

*Self-study questionnaire:
Diploma Programme*

For use from January 2016

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Diploma Programme
Self-study questionnaire: Diploma Programme

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Self-study questionnaire

School presentation

1. Update of school information

1. CONTACT DETAILS	
Name of school	IB school code
Gymnasium am Münsterplatz	6416
Legal registered name of school (if different from above)	
Postal address (include city, state, country and postal or zip code)	
Münsterplatz 15, 4051 Basel, Switzerland	
Street address (if different from above) (include city, state, country and postal or zip code)	
Telephone (include country and area codes)	+41 61 267 88 70

1. CONTACT DETAILS				
	Title <i>(Mr, Mrs, Ms)</i>	Name	Position ¹	Email address
Head of school ²	Mr.	Dr. Eugen Krieger	Principal	Eugen.Krieger@bs.ch
Head(s) of section where the Diploma Programme is implemented <i>(if different from above)</i>				
DP coordinator	Mr. Mr.	Dr. Manuel Pombo Rainer Büchele	Vice-Principal Assistant Coordinator	Manuel.Pombo@bs.ch Rainer.Buechele@edubs.ch
Adviser on post-secondary educational options/counsellor	Mr.	Dr. Manuel Pombo	Vice-Principal	Manuel.Pombo@bs.ch
School public website	https://www.gmbasel.ch			

¹ **Position:** Name of the post of employment at the school

² **Head of school (director/principal in some systems)** is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.

2. SCHOOL INFORMATION					
Date school founded or opened	<table border="1"> <tr> <td></td> <td>1589</td> </tr> <tr> <td>month</td> <td>year</td> </tr> </table>		1589	month	year
	1589				
month	year				
Legal status of the school Note: <ul style="list-style-type: none"> A government/state/publicly funded school is a government or national school where the employees are paid by the state either at a local or national level; usually there are no tuition fees (as distinct from examination or other fees). A private school is an independent (not-for-profit or for-profit) institution whose main revenue comes from tuition fees; they may or may not have government subsidies but these are only part of their income. 					
Government/state/publicly funded	<input checked="" type="checkbox"/>				
Private	<input type="checkbox"/>				
Other (specify)	<input type="text"/>				
Indicate whether the school is recognized as such by the local educational system.	<table border="1"> <tr> <td>Yes</td> <td><input checked="" type="checkbox"/></td> <td>No</td> <td><input type="checkbox"/></td> </tr> </table>	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>		
Include school's accreditation status with other organizations, if any (eg, CIS, NEASC, WASC).					
<p>Does the school belong to a group of schools gathered in a foundation, district or common project in relation to the IB? If so, identify the group/project.</p> <p>Association of Swiss Government Schools offering the International Baccalaureate Diploma Programme</p>					
Type of school					
Boys	<input type="checkbox"/>				
Girls	<input type="checkbox"/>				
Coeducational	<input checked="" type="checkbox"/>				
Additional information (eg, coeducational in primary, boys and girls in secondary)					
<p>Boarding only</p> <input type="checkbox"/>					
Day only	<input checked="" type="checkbox"/>				
Boarding and day	<input type="checkbox"/>				
Academic year dates (indicate month only)					
Starts	<input type="text" value="August"/>				
Ends	<input type="text" value="June / July"/>				

2. SCHOOL INFORMATION			
Age range of students across the whole school			
From <input type="text" value="15/16"/> years old		To <input type="text" value="19/20"/> years old	
Name the grades or years that comprise the different sections of the school and indicate the total number of students in each.			
Name of the section in the school (eg, kindergarten, primary)	Grades/years as identified in the school	Age range of students	Total number of students in each section
Gymnasium (Baccalaureate/Grammar School)	1 st -4 th grade (school year 10 to 13)	15-20	644
Total number of students in the whole school			644
What other IB programmes does the school currently implement or plan to implement?			
PYP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input type="text"/>	
MYP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input type="text"/>	
CP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input type="text"/>	

