# IB Diploma Programme Authorization Report

## Discovery College

Hong Kong

School Code: 003544

Session: May

## Section A: Philosophy

### Standard A:
The school's educational beliefs and values reflect IB philosophy.

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| Practices that must be in place or contain requirements that must be in place |
| Practices that must be in progress |

| Practices | VERIFICATION VISIT TEAM | | | Commendations | Recommendations | Bibliography |
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| | Examples of findings of the team | Practice in place? | | | | |
| **1** The school's published statements of mission and philosophy align with those of the IB. **Evidence in the school application:** Questions: A:1, 2 SD: School brochure School website | The school has published statements of mission and philosophy  ☐ on its website ☐ in brochures or promotional literature ☐ in shared areas around the school  The school's statements of mission and philosophy include references that the school  ☐ values education that goes beyond academic development ☐ encourages awareness beyond the individual and his or her immediate community ☐ other elements of the IB mission statement | YES | | . | | ""The philosophy of the continuum of international education" in *Towards a continuum of international education*  *The Diploma Programme: From principles into practice* |
| **2** The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy **Evidence in the school application:** **Question: A, 3** SD: Action plan | ☐ The school's action plan is driven by the practices and programme requirements included in the *Programme standards and practices.*  ☐ Conversations with the governing body, administrative and pedagogical leadership and staff show their general understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile. | YES | | | | *Towards a continuum of international education* (2008)  "Philosophy and principles of the Diploma Programme", "Making the decision to introduce the Diploma Programme", in *The Diploma Programme: From principles into practice* (2009), pp.3-9, 10-11  IB videos available at http://blogs.ibo.org/ibtv/ or http://www.ibo.org/programmes/profile/ |
| **3** The school community demonstrates an understanding of, and commitment to, the programmes(s). **Evidence in the school application:** Question: A.3, 4 SD: School brochure School website | ☐ If the school mentions the DP in its website or other literature, it does it in accordance with the IB copyright policy and with the text provided by the IB to explain the candidate status.  ☐ Meetings with governing body, pedagogical leadership team and staff have taken place to become familiar with the IB and the programme  Conversations with pedagogical leadership team and staff show that they understand: ☐ The structure of the DP ☐ The role that each plays in its implementation ☐ The student-centred concept of the DP. | YES | All groups within the school community demonstrate wide understanding of and commitment to the programme. | | *Towards a continuum of international education* (2008)  *The Diploma Programme: From principles into practice* (2009)  The IB videos available at http://blogs.ibo.org/ibtv/ or http://www.ibo.org/programmes/profile/ |

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| | Examples of findings of the team | | | | | |
| | ☐ The implication the implementation of the DP will have in the school.<br><br>Conversations with parents and students show that there is a general understanding of the programme:<br>☐ Each student exposed to a broad and balanced curriculum<br>☐ DP as academically challenging but also a programme that aims at developing the attributes of the learner profile.<br>☐ General references to the core | | | | | |
| 4 | **The school develops and promotes international-mindedness and all attributes of the IB learner profile (LP) across the school community**<br><br>**Evidence in the school application:**<br><br>Question: A, 3<br>SD: School brochure<br>SD: Course outlines<br>School website | ☐ Course outlines include references to varied bibliography<br><br>☐ Conversations with teachers validate their understanding and promotion of international-mindedness and the development of the attributes of the IB learner profiles, as shown in the course outlines.<br><br>☐ Parents understand and value the development of the international-mindedness and have a general awareness of the IB learner profile.<br><br>☐ Students have a general familiarization with the concepts of international mindedness and the development of the attributes of the IB learner profile. | | | The school further implements strategies to develop and promote international-mindedness. | *Towards a continuum of international education* (2008)<br><br>"Developing the IB learner profile" , "Education for intercultural understanding" in *The Diploma Programme: From principles into practice* (2009)<br>IB Learner Profile<br><br>The IB videos available at http://blogs.ibo.org/ibtv/ or http://www.ibo.org/programmes/profile/ |
| 5 | **The school promotes responsible action within and beyond the school community.**<br><br>**Evidence in the school application:**<br><br>DP course outline: CAS | ☐ CAS outline promotes responsible action and includes actions beyond the school community.<br><br>CAS outline shows that different members of the school community will be involved in the CAS activities, as advisers or supervisors<br><br>☐ Conversation with CAS coordinator shows understanding of the promotion of responsible action within and beyond the school community through the learning outcomes and the reflection.<br><br>☐ Students understand the importance of responsible action within and beyond the school community and have already had school experiences in this regard. | | The school already has strategies to promote responsible action within and beyond the school community. | | "Creativity, action, service in the DP" in *Towards a continuum of international education(2008), pp 35-36*<br>"A holistic educational experience", "Breath and balance" in *Diploma Programme: from principles into practice* (2009) p.5, 7<br><br>*Creativity, action, service guide(*2008) |
| 6 | **The school promotes open communication based on understanding and respect.**<br>**Evidence in the school application:**<br><br>Question: A. 3<br>SD: School brochure and promotional literature | ☐ The school has already organized frequent meetings with different stakeholders to share the plans of implementation of the DP.<br>☐ Further meetings are planned with different stakeholders.<br><br>☐ Interactions with different stakeholders are open and frequent through newsletters, meetings, publications, website, e-mail etc.<br><br>☐ Parents are comfortable during the meeting and voice their questions and concerns openly<br>☐ Teachers express themselves openly during meetings<br>☐ Students express themselves openly and respectfully | | YES | The school is implementing strategies to promote open communication based on understanding and respect | | "The learning environment: Active learning in a supportive school culture", in *Towards a continuum of international education* (2008), p 16-17 |

