IB Primary Years, Middle Years and Diploma Programme

Evaluation Visit Report

Osaka International School of Kwansei Gakuin

IBIS code: 000595

Session: February 2018

Visit date: 18/02/2018 - 21/02/2018

School Administration

Head of School (Overall) – Mr William Kralovec

PYP Programme Coordinator – Ms Carolyne Marshall

MYP Programme Coordinator – Mr Kurt Mecklem

DP Programme Coordinator – Mr Stephen Frater

Visiting Team Members

Visiting Team Leader – Ms Jennifer Simpson / Mr Curtis Beaverford / Mr Nigel Forbes-Harper

Visiting Team Member – Ms Inga Lebedeva Bela / Mr Patrick Ong / Mr Ashish Trivedi

Name of school	Osaka International School of Kwansei Gakuin	IB school code	000595
Date	22-03-2018	IB programme	PYP, MYP, DP

PYP years offered at the school	☐ 3-4	☒ 4-5	☒ 5-6	☒ 6-7	☒ 7-8	☒ 8-9	☒ 9-10	☒ 10-11
MYP years offered at the school			☒ Y0	☒ Y1	☒ Y2	☒ Y3	☒ Y4	☐ Y5

Report on synchronized visit programme evaluation

Dear Mr Kralovec,

Thank you for completing the self-study for programme evaluation and for welcoming the visiting team to your school. The IB recognizes that this process requires the collaboration of the whole school community. We appreciate the time and effort made and hope that the insights gained along the way will be valuable in further developing your programmes.

The aim of school evaluation is for the IB to ensure that the standards and practices of each programme are being maintained, to acknowledge accomplishments and to provide guidance for school improvement. 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. A synchronized visit is also an opportunity to consider the development and impact of the IB programmes across the whole school.

The report that follows is based on the analysis of the self-study questionnaires and supporting documents, together with the findings from the school visit and collaborative discussions with the participating partner organization(s).

The report is structured as follows:

- an executive summary, which highlights the school's key strengths and suggests areas for focus

- feedback on the self-study
- notice of matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of a programme and the authorization status of that programme
  - indication of the evidence to be provided by the school in the case of MTBAs and the deadline for its submission
- whole-school findings, and commendations and recommendations for the common practices in standards A and B
- findings, commendations and recommendations for programme-specific requirements in standards A and B
- findings, commendations and recommendations by programme for standards C1-C4
- a conclusion for each standard

Executive Summary

A synchronized visit gives both the school and the IB visiting team the opportunity to look at the school as a whole rather than as separate programmes alone. In addition to their focus on individual programmes, therefore, the IB visiting teams also took time during the visit to consider the school more widely.

Over the course of the visit to your school the IB visiting team found the following to be the key strengths of the IB across your school:

- The quality and energy of the teaching staff, many of whom are long-serving at the school. The visiting team were impressed with the dedication of the teaching staff and their willingness to be involved.
- The support given to language in the school, especially Japanese and English. The growing enhancement of the 'two schools' model has seen increased interaction between staff and students of the two schools and a corresponding transfer of pedagogical ideas
- The supportive and respectful school culture and environment, which was evident across all levels of the school community
- The open response to feedback shown throughout the visit and the self-awareness evident in the school's self-studies
- The supportive induction programme provided for new staff

The strengths noted above are reinforced in commendations in the body of the report that follows.

Areas that the school may wish to focus on during the next review period include:

- The physical environment of the school. The school could reflect on how best to use the spaces it has available.
- Definition of a shared vision of teaching and learning across the school through directed collaborative meetings that focus on shaping and implementing

curriculum
- Ensuring clarity and consistency of communication channels, whether school to parents, or management to teachers
- Ensuring policies are followed up in practice. Parents, teachers and students need to have ready access to the school's policies
- Ensuring clarity of roles within the school's structure. This clarity is needed for the programme coordinator roles and also to provide definition of collaborative teams.

The areas noted above are reinforced in recommendations in the body of the report that follows.

We hope that the findings of the visiting team provide opportunities for reflection as the school moves through its next review cycle. We thank the school for their efforts and hospitality over the course of the visit.

Yours sincerely,

Adrian Kearney

Director of IB World Schools

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Feedback on the self-study process

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

Matters to be addressed

No matters to be addressed have been identified

Commendations and recommendations for the common practices in standard A: Philosophy

Commendations

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	• Conversations with DP students in both years of their programme revealed a significant number of student-initiated projects with a strong focus on service. Students had taken on projects that showed awareness of global issues and the potential for them to contribute positively to the community.