2. SCHOOL INFORMATION	
What educational programmes are currently taught in each section of the school? (eg, national syllabus, AP)	
Name of the section	Educational programme
Gymnasium (Baccalaureate or Grammar School)	Swiss National Matura Curriculum Bilingual Swiss National Matura Curriculum
Name of qualification(s) or credential(s) a student can gain upon graduation from the school	Swiss Matura and Swiss Bilingual Matura
Language(s) of instruction at the school (language through which groups 3–6 subjects are taught)	
German, English and French (Group 3-5 subjects taught in English, Group 6 subject taught in French)	

3. PROGRAMME INFORMATION			
		Number of students	
		<i>Year 1</i>	<i>Year 2</i>
Current year (2021/2022)	<i>Diploma Programme candidates</i>	50	38
	<i>Diploma course candidates</i>	46	70
	<i>Students in the grade taking no Diploma courses</i>	66	61
Next year (2022/2023)	<i>Diploma Programme candidates (estimated)</i>	50	50
	<i>Diploma course candidates (estimated)</i>	47	46
	<i>Students in the grade taking no Diploma courses (estimated)</i>	70	66

2. *Write brief paragraphs that describe the following aspects of the school and its community, and highlight any changes that have taken place during the period under review.*
- a. *The major characteristics of the school that make it attractive for students and parents.*

The Gymnasium am Münsterplatz, the second oldest school in Switzerland, is situated in the heart of Basel in a historical building on Roman foundations opposite the cathedral, which provides for a unique atmosphere, also felt and embraced by the students.

History is omnipresent in and around the school. Not only does the GM stand in the cradle of the settlement but it has been for many centuries the only humanistic grammar school of the metropolitan region. Many famous scientists and artists have passed through the Gymnasium am Münsterplatz, e.g. Leonard Euler, Friedrich Nietzsche, the Bernoulli family, Arnold Böcklin, Carl Gustav Jung, Johann Peter Hebel, Johann Rudolf Wettstein.

Originally a grammar and literature baccalaureate school, in the last two decades the GM has undergone a radical transformation and widened its focus towards other disciplines. It has always been one of the central goals of our Principal since he took office in 2007 to widen the STEM-offer implementing additional curricular offers to students. For this purpose, he has been recruiting staff with excellent curricula in natural sciences and investing considerable funds in brand new equipment. This constant focus results in a strong student output in science subjects – deeply embedded in the school’s curriculum – as Mathematics, Biology, Physics or Chemistry. The GM is actually a candidate school for the label “STEM promoting schools” awarded by the Swiss Academy of Sciences (SCNAT). Also, the feedback from leading universities in this field such as the Swiss ETH (Eidgenössische Technische Hochschule) or EPFL (École Polytechnique Fédérale de Lausanne) is increasingly positive. In addition to the compulsory modern foreign languages French and English, the GM offers the elective main subjects English, Latin, Greek, Spanish, PPP (a combined subject that integrates Philosophy, Psychology and Pedagogy). Since 2002, the immersion programme leads to a bilingual baccalaureate with over 600 lessons taught in English in 5 subjects.

Our humanistic tradition strives to develop both the intellectual and physical aspects of the person. Our students generally attain levels way above average of analytical and linguistic competence required for the formulation and expression of mature thought. We encourage open-minded, inquisitive, high-performing, independent students willing to take responsibility for themselves and the communities in which they live. The last survey of Basel Gymnasias (which is not published by the Department of Education) shows that over 80 percent of our Alumnae and Alumni successfully achieve university studies within four years after their Matura at the Gymnasium am Münsterplatz.

The arts are also very important at our school. We regularly have students who decide to attend an Art Academy or an Academy of Industrial Arts after the Matura. Every year, each of our 2nd classes prepares and performs a drama project under the guidance of professional directors. We also have an annual Winter or Spring Ball organized by students in collaboration with a group of teachers. Furthermore, we undertake a yearly main music event in which 150 students are involved and which is performed in public. The GM also offers many extracurricular activities in the field of the Arts as collaborations with museums, Art-LaP (Project-Based Learning sequences) or annual exhibitions of the Diploma works students create for the Swiss

Matura. Since at lower secondary level, the arts are no longer compulsory subjects but at upper secondary level students nevertheless have to choose one, the GM offers support-courses in the first Gymnasium year for new students who didn't attend any Music or Arts lessons in lower secondary school, thus allowing them to catch up the prior knowledge that is required in Gymnasium.