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| | | Examples of findings of the team | Practice in place? | | | |
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| 7 | The school places importance on language learning, including mother tongue, host country language and other languages.<br><br>**Evidence in the school application:**<br>SD: language policy<br>SD: Action plan<br>Chart 1: Update of DP subjects | ☐ School has plans to provide support to students who are not proficient in the language of instruction<br><br>☐ School has a plan or already provides or encourages opportunities for maintaining mother tongues<br><br>☐ School plans to support or supports learning of host country<br><br>☐ The languages to be offered in the DP reflect the needs and interests of the student body<br><br>☐ Conversations with pedagogical leadership team and teachers show awareness of the importance of language learning and show awareness of plans of the school in this regard:<br> ☐ School has plans to provide support to students who are not proficient in the language of instruction<br> ☐ School has a plan or already provides or encourages opportunities for maintaining mother tongues<br> ☐ School plans to support or supports learning of host country language<br> ☐ The languages to be offered in the DP reflect the needs and interests of the student body.<br><br>☐ Conversations with parents and students show awareness of the importance of language learning | | The school effectively supports student language learning through supporting the development of students' mother tongues and the acquisition of other languages including the host country language. | | "The language continuum" in *Towards a continuum in international education*<br><br>"Education for intercultural understanding" "Language options and language support", "Supporting the mother-tongue and the language of instruction" in *Diploma Programme: from principles into practice (2009)*<br><br>*Guidelines for developing a school language policy*<br><br>*Learning in a language other than the mother tongue in IB programmes* |
| 8 | The school participates in the IB world community<br><br>**Evidence in the school application:**<br><br>Question C.4<br>Chart 2: Teaching staff, qualifications and PD | ☐ Some members of the pedagogical leadership team or staff have attended IB regional conferences<br>☐ Staff attended IB professional development activities.<br><br>☐ Conversations with school leadership show that they have started to establish connections with other IB schools and/or regional associations of IB world schools<br><br>☐ Staff members actively access the OCC | | The school has already taken advantage of a variety of opportunities to participate in the IB world community. Teachers in the school have volunteered as examiners, moderators, workshop leaders and visiting team members. | The school looks for ways to connect with other schools in Hong Kong, beyond the excellent liaison with the ESF school community. | "Professional development opportunities offered by the IB", in *Diploma Programme: from principles into practice* (2009), p.40-41 |

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| | | Examples of findings of the team | Practice in place? | | | |
| 9 + 9.a + 9.b | The school supports access for students to the IB programme(s) and philosophy | ☐ The projections of the school show that there will be full Diploma Programme students once the school is authorized. | YES | | | "Access", "Building an accessible programme",in *Diploma Programme: from principles into practice* (2009), p 8, 20-23 |
| | a. The school provides for the full Diploma Programme and requires some of its student body to attempt the full diploma and not only individual certificates | ☐ Access to the DP courses is transparent, whether there are selection criteria or not. | | | | *Rules for IB World Schools: Diploma Programme Guide to school authorization: Diploma Programme (2010) P.7* |
| | b. The school promotes access to the diploma and certificates for all students who can benefit from the educational experience they provide. | ☐ There will not be a gap year between the year 5 of the MYP and year 1 of the DP. | | | | Current *Handbook of procedures for the Diploma Programme* |
| | **Evidence in the school application:** | | | | | |
| | Questions: B1.1d and 1e | | | | | |
| 9.c | c. The school has strategies in place to encourage students to attempt the full diploma | | | | | |

