



International Baccalaureate®
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Report on School Authorization

PYP world PRESCHOOL MAVISEHIR (UCNESIL EGITIM A.Ş.)
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In order to become an IB World School offering an IB programme, schools must demonstrate that certain practices and programme requirements are in place and that planning is in progress for others. This information is available for schools in the *Guide to school authorization*.

This report describes the outcome of the authorization process and is structured according to the *Programme standards and practices*. It is based on the verification of the evidence provided by the school to demonstrate that it meets the IB's authorization requirements.

Where the verification visit team has found that a practice or requirement is not in place, the report will include a "Matter to be addressed." The team will have outlined the related evidence the school must provide to the IB to demonstrate that the practice is being met.

Where the visiting team has found that a practice or requirement is in place or in progress, they may have chosen to provide the school with a commendation or recommendation and evidence to support their findings. Commendations relate identify school practices that are beyond the requirements for authorization and will benefit the implementation of the programme, while recommendations provide guidance for the school on further developing the programme. It is expected that the school will incorporate recommendations into its action plan and will show that they have taken action on the recommendations at the time of evaluation.

We wish you every success as you take the next steps toward authorization.

Section A: Philosophy

Standard A

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

Practice A.1: The school's published statements of mission and philosophy align with those of the IB.

Findings of the Visiting Team:

The school's mission and philosophy are published on its website, in shared areas around the school, in brochures and promotional literature. The school's statements of mission and philosophy are aligned with those of the IB to include reference that the school values education that goes beyond academic development.

Practice in Place? Yes

Practice A.2: The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

Findings of the Visiting Team:

The school's action plan is driven by the practices and requirements included in the Programme standards and practices. Conversations with the governing body, and pedagogical leadership and staff show their understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile. There is a positive attitude among staff, leadership, and the governing body towards IB education. Conversations with the pedagogical leadership confirm that the school community has collectively embraced the IB principles, such as promoting international-mindedness.

Practice in Place? Yes

Practice A.3: The school community demonstrates an understanding of, and commitment to, the programme(s).

Findings of the Visiting Team:

The school's website outlines its candidate status and provides a description of the PYP in accordance with IB copyright policy, using the text supplied by the IB. Meetings with the governing body, pedagogical leadership team, and staff have been conducted to familiarize them with the IB and the programme. Beliefs and values are communicated to all members of the school community through assemblies, school events, parent meetings, and volunteer opportunities for parents. Discussions with teachers and the pedagogical leadership team reveal their comprehension of the programme's implications. Conversations with parents, students, and other community members indicate a general understanding of the programme.

Practice in Place? Yes

Practice A.3.a: The values of the PYP as indicated in the curriculum documents have an explicit impact on the decision-making and functioning of the school.

Findings of the Visiting Team:

Pedagogical leaders and teachers are able to explain how the values of the PYP have impacted decision-making and functioning of the school. Pedagogical leaders are able to explain how decision-making and functioning of the school is based upon the provision of opportunities for students to engage fully in the programme through school-related events and activities, as shown in curriculum documents and the school calendar.

Practice in Place? *Yes*

Practice A.3.b: The school as a community of learners is committed to a collaborative approach to curriculum development.

Findings of the Visiting Team:

Teachers describe a collaborative approach to curriculum development in day-to-day planning and discussions, as well as long-term policies that have been put in place.

Conversations with teachers show that documents submitted are a product of a sustained collaborative effort.

Practice in Place? *Yes*

Practice A.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.

Findings of the Visiting Team:

Through conversations, members of the school pedagogical leadership team express that they have newly started implementing a constructivist, inquiry-based approach to teaching and learning. Planned learning engagements and class observations show some evidence of the school's commitment to a constructivist, inquiry-based approach to teaching and learning.

Practice in Place? *Yes*

The IB recommends that:

The school should support teachers in developing a consistent understanding of the constructivist, inquiry-based approach to teaching and learning throughout the school community.

Practice A.3.d: The school is committed to the PYP as the framework for all planning, teaching and learning across the curriculum.

Findings of the Visiting Team:

The PYP planning process, planners, programme of inquiry (POI), and PYP curriculum documents are used as a framework for all planning across the curriculum. The PYP is used as a framework for teaching and learning in all subject areas; in particular, inquiry-based learning engagements are introduced across the curriculum.

Practice in Place? *Yes*

Practice A.3.e: The school demonstrates a commitment to transdisciplinary learning.

Findings of the Visiting Team:

The programme of inquiry (POI) and unit planners demonstrate a transdisciplinary approach to teaching and learning. All groups within the school community show understanding and commitment to the programme.

