teachers plan and reflect in collaborative teams.	X	

Practices	Degree of implementation			
	Low	→	High	
Common:				
37. All teachers are provided with the appropriate documentation, including relevant IBO publications, in preparation for all planning activities.			X	
38. Planning at the school takes place collaboratively.		X		
39. Planning at the school enables all teachers to gain an overview of the students' whole learning experience.		X		
40. Planning at the school is based on agreed expectations for student learning and in the context of a coherent programme.		X		
41. Planning at the school accommodates a range of learning needs and styles, as well as varying levels of competencies.			X	
42. Planning at the school addresses assessment issues throughout the planning process.			X	
43. Planning at the school recognizes that, in practice, all teachers are language teachers and consequently appropriate consideration is given to their responsibility in facilitating communication.		X X		
PYP:				
44. Planning at the school focuses on strengthening the transdisciplinary nature of the curriculum and on ensuring that the pedagogy of the PYP is pervasive throughout the entire programme.				
45. Planning at the school addresses all the essential elements (concepts, skills, knowledge, attitudes and action).				
46. Planning at the school makes effective use of the PYP planning process across the curriculum and by all teachers.				
47. Planning at the school includes provision for easy access to completed PYP planners.				

Practices	Degree of implementation			
	Low	→		High
48. Planning at the school provides opportunities for students to be involved in planning for their own learning and assessment.				
49. Planning at the school is documented on PYP planners that are coherent records of the learning experiences of students in developing their understanding of central ideas.				
MYP:				
50. Planning at the school facilitates interdisciplinary learning to strengthen cross-curricular skills and deepen the understanding of wider concepts.	X			
51. Planning at the school includes the coordination of the five areas of interaction from years 1 to 5 to ensure progression of learning.		X		
52. Planning at the school includes the coordination of the curriculum within each subject group that is taught to all MYP students.			X	
Diploma Programme:				
53. Planning at the school includes the discussion and use of teaching and learning strategies appropriate to the objectives of the separate components of the Diploma Programme.				

The statement of conclusions

Strengths:

At IST, teachers have access to all the relevant IBO documentation to enable them to plan for effective delivery of the curriculum. Designated curricular planning time has been allocated within the regular school day, allowing teachers within departments to plan collaboratively each week. This planning provides opportunities to meet the needs of students with varying competencies and learning styles.

Practices in need of strengthening:

Interdisciplinary planning and teaching takes place on a very irregular and *ad hoc* basis. This does not allow teachers to gain an overview of the students' whole learning experience. The areas of interaction need to be more visible and integrated in curriculum planning and classroom delivery of the programme. All teachers are language teachers and need to consider their responsibility in facilitating effective communication in the classroom.

Proposals for improvement:

While the school provides opportunities for department/vertical planning, the scheduling structure needs to provide formal planning opportunities for interdisciplinary teaching and progression of learning. There is a need for teacher training on interdisciplinary planning and teaching through workshops and in-service days. This will allow teachers to gain an overview of the students' whole learning experience and facilitate the students' transfer of skills and knowledge from one subject area to another.

An area of interaction scope and sequence document needs to be developed and used in curriculum planning and classroom delivery of the programme. The school needs to make better use of the wider Tanzanian community to assist in the meaningful integration of the areas of interaction in the classroom and beyond.

Training needs to be provided for teachers so they can better meet the needs of students whose first language is not the language of instruction at the school.

Standard C3	Requires significant attention	Shows satisfactory development
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.		X

Practices	Degree of implementation			
	Low	→	High	
Common:				
54. Teaching and learning at the school builds on what students know and can do.			X	
55. Teaching at the school allows students to become actively responsible for their own learning.			X	
56. Teaching at the school uses a range and balance of teaching strategies to meet the objectives of the programme.			X	
57. Teaching and learning at the school recognizes and reflects multiple perspectives.			X	
58. Teaching and learning at the school addresses the needs of students who have reached different stages in their development and those who have different learning styles.			X	
59. Teaching and learning at the school is supported by a range of appropriate resources, including ICT.			X	
60. Teaching at the school engages students as critical thinkers with developing views of their own.			X	
61. Teaching and learning at the school encourages students to take appropriate action in response to their own needs and the needs of others.			X	
62. Teaching at the school meets the needs of students who are not proficient in the language(s) of instruction.		X		
63. Teaching and learning at the school promotes the understanding and practice of academic honesty.				X
PYP:				
64. Teaching at the school uses inquiry across the curriculum, and by all the teachers.				

