



Self-study questionnaire:

Diploma Programme

For use from January 2016



**Diploma Programme**

**Self-study questionnaire: Diploma Programme**

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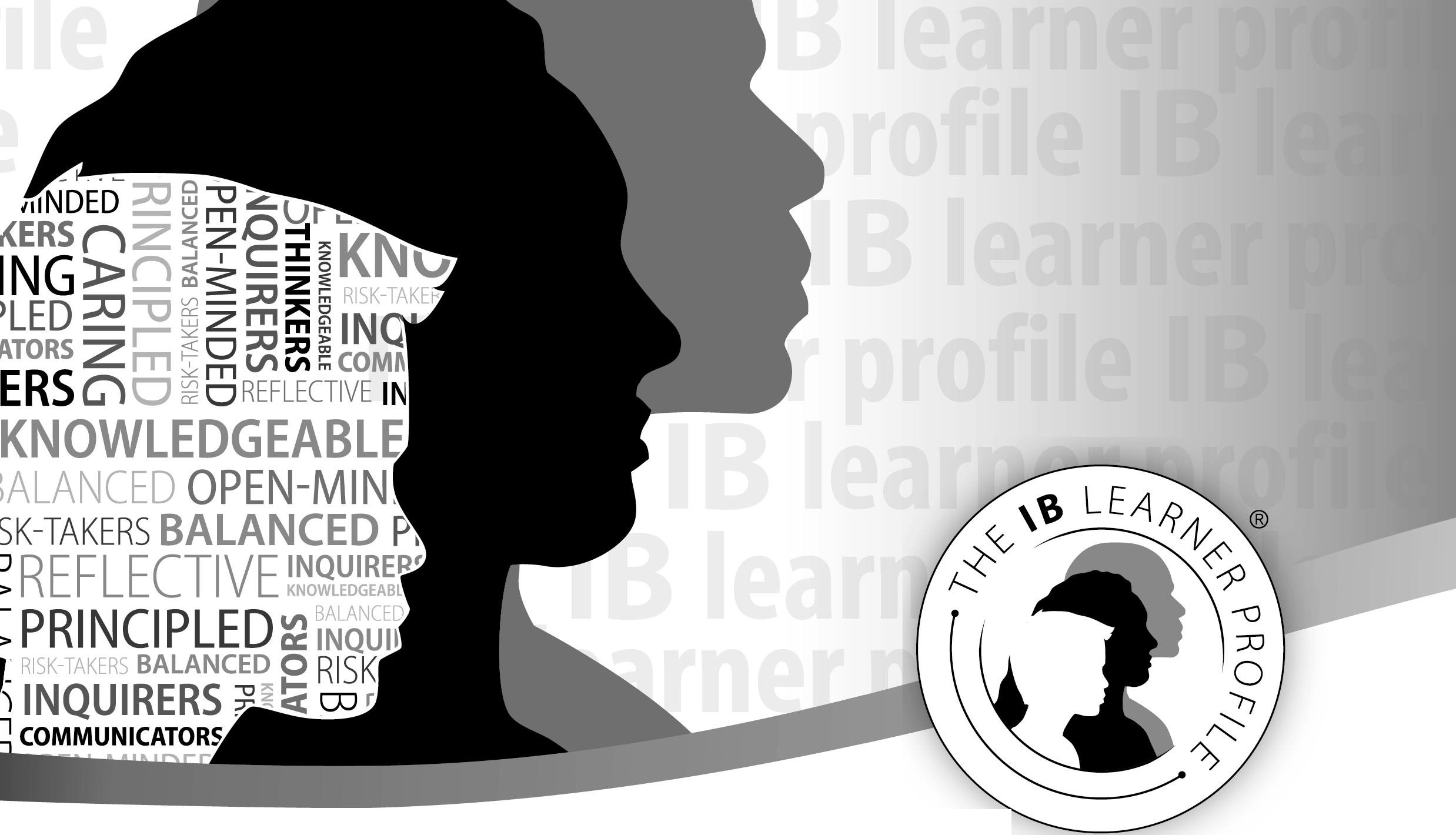
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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



**IB learner profile**

**The aim of all IB programmes is to develop internationally minded people who, recognizing their**

**common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**As IB learners we strive to be:**

**INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve

well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like**

**them, can help individuals and groups become responsible members of local, national and global communities.**

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International Baccalaureate• I Baccalaureat International" I Bachillerato lnternacional"

## Self-study questionnaire

### School presentation

1. Update of school information

| 1. CONTACT DETAILS | | | | | |
| --- | --- | --- | --- | --- | --- |
| Name of school | | | | IB school code | |
|  | | | |  | |
| Legal registered name of school (if different from above) | | | | | |
|  | | | | | |
| Postal address *(include city, state, country and postal or zip code)* | | | | | |
|  | | | | | |
| Street address (if different from above) *(include city, state, country and postal or zip code)* | | | | | |
|  | | | | | |
| Telephone *(include country and area codes)* |  | | | | |
|  | Title  (Mr, Mrs, Ms) | Name | Position[[1]](#footnote-1) | | Email address |
| Head of school[[2]](#footnote-2) |  |  |  | |  |
| Head(s) of section where the Diploma Programme is implemented  (if different from above) |  |  |  | |  |
| DP coordinator |  |  |  | |  |
| Adviser on post-secondary educational options/counsellor |  |  |  | |  |
| School public website |  | | | | |