Practice in Place? *Yes*

Practice A.4: The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

Findings of the Visiting Team:

There is evidence of inclusion of the learner profile in planning of teaching and learning. Conversations with teachers show general understanding of how they can develop and promote international-mindedness and the learner profile. Parents and students understand and value the development of international-mindedness and have a general awareness of the learner profile. The learner profile is a natural part of the school discourse.

Practice A.5: The school promotes responsible action within and beyond the school community.

Findings of the Visiting Team:

Conversations with the PYP coordinator and teachers highlight their commitment to fostering responsible action within and beyond the school community. Conversations with teachers, students, and parents reveal that students are provided with various opportunities and the autonomy to make their own choices. Their plan outlines diverse opportunities for students to actively participate in their community, consistently reflecting the learner profile.

The IB commends:

Promotion of responsible action within and beyond the school community is evident in the school ethos and is integrated into the school curriculum.

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

Findings of the Visiting Team:

Conversations with the pedagogical leadership team show that the school has organized frequent meetings with different stakeholders to share the plans for implementation of the PYP. Interactions and communications with different stakeholders are open and frequent, through meetings, the website, and email. Parents, teachers, and students are comfortable and respectful during meetings and voice their questions and concerns.

The IB commends:

The school has developed a community and culture that values open communication and understanding.

Practice A.7: The school places importance on language learning, including mother tongue, host country language and other languages.

a: The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.

Findings of the Visiting Team:

The school has appointed teachers to deliver the programme. Class schedules show that the additional language programme is offered regularly and within the school day and that teachers reinforce, support and extend the classroom work. The school has developed curriculum documents for the additional language programme.

Practice in Place? *Yes*

Practice A.7.b: The school supports mother tongue and host country language learning.

Findings of the Visiting Team:

Teachers are able to share ways in which mother tongue and host country languages are supported within the curriculum and throughout the school.

The IB recommends that:

The school should develop further strategies to support students who are not proficient in the language of instruction.

Practice A.8: The school participates in the IB world community.

Findings of the Visiting Team:

Staff members have attended IB professional development activities. Teachers use the IB's online curriculum resources. School leadership has developed connections with other IB World Schools in Türkiye.

Practice A.9: The school supports access for students to the IB programme(s) and philosophy.

a. The school implements the PYP as an inclusive programme for all students.

Findings of the Visiting Team:

The PYP is inclusively implemented, ensuring that all students across grade levels fully engage. Conversations with parents and the guidance counselor indicate that appropriate learning support is available for students in need.

Practice in Place? *Yes*

Section B: Organization

Standard B1: Leadership and structure

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

Practice B1.1: The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

Findings of the Visiting Team:

Conversations with the governing body and school leadership indicate clear communication lines, showing the governing body's awareness of the school's authorization process, as well as the ongoing implementation and development of

the programme. These discussions also reflect the governing body's understanding of the programme's progress at the school. Systems are in place to keep the governing body updated on the ongoing implementation of the PYP.

Practice B1.2: The school has developed a governance and leadership structure that supports the implementation of the programme(s).

Findings of the Visiting Team:

The pedagogical leadership team meets quarterly with the school's governing board to provide updates on the programme's implementation. The governance and leadership structure underscores their responsibilities in supporting the programme's implementation. School leadership roles are clearly defined in documentation, with precise job descriptions that include IB-related responsibilities. The school offers an organizational chart and clear structures that support the programme's implementation, integrating the PYP coordinator into the leadership framework.

Practice in Place? *Yes*

Practice B1.2.a: The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the PYP coordinator and the primary school principal.

Findings of the Visiting Team:

The job description for the PYP coordinator position, the school organizational chart, and the corresponding practices illustrate that the PYP coordinator is fully committed to pedagogical leadership. The pedagogical leadership team demonstrates a strong dedication to the programme and supports the staff in its implementation. They provide numerous opportunities for the community to engage in learning experiences. Conversations with teachers highlight their appreciation of the leadership and support from the pedagogical leadership team. The pedagogical leadership within the school fosters a warm and positive learning environment, nurtured by the attributes of the learner profile.

Practice in Place? *Yes*

Practice B1.2.b: The governing body places the responsibility for the implementation of the Primary Years Programme on the pedagogical leadership team.

Findings of the Visiting Team:

After discussions with the pedagogical leadership team, it is evident they recognize both the benefits and challenges of implementing the programme. The PYP coordinator is a member of the governing body, and she is responsible for PYP implementation to this team. Furthermore, the governance and leadership structure supports teachers in executing the programme.

Practice in Place? *Yes*

Practice B1.3: The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

Findings of the Visiting Team:

The pedagogical leadership team has clearly defined roles and responsibilities, as outlined in their job descriptions and the school organizational chart, including their support for the PYP curriculum framework.

