

# Programme Evaluation Self-study Questionnaire

## Primary Years Programme

Introduction  
Guidelines for use by the school

The self-study questionnaire

School presentation  
Section A: philosophy  
Section B: organization  
Section C: curriculum  
Section D: the student  
Summary of main conclusions

PYP appendices

Appendix 1: classes in the PYP section  
Appendix 2: weekly time allocations for single-subject teaching by grade level  
Appendix 3: PYP staff training  
Appendix 4: trans-disciplinary units of inquiry  
Appendix 5: PYP teaching staff and qualifications  
Appendix 6: PYP implementation budget for the next five years  
Appendix 7: action plan for ongoing implementation of the PYP



## 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.

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.

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.

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.

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.

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**.

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.

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.

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.

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:

International School of Tanganyika

School code:

7034

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

Postal address:

PO Box 2651, Dar es Salaam, Tanzania

Street address (if different from above):

United Nations Road, Upanga, Dar es Salaam

Telephone (including country and area codes):

255-22-2151817/8

Fax:

255-22-2152077

E-mail:

jlawson@istafrica.com

2. Name of the head of school:

Director: Dr David Shawver

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 (February 17 <sup>th</sup> 2009) |
|---------------------------------------|
8. Number of teaching days per school year:
- |   |
|---|
| 180 instructional<br>(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 (February 17 <sup>th</sup> 2009)
Secondary (MYP and IB)	11-18	513 (February 17 <sup>th</sup> 2009)

10. Approximately how many students are involved in the programme in each age range below?

	No of students	Programme		No of students	Programme
3-5 years	<b>48</b>	<b>PYP</b>	11-12 years	<b>80</b>	<b>MYP</b>
		<b>PYP</b>	12-13 years	<b>66</b>	<b>MYP</b>

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

**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):

Elementary Principal: Dr Susan Peacock

**12.** Name of the appointed programme coordinator:

Jill Lawson (PYP Coordinator)

**13.** Total number of students involved in the programme:

493

**14.** Age range of students involved in the programme:

From 3 to 11 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.

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



Denmark	7
Egypt	1
Ethiopia	5
Finland	8
France	5
Germany	18
Ghana	7
India	25
Ireland	2
Israel	4
Italy	4
Japan	12
Kenya	18
Korea	1
Lebanon	2
Malaysia	1
Mauritius	2
Mozambique	2
Namibia	2
Nepal	1
Norway	4
Pakistan	5
Paraguay	3
Philippines	1
Republic of South Africa	33
Romania	1
Saudi Arabia	1
South Korea	1
Sri Lanka	1
Sweden	15
Switzerland	1
Tanzania	62
The Netherlands	15
Uganda	3
United Kingdom	61

United States of America	57
Zimbabwe	3

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

- English is the principal language of instruction.
- Kiswahili is the local language in which specific lessons are taught to Grades 1-2 and then optionally from Grades 3-5 alongside Spanish and French.

21. Teachers employed to teach the programme:

Number of teachers teaching full time in the programme

43

Number of teachers teaching part time in the programme

5

22. Nationalities/ethnicities of teaching staff:

List of nationalities/ethnicities

Number of staff

American	14
Australian	3
Belgian	2
British	11
Canadian	4
Dutch	2
French	1
Indian	2
Kenyan	1
New Zealand	2
Pakistani	1
Scottish	2
South African	3
Tanzanian	3

## 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?

- The board reviews the IST Vision Statement annually in conjunction with 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?

- The IST Vision Statement is:
  - ✓ posted in all classrooms
  - ✓ listed in the front of the Parent Handbook
  - ✓ listed in the front of the Staff Handbook
  - ✓ published in the Student Link Book
- We distribute IB produced information booklets to all incoming parents; however the IBO Mission Statement is not included in them.

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

- Acknowledging diversity through:
  - ✓ multiple nationality teacher recruitment
  - ✓ requiring study of foreign language from EC through Grade 5
  - ✓ Units of Inquiry about belief systems, cultures and families, different countries and ethnicities
- Celebrating diversity through:
  - ✓ International Week
  - ✓ World Languages Week
  - ✓ Encouraging parents to share cultural traditions with classes
- Supporting International-mindedness by:
  - ✓ Demonstrating cultural tolerance
  - ✓ Respecting and honouring different points of view

### The standards and practices

*Please select the appropriate box.*

<b>Standard A1</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
<b>There is close alignment between the educational beliefs and values of the school and those of the programme.</b>		✓

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
1. The school is committed to the principles defined in the IBO mission statement.				✓
2. The school is committed to developing in students the qualities, attitudes and characteristics described in the IB learner profile.				✓
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.				✓
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).				✓
5. The school is committed to continuous improvement.				✓
6. The school promotes student inquiry and the development of critical-thinking skills.			✓	
7. The school provides a climate that encourages positive innovation in implementing the philosophy of the programme.			✓	

### **The statement of conclusions**

#### **Strengths:**

<ul style="list-style-type: none"> <li>• <b>The IST Vision Statement</b> is very closely aligned with the IB Mission Statement.</li> <li>• <b>The Learner Profile</b> is truly integrated across the school and the curriculum. All teachers are well-versed in the language and it can be frequently heard in both teacher and student discussions and found in reporting.</li> <li>• <b>Communicating about the PYP</b> - We currently offer one parent workshop per month based on different aspects of the PYP curriculum. There is also one informative session on PYP with the Board per year. All parents are given a PYP information brochure upon admissions application. The</li> </ul>
---

fundamentals of the PYP are featured in the IST Elementary Handbook, which is distributed to all IST Elementary families. Articles on teaching and learning in the PYP are regularly run in Essentially Elementary, our weekly newsletter. New teachers and teaching assistants are offered in-service to familiarize them with the PYP at IST. All teachers receive a copy of “Making the PYP Happen” and are encouraged to refer to it often.

- **Acknowledging, celebrating and supporting international-mindedness and cultural and ethnic diversity.**

**Practices in need of strengthening:**

- **Encouraging Critical Thinking Skills** - We need more in-service, action research and professional conversation about critical thinking skills. We need to deepen our Units of Inquiry to make sure all of the strands of the PYP Knowledge and Skills are taught. We also need to make sure our essential questions and concepts are really “big ideas”, rather than common assumptions designed to support fun classroom projects for assessment. We need to continue to ask the question, “What do we think is important for students to know?”.
- **Increase focus on Inquiry Learning.**
- **Continue work to tie more action/community service to Units of Inquiry for authenticity.**

**Proposals for improvement:**

**See separate action plan for full proposals**

- In-service, action research, professional conversation (critical thinking skills and inquiry).
- Review and deepen our UOI to ensure essential questions and concepts are really “big ideas”.
- Assign TAs to translate Learner Profile into Kiswahili and other language teachers into Spanish and French.
- Request database of Learner Profiles in different languages from the IB and offer Kiswahili translation.
- Every Grade to have one definite community service (CS) focus within the CS scope and sequence.
- Every Grade to incorporate at least one action component into every Unit of Inquiry through activity or assessment.
- Actions occurring recorded in the school newsletter or displayed.

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

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
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.			✓	
2. The school expects and promotes a commitment to international understanding and responsible citizenship on the part of the adults in the school community.			✓	
3. The school encourages learning that fosters responsible citizenship and international-mindedness.			✓	
4. The school encourages student learning that strengthens the student's own cultural identity, and celebrates and fosters understanding of different cultures.			✓	
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.				✓
6. The school develops a climate of open communication and careful expression of ideas, attitudes and feelings.				✓
7. The school provides resources that offer access to different cultures, perspectives and languages.			✓	
8. The school provides a safe, secure and stimulating environment based on understanding and respect.				✓
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.				✓
10. The school supports members of its community for whom the school's language of instruction is not their mother tongue.				✓

Practices	Degree of implementation			
	Low	→	High	
<b>Common:</b>				
11. Where possible, the school ensures access to global information and recognizes the potential for wider communication through the 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.		✓		

### The statement of conclusions

#### Strengths:

<ul style="list-style-type: none"> <li>• <b>Opportunities for Global Awareness</b> – these are created through our units of inquiry which are designed with an international and diverse community in mind. It is also achieved through community service which is an integral part of school life here at IST, and through assemblies, highlighting important occasions such as UN Day, Diwali and Eid. It is also reflected in the kind of books we order for the library and classrooms, in music and dance and specialist lessons.</li> <li>• <b>Communication</b> - we encourage children to express their thoughts, feelings and opinions through class meetings and the student council. There are several forums for parents to communicate, e.g. grade coffee mornings, open board meetings, parent group meetings, counsellor sessions. Teachers have means of communication through the Teacher Association, they have representatives on the Board and access to the Senior Management Team.</li> <li>• <b>Safety and security</b> is implemented through various means such as guards at every entrance, teachers on duty, adequate lighting around campus in the evening, emergency evacuation plans, phone trees for contacting parents and teachers, fire drills, ID badges and signage.</li> <li>• <b>Languages Offered</b> - the host country language (Kiswahili) is taught in the school from EC onwards and additional languages (French &amp; Spanish) are offered as an option from Grade 3. We support and encourage parents to maintain their mother tongue in a variety of ways; bilingual books in the library and classes, EAL parent workshops, language lessons on campus (Dutch, Swedish, Hindi, Japanese, Kiswahili)</li> <li>• <b>English as an Additional Language</b> - we provide opportunities for members of the school community to learn English as an Additional Language. For students, we provide specific EAL programmes for each Grade, amalgamating in-class support and pull-out sessions for those whose first language is not English. We also provide English support for staff and parents after school. Teachers are encouraged to be trained in the ‘ESL in the Mainstream’ course and the school aims to hire and retain qualified EAL teachers.</li> <li>• <b>ICT Development</b> - the school has 24 hour Internet access. Its computers are upgraded every two years and we subscribe to several research websites and tools which enable children to recognise the potential of information exchange through the World Wide Web. Each classroom is equipped with two computers and the school aims to increase this to six per room. We have two fully equipped ICT</li> </ul>
--

labs, with 100 portable laptops arriving in May/June to create a laboratory available to use in all classrooms. The aim of the school is to have a Smart board in each classroom within the next 18 months. The ICT coordinator takes an active role in planning the units of inquiry with each grade team to ensure integration and appropriate use of ICT.