## Section B: Organization

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

| Practices | | VERIFICATION VISIT TEAM | | Commendations | Recommendations | Bibliography |
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| | | Examples of findings of the team | Practice in place? | | | |
| 1 | The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s) **Evidence in the school application:** Question: A.3 and B1.2b SD: action plan | ☐ Conversations with the governing body show that : ☐ It is aware of the authorization process of the school. | | The school keeps the governing body informed about the ongoing implementation of the programme | | |
| 2 | The school has developed a governance and leadership structure that supports the implementation of the programme(s). **Evidence in the school application:** Questions B1.2 and B1.3a SD: School organization chart | ☐ Descriptions of the structure and role of the governing body and pedagogical leadership team indicate responsibilities for supporting the implementation of the programme. | YES | The governance and leadership structure supports all aspects of the future implementation of the programme. | | "Leading the development of the continuum: Pedagogical leadership team", in *Towards a continuum of international education* (2008), pp 22-24 "What can schools do to support and develop the IB learner profile?", in *Diploma Programme: from principles into practice(2008)pp 31-33* |
| 3 | The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s). **Evidence in the school application:** Q B1.3a SD: School organization chart | ☐ The pedagogical leadership team has defined roles and responsibilities which are evident in the organization chart. ☐ Conversations with teachers reflect ☐ understanding of each one's roles in the leadership team, especially the role of the DP coordinator ☐ the support and guidance that the pedagogical leadership team, especially the DP coordinator, has | YES | | | "Leading the development of the continuum: Pedagogical leadership", in *Towards a continuum of international education* (2008), pp 22-24 The role of the DP coordinator, in Diploma Programme: from principles into practice (2009), pp 16-19 |

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| | | given.<br>☐ Head of school/school principal and the DP coordinator are involved in past or planned meetings to inform the community.<br>☐ The head of school/school principal and DP coordinator will lead or be involved in planned activities to support teachers. | | | | |
| 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.<br><br>**Evidence in the school application:**<br>Q B1.3b<br>SD: School organization chart | ☐ The DP coordinator role has release time that seems to be consistent with the number of future DP students, or he/she is full-time.<br>☐ There is information allowing to infer that the DP coordinator will have resources to support his/her responsibilities.<br>☐ If they exist, the additional responsibilities and the DP coordinator role may be achieved.<br><br>☐ The DP coordinator is proficient in one of the IB working languages and language of instruction of the school and has established strategies to ensure that all DP teachers can fulfil their roles no matter what language they are proficient in. | YES | The school has ensured that the DP coordinator has sufficient time and resources to carry out his responsibilities. | | "The role of the programme coordinator", in *Towards a continuum of international* education<br><br>"The role of the Diploma Programme coordinator", in *Diploma Programme: from principles into practice* (2009), pp 16-19 |
| 5 | The school develops and implements policies and procedures that support the programme(s). | | | | | |
| 5.a | The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme<br>**Evidence in the school application:**<br>Q B1.1b | ☐ The admissions policy will include clear reference to the admission of students in the DP | YES | | In the school admissions policy, the school cross refernces to information on the admission of students into the DP. | "Building an accessible programme (Student selection process)" , in *Diploma Programme: from principles into practice* (2009), pp. 20-21 |
| 5.b | The school has developed and implements a language policy that is consistent with IB expectations.<br>**Evidence in the school application:**<br>Question B1.4a<br>SD: Preliminary language policy | ☐ The draft language policy includes (as applicable):<br> ☐ support for mother tongues<br> ☐ support for students who are not proficient in the language of instruction<br> ☐ learning of the host country language and culture<br> ☐ reflection of needs of students in group 1 and group 2 course offerings | | The school provides extensive support for<br>• a diversity of mother tongues.<br>• students who are not proficient in the language of instruction.<br>The school provides learning in the host country language which infuses students with a sense of the host country culture.<br>The school provides an extensive selection of languages in groups 1 and 2 aligned with the needs of students. School supported self taught languages are being offered to several individuals. | | "The language continuum (Learning in a language other than a mother tongue in IB programmes, Developing a school language policy" in *Towards a continuum of international education*, pp 25-27<br><br>"Language options and language support" in *Diploma Programme: From, principles into practice (2009)*, p.22.<br><br>*Guidelines for developing a school language policy* (2008)<br><br>*Learning in a language other than the mother tongue* (2008) |