Teachers recognize the roles of the pedagogical leadership team members, especially the PYP coordinator. They acknowledge the support and guidance provided by the PYP coordinator and other members of the pedagogical leadership team.

Practice in Place? *Yes*

Practice B1.4: The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

Findings of the Visiting Team:

Discussions with the PYP coordinator reveal that she has adequate resources to fulfill her responsibility. Conversations with teachers indicate that the PYP coordinator dedicates time to support them, especially during the collaborative planning process. The PYP coordinator ensures that pedagogical aspects are discussed, information is shared, and the program is collaboratively planned, taught, and assessed.

Practice in Place? *Yes*

Practice B1.5: The school develops and implements policies and procedures that support the programme(s).

- a. The school has developed and implements a language policy that is consistent with IB expectations.

Findings of the Visiting Team:

Conversations with the leadership team and some teachers reflect the process by which the language policy review/development took place and how different stakeholders were involved.

There are limited resources that support the policy (library, computer software, extra-curricular courses, etc).

The language policy includes limited support for students who are not proficient in the language of instruction

Practice in Place? *Yes*

The IB recommends that:

The school should further develop support for students who are not proficient in the language of instruction.

The school should increase the library resources in the languages of the students' mother tongues.

Practice B1.5.b: The school has developed and implements an assessment policy that is consistent with IB expectations.

Findings of the Visiting Team:

The school has a documented assessment policy that includes a philosophy and stance on assessment, supporting student learning. Developed collaboratively with teaching staff, it outlines the purpose and principles of assessment and provides details on assessment practices. Practices within the school align with this policy.

Practice in Place? *Yes*

Practice B1.6: The school has systems in place for the continuity and ongoing development of the programme(s).

Findings of the Visiting Team:

The pedagogical leadership team describes plans for the future ongoing development of the programme.

Practice in Place? *Yes*

The IB recommends that:

The school should review the action plan to further clarify timelines, accountabilities and outcomes.

Practice B1.7: The school carries out programme evaluation involving all stakeholders.

Standard B2: Resources and support

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

Practice B2.1: The governing body allocates funding for the implementation and ongoing development of the programme(s).

Findings of the Visiting Team:

Conversations with the governing body indicate that they acknowledge and support the financial obligations associated with the implementation of the IB PYP and expressed their commitment to sustaining the programme within the school.

Practice in Place? *Yes*

Practice B2.2: The school provides qualified* staff to implement the programme(s).

Findings of the Visiting Team:

Conversations with the pedagogical leadership team indicate that the teachers have strong subject knowledge, considerable experience, and a long-term commitment to the school, all of which contribute positively to the continuity and quality of the programme implementation. Additionally, some teachers are official members of the pedagogical leadership team.

Practice in Place? *Yes*

Practice B2.3: The school ensures that teachers and administrators receive IB-recognized professional development.

a. The school complies with the IB professional development requirement for the PYP at authorization and at evaluation.

Findings of the Visiting Team:

The PYP coordinator holds relevant IB certificates, including Head of School and Leading the Learning.

Conversations with teachers and the documents shared before and during the visit confirmed that both homeroom and specialist teachers hold IB PYP Category 1 certificates.

Practice in Place? *Yes*

Practice B2.4: The school provides dedicated time for teachers' collaborative planning and reflection.

Findings of the Visiting Team:

Conversations with the PYP coordinator indicated that all teachers across the school meet every Tuesday for collaborative planning and discussion related to the implementation of the PYP. The PYP coordinator shared that an internal monitoring process is in place, led by a designated teacher responsible for school-based evaluation. This teacher conducts observations based on a collaboratively developed to-do list about the programme, and the findings are shared during the weekly meetings. Teachers shared that they conduct planning and evaluation meetings at both the beginning and the end of each unit of inquiry.

Practice in Place? *Yes*

Practice B2.5: The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

Findings of the Visiting Team:

Conversations with teachers indicate that there is an established system for sharing resources in order to facilitate efficient collaboration.

Classroom visits and a school tour showed that, in addition to regular classrooms, the school provides a dining area and a multi-purpose room that is used for library, movement (e.g. Zumba), music, art lessons, and also for free play time. The outdoor area includes a small garden for planting activities and a small playground equipped with a trampoline, a slide, balance bikes, and a table with chairs. However, the space does not appear sufficient to meet the movement needs of multiple student groups simultaneously.

Each classroom is equipped with a projector, and teachers have access to computers and internet connections to support their instructional practices.

Practice in Place? *Yes*

The IB recommends that:

The school should consider a larger building as part of its future plans if it aims to accommodate more students.