| 2. SCHOOL INFORMATION | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date school founded or opened | | | | | | | |  | | |  | |  | |
|  | | |  | |  | |
| month | | | year | |  | |
| Legal status of the school  Note:   * A **government/state/publicly funded school** is a government or national school where the employees are paid by the state either at a local or national level; usually there are no tuition fees (as distinct from examination or other fees). * A **private school** is an independent (not‑for‑profit or for‑profit) institution whose main revenue comes from tuition fees; they may or may not have government subsidies but these are only part of their income. | | | | | | | | | | | | | | |
|  | | |  |  | | | |  | |  | |  |  | |
| Government/state/ publicly funded | | |  | Private | | | |  | | Other *(specify)* |  | |  | |
|  | | |  |  | | | |  | |  | |  |  | |
| Indicate whether the school is recognized as such by the local educational system. | | | |  | | | |  | | | |  | | |
| Yes | | | |  | | No | |  |  | |
|  | | | |  | | | |  | | |
| Include school’s accreditation status with other organizations, if any *(eg, CIS, NEASC, WASC)*. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Does the school belong to a group of schools gathered in a foundation, district or common project in relation to the IB? If so, identify the group/project. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Type of school | | | | | | | | | | | | | | |
|  | | |  |  | | | |  | |  | |  |  | |
| Boys | | |  | Girls | | | |  | | Coeducational | |  |  | |
|  | | |  |  | | | |  | |  | |  |  | |
| Additional information *(eg, coeducational in primary, boys and girls in secondary)* | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | |  |  | | | |  | |  | |  |  | |
| Boarding only | | |  | Day only | | | |  | | Boarding and day | |  |  | |
|  | | |  |  | | | |  | |  | |  |  | |
| Academic year dates *(indicate month only)* | | | | | | | | | | | | | | |
|  | | |  | |  | | |  | | |  | |  | |
| Starts | | |  | |  | | | Ends | | |  | |  | |
|  | | |  | |  | | |  | | |  | |  | |
| Age range of students across the whole school | | | | | | | | | | | | | | |
|  | | |  | |  | | |  | | |  | |  | |
| From | | |  | | years old | | | To | | |  | | years old | |
|  | | |  | |  | | |  | | |  | |  | |
| Name the grades or years that comprise the different sections of the school and indicate the total number of students in each. | | | | | | | | | | | | | | |
| Name of the section in the school  *(eg, kindergarten, primary)* | | | Grades/years as identified in the school | | Age range of students | | | | | | | Total number of students in each section | | |
|  | | |  | |  | | | | | | |  | | |
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| Total number of students in the whole school | | | | | | | | | | | |  | | |
|  | | | | | | | | | | | | | | |
| What other IB programmes does the school currently implement or plan to implement? | | | | | | | | | | | | | | |
|  |  | | | |  | |  | | | | |  | |  |
| PYP | Candidate school | | | |  | | IB World School authorized to offer the programme | | | | |  | |  |
|  | (add IB school code if you know it) | | | |  | | (add IB school code) | | | | |  | |  |
|  |  |  | | |  | |  | |  | | |  | |  |
|  |  |  | | |  | |  | |  | | |  | |  |
|  |  | | | |  | |  | | | | |  | |  |
| MYP | Candidate school | | | |  | | IB World School authorized to offer the programme | | | | |  | |  |
|  | (add IB school code if you know it) | | | |  | | (add IB school code) | | | | |  | |  |
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|  |  |  | | |  | |  | |  | | |  | |  |
| CP | Candidate school | | | |  | | IB World School authorized to offer the programme | | | | |  | |  |
|  | (add IB school code if you know it) | | | |  | | (add IB school code) | | | | |  | |  |
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|  |  |  | | |  | |  | |  | | |  | |  |
| What educational programmes are currently taught in each section of the school? *(eg, national syllabus, AP)* | | | | | | | | | | | | | | |
| Name of the section | | | | | | Educational programme | | | | | | | | |
|  | | | | | |  | | | | | | | | |
|  | | | | | |  | | | | | | | | |
|  | | | | | |  | | | | | | | | |
| Name of qualification(s) or credential(s) a student can gain upon graduation from the school | | | | | |  | | | | | | | | |
| Language(s) of instruction at the school *(language through which groups 3–6 subjects are taught)* | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |

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| --- | --- | --- | --- |
| 3. PROGRAMME INFORMATION | | | |
|  | | Number of students | |
| Year 1 | Year 2 |
| Current year | Diploma Programme candidates |  |  |
| Diploma course candidates |  |  |
| Students in the grade taking no Diploma courses |  |  |
| Next year | Diploma Programme candidates (estimated) |  |  |
| Diploma course candidates (estimated) |  |  |
| Students in the grade taking no Diploma courses (estimated) |  |  |

1. Write brief paragraphs that describe the following aspects of the school and its community, and highlight any changes that have taken place during the period under review.
2. The major characteristics of the school that make it attractive for students and parents.

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1. The context in which the school is located: socio-economic and cultural aspects of the surrounding community, interactions of the school with it.

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1. Student body and staff, including their national, cultural and linguistic backgrounds.

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1. Identify any changes to the school legal entity that occurred in the period under review.

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## Self-study questionnaire

This questionnaire follows the structure of the *Programme standards and practices*, with programme requirements for the Diploma Programme.

**Standard A. Philosophy: The school's educational beliefs and values reflect the IB philosophy.**

**Practice A1.** The school’s published statements of mission and philosophy align with those of the IB.

1. Please provide the school's current mission statement.

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1. In the period since the submission of the application for authorization or the last programme evaluation, has the school made any change to its mission statement?

* Yes
* No
  1. If yes, how did the process of refinement take place and who was involved?

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1. To what extent does your school's educational philosophy align with that of the IB?

* Completely
* Partially
* Needs revision

1. In the period since the school received authorization or since the school's last evaluation, has the school made any changes to its educational philosophy to align it with that of the IB?

* Yes
* No
  1. If yes, how did the process take place and who was involved?

|  |
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Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice A2.** The governing body, administrative and pedagogical leadership and staff demonstrate understanding of the IB philosophy.

1. How does the school support the holistic development of approaches to learning (thinking, communication, social, self-management and research) skill categories in students?

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1. How does the school's philosophy foster approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment) in the classroom?

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Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice A3.** The school community demonstrates an understanding of, and commitment to, the programmes(s).