**Practices in need of strengthening:**

- **International Network of IB Schools** - the school needs to take advantage of the international network of IB schools teaching the same programme through e-mail or personal exchanges and attendance at conferences and workshops.

**Proposals for improvement:**

*See separate action plan for full proposals*

- ICT workshop to explore the IB Online Curriculum Centre.
- Explore how AISA could help teachers to network within Africa.
- Make links with other experienced PYP schools in Africa.
- Explore options for professional development opportunities where teachers can extend visits to other international schools to supplement attendance at IB workshops.

## Section B: organization

### The school

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

- Grade team leaders have replaced the PYP team in order to have a collective body with representation at all Grade levels. This change has increased efficiency and communication throughout the school. (Administration together with Grade leaders and department heads/coordinators make up the 'Elementary Council').
- The school now employs a full time PYP Coordinator who is not assigned a teaching load. With the schools increased enrolment, this allows time for the necessary meetings and responsibilities of the PYP Coordinator.
- Common planning time has increased to a minimum of 80 minutes per week. All classroom teachers in Grades 3, 4, and 5 have seven additional 40 minute periods of common planning time each week if necessary.
- EAL and Special Needs students now receive support from qualified and experienced teachers for their specific needs. In the past, one teacher was assigned to a Grade level and provided support to all the students in need, regardless of their training and areas of expertise.

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

- The curriculum is reviewed on a regular basis and has been a focus for the past 2 years. A committee working group (including the PYP Coordinator) is currently redeveloping curriculum documents for Language Arts.
- All professional development is focused on curriculum development. In the past three years we have had a number of consultants in school to work with teachers on; a) reading and writing continuums and assessment; b) DRA training and interactive read-aloud; and c) the 6 traits of writing.
- Recent work has been focused on the development of: a) a language arts scope and sequence document; b) revision of the Content and Skills document for science and social studies (connected to all units of inquiry); and c) language and literature agreements.
- A curriculum review cycle is in place that reflects a reasonable time line for re-visitation of each curricular area.

### The standards and practices

*Please select the appropriate box.*

<b>Standard B I</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
<b>The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.</b>		✓

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
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.			✓	
2. Senior management regularly informs the governing body about the ongoing implementation and development of the programme.			✓	
3. The school has systems for implementing and monitoring the programme with input from all constituencies, including students.		✓		
4. The school's goals, strategies, time lines and accountabilities are available in written form to all members of the school community.		✓		
5. The school builds an understanding of, and support for, the programme throughout the school community.			✓	
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.			✓	
7. The school has appointed a programme coordinator with sufficient support and resources to carry out the responsibilities of the position.			✓	
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.			✓	
9. There is a process for monitoring the work of the programme coordinator in accordance with the programme coordinator's job description.				✓

Practices	Degree of implementation		
	Low	→	High
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.			✓
11. The school provides staff who are appropriately qualified and trained to teach the programme.		✓	
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 samples of student work).		✓	
13. Time for collaborative planning and reflection is built into all teachers' schedules.		✓	
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.		✓	
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).			✓
16. The school provides learning environments and opportunities for learning that support the pedagogy of the programme.			✓
17. The school allocates appropriate print and electronic resources to support the teaching of the programme.			✓
18. The school recognizes and promotes the role of the library/media centre in the implementation of the programme.			✓
19. The school provides specialist equipment (for example, scientific, technological) where needed to implement the programme safely and effectively.			✓
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.		✓	
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.		✓	
22. The school has systems in place to guide and counsel students whenever the need arises.			✓

Practices	Degree of implementation		
	Low	→	High
<b>PYP:</b>			
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.)			✓

**The statement of conclusions**

**Strengths:**

- **IB-PYP professional development** – even though staff members are not always previously trained in the PYP when hired, the school is committed to providing authorized IB-PYP professional development training for all teaching staff. The Professional Development committee gives full financial support for IB workshops. In-house PYP training workshops are conducted with new staff and teaching assistants and where appropriate and necessary throughout the year.
- **Common Planning Time** - teachers have a minimum of 80 minutes of common planning time per week. Specialist teachers are invited to attend planning meetings to collaborate with teachers to support trans-disciplinary skills taught through the units of inquiry.
- **The PYP Coordinator** is full time with no teaching responsibilities. She is able to attend Grade team meetings bi-weekly, to evaluate and discuss the program and units of inquiry.
- **Reading Resources** - the school has a well-stocked reading room and subscribes to a variety of online resources. The library resources are improving and offer more up-to-date literature.
- **Counsellor Support** - the school has one full time and one part time counsellor who provide support for students, parents and teachers through workshops, small group meetings, and individual consultations. An additional counsellor role within Admissions makes an equivalent of two full time counsellors in school.
- **Languages Offered** - students are offered three language choices starting in Grade 3 (French, Spanish, Kiswahili) and attend 120 minutes per week. Students in Kindergarten through to Grade 2 receive 120 minutes of Kiswahili per week.

**Practices in need of strengthening:**

- **Curriculum Documentation** - the school is in the process of building and collating curriculum documentation in hard copy. This is taking time.
- **Shared Documentation** - the school’s goals, strategies, time lines and accountabilities are not all readily available in written form to all members of the school community.

**Proposals for improvement:**

*See separate action plan for full proposals*

- Roles for monitoring the programme will be defined by the Elementary Council to meet with specific targets and goals and give sufficient support for the PYP Coordinator (eg Grade level representatives for each curricular area).
- An increase in science and design technology equipment based on curriculum needs.
- Administration Team actively present their vision, philosophy and agendas together to the whole faculty.
- Increased PD training to be provided for staff regarding learning disabilities on a regular basis as part of a plan.
- Effective use of staff expertise and training in specialized areas.
- Once written curriculum has been developed and updated, it should be disseminated to school population via website, internal network and curriculum handbook.
- Encourage teachers to share lesson objectives with students and make these more public within classrooms.

## Section C: curriculum

### 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.

- Historically, at IST, a set of benchmarks for each Grade and each subject area were in place to inform teaching and learning. These benchmarks are still in place and used as a reference but a move to develop scope and sequences that inform teaching and are aligned to the PYP strands within each subject area has begun.
- Science, Social Studies and Language have begun to be developed at this point.
- Mathematics is under discussion after 2 staff members attended 'The Role of Math in the PYP' workshop in 2008. The Everyday Maths resource, our existing benchmarks and the PYP strands and requirements will all need to be studied carefully at an appropriate time that fits our curricular review cycle.
- An Additional Language scope and sequence was worked on in SY 2007/08 with the Principal but needs further follow up with the Foreign Languages Team and the PYP Coordinator.
- Other scope and sequence documents rely on individual teachers' previous experience and preference and need follow up by the PYP Coordinator to ensure best practice and a whole school format for future staff (long term plan).
- The IB's expectations to record planning of single-subjects on The IB Planner will need to be studied and worked with on a minimum requirement level to achieve a first step this year.

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.

- N/A

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

- Units of inquiry are created due to trans-disciplinary themes, curriculum focus (science, social studies, maths or language) and teachers' previous experience.
- Units of inquiry are also selected (or deselected) due to whole school articulation and gaps in the curriculum according to PYP strands and elements.
- The Program of Inquiry is reviewed regularly during Grade team planning and reflections and as a whole school in Term 4 before the start of the following academic year.

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

- Weekly Grade team planning (bi-weekly with the PYP Coordinator).
- Weekly department planning (specialists).
- The PYP Coordinator communicates with the whole faculty on a weekly basis through faculty meetings, informal briefings and e-mail.
- The PYP Coordinator meets with Grade team leaders and department leaders on a regular basis.

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

- Currently, there is a transition between a previous method for single-subject teacher collaboration with classroom teachers to a new method. This is to ensure collaboration is meaningful and valued. The development of the units of inquiry was, on the whole, carried out by Grade teams and simply shared with specialists. It is our hope to allow specialists the time to engage in discussions with Grade teams about units of inquiry with one unit per Grade as a required focus. PYP planners will also be made more readily available and sent to all relevant teachers at least 2 weeks before the start date to allow for feedback, ideas and questions.

### The standards and practices

Please select the appropriate box.

Standard CI	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.	✓	

Practices	Degree of implementation			
	Low	→	High	
<b>Common:</b>				
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).		✓		

Practices	Degree of implementation		
	Low	→	High
2. The curriculum is developed with consideration for students' previous learning experiences and future educational needs.			✓
3. The curriculum clearly identifies the skills, concepts, knowledge and attitudes to be taught over time.		✓	
4. The curriculum places appropriate demands on students according to their age and stage of development, and incorporates issues that are relevant to them.			✓
5. The curriculum encourages students to become aware of individual, local, national and global issues.			✓
6. The curriculum promotes all the attributes of the IB learner profile.			✓
7. The curriculum encourages students to develop strategies for 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.			✓
9. The curriculum provides opportunities for students to work both independently and collaboratively.			✓
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.			✓
12. The school takes advantage of local community organizations and the expertise of other adults to foster learning within the scope of the curriculum.			✓
13. Where appropriate, the curriculum provides for learning experiences to be made visible to others through displays, posters, public performances etc.			✓
14. The school actively supports the development of the mother-tongue language of all students.			✓
15. The school provides opportunities for students to learn at least one language in addition to their mother tongue.			✓

Practices	Degree of implementation			
	Low	→		High
<b>PYP:</b>				
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.				✓
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.				✓