Practice B2.6: The library/multimedia/resources play a central role in the implementation of the programme(s).

Findings of the Visiting Team:

Two teachers also serve as library coordinators and support students' use of the library during non-instructional times. There is a multi-purpose room that serves as a library. Additionally, classrooms have their own reading corners, and there is a small reading corner in the manager's office. Students visit the library once a week, where they can borrow books and return them the following week.

The IB commends:

The librarian's role includes responsibilities related to the development and support of the programme.

Practice B2.7: The school ensures access to information on global issues and diverse perspectives.

Findings of the Visiting Team:

Conversations with the librarians indicate that book selections are aligned with the units of inquiry and designed to support students' learning processes. Students have internet access in the library and/or other locations in the school.

Practice B2.8: The school provides support for its students with learning and/or special educational needs and support for their teachers.

Findings of the Visiting Team:

Conversations with the PYP coordinator indicate that there is a guidance commission established at the school, composed of members of the teaching staff, in addition to two consultants who visit the school regularly and cooperate with the commission team.

Practice B2.9: The school has systems in place to guide and counsel students through the programme(s).

Findings of the Visiting Team:

Conversations with the PYP coordinator indicate that there is a Guidance Commission established at the school, composed of members of the teaching staff. Conversations with the pedagogical leadership team indicate awareness that the school must have systems to counsel students through the PYP.

Practice B2.10: The student schedule or timetable allows for the requirements of the programme(s) to be met.

- a.** The schedule or timetable allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.

Findings of the Visiting Team:

The class timetable shows that while some groups have dedicated blocks of time allocated for inquiry, others have limited time available for inquiry.

Practice in Place? Yes

The IB recommends that:

The school should review the timetable to enable teachers to optimize time for student inquiry.

Practice B2.11: The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

Findings of the Visiting Team:

Conversations with students reveal that they are able to provide examples of field trips to off-campus locations. In addition, classroom displays and unit planners showed that off-campus experiences and guest expert visits are used to support and enhance the learning process.

Practice B2.12: 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 CP reflective project for all students, depending on the programme(s) offered.

Section C: Curriculum

Standard C1: Collaborative planning

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

Note: “Collaborative planning and reflection” is used as a single concept as the two processes are interdependent.

Practice C1.1: Collaborative planning and reflection addresses the requirements of the programme(s).

Findings of the Visiting Team:

Teachers are able to explain how they plan and reflect collaboratively in order to meet the requirements of the programme.

Practice C1.1.a: The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.

Findings of the Visiting Team:

Teachers and the PYP coordinator have a shared understanding of their school’s collaborative planning process in terms of unit planning. They acknowledge that the programme of inquiry (POI) and unit plans are open to changes and future development, so that it is fit for purpose, as well as the needs of the students and school community.

Practice in Place? Yes

Practice C1.1.b: Planning at the school makes use of the PYP planner and planning process across the curriculum and by all teachers.

Findings of the Visiting Team:

Samples of PYP planners show that the PYP planning process is used. The PYP planners are used by classroom and single-subject teachers.

Practice C1.1.c: Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.

Findings of the Visiting Team:

Planning is structured around the exploration of a central idea and lines of inquiry.

Practice C1.2: Collaborative planning and reflection takes place regularly and systematically.

Findings of the Visiting Team:

The school's description and organization of collaborative planning indicate the attendance of the homeroom teachers and single-subject teachers. Allocated meeting time is used systematically for collaborative planning and reflection.

Practice in Place? *Yes*

Practice C1.3: Collaborative planning and reflection addresses vertical and horizontal articulation.

Findings of the Visiting Team:

The planning process allows teachers to collaborate and reflect on the vertical and horizontal articulation of the curriculum. Teachers are able to describe how the planning process allows them to collaborate and reflect on the vertical and horizontal articulation of the POI.

Practice C1.3.a: There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.

Findings of the Visiting Team:

The school uses the scope and sequence documents, to inform curriculum planning, learning and teaching.

Practice C1.3.b: The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.

Findings of the Visiting Team:

A review of the school's curriculum documents and meetings with school staff show that the school has a balanced approach towards transdisciplinary learning and single-subject needs.

Practice C1.4: Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.

Findings of the Visiting Team:

Teachers describe how they have an overview and thorough insights into students' learning experiences through their collaborative school team efforts, as well as through the development of unit planning and reflection.

Practice C1.4.a: The school provides for easy access to completed PYP planners.

Findings of the Visiting Team:

The school has adopted an internal system for storing and updating the PYP planners. Teachers describe how and where they can access completed PYP planners.

Practice C1.4.b: The school ensures that PYP planners are coherent records of student learning.

