

IB Middle Years Programme

Evaluation Visit Report

Discovery College

IBIS code: 003544

November 2015

Visiting Team

Team Leader – Ms Barbara Wrightson

Team Member – Mr Michael Hirsch

School Administration

Head of School – Mr Mark Beach

Programme Coordinator – Ms Kirsty De Wilde

Name of school	Discovery College		IB school code	003544	
Date	26-11-2015		IB programme	MYP	
MYP years offered at the school	<input checked="" type="checkbox"/> Y1	<input checked="" type="checkbox"/> Y2	<input checked="" type="checkbox"/> Y3	<input checked="" type="checkbox"/> Y4	<input checked="" type="checkbox"/> Y5

Report on the school evaluation

Dear Head of School,

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

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

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

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

The report includes the following:

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

- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

Outcome of the evaluation process of your school

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

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

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

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

Yours sincerely,



Ian Chambers

Director, Asia Pacific

Report

Process of the school's self-study

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

Section A: Philosophy

Standard A

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

Practice 7	The school places importance on language learning, including mother tongue, host country language and other languages.
Findings of the team	<ul style="list-style-type: none"> • The school provides some support for students who are not proficient in the language of instruction. • The school provides opportunities for maintaining some of the students' mother tongues through the offerings of MYP English Language and Literature and MYP Mandarin Language and Literature courses. • As reflected in the self-study, and outlined in the action plan, the school would like to encourage German, Japanese, Korean and French

	mother tongue students to access classes at the ESF Centre.
Recommendations	<ul style="list-style-type: none"> The school should investigate strategies to further emphasize the importance of mother tongue language development.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Learning in a language other than mother tongue in IB programmes, pp.1–5

Practice 8	The school participates in the IB world community.
Findings of the team	<ul style="list-style-type: none"> The school supports staff to be a part of the IB Educators Network as workshop leaders, examiners, curriculum review team members and site visitors.
Commendations	The school has taken advantage of a variety of opportunities to actively participate in and contribute to the IB world community.
Support in IB Documentation	MYP: From principles into practice

Conclusion of the IB

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

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

Section B: Organization

Standard B1: Leadership and structure

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

Practice 4+4a	<p>The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.</p> <p>a. The MYP coordinator is part of the school pedagogical leadership team.</p>
Findings of the team	<ul style="list-style-type: none"> Conversations with the MYP coordinator indicate sufficient time and resources are allocated to this position of responsibility, and the School Leadership Team can explain how release time, support and resources are provided for the MYP coordinator.

	<ul style="list-style-type: none"> • Conversations with teachers indicate that the MYP coordinator devotes some time to support them via email or via meetings to have their MYP queries addressed. • The job description of the MYP Coordinator does not appear to have been updated recently as it contains references to the MYP "areas of interaction", and it does not notate "all additional responsibilities besides the MYP coordination" nor does it "indicate the percentage of the coordinator's weekly schedule that is devoted to complying with the coordination responsibilities." (Programme evaluation guide and self-study questionnaire: Middle Years Programme, p.34).
Recommendations	<ul style="list-style-type: none"> • The school review the MYP coordinator's job description to clearly "indicate the percentage of the coordinator's weekly schedule that is devoted to complying with the coordination responsibilities." (Programme evaluation guide and self-study questionnaire: Middle Years Programme, p.34)
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	MYP: From principles into practice

Practice 6a	The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4).
Findings of the team	<ul style="list-style-type: none"> • Conversations with teachers indicate that they are supported by the school's organizational structure in the implementation of their subject groups, service and the personal project, however, support for the planning of approaches to learning skills is an area that needs further attention. • School documents, such as unit plans, indicate limited systematic development of ATL across and within departments. • The School Leadership Team has indicated that the planning of ATL have been a priority for the 2014-2015 and 2015-2016 school years.
Recommendations	<ul style="list-style-type: none"> • The school ensure that the organizational structure adequately support the implementation of approaches to learning, including the development of an ATL planning chart.
Recommendation	No

repeated from previous report	
School included appropriate action in Action Plan	Yes
Support in IB Documentation	MYP: From principles into practice

Practice 7	The school carries out programme evaluation involving all stakeholders.
Findings of the team	<ul style="list-style-type: none"> • Conversations with some members of the school community demonstrate their participation in the programme evaluation process. • Students and parents indicate that they completed a survey in relation to IB programme standards A, B, and C. However, teachers indicated that they were surveyed about only IB programme standard C. • The school council was not surveyed as a group; however, the parents on the school council were a part of the parent survey for IB programme standards A, B and C. • The school council did not participate in the self-study in a significant manner nor did representatives from ESF. • Members of the self-study steering committee were largely volunteer faculty members.
Recommendations	<ul style="list-style-type: none"> • The school plan the next evaluation cycle according to the description included in the "Programme evaluation guide and self-study questionnaire: Middle Years Programme".
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	MYP: From principles into practice

Conclusion of the IB

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

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section B: Organization

Standard B2: Resources and support

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

Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.
Findings of the team	<ul style="list-style-type: none"> Conversations with teachers show that the school allocates time for collaborative planning. Curriculum documentation and conversations with staff indicate that collaboration between subject-based grade level teams takes place regularly and effectively and that vertical articulation within departments is also effective. Curriculum documentation and conversations with staff indicate that there is not sufficient time allocated and a systematic approach in place for developing interdisciplinary connections, formal interdisciplinary learning units and an ATL planning chart.