## The statement of conclusions

### Strengths:

- **Promotion of IB learner profile** attributes as a whole school and within individual classrooms.
- **Opportunities for students to self assess**, reflect on their own learning and make individualised goals:
  - ✓ Student Led Conferences
  - ✓ Student created rubrics for self assessment
  - ✓ Portfolios – student chosen work
  - ✓ Goals created per term or semester depending on age
- **Student Directed Learning** - while each unit of inquiry has a skeleton framework and teacher initiated inquiry focused around the central idea, they each also allow for students to direct their own learning and present their ‘wonderings’ to their teachers and peers. Inquiry then moves in the direction the students wish as well as the teacher.
- **Classroom Organisation/Teacher Instruction** - students are given individual tasks when appropriate but classrooms are set up with collaboration in mind. Students are, for the most part, in socially mixed groups within classes and have ample opportunity to work in pairs, small groups or as a whole class. Teacher instruction in some areas also relies on rotating groups at ‘centre’ style activities.
- **Recognition of Cultural Diversity** - within the program of inquiry and throughout the year with special events and celebratory occasions, there are ample opportunities to discover and be sensitive to the many differences between students and groups of students:
  - ✓ International Week
  - ✓ World Languages Week
  - ✓ Fine Arts Week
  - ✓ Grade EC1/2 – Me and You
  - ✓ Grade K – I am What I am
  - ✓ Grade 1 – Ducking for Cover and Me, Myself and You
  - ✓ Grade 2 – Hapo Zamani Za Kali and Maasai and I
  - ✓ Grade 3 – Heroes and Eat Well, Be Well
  - ✓ Grade 4 – Children’s rights and responsibilities
  - ✓ Grade 5 – I Believe, You Believe and What’s Happening to Me?
- **Grade Meeting Time** - the PYP Coordinator regularly meets with Grade teams to review units of inquiry, changes to the overall Program of Inquiry and to ensure horizontal and vertical articulation of the program.
- **Local Community Connections** - the Elementary school has connections with the local community through after school activities, community service and unit related field trips.
- **Celebration, Reward and Recognition** - learning experiences are celebrated in many ways and made public as often as possible. This can be seen through the following:
  - ✓ Assemblies and performances
  - ✓ Displays in and out of the classroom
  - ✓ Newsletters
  - ✓ Website
  - ✓ In class recognition and reward systems
  - ✓ Portfolios
  - ✓ Student Led Conferences
- **EAL** - students are recommended and encouraged to speak their mother tongue language at home

and, when appropriate, in the classroom or playground. The Student Services team meets with parents when necessary to discuss the merits of this. A parent workshop was also presented in 2008 that will be planned as an annual event by the EAL Team.

- **Languages Offered** - students learn Kiswahili (host language) from EC1/2 and K (informally) and from Grades 1-5 (formally). From Grade 3, Spanish and French are also options unless English as an Additional Language takes precedence due to need.
- **The Program of Inquiry** is under regular review so that it is coherent and articulated. Horizontal and vertical articulation is looked at by all staff within teams. Science and Social Studies knowledge and skills are matched to each unit to ensure a balance of content and concepts across the school. This set of knowledge and skills has been aligned with the PYP strands (2008/09). Each Grade also has a PYP elements Program of Inquiry overview to ensure the 5 elements of the PYP are well balanced throughout the year through their units of inquiry (2008/09).
- **The Program of Inquiry** adheres to PYP regulations as it contains 6 units per Grade, per year.

**Practices in need of strengthening:**

- **Comprehensive, coherent curriculum** - the school is in the process of building and collating curriculum documentation in hard copy. This is taking time. Once ready, it needs to be made available to the whole school community. It will also be sure to include the concepts, knowledge and attitudes to be taught over time within a scope and sequence format.
- **Integration of subject-specific scope and sequences** – there needs to be a *systematic approach* to ensure integration of the specialist subjects' scope and sequences into the overall Program of Inquiry.

**Proposals for improvement:**

*See separate action plan for full proposals*

- Have professional discussion with staff on benchmarks and have administration share intentions.
- Science and Social Studies to be aligned with PYP documentation and units of inquiry.
- Develop a scope and sequence for each set of content and skills as it is taught (Science and Social Studies).
- Identify a coordinator or team of interested parties to lead the literacy curriculum development.
- Use existing documents (continuums, assessment calendars, PYP scope & sequence...) to develop S&S for literacy / language arts.
- Each specialist to identify one strong unit from each grade level with which to create links and be included in planning of this unit with 2-way brainstorming.

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

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
1. All teachers are provided with the appropriate documentation, including relevant IBO publications, in preparation for all planning activities.		✓		
2. Planning at the school takes place collaboratively.			✓	
3. Planning at the school enables all teachers to gain an overview of the students' whole learning experience.		✓		
4. Planning at the school is based on agreed expectations for student learning and in the context of a coherent programme.		✓		
5. Planning at the school accommodates a range of learning needs and styles, as well as varying levels of competencies.			✓	
6. Planning at the school addresses assessment issues throughout the planning process.			✓	
7. 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.			✓	
<b>PYP:</b>				
8. 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.			✓	
9. Planning at the school addresses all the essential elements (concepts, skills, knowledge, attitudes and action).			✓	
10. Planning at the school makes effective use of the PYP planning process across the curriculum and by all teachers.		✓		
11. Planning at the school includes provision for easy access to completed PYP planners.			✓	

Practices	Degree of implementation			
	Low	→		High
12. Planning at the school provides opportunities for students to be involved in planning for their own learning and assessment.			✓	
13. 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.			✓	

### The statement of conclusions

#### Strengths:

- **Common Planning Time** - we have double blocks of grade team common-planning time built into the timetables.
- **Collaborative Awareness** - the staff is ready and willing to meet collaboratively. The intention is there and most staff really want to take the time to plan.

#### Practices in need of strengthening:

- **Specialist Teacher Collaboration** - we struggle to find an effective way to meet and collaborate with specialists in order to best implement and integrate our Inquiry-based curriculum.
- **Maintaining the integrity of planning time** - no interruptions, other random business. The common planning time is not necessarily PYP-focused, and our time with the PYP Coordinator should be more geared towards planners and PYP discussion. Currently, we are inundated with other issues such as handwriting schemes and DRA (assessment) distribution.

#### Proposals for improvement:

**See separate action plan for full proposals**

- Unit planners shared with specialists at least 2 weeks in advance of the unit start date.
- Specialists are able to access Grade Year Plans which should be on a standardized, whole school format.
- Always have the planner open and visible at team meetings, making it the priority.
- First period of planning with PYP Coordinator only. Second half for housekeeping, specialists, other business on the agenda.
- All staff (new and returning) should attend a workshop and/or in-service discussing PYP planning at whole school level and at grade level after a minimum of 4 weeks into the term (time to settle in before beginning training).

<b>Standard C3</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
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.	✓	

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
1. Teaching and learning at the school builds on what students know and can do.			✓	
2. Teaching at the school allows students to become actively responsible for their own learning.			✓	
3. Teaching at the school uses a range and balance of teaching strategies to meet the objectives of the programme.			✓	
4. Teaching and learning at the school recognizes and reflects multiple perspectives.			✓	
5. 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.		✓		
6. Teaching and learning at the school is supported by a range of appropriate resources, including ICT.			✓	
7. Teaching at the school engages students as critical thinkers with developing views of their own.				✓
8. Teaching and learning at the school encourages students to take appropriate action in response to their own needs and the needs of others.			✓	
9. Teaching at the school meets the needs of students who are not proficient in the language(s) of instruction.			✓	
10. Teaching and learning at the school promotes the understanding and practice of academic honesty.			✓	
<b>PYP:</b>				

Practices	Degree of implementation		
	Low	→	High
11. Teaching at the school uses inquiry across the curriculum, and by all the teachers.			✓
12. Teaching at the school provides for grouping and regrouping students for a variety of learning situations.			✓
13. Evidence is collected of each student's engagement with inquiry in its various forms.			✓
14. 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.			

**\*system will not allow me to place a tick for Practice #14 – see hard copy.**

### The statement of conclusions

#### Strengths:

- **Inquiry/Critical Thinking Development** - our units lend themselves to inquiry and are linked to the trans-disciplinary themes, concepts and essential elements. Specifically, critical thinking skills are encouraged and applied and continue across Grades and units. Eg, Grade 5 'Who makes the Decisions' looks in depth at Perspective and Connectedness and positive results are visible.

#### Practices in need of strengthening:

- **Differentiation** - it is difficult to track the extent of differentiation within classrooms but the general feeling is that it should be revisited continually and addressed as an ongoing need, both in the areas of math and literacy. Lower ability students need to have continuous attention but the needs of higher ability children also need to be recognized.
- **Action** - as a crucial part of the PYP process, Action is the yard-stick of how international-minded our students have become. Often, the action portion of each unit is not fully explored due to time constraints and this action could be used as a part of the end of unit assessment. Action is also not reported on to a maximum extent..
- **EAL** – there used to be limited EAL specific time due to special needs and EAL departments being combined. Differentiation was a problem in the mainstream and there was no clear strategy for EAL teaching. This has recently changed and is in the process of improvement due to the two departments separating and providing in-class support as well as pull out sessions with students.

#### Proposals for improvement:

- See separate action plan for full proposals**
- Include a section on differentiation on unit planners / weekly planners to ensure differentiation is

addressed at the planning stage and collectively.

- Appoint Grade representatives to help oversee planning and differentiation within each section of the curriculum (eg maths, language, spelling, unit).
- Ensure new spelling programme is aligned with developed Literacy / Language scope and sequence.
- Differentiation workshop using bought resources specifically for this reason (ordered in 2007/08 and delivered in 2008/09)
- The EAL Team to develop a school wide strategy that clearly sets out common agreements on the team's role in the school and how it operates.
- The EAL team to work with senior school colleagues to establish a common assessment agreement between the two schools using both formal and informal assessment.

<b>Standard C4</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
<b>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.</b>		✓

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
1. There is a written assessment policy in place that is available to all sections of the school community.			✓	
2. Assessment at the school is viewed as being integral with planning, teaching and learning.			✓	
3. Learning expectations and integral assessment strategies are made clear to students and parents.	✓			
4. The school uses a balanced range of strategies for formative and summative assessment, which are reviewed regularly.			✓	
5. Learning at the school involves students in both peer- and self-assessment.		✓		
6. The levels of students' current knowledge and experience are assessed before embarking on new learning.			✓	
7. Students are provided with regular and prompt feedback to inform and improve their learning.			✓	
8. Assessment at the school provides students with regular opportunities for reflection on their own learning.			✓	
9. There are efficient systems for recording data about student learning, which are in keeping with the requirements of the programme.			✓	
10. The assessment process allows for meaningful reporting to parents about students' progress.			✓	
11. Assessment data is analysed to provide information about the individual needs of students.			✓	
12. Assessment data is analysed to inform the evaluation and subsequent modification of teaching and learning strategies.		✓		

Practices	Degree of implementation			
	Low	→	High	
<b>PYP:</b>				
13. Assessment addresses all the essential elements of the programme.		✓		
14. 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.	✓			
15. 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.			✓	

**The statement of conclusions**

**Strengths:**

- **Analysis of Assessment** - we believe these two points will become strengths due to recent professional development; Bonnie Campbell Hill and Carrie Ekey. Each grade has now made assessment grid which clearly layout assessments to be completed throughout the year.