Commendation	Whole school ☐ PYP ☐ MYP ☐ DP ☒ CP ☐
	There is a willingness among the school's DP students to commit to positive action beyond the school community through self-initiated projects that demonstrate perseverance, resilience and self-reliance.

Practice 7	The school places importance on language learning, including mother tongue, host country language and other languages.
Findings of the team	• All three programme visiting teams were made aware of the strong emphasis placed on language learning at the school. Both English and Japanese are pursued to a high degree of competence and the growing association with Senri International School has served to enhance the learning of both these languages. Language week provides support for languages and the fact that several expatriate staff are competent in Japanese serves to further validate the host country language.
Commendation	Whole school ☒ PYP ☐ MYP ☐ DP ☐ CP ☐
	The school is committed to developing English and Japanese to as high a degree as possible, and is enhancing its relationship with its sister school, Senri International School (SIS) through language-focussed initiatives.

Practice 8	The school participates in the IB world community.
Findings of the team	• Conversations with teachers across the programmes showed a growing participation in local networks and a willingness to contribute to the wider IB community.
Commendation	Whole school ☒ PYP ☐ MYP ☐ DP ☐ CP ☒
	The school has moved to take an increasingly active role within the local IB community.

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Recommendations

Practice 6	The school promotes open communication based on understanding and respect.

Findings of the team	• Examples were given to the visiting team of concerns regarding inconsistent or limited communication. These included:
	    ○ some PYP parents were noted that communication from the school was sometimes inconsistent or confusing
	    ○ two parents noted that they were not aware that their children were receiving language support
	    ○ two parents noted that they were not aware that their children were receiving language support
	    ○ students and parents both noted that there was inconsistent use of Managebac, with some teachers not contributing
	    ○ several staff noted that communication and explanation of the process of budget allocation and approval lacked clarity.

Commendation	Whole school ☒ PYP ☐ MYP ☐ DP ☐ CP ☒ The school reviews its communication protocols to ensure an open, clear, consistent and efficient transfer of information across the school community.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Commendations and recommendations for the programme-specific practices in standard A: Philosophy

Recommendations

PYP Requirement 3.c	The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.

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Findings of the team	• Classroom observations show that students are not engaged in inquiry and critical thinking. Conversations with teachers indicate that they are not confident with teaching through an inquiry, constructivist approach. Some students are not able to share experiences that indicate they have participated in inquiry and development of critical thinking skills. The school's action plan states an ongoing commitment to enhancing inquiry teaching and learning. Conversations with the PYPC indicated that an inquiry-based approach to teaching and learning is an area for improvement. Subjects outside of the programme of inquiry did not indicate an inquiry-based approach.
Recommendation	• The school continues to upskill their teachers on inquiry-based teaching and learning by developing teachers' knowledge and skills on practical application.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

PYP Requirement 3.d	The school is committed to the PYP as the framework for all planning, teaching and learning across the curriculum.
Findings of the team	• Classroom visits, conversations with teachers and student demonstrated that the PYP is not always used as a framework for teaching and learning in all subject areas; in particular, inquiry-based learning engagements are not evident in all classrooms and across all subjects.
Recommendation	• The school should extend its use of the PYP as the framework for all planning, teaching and learning across the curriculum and throughout the entire school.
Recommendation repeated from previous report	No
Appropriate action included in	No

school's action plan	

Conclusion for standard A: The school's educational beliefs and values reflect IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's educational beliefs and values reflect IB philosophy.	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	

Commendations and recommendations for the common practices in standard B1: Leadership & Structure

Recommendations

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

Findings of the team	• The current job description provided for the MYP coordinator includes reference to outdated components of the programme.
	• The job description of the DP coordinator does not emphasise the pedagogical leadership responsibilities of the role. Furthermore, this role has been taken on for this academic year in addition to other duties.
Recommendation	• Whole school ☐ PYP ☐ MYP ☒ DP ☒ CP ☐
	• The school reviews the job descriptions of the MYP and DP coordinators to ensure current relevance and an appropriate reinforcement of the pedagogical role of the positions.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

Practice 6	The school has systems in place for the continuity and ongoing development of the programmes.
Findings of the team	• Several teachers noted that, while there is considerable discussion at the informal level regarding pedagogy and teaching and learning strategies, there was an absence of a coordinated approach to the development of sustainable curriculum across the school. Conversations with teachers also showed varied awareness and understanding of recent educational trends and developments, within and beyond the IB. There was no evidence provided of how best to develop a shared and consistent awareness and understanding to strengthen the continuity and ongoing development of the programmes.
Recommendation	• Whole school ☒ PYP ☐ MYP ☐ DP ☐ CP ☐
	• The school works towards defining, implementing and monitoring a school-wide approach to teaching and learning that is consistent and sustainable.
Recommendation repeated from previous report	No