1. Include a brief summary of the perceptions of the parent community regarding the implementation of the programme at the school and its impact on their children.

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Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice A4.** The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

1. What steps has the school taken to develop and promote international-mindedness and other attributes of the IB learner profile among the DP community at the school (including Diploma Programme teachers, staff, students and parents)?

|  |
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Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice A5.** The school promotes responsible action within and beyond the school community.

1. Indicate interactions the school and its students currently have with the surrounding community (choose all that apply).

* School facilities/resources available for community use
* Direct community financial support for school (eg, school fundraising, grants, donation, not including taxes or standard fees)
* Community facilities support school activities
* School has cooperative relationships with community businesses, clubs or other educational institutions
* The school community participates in service efforts
* The school community participates in local community events
* The school invites community members to volunteer at the school
* The school and community have no interaction
* Other

Provide examples of ways in which the whole school community gets involved in CAS.

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The IB will evaluate this practice by reviewing the CAS documentation.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice A6.** The school promotes open communication based on understanding and respect.

The IB will evaluate this practice by reviewing information gathered under Practices A.3 and B2.4, the school brochure, the school website and during the evaluation visit.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice A7.** The school places importance on language learning, including mother tongue, host country language and other languages.

The IB will evaluate this practice by reviewing information gathered under Practice B1.5b and the school’s language policy.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice A8.** The school participates in the IB world community.

The IB will evaluate this practice by reviewing information gathered under Practice B2.2, opportunities provided for students, school participation in regional IB World School associations/networks and in the IB Educator Network (IBEN).

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice A9.** The school supports access for students to the IB programme(s) and philosophy.

The IB will evaluate this practice by reviewing information gathered under Practices A.9a, A.9b and C2.1.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement A9.a.** The school provides for the full DP and requires some of its student body to attempt the full diploma and not only individual diploma courses.

1. Do students have to meet admissions or selection criteria to be enrolled in the programme?

* Yes
* No

1. Provide or describe the admissions/selection policy that determines enrollment in the programme.

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|  |

1. Are the current criteria for enrollment of students in the IB programme a result of a change of policy in the period under review? If yes, explain the reasons for the change.

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Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement A9.b.** The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide.

1. How does the school encourage students to take the Diploma Programme?

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| --- |
|  |

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement A9.c.** The school has strategies to encourage students to attempt the full diploma.

The IB will evaluate this requirement by reviewing information gathered for questions under Practices A.9a and A.9b.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Conclusion of Standard A**

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| --- | --- | --- |
|  |  |  |
|  |  |  |
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Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

* Parents
* Students
* Governing body
* Community members
* Local education authority
* Ministry of education
* Other

|  |
| --- |
|  |

Per Standard A, the school’s educational beliefs and values reflect the IB philosophy.

* Requires significant attention
* Requires further development
* Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

|  |
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|  |

Based on your assessment of this standard you may wish to add an action to your action plan.

**Standard B. Organization**

**Standard B1. Leadership and structure: The school’s leadership and administrative structures ensure the implementation of the IB programme(s).**

**Practice B1.1.** The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

1. Describe how the governing body (or educational authority) is kept informed about the implementation of the programme.

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|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

1. What type of governance body or educational authority has oversight for the school?

* Governmental/state/ministry of education
* Board of directors/trustees/governors
* School board/board of education/local education agency
* Diocese/parish/other faith-based governance body
* Owner-defined governance body
* Company/corporation
* School council/advisory committee
* None
* Other (please describe)

|  |
| --- |
|  |

1. Briefly describe the school's governance body or educational authority.

|  |
| --- |
|  |

* 1. Briefly explain the areas over which the governing body or educational authority has direct authority at the school.

|  |
| --- |
|  |

1. Describe how the governance and leadership structure supports the implementation of the programme.

|  |
| --- |
|  |

1. During the period under review, have there been changes in the membership, nature, or responsibilities of the school's governing body?

* Yes
* No
  1. Describe any changes made in the period under review.

|  |
| --- |
|  |

1. Have there been any changes in the structure and responsibilities of the pedagogical leadership team in charge of the implementation of the programme that have occurred during the period under review?

* Yes
* No
  1. Explain why the changes were made.

|  |
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|  |

1. Describe how the pedagogical leadership team works together to lead the implementation of the programme.

|  |
| --- |
|  |

1. Briefly describe any challenges the school faces in recruiting and/or retaining staff, including the plans in place to address these challenges.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice B1.3.** The head of school or school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

The IB will evaluate this practice by reviewing information gathered under Practice A2, B1.2, the job description of the programme coordinator, the organization chart, and during the evaluation visit.

1. If there is not a common language among staff, how does the pedagogical leadership team ensure consistent implementation and development of the programme?

|  |
| --- |
|  |

* 1. Is the programme coordinator proficient in one of the IB working languages?
* Yes
* No

1. If the language of instruction in the school is different from the IB working languages, how does the pedagogical leadership team ensure consistent implementation and development of the programme?

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice B1.4.** The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

1. What percentage of the programme coordinator's weekly schedule is devoted to IB coordinator responsibilities?

Programme coordinator time allocation

|  |  |
| --- | --- |
| **Duty** | **% of weekly time** |
| Programme coordination |  |
| Other (indicate duty) |  |
| Other (indicate duty) |  |

IB will also evaluate this practice by reviewing the job description of the programme coordinator, the organization chart and during the evaluation visit.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practices B1.5a–B1.5f and the policies submitted by the school.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B1.5.a.** The school has an admissions policy that clarifies conditions for admission to the school and the DP.

1. Describe the process for implementing, revising and communicating the school's admissions policy.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B1.5.b.** The school develops and implements a language policy that is consistent with IB expectations.

