

Report on the school evaluation



Name of head of school	Dr. MaryJo Heatherington		
Name of school	American IS of Mozambique	IB school code	002357
Date	29-06-2017	IB programme	PYP

Student ages in which all students are engaged in PYP	<input checked="" type="checkbox"/> 3-4	<input checked="" type="checkbox"/> 4-5	<input checked="" type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 6-7	<input checked="" type="checkbox"/> 7-8	<input checked="" type="checkbox"/> 8-9	<input checked="" type="checkbox"/> 9-10	<input checked="" type="checkbox"/> 10-11	<input type="checkbox"/> 11-12
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Dear Dr. Heatherington

Thank you for completing the self-study process for programme evaluation.

The aim of programme evaluation is for the IB to ensure on a regular basis that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following:

- **Feedback on the self-study process:** Analysis of the self-study process carried out by the school.
- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:
 - the commendation, recommendation or matter to be addressed
 - related finding(s)
 - indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
 - indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
 - indication of the evidence to be provided by the school in case of matters to be addressed.
- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

Outcome of the evaluation process of your school

You will find the report related to your school in the pages that follow.

Based on the findings included in the report, the IB has not identified any matters to be addressed.

With regard to the recommendations mentioned in the report, the school is expected to incorporate these into their action plan for the new five-year cycle.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

Yours sincerely,

Adrian Kearney
Director, Europe, Middle East and Africa

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Number of months 12
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Section A: Philosophy

Standard A

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

Practice 3	The school community demonstrates an understanding of, and commitment to, the programme(s).
Findings of the team	Conversations with students, teachers, the pedagogical leadership team, parents, and members of the governing body demonstrate a common understanding of the programme and its implications for the school.
Commendations	The school for recognizing and embracing the values of the PYP and for the commitment that exists in implementing and developing the programme.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, p. 2

Practice 3b	The school as a community of learners is committed to a collaborative approach to curriculum development.
Findings of the team	The Primary Principal, PYP coordinator, and teachers describe a collaborative approach to the development of the programme of inquiry. The unit planners include input from the teachers who are collaborating with the unit.
Commendations	The pedagogical leadership team and teachers for their commitment and dedication to a collaborative approach to the programme of inquiry.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp. 12, 14, 28 Making the PYP happen: Pedagogical leadership in a PYP school, pp. 8–12

Practice 3e	The school demonstrates a commitment to transdisciplinary learning.
Findings of the team	The programme of inquiry and samples of unit planners provide some evidence of transdisciplinary learning. However, many of the units and accompanying planners do not show relevant connection across the disciplines.
The IB Recommends that	the school continue to develop an understanding of transdisciplinary learning and explore further the relevance and the authenticity across the disciplines.
Recommendation repeated from previous report	No

School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp. 5–7 Making the PYP happen: Pedagogical leadership in a PYP school, p. 3 Developing a transdisciplinary programme of inquiry

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	Interactions and communications with different stakeholders are open and frequent through newsletters, meetings, publications, website and emails.
Commendations	The school for providing various platforms for open and respectful communication to take place.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 4 Making the PYP happen: Pedagogical leadership in a PYP school, p. 5, 17 IB learner profile booklet

Practice 7a	The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of 7. Schools with two languages of instruction are not required to offer an additional language.
Findings of the team	All students from the age of three learn Portuguese, which is the host country language.
Commendations	The school for providing students from the age of three the opportunity to learn Portuguese and for offering it at differentiated levels per grade.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp. 75–89 Language scope and sequence Guidelines for developing a school language policy

Practice 7b	The school supports mother tongue and host country language learning.
Findings of the team	The school promotes Portuguese mother tongue, which is the host country language, within the timetable. Dutch, German and French mother tongue are offered after school.
The IB Recommends that	the school further investigate ways to support mother tongue language learning for speakers of languages other than Portuguese, Dutch, German or French.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	Learning in a language other than mother tongue in IB programmes, pp. 1–5 Guidelines for developing a school language policy

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	Conversations with the governing body, leadership, coordinator and staff reflect the support given to teachers in implementing the programme. Members of the pedagogical leadership team expressed that they are empowered by the school in making decisions for the proper implementation of the programme. Members of the governing body described their role as to support and promote the IB approach.
Commendations	The school for developing a governance and leadership structure that supports all aspects of the implementation of the programme.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp. 8–18

Practice 2a	The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the Primary Years Programme coordinator and the primary school principal.
Findings of the team	The job descriptions of the PYP coordinator and the primary school principal, as well as conversations with the pedagogical learning team, which represents various sections of the school, show evidence of a shared responsibility for implementation of the programme. They meet regularly and work collaboratively.
Commendations	The school for adopting a model of shared pedagogical leadership that includes representatives from many sections of the school: grade level leads, mathematics and language coaches, teaching assistant representative, etc.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp. 8–18

Practice 3	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
Findings of the team	The job descriptions of the primary school principal and PYP coordinator, supported by conversations with teachers and teaching assistants demonstrate pedagogical leadership through planned activities to support teachers and teaching assistants.
Commendations	The primary principal and programme coordinator for their pedagogical leadership in implementing the programme.

Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp. 5–18

Practice 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.
Findings of the team	Conversations with the programme coordinator indicate sufficient time and resources are currently allocated in order to carry out the responsibilities of the position. During the 2016-2017 school year, the coordinator’s teaching schedule was readjusted from 40 percent 20 percent to accommodate more time to support programme implementation through co-teaching with colleagues. For the next academic year, the 40 percent teaching load will be reintroduced due to budget implications.
The IB Recommends that	the school investigate and review the release time of the coordinator to allow for supporting the implementation of the programme and coherence in the curriculum.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp. 5–18

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard B1		
The school’s leadership and administrative structures ensure the implementation of the IB programme(s).		
	School’s conclusion	IB conclusion
School’s progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section B: Organization

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

Practice 3+3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.
Findings of the team	The school provides annual in-school workshops for teachers. The chart: Update of PYP teaching staff, shows all teachers have the required IB recognized professional development, with the majority of teachers having participated in multiple workshops.
Commendations	The governing body for allocating funds, and the pedagogical leadership team for the planned professional development beyond the requirements, which strengthens teachers' understanding of the programme.
Support in IB Documentation	Guide to school authorization: Primary Years Programme

Practice 9	The school has systems in place to guide and counsel students through the programme(s).
Findings of the team	During the first two weeks of every school year students participate in a short unit about learning to learn. The guidance counsellor supports students in and out of the classroom, one avenue being through the Kelso's Choice program.
Commendations	The school for providing various opportunities to meet student needs throughout their time with the programme.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 112

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

Practice 1+1b+1c	b. Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers.
Findings of the team	Teachers are able to explain how they plan and reflect collaboratively. Unit planners are used by classroom and single-subject teachers. Many year levels have begun to develop mathematics planners for units outside of the programme of inquiry.
Commendations	The teachers for their collaborative approach to planning and for the implementation of the use of mathematics planners.
Support in IB Documentation	<p>Making the PYP happen: A curriculum framework for international primary education, p. 41</p> <p>Developing a transdisciplinary programme of inquiry, pp. 6–11</p>

Practice 1+1b+1c	c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.
Findings of the team	The programme of inquiry and samples of completed planners show that the essential elements of learning—concepts, knowledge, skills, attitudes and action—are identified. Most unit planners list many concepts and skills and some evidence of action. This is the first year that related concepts have been considered.
The IB Recommends that	the teachers, when planning, consider the relevant concepts, skills and actions that relate closely, meaningfully and are significant to the unit of inquiry.

Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 41 Developing a transdisciplinary programme of inquiry, pp. 6–11

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	Teachers described the collaborative planning time as once a week with the PYP coordinator and Thursday afternoons with the single subject teachers. Additionally, they have one meeting a week with the literacy coach. These scheduled meetings allow for planning and reflection within and across year groups, as well as with single-subject area teachers.
Commendations	The school leadership for providing a system that enables regular collaboration and reflection.

Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
Findings of the team	Samples of PYP unit planners provide little evidence of how teachers have developed differentiated curriculum and tasks. In discussions with the visiting team, teachers were able to give concrete examples of how differentiation is addressed in the planning process. Although they believed that differentiation was happening in practice, they stated that further development was needed on how to record and track differentiation on curriculum documents.
The IB Recommends that	the school incorporate differentiation with students' learning needs and styles into collaborative planning and reflection, and document this accordingly on unit planners.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	The Primary Years Programme as a model of transdisciplinary learning, pp. 16–19

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Findings of the team	The programme of inquiry and unit planners identify the knowledge, concepts, skills and attitudes to be developed over time. However, it is not clearly evident as to how the specific transdisciplinary skills are developed over time.
The IB Recommends that	the school review the written curriculum giving consideration as to how the transdisciplinary skills can be developed over time.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp. 10–27

Practice 4a	The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each Primary Years Programme subject area.
Findings of the team	The school has scope and sequence documents for the various subject areas. These documents describe learning outcomes for all ages in the school. However, these documents do not indicate the development of conceptual understandings.
The IB Recommends that	the school review the scope and sequence documents for each subject area to include the development of conceptual understanding.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Subject-specific scope and sequence documents

Practice 6a	The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.
Findings of the team	The programme of inquiry and unit planners have the required components. However, for many units only two lines of inquiry are evident. Some of the central ideas that the school has developed do not provide the tension necessary to invite inquiry.
The IB Recommends that	the school review its current central ideas and lines of inquiry to ensure that the required number of lines of inquiry are included and that these, along with the central ideas provide opportunities for student learning that is relevant, significant, engaging and challenging.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 5

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 2	Teaching and learning engages students as inquirers and thinkers
Findings of the team	Classroom observations and conversations with students demonstrate engagement of students as inquirers and thinkers.
Commendations	Students for articulating their learning as inquirers and thinkers.

Practice 3a	Teaching and learning addresses the competencies, experiences, learning needs and styles of students.
Findings of the team	Teachers express ways in which they address differentiation in their teaching and learning. However, differentiation is not reflected in unit planners.
The IB Recommends that	the school ensures that common approaches are established in addressing the competencies, experiences, learning needs and styles of students in a variety of learning situations and that these are documented and reflected on the unit planners.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes

Practice 7	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
Findings of the team	The school provides varying levels of host country language learning. Support structures are provided in the classroom for students working in languages other than their mother tongue.
Commendations	The school for acknowledging the language needs of its students by providing varying levels of host country language learning, including the mother tongue speakers of the host country language.

Practice 13	Teaching and learning engages students in reflecting on how, what and why they are learning.
Findings of the team	In conversations with students and through their portfolio sharing, students were able to give examples of reflection on their learning.
Commendations	The school for providing students the opportunities to reflect and share their reflections.

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	Attitudes of understanding and respect are observed in interactions between teachers and teachers, teachers and students and students and students, both inside and outside the classroom.
Commendations	The school for building a stimulating learning environment based on understanding and respect throughout the school community.

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1b	Assessment addresses all the essential elements of the programme.
Findings of the team	Teachers are able to provide examples by which they address most of the essential elements of the programme through assessments.
The IB Recommends that	the school reviews its assessment practices in order to ensure that assessment strategies and tools address all the essential elements of the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none">• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none">• Shows satisfactory development	<ul style="list-style-type: none">• Shows satisfactory development