**Practices in need of strengthening:**

- **Consistency** - there is a need for a mutual understanding of how to use ‘Teacher Note Books’ (filing system for assessments and anecdotal notes) to ensure consistent use, easy storage of and access to assessment data. There is also the need for school wide consistency on assessment, continuums, scope and sequence documents and planning methods.

**Proposals for improvement:**

- See separate action plan for full proposals*
- Make all teachers aware of documentation and expectations already in place at IST to allow for consistency.
  - Promote further use of rubrics to assess writing and other work across the school at all levels so that students are aware of what is expected of them.
  - Each term every child will set age appropriate goals for 1 – 3 learner profiles. These goals need to be measurable and evidence needs to be shown.

## **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?

IST currently has an organized system of inducting new students and families, both at the beginning of the year as well as throughout the year. The School Counsellor has a document that outlines these procedures to staff.

- Prior to first day of school at IST. At the beginning of the year prior to the start of school, IST conducts a New Family Orientation for all new parents and students. This is a time for families to tour the school, meet their new teacher, and learn about the details of daily life at IST. Throughout the school year, this orientation is done on an individual basis with a member of staff (admissions officer, principal, vice principal, student services coordinator, counsellor). Every child is assessed to make ensure that IST places them correctly and provides for special needs. Additionally, the Early Childhood classrooms provide a special transition for their young learners, staggering start dates for each child and allowing for family visits, which are one hour of one-on-one interview time for the teacher with every parent, and child in the classroom.
- Upon arrival in school. Every classroom at IST follows the “buddy system” and provides each new child with a “buddy” for at least the first week, to show the child around and give the child a playmate during down times and break times, which are very intimidating for new students who do not have a peer support group. The School Counsellors also organize and deliver “Welcome Group” meetings (both at the beginning of the year, and throughout the year, based on need) for all new students to process and talk through their feelings of grief about leaving their old life, and any feelings of fear and/or excitement about starting new at IST. During the ‘Welcome Group,’ students are provided with a detailed letter to take home to parents regarding transition, as well as a welcome activity booklet to record thoughts, feelings, and fears about being new. These booklets are also useful and appropriate for children who are new to English. In conjunction with the Welcome Groups, the Counsellors prominently display all new students’ photos, including a brief biography, on a popular “Welcome to IST” board. Counsellors also provide Parent and Faculty Workshops on such issues as Transition and Third Culture Kids to assist parents and teachers in helping their students transition smoothly to IST. PYP workshops are also another forum for parents to learn more about IST and meet other parents. The IST Parent Group is a valuable resource in helping parents settle in as they have an active part to play in organizing bus trips around Dar es Salaam for newly arrived parents, and question-and-answer coffee mornings.

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

IST provides an excellent climate that encourages students to participate in community service opportunities. There are a variety of community service activities that are infused into the units of inquiry. For example,

- ✓ Kindergarten – beach clean-up day (local)
- ✓ Grade 1 – reduce, reuse, recycle (local use of workshop)
- ✓ Grade 2 – deaf school connection (within Dar es Salaam)
- ✓ Grade 5 – Mikumi school connection (outside Dar es Salaam)
- IST’s After School Activity Program provides a variety of community service activities, such as

eco-warriors, activities with local orphanages, hospitals or special needs schools, and community sports and computer work with local schools. All Grade 5 students are required to participate in community service. IST also has a Community Service Coordinator who facilitates approximately 5 initiatives per year including Read to Feed Heifer Project, Fun Days with an orphanage and a donation project, such as the "Giving Tree" which was an initiative to donate needed items to a local orphanage and hospital.

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

- Students are observed by class teachers and mentors on how well they shared their knowledge and through what media.
- Every student has a booklet with specific guidelines to support them through the process of this study. Each inquiry covers all of the PYP key concepts with a specific focus from the unit called "A struggle to Share" under the trans-disciplinary theme, Sharing the Planet.
- Students concentrate on the PYP skills by using research skills, social skills for group work and interviews and demonstrating a process of thinking throughout the study.
- Students are required to demonstrate action in a variety of ways. For example, donating items, writing letters to organisations, preparing brochures, handouts and posters to communicate with the school community and beyond ( raising awareness and money for Dar Animal Haven - stray animals NGO).

**The standards and practices**

*Please select the appropriate box.*

<b>Standard D1</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
<b>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.</b>		✓

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
1. The school provides a climate in which students learn to respect and value self-initiated action.				✓

Practices	Degree of implementation			
	Low	→	High	
2. Opportunities are provided for students to develop the skills and attitudes that lead to taking action.			✓	
3. The school supports students in learning how to reflect on their experiences and make more informed, independent choices.				✓
4. The school provides opportunities for student action to be an integral part of the curriculum and/or an extension of the curriculum.			✓	

**The statement of conclusions**

**Strengths:**

- Students are encouraged to show respect towards each other.

**Practices in need of strengthening:**

- Finding ways to encourage students to want to take action of their own volition.

**Proposals for improvement:**

- See separate action plan for full proposals**
- Frontloading at the start of each unit of inquiry to spark enthusiasm and student initiated inquiry.
  - Forward planning to prepare for new units with resources, displays and focus points such as central ideas.
  - Every Grade to incorporate at least one action component into every Unit of Inquiry through activity or assessment.
  - Actions occurring recorded in the school newsletter or displayed.

<b>Standard D2</b>	<b>Requires significant attention</b>	<b>Shows satisfactory development</b>
<b>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.</b>	✓ *see note	

<b>Practices</b>	<b>Degree of implementation</b>			
	<b>Low</b>	<b>→</b>	<b>High</b>	
<b>Common:</b>				
1. Teachers/supervisors understand the requirements of the exhibition/personal project/extended essay and how to assess it.		✓		
2. Teachers/supervisors guide students through each phase of the process.				✓
3. Students are provided with formative feedback throughout the process.		✓		
4. 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.				✓
<b>PYP:</b>				
5. The exhibition is thoroughly planned well in advance and records are kept of the process.			✓	
6. All students are actively and productively involved in the exhibition from planning stages to the final presentation.				✓
7. The exhibition reflects all major features of the programme including evidence of the five essential elements.				✓
8. The exhibition incorporates a range of media and forms of expression (for example, written work, oral presentations, performances).				✓
9. The exhibition is shared with members of the wider school community (for example, governing body, parents, secondary				✓

Practices	Degree of implementation		
	Low	→	High
school colleagues and students).			
10. There is adequate assessment of and reflection on the exhibition, with opportunity provided for input from students, parents and teachers.	✓		
11. There is appropriate monitoring of the exhibition, and adequate records are kept of teacher collaboration and reflection.		✓	

### The statement of conclusions

#### Strengths:

- Well advertised, local community grade 5 (English medium ) schools visit and interact with our students, accessible to all ages especially the plays and other performances of songs, dances and puppetry, opportunity is given for the students to present their inquiries using a variety of media.

#### Practices in need of strengthening:

- Reflecting on the process – time needed to evaluate the process and products.

#### Proposals for improvement:

**See separate action plan for full proposals**

- The Exhibition will be held earlier May so that there is adequate time for reflection, assessment and action.
- Proposal for an official feedback form for parents, mentors, visiting teachers, administrators and Grade 5 team.
- 2 mentor training meetings – one before the exhibition starts and one a week into the preparation for any troubleshooting and sharing of concerns.
- Grade 5 teachers to communicate with their mentor volunteers to ensure students are meeting targets.

\*The 2008/09 Grade 5 Exhibition has not yet taken place as it is scheduled for May 2009. Therefore, areas for improvement in this section are based on last year's exhibition with proposals for improvement being put into action this year. We feel that this section will have shown 'satisfactory development' after this coming exhibition.

## 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:

After reading through each section separately, the PYP Coordinator then summarised these principal strengths for the purpose of this conclusion. They have been organised under the separate standards in order from A1 through to D2.

#### A1

- **The IST Vision Statement** is very closely aligned with the IB Mission Statement.
- **The Learner Profile** is truly integrated across the school and the curriculum, including reporting.
- **Communicating the PYP** - We currently communicate the PYP in many different ways; parent workshops, information booklets, newsletters, in-service training and IB published documents.
- **Acknowledging, celebrating and supporting international-mindedness and cultural and ethnic diversity.**

#### A2

- **Global awareness** through the following; Units of inquiry and Community Service, assemblies, resources and special occasions.
- **Communication** with parents and teachers through several means; coffee mornings, board meetings, parent group meetings, counsellor sessions, teacher association, board representatives and SMG.
- **Safety and security** is a priority with the following in place; guards, duty teachers, lighting, fire drills, communication trees, evacuation plans, ID badges and signage.
- **Languages offered** – foreign languages are offered from K through to Grade 5. Kiswahili, French and Spanish are all taught at Elementary and the mother tongue is encouraged at home.
- **English as an Additional Language** – in-class support is provided as well as pull-out sessions as necessary for students. Lessons to support staff and parents are also offered. ESL in the Mainstream professional development course is offered each year.
- **ICT Development** – 24 hour Internet access, upgraded computers (every 2 years), Smart-board plans for every classroom, plans for additional computers in every classroom, 100 laptops for portable labs (June 2009) and 2 fully equipped ICT labs.

#### B1

- **IB (PYP) Professional Development Training** – full funding is given to teachers who attend workshops given by the IBO and in-house training is given to new staff and throughout the year as

necessary.

- **Common Planning Time** - double blocks of time that amount to 80 minutes are given to each Grade team per week for suitable planning.
- **PYP Coordinator** – this position is full time with no classroom responsibilities. She is available to attend Grade planning meetings bi-weekly.
- **Counsellor Support** – two counsellors are employed for students, teachers and parents plus an additional counsellor role within the admissions section.