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| 5c | The school has developed and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.<br>**Evidence in the school application:**<br>Comments may have been included in QB1.1b<br><br>References may have been included in the SD: preliminary assessment policy | ☐ DP coordinator is aware of the possibilities that the IB can offer to students with special needs.<br><br>☐ Teachers are aware of the possibilities that the DP offers to include students with special needs<br><br>☐ Conversations with school staff indicate that there may be practices in the school to support students with special educational needs as per the school admissions policy. | | The school has developed the context to implement an inclusive programme with policies and practices that effectively support special educational needs. | | "Special educational needs" in *Towards a continuum of international education* (2008), pp28-32<br><br>*Special educational needs within the International Baccalaureate programme*s(2010)<br><br>*Candidates with special assessment needs(2009)*<br><br>*Teaching students with particular special educational and learning needs.a resource for schools(2004)*<br><br>Current *Handbook of procedures for the Diploma Programme* |
| 5d | The school has developed and implements an assessment policy that is consistent with IB expectations.<br>**Evidence in the school application:**<br>Question B1.4b<br>SD: Preliminary Assessment policy | Draft assessment policy includes most of the following:<br>☐ a philosophy of assessment that supports student learning<br>☐ understanding of the use of DP assessment criteria<br>☐ processes for recording and reporting DP assessment<br>☐ processes for standardization of student work's assessment<br>☐ frequency of formative and summative assessment | | | | "The principles of IB assessment", "The assessment in the DP", "Developing an assessment policy", in *Towards a continuum of international education* (2008), pp 19-21<br><br>"Assessment policy", in *Diploma Programme: from principles into practice* (2009) p13<br><br>*Diploma Programme assessment Principles and practice (2008*<br><br>*Guidelines for developing a school assessment policy* (2010) |
| 5e | The school has developed and implements an academic honesty policy that is consistent with IB expectations.<br>**Evidence in the school application:**<br>Question B1.4c<br>SD: Academic honesty policy | ☐ The school submits current academic honesty policy with the changes envisaged as a consequence of the implementation of the DP.<br><br>☐ Policy includes monitoring processes and sanctions.<br><br>☐ Resources which support the policy (i.e software to check plagiarism, student guides etc).<br><br>☐ Conversations with teachers show that:<br>  ☐ they may have participated in the design and apply current school academic honesty policy<br>  ☐ they are able to identify its IB specific elements and understand that the responsibility to detect academic dishonesty lies in them and not in the IB.<br>  ☐ The school supports the implementation of the policy through the use of IT resources or school specific documents and training. | YES | | | "Academic honesty" in *Diploma Programme: from principles into practice* (2009), p12<br><br>*Academic honesty* (2009) |
| 5f | The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the DP<br>**Evidence in the school application:**<br>**Q B2.5** | ☐ The school has planned for the implementation of the regulations and procedures related to the different forms of assessment in the DP<br><br>☐ DP coordinator<br>  o is familiar with IB requirements and expected conduct related to all forms of assessment.<br>  o has plans to inform the candidates about the conduct of all forms of assessment in meetings, individual interviews, etc.<br><br>☐ Teachers<br>  o are aware of the requirements and expected conduct related to all forms of assessment | | | | Current *Handbook of procedures for the Diploma Programme*<br><br>*Academic honesty (2009)* |

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| | | o have plans to apply the rules of conduct to their assessment activities, as applicable | | | | |
| 6 | The school has systems in place for the continuity and ongoing development of the programme(s).<br>**Evidence in the school application:**<br>**SD: action plan** | ☐ The school's action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the programme<br><br>☐ | | | | "Consolidations phase", "Continuous improvement" in *Diploma Programme: From principles into practice (2009),* pp 14.15 |
| 7 | The school carries out programme evaluation involving all stakeholders. | | | | | |

## Standard B2 Resources and support:

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

| Practices | | VERIFICATION VISIT TEAM | | Commendations | Recommendations | Bibliography |
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| | | Examples of findings of the team | Practice in place? | | | |
| 1 + 1a +1 b | The governing body allocates funding for the implementation and ongoing development of the programme(s).<br><br>a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator<br><br>b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.<br>**Evidence in the school application:**<br>Chart 1: Update of subjects proposal and sequencing chart<br>Chart 2: Teaching staff, qualifications and PD<br>Chart 3: Implementation budget<br>DP programme outline –CAS: question 5<br>B2: question 7d<br>DP course outline -TOK | ☐ The school budget and/or description of programme show reasonable allocation of funds so that:<br>☐ IB fees can be paid<br>☐ facilities improvement as described in application and action plan can be covered<br>☐ Subjects are offered according to the requirements as well as the extended essay, CAS and TOK<br>☐ ongoing professional development can take place<br>☐ there is meeting time for teachers<br>☐ a CAS coordinator has been appointed<br>☐ TOK is taught over two years<br>☐ Subject teachers' judgement on resources as per course outlines has been addressed<br>☐ TOK outline shows that it will be taught over two years | YES | The governing body has planned the allocation of resources to ensure that all requirements are in place well before the offering of the programme | | Current *Handbook of procedures for the Diploma Programme*<br>DP subject guides<br>Creativity, action and service guide<br>Theory of knowledge guide<br>Extended essay guide<br>IB professional development calendar at www.ibo.org |
| 2 | The school provides qualified staff to implement the programme(s).<br>**Evidence in the school application:**<br>Chart 2: Teaching staff, qualifications and PD | ☐ Qualification of teachers according to chart 2.<br><br>☐ Conversation with pedagogical leadership team shows that teachers have the qualifications required locally to be in charge of their subjects. | YES | | | |
| 3 + 3a | The school ensures that teachers and administrators receive IB-recognized professional development.<br><br>a. The school complies with the IB professional development requirements for the DP at authorization and at evaluation.<br><br>**Evidence in the school application:**<br>Question B2.1c<br>Chart 2: Teaching staff, qualifications and PD | ☐ School demonstrates that staff participation at IB recognized professional development meets the requirements for authorization<br><br>☐ The school's professional development plan and/or action plan demonstrate ongoing commitment to professional development after authorization.<br><br>☐ Teachers can express the impact of workshops on their understanding of their subject/roles | YES | The school plans its professional development taking into account the ongoing needs of staff in the context of the programme. staff participation at IB recognized professional development meets the requirements for authorization. | | "Supporting ongoing professional development", in *Towards a continuum of international education*, p.24 |

