

Middle Years Programme

*Commendations and recommendations of the
authorization visit to
American International School of Mozambique
Mozambique
27-28 April 2010*

Authorization team:

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Commendations, recommendations and matters to be addressed

The visiting team's commendations and recommendations are detailed below. Whilst schools are not expected to meet all the *IB Standards and Practices* at the time of authorization, this report uses them as a format for presenting the commendations and recommendations of this report in order to assist the school in the further implementation of the programme.

Section A: Philosophy

Standard A1

There is close alignment between the educational beliefs and values of the school and those of the programme.

Commendations

1. The school's mission statement which is regularly reviewed and shows strong concordance with IB principles.
2. The strategic thinking of board and management related to the goal of being a three-programme IB school.
3. The school's development of activities to promote understanding of, and reflection on, the IB learner profile, including in the contexts of advisory sessions (pastoral care groups) and a leadership development programme within the school.

Recommendations

1. Clarify the role of area of interaction leaders appointed from March 2010 to promote the effective coordination of the areas of interaction within and across the disciplines.

Standard A2

The school promotes international-mindedness on the part of the adults and the students in the school community.

Commendations

There are no commendations

Recommendations

1. The school identify areas of good practice in intercultural awareness within the school and actively promote the development of additional practices with a specific and more practical emphasis on intercultural engagement.

Section B: Organization

Standard B1

The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.

Commendations

1. Board and school leadership for ongoing strategic and financial support for the implementation of the programme.
2. The effectiveness of the school's processes of communication with parents.
3. The creation of a supportive resource for teaching and learning in the library.

Recommendations

1. Clarify the job descriptions of the MYP coordinator, subject chairs and area of interaction leaders (including the service learning coordinator) as members of a curricular and pedagogical leadership network.
2. Consider the creation of an MYP management group consisting of the MYP coordinator and areas of interaction leaders, to work in close liaison with department chairs and the librarian.
3. Review processes by which existing school policies (e.g. language, assessment) are revised, understood and implemented by all members of the teaching staff.

Section C: Curriculum

Standard C1

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.

Commendations

1. The school's commitment to developing an online service for students and parents, making available curriculum overviews, unit plans and homework information.
2. Progress towards the vertical and horizontal description and articulation of the areas of interaction and the distribution of area of interaction focus across disciplines at each year level.

Recommendations

1. Consider the potential value of introducing mathematics-extended.
2. Develop further the mapping mechanisms for areas of interaction to show the increasing sophistication of students' understanding of them.
3. Ensure that the delivery of a balanced technology program is working as planned and that the requirements stipulated in the Technology subject guide for integration of this subject are adhered to; particularly that teachers taking part in the integration of subjects have received approved IB training in MYP technology

Matter to be addressed

Standard C2

The school has implemented a system through which all teachers plan and reflect in collaborative teams.

Commendations

1. Teachers for their vigorous engagement in using the MYP unit planner

Recommendations

1. Subject chairs and areas of interaction leaders, together with the MYP coordinator develop and implement a strategy for interdisciplinary planning.
2. Subject chairs and area of interaction leaders, together with the MYP coordinator continue a concerted focus on refining the use of the MYP planner, especially with respect to phase 1, the clear delineation of key summative assessment tasks and the selection of points of approaches to learning focus in each unit.
3. Teachers of the three languages A plan work in concert as much as possible

Standard C3

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

Commendations

1. The strategically-planned appointment of a whole school (K-12) service learning coordinator

2. The intention that materials technology projects will be drawn from service-learning challenges arising in the village supported by students from the school.

Recommendations

1. Develop a deadlines policy to support student independent learning and formalize approaches to academic honesty.

Standard C4

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.

Commendations

1. The concept of developing a bank of assessed assignments as “anchor papers” in each subject as an orientation, training and initial standardization tool.

Recommendations

1. Maintain the use of criterion-level totals but use the MYP 7 point scale derived from all the MYP criteria and level descriptors to report MYP assessment, instead of the A-F grades.
2. Clarify expectations of internal standardization.
3. Consider the potential benefit of accelerating the process of monitoring of assessment.

Section D: the student

Standard D1

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.

Commendations

1. The practices of service-learning grounded in the curriculum and maintained across all years of the programme.
2. The learner profile journal exemplifying an awareness that reflection is a skill to be taught and practised.

Recommendations

1. In refining unit plans, teachers consider ways to build reflection more specifically into each unit, integrated into the assessment activities of the unit where appropriate.

Standard D2

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 PYP and MYP, and demonstrate the extension and development of their learning in the Diploma Programme.

Commendations

1. Plans for the areas of interaction leaders, in this first round and in support of personal project supervisors, to review students' identification of area of interaction focus in their projects.

Recommendations

There are no recommendations

Summary of matters to be addressed

Standard C1

Ensure that the delivery of a balanced technology program is working as planned and that the requirements stipulated in the Technology subject guide for integration of this subject are adhered to; particularly that teachers taking part in the integration of subjects have received approved IB training in MYP technology

Concluding remark

The visiting team was welcomed very hospitably to AISM and members wish to thank the school leadership, board members, teachers, students and parents for making the visit a very pleasant one. Team members wish to acknowledge the helpful documentation provided before and during the visit, and thank the teachers and programme leaders – in particular the MYP coordinator - for the frank and professional way in which they took part in discussions during the visit. It was a pleasure to see the positive attitude towards the MYP evident in the school and the willingness of management and staff to ensure that they are moving forward appropriately.

Should the school decide to apply for MYP certification in the near future, the earliest the school can register students is for the June 2012 session. The school is due for its MYP programme evaluation visit N° 1 in April 2014. The school is reminded that if it does not apply for moderation of assessment, then reports for monitoring of assessment are a requirement for the evaluation visit (see sections E 3.1 and F4 of the *MYP coordinator's handbook*).

Progress report:

AISM is required to respond to this report as follows:

By 1st May, 2011 submit a **progress report** to the MYP regional manager, following the template provided by the regional office to the MYP coordinator electronically. This report should satisfy the regional manager that the school has fully remedied the *matters to be addressed*. Supporting evidence should be provided with the report.

The recommendations from the visit will be followed up at the next evaluation visit.