Recommendations	<ul style="list-style-type: none"> The school provide dedicated meeting time to allow for vertical and horizontal planning, particularly in relation to meeting the requirements for interdisciplinary learning and the ATL planning chart.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	MYP: From principles into practice

Practice 6	The library/multimedia/resources play a central role in the implementation of the programme(s).
Findings of the team	<ul style="list-style-type: none"> Conversations with students indicate that students understand the role of the library in the MYP and actively use the library, particularly the electronic databases, in the MYP classes and with the personal project. Conversations with the librarians and the digital literacy coordinator demonstrate understanding of their role in the MYP. Conversations with MYP staff, including the teachers, the MYP coordinator and the librarians, indicate that the librarian's role includes multiple responsibilities in relation to the MYP. The librarian does push-in support to assist with research and leads student workshops for the personal project and for developing addressing academic honesty and citation of sources. Visits to classrooms also verified that push-in support is a part of the librarians' role. Teachers indicate that the resources in the library are adequate with regard to implementation of their subjects, particularly the electronic databases such as Questia, JSTOR, Britannica, and Global Issues in Context. Visits to the library show that the set-up of the library allows for students to work independently. The school has a 1:1 laptop program, which allows the librarians access to working in classes with MYP students on research and information literacy strategies. The school uses Oliver to catalogue resources and to allow easy access for all students and teachers to the library. There are updated books, materials and subscriptions in the library collection that deal with different perspectives and global issues. Conversations with the librarians indicate that the library is actively adding to its fiction and non-fiction collections and actively reviewing its online resources.
Commendations	The library plays a significant role in the ongoing implementation and development of the programme.

Support in IB Documentation	MYP: From principles into practice
Practice 10	The student schedule or timetable allows for the requirements of the programme(s) to be met.
Findings of the team	<ul style="list-style-type: none"> • Conversations with the teachers, the MYP coordinator and the School Leadership Team confirm that the requirements are met for most MYP subject groups. Some MYP Spanish language acquisition classes are scheduled into multi-phase groupings, which leads to a lack of adherence to the following recommendations from the "MYP language acquisition guide": <ul style="list-style-type: none"> ○ "It is essential to consider first and foremost a reasonable differentiation and manageable combination of proficiencies in one class. The school should take into account the demands on the teacher to concentrate on the needs of all the students and to plan appropriate teaching strategies and learning experiences for all" (Language Acquisition Guide, 2014, pp. 21). • Conversations with teachers also indicated a lack of awareness of the following guidance: <ul style="list-style-type: none"> ○ "Students should be grouped in no more than two consecutive phases in one class together." (Language Acquisition Guide, 2014, pp.21)
Recommendations	<ul style="list-style-type: none"> • The school investigate scheduling of MYP Spanish language acquisition classes so that students be grouped into "no more than two consecutive phases in one class". (pp.20-21)
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	MYP: From principles into practice

Practice 12	The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project for all students, depending on the programme(s) offered.(2)
Findings of the team	<ul style="list-style-type: none"> • Conversations with teachers show that they are aware of the requirements of the personal project and understand the process to supervise personal projects. • The processes and structures for the personal project are clear, organized and thorough. • Conversations with the personal project coordinator demonstrate adequate access to resources needed for supporting the process of the personal project. • Parents indicate understanding of the personal project requirements and appreciation for the benefits that the personal projects brings to students' personal and academic lives.
Commendations	Parents, students, and teachers place a strong emphasis on the personal project, its significance and relevance for students and the personal project exhibition.
Support in IB Documentation	MYP: From principles into practice

Conclusion of the IB

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

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

Conclusion	• Shows satisfactory development	• Shows satisfactory development
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Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	<ul style="list-style-type: none"> Experiences related by teachers indicate that meetings scheduled by the school are used for collaborative planning and reflection within subject areas. This includes a meeting in year level subject area teams once per cycle and in departments once per fortnight. While the school's description and planning of meetings and professional development sessions includes a systematic approach to some aspects of MYP Next Chapter requirements, there are certain areas that require further development such as transitioning to the new MYP unit planner across all subjects, construction of interdisciplinary units, use of interdisciplinary assessment criteria and planning for the ATL skills.
Recommendations	<ul style="list-style-type: none"> The school further develop the planning of meetings to systematically include all the MYP next chapter requirements and ensure that these are in place by 1 January 2017.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	MYP: From principles into practice, pp.65, 79-80