| Practices | | VERIFICATION VISIT TEAM | | Commendations | Recommendations | Bibliography |
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| | | Examples of findings of the team | Practice in place? | | | |
| 4 | The school provides dedicated time for teachers' collaborative planning and reflection.<br>**Evidence in the school application:**<br>Question B2.2 | ☐ The school's meeting schedule shows collaborative planning times for DP teachers in horizontal and vertical teams. | YES | | | |
| 5 +<br>5.a +<br>5.b +<br><br>5.c | The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).<br><br>a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments.<br><br>b. There are appropriate information technology facilities to support the implementation of the programme.<br><br>c. The school provides a secure location for the storage of examination papers and examination stationary with controlled access restricted to senior staff<br><br>**Evidence in the school application:**<br>Question B2.3, 4 and 5<br>SD: Course outlines | ☐ Facilities described in the form are visited. Conversation with different stakeholders validate written statements.<br>**LABS FOR GROUP 4**<br>☐ Visit to lab for group 4 validates documents<br>☐ The laboratory(ies) is/are equipped to ensure that students can work individually and in groups<br>☐ The laboratory(ies) are equipped with basic safety measures that are known by all staff and students<br>☐ The group 4 subjects are provided with IT resources to ensure they can comply with IB expectations.<br>☐ Teachers consider the lab(s) appropriate to start offering the group 4 subject(s) or mention an approved improvement plan in the course outlines<br>☐ Conversation with group 4 teachers validate written statements.<br>**STUDIOS FOR GROUP 6**<br>☐ Visit to group 6 facilities validates documents<br>☐ Teachers consider the facilities appropriate to start offering the group 6 subject(s) or mention an approved improvement plan in the course outlines<br>☐ Conversation with group 6 teachers validate written statements.<br>**IT EQUIPMENT**<br>☐ Visit to IT facilities validates documents<br>☐ Conversation with teachers whose subjects have IT requirements validates written statements.<br>☐ Conversation with DP coordinator shows that IT resources are available for his/her role.<br>**SECURE LOCATION OF EXAM PAPERS AND STATIONARY**<br>☐ Identification of location –if available at this time- indicates school will provide a safe location for exam papers.<br>☐ Conversation with DP coordinator indicates awareness of the importance of the safe location, process that needs to be in place in terms of access and plans the school has if not completed yet. | YES | The school has allocated funding to facilities that will enhance the implementation of the programme at the school above what is required. | | Relevant Diploma Programme course guides and teacher support materials.<br><br>Current *Handbook of procedures for the Diploma Programme* |

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| | | Examples of findings of the team | Practice in place? | | | |
| 6. + 6.a | The library/multi-media/resources play a central role in the implementation of the programme(s)<br><br>a. The library/media centre has enough appropriate materials to support the implementation of the DP<br><br>**Evidence in the school application:**<br>B2: question 6<br>SD: Course outlines | Visit to the library shows:<br>☐ The librarian is available and has been informed about the DP, understands and plays a role in planning and supporting the DP. There may be agreements with other nearby libraries.<br>☐ Library resources are catalogued to allow easy access to all students and teachers<br>☐ There are library resources in different languages, that cater for the needs of the DP languages, language of instruction, etc.<br>☐ There are different titles for the different subject areas (not exclusively number of books of the same title)<br>☐ The set up of the library allows for students to work independently and for teachers to work with groups of students (if applicable), although there are space problems<br><br>Conversations with teachers<br>☐ validate their written statements, whether the resources are enough or not to start offering the programme, and the school's plans to build the resources as needed. | YES | The librarian's role includes responsibilities related to the development and support of the DP. | The school formalises its information and digital literacy programme for the secondary school.<br><br>The school considers additional electronic options in library resourcing to maximise the benefits of new resources and technologies, while seeking to optimise collaborative and independent learning spaces in the library. The use of student learning spaces in other parts of the school would be considered in this context. | Relevant Diploma Programme course guides and teacher support materials. |
| 7. | The school ensures access to information on global issues and diverse perspectives<br><br>**Evidence in the school application:**<br>B2: question 6.e<br>Course outlines | ☐ Information on the library or media centre shows that the collection includes print and online resources that represent different cultural and linguistic perspectives.<br>☐ Course outlines indicate bibliography showing different perspectives, as appropriate<br><br>☐ Visit to the library shows that there are updated books, materials and subscriptions that deal with different perspectives, global issues, etc.<br><br>☐ Conversation with teachers indicates that there are resources on global issues and different perspectives or there is a plan to increase them.<br><br>☐ Students have internet access in the library and/or other locations in the school | | | | |
| 8. | The school provides support for its students with learning and/or special educational needs and support for their teachers<br>**Evidence in the school application:** | ☐ Conversation with the DP coordinator indicates that he/she is aware of the support the IB may give to students with special needs and where to find the information.<br>☐ Conversation with the DP coordinator indicates that the school has a special needs policy that will support access to students to the DP. | | | | |
| 9+ 9a | The school has systems in place to guide and counsel students through the programme(s).<br><br>The school provides guidance to students on post-secondary educational options<br><br>**Evidence in the school application:** | ☐ The school has plans in which the DP coordinator or school counsellor or other member(s) of staff will advise the students on choices in the last years of secondary education<br><br>☐ Students have received or have started to receive advice on the choices for the DP | | The school has a system of both university and personal counselling that will provide detailed support to the DP | | |