1. Describe the process for implementing, revising and communicating the school's language policy.

|  |
| --- |
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1. Indicate the provisions the school has or will have to support students' best language, if different from the language(s) of instruction of the school. Indicate whether this support will take place during school time.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B1.5.c.** The school develops and implements an inclusion/learning support requirements policy that is consistent with IB expectations and with the school’s admissions policy.

1. Describe the process for implementing, revising and communicating the school's inclusion/learning support requirements policy.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B1.5.d.** The school develops and implements an assessment policy that is consistent with IB expectations.

1. Describe the process for implementing, revising and communicating the school's assessment policy.

|  |
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Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B1.5.e.** The school has developed and implements an academic honesty policy that is consistent with IB expectations.

1. Describe the process for implementing, revising and communicating the school's academic honesty policy.

|  |
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|  |

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B1.5.f.** The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the administration of examinations for the DP.

The IB will evaluate this requirement by reviewing information gathered under Practice B2.5c.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

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

1. Describe and/or provide examples of the structures (such as professional development opportunities, policies or procedures) to support the implementation of approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment).

|  |
| --- |
|  |

The IB will also evaluate this practice by reviewing the school's action plan and information gathered under Practice B1.1 and B1.2.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice B1.7.** The school carries out programme evaluation involving all stakeholders.

The IB will evaluate this practice by reviewing the information about the participants in the self-study process.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Conclusion of Standard B1**

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

* Parents
* Students
* Governing body
* Community members
* Local education authority
* Ministry of education
* Other

|  |
| --- |
|  |

Per Standard B1, the school’s leadership and administrative structures ensure the implementation of the IB programme.

* Requires significant attention
* Requires further development
* Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

|  |
| --- |
|  |

Based on your assessment of this standard you may wish to add an action to your action plan.

**Standard B2. Resources and support: The school’s resources and support structures ensure the implementation of the IB programme(s).**

**Practice B2.1.** The governing body allocates funding for the implementation and ongoing development of the programme(s).

The IB will evaluate this practice by reviewing the budget chart and information gathered under Practices B2.2, B2.10.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B2.1.a.** The allocation of funds includes adequate resources and supervision for the creativity, activity, service (CAS) course and the appointment of a CAS coordinator.

|  |  |  |
| --- | --- | --- |
| 1. What percentage of the CAS coordinator's weekly schedule is devoted to CAS | | |
| responsibilities? |  |  |

1. CAS coordinator time allocation

|  |  |
| --- | --- |
| **Duty** | **% of weekly time** |
|  |  |
|  |  |
|  |  |

The IB will evaluate this requirement by reviewing the budget chart and information gathered under Practices B2.2, B2.10.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B2.1.b.** The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.

The IB will evaluate this requirement by reviewing the budget chart and information gathered under Practices B2.2, B2.10.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

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

1. Provide a summary of the teaching and administrative staff information in chart 2 of this document.
2. Do all teachers who will be involved in the programme meet the applicable local, regional or national standards for instructional staff?

* Yes
* No

|  |  |
| --- | --- |
| 1. Number of full time teachers |  |
| 1. Number of part time teachers |  |

Does the school use CAS advisers?

* Yes
* No

How does the school identify CAS advisers to ensure that the students are helped to make the most out of their CAS experience?

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| For how many students does each CAS adviser have responsibility? |  |  |

How does the CAS coordinator guide and supervise the advisers?

|  |
| --- |
|  |

What procedures are in place to ensure consistency of advisers’ responses to questions related to proposed activities?

|  |
| --- |
|  |

Who is involved in the supervision of students (teachers, other school staff, parents, members of the community)? How does the school brief them about its expectations?

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practices B2.2, B2.3a, the action plan and budget chart.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B2.3.a.** The school complies with the IB professional development requirement for the DP at authorization and at evaluation.

1. Please provide information on IB-recognized professional development in chart 2 below.
2. Briefly describe the school's induction and training for new programme staff.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice B2.4.** The school provides dedicated time for teachers’ collaborative planning and reflection.

1. Please describe the school’s current collaborative planning practice.

|  |
| --- |
|  |

1. In the table below, describe the meetings that support programme implementation, including participants, meeting types, objectives, and frequency (daily, weekly, bi-weekly, monthly, semi-quarterly, quarterly, bi-annually, annually)

| Name of meeting | Who attends | Frequency of meeting | Objectives |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

Has your school made any changes to school facilities/resources that support the implementation of the programme?

* Yes
* No

1. Please provide information on the school facilities and resources that support the implementation of the programme.

|  |  |  |  |
| --- | --- | --- | --- |
| **Facility/resource** | **Description of facility/resource** | **How this facility/resource supports programme implementation** | **Plans for further development, if any** |
| Physical education/  athletics facilities |  |  |  |
| Science laboratories |  |  |  |
| Visual arts studios |  |  |  |
| Specialized facilities |  |  |  |
| Music facilities |  |  |  |
| Arts performance/exhibition spaces |  |  |  |
| Performing arts facilities |  |  |  |
| Other facilities/resources |  |  |  |

1. What community resources and expertise has the school identified to support the implementation of the programme? (Please include any local non-governmental organizations, charities, employers or further/higher education institutions that you may have agreements with.)

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B2.5.a.** The laboratories and studios needed for groups 4 and 6 subjects provide safe and effective learning environments.

The IB will evaluate this requirement by reviewing the information gathered under Practice B2.5.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B2.5.b.** There are appropriate information technology facilities to support the implementation of the programme.

Please describe the IT facilities the students and teachers have access to and indicate where they are located.