Appropriate action included in school's action plan	No

Commendations and recommendations for the programme-specific practices in standard B1: Leadership & Structure

Recommendations

DP Requirement 5.d	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	• Conversations with staff demonstrated that there was inconsistent application of the assessment policy, with some staff noting that while it might be 'policy' they did not necessarily agree with it. One example of this inconsistency noted by students was the fact that some staff deducted marks for late work. This practice is contrary to the regulations within the school's assessment policy.
Recommendation	• The school ensures that the DP assessment policy is implemented consistently by all teachers.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard B1: The school's leadership and administrative structures ensure the implementation of the IB programmes

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's leadership and administrative structures ensure the implementation of the IB programmes.	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	

Commendations and recommendations for the common practices in standard B2: Resources & Support

Commendations

Practice 2	The school provides qualified staff to implement the programmes.
Findings of the team	• Evidence provided through the self-study and through conversations with staff during the visit showed that the school's staff comprises teachers who are very well qualified and who are passionate about their particular subject area. Many staff stay at the school for a long time, with the average stay being 6.86 years.
Commendation	Whole school ☒　　PYP ☐　MYP ☐　DP ☐　CP ☐ The teachers at the school are strong advocates for their subjects and display a high degree of subject knowledge.

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Recommendations

Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programmes.
Findings of the team	• The visit to the school revealed several areas where a surplus of extraneous and outdated materials and furniture have become an intrusion in the work-space. In the PYP, for example, some classes were not able to group or re-group due to the clutter within the room. In one of the senior laboratories, the emergency shower area had been used for storage. While there are many spacious areas outside classes, there was limited evidence provided during the visit that these spaces were being creatively used as an adjunct to classroom teaching to enhance student learning and collaboration. Some teachers in the PYP also pointed out a lack of technical support and digital resources to support the programme.
Recommendation	• Whole school ☒ PYP ☐ MYP ☐ DP ☐ CP ☐ • The school reviews its use of space to ensure optimal and safe conditions for teaching and learning.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Commendations and recommendations for the programme-specific practices in standard B2: Resources and Support

Recommendations

DP Requirement 5.c	The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.
Findings of the team	• Diploma exam papers are stored in a lockable cupboard in the DPC's classroom.
Recommendation	• The school reviews its current storage space for DP exam papers.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard B2: The school's resources and support structures ensure the implementation of the IB programmes

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

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The school's resources and support structures ensure the implementation of the IB programmes	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	

Commendations and recommendations for standard C - Primary Years Programme

Standard C1

Recommendations

Practice 1.1a	The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.
Findings of the team	• The programme of inquiry and some corresponding unit planners are not the products of sustained collaborative work involving appropriate staff. Conversations with teachers and specialists indicate that all appropriate staff are not always involved with collaboratively planning units. No evidence was found that there are scheduled meetings between teachers and specialists.
Recommendation	• The school should provide opportunities for all single-subject teachers (including teachers in physical education, the arts, music) to have input into the programme of inquiry and to negotiate the timing of units in order to work around their own curriculum.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 1.2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	• Allocated meeting time is not used systematically for collaborative planning and reflection between classroom and specialist teachers. The timetable or staff meeting schedule does not reflect allocated time for classroom and specialist teachers to plan collaboratively. Conversations with teachers indicate that scheduled time is not given for planning between classroom and specialist teachers.
Recommendation	• The school should ensure regular and systematic planning of meetings between classroom and specialist teachers to ensure units are planned collaboratively.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 1.6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles..
Findings of the team	• Samples of unit planners provide limited evidence of how teaching teams have developed differentiated activities and tasks. Most teachers are not able to explain the collaborative planning process by which they have planned to incorporate differentiation for students' learning needs and styles.
Recommendation	• The school should further incorporate differentiation for students' learning needs and styles into collaborative planning and reflection.
Recommendation repeated from previous report	No

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Appropriate action included in school's action plan	No

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the PYP

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization

Collaborative planning and reflection supports the implementation of the PYP	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	

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Standard C2

Commendations

Practice 2.7a	The programme of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.
Findings of the team	• Students can relate personal experiences on how they have been able to share their own culture and belief systems with their peers through the units of inquiry. • Teachers can relate learning experiences that focused on the study of the host or home country, the culture of individual students and the culture of others, including their belief systems. • The programme of inquiry shows units with lines of inquiry that focus on the study of the host country, the culture of individual students and the culture of others, including their belief systems.
Commendation	The school ensures that students learning experiences include those of the host country and their own culture and belief systems through learning experiences within their units of inquiry.