Practices	Degree of implementation			
	Low	→		High
65. Teaching at the school provides for grouping and regrouping students for a variety of learning situations.				
66. Evidence is collected of each student's engagement with inquiry in its various forms.				
67. Students are shown how to reflect on their development and understanding through careful consideration of their work over time, and are able to articulate this development to others.				

The statement of conclusions

Strengths:

IST hires professional teachers with diverse backgrounds. Teaching is student centred and promotes the development of the learner profile attributes.

Through differentiated pedagogy and varied methodology, students are encouraged to be actively involved in the classroom as well as to reflect on their own learning. Students are supported in establishing their own educated opinions.

Students and teachers are aware of the many structures in place to support and encourage academic honesty. A plagiarism policy is published in the student handbook with a description of what plagiarism is and the possible consequences. The librarian also provides support/training for both students and teachers.

Practices in need of strengthening:

Students who are not proficient in English need greater support from the school. In some subjects, the needs of high achievers are not thoroughly addressed.

Proposals for improvement:

Look into the feasibility of integrating EAL classes as a part of modern languages curriculum/department.
Encourage more communication with student services on strategies to support high achievers.

Standard C4	Requires significant attention	Shows satisfactory development
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.		X

Practices	Degree of implementation			
	Low	→	High	
Common:				
68. There is a written assessment policy in place that is available to all sections of the school community.		X		
69. Assessment at the school is viewed as being integral with planning, teaching and learning.				X
70. Learning expectations and integral assessment strategies are made clear to students and parents.			X	
71. The school uses a balanced range of strategies for formative and summative assessment, which are reviewed regularly.			X	
72. Learning at the school involves students in both peer- and self-assessment.			X	
73. The levels of students' current knowledge and experience are assessed before embarking on new learning.			X	
74. Students are provided with regular and prompt feedback to inform and improve their learning.			X	
75. Assessment at the school provides students with regular opportunities for reflection on their own learning.			X	
76. There are efficient systems for recording data about student learning, which are in keeping with the requirements of the programme.			X	
77. The assessment process allows for meaningful reporting to parents about students' progress.		X		
78. Assessment data is analysed to provide information about the individual needs of students.			X	
79. Assessment data is analysed to inform the evaluation and subsequent modification of teaching and learning strategies.		X		
PYP:				

Practices	Degree of implementation			
	Low	→		High
80. Assessment addresses all the essential elements of the programme.				
81. Data, including evidence of development in terms of the IB learner profile, is reported to all participants in the learning process: students, parents, teachers and school administrators, and other schools at the time of transfer.				
82. Assessment at the school requires the storage of and easy access to student work showing evidence of the process of learning and progress over time.				
MYP:				
83. Assessment is a continuous process and is designed to address the MYP objectives in each of the eight subject groups and the personal project, according to a criterion-referenced approach.			X	
84. The assessment focuses on process as well as product.			X	
85. Teachers/supervisors participate in the standardization of assessment, where appropriate.			X	
Diploma Programme:				
86. Student learning is regularly assessed against the objectives and assessment criteria specific to each subject.				

The statement of conclusions

Strengths:

The whole school has adopted the MYP unit planner that promotes backwards design. Planning, teaching and learning are becoming more tied to assessments. Teachers use criteria based assessment when applicable.

Data from reports is used to identify students 'at risk'. Grade teams use this data to formulate plans of action to assist students in need of support.

Practices in need of strengthening:

Reporting system may be too frequent which results in more focus in summative assessment rather than formative assessment. The report only incorporates the overall effort and achievement yet reflects little on the skills attained/developed or the AOI, individual teachers only add this through general comments. Also, the individual subject criteria do not appear on the report.

Classroom modifications and learning strategies should be adapted according to assessment data.

Post assessment reflective practices need to be improved.

Proposals for improvement:

The report frequency/format needs to be reviewed and potentially consolidated to become more meaningful.

School assessment policy could be made more available and clearer to ensure consistency across departments.

Structure for how the data is disseminated to teacher (and used) should be clearer.

Put in place a more meaningful reflective process for both students and teachers.

Create a structure that allows teachers more time for internal standardization.

Section D: the student

The school

1. How do you induct and integrate newly arrived students into the programme at the **beginning** of the school year and **during the course** of the school year?