The GM aims to provide quality education for academically gifted students. It enjoys considerable prestige in the city/canton and commands a worldwide net of alumni whose generous donations go to support numerous extra-curricular activities in our school. The historical buildings are equipped with state-of-the-art equipment specially designed so that students can focus entirely on their studies in a dynamic modern atmosphere. In 2020, in addition to the pandemic scourge, we had to deal with a nasty pipe rupture that flooded the Natural Sciences Building and forced us to adopt emergency measures with temporary relocation of classes. The good side effect was that our already very modern classrooms got an additional boost in terms of equipment in furniture. Throughout the successive reforms in the educational sector over the last years, reflecting the social dynamics of our city, the school has changed considerably both within and without. Our recently installed Learning Centre allows pupils to carry out independent research under constant coaching provided by teachers and senior students.

Another characteristic of the GM is its pioneer role in the cantonal digitalisation process. We were the first Gymnasium that based its teaching on the BYOD concept. We elaborated a framework for Technology Enhanced Learning and teaching which was later adopted by other schools. This head start in knowledge was a great benefit during the hard times of the COVID pandemic because our community was already familiar with the digital teaching and learning tools and had no fear of contact with them.

The main objective of our unique Learning Support Centre is to provide individual didactic counselling, subject-specific backup courses, as well as various integrative measures for pupils with diverse educational biographies. It also aims to furnish individual, accompaniment and supervision for highly talented pupils. These offers are particularly welcomed by a considerable number of expat families who are settling in the city and in the surrounding urban area. We have a learning support programme for non-native speaking students that benefits over 100 pupils coming from over a dozen of countries. Recently, we have also been increasingly fostering student exchange and up to the pandemic scourge we recorded an increasing number of incoming and outgoing students. With 199 non-Swiss students from 41 different countries (in 2021/2022), the GM is doubtlessly the secondary state school with the richest international student input – a fact we are very proud of.

Due to the peculiar social stratification of the city (pharmaceutical industry with high expat numbers, industrial immigrants from southern and eastern Europe, refugees from many African countries), the integration of foreign-language-speaking pupils into Swiss society through the public school system is another of our major interests. The number of expat students at our school continues to increase because the private sector is more restrictive with the financing of the surrounding private schools and because the young people see the value of the Swiss Matura for their university career. Unfortunately, often their language skills in German and French do not meet the gymnasium requirements at the beginning and they have to take additional lessons in these subjects (in our –unique- support programme). According to the decision of the Head of Secondary Schools, this offer must not generate any additional costs for the state and must be self-supporting. However, as parents are often unable to pay for the costs of remedial education, the number of applications

for support or exemption from the costs of remedial education is steadily increasing. The GM Rectorate can subsidise pupils whose legal guardians cannot cover the costs to a certain extent with money from state funds and from the school's own foundations, which carries a considerable amount of additional work for fundraising.

The school has a rich and varied extra-curricular life. We have both a top-quality jazz band and a choir. Almost every year, one of our delegated teams to the National Session of the European Youth Parliament has been selected to represent Switzerland at the European Youth Parliament. We invite politicians and diplomats on a regular basis to discuss world affairs in our classrooms. In 2019, and within the framework of European Heritage Day, the GM-community invited visitors to discover and get to know its multifaceted everyday school life as well as its eventful 1000-year history. Pupils led hundreds of visitors in creative tours through the exciting and eventful history of the buildings and courtyards and introduced them (in theatrical sketches) to their prominent residents. We served up anecdotes, scandals and other trouvailles from ten centuries of school history on Münsterplatz in digestible snacks, from the first school pranks in the oldest school through the draconian punishments of the early 18th century to the introduction of coeducation and the transformation into a modern, world-open school. It was an extraordinary community experience that we would like to repeat in the near future.

Apart from successfully preparing our students for tertiary education, the Gymnasium am Münsterplatz, in keeping with its humanistic tradition, places great importance on the development of individual personalities. We aim to address and promote our pupils as rounded persons in their psychological, spiritual and physical integrity.

Outside our regular school programme, and our local interdisciplinary weeks, we also offer numerous activities away from Basel, such as study trips linked to the main elective subjects (Austria [Vienna], England, Greece, Italy [Rome], Spain), annual ski camps, and concentrated study-weeks elsewhere in Switzerland.