Recommendations

Practice 2.3	The written curriculum builds on students' previous learning experiences
Findings of the team	• Teachers could not show examples of differentiation in the written curriculum that takes into account students' previous learning experiences. • Conversations with the teaching staff indicate that pre-assessments and standardised tests are occurring but the data is not used to inform teaching and learning.
Recommendation	• The school further develops ways to ensure the curriculum builds on students' learning experiences by analysing data and assessments.

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Recommendation repeated from previous report	• No
Appropriate action included in school's action plan	• Yes

Conclusion for standard C2: The school's PYP written curriculum reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's PYP written curriculum reflects IB philosophy	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	

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Standard C3

Recommendations

Practice 3.1c	The school ensures that personal and social education is the responsibility of all teachers.
Findings of the team	• Conversations with the pedagogical leadership team and some teachers indicate that personal and social education is not incorporated into classroom teaching and learning experiences. • Unit planners do not demonstrate that personal and social education is included in teaching and learning experiences. • Classroom observations and student work did not demonstrate that personal and social education was included in teaching and learning experiences.
Recommendation	• The school should ensure that all teachers have an understanding of their responsibility in supporting all students' personal and social education.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 3.3a	Teaching and learning addresses the competencies, experiences, learning needs and styles of students.
Findings of the team	• Teachers do not express the ways in which they exercise differentiation in their teaching and learning. Samples of assessed student work do not show how teaching and learning addresses the various competencies, experiences, learning needs and styles of students. Some unit planners display that the different learning needs and styles of students is not catered for.
Recommendation	• The school should ensure that common approaches are established in addressing the competencies, experiences, learning needs and styles of students in a variety of learning situations.

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Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 3.3	Teaching and learning builds on what students know and can do.
Findings of the team	• Teachers cannot give examples of how they have adapted teaching to build on what students know and can do. Teachers cannot give examples of how formative assessment and ongoing student reflection are used in refining their teaching. Classroom observations do not show examples of how teachers build on what students know and can do.
Recommendation	• The school should ensure that records of pre-assessment are utilized in planning and refining learning engagements.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 3.10	Teaching and learning differentiates instruction to meet students' learning needs and styles.

Findings of the team	• Displays and samples of assessed work did not show that teachers allow for differentiation. • Teachers and students gave limited examples of differentiated instruction. • Unit planners showed limited examples of differentiated learning experiences.
Recommendation	• The school should further explore developmentally appropriate approaches to differentiating instruction to meet students' learning needs and styles.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 3.11	Teaching and learning incorporates a range of resources, including information technologies.
Findings of the team	• Conversations with teachers and students indicate that a variety of resources, including specialised equipment and learning technologies are not frequently used in learning experiences. • Classroom observations and student portfolios confirmed that information technology resources are not frequently used for learning experiences. • The self-study indicated that they are continuing to develop this practice.
Recommendation	• The school should maximize the ways in which it incorporates the range of resources that are available to the school into teaching and learning situations.
Recommendation repeated from previous report	No

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Appropriate action included in school's action plan	Yes

Practice 3.12	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.
Findings of the team	• Samples of assessed student work do not demonstrate opportunities for students to develop meaningful action. • Some classroom observations do not show examples of developing student attitudes and skills to allow for meaningful action. Conversations with teachers and students show that limited ongoing action occurs from a result from teaching and learning.
Recommendation	• The school should further adapt learning experiences to develop student attitudes and skills that allow for meaningful student action. The school should insure that unit planners allow for flexibility and time for students to take action.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 3. 14b	Teaching and learning empowers students to take self-initiated action as a result of the learning.
Findings of the team	• Some planned provocations and teacher questions do not promote self-initiated action. Some classroom displays and student work do not show ways in which students were empowered to take self-initiated action. Some samples of student reflections do not show how students have taken self-initiated action.