At the end of their grade 5 year, all students participate in a grade 6 (MYP 1) transition day to become familiar with the day-to-day structure of the school day. Students and parents are provided with a transition programme. At the beginning of the school year there is a new student/parent orientation day, MYP introduction evening and booklet. *MYP Interact* has been implemented in grade 6 and will continue as a resource for teachers to use with students. A grade-level beach day for students to get to know each other and their teachers takes place at the beginning of the year. At both the beginning of the school year and during the course of the school year new students are assigned buddies to assist them with daily routines, academic issues and to help them develop friendship groups. New students are monitored by and meet with the counsellors. Teachers of the different subject groups familiarize students about the requirements, objectives and assessment criteria of the course.

2. How does the school encourage a climate of service to the community?

Early in the school year, there is a community and service fair to inform students of the various C & S activities available to them. Students are required to participate regularly in their chosen C & S activity. Students participate in a week-long extended study programme (ESP) that attempts to incorporate service to the local community in which the trip takes place. A recent whole school food drive for local staff raised a sense of a caring spirit among the students and staff.

3. How do current practices ensure students fulfil the aims of the PYP exhibition/personal project/extended essay?

In grade 9 (MYP 4) there is an introduction to the personal project for both students and parents. By the end of that year students decide on a goal and an area of interaction focus. Students are provided with a comprehensive personal project booklet outlining all aspects of the project. Students are expected to meet regularly with their supervisors, who are available to assist them in fulfilling the requirements of the project and meeting deadlines. Additional support is available through students' HSE classes.

The standards and practices

Please select the appropriate box.

Standard D1	Requires significant attention	Shows satisfactory development
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.	X	

Practices	Degree of implementation			
	Low	→		High
Common:				
87. The school provides a climate in which students learn to respect and value self-initiated action.	X			
88. Opportunities are provided for students to develop the skills and attitudes that lead to taking action.		X		
	Low	→		High
89. The school supports students in learning how to reflect on their experiences and make more informed, independent choices.			X	
90. The school provides opportunities for student action to be an integral part of the curriculum and/or an extension of the curriculum.		X		
MYP:				
91. Community and service is part of all students' MYP experience in every year of the programme.				X
92. Community and service is coordinated through every year of the programme to ensure progression of learning.	X			
93. Community and service involves all subject teachers in raising awareness of community issues.		X		
94. Community and service is monitored for each student and is reflected in the portfolio of achievement.	X			
Diploma Programme:				
95. The school provides opportunities for students to choose their own CAS activities and to undertake activities in a local or international environment as appropriate.				

The statement of conclusions

Strengths:

IST offers a huge variety of community and service activities for students. The school's C & S programmes involves a wide cross section of the local Tanzanian community. All students participate in C & S activities in all five years of the MYP. All teachers are involved in the extra-curricular activities programme.

Practices in need of strengthening:

The school needs to develop a climate in which students learn to respect and value self-initiated action rather than having a requirement of participation. There are few opportunities for students to develop skills and attitudes that lead to taking action. There is no system of documenting student learning and progression in these areas through the 5 years of the programme.

Proposals for improvement:

The school can promote a positive community and service climate by involving local NGO/development organizations in curricular and extra-curricular activities. Students need further encouragement to initiate action.

A community and service portfolio that includes skills development tips, space for reflection as well as a record of participation will assist in documenting student learning, skill development and progression through the 5 years of the programme. These portfolios need to be monitored through each year of the programme by teachers leading activities, homeroom teachers, grade-level leaders or a community and service leader.

Standard D2	Requires significant attention	Shows satisfactory development
In the final year of the programme, all students complete a programme-specific project that allows them to demonstrate a consolidation of their learning, in the case of the PYP and MYP, and to demonstrate the extension and development of their learning in the Diploma Programme.		X

Practices	Degree of implementation			
	Low	→	High	
Common:				
96. Teachers/supervisors understand the requirements of the exhibition/personal project/extended essay and how to assess it.			X	
97. Teachers/supervisors guide students through each phase of the process.			X	
98. Students are provided with formative feedback throughout the process.			X	
99. Parents are informed about the nature of the exhibition/personal project/extended essay, its role in the programme and the work expected from the students.				X
MYP:				
100. Students are fully briefed on the nature, objectives and assessment criteria of the personal project.			X	
101. Students have been adequately prepared for the process of the personal project through approaches to learning.			x	
102. Students are allowed to choose from a variety of projects according to the guidelines provided in the <i>Personal Project</i> guide.				X
103. Students are provided with adequate individual supervision in the school.				X
104. Students keep a process journal, and are aware that the process is as important as the product itself.			X	
105. Students have access to adequate resources in the school and community.			X	
106. Students are given the chance to present their project and its				X