1. Which of the following characteristics describe your school's current approach to the use of technology for learning?

|  |  |  |
| --- | --- | --- |
| * One-to-one laptop/device for students |  |  |
| * Shared computers in classrooms throughout the school | # of computers |  |
| * Centralized computer facility(ies) | # of computers |  |
| * Shared computers in the library for student use | # of computers |  |
| * One-to-one laptop/device for teachers |  |  |
| * Shared computers for teachers |  |  |
| * Interactive white boards in classrooms throughout the school |  |  |
| * Other (please describe) |  |  |
|  | | |

1. Does the school have consistent access to the internet?

* Yes
* No

1. Does the school have Wi-Fi?

* Yes
* No

1. Please describe any restrictions the school places on student or staff access to Wi-Fi or the internet.

|  |
| --- |
|  |

IB will also evaluate this requirement by reviewing the information gathered under Practice B2.5.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B2.5.c.** The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.

Describe where the school stores examination papers and examination stationery in each examination session and who has access to these.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

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

Please describe or update the information on the physical and/or virtual library and the print, electronic and multimedia resources available at the school.

1. Can students access the library independently?

* Yes
* No

1. Can students freely browse and borrow library resources?

* Yes
* No

1. During what hours can students access the library?

|  |
| --- |
|  |

1. Does the library have spaces for students to study independently?

* Yes
* No

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B2.6.a.** The library/media centre has enough appropriate materials to support the implementation of the DP.

1. Indicate whether the library, multimedia and/or resources are sufficient to support the implementation of the Diploma Programme and what plans the school has to address any needs. Describe how the resources are kept updated.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practices B2.5, B2.6, the action plan and during the evaluation visit.

**Practice B2.8.** The school provides support for its students with learning and/or learning support requirements and support for their teachers.

The IB will evaluate this practice by reviewing the information gathered under Practice B1.5c, and the inclusion or learning support requirements needs policy.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

1. Describe the systems the school has for the induction of students into the Diploma Programme and how each student’s programme of study is put together.

|  |
| --- |
|  |

1. Describe the systems the school has to guide and counsel students through the DP.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B2.9.a.** The school provides guidance to students on post-secondary educational options.

How does the school provide guidance for students on post-secondary educational and career options?

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

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

1. Complete the Diploma Programme subjects and sequencing chart (chart 1) at the end of this document.
2. How often do CAS interviews with each student take place? Indicate length of interview and main objectives.

|  |
| --- |
|  |

The IB will also review information gathered in DP schedules.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B2.10.a.** The schedule provides for the recommended hours for each standard and higher level subject.

The IB will evaluate this requirement by reviewing the Diploma Programme subjects and sequencing chart (chart 1) at the end of this document.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B2.10.b.** The schedule provides for the development of the theory of knowledge course over two years.

The IB will evaluate this requirement by reviewing information under B2.10 and B2.10c.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement B2.10.c.** The schedule respects concurrency of learning in the DP.

Teaching time

|  |  |
| --- | --- |
| Number of weeks of instruction in the school year |  |
| Number of instructional periods students receive in a week |  |
| Length (in minutes) of each instructional period |  |

During the period under review, did the school make any adjustments in the student’s weekly schedule to ensure that the recommended teaching hours for standard and higher level subjects and TOK are included and allow for concurrency of learning?

* Yes
* No

If the answer is yes, explain the changes that were implemented.

|  |
| --- |
|  |

1. Indicate the weekly time allocation for CAS activities.

|  |
| --- |
|  |

1. Weekly time allocated for students to meet with CAS coordinator/advisers

hours

Weekly time students devote to CAS activities hours

1. Describe other time arrangements, if applicable

|  |  |
| --- | --- |
| **Length of CAS experiences (must extend over at least 18 months)** | |
| Year 1 start |  |
| Year 1 end |  |
| Year 2 start |  |
| Year 2 end |  |

The IB will also evaluate this requirement by reviewing the Diploma Programme subjects and sequencing chart (chart 1) at the end of this document.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing the information gathered under Practice A.5, B2.2 and B2.5.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice B2.12.** The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project for all students, depending on the programme(s) offered.

The IB will evaluate this practice by reviewing the description of the extended essay process.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Conclusion of Standard B2**

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

* Parents
* Students
* Governing body
* Community members
* Local education authority
* Ministry of education
* Other

|  |
| --- |
|  |

Per Standard B2, the school’s resources and support structures ensure the implementation of the Diploma Programme.

* Requires significant attention
* Requires further development
* Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

|  |
| --- |
|  |

Based on your assessment of this standard you may wish to add an action to your action plan.

**Standard C. Curriculum**

**Standard C1. Collaborative planning: Collaborative planning and reflection supports the implementation of the IB programme(s).**

**Practice C1.1.** Collaborative planning and reflection addresses the requirements of the programme(s).

1. Describe how the school uses collaborative planning to establish links between CAS, TOK, the extended essay and other subjects.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement C1.1.a.** Collaborative planning and reflection includes the integration of theory of knowledge in each subject.

The IB will evaluate this requirement by reviewing the information gathered under Practices B2.4 and C1.1.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement C1.1.b.** Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.

The IB will evaluate this requirement by reviewing the information gathered under Practices B2.4 and C1.1.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing the information gathered under Practices B2.4, C1.1, C1.4, C1.5, C1.7 and C1.9.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing the information gathered under Practices B2.4.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

1. Describe how collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

1. Describe how the collaborative planning process intentionally integrates approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment).

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice C1.6.** Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles.

The IB will evaluate this practice by reviewing the information gathered under Practice C1.5.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

IB will evaluate this practice by reviewing the information gathered under Practice C1.5.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing the information gathered under Practices B1.5, C1.5 and C3.2 and the school’s language policy.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practice B2.4.

1. Describe how the programme staff collaborate to incorporate the following elements in the DP courses:
2. international-mindedness

|  |
| --- |
|  |

1. the IB learner profile

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

Indicate the practice(s) that produced more diverse answers across subject groups. In one or two paragraphs, identify the differing views and how the consensus was reached.

|  |
| --- |
|  |

**Conclusion of Standard C1**

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

* Parents
* Students
* Governing body
* Community members
* Local education authority
* Ministry of education
* Other

|  |
| --- |
|  |

Per Standard C1, planning and reflection supports the implementation of the Diploma Programme.