As the first public school in Basel to be accredited in 2011, the GM has been offering the IB Diploma Programme as an ideal complement to the state gymnasium syllabus. Thanks to the great popularity of the curriculum, our IB scores continue to improve every year and are well above world average, giving our students easier access to the world's leading universities.

When the Gymnasium am Münsterplatz was given the permission to apply for the accreditation as an IB school, the condition was imposed that it might only have two classes of students following the IB Diploma Programme and another two following the immersive path (meaning that students passed the English and the French Certificate at the end of their curriculum). In recent years, we have way more than 50 students applying for the IB Diploma curriculum but unfortunately, we have to turn down some of them. The same goes for the immersion classes with IB Certificates. From school year 2022/2023 on, students will be given the possibility to choose Biology HL in the Diploma Curriculum. Furthermore, the Principal is studying the possibility of implementing Chemistry SL as alternative to French B HL (a not so popular subject among students) as group 6 subject.

- b. *The context in which the school is located: socio-economic and cultural aspects of the surrounding community, interactions of the school with it.*

The Gymnasium am Münsterplatz (GM) is a government school in the Canton of Basel-Stadt, the city-canton with an area of 37 square km and a population of about 190'000. The catchment area of our school is much larger though, since it includes parts of the neighbouring cantons of Aargau, Basel-Landschaft and Solothurn. Due to a strong concentration of international companies, research institutes and academic institutions, the city and its surroundings give employment to around 300'000 people. The tri-national commuter belt counts about 1 million people. Basel is a centre for life sciences, the chemical and pharmaceutical industries as well as important companies in the logistics, transport and financial services industries. The Messe Basel (international fair) harbours many worldwide important trade fairs and congresses. Besides the new expat immigration wave due to the expansion of the pharmaceutical companies Novartis and Roche, the local population is also intermixed and enriched with descendants from immigrants who came to Switzerland in the 1960s.

From the beginning, we have been working towards the integration of non-German speaking students into the Basel school system. The Bilingual Programme as well as the IBDP are very valuable, highly appreciated curricula that foster on the one hand integration of expat youths and on the other hand create a unique open-mindedness amongst pupils who have undergone the traditional Swiss school curriculum. Another USP of our school that makes it very attractive to students with non-German mother tongue is our support programme which in 2020 underwent an internal evaluation with external experts. This programme aims to specifically support young learners who underwent some of their school career abroad and are not yet proficient in the German (and French) language(s). The IB and the support programme at the GM are very closely linked since the operative management lies in the hands of the same person (IB Coordinator/Support Programme Coordinator).

- c. *Student body and staff, including their national, cultural and linguistic backgrounds.*

The GM student community is very international (we count 41 nationalities: Algeria, Australia, Austria, Brazil, Cameroon, Croatia, Czech Republic, Denmark, Eritrea, France, Germany, Ghana, Greece, Hungary, Iceland, India, Israel, Italy, Japan, Jordan, Kosovo, Mexico, Morocco, Netherlands, Pakistan, Poland, Portugal, Romania, Russian Federation, Senegal, Serbia, Slovakia, Slovenia, Spain, Sri Lanka, Switzerland, Syria, Turkey, Ukraine, United States of America, United Kingdom) and covers the entire spectrum of society. About 200 students don't have Swiss citizenship and some of them are children from expat families recently installed in the area. This is why our support centre is so popular and key to the quick integration of these young people in Swiss society. Student without Swiss citizenship speak about 40 different languages and have very different cultural backgrounds which, on the other hand, enriches our daily school life. About 80% of our teaching staff are Swiss, 18 teachers come from 7 different countries: Austria, Denmark, Germany, Italy, Serbia, Spain and the United Kingdom.

3. *Identify any changes to the school legal entity that occurred in the period under review.*

There was a general harmonisation of the school system in Basel-Stadt. For a summary of the changes and effects of these harmonisation project, refer to additional document "school harmonisation in Basel-Stadt 2014 to 2021".

Self-study questionnaire

This questionnaire follows the structure of the Programme standards and practices, with programme requirements for the Diploma Programme.