Practices	Degree of implementation		
	Low	→	High
significance to an audience (for example, through an interview, class presentation or special event).			
107. All supervisors are fully briefed about the nature of their responsibilities and the work expected from the students.		X	
108. All supervisors participate in the standardization of assessment, where appropriate.			X

The statement of conclusions

Strengths:

<p>Parental information is wide and varied relating to the nature of the personal project, the expectations for our students and the role the P.P has in relation to the completion of the MYP. Parents are invited to an evening where they are briefed on the project, our expectations and the academic strengths of the P.P. for their child's development.</p> <p>Students are encouraged as well as fully guided and supported by their MYP teachers, the pastoral program and supervisors in grade 10 and through supporting documentation. Students are encouraged to choose a wide range and varied projects that are of interest to them.</p> <p>All students are provided with a personal project supervisor, related documentation and one to one meeting time with their supervisors on demand. Students with learning issues are identified and allocated a supervisor with specialist training.</p> <p>Teachers are given a release day for personal project standardization. All supervisors are given ample time during the day to moderate, standardize, receive feedback, discuss teaching and supervisor practices and generate ideas for improvement on the way the personal project is undertaken by our students and the supervisors at IST.</p>

Practices in need of strengthening:

<p>The personal project booklet is in need of streamlining and simplifying. The development of a more differentiated, student and supervisor user friendly document is required to help structure supervisors' instruction time, promote better practice and consistency of supervisors' direction and further support students with learning exceptionalities in the production of the written components of the project.</p> <p>The AOI's have been identified as a weak area in relation to the Personal Project production, supervisors instruction and personal project focus. The importance of the AOI's is not made sufficiently explicit throughout and this sometimes has a negative impact on students' grades.</p> <p>There is a varied range of comprehension and understanding among P.P. supervisors. The need for further support in developing their understanding, the expectations of the project and the consistency of instruction and feedback given to students has been identified.</p> <p>Students do not view the process journal as an important element in the production of the project but instead see it mainly as an additional task to be completed towards the end of the deadline rather than as a continuous</p>
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process from start to finish. Students seem to understand the requirements of the journal but will often fill out their process journal at the last minute due to deadline, not due to the effectiveness or impact it has on their project.

Proposals for improvement:

Matching supervisors' specialist areas, domains, hobbies to the student projects.

Vertical and horizontal planning and alignment of AOI's will help students' and supervisors' comprehension and use of the AOI's within the personal project. This could also be supported through HSE classes in preparing the students for the importance of AOI's and process journal.

Development of the use and importance of process journals could be enhanced and encouraged in other classes. Other MYP subjects using this system throughout the school year as a key skill will help improve students' practice and understanding of the need for continual reflection throughout a project.

Supervisors should receive training on AOI's and their connection to the P.P.

Information and promotion of P.P. in spotlight, school newspaper, whole school assembly and school website will help to further enhance and support the information given already.

Briefing and maintenance of P.P. practices should be continual with new teachers (especially when new to MYP)

Summary of main conclusions

This section should include a summary of overall conclusions reached at the end of the process of self-study. This statement should represent a general self-assessment of the delivery of the programme within the school, and contain comments regarding the following:

- the principal strengths identified during the self-study
- the principal areas in need of strengthening
- the proposals and time line for improvement and development of the programme within the school.

In the preparation of this summary of main conclusions, each section of the self-study questionnaire should be considered and the descriptive comments reviewed carefully. Therefore, this statement should reflect views expressed by a range of people in the school, including responses to the self-study questionnaire where opinions differ.

Principal strengths:

IST has an experienced and dedicated international faculty that strongly supports the philosophy and pedagogy of the Middle Years Program. Teachers are committed to students' learning and welfare as well as to attaining high standards overall. There is an effective leadership structure in place to ensure that students' needs – academic, social /pastoral and physical – are fulfilled. The school's mission statement (vision and statement of purpose, which is reviewed annually) closely reflects the IB mission statement; teachers are fully aware of the vision and statement of purpose and actively address its components. The school administration and the board of governors are also supportive of the program, for example by providing time and funds to develop curriculum and teacher expertise. In particular, teachers are encouraged to seek opportunities for professional development and there is a generous budget available to train teachers in the program.