* Requires significant attention
* Requires further development
* Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

|  |
| --- |
|  |

Based on your assessment of this standard you may wish to add an action to your action plan.

**Standard C2. Written curriculum: The school’s written curriculum reflects the IB philosophy.**

**Practice C2.1.** The written curriculum is comprehensive and aligns with the requirements of the programme(s).

1. Do students enrolled in the programme have to fulfill other mandated requirements?

* Yes
* No
  1. If yes, indicate which requirements must be fulfilled in each year of the programme.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exam** | **Curriculum** | **Teaching structure** | **Timetable** | **Other** |
| Year 1 |  |  |  |  |  |
| Year 2 |  |  |  |  |  |

Additional comment

|  |
| --- |
|  |

* 1. Please identify programme implementation challenges resulting from these requirements and explain how the school addresses those challenges.

|  |
| --- |
|  |

* 1. If the requirements were introduced or changed in the period under review, how did the school address them in order to comply with them and with the IB requirements?

|  |
| --- |
|  |

IB will also evaluate this practice by reviewing the information gathered under Practices B2.10 and B2.10c.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement C2.1.a.** The curriculum fulfills the aims and objectives of each subject group and the core.

The IB will evaluate this requirement by reviewing information gathered under B2.10, course outlines, and resources dedicated to the extended essay.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement C2.1.b.** The curriculum facilitates concurrency of learning.

The IB will evaluate this requirement by reviewing information gathered under Practice B2.10c.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement C2.1.c.** The curriculum is balanced so that students are provided with a reasonable choice of subjects.

Indicate what subjects or levels were added to or removed from the offer to students and indicate the reasons for these decisions. If the school does not offer a subject from group 6: the arts, explain why.

|  |
| --- |
|  |

IB will also evaluate this requirement by reviewing information gathered under Practice B2.10.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement C2.1.d.** The school develops its own courses of study for each subject on offer and for theory of knowledge.

The IB will evaluate this requirement by reviewing course outlines.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

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

1. How is the written curriculum made available to the school community?

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice C2.3.** The written curriculum builds on students’ previous learning experiences.

The IB will evaluate this practice by reviewing information gathered under Practice C1.4 and course outlines.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

Describe how the written curriculum creates opportunities across all subject groups for the introduction and reinforcement of ATL skills (thinking, social, communication, self-management, research) that will develop the whole student.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice C2.5.** The written curriculum allows for meaningful student action in response to students’ own needs and the needs of others.

1. How does the school ensure that the students are given opportunities to choose their own CAS experiences? Give three examples of student’s initiatives.

|  |
| --- |
|  |

1. How does the school promote students undertaking activities in a local and/or international context? Indicate any challenges that the school may face in trying to achieve this objective.

|  |
| --- |
|  |

1. How are the students advised to plan their CAS course, taking the learning outcomes into account? How do you ensure that each student’s plan shows balance between creativity, activity and service?

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practice C2.5.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information gathered through the self-study.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information gathered through the self-study.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

Describe the process by which the written curriculum is reviewed regularly to incorporate developments in the programme.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

Provide examples of the ways in which the written curriculum integrates each of the policies developed by the school to support the programme.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practice C1.9.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

Indicate the practice(s) that produced more diverse answers across subject groups. In one or two paragraphs, identify the differing views and how the consensus was reached.

|  |
| --- |
|  |

**Conclusion of Standard C2**

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

* Parents
* Students
* Governing body
* Community member
* Local education authority
* Ministry of education
* Other

|  |
| --- |
|  |

Per Standard C2, the school’s written curriculum reflects the IB philosophy.

* Requires significant attention
* Requires further development
* Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

|  |
| --- |
|  |

Based on your assessment of this standard you may wish to add an action to your action plan.

**Standard C3. Teaching and Learning: Teaching and learning reflects the IB philosophy.**

**Practice C3.1.** Teaching and learning aligns with the requirements of the programme(s).

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement C3.1.a.** Teaching and learning at the school addresses all of the aims and objectives of each subject.

The IB will evaluate this requirement by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice C3.2.** Teaching and learning engages students as inquirers and thinkers.

1. Describe the efforts made by teachers to engage all students as inquirers and thinkers.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice C3.3.** Teaching and learning builds on what students know and can do.

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice C3.4.** Teaching and learning promotes the understanding and practice of academic honesty.

The IB will evaluate this practice by reviewing information gathered under Practice B1.5 and the school’s academic honesty policy.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice C3.7.** Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

1. Describe the efforts made by teachers to address the diverse learning, cultural and linguistic needs of students.

|  |
| --- |
|  |

IB will also evaluate this practice by reviewing information gathered under Practice B1.5b and the language policy.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practices C3.7, B1.5b and the school’s language policy.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practice C3.7.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice C3.10.** Teaching and learning differentiates instruction to meet students’ learning needs and styles.

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice C3.12.** Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students’ own needs and the needs of others.

The IB will evaluate this practice by reviewing information gathered under Practice C2.5.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

1. Describe the efforts made by teachers to develop students’ metacognitive and transfer capabilities enabling them to reflect on how, what and why they are learning, and become actively responsible for their own learning.

|  |
| --- |
|  |

The IB will also evaluate this practice by reviewing information gathered under Practice C4.8a.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice C3.14.** Teaching and learning fosters a stimulating learning environment based on understanding and respect.

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practices A.2, C4.3.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practice C1.9.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Conclusion of Standard C3**

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

* Parents
* Students
* Governing body
* Community members
* Local education authority
* Ministry of education
* Other

|  |
| --- |
|  |

Indicate the practice(s) that produced more diverse answers across subject groups. In one or two paragraphs, identify the differing views and how the consensus was reached.

|  |
| --- |
|  |

Describe any major achievement(s) related to this standard during the period under review.

|  |
| --- |
|  |

Based on your assessment of this standard you may wish to add an action to your action plan.