Findings of the Visiting Team:

Submitted samples of unit planners document student learning. Teachers explain how the unit planners are used to ensure that student learning is recorded. PYP planners are used as records of planning, assessment, reflection and recommendations for revision.

Practice C1.5: Collaborative planning and reflection is based on agreed expectations for student learning.

Findings of the Visiting Team:

Teachers describe how established learning outcomes as published on scope and sequences are used as a basis for collaborative planning and reflection.

Practice C1.6: Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

Findings of the Visiting Team:

Some teachers are able to explain the collaborative planning process by which they have planned to incorporate differentiation for students' learning needs and styles.

The IB recommends that:

The school should further incorporate differentiation with students' learning needs and styles into collaborative planning and reflection.

Practice C1.7: Collaborative planning and reflection is informed by assessment of student work and learning.

Findings of the Visiting Team:

Teachers shared how assessed student work informs the refinement and revision of the programme of inquiry and unit planners. Teachers also shared a joint understanding of the school's assessment policy and practices involved.

Practice C1.8: Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

Findings of the Visiting Team:

Teachers can give examples of how their joint responsibility for language learning has an influence on the collaborative planning and reflection. Teachers refer to the language policy during collaborative planning and reflection.

Practice C1.9: Collaborative planning and reflection addresses the IB learner profile attributes.

Findings of the Visiting Team:

A review of the school's curriculum documents shows that collaborative planning and reflection address the development of the learner profile attributes. This was also evident in class observations, meetings with staff and students.

The IB comments:

The school has ensured that teachers systematically address the development of the IB learner profile attributes in collaborative planning and reflection.

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice C2.1: The written curriculum is comprehensive and aligns with the requirements of the programme(s).

Findings of the Visiting Team:

All units have been documented according to the PYP unit planning process. Supporting curriculum documents have been developed to give an overview of the vertical and horizontal articulation of the programme.

Practice C2.1.a: The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.

Findings of the Visiting Team:

There is a published programme of inquiry. Central ideas for each unit of inquiry are appropriately linked with the transdisciplinary theme. The programme of inquiry consists of six units in primary years and four units of inquiry for students in kindergarten who are aged 4 to 6 years at each grade level, two of which are under "who we are" and "how we express ourselves."

Practice in Place? Yes

Practice C2.1.b: The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.

Findings of the Visiting Team:

Each unit stands alone as an engaging, challenging, relevant, and significant experience. Each unit contributes to a coherent, school-wide programme of inquiry that is framed in terms of transdisciplinary themes of global significance. A horizontal and vertical articulation of the PYP elements is reflected in the programme of inquiry (POI).

Practice C2.1.c: The PYP exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.

Practice C2.1.d: There is documented evidence that the curriculum developed addresses the five essential elements of the PYP.

Findings of the Visiting Team:

The programme of inquiry (POI) and curriculum documents indicate how the planned curriculum aims to address knowledge, concepts, skills, action, and the learner profile. The PYP coordinator can explain the planning process by the contribution of all required staff, and teachers are able to present student work that provides further information on how past units of inquiry have addressed knowledge, concepts, action, and the learner profile.

Practice C2.2: The written curriculum is available to the school community.

Findings of the Visiting Team:

School publications and/or the school website give the school community access to the written curriculum. Parents confirm that they receive a hard copies of the written curriculum at the beginning of the year.

Practice C2.3: The written curriculum builds on students' previous learning experiences.

Findings of the Visiting Team:

The programme of inquiry (POI) introduces conceptual understanding that builds upon students' previous learning experiences. Scope and sequence documents describe learning expectations in phases that acknowledge students' varying previous learning experiences.

Practice C2.4: The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

Findings of the Visiting Team:

The programme of inquiry (POI) and curriculum documents indicate how the planned curriculum aims to address knowledge, concepts, skills, action, and the learner profile. The PYP coordinator can explain the planning process through the contribution of all required staff, and teachers are able to present student work that provides further information on how past units of inquiry have addressed knowledge, concepts, skills, action, and the learner profile.

Practice C2.4.a: The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each PYP subject area.

Findings of the Visiting Team:

The scope and sequence documents are based on PYP scope and sequence documents.

Practice C2.4.b: The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the PYP scope and sequence documents.

Findings of the Visiting Team:

The overall expectations outlined in the scope and sequences are developmentally appropriate. The scope and sequences are arranged according to the strands described in each of the subject areas.

Practice C2.5: The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

Findings of the Visiting Team:

The submitted PYP unit planners include learning experiences that allow for meaningful student action. Teachers can demonstrate how the school's expectations for service involvement are rooted in the curriculum.

The IB commends:

PYP unit planners include opportunities for student action.