There is a varied extra-curricular program at the school, including many opportunities for joining community and service as well as a well planned extended study program where students explore the culture and environment of Tanzania (part of the school's vision and statement of purpose).

Many changes are underway at the school, both in developing the campus and in reviewing the curriculum. There are brand new facilities for DT and Science (currently under construction) as well as a high standard of information technology (as far as local conditions will allow) and a pro-active IT department.

Elements of the MYP that work well at IST are the personal project, planning creative and meaningful units of work and moderation. Students and parents are well informed about the personal project and there is a clear timeline and framework for completion, as well as well-defined support structures. Teachers are creative and enjoy planning learning experiences that both challenge and inspire students to discover not only the essence of the subject area but also its connection to the world outside the classroom, and student's own personal identity and values. For moderation, a good number of subjects have the privilege of sending only four folders in the subject samples, because they have maintained a consistent record in their application of the MYP assessment criteria.

Parents are well informed about their child's progress and about aspects of the program, both in newsletters and regularly scheduled information sessions and workshops.

Finally, there is a collaborative, open and welcoming climate at the school, with an "open door" policy by the administration, which fosters exchange of ideas and encourages all members of the community to participate as well as actively seek solutions to any issues that may arise.

Principal practices in need of strengthening:

A major curriculum review was started in September 2008 to align IST subject area content with MYP objectives in each of the subject areas (based on the new *From Principles to Practices* guide. This is in progress and due to be completed by the end of this school year.

The areas of interaction are an element of the Middle Years Program that need considerable attention, as well as interdisciplinary teaching and learning and the horizontal alignment of the curriculum, pending completion of the vertical alignment.

Although there are a great variety of community and service activities offered to students for participation, students need to be encouraged to initiate their own ideas for action more consistently. There need to be greater opportunities for students to engage in shaping their school and their environment, and an expectation that students identify areas for action within the community (school, local and national).

There is an engaging and highly supportive induction program for incoming teachers that introduces them to daily life in Tanzania and helps them manage the transition and settle in. However, although there is a half day session on the MYP, teachers need a more structured and comprehensive introduction to the academic aspects of their position, in particular if they are new to the MYP and have not been for introductory training.

Although the MYP-PYP Coordinators meet once a month (they are on separate campuses), more can be done as the new curriculum is being developed to ensure a smooth transition between programs and common practices within them. The MYP-DP Coordinators are on the same campus and able to meet whenever the need arises. There is collaboration in the area of objectives (presumed knowledge forming the starting point for planning the curriculum backwards down through elementary) and required skills for extended essay and personal project, although this could be formalised.

Principal proposals for improvement:

- Provide in-service training in backward design, areas of interaction and interdisciplinary learning
- Continue with the curriculum review and complete curriculum alignment documents
- Faculty define learner expectations for each of the areas of interaction and plans for implementation in each of the subject areas
- Complete unit plans for each of the units in all subject areas / grade levels
- Use time at faculty meetings and PD days to develop horizontal alignment of the curriculum and meaningful interdisciplinary units
- Develop and implement ideas for making the learner profile more visible and practised
- Review the community and service program to allow for student-initiated action, reflection and ownership
- Develop a strong induction and support program in-house for incoming teachers, particularly those new to the MYP
- Ensure that PYP-MYP-DP Coordinators and other appropriate and relevant members of the academic leadership team (eg Assessment coordinator, HOD's) meet more frequently to ensure coherence across the whole school curriculum, and alignment in practices.

We agree that this electronic questionnaire, whether signed electronically or not, will be understood by the IBO to have been read and endorsed by the head of the school, without a signed hard copy being necessary.

Summary of main conclusions

Programme coordinator's signature:

School principal's signature:

Summary comments from the head of the school:

IST is an IB World School and endorses the philosophy and practice of all three Programmes of the IB. IST is committed to the effective implementation of its Middle Years Programme. IST is also committed to continuous improvement in the delivery of its educational services based on the guidance and recommendations of the IB. Our self-study has been a helpful process by which we have reflected on what we do well and where we need to improve. We look forward to the helpful advice that our Visitors will have to offer in the assessment of our MYP.