Per Standard C3, teaching and learning reflects the IB philosophy.

* Requires significant attention
* Requires further development
* Shows satisfactory development

**Standard C4. Assessment: Assessment at the school reflects the IB assessment philosophy.**

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

The IB will evaluate this practice by reviewing information gathered under Practices C4.3, C4.4, C4.8, the assessment policy, examination results and the calendar of school deadlines for student submissions of internal and external assessment components.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Requirement C4.1.a.** Assessment of student learning is based on the objectives and assessment criteria specific to each subject.

The IB will evaluate this requirement by reviewing examination results and the calendar of school deadlines for student submissions of internal and external assessment components.

Please indicate your assessment of the current level of implementation of this requirement.

* Emerging
* Developing
* Demonstrating
* Excelling

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

The IB will evaluate this practice by reviewing the information gathered under Practice B1.5d.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

Describe how the school uses a range of assessment strategies and tools to inform teaching practices.

|  |
| --- |
|  |

Describe how the school uses a range of assessment strategies and tools to evaluate students' development of approaches to learning skills.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

Describe how the school uses a range of assessment strategies and tools to provide students with feedback to inform and improve their learning.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

How does the school record the progress of the student’s CAS course?

|  |
| --- |
|  |

How does the student record his or her CAS experiences and reflections?

|  |
| --- |
|  |

IB will also evaluate this practice by reviewing school's assessment policy and information gathered under Practice B1.5d.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

1. What process does the school use to report on the assessment of the DP to parents?

|  |
| --- |
|  |

1. How does the school report on the student’s CAS experiences to parents?

|  |
| --- |
|  |

1. How does the school promote the student’s achievements in CAS within the school community?

|  |
| --- |
|  |

The IB will also evaluate this practice by reviewing the assessment policy and information gathered under Practice B1.5d.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

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

1. Describe how the school analyses assessment data.

|  |
| --- |
|  |

1. Include analysis of the examination results within the period under review and how those results inform teaching and learning (include Diploma Programme subjects, TOK and extended essays). Describe actions taken as a consequence.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice C4.8.** The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Describe how the school uses a range of assessment strategies and tools to promote meaningful student reflection on their development as learners.

|  |
| --- |
|  |

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

**Practice C4.9.** The school has systems to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP years 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

The IB will evaluate this practice by reviewing the description of extended essay process.

Please indicate your assessment of the current level of implementation of this practice.

* Emerging
* Developing
* Demonstrating
* Excelling

Indicate the practice(s) that produced more diverse answers across subject groups. In one or two paragraphs, identify the differing views and how the consensus was reached.

|  |
| --- |
|  |

**Conclusion of Standard C4**

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| --- | --- | --- |
|  |  |  |
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Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

* Parents
* Students
* Governing body
* Community members,
* Local education authority
* Ministry of education
* Other

|  |
| --- |
|  |

Per Standard C4, assessment at the school reflects IB assessment philosophy.

* Requires significant attention
* Requires further development
* Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

|  |
| --- |
|  |

Based on your assessment of this standard you may wish to add an action to your action plan.

Conclusions of the self-study process

After analysing the outcomes of the self-study process, the school has established the priorities used to create the school action plan included with this questionnaire (see chart 7).

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

|  |  |
| --- | --- |
| Name and title of head of school | |
|  | |
| Signature | Date |
|  |  |

|  |  |
| --- | --- |
| Name of head of section where the Diploma Programme is implemented *(if different from head of school)* | |
|  | |
| Signature | Date |
|  |  |

|  |  |
| --- | --- |
| Name of Diploma Programme coordinator | |
|  | |
| Signature | Date |
|  |  |

**Complete the charts that appear on the following pages.**

**Chart 1: Update of organization of teaching time**

| **Diploma Programme subjects** | | | | | | | | | | **Subjects completed in one year** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject**  *Indicate the name of the subject under each group.*  *If it is offered online, add “online” next to the name of the subject.*  *Add rows as necessary.* | **Subject level and hours of instruction**  *Indicate the hours of instruction  (1 hour = 60 minutes) allocated to the levels of the subjects the school offers.* | | | | **Language(s) of instruction** | **Current number of students** | | | | *Add an X in the appropriate column if  any of the situations allowed by the IB  (as described below the chart)  apply in the school. \** | |
| **Hours of instruction at Higher level** | | **Hours of instruction at Standard level** | | **Higher** | | **Standard** | | **Standard level subject(s) completed in year 1** | **Standard level subject completed in year 2** |
| **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** |
| Group 1: Studies in language and literature  *(indicate the language: eg, English A: literature)* | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Group 2: Language acquisition  *(indicate the language: eg, English B)* | |  |  |  |  |  |  |  |  |  |  |
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| Group 3: Individuals and societies | |  |  |  |  |  |  |  |  |  |  |
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| Group 4: Experimental sciences |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Group 5: Mathematics and computer sciences | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Group 6: The arts |  |  |  |  |  |  |  |  |  |  |  |
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* \* All Diploma Programme courses are designed as two‑year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

|  | **Number of hours instruction/activity in year 1** | **Number of hours instruction/activity in year 2** | **Language(s)  of instruction** | **Number of students in year 1** | **Number of students in year 2** |
| --- | --- | --- | --- | --- | --- |
| TOK |  |  |  |  |  |
| CAS |  |  | n/a |  |  |

#### Chart 2: Update of Diploma Programme teaching staff, qualifications and IB-recognized professional development

* IB‑recognized professional development consists of activities as listed on the IB events calendar on the IB public website (http://www.ibo.org) or in-school professional development activities organized by the relevant IB office.
* Location: In the chart below, indicate where the training took place.
* For IB regional workshops attended name the city.
* For IB workshops organized in the school use “IS”.
* For IB online workshops use “Online”.