Practice C2.6: The written curriculum incorporates relevant experiences for students.

Findings of the Visiting Team:

Submitted PYP unit planners include examples of learning experiences related to students' own experiences. Teachers can explain how unit planners incorporate relevant experiences for students.

Practice C2.6.a: The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.

Findings of the Visiting Team:

Reflections recorded on individual unit planners indicate how past units offered various learning opportunities to the students. Teachers are able to describe how previous units of inquiry and central ideas have been scaffolded and expanded by the students and teachers.

The IB recommends that:

The school should review its current central ideas to ensure that these provide opportunities for student learning that is significant, relevant, engaging and challenging.

Practice C2.7: The written curriculum promotes students' awareness of individual, local, national and world issues.

Findings of the Visiting Team:

Submitted PYP unit planners include learning experiences that promote students' awareness of local, national and world issues. Teachers can explain how unit planners include learning experiences that promote awareness of such issues.

Practice C2.7.a: 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 Visiting Team:

Classroom displays and student work show information on how students have focused on the study of the host or home country, the culture of individual students and the culture of others.

Practice C2.8: The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

Findings of the Visiting Team:

PYP unit planners include learning experiences that provide opportunities for reflection on human commonality, diversity and multiple perspectives.

Practice C2.9: The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

Findings of the Visiting Team:

Unit planners and curriculum documents follow guidelines established in current IB publications. The PYP coordinator's job description includes overseeing the regular review of the written curriculum in line with IB publications.

Practice C2.9.a: There is a system for regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.

Findings of the Visiting Team:

The PYP coordinator and teachers are able to explain the system for the regular review and refinement of the programme of inquiry (POI), units of inquiry and the subject-specific scope and sequences.

Practice C2.10: The written curriculum integrates the policies developed by the school to support the programme(s).

Findings of the Visiting Team:

The pedagogical leadership team is able to explain plans made and actions taken to incorporate the policies into the written curriculum. Some examples of PYP unit planners make reference to aspects of the school's language and assessment policies.

The IB recommends that:

The school should further explore ways to integrate into the written curriculum the policies developed by the school to support the programme.

Practice C2.11: The written curriculum fosters development of the IB learner profile attributes.

Findings of the Visiting Team:

Samples of PYP unit planners include learning experiences that foster the development of the IB learner profile attributes.

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Note: "Teaching and learning" is used as a single concept as the two processes are interdependent.

Practice C3.1: Teaching and learning aligns with the requirements of the programme(s).

Findings of the Visiting Team:

Inquiry cycles and student work displayed in the classrooms demonstrate that the PYP units of inquiry are actively implemented, reflecting alignment between teaching and learning practices and the expectations of the programme. Conversations with teachers and students indicated an awareness of the expectations of the programme.

Practice C3.1.a: The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.

Findings of the Visiting Team:

Teachers are able to describe ways in which students have been involved in learning engagements that provide them with an opportunity to experience coherence in their learning.

Practice C3.1.b: The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the PYP model of transdisciplinary teaching and learning.

Findings of the Visiting Team:

Each classroom has two teachers: a lead teacher and a group teacher. Together, they take shared responsibility for student learning in the core subject areas of language, mathematics, social studies, and science. Both teachers are able to communicate in English; however, one teacher, as the English teacher, specifically delivers English lessons.

Practice in Place? *Yes*

Practice C3.1.c: The school ensures that personal and social education is the responsibility of all teachers.

Findings of the Visiting Team:

Conversations with the PYP coordinator indicate that the Guidance Commission is composed of teachers who share the responsibilities among themselves. The pedagogical leadership team and teachers describe how they, in their various roles in the school, support the students' personal and social education.

Practice C3.2: Teaching and learning engages students as inquirers and thinkers.

Findings of the Visiting Team:

Sample unit planners document provocations, teacher questions, and student questions. Conversations with teachers indicate that students continue to explore their inquiries related to the unit through a "wonder wall," which is actively supported by teachers and visible in the classes. Teachers prepare a provocation table at the beginning of the unit to engage students as inquirers and thinkers.

Practice C3.2.a: The school ensures that inquiry is used across the curriculum and by all teachers.

Findings of the Visiting Team:

Conversations with teachers indicate that the same work is being done in two classes at the same grade level, and that students' inquiries have limited influence on the inquiry process. The inquiry cycle is actively used in classrooms; however, portfolio folders contain a limited range of tasks.

The IB recommends that:

The school should facilitate ways to enhance teachers' knowledge and skills in approaching teaching and learning through inquiry.

Practice C3.3: Teaching and learning builds on what students know and can do.