| Practices | | Examples of findings of the team | Practice in place? | Commendations | Recommendations | Bibliography |
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| | | **VERIFICATION VISIT TEAM** | | | | **Bibliography** |
| | Update of school information: Name of advisor on post-secondary education. | ☐ The school has or has planned systems to advise students on post-secondary educational options and DP recognition. | | students. | | |
| 10 +<br>10 a +<br>10 b+<br>10c | The student schedule or timetable allows for the requirements of the programme(s) to be met.<br><br>a. The schedule provides for the recommended hours for each standard and higher level subject.<br><br>b. The schedule provides for the development of the theory of knowledge course over two years<br><br>c. The schedule respects concurrency of learning in the Diploma Programme<br><br>**Evidence in the school application:**<br>Question B2.6a and b<br>SD: DP schedule<br>Chart 1: DP subject proposal | ☐ The schedule demonstrates that the students will have 150 hours for SL distributed in 2 years or in 1 year if the school has stated that a subject is completed in one year (see regulations to this respect in *Handbook of procedures*)<br><br>☐ The schedule demonstrates that students will have 240 hours for HL subjects distributed over two years.<br><br>☐ The schedule demonstrates that TOK will be taught for 100 hours over two years.<br><br>☐ The schedule respects concurrency of learning.<br><br>☐ The schedule demonstrates that DP candidates can take up to 4 HL DP courses and the rest at SL, and TOK.<br><br>☐ The subject options comply with IB regulations (eg no school based syllabus) | YES | | | "Schedules and course offerings" in *Diploma Programme: from principles into practice* (2009), pp 21-23<br><br>"The Diploma Programme and the school schedule" in *Diploma Programme: From principles into practice* (2009) pp 25-27 |
| 11 | The school utilizes the resources and expertise of the community to enhance learning within the programme(s)<br><br>**Evidence in the school application:**<br>**Course outlines**<br>**CAS outline** | ☐ Course outlines include references to resources from the community, especially in group 6 subjects.<br><br>☐ CAS outline includes references to resources from the community.<br><br>☐ Conversations with teachers include references to the resources that can be found in the community, especially in group 6 subjects and CAS. | | | The school further searches possibilities to use the expertise of the community to enhance the implementation of the programme | |
| 12 | The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered. [2]<br>**Evidence in the school application:**<br>Question C.2 | ☐ The process described respects the IB requirements related to the EE. | YES | | | Diploma Programme course guides<br>Extended essay guide |

## Section C: Curriculum

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

Note: 'Collaborative planning and reflection': used as a single concept as the two processes are interdependent

| Practices | | VERIFICATION VISIT TEAM | | Commendations | Recommendations | Bibliography |
|---|---|---|---|---|---|---|
| | | Examples of findings of the team | Practice in place? | | | |
| 1+ 1a + | Collaborative planning and reflection addresses the requirements of the programme(s). <br><br> a. collaborative planning and reflection includes the integration of theory of knowledge in each subject | ☐ There are meetings scheduled to plan collaboratively within the same subject and across subjects. <br><br> ☐ Course outlines include reference to the teaching of TOK. | YES | | Teachers should plan collaboratively to address TOK links with their subjects. A TOK across the curriculum in-school workshop is recommended. <br><br> The school reviews the aims of collaborative planning to allow teachers to address their subject requirements but also identify the relations between subjects to reinforce knowledge, understanding and skills shared by the different disciplines. . | "Planning a Diploma Programme course" in *Diploma Programme: From principles into practice* (2009), PP35-39 |
| 1b | b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines. **Evidence in the school application:** | | | | | |
| 2 | Collaborative planning and reflection takes place regularly and systematically. <br><br> **Evidence in the school application:** | ☐ The meeting schedule shows systematic meetings aimed at collaborative planning and reflection and dedicated time for the planning of the DP. | YES | | | |
| 3. | Collaborative planning and reflection addresses vertical and horizontal articulation. | ☐ The meeting schedule shows meeting within subjects and across subjects. They indicate horizontal vertical articulation within groups of subjects as an objective | | | The school further works on the planning meetings' agendas to ensure additional vertical articulation and interdiscipinary horizontal articulation are addressed. | "Induction to students: Providing students with a smooth transition into the Diploma Programme", in *Diploma Programme: from principles into practice* (2009), 15-16 |
| 4. | Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences | ☐ Conversations with DP coordinator and teachers demonstrate that they are aware of the need to take into consideration each student' needs in the planning process. | | | | |
| 5. | Collaborative planning and reflection is based on agreed expectations for student learning | | | | | |
| 6. | Collaborative planning and reflection incorporates differentiation for students' learning needs and styles | | | | | |
| 7. | Collaborative planning and reflection is informed by assessment of student work and learning | | | | | |