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

Practice A1. *The school's published statements of mission and philosophy align with those of the IB.*

1. *Please provide the school's current mission statement.*

Please refer also to the enclosed brochure "Gymnasium am Münsterplatz – Leitbild"

Social relationships

1. The school provides and enforces rules that guarantee a well-functioning teaching as well as social context within the class (administrative rules, attendance rules, safety rules and holiday rules).
2. Teaching staff and students create and share a stimulating teaching and learning environment within their respective groups. Different views and ideas are openly discussed, conflicts are resolved in a constructive, respectful way.
3. The social relationships amongst school members (students, staff, administration employees) are personal, appreciative, fair and respectful.

Assessment

1. Assessments adhere to a balanced ratio of memory performance, understanding and creative transfer performance. Likewise, high importance is placed on process and product-oriented evaluations. Assessment consists of process and product-oriented evaluations.
2. Examination contents, assessment criteria and grading are transparent to the learners.
3. Within every discipline, there are binding evaluation criteria in order to guarantee an assessment as fair and equitable as possible.

Result qualities

1. In addition to technical skills, we provide a holistic education and the ability to think independently.
2. Students achieve a high level of performance and a strong sense of responsibility. They are provided for individually as much as possible.
3. Our school supports students in the transition to higher education institutions.

Institutional framework

1. Board, administrative personnel, caretaking and technical services are integrated in order to guarantee optimal workflows.
2. The school has a concept to attain a maximum commitment of teachers. The personal, pedagogical, didactic and professional requirements of all school members allow to reach the school's goals at a high quality level.
3. The curricula are regularly reviewed and further developed by the staff in collaboration with the school board.

School process qualities

1. Employees adhere reliably to agreements made.
2. The school board informs employees, pupils, parents and the public by appropriate means, in an understandable and timely manner.
3. The cooperation between staff members and the school board is characterized by mutual support, willingness to communicate and respect.
4. The infrastructure is modern (state-of-the-art), fully functional at any time and based on the requirements of modern pedagogy. The financial support is guaranteed.

Process qualities education: teaching and learning

1. A variety of methods is used for the effective acquisition of skills and knowledge.
2. The curricula are binding and leave enough room for individual learning and additional learning content.
3. The students take their share of responsibility and engage actively in the learning process.
4. Subjects, methods and contents are linked to form a meaningful whole.

2. *In the period since the submission of the application for authorization or the last programme evaluation, has the school made any change to its mission statement?*

Yes No

a. *If yes, how did the process of refinement take place and who was involved?*

3. *To what extent does your school's educational philosophy align with that of the IB?*

Completely Partially Needs revision

4. *In the period since the school received authorization or since the school's last evaluation, has the school made any changes to its educational philosophy to align it with that of the IB?*

Yes No

a. *If yes, how did the process take place and who was involved?*

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Practice A2. *The governing body, administrative and pedagogical leadership and staff demonstrate understanding of the IB philosophy.*

1. *How does the school support the holistic development of approaches to learning (thinking, communication, social, self-management and research) skill categories in students?*

The governing body releases the guidelines that must be implemented by the different state schools. As our governing body is very supportive towards the IB program and the state guidelines are congruent with the IB learner profile and pedagogical principles, the philosophy of the diploma program is implemented throughout our school community.

There is a high degree of emphasis on emotional social learning processes in the classroom as well as in the grade conferences. The administration as well as teachers take into account the social and emotional needs of students to understand and reflect the academic successes as well as the struggles of students.

Within regular lessons, thinking, communication, social, self-management and research are encouraged on different levels in order to develop students to be critical, confident and independent. Within the learning environment, we give special importance to relationships and to primary human values putting emphasis on the social context of the interaction since we are aware that social action is the foundation for developing critical thinkers. Also, we want to foster open and honest communication. Subjects taught at GM typically implement all the characteristics of the IB Learner profile, as well as the ATL skills. In Biology, ATL skills are supported through group work, student-led group work and presentations, inquiry-based learning and research-based work. The latter, in particular, is formed through laboratory reports targeting in-depth inquiry and evaluation skills. A holistic development of ATL skills is supported by following common approaches and expectations.