#### C1

- **Student Self-reflection** – opportunities are given for students to reflect on learning and make individual goals throughout the year.
- **Student directed learning** – inquiry based learning takes place throughout the school where plans are subject to change depending on students' *wonderings* and prior knowledge.
- **Classroom organisation/Teacher Instruction** – collaboration among students is promoted through seating arrangements, mixed ability and social groupings and a variety of lesson styles.
- **Local Community connections** – after school activities, community service, units of inquiry and field trips.
- **Celebration, reward and recognition** – learning experiences are shared throughout the school community in a variety of ways
- **Curriculum Review** – the Program of Inquiry is under constant review as well as other curricular documents that are being aligned with PYP expectations, strands and 5 essential elements.
- **Program of Inquiry** – adheres to PYP regulations with all Grades (apart from EC1/2) having 6 units of inquiry per school year.

#### C2-4

- **Collaborative Outlook** – staff aware of need for collaboration and are willing to embrace this practice with a new system for integration.
- **Inquiry** – good links are made between the topics of our units of inquiry and the 5 PYP essential elements (themes, key concepts, skills, attitudes, traits). Separate elements are studied in depth so that critical thinking skills can be encouraged and then applied.
- **Assessment Calendars** – Grades have made and use assessment grids which clearly lay out all assessments to be completed throughout the school year.

#### D1-2

- **Respect** – there is an atmosphere of respect in school that is encouraged in our students in a variety of ways.

#### D2

- **Exhibition Advertisement** – the final exhibition is well advertised to the local community schools that visit and interact with our Grade 5 students.
- **Presentation** – students have the opportunity to be creative and showcase their learning through a wide variety of mediums.

**Principal practices in need of strengthening:****URGENT**

- **Units of Inquiry** – review all lines of inquiry and central ideas/key concepts to ensure these are ‘big ideas’ and conceptually based. (A1)
- **Comprehensive, coherent curriculum** - the school is in the process of building and collating curriculum documentation in hard copy. This is taking time. Once ready, it needs to be made available to the whole school community. It will also be sure to include the concepts, knowledge and attitudes to be taught over time within a scope and sequence format. (C1)
- **Integration of subject-specific scope and sequences** – there needs to be a *systematic approach* to ensure integration of the specialist subjects’ scope and sequences into the overall Program of Inquiry. (C1)
- **Specialist Collaboration** – an effective way for classroom teachers to collaborate and meet with specialists needs to be discussed as a staff and agreed upon. This will support the implementation of a truly integrated curriculum. (C2)

**HIGH**

- **Professional Development** - In-service based on Critical Thinking Skills (A1)
- **Inquiry Learning** – increase the focus on inquiry in the classroom. (this has been flagged as something to add to our repeating annual Professional Development subjects for staff). (A1)
- **International IB School Network** – the school should take more advantage of networking with IB schools teaching similar units of inquiry and the PYP in general. (A2)
- **School wide issues** – there needs to be more consistency on assessment, reporting, continuums, scope and sequence documentation and planning documentation. Grade agreements are in progress to ensure mutual understanding across the school. (C4)
- **Exhibition** – the process and products of the Grade 5 Final Exhibition need to be reflected on more fully and evaluated by all members of the school community involved. (D1)

**MEDIUM OR ALREADY BEING ACTIONED**

- **Community Service** – continue to tie more action and community service into the Program of Inquiry. (A1)
- **Common Planning Time** – maintaining the integrity of planning times and having PYP related items high on the agenda with fewer pieces of random business. (C2)
- **EAL** – There was limited EAL specific time due to special needs and EAL departments being combined. Differentiation was a problem in the mainstream and there was no clear strategy for EAL teaching. This has recently changed with the departments being separated and more in-class support being provided. (C3)
- **Differentiation** - it is difficult to track the extent of differentiation within classrooms but the general feeling is that it should be revisited continually and addressed as an ongoing need, both in the areas of math and literacy. Lower ability students need to have continuous attention but the needs of higher ability children should also be recognized and acted upon. Resources have been bought for staff in-service and this has been flagged as an annual staff professional development subject. (C3)
- **Action** - as a crucial part of the PYP process, Action is the yard-stick of how international-minded our students have become. Often, the action portion of each unit is not fully explored due to time constraints and this action could be used as part of the end of unit assessment. Action is also not

reported on to a maximum extent, especially outside of school. (C3)

- **Availability of School Plans** - the school's goals, strategies, time lines and accountabilities are not all readily available in written form to all members of the school community. (B1)

**Principal proposals for improvement:**

**URGENT**

- **Units of Inquiry** –  
Review and deepen our Units of Inquiry to ensure essential questions and concepts are really “big ideas”.  
An increase in science and design technology equipment based on curriculum needs.  
Science and Social Studies to be aligned with PYP documentation and units of inquiry.
- **Comprehensive, coherent curriculum and integration of subject-specific scope and sequences** –  
Transparent curriculum handbook for all.  
Have professional discussion with staff on benchmarks and have administration share intentions.  
Science and Social Studies to be aligned with PYP documentation and units of inquiry.  
Develop a scope and sequence for each set of content and skills as it is taught.  
Identify a coordinator or team of interested parties to lead the literacy curriculum development.  
Use existing documents (continuums, assessment calendars, PYP scope & sequence...) to develop S&S for literacy / language arts.  
Ensure new spelling programme is aligned with developed Literacy / Language scope and sequence.
- **Specialist Collaboration** –  
Roles for monitoring the programme will be defined by the Elementary Council to meet with specific targets and goals and give sufficient support for the PYP Coordinator.  
Each specialist to identify one strong unit from each grade level with which to create links and be included in planning of this unit with 2-way brainstorming.  
Unit planners shared with specialists at least 2 weeks in advance of the unit start date.  
Specialists to be able to access Grade Year Plans which will be on a standardized, whole school format.

**HIGH**

- **Professional Development based on Critical Thinking Skills and Inquiry Learning** -  
In-service, action research, professional conversation.
- **International IB School Network** –  
ICT workshop to explore the IB Online Curriculum Centre.  
Explore how AISA could help teachers to network within Africa.  
Make links with other experienced PYP schools in Africa.  
Explore options for professional development opportunities where teachers can extend visits to other international schools to supplement attendance at IB workshops.
- **School wide issues** –  
Make all teachers aware of documentation and expectations already in place at IST to allow for

consistency.

Promote further use of rubrics to assess writing and other work across the school at all levels so that students are aware of what is expected of them.

Encourage teachers to share lesson objectives with students and make these more public within classrooms.

All staff (new and returning) should attend a workshop and/or in-service discussing PYP planning at whole school level and at grade level after a minimum of 4 weeks into the term.

Each term every child will set age appropriate goals for 1 – 3 learner profiles. These goals need to be measurable and evidence needs to be shown.

- **Exhibition** –

Hold exhibition in May so there is adequate time for reflection, assessment and action.

Adopt an official feedback form for parents, mentors, visiting teachers, administrators and Grade 5 team.

Hold two mentor training meetings – one before the exhibition starts and one a week into the preparation for any troubleshooting and sharing of concerns.

Grade 5 teachers to communicate regularly with their mentor volunteers to ensure students are meeting targets.

#### MEDIUM OR ALREADY BEING ACTIONED

- **Community Service** –

Every Grade to have one definite community service focus within the scope and sequence.

- **Common Planning Time** –

Always have the planner open and visible at team meetings, making it the priority.

First period of planning with PYP Coordinator only. Second half for housekeeping, specialists, other business on the agenda.

- **EAL** –

The EAL Team to develop a school wide strategy that clearly sets out common agreements on the team's role in the school and how it operates.

The EAL team to work with senior school colleagues to establish a common assessment agreement between the two schools using both formal and informal assessment.

Assign TAs to translate Learner Profile into Kiswahili and other language teachers into Spanish and French.

Request database of Learner Profiles in different languages from the IB and offer Kiswahili translation.

- **Differentiation** –

Include a section on differentiation on unit planners / weekly planners to ensure differentiation is addressed at the planning stage and collectively.

Appoint Grade representatives to help oversee planning and differentiation within each section of the curriculum (eg maths, language, spelling, unit).

Differentiation workshop using bought resources specifically for this reason (ordered in 2007/08 and delivered in 2008/09)

Increased PD training to be provided for staff regarding learning disabilities on a regular basis as part of a plan.

Effective use of staff expertise and training in specialized areas.

- **Action** –  
 Every Grade to incorporate at least one action component into every Unit of Inquiry through activity or assessment.  
 Actions occurring recorded in the school newsletter or displayed.  
 Frontloading at the start of each unit of inquiry to spark enthusiasm and student initiated inquiry.  
 Forward planning to prepare for new units with resources, displays and focus points such as central ideas.
- **Availability of School Plans** –  
 Once written curriculum has been developed and updated, it should be disseminated to school population via website, internal network and curriculum handbook.  
 Administration Team actively present their vision, philosophy and agendas together to the whole faculty.

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.