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the team	<ul style="list-style-type: none"> • Conversations with the teachers and leadership team indicate that there are some meetings dedicated to develop approaches to learning skills, however, it is not consistent across all departments. • Teachers' experiences show that vertical planning of the curriculum within subject areas has been developed collaboratively. However, there is little evidence of a systematic collaborative approach to horizontal planning of curriculum including development of interdisciplinary units.
Recommendations	<ul style="list-style-type: none"> • The school ensure that horizontal articulation of the curriculum is developed collaboratively, including interdisciplinary learning experiences for all MYP students in each year of the programme and an ATL planning chart.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	MYP: From principles into practice

Practice 4	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
Findings of the team	<ul style="list-style-type: none"> • Various electronic curriculum mapping systems, such as Google Communities, ManageBac and Ding! are used to plan and reflect on students' learning experiences. • Each of these systems contain some information that can help provide an overview of students' learning experiences; however, conversations with teachers indicate difficulties experienced by them in getting a complete and holistic picture of students' learning experiences across the eight MYP subject groups.
Recommendations	<ul style="list-style-type: none"> • The school ensure that staff are able to efficiently access current curriculum information in order to undertake collaborative planning informed by an overview of students' learning experiences.

Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	MYP: From principles into practice

Conclusion of the IB

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

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

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1	The written curriculum is comprehensive and aligns with the requirements of the programme(s).
Findings of the team	<ul style="list-style-type: none"> • Subject group overviews and unit plans from some subject areas demonstrate that the written curriculum aligns with the requirements of the MYP. • Conversations with teachers and school documents indicate that the written curriculum is stored in various electronic systems, such as Ding!, ManageBac and Google Communities. However, there is no one system that contains the entirety of the written curriculum, making it difficult for the visiting team to ascertain to what extent the written curriculum is comprehensive.
Recommendations	<ul style="list-style-type: none"> • The school should ensure that the documentation of the written curriculum allows teachers and leadership teams to ensure it is completely aligned with the requirements of the MYP.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	MYP: From principles into practice

Practice 1b	The written curriculum includes an approaches to learning planning chart for all years of the programme.
Findings of the team	<ul style="list-style-type: none"> • There is some evidence of planning for the approaches to learning skills. The approaches to learning planning chart presented to the visiting team does not show the vertical development of ATL skills throughout MYP years 1-5.

Recommendations	<ul style="list-style-type: none"> The school should ensure that the planning of approaches to learning skills throughout MYP years 1-5 will meet the MYP Next Chapter implementation deadline of 1 January 2017.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	MYP: From principles into practice

Practice 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	<ul style="list-style-type: none"> The meeting schedule indicates that the school has a system for the review of unit plans through meetings scheduled once per cycle for teachers of the same subject at the same year level. Department meeting time is also allocated once per fortnight; this time is sometimes used for the review of unit plans and subject group overviews. The meeting schedule and conversations with teachers indicate that there is no system for the regular review of the planning of approaches to learning skills.
Recommendations	<ul style="list-style-type: none"> The school further develop and enhance its systems for the regular review of the planning of approaches to learning skills, including the development of an approaches to learning chart.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Support in IB Documentation	MYP: From principles into practice
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Practice 5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
Findings of the team	<ul style="list-style-type: none"> School documents and conversations with teachers indicate that a limited number of MYP unit plans include learning experiences that allow for meaningful student service as action.
Recommendations	<ul style="list-style-type: none"> The school further explore ways to allow for meaningful opportunities for student service as action to arise from the written curriculum in each year of the MYP.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	MYP: From principles into practice

Subject Group	Recommendations
	The IB recommends that the school further develops the curriculum in
language B/language acquisition	<p>The language B/language acquisition curriculum ensures that:</p> <ul style="list-style-type: none"> a reasonable differentiation and manageable combination of proficiencies in one class have been considered.

Conclusion of the IB

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

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

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Conclusion of the IB

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

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

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1b	Teachers standardize their understanding and application of criteria before deciding on achievement levels.
Findings of the team	<ul style="list-style-type: none"> Conversations with teachers and the MYP coordinator indicate that teachers engage in the standardization of assessment of student work. Teachers are active in standardization on all summative assessments through year level, subject-based teams. There is mature, shared understandings of assessment and of what achievement levels should look like. Moderation reports support that the use of criteria is consistent and appropriate.

Commendations	The school consistently standardizes assessments within departments and between year level subject-based teams.
Support in IB Documentation	MYP: From principles into practice

Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the team	<ul style="list-style-type: none"> • Students and teachers can give multiple and varied examples of formative assessment practices. • Classroom observations, samples of assessed student work and conversations with teachers and students indicate a balance of formative and summative assessment. • Teachers and the school leadership team shared their professional development experiences related to formative feedback, particularly during the year level and subject-based meetings. Continuous Professional Development (CPD) sessions are led by those well-versed in formative feedback. • The school strongly promotes the use of peer and self- assessment strategies. Conversations with students confirm that peer and self- assessment are effectively used to support learning in the classroom.
Commendations	Teachers in all subjects effectively use formative assessment to provide regular feedback to students on their learning.
Support in IB Documentation	MYP: From principles into practice

Conclusion of the IB

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

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