Findings of the Visiting Team:

Teachers can give examples of how formative assessment and ongoing student reflection are used in refining their teaching. Planners indicate that there is some ambiguity or possible misunderstanding in the prior learning part.

The IB recommends that:

The school should ensure that records of pre-assessment are utilized in planning and refining learning engagements.

Practice C3.3.a: Teaching and learning addresses the competencies, experiences, learning needs and styles of students.

Findings of the Visiting Team:

Teachers express ways in which they apply individualized approaches in their teaching and learning practices.

Practice C3.4: Teaching and learning promotes the understanding and practice of academic honesty.

Findings of the Visiting Team:

Conversations with teachers do not show a common understanding of and adherence to academic honesty.

The IB recommends that:

The school should ensure that a common understanding of academic honesty is established in the school community.

Practice C3.5: Teaching and learning supports students to become actively responsible for their own learning.

Findings of the Visiting Team:

Classroom observations do not show examples of students being actively responsible for their own learning.
Classroom observations do not show opportunities to encourage students' ownership of learning.

The IB recommends that:

The school should ensure that teachers further adapt learning experiences to support students to become actively responsible for their own learning.

Practice C3.6: Teaching and learning addresses human commonality, diversity and multiple perspectives.

Findings of the Visiting Team:

Samples of the planners show examples of ways in which students have inquired into units related to human commonality, diversity, and multiple perspectives. This includes authentic learning experiences such as field trips and special events organized to support these concepts.

Practice C3.7: Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

Findings of the Visiting Team:

Teachers can give some examples of how they meet the diversity of students' language needs. Conversations with teachers indicate that they use some supportive tools, such as displays and symbols of different languages.

Practice C3.8: Teaching and learning demonstrates that all teachers are responsible for language development of students.

Findings of the Visiting Team:

Classroom observations show teachers exercising their responsibility for language development of students.

Practice C3.9: Teaching and learning uses a range and variety of strategies.

Findings of the Visiting Team:

Displays and samples of assessed student work confirm that teachers are utilizing a diverse range of teaching and learning strategies, including visible thinking routines, wonder walls, videos, storytelling, group work, and field trips. Additionally, the indoor and outdoor learning areas serve multiple educational purposes for the learning community. Student work samples displayed in the corridors further demonstrate the variety of strategies employed in the classrooms.

Practice C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.

Findings of the Visiting Team:

Classroom observations do not show differentiation of instruction to meet students' learning needs and styles.

The IB recommends that:

The school should further explore appropriate approaches to address learner variability and diversity. The school may explore ways to remove barriers to learning by considering students' needs, preferences and strengths through a proactive, intentional design process.

Practice C3.10.a: The school provides for grouping and regrouping of students for a variety of learning purposes.

Findings of the Visiting Team:

Teachers cannot describe when and how they group and regroup students according to a variety of learning purposes.

The IB recommends that:

The school should encourage a dynamic and flexible approach to grouping and regrouping of students as appropriate to learning situations.

The school should provide a range of resources that will help facilitate the grouping and regrouping of students.

Practice C3.11: Teaching and learning incorporates a range of resources, including information technologies.

Findings of the Visiting Team:

Teachers shared that they occasionally watch videos related to the units of inquiry with the students and sometimes conduct research together using the classroom computer.

Practice C3.12: 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 Visiting Team:

Conversations with teachers revealed that during the action phase, students are observed and encouraged by their teachers. Additionally, through collaboration with families, students are invited to share at school the actions and behaviors observed at home.

Practice C3.13: Teaching and learning engages students in reflecting on how, what and why they are learning.

Findings of the Visiting Team:

Student conversations demonstrate that they are aware of what they are learning and the purpose behind it. For example, they understand that learning about recycling is important to take care of the earth. Furthermore, students are using recycling bags at home to separate plastics.

Practice C3.14: Teaching and learning fosters a stimulating learning environment based on understanding and respect.

Findings of the Visiting Team:

Attitudes of understanding and respect are observed in interactions between teachers and teachers, teachers and students, and students and students, both inside and outside the classroom.

The IB commends:

The school has built a stimulating learning environment based on understanding and respect throughout the school community.

Practice C3.14.a: The school provides environments in which students work both independently and collaboratively.

Findings of the Visiting Team:

Classroom observations and shared videos indicate that students mostly participate in learning activities by sitting together at tables or listening collectively.

The IB recommends that:

The school should support teachers in developing consistent strategies and learning engagements that will support a broader range of grouping/re-grouping practices.

Practice C3.14.b: Teaching and learning empowers students to take self-initiated action as a result of the learning.