Programme coordinator's signature:	Jill Lawson
School principal's signature:	Susan Peacock
Summary comments from the head of the school:	<p>As an IB World School, the International School of Tanganyika is committed to delivering the best possible PYP education to its students. Our values are very much aligned with the IB Mission Statement in our dedication to promoting intercultural understanding and fostering active and compassionate learners. We trust that through the process of this self-study, we are moving closer to our goal of delivering an educational program in line with the highest standards of the PYP.</p> <p>The self-study reaffirmed our need for:</p> <ul style="list-style-type: none"> <li>• A well documented, articulated and integrated curriculum which can lead to the strengthening of the Units of Inquiry</li> <li>• A well developed understanding of critical thinking and inquiry</li> <li>• A well defined process for carrying out the Grade 5 Exhibition</li> <li>• A thorough implementation of the action component in the Units of Inquiry.</li> </ul> <p>The self-study allowed us to acknowledge and celebrate our work in the areas of:</p> <ul style="list-style-type: none"> <li>• Communicating and integrating the Learner Profile throughout the program and the community</li> <li>• Our communication with the extended IST community</li> <li>• Our sense of collaboration to support learning</li> <li>• Our general atmosphere of respect for ourselves and others</li> <li>• Our promotion of increased global awareness through appreciating and celebrating diversity, and promoting foreign languages and mother tongue languages</li> </ul> <p>Our commitment to the PYP, as conveyed to the students and the greater community</p>

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

David Shawver

## PYP appendices

### Appendix I: classes in the PYP section

Name of teacher	Grade/year	Age of students	Class name	Number of students
Gillian Latiff Samantha Cook Kate Gunn	<b>EC1/2</b>	<b>3-5</b>	<b>ECL ECC ECG</b>	<b>48</b>
Julie Overly Kelly Fenton Mentzia van der Linde	<b>Kindergarten</b>	<b>5-6</b>	<b>Kg.O Kg.F Kg.L</b>	<b>66</b>
Alefiyah Adamjee Lara Nikitas Ellen Claessens Paula Heenan	<b>G1</b>	<b>6-7</b>	<b>1A 1N 1C 1H</b>	<b>88</b>
Anne McAra Kate Bond Susan Giles	<b>G2</b>	<b>7-8</b>	<b>2M 2B 2G</b>	<b>70</b>
Peter Kowbel Richard Wainwright Christy Heitmiller	<b>G3</b>	<b>8-9</b>	<b>3K 3W 3H</b>	<b>72</b>
Antonio Orlando Carrie Wood Swarn Lamba Mona Kawra	<b>G4</b>	<b>9-10</b>	<b>4O 4W 4L 4K</b>	<b>75</b>
Ros Moore Alexandra Roosenburg Karen Naiman Jennifer Kremer	<b>G5</b>	<b>10-11</b>	<b>5M 5R 5N 5K</b>	<b>74</b>

Figures as of 17<sup>th</sup> February 2009

\*see page 51 for list of subject specialists

## Appendix 2: weekly time allocations for single-subject teaching by grade level

### Notes:

1. **IT** – From EC1/2 through Grade 2, lessons are taught by the IT Coordinator with the class teacher present and 1 x 40mins per week, per class is the minimum requirement. The IT labs are free at other times for additional use as needed by the classroom teacher.
2. **IT** – From Grade 3 through Grade 5, lessons in the IT labs are fully integrated into the curriculum with the IT Coordinator acting more as a facilitator or consultant for the classroom teacher. Lessons are booked one or two weeks in advance and vary depending on the needs of each Grade/class.
3. **Kiswahili** – In EC1/2, Kiswahili is taken by the classroom assistant for approximately 3 x 10 mins per week, per class. The single subject Kiswahili teacher only teaches from Kindergarten through Grade 5.

PYP appendices

	Total number of teachers working with age groups per week	PE (including swimming)	Music	Library	Language Kiswahili	Language Spanish	Language French	IT* (see notes)	Art
3–4s 4–5s EC 1/2 3 classes	7	9 x 40	6 x 40	3 x 40	**9 x 10 (see notes)			*3 x 40	6 x 40
5–6s Kinder 3 classes	8	9 x 40	6 x 40	3 x 40	9 x 40			*3 x 40	6 x 40
6–7s Grade 1 4 classes	8	12 x 40	8 x 40	4 x 40	12 x 40			*4 x 40	8 x 40
7–8s Grade 2 3 classes	9	9 x 40	6 x 40	3 x 40	9 x 40			*3 x 40	6 x 40
8–9s Grade 3 3 classes	10	9 x 40	6 x 40	3 x 40	9 x 40	9 x 40	9 x 40	*Variable	6 x 40

PYP appendices

---

<b>9–10s</b> Grade 4 4 classes	<b>10</b>	<b>12 x 40</b>	<b>8 x 40</b>	<b>4 x 40</b>	<b>12 x 40</b>	<b>12 x 40</b>	<b>12 x 40</b>	<b>*Variable</b>	<b>8 x 40</b>
<b>10–11s</b> Grade 5 4 classes	<b>9</b>	<b>12 x 40</b>	<b>8 x 40</b>	<b>4 x 40</b>	<b>12 x 40</b>	<b>12 x 40</b>	<b>12 x 40</b>	<b>*Variable</b>	<b>8 x 40</b>

### Appendix 3: PYP staff training

Please indicate what IBO-approved PYP professional development and training the members of your teaching staff have received since authorization or the last evaluation visit.

	<b>Name</b>	<b>Regional workshops: place/date/ number of days</b>	<b>In-school workshops: date/number of days</b>
<b>Primary school principal</b>	Susan Peacock (P)	Pedagogical Leadership – 3 days, Bangkok – May 2008	
<b>Primary school Vice Principal</b>	Jason Grandbois (VP)	Pedagogical Leadership – 3 days Hong Kong - 2008	
<b>PYP Coordinator</b>	Jill Lawson	Making the PYP Happen – 3 days, Lusaka – October 2007	
		Pedagogical Leadership – 3 days, Bangkok – May 2008	
<b>Year/grade 3–4 years/4–5 years</b>	Kate Gunn	Inquiry – 2002 Early Childhood – 3 days, Hilversum - 2007	
	Sam Cook	Early Childhood – 2006 Workshop Leader Training, Modena, April 2008	
	Gillian Latiff	Reading, Writing and Inquiry 2006	
<b>Year/grade 5–6 years</b>	Julie Overly	Making the PYP Happen – 3 days, Lusaka – October 2007	
	Kelly Fenton	Collaborative Planning in the PYP – 3 days, Portugal - 2008	
	Mentzia van der Linde	Making the PYP Happen – 3 days, Lusaka – February 2009	
<b>Year/grade 6–7 years</b>	Lara Nikitas	Level 2 Beginners Workshop – 3 days, 2006 Pedagogical Leadership – 3 days, Kuala Lumpur – Feb. 2009	
	Ellen Claessens	The Role of Math in the PYP – 3 days Hong Kong - 2008	
	Alefiyah Adamjee	Making the PYP Happen – 3 days Hong Kong – March 2009	
	Paula Heenan		

	<b>Name</b>	<b>Regional workshops: place/date/ number of days</b>	<b>In-school workshops: date/number of days</b>
<b>Year/grade 7–8 years</b>	Anne McAra	Inquiry, 2002 Collaborative Planning in the PYP – 3 days, Portugal - 2008	
	Susan Giles	The Role of Math in the PYP – 3 days Mumbai – November 2008	
	Kate Bond	Making the PYP Happen – 3 days Munich – June/July 2008	
<b>Year/grade 8–9 years</b>	Peter Kowbel	Making the PYP Happen – 3 days, Lusaka – October 2007	
	Richard Wainwright	Beginning to Make it Happen in the Classroom, 2006	
	Christy Heitmiller	Making the PYP Happen – 3 days Mumbai – November 2008	
<b>Year/grade 9–10 years</b>	Antonio Orlando	Making the PYP Happen – 3 days, Lusaka – October 2007	
	Swarn Lamba	Beginning to Make it Happen – 2000 PYP Exhibition – 2003 Teaching and Learning – 3 days, Singapore - 2008	
	Carrie Wood	Social Studies, Science and Inquiry – 3 days, 2006	
	Mona Kawra	Making the PYP Happen – 3 days, Lusaka – February 2009	
<b>Year/grade 10–11 years</b>	Jenny Kremer		
	Ros Moore	Making the PYP Happen – 3 days Mumbai – November 2008	
	Karen Naiman	Reading, Writing and Inquiry - 2005	
	Alex Roosenberg	Making the PYP Happen – 3 days, Lusaka – October 2007	
<b>Art</b>	Aljosja Roels		
	Minal Ramaiya	Arts and Inquiry - 2004	
<b>Music</b>	Janet Silburn	The Role of the Arts – 3 days, Singapore - 2008	
	Joy Osundwa	The Role of the Arts – 3 days, Singapore - 2008	
<b>Kiswahili</b>	Evans Haule	Teaching and Learning - 2005	

	<b>Name</b>	<b>Regional workshops: place/date/ number of days</b>	<b>In-school workshops: date/number of days</b>
	Rose Mugunda	Teaching and Learning - 2007	
<b>Spanish French</b>	Tamara Peterson	Making the PYP Happen – 3 days, Lusaka – February 2009	
	Soukeina Tharoo		
<b>Student Services (EAL and Special Needs)</b>	Louise Saddington (SN)	Making the PYP Happen – 3 days, Lusaka – October 2007	
	Tammy Schaapharder (SN)		
	Jess Tweedie (EAL)	Making the PYP Happen – 3 days Munich – June/July 2008	
	Cassie Wangness (EAL)	Making the PYP Happen – 3 days, Lusaka – October 2007	
	Katie Fowle – part time (EAL)		
	Emma Davies (EAL)	Assessment in the PYP – 3 days Kuala Lumpur – Feb. 2009	
	Tamsyn Tate – part time (EAL)		
<b>Physical education</b>	Cameron McHale	Making the PYP Happen – 3 days Mumbai – November 2008	
	Neil Cook	ECIS and School Visit – 3 days, Nice - 2006	
	Sue Turner – part time		
	Ans Sleutjes – part time		
<b>Library/media centre staff</b>	Diane Wagner		
<b>Counsellors</b>	Katie Kersey	Internationalism – 3 days 2007 Pedagogical Leadership – 3 days, Kuala Lumpur – Feb. 2009	

	<b>Name</b>	<b>Regional workshops: place/date/ number of days</b>	<b>In-school workshops: date/number of days</b>
	Marine de Labriolle – part time	Making the PYP Happen – 3 days, Lusaka – February 2009	
<b>IT Coordinator</b>	Tenley Newcomb		

**Intended professional development over the next year:**

**Karen Naiman:** International Mindedness in the PYP (July 2009) – provisionally registered

**Evans Haule:** International Mindedness in the PYP (July 2009) – provisionally registered

**Minal Ramaiya:** 3-5 Year Olds and the PYP (November 2009) – provisionally registered

**New members of staff 2009/10:** Making the PYP Happen – as funds allow and regional workshops open up

**In-house Professional Development:**

Backwards By Design – sourced externally

Differentiation – sourced internally

Revisit existing initiatives within IST – Classroom libraries, 6 Traits and Writing Process, Continuums

