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30 March 2016

Dear Dr Heatherington

Thank you for the information you sent us setting out how your school has addressed the “matters” as set out in the evaluation visit report of the five-year self-study. We are pleased to inform you that you have satisfied our requirements.

The school community has been involved in a very clear review process of the academic honesty policy; most stakeholders were involved in the process, including students. The reviewed and revised academic honesty policy is a whole-school document that addresses the different needs of the three IB programmes. This policy is linked to the IB learner profile attributes and the programme standards and practices. The policy and accompanying workbook are a good example of correct referencing. How will students that are new to the school and will be entering directly into the DP be informed about academic honesty?

The plan for the implementation and communication of the academic honesty policy is clear and reaches all stakeholders. You will want to ensure that you also include in this policy a summary of the IB sanctions for MYP (if applicable) and DP examinations and internal assessments so that the school community is also aware of them in addition to the school sanctions.

Establishing a systematic and formal collaborative planning meeting schedule will allow the DP teachers to plan and reflect in both horizontal and vertical teams to ensure that teaching and learning is most effective. Having meetings for departments, faculties and IB staff will ensure that matters related to the implementation and development of the programme will be addressed in a number of different meetings. It is also important that the MYP and DP teams continue to work collaboratively to ensure a smooth transition for students between programmes and between year 1 and 2 of the DP. It is important that these collaborative planning meetings also addresses the connections that exist between DP subjects (horizontal articulation). The school has been focusing

on the development of the ATL skills and TOK integration (some subject teachers have attended a workshop on TOK for subject teachers, the TOK coordinator has been given release time and the DP teachers subscribe to a TOK newsletter).

We wish you well with your continuing Diploma Programme and look forward to working with your school over the months and years to come.

Yours sincerely,

Fiona Clark  
DP School Services, Associate Manager