Head of school's signature
(if different from school principal):

MYP appendices

Appendix I: classes in the MYP section

Name of teacher	Year of programme	Age of students	Class name	Number of students
Jill Manchester Kathryn Fern	Year one	11–12 years	Class 6A	18
Tunu Lukumbuza Jarrod Dale	Year one	11–12 years	Class 6B	20
Jessie Burke Dylan George	Year one	11–12 years	Class 6C	22
Carl Moroz Nora Graham	Year one	11–12 years	Class 6D	20
Marta Molas Greg Giles	Year two	12–13 years	Class 7A	23
Brad Kremer Kevin Rose	Year two	12–13 years	Class 7B	23
Theresa Davis Ilana Locker	Year two	12–13 years	Class 7C	20
Jodi Sprung-Boyd Andres Egiguren	Year three	13–14 years	Class 8A	22
Berng Mujaya Susan Piper	Year three	13–14 years	Class 8B	24
Rebeka Adamitis Steve Turner	Year three	13–14 years	Class 8C	24
Christel D’Mello Joe Barder	Year four	14–15 years	Class 9A	20
Joshua Green Clelia Salvati	Year four	14–15 years	Class 9B	18
Peter Stanley Anne Sproston	Year four	14–15 years	Class 9C	23
Davina Solomon Jeff Clark	Year four	14–15 years	Class 9D	23
Hilda Banda Rob Tate	Year five	15–16 years	Class 10A	22
Lucia Clemente Cecile Leonard	Year five	15–16 years	Class 10B	23
Natalie Jeffers Noor Parkar	Year five	15–16 years	Class 10C	23

Appendix 2: scheduling of MYP subject groups and languages of instruction

Please indicate the number of hours (60 minutes) devoted to instruction in each subject group for each year of the programme.

Subjects	Year 1	Year 2	Year 3	Year 4	Year 5
Language A	113.33	136	136	136	113.33
Language B	113.33	113.33	113.33	113.33	113.33
Humanities	113.33	113.33	113.33	136	113.33
Sciences	113.33	136	136	136	136
Mathematics	113.33	113.33	113.33	113.33	136
Arts	136	136	136	90.67	90.67
Physical education	90.67	90.67	90.67	68	90.67
Technology	45.3	45.3	45.3	90.67	90.67

Please indicate the language(s) of instruction for each of the subject groups in each year of the programme.

Subjects	Year 1	Year 2	Year 3	Year 4	Year 5
Language A	English	English	English	English	English
Language B	French Kiswahili Spanish	French Kiswahili Spanish	French Kiswahili Spanish	French Kiswahili Spanish	French Kiswahili Spanish
Humanities	English	English	English	English	English
Sciences	English	English	English	English	English

Mathematics	English	English	English	English	English
Arts	English	English	English	English	English
Physical education	English	English	English	English	English
Technology	English	English	English	English	English

Appendix 3: MYP staff training

Please indicate when your teachers, in each of the eight subject groups, received training since authorization or since the last evaluation visit. For partnerships*, at least one teacher in each subject group from each site must be trained at an IB workshop. We are also interested in which teachers, if any, have visited other MYP schools.

Subject groups	Name of teacher, qualifications, teaching experience (number of years), full time/part time (FT/PT)	MYP courses and grade levels taught (MYP years 1-5)	Training at IB workshops: place and date	School visits: place and date
Language A				
	Jenni Young – HOD Rebeka Adamitis Andrew Buckman Paul Cronin Theresa Davis David Giles Jodi Sprung-Boyd (p/t Engl/Drama)	English 5 English 3,4,5 English 1 English 1,2 English 5 English 3,4	Madrid 2008 Mumbai November 2008 Slovenia 2005 Vancouver 2008 Online 2008	<i>(add rows as necessary)</i>
Language B				
	Cecile Leonard – HOD Hilda Banda Jessie Burke Kevin Rose (p/t French / Hum) Anja Maro Marta Molas Christine Mose Anne Ruscher Clelia Salvati	French 4,5 Kiswahili 4,5 Spanish 1,3 French 4,5 French 1,3 Spanish 2,4,5 Kiswahili 1,2,3 French 1,2,3 French 1,4,5	Basel 2004, Moscow 2007, Geneva WSLT 2008 Moscow 2007 Bonn 2001	<i>(add rows as necessary)</i>