**Appendix 4: transdisciplinary units of inquiry**

Age of students	Number and title of units of inquiry taught	Teaching staff involved in planning the units
<p><b>3–4 years</b> <b>4–5 years</b></p>	<p><u><i>Year A – 2008/09</i></u>            1. Me and You            2. Materials...            3. Patterns Everywhere            4. Me and My Classroom            5. Is it Alive?</p> <p><u><i>Year B- 2009/10</i></u>            1. This is Me            2. Where we come from, where we live now            3. Hadithi Hadithi            4. Shadows and Reflections            5. Me and My Classroom</p>	<p>PYP Coord. – Jill Lawson            Gillian Latiff            Samantha Cook            Kate Gunn</p>
<p><b>5–6 years</b></p>	<p>1. I am What I am            2. On the Move            3. Express Yourself            4. Under the Sea            5. How does your Garden Grow            6. Time for Change</p>	<p>PYP Coord. – Jill Lawson            Julie Overly            Kelly Fenton            Mentzia van der Linde</p>
<p><b>6–7 years</b></p>	<p>1. Me, Myself and You            2. What’s in the Bin            3. Feathers, Fur and Fins            4. Ducking for Cover            5. Shooting for the Stars            6. “Under Construction” – to be decided</p>	<p>PYP Coord. – Jill Lawson            Alefiyah Adamjee            Lara Nikitas            Ellen Claessens            Paula Heenan</p>
<p><b>7–8 years</b></p>	<p>1. Mini-beasts            2. Hapo Zamani Za Kali (Once upon a Time)            3. Maasai and I (split over 2 organising themes and 2 units)            4. Galimoto            5. Things Change</p>	<p>PYP Coord. – Jill Lawson            Anne McAra            Kate Bond            Susan Giles</p>
<p><b>8–9 years</b></p>	<p>1. All in the Family            2. Heroes            3. Eat Well, Be Well            4. Seeing is Believing            5. Cold and Here, Hot and Gone            6. Last Chance to See</p>	<p>PYP Coord. – Jill Lawson            Peter Kowbel            Richard Wainwright            Christy Heitmiller</p>
<p><b>9–10 years</b></p>	<p>1. The Play’s the Thing            2. Karibuni Tanzania            3. Children’s Rights and Responsibilities            4. Survival Under Pressure            5. Shock or Shocking            6. Legacy of Ancient Egypt</p>	<p>PYP Coord. – Jill Lawson            Antonio Orlando            Carrie Wood            Swarn Lamba            Mona Kawra</p>

<b>10–11 years</b>	<ol style="list-style-type: none"><li>1. Who Makes the Decisions</li><li>2. Guns for Gold</li><li>3. Struggle to Share (linked to final exhibition)</li><li>4. What’s Happening to Me?</li><li>5. Final Frontier</li><li>6. I Believe, You Believe</li></ol>	PYP Coord. – Jill Lawson Ros Moore Alexandra Roosenburg Karen Naiman Jennifer Kremer
--------------------	--	--

**Appendix 5: PYP teaching staff and qualifications**

Name	Year level(s) taught (or single subject taught, if applicable)	Qualifications	Teaching experience (number of years in total)	Date employed by IST	Full time/part time
Adamjee, Alefiyah	Grade 1	B.A.	6	Dec-2007	FT
Bond, Kate	Grade 2	M.A.	1	August-2008	FT
Claessens, Ellen	Grade 1	M.A.	12	August-2005	FT
Cook, Neil	PE	PGCE	17	August-2005	FT
Cook, Samantha	Early Childhood	B.Ed	19	August-2005	FT
Davies, Emma	EAL	B.A.	12	August-2006	FT
De Labriolle, Marine	Counsellor	Dipl./M.A	2	August-2008	PT
Fenton, Kelly	Kindergarten	B.Ed	10	August-2007	FT
Fowle, Katharine	EAL	M.A.	3	August-2008	PT
Giles, Susan	Grade 2	M.Ed.	9	August-2005	FT
Gunn, Kathryn	Early Childhood	BAQTS	12	August-2003	FT
Haule, Evans	Kiswahili	Dipl.Ed.	29	Oct-1991	FT
Heitmiller, Christy	Grade 3	B.A.	19	August-2008	FT
Kawra, Mona	Grade 4	B.Ed.	10	August-2008	FT
Kersey, Katie	Counselor	MS/Eds.	3	August-2005	FT
Kowbel, Peter	Grade 3	B.Ed	18	August-2006	FT
Kremer, Jennifer	Grade 5	B.A.	5	August-2008	FT
Lamba, Swarn	Grade 4	M.Ed.	27	August-1989	FT
Latiff, Gillian	Early Childhood	B.A.	15	August-2002	FT
Lawson, Jill	PYP Coordinator	B.Ed.	11	August-2007	FT
McAra, Anne	Grade 2	M.A.	24	Sept-1986	FT
McHale, Cameron	PE/Activities Coordinator	B.PE	6	August-2007	FT

Moore, Rosslyn	Grade 5	B.Ed.	15	August-2007	FT
Naiman, Karen	Grade 5	M.Ed.	37	Sept-1996	FT
Newcomb, Tenley	Tech Coordinator	M.A.	6	August-2008	FT
Orlando, Antonio	Grade 4	PGCE	18	August-2006	FT
Osundwa, Joy	Music	B.Ed.	6	August-2006	PT
Overly, Julie	Kindergarten	M.T.	8	August-2006	FT
Peterson, Tamara	Spanish/EAL	M.A.	13	August-2008	FT
Ramaiya, Minal	Art	Dipl.	6	August-1991	FT
Roels, Aljosja	Art	M.A.	7	August-2005	FT
Roosenburg, Alex	Grade 5	M.T.	4	August-2007	FT
Saddington, Louise	Special Needs	Dipl.	16	August-2006	FT
Saunders, Lara	Grade 1	M.T.	4	August-2005	FT
Schaapherder, Tammy	Special Needs	M.Sc.	18	August-2008	FT
Silburn, Janet	Music	M.A.	23	August-2007	FT
Sleutjes, Ans	P.E. (part time)	Dipl.	20	August-2004	PT
Tate, Tamsyn	EAL	Dipl./PGCE	1	Sept-2008	PT
Tharoo, Soukeina	French	Dipl.Ed.	8	August-2007	FT
Turner, Sue	P.E. (part time)	B.Ed.	12	August-2008	PT
Tweedie, Jessica	EAL	M.A.	9	August-2008	FT
Van der Linde, Mentzia	Kindergarten	Dipl.	17	Sept-2008	FT
Wagner, Diane	Librarian	B.S./M.A.	33	August-2007	FT
Wainwright, Richard	Grade 3	B.A.	12	August-2005	FT
Wangsness, Cassie	EAL	M.Sc.	4	August-2007	FT
Wolf, Danielle	Early Childhood	B.A.	3	August-2008	PT
Wood, Carolyn	Grade 4	B.HDE	13	August-2005	FT

**Appendix 6: PYP implementation budget for the next five years**

	Post- evaluation year 1	Post- evaluation year 2	Post- evaluation year 3	Post- evaluation year 4	Post- evaluation year 5
<b>Resources: Amounts an approximate budget for each year in US dollars.</b>					
Library/ media centre	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
Classrooms (based on one Grade level classroom)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Art	\$8,000	\$10,000	\$8,000	\$10,000	\$8,000
Music	\$6,000	\$20,000	\$10,000	\$6,000	\$6,000
Counselling	\$2,500	\$2,500	\$2,500	\$1,750	\$1,750
PE	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
French	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Spanish	\$4,000	\$3,000	\$3,000	\$3,000	\$3,000
Kiswahili	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
EAL	\$6,000	\$6,000	\$4,000	\$4,000	\$4,000
Learning Supp.	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
General and Local Supplies	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
Activities/Field Trips	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
Curriculum Dev.	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Curriculum Resources	\$22,000	\$20,000	\$14,000	\$14,000	\$14,000
<b>Professional development: Amounts an approximate budget for each year in US dollars including workshop registration, transport, accommodation and travel visas where applicable.</b>					
Regional workshops	\$18,000	\$18,000	\$20,000	\$22,000	\$22,000
In-school workshops	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

Non-IB workshops	\$6000	\$6000	\$6000	\$6000	\$6000
<b>TOTAL</b>	<b>\$233,500</b>	<b>\$218,500</b>	<b>\$200,500</b>	<b>\$199,750</b>	<b>\$197,750</b>

	<p style="margin: 0;">IST Elementary School PYP Evaluation Self–Study 2008-2009 <b>Action Plan A1/ 2: Philosophy</b></p>
---	--


Area for action	Possible strategies	Who	When	Evidence of progress/completion
<i>Improve teaching and learning within areas of critical thinking skills and inquiry</i>	<p>In-service, action research, professional conversation.</p> <p>Review and deepen our UOI to ensure essential questions and concepts are really “big ideas”.</p>	Administration team and teachers	On-going implementation in SY 2009/10	<p>Record of Professional Development and Faculty Meeting Agendas</p> <p>Revised Programme of Inquiry and Units of Inquiry</p>
<i>Translate Learner Profile into various languages of the IST community</i>	<p>Assign TAs to translate into Kiswahili and other language teachers into Spanish and French.</p> <p>Request database of Learner Profiles in different languages from the IB and offer Kiswahili translation.</p>	<p>Teaching Assistants and Language Teachers</p> <p>PYP Coordinator</p>	May/June 2009	<p>Physical evidence of classroom signage.</p> <p>Translations/database saved on the network for individual class teacher use.</p>
<i>Improve the depth and quality of action components within Unit of Inquiry</i>	<p>Every Grade to have one definite community service focus within the scope and sequence.</p> <p>Every Grade to incorporate at least one action component into every Unit of Inquiry through activity or assessment.</p> <p>Actions occurring recorded in the school newsletter or displayed.</p>	<p>PYP Coordinator with Community Service Coordinator</p> <p>Grade Teams and PYP Coordinator</p> <p>Grade Teams</p>	<p>June 2009</p> <p>On-going implementation during SY 2009/10 as units are revisited</p>	<p>Scope and sequence in place for use by Grade levels and PYP Coordinator to track and monitor action and community service across the school.</p> <p>Assessments documented on PYP Planner.</p> <p>Physical evidence in school and on newsletter.</p>