In matters of infrastructure, the buildings have been equipped with comfortable seating arrangements (inside as well as outside) throughout to facilitate the learning process where students sit in groups doing their homework and learning for tests; additionally, a learning centre isolated from the outside hustle has been established in the old teacher's quarters, where students have an opportunity to work intensely. Here, teachers have been allocated to help the students in critical subjects (e.g. maths, or French) whenever questions arise.

The GM offers and enables a lot of additional activities and projects in different areas and school events (political education, school festivals, excursions etc.) that address both the intellectual and social skills of the students. A diversity of social activities carried out by students (e.g. Autumn Ball, Yearbook) helps them develop their organizational skills, often under the umbrella of the CAS programme. For example:

- In the pre-IB classes (students are already at your school but haven't started the DP), approaches to learning skills are implemented and supported through group work, student-led group work and presentations, inquiry-based learning and research-based work. The latter, in particular, is formed for instance through laboratory reports in biology targeting in-depth inquiry and evaluation skills. From the beginning, we teach students to reflect critically on how we come to know or understand information.
- Classes organize a theater project including the choice of director and suitable piece/play and its funding and financing.
- In their final year, classes organize a ski camp including accommodation, travelling and accompanying staff.
- Every year a school ball is organized collaboratively by a committee of students and teachers. <https://www.gmbasel.ch/aktuelles/gm-ball-2019-goes-hollywood-23-11.2018>
- Students of the final year organize and publish a yearbook including photographs of all students and staff and some additional statements by a range of people from the school community.
- There are 1-2 yearly hiking events with each class.
- Students organize themselves in a students' parliament called "SIP", through which they are in contact with the school board. <https://www.gmbasel.ch/kontakte/schulerinnenparlament-sip>
- Panels on actual political and social issues are organized regularly at our school. In the recent

years there were panels on “holocaust remembrance day”
<https://www.gmbasel.ch/informationen/fachschaften/geschichte/sonderveranstaltungen/#holocaust-gedenktag-2017>, “impact of COVID on different aspects of ours's and communities' life”, “Brexit”, “climate change” <https://www.gmbasel.ch/aktuelles/klima-podiumsdiskussion-am-gm-donnerstag-14-november-2019?searchterm=podium>, “visit and Q&A with the ambassador of the EU” <https://www.gmbasel.ch/informationen/fachschaften/spanisch/actividades/besuch-des-gesandten-der-spanischen-botschaft-in-bern>, “visit of the national conference “digital Switzerland””, participation on the European heritage day 2019 with an open-house school festival”, regular performances and concerts of the school's own choir”
<https://www.gmbasel.ch/aktuelles/gm-chorkonzert-dido-and-the-fairy-king-1-2-9.2017?searchterm=dido>, regular participation in the peer-to-peer educational program of the EYP (European Youth Parliament)
<https://www.gmbasel.ch/informationen/fachschaften/geschichte/eyp>.

- Before the Covid pandemic, our classes attended the simulation of a UN General Assembly (Model United Nations, MUN) on a regular basis. The goal was to familiarize participants with the structure and functioning of the world organization and its subsidiary bodies, to promote understanding of international relations and their interrelationships through first-hand experience of intergovernmental decision-making, so that young people learn and practise how global problems can be solved together, internationally and in solidarity, to learn about debating and thus the opportunities of democratic debate, to put themselves in the shoes of other peoples and cultures and in this way gain an understanding of their views and problems.
<https://www.gmbasel.ch/aktivitaeten/2015/moon>
- In our Interdisciplinary Project Days, we put an emphasis on experiential learning and transdisciplinary inquiry. In these two weeks, the classes work on different projects involving several teachers, institutions, external experts and subjects. Two examples are the technical week with the ETH Zürich and the project “Intercultural Competences” in which, through various methods such as film studies, creative writing, art, Spanglish, Biology research and the stages of cultural competencies, students deepened their knowledge, understanding and skills in the area of intercultural competencies.
<https://www.gmbasel.ch/aktivitaeten/2017/interdiziplinaeres-projekt-2017-japan>

2. *How does the school's philosophy foster approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment) in the classroom?*

In the past years, we drove forward the digitalisation of teaching and implemented Microsoft Teams as a collaborative platform and shared workspace (in addition to the already existing platform ILIAS), allowing not only a further organizational improvement but also a much more intense collaboration. We continue optimizing students' workload and pupils, parents as well as teachers can access marks, study matters much easier and from home which results in a more intense exchange between the stakeholders. Furthermore, teaching and learning has become much more modular and individualised, allowing every student to work at her or his own pace and the teachers to respond to the specific needs of each individual learner.