Humanities				
	Paul Murphy – HOD Andres Egiguren Natalie Jeffers Tunu Lukumbuzya Anja Maro Kevin Rose (p/t Hum / French) Meena Thomas	Humanities 5 Humanities 3,4 Humanities 4,5 Humanities 1. HSE 1 Humanities 2 Humanities 2,4 Humanities 3,4	Paris 2008 Basel 2004 Beijing 2008 Beijing WSLT 2007, Geneva in-school trainer training 2008	<i>(add rows as necessary)</i>

Sciences				
	Jeff Clark – HOD Rachel Cannon Lucia Clemente Howard Horowitz Bradley Kremer Berng Mujaya Peter Stanley	Science 4 Science 1. HSE 1 Science 3,5 DP Science (no MYP classes) Science 1,2,5 Science 2,3,4 Science 4	Mumbai 2007, online 2008 Moshi 2004 Paris 2008 Atlanta 2002, Caracas 2004 Science level 1 2007 – Princeton Barcelona 2006 Geneva WSLT 2008	

Mathematics				
	Clare Orlando – HOD Pam Makunja Jill Manchester Car Moroz (p/t Maths / Tech) Davina Solomon Anne Sproston Cody Taggart (Vivienne Verschuren)	Mathematics 5 Mathematics 3 Mathematics 1,2 Mathematics 1,4 Mathematics 3,4 Mathematics 4 Mathematics 5 <i>currently on maternity leave</i>	Online 2008 Bangkok 2007 Princeton 2006 Bangkok 2007	<i>(add rows as necessary)</i>
Arts				
	Nora Graham – HOD Dylan George Joshua Green Greg Giles Claudia Kennedy (p/t MYP Coord) Jodi Sprung-Boyd (p/t English) Olga van Doorn (p/t)	Visual Art 1,2,3,4. HSE 1 Drama 1,2,3,4,5 Music 2,3,4,5 Visual Art 1,2,3,4,5 Drama 5 Drama 3 Music 1,2	Princeton 2006 Singapore 2007 Princeton 2006 Princeton 2006 WSLT 2004 Singapore 2007	<i>(add rows as necessary)</i>
Physical education				
	Rob Tate – HOD Jarrod Dale Bahati Mgunda (p/t) Kaskella Mujvolla (p/t) Steve Turner	P.E. 3,4,5 P.E. 1,2,4 P.E. 1 P.E. 1 P.E. 3,5	Istanbul 2007, online 2008 P.E. Moderator training Singapore 2007 Singapore 2007	<i>(add rows as necessary)</i>

Technology				
	Noor Parkar – HOD Joe Barder Carl Moroz (p/t Maths / Tech)	DT 4,5 IT 3,4,5. DT 4 IT 1,2,4	Istanbul 2007, online 2008 Vancouver 2008 Vancouver 2008	<i>(add rows as necessary)</i>

Head of school				
	Dr David Shawver		Houston, 2009	

Coordinator				
	Claudia Kennedy		WSLT Cardiff and Geneva Marrakech, 2008, online 2008	<i>(add rows as necessary)</i>

Others (administrators, counsellors, librarians, etc)	Principal: Justin Alexander Vice Principals: Elizabeth Andrews Andrew Buckman		Slovenia 2004 Slovenia 2004	
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	<p>Student Services: Susan Piper – HOD Kathryn Fern Jennifer Kurdy Christel de Mello</p> <p>Counsellors: Brenda St George Tim Wagner</p>	<p>Learning support 3 EAL, HSE 1, Learning support 1,2 Learning support 5 Learning support 3,4</p> <p>HSE 1,2,3 HSE 3,4,5</p>	<p>Online 2008 Istanbul 2007 (SEN)</p>	
	<p>Librarian: Ilana Locker</p>		<p>Paris 2008</p>	<p><i>(add rows as necessary)</i></p>

HOD = Head of Department

All full time, except where indicated (p/t)

Appendix 4: MYP resources

FINANCIAL PLANNING

1	What funding is available to enable staff to undertake IBO-approved professional development and training for this current year, and for the next three years?	Current year	\$20,000
		Year 1	\$20,000
		Year 2	> \$20,000
		Year 3	> \$20,000

Comments:

The budget for IB approved professional development and training in the school year 2008-9 is US\$ 20,000. Depending on need (more new MYP teachers for example) we have expended more than this amount if necessary and have the support of the school's Director to do so. The budget for the school year 2009-10 is also US\$ 20,000. We anticipate a slight increase for the following years due to increased costs (flight/hotels and registration fees all increasing).