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Recommendation	• Teaching and learning experiences are planned so that students understand how to and are guided to take self-initiated action.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C3: PYP teaching and learning reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

PYP teaching and learning reflects IB philosophy	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	• Shows satisfactory development

Standard C4

Recommendations

Practice 4.1b	Assessment addresses all the essential elements of the programme
Findings of the team	• Samples of assessed student work did not show that all the essential elements were assessed. Conversations with teachers indicated that the essential elements were not always assessed.
Recommendation	• The school should review 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
Appropriate action included in school's action plan	No

Conclusion for standard C4: PYP assessment at the school reflects IB assessment philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

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PYP assessment at the school reflects IB philosophy	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	• Shows satisfactory development

Commendations and recommendations for standard C - Middle Years Programme

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the MYP

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

Collaborative planning and reflection supports the implementation of the MYP	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	

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Standard C2

Recommendations

Practice 2.1d	Unit plans are documented according to the MYP unit planning process.
Findings of the team	• Unit plans are documented according to the MYP unit planning process. In a number of cases, the BQC feedback suggested that the ATL skills identified in the unit plans were not represented in the learning experiences.
Recommendation	• The school develops common expectations for the documentation of ATL skills in the unit planners.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 2.1f	There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.
Findings of the team	• Teachers had difficulty identifying systematic procedures for the review of unit plans. They suggested that units were reviewed on a needs basis, but that there was no formal curriculum review cycle.
Recommendation	• The school considers means by which to ensure unit plans are systematically reviewed.
Recommendation repeated from previous report	No

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Appropriate action included in school's action plan	No

Conclusion for standard C2: The school's MYP written curriculum reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's MYP written curriculum reflects IB philosophy	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	

Standard C3

Commendations

Practice 3.13	Teaching and learning engages students in reflecting on how, what and why they are learning.

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Findings of the team	• Samples of assessed student work, the PP journal, and reflections on service involvement demonstrate student reflection on their learning. The report card includes a detailed student reflection on achievement which is managed by the homeroom teachers.
Commendation	The student report card includes a very detailed reflection grounded in student achievement.

Practice 3.2	Teaching and learning engages students as inquirers and thinkers
Findings of the team	• Some samples of student work given examples of how units provide a framework for inquiry and thinking. Conversations with teachers demonstrate that students revealed several good examples of projects and assessments which developed inquiry and thinking skills.
Commendation	The school encourages the development of inquiry and thinking skills in students.

Recommendations

Practice 3.1a	Teaching and learning at the school uses global contexts as contexts for inquiry
Findings of the team	• While the global contexts are included in all unit planners, conversations with teachers reveal that often they are not a focus in teaching and learning.
Recommendation	• The school takes measures to ensure that the global contexts are explicitly used in teaching and learning to develop common understandings of their purpose among members of the learning community.
Recommendation repeated from previous report	No

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Appropriate action included in school's action plan	No

Conclusion for standard C3: MYP teaching and learning reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

MYP teaching and learning reflects IB philosophy.	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	

Standard C4

Recommendations

Practice 4.1b	Teachers standardize their understanding and application of criteria before deciding on achievement levels.

Findings of the team	• There were a few departments that shared criteria which did not have systems in place to standardize their assessment expectations.
Recommendation	• Subject areas which share common criteria must ensure that there are common understandings of the expectations of the criteria.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C4: MYP assessment at the school reflects IB assessment philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

MYP assessment at the school reflects IB philosophy.	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	

Commendations and recommendations for standard C – Diploma Programme

Standard C1

Recommendations

Practice 1.1	Collaborative planning and reflection addresses the requirements of the programme.
Findings of the team	• Conversations with teachers indicate that theory of knowledge (TOK) is integrated where appropriate within subjects using the subject-specific guiding questions and other print resources such as textbooks that include links to TOK. • Connections and relations between subjects for the reinforcement of knowledge, understanding and skills shared by the different disciplines are made, however, depending on initiatives from individual teachers. • Although teachers have begun documenting the curriculum on Managebac, there are limited opportunities for teachers to collaboratively plan and reflect on TOK integration and exploration of connections between subjects.
Recommendation	• The school reviews the aims of collaborative planning and reflection to allow teachers to explore the integration of TOK as well as connections and relations between subjects in order to reinforce knowledge, understanding and skills shared by the different disciplines.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

Practice 1.2	Collaborative planning and reflection takes place regularly and systematically.