PYP appendices

<p><i>Improve use of networking among other IB schools in region</i></p>	<p>ICT workshop to explore the IB Online Curriculum Centre.</p> <p>Explore how AISA could help teachers to network within Africa.</p> <p>Make links other experienced PYP schools in Africa.</p> <p>Explore options for professional development opportunities where teachers can extend visits to other international schools to supplement attendance at IB workshops.</p>	<p>PYP Coordinator with ICT Coordinator</p> <p>Principal and AISA 'Angel' (school representative)</p> <p>Administration Team with Grade Leaders</p>	<p>July/August 2009</p> <p>By October 2009</p> <p>By October 2009</p> <p>Initiated in SY 2009/10 when PD is first arranged</p>	<p>Workshop documented as part of Elementary Professional Development and planned for annual revisitation.</p> <p>Ideas and links shared with faculty in the form of a directory of contacts and a report outlining possible courses, conferences, PD opportunities within the AISA family.</p> <p>Grade Leaders have established contact with Grade Leaders of ISK.</p> <p>Teachers visit other schools for an additional day and are able to feedback to faculty.</p>
--	--	---	--	---

	<p style="margin: 0;"><b>IST Elementary School</b>  <b>PYP Evaluation Self-Study 2008-2009</b>  <b>Action Plan B1: Organization</b></p>
---	---

<b>Area for action</b>	<b>Possible strategies</b>	<b>Who</b>	<b>When</b>	<b>Evidence of progress/completion</b>
<i>Adopt systematic approach for monitoring programme with defined roles of responsibility</i>	Roles for monitoring the programme will be defined by the Elementary Council to meet with specific targets and goals and give sufficient support for the PYP Coordinator.	Elementary Council	Monthly from SY 2009/10 with meeting schedule	Programme discussed, agreed and understood by Elementary Council with visible improvements across Grade teams, departments and within classrooms.  Grade Team leaders meet regularly with PYP Coordinator to discuss roles, goals and current agendas.
<i>Align resources with the Programme of Inquiry to aid safe and effective implementation</i>	An increase in science and design technology equipment based on curriculum needs.	Grade Teams and Administration	By 2010/11  (orders already done for next SY)	Curriculum plan in place along with provision of teaching resources and facilities.
<i>Communicate a good understanding of the principles of the programme and demonstrate pedagogical leadership to all staff</i>	Administration Team actively present their vision, philosophy and agendas together to the whole faculty.	Administration Team and Grade Leaders where appropriate	On-going implementation within SY 2009/10	Physical evidence on website, through meeting schedules and agendas and within the curriculum handbook.
<i>Improve provision of effective support for students with learning and/or physical disabilities, as well as support for the professional development of their teachers</i>	Increased PD training to be provided for staff regarding learning disabilities on a regular basis as part of a plan.  Effective use of staff expertise and training in specialized areas.	EAL Team and Educational Needs Team	From SY 2009/10	Training time given during PD times and meeting times with feedback showing effectiveness/relevance of the training.

	<p style="margin: 0;">IST Elementary School PYP Evaluation Self–Study 2008-2009 <b>Action Plan C1: Curriculum - written</b></p>
---	---

Area for action	Possible strategies	Who	When	Evidence of progress/completion
<p><i>Develop scope and sequence documents for science and social studies</i></p>	<p>Have professional discussion with staff on benchmarks and have administration share intentions.</p> <p>Science and Social Studies to be aligned with PYP documentation and units of inquiry.</p> <p>Develop a scope and sequence for each set of content and skills as it is taught.</p>	<p>Elementary Council</p> <p>PYP coordinator Grade teams</p>	<p>March 2009</p> <p>Developed by June 2009 and part implemented within SY 2009/10 (as instructional materials allow) To continue into 2010/11</p>	<p>Grades make anecdotal notes on new set of content and skills and allocate content and skills to <b>current</b> units of inquiry.</p> <p>Coherent set of content and skills for science and social studies that is matched to each unit of inquiry.</p>
<p><i>Develop scope and sequence for literacy / language arts</i></p>	<p>Identify a coordinator or team of interested parties to lead the literacy curriculum development.</p> <p>Use existing documents (continuum, assessment calendars, PYP scope &amp; sequence...) to develop S&amp;S for literacy / language arts.</p>	<p>Administration, PYP coordinator and team</p>	<p>Work begun in September 2008</p> <p>Developed during academic year 2008/09 for on-going implementation during SY 2009/10</p>	<p>Scope &amp; sequence documentation for literacy / language arts to be part of overall Curriculum Handbook.</p>
<p><i>Involve subject specialists in planning of Units of Inquiry</i></p>	<p>Each specialist to identify one strong unit from each grade level with which to create links and be included in planning of this unit with 2-way brainstorming.</p>	<p>Specialists PYP coordinator Grade teams</p>	<p>By May 2009</p>	<p>Grade Year plans reflect the specialist inclusion within units and other areas of the curriculum.</p>

PYP appendices

	<p>Unit planners shared with specialists at least 2 weeks in advance of the unit start date.</p> <p>Specialists are able to access Grade Year Plans which should be on a standardized, whole school format.</p>	<p>Grade Leaders</p> <p>PYP coordinator Grade teams Specialists</p>	<p>Begun November 2008, on-going implementation thereafter</p> <p>Developed in SY 2007/08 to be in place by end of SY 2008/09</p>	<p>Subject specialists aware of Grades' Units of Inquiry and when they are about to change.</p> <p>Format saved on network and used and understood by all Grade levels and each teacher within them (including specialists).</p> <p>Whole school adoption and understanding of best collaborative practice.</p>
<p><b><i>Make the comprehensive, coherent curriculum available in written form to all sections of the school community</i></b></p>	<p>Once written curriculum has been developed and updated, it should be disseminated to school population via website, internal network and curriculum handbook.</p> <p>Encourage teachers to share lesson objectives with students and make these more public within classrooms.</p>	<p>Administration Team with ICT Coordinator</p> <p>PYP Coordinator</p>	<p>Initiated June 2009 to be communicated to school community at the beginning of SY 2009/10</p>	<p>Curriculum well advertised and communicated on website, network and curriculum handbook.</p>



**Action Plan C2-4: Curriculum – collaborative planning, teaching and learning, assessment**

<b>Area for action</b>	<b>Possible strategies</b>	<b>Who</b>	<b>When</b>	<b>Evidence of progress/completion</b>
<i>Make effective use of the PYP planning process across the curriculum and by all teachers</i>	Always have the planner open and visible at team meetings, making it the priority.  First period of planning with PYP Coordinator only. Second half for housekeeping, specialists, other business on the <u>agenda</u> .	Grade Teams and PYP Coordinator	To initiate in SY 2009/10	Team leaders at all grade levels will be notified that this is an expectation. Presence of PYP Coordinator at team meetings to ensure the planner is out will help to accomplish this goal. Shared agendas should be mandatory.
<i>Base planning on agreed expectations for student learning and in the context of a coherent program</i>	All staff (new and returning) should attend a workshop and/or in-service discussing PYP planning at whole school level and at grade level after a minimum of 4 weeks into the term.	PYP Coordinator	September 2009	All staff to receive systematic workshop on PYP planning every year.
<i>Address the needs of students who have reached different stages in their development and those who have different learning styles</i>	Include a section on differentiation on unit planners / weekly planners to ensure differentiation is addressed at the planning stage and collectively.  Appoint Grade representatives to help oversee planning and differentiation within each section of the curriculum (eg maths, language, spelling, unit).  Ensure new spelling programme is aligned with developed Literacy / Language scope and sequence.  Differentiation workshop using bought resources specifically for this reason (ordered in 2007/08 and delivered in 2008/09)	Grade Teams PYP coordinator  Grade Teams  Administration  Administration with experienced staff members	Ongoing  SY 2009/10  During SY 2009/10  Within SY 2009/10	Differentiation included in grade team and individual planners.  Appointed role communicated to administration and whole faculty.  Literacy / Language Arts scope and sequence document.  Documentation of Professional Development and staff attending this in-house workshop.  Annual revisitation.

<p><i>Meet the needs of students who are not proficient in the language(s) of instruction</i></p>	<p>The EAL Team to develop a school wide strategy that clearly sets out common agreements on the team’s role in the school and how it operates.</p> <p>The EAL team to work with senior school colleagues to establish a common assessment agreement between the two schools using both formal and informal assessment.</p>	<p>EAL Team</p> <p>Jess Tweedie/ Susan Piper/ Louise Saddington</p>	<p>Completed first draft by June 2009</p> <p>June 2009</p>	<p>Improved Student Progress.</p> <p>Documented EAL Strategy on the school network including Elementary and Secondary agreed assessments, agreements on curriculums used, teaching styles (in-class, withdrawal, group work), partnership teaching and communication with students, parents and colleagues.</p>
<p><i>Make assessments purposeful and consistent across the school and learning expectations and integral assessment strategies clear to students</i></p>	<p>Make <u>all</u> teachers aware of documentation and expectations already in place at IST to allow for consistency.</p> <p>Promote further use of rubrics to assess writing and other work across the school at all levels so that students are aware of what is expected of them.</p>	<p>Administration Team</p> <p>Administration and experienced teachers</p>	<p>At the beginning of the year , on-going thereafter.</p> <p>On-going in classes from May 2009</p>	<p>Expectations on assessment within whole school curriculum handbook, shared with whole faculty. DRA and continuum levels collated – improved student learning. Time arranged for grade teams to moderate use of continuums.</p> <p>Physical evidence of rubrics at each Grade level.</p>
<p><i>Assessing the Learner Profile</i></p>	<p>Each term every child will set age appropriate goals for 1 – 3 learner profiles. These goals need to be measurable and evidence shown.</p>	<p>Classroom teachers</p>	<p>Beginning and end of each term beginning as an agreement in SY 2009/10</p>	<p>A whole school agreement on target setting within essential agreements.</p> <p>Evidence will then be visible in portfolios and/or classroom displays.</p>