| Practices | VERIFICATION VISIT TEAM | | Commendations | Recommendations | Bibliography |
|---|---|---|---|---|---|
| | Examples of findings of the team | Practice in place? | | | |
| 8. | Collaborative planning and reflection recognizes that all teachers are responsible for language development of their students | | | | | |
| 9. | Collaborative planning and reflection addresses the IB learner profile attributes<br>**Evidence in the school application:**<br>SD: Course outlines | ☐ Course outlines include reference to attributes of the learner profile<br>☐ Conversations with teachers show that they are aware of the learner profile when planning | YES | | | |

Standard C2 Written curriculum:
The school's written curriculum and reflects IB philosophy.

| Practices | VERIFICATION VISIT TEAM | | Commendations | Recommendations | Bibliography |
|---|---|---|---|---|---|
| | Examples of findings of the team | Practice in place? | | | |
| 1+<br>1.a<br>1.b<br>1.c<br>1.d | The written curriculum is comprehensive and aligns with the requirements of the programme(s).<br><br>a. The curriculum fulfils the aims and objectives of each subject group and the core.<br><br>b. The curriculum facilitates concurrency of learning.<br><br>c. The curriculum is balanced so that students are provided with a reasonable choice of subjects.<br><br>d. The school develops its own courses of study for each subject on offer and theory of knowledge.<br><br>**Evidence in the school application:** | ☐ Course outlines show that subject requirements are understood and addressed | YES | The school has planned to offer a commendable variety of subjects, especially in the group 6 and group 4 subjects. | | "Curriculum design and scheduling" in Diploma Programme: from principles into practice (2009), pp. 24-29<br><br>d. "Creative professionalism" in The Diploma Programme: From principles into practice (2009) p.9<br><br>Subject guides<br><br>Creativity, action, service guide<br><br>Theory of knowledge guide<br><br>Extended essay guide |
| 2. | The written curriculum is available to the school community<br><br>**Evidence in the school application:**<br><br>B1.1f and g | ☐ Action plan makes reference to the availability of the written curriculum to the school community | | | The school plans to ensure that the school community can have access to the written curriculum. | Diploma Programme course guides<br><br>Creativity, action, service guide<br><br>Theory of knowledge guide<br><br>Extended essay guide |
| 3. | The written curriculum builds on students' previous learning experiences.<br><br>**Evidence in the school application:**<br><br>**Chart 1 Update of subject proposal and sequencing chart** | ☐ DP courses build on previous courses taken by students, when applicable. | | | The school should continue to confirm that the written curriculum builds on students' previous learning experiences. | Diploma Programme course guides<br><br>Creativity, action, service guide<br><br>Theory of knowledge guide<br><br>Extended essay guide |
| 4. | The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.<br><br>**Evidence in the school application:**<br><br>**Course outlines** | ☐ Course outlines identifies some or all of these aspects (checked by the reader of the outline)<br><br>☐ Conversations with teachers show that they are familiar with the subject requirements. | YES | | | Diploma Programme course guides<br><br>Creativity, action, service guide<br><br>Theory of knowledge guide<br><br>Extended essay guide |

| Practices | | VERIFICATION VISIT TEAM | | Commendations | Recommendations | Bibliography |
|---|---|---|---|---|---|---|
| | | Examples of findings of the team | Practice in place? | | | |
| 5. | The written curriculum allows for meaningful student action in response to student's own needs and the needs of others. **Evidence in the school application:** **CAS outline** | ☐ CAS outline shows opportunities for students to act in response to own needs and the needs of others | | | | Creativity, action, service guide |
| 6 | The curriculum incorporates relevant experiences for students **Evidence in the school application:** **Course outlines** | ☐ Course outlines include topics relevant to students (checked by reader of outline) ☐ Subjects offered reflect students' interests | | | | Diploma Programme course guides Creativity, action, service guide Theory of knowledge guide Extended essay guide |
| 7. | The written curriculum promotes students' awareness of individual, local, national and world issues **Evidence in the school application:** **Course outlines** | ☐ Course outlines include topics related to individual, local, national and world issues and promotes connections/awareness | YES | | | Diploma Programme course guides Creativity, action, service guide Theory of knowledge guide Extended essay guide |
| 8. | The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives. **Evidence in the school application:** **Course outline** | ☐ Course outlines include topics and bibliography that may provide for opportunities for reflection on human commonality, diversity and multiple perspectives | YES | | | Diploma Programme course guides Creativity, action, service guide Theory of knowledge guide Extended essay guide |
| 9. | The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s). **Evidence in the school application:** Question C.4 | ☐ Course outlines were designed based on current IB publications. ☐ Teachers are familiar with the OCC and use it | YES | | | Current Coordinators' Notes to be aware of DP courses review cycle. |
| 10. | The written curriculum integrates the policies developed by the school to support the programme(s) **Evidence in the school application:** **Course outlines** | ☐ At this stage, course outlines will show principles of assessment included in the assessment policy | | | | |
| 11. | The written curriculum fosters development of the IB learner profile attributes | ☐ Course outlines include references to the development of the IB learner profile attributes (checked by the reader of the outline) ☐ Conversation with DP coordinator reveals awareness and plans to develop the IB learner profile attributes. ☐ Conversation with teachers show that they are aware of their role in fostering the development of the IB learner profile attributes. | YES | | | |

**Standard C3 Teaching and learning:**

Teaching and learning reflects IB philosophy.