Findings of the team	• There are regular meetings among school administrators and pedagogical leaders to discuss professional development, student concerns and DP implementation issues in the context of the "two schools, one mission" setting. The self-study and conversations with teachers indicate that there are monthly meetings for middle school and high school teachers to discuss aspects of teaching and learning. However, it is unclear how the focus of these meetings systematically influences curriculum development and programme implementation. • Conversations with teachers and the DP coordinator indicate that full-time teachers in all subject departments regularly meet for collaborative planning and reflection. Part-time teachers are not required to attend collaborative planning and reflection meetings. The frequency of the collaborative planning and reflection meetings varies across subject departments. • Some departments have designated department heads, while some others don't. The items for discussion for the subject department collaborative planning and reflection meetings are determined by individual subject departments. There is limited evidence that suggests that the agenda and/or the outcomes of these meetings are documented.
Recommendation	• The school develops a systematic approach to the planning of meetings and ensures greater clarity in goals and timelines.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 1.5	Collaborative planning and reflection is based on agreed expectations for student learning.
Findings of the team	• Conversations with the incoming and outgoing DP coordinators indicate that teachers have recently started using a common unit planning process as one of the ways to ensure collaborative planning and reflection is based on agreed expectations for student learning. However, conversations with teachers indicate varied perceptions regarding the benefit of the unit planning process. • Conversations with teachers and DP coordinator also indicate that the focus on vertical and horizontal articulation of approaches to learning is new and needs continued attention to ensure consistent implementation across all subject departments.
Recommendation	• The school develops teachers' understanding of the importance of agreed expectations for student learning in informing collaborative planning and reflection.

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Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the DP

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

Collaborative planning and reflection supports the implementation of the DP.	
The school's conclusion	• Requires further development
The IB's conclusion	• Requires further development
Explanatory comments (if required)	• The emphasis needs to shift towards managed collaboration that leads to a sustainable curriculum

Standard C2

Recommendations

Practice 2.4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Findings of the team	• There are course outlines for all DP subjects offered at the school that describe the content, assessment instruments, resources, TOK links, and the development of learner profile and international mindedness. • Unit plans are documented using a common unit planning process which requires teachers to indicate skills, concepts and attitudes; however, these plans are incomplete.
Recommendation	• Teachers should complete the work on their courses of study to include the knowledge, concepts, skills and attitudes that students need to develop over time.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C2: The school's DP written curriculum reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

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The school's DP written curriculum reflects IB philosophy.	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	

Standard C3

Commendations

Practice 3.2	Teaching and learning engages students as inquirers and thinkers.
Findings of the team	• From conversations with students from both years of the programme and from limited observation of classes in action, it was clear to the visiting team that students were encouraged to engage in inquiry on a regular basis. Examples were given of maths concepts being introduced through inquiry-based activities, of science lessons focusing on conceptual understanding as well as content, and generally of a classroom atmosphere that encouraged higher-level thinking.
Commendation	A learning culture of regular and motivational inquiry is promoted and developed in the school.

Practice 3.12	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.
Findings of the team	• Conversations with students gave the visiting team examples of how their classroom learning had provided the prompt for them to take action outside the classroom, particularly with their CAS activities. Two students gave separate examples of how concern for social issues in Japan had given them the opportunity to develop websites to promote further discussion and action.
Commendation	Students in the Diploma Programme are well able to use their classroom experience as a prompt for meaningful action in the community.

Practice 3.14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	• Students and teachers alike referred regularly to the school's focus on 'respect'. The atmosphere in classes observed on the visit was warm and engaging and students new to the school all noted how the mutual respect shown between staff and students was one of the most welcome aspects of the school.
Commendation	Classrooms in the school are noteworthy for their atmosphere of mutual respect between teachers and students.

Conclusion for standard C3: DP teaching and learning reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

DP teaching and learning reflects IB philosophy.	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	

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Standard C4

Recommendations

Practice 4.2	The school communicates its assessment philosophy, policy and procedures to the school community.
Findings of the team	• Students and parents spoken to during the visit were not conversant with the school's assessment policy and were not able to confirm whether or how they could access it.
Recommendation	• The school ensures access to the school's assessment policy for the whole school community.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 4.4	The school provides students with feedback to inform and improve their learning.
Findings of the team	• Students noted that feedback provided by teachers was supportive and usually one-to-one. Several students, however, indicated that formal feedback for written assessment tasks was not always delivered in a timely manner.
Recommendation	• The school ensures that there is a consistent approach to the provision of feedback.
Recommendation repeated from previous report	No

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Appropriate action included in school's action plan	No

Conclusion for standard C4: DP assessment at the school reflects IB assessment philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

DP assessment at the school reflects IB philosophy.	
The school's conclusion	• Shows satisfactory development
The IB's conclusion	• Shows satisfactory development
Explanatory comments (if required)	

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