Findings of the Visiting Team:

Classroom walls are used to support student actions, while hallways provide spaces for sharing questions and reflections. Students demonstrate enthusiasm for their learning and regularly visit other classes, supported by a buddy system. Individual reflections are encouraged and recorded, highlighting the importance of personal engagement.

Practice C3.15: Teaching and learning encourages students to demonstrate their learning in a variety of ways.

Findings of the Visiting Team:

Teachers and parents can give examples of how students can demonstrate their understanding in a variety of ways.

Practice C3.16: Teaching and learning develops the IB learner profile attributes.

Findings of the Visiting Team:

Conversations with students reveal that they are knowledgeable about the IB learner profile and could provide relevant examples demonstrating their understanding. Additionally, visuals related to the learner profile attributes are displayed within the classrooms, and unit planners include connections to the Learner Profile attributes.

The IB commends:

Students are aware of their development according to the IB learner profile attributes.

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice C4.1: Assessment at the school aligns with the requirements of the programme(s).

Findings of the Visiting Team:

The assessment policy describes a process that involves the gathering and analysis of information about student performance. Unit planners and conversations with teachers provide evidence of the active use of formative assessment tools and strategies throughout the learning process.

Practice C4.1.a: Assessment at the school is integral with planning, teaching and learning.

Findings of the Visiting Team:

In conversations about assessment, teachers made connections between the scope and sequence and the links between learning and assessment. They share how they observe and take notes on students throughout the learning process. Additionally, some planners, classroom diaries and anecdotal records demonstrate detailed documentation practices.

Practice C4.1.b: Assessment addresses all the essential elements of the programme.

Findings of the Visiting Team:

From the start of the PYP transition period (1 January 2019), schools are no longer required to assess the essential elements. Please consult the Transition guide for the Primary years programme (June 2018), available on the PYP programme resource centre (PRC), for further details.

Practice C4.1.c: The school provides evidence of student learning over time across the curriculum.

Findings of the Visiting Team:

The school has well-established methods of documenting and providing evidence of student learning over time across the curriculum. The school shares progress reports four times a year to communicate students' learning progress. Additionally, portfolio meetings are held twice a year, during which students share selected work with their families and teachers.

Practice C4.2: The school communicates its assessment philosophy, policy and procedures to the school community.

Findings of the Visiting Team:

Teachers demonstrate an understanding of the philosophy of PYP assessment; however, they are able to make only limited connections to the written assessment policy.

Practice in Place? *Yes*

The IB recommends that:

The school should continue to develop an understanding of the school's assessment policy and procedures throughout the community.

Practice C4.3: The school uses a range of strategies and tools to assess student learning.

Findings of the Visiting Team:

Samples of unit planners indicate a variety of assessment tasks.

Practice C4.4: The school provides students with feedback to inform and improve their learning.

Findings of the Visiting Team:

The assessment policy states how teachers will provide students with feedback to inform and improve their learning. Assessments are designed to allow teachers to give feedback to the students and parents.

Practice C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

Findings of the Visiting Team:

Regularly shared progress reports (four times a year) and portfolio meetings (twice a year) with parents demonstrate that student learning is systematically documented.

Practice C4.6: The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

Findings of the Visiting Team:

The school has an established system for reporting student progress. Reporting is aligned with the assessment philosophy of the PYP. Teachers report on student progress in the different subject areas and the development of the attributes of the IB learner profile.

Practice C4.6.a: Student learning and development related to all attributes of the IB learner profile are assessed and reported.

Findings of the Visiting Team:

From the start of the PYP transition period (1 January 2019), schools are no longer required to assess or report on student learning and development related to the IB learner profile. Please consult the Transition guide for the Primary years programme (June 2018), available on the PYP programme resource centre (PRC), for further details.

Practice C4.7: The school analyses assessment data to inform teaching and learning.

Findings of the Visiting Team:

Teachers can give limited examples of how assessment data is used to inform teaching and learning.

The IB recommends that:

The school should further develop procedures to analyse assessment data to inform teaching and learning, explicitly showing evidence of the impact of assessment (stage 3) on teaching and learning (stage 4) in the planners.

Practice C4.7.a: The school ensures that students' knowledge and understanding are assessed prior to new learning.

Findings of the Visiting Team:

Unit planners do not describe pre-assessments performed for each unit of inquiry.

The IB recommends that:

The school should explore a variety of assessment strategies and tools in order to ascertain students' knowledge and understanding prior to new learning.

Practice C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Findings of the Visiting Team:

In conversations, teachers demonstrate an understanding of the value of peer- and self-assessment; however, they share that they have not yet effectively implemented these practices.

The IB recommends that:

The school should provide further opportunities for students to participate in, and reflect on, the assessment of their work.

Practice C4.9: The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the PY exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.