At this stage, the reader and the team will make a holistic verification of this standard, based on evidence from practices included in C.2

Note: 'Teaching and learning': used as a single concept as the two processes are interdependent

| Practices | | VERIFICATION VISIT TEAM | | Commendations | Recommendations | |
|---|---|---|---|---|---|---|
| | | Examples of findings of the team | Practice in place? | | | |
| 1+ 1.a | Teaching and learning aligns with the requirements of the programme(s).<br><br>a. Teaching and learning at the school addresses all of the aims and objectives of each subject.<br><br>**Evidence in the school application:**<br>Course outlines | NOTE: at this stage, all practices of standard C3 must be in progress.<br>The visiting team will make a holistic verification of this standard, supported by the evidence from practices included in C2 and the conversations with the teachers. | | | | "Teaching and learning" in *Towards a continuum of international education (*2008), p12-17 |
| 2. | Teaching and learning engages students as inquirer and thinkers | | | | | |
| 3. | Teaching and learning builds on what students know and can do. | | | | | |
| 4. | Teaching and learning promotes the understanding and practice of academic honesty. | | | | | |
| 5. | Teaching and learning supports students to become actively responsible for their own learning. | | | | | |
| 6. | Teaching and learning addresses human commonality, diversity and multiple perspectives. | | | | | |
| 7. | Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. | | | | | |
| 8. | Teaching and learning demonstrates that all teachers are responsible for language development of students. | | | | | |
| 9. | Teaching and learning uses a range and variety of strategies. | | | | | |
| 10. | Teaching and learning differentiates instruction to meet students' learning needs and styles. | | | | | |
| 11. | Teaching and learning incorporates a range of resources, including information technology. | | | | | |
| 12. | Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to student's own needs and needs of others. | | | | | |
| 13. | Teaching and learning engages students in reflecting on how, what and why they are learning. | | | | | |
| 14. | Teaching and learning fosters a stimulating learning environment based on understanding and respect. | | | | | |
| 15. | Teaching and learning encourages students to demonstrate their learning in a variety of ways. | | | | | |
| 16. | Teaching and learning develops the IB learning develops the IB learner attributes. | | | | | |

## Standard C4 Assessment:

Assessment at the school reflects the IB assessment philosophy.

| Practices | | VERIFICATION VISIT TEAM | | Commendations | Recommendations | |
|---|---|---|---|---|---|---|
| | | Examples of findings of the team | Practice in place? | | | |
| 1+ 1.a | Assessment at the school aligns with the requirements of the programme(s). <br><br> a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject <br><br> **Evidence in the school application:** <br> SD: Course outlines | ☐ Course outlines show understanding of IA and EA components. <br> ☐ Course outlines include examples of assessment tools consistent with IB assessment | YES | The school has already started implementing assessment procedures within the MYP based on criteria, which has prepared students for the DP assessment approach. | | "The principles of IB assessment" , "Assessment in the DP" in *Towards a continuum of international education* (2008) |
| 2 | The school communicates its assessment philosophy, policy and procedures to the school community. <br><br> **Evidence in the school application:** <br> **Preliminary assessment policy** | | | | The school further develops agreements on the different aspects of the assessment process and documents those procedures within each department. | |
| 3. | The school uses a range of strategies and tools to assess student learning. <br><br> **Evidence in the school application:** <br> SD: Course outlines | | | . | | |
| 4. | The school provides students with feedback to inform and improve their learning. <br><br> **Evidence in the school application:** <br> SD: Assessment policy | | | | | |
| 5. | The school has systems for recording student progress, aligned with the assessment philosophy of the programme(s). <br><br> **Evidence in the school application:** <br> SD: Assessment policy | | | | | |
| 6. | The school has systems for reporting student progress, aligned with the assessment philosophy of the programme(s). <br><br> **Evidence in the school application:** <br> SD: Assessment policy | | | | | |
| 7. | The school analyses assessment data to inform teaching and learning <br><br> **Evidence in the school application:** <br> SD: Assessment policy | | | | | |
| 8. | The school provides opportunities for students to participate in, and reflect on, the assessment of their work.. <br><br> **Evidence in the school application:** <br> SD: Course outlines | | | | | |
| 9. | The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.[4] <br><br> **Evidence in the school application:** <br> **Question C: 2** | | YES | | | Extended essay guide |