SCHOOL FACILITIES

2a List the teaching facilities provided for all MYP subjects. Please provide a summary.

Languages	Language A: 5 classrooms dedicated to English, plus one shared with mathematics (80% English). Language A department office. Languages B: 7 dedicated Language classrooms, Languages B department office.
Humanities	5 classrooms dedicated to Humanities, plus one shared with Language B (60% Humanities). Department office.
Sciences	7 dedicated Science classrooms, 2 science teacher offices, 1 technician office and preparatory area.
Mathematics	6 classrooms for Mathematics, 1 classroom shared with English, department office
Arts	2 dedicated Music classrooms, storage area for musical instruments and 2 small office rooms, 3 Music practice rooms. 2 dedicated Drama classrooms, Studio Theatre, Drama office. 2 dedicated Visual Art classrooms, 2 storage spaces and small covered outside space (pottery), Visual Arts office.
Physical education	Swimming / Diving Pool, Covered Hard Court Area, Multi Purpose Hall, Field, Fitness Room, PE department office.

Technology

3 IT Labs each with 25 computers. (two labs have PCs, the other has Mac). Each Lab has a Smart board, LCD projector, A4 laser and color printer and A3 color printer. All Labs are wireless.
 IT office with 4 Macs and one PC.
 DT Lab with clean area containing 3 PC's and 2 Macs, Roland CAM Vinyl cutter and Roland CAM milling machine/engraver. Color printer and wireless access.
 Workshop with various plastic forming machines, and other manual machine tools including table saws, band saw, disc sanders, drills etc.
 DT lab materials storage area.
 DT Lab office with one PC.

2b Does the school have a full-time librarian?

Yes

No

2c Give the approximate number of different book titles and electronic media in the school library/media centre for students, by language. Please specify the languages and add columns if necessary.

	Language 1	Language 2	Language 3	Other
	English	Kiswahili	French	Spanish/German
General Reference	1544	3	5	3 / 3 Hindi – 2 Russian – 1 Italian – 1 Japanese – 1 Dutch - 2
Professional	168 (but many books have been distributed to the department offices)			
Non-fiction	8286	233	283	6 / 58
Fiction	3618	70	434	24 / 48
Mid. Sch. Fiction	1352	0	0	0
Periodicals	38	2	1	0
CD-Roms	42	0	0	0
Videos/DVDs	815	0	74	44 / 27
Audio-cassettes	137	0	0	0

Online resources	5	0	0	1 / 0
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2d Do the students have access to the Internet in the library/media centre?

Yes

No

2e Please indicate the library staff’s involvement in planning the teaching of the MYP.

Librarian supports implementation of approaches to learning skills (e.g. research) and is currently revising AtL documentation.

2f Please indicate the nature of ICT resources available to teachers and students in other parts of the school.

IT – 2 ‘open’ and ‘bookable’ labs for other classes plus a multimedia room with projector and smartboard

Student Use:

- 65-70 PCs running XP Pro throughout IT labs, Library, Science rooms, and classrooms (depending on maintenance)
- 50 iMacs running OSX 10.5.5 in Library and Mac Lab
- 4 color A4 inkjet printers throughout IT labs and Library
- 3 color A3 inkjet printers in IT labs
- 4 B/W laserjet printers throughout IT labs and Library
- Fully wireless campus protected through Mikrotik© hotspot access

Teacher Use:

- 4 iMacs for IT office (1 Mac server)
- 50-60 PCs distributed as office/teacher computers throughout campus (depending on maintenance)
- 4 SmartBoards (IT labs)
- 10 Epson EMP822 projectors (4 in IT labs)

Future plans:

- 75 new MacBooks brought in to be distributed amongst Science and IT departments (25 Science, 25 for ‘mobile’ classroom, 25 for ‘1-to-1 concept’ lab)
- 10 new SmartBoards with corresponding software and support
- 10 new projectors

2g What system is in place to review and renew library resources?

The librarian requests and receives an annual budget and adheres to the Collection Development Policy as stated in the Library Policy Manual (Section 2.2). A copy of that policy is attached.