| Subject/role  Indicate the name of the subject offered under each group.  Add rows as necessary. | Subject level | | Teacher’s name | Teacher qualifications  (degrees, diplomas) | Number of years at this school | Full/ part-time  (use FT/PT) | IB activities in which teacher is or has been involved in period under review  (eg, examiner, moderator, workshop leaders, site visitors) | IB-recognized professional development attended during period under review  Or if outside the period under review, please indicate the most recent IB-recognized professional development attended.  Please indicate the most recent category 1 or 2 workshop for all teachers in addition to the most recent training | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Higher | Standard | Location | Date | Workshop name and category |
| Group 1: Studies in language and literature  (indicate the language: eg, English A: literature) | | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Group 2: Language acquisition  (indicate the language: eg, English B) | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Group 3: Individual and societies | |  |  |  |  |  |  |  |  |  |
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| Group 4: Experimental sciences | |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |
| Group 5: Mathematics and computer sciences | | |  |  |  |  |  |  |  |  |
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| Group 6: The arts |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| TOK |  | |  |  |  |  |  |  |  |  |
| CAS coordinator |  | |  |  |  |  |  |  |  |  |
| DP coordinator |  | |  |  |  |  |  |  |  |  |
| Head of school |  | |  |  |  |  |  |  |  |  |

#### Chart 3: Update of school facilities that support the implementation of the DP

The information formerly included in chart 3 is now incorporated into the self-study questionnaire under practice B.2.5. Completion of chart 3 is no longer required.

#### Chart 4: Update of implementation budget

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Indicate the currency the school uses. If possible, use USD, GBP, CHF or CAD. | | | |  |
| USD = US dollars | GBP = Great British pounds | CHF = Swiss francs | CAD = Canadian dollars |  |

|  | IB World School current year | Year 2 after evaluation | Year 3 after evaluation | Year 4 after evaluation | Year 5 after evaluation |
| --- | --- | --- | --- | --- | --- |
| Academic year |  |  |  |  |  |
| Annual fee |  |  |  |  |  |
| Candidate assessment fees |  |  |  |  |  |
| Resources  (specify) |  |  |  |  |  |
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| IB professional development  (specify) |  |  |  |  |  |
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| Other |  |  |  |  |  |
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| **TOTAL** |  |  |  |  |  |

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| --- | --- | --- |
| Approved by |  | Position |
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#### Chart 5: Overview of levels of achievement of the standards in section C

* In the table below, indicate with X the levels of achievement for the standards as identified by each subject group.

|  | C1 | | | C2 | | | C3 | | | C4 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Requires significant attention | Requires further development | Shows satisfactory development | Requires significant attention | Requires further development | Shows satisfactory development | Requires significant attention | Requires further development | Shows satisfactory development | Requires significant attention | Requires further development | Shows satisfactory development |
| General  *(as declared in the self-study to be submitted to the IB)* |  |  |  |  |  |  |  |  |  |  |  |  |
| Group 1: Studies in language and literature |  |  |  |  |  |  |  |  |  |  |  |  |
| Group 2: Language acquisition |  |  |  |  |  |  |  |  |  |  |  |  |
| Group 3: Individuals and societies |  |  |  |  |  |  |  |  |  |  |  |  |
| Group 4: Experimental sciences |  |  |  |  |  |  |  |  |  |  |  |  |
| Group 5: Mathematics and computer science |  |  |  |  |  |  |  |  |  |  |  |  |
| Group 6: The arts |  |  |  |  |  |  |  |  |  |  |  |  |
| TOK |  |  |  |  |  |  |  |  |  |  |  |  |
| CAS |  |  |  |  |  |  |  |  |  |  |  |  |

#### Chart 6: CAS programme outline

The information formerly included in the CAS outline is now incorporated into the self-study questionnaire. Completion of chart 6 is no longer required.

**Chart 7: Update of action plan**

* IB World Schools are expected to update their action plan at least annually. It must be organized according to the *IB Programme standards and practices* and include all information in the template below. Submit the action plan for the current school year. Include objectives drawn from the outcomes of the self-study process.
* All recommendations from authorization or the previous evaluation must be addressed in the action plan. Indicate clearly which objectives address recommendations. In addition, if the school has continued efforts to improve in an area in which they received a matter to be addressed in the previous evaluation, this should be indicated.
* Add rows as necessary.

##### A: Philosophy

The school’s educational beliefs and values reflect IB philosophy.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement  or of progress towards achievement of the objective |
| --- | --- | --- | --- | --- | --- |
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##### B: Organization

###### B1: Leadership and structure

The school’s leadership and administrative structures ensure the implementation of the Diploma Programme.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement  or of progress towards achievement of the objective |
| --- | --- | --- | --- | --- | --- |
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###### B2: Resources and support

The school’s resources and support structures ensure the implementation of the Diploma Programme.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement  or of progress towards achievement of the objective |
| --- | --- | --- | --- | --- | --- |
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##### C: Curriculum

###### C1: Collaborative planning

Collaborative planning and reflection support the implementation of the Diploma Programme.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement  or of progress towards achievement of the objective |
| --- | --- | --- | --- | --- | --- |
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###### C2: Written curriculum

The school’s written curriculum reflects IB philosophy.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement  or of progress towards achievement of the objective |
| --- | --- | --- | --- | --- | --- |
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###### C3: Teaching and learning

Teaching and learning reflects IB philosophy.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement  or of progress towards achievement of the objective |
| --- | --- | --- | --- | --- | --- |
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###### C4: Assessment

Assessment at the school reflects IB assessment philosophy.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement  or of progress towards achievement of the objective |
| --- | --- | --- | --- | --- | --- |
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| --- | --- | --- |
| Approved by |  | Position |
|  |  |  |

1. Position: Name of the post of employment at the school [↑](#footnote-ref-1)
2. Head of school (director/principal in some systems) is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice. [↑](#footnote-ref-2)