Whereas in the past departments met 4-6 times per year, we introduced one specific weekly lesson in the teachers' timetables to every department. This lesson dedicated to coordination of didactics and learning contents in the subject intends to add value to all departments by reflection on and exchange of teaching materials and practices.

We still encourage all staff members to attend local, national and international training workshops and conventions. In 2022, CHF 13'000.- of internal school resources have been budgeted for teacher training plus we receive another CHF 20'000.- from the cantonal Continuing Education Centre.

Conceptual understanding is certainly fostered by the fact that the curricula of the individual subjects show links to other subjects and learning fields. Theory of Knowledge also plays an important role in this respect. Our ToK staff is composed by teachers that cover vast areas of

knowledge from all subject groups (Mathematics, Languages, Geography Pedagogy/Psychology/Philosophy, History, Physics) and are thus able not only to better integrate ToK contents into every single subject but also to create cross-subject connections.

Especially in 2020/2021, our teachers were forced by circumstances to experiment with all kinds of different teaching approaches and although it was doubtlessly extremely strenuous for the whole community, it also brought a great increase of didactic knowledge and useful resources. Fortunately, we received very substantial financial support to acquire supplementary teaching tools (software, access to databases and platforms etc.).

Our diverse population is certainly a USP of our school which we are very proud of. The fact that we put great effort into taking in students from all countries regardless of their background and in spite of often insufficient skills in the language of instruction, results in an extremely rich human “patchwork carpet” which in turn enriches school life, the personal development of the students and in a way forces us to leave the didactic comfort zone of continuous frontal teaching with homogenous classes.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Practice A3. *The school community demonstrates an understanding of, and commitment to, the programmes(s).*

1. *Include a brief summary of the perceptions of the parent community regarding the implementation of the programme at the school and its impact on their children.*

When we implemented the IB Diploma Programme, this curriculum attracted mainly families that had moved to Basel for very different reasons and had children aged 13-16 who were able to undergo upper secondary schooling preparing for universities. The fact that many subjects are taught in English (=very thorough immersive teaching) makes the first steps of integration easier for children. Moreover, the perspective of holding two internationally recognized Diplomas also represented also an important incentive for choosing the IBDP.

Apart from this “expat community” group, there was an increasing interest in the IBDP from other families sending their children from Basel and surrounding cantons (Aargau, Basel-Landschaft, Solothurn). From the initial image of an “elite” or performing track program the IBDP had, the school administration took action to change this perception. To do so, the pedagogical and didactical advantages of the combined DP-Matura option was placed more into focus.

Another important step forward we had to take in this respect was a constant reduction of the workload, especially in some subjects where teachers’ results ambitions might have been a bit exaggerated. We managed to improve this balance by introducing controlling elements like an internal IBDP timeline agenda (refer to the school calendar) and a digital exam planning tool for all subjects. In addition, this matter was addressed on various occasions (school conferences, IB staff meetings) by the school management and the IB coordination. As a result of this, we had no further complaints neither from students nor from parents because of the workload anymore and no student quit the diploma programme for this reason.

We have observed that in the expat community of the pharmaceutical industry, we have gained ourselves a reputation with the IBDP in combination with our support programme. In the two main companies, there are two to three “schooling events” in which our principal informs parents about our dual programme and there are also parents of children who have already successfully completed the Matura in conjunction with the IB Diploma at the GM and they are regularly delighted with the curriculum and recommend it to future students.

There are different information events at undergraduate schools or the mayor industrial companies in Basel as well as parents’ organizations. Once a year an information event for potential new students is held at our school. This gives us a first opportunity to outline the characteristics and the benefits of the IBDP to the upcoming school community.

Apart from this, there was and is a regular exchange between school administration and parents who are organized in an advisory board with 1-2 parents per class.
<https://www.gmbasel.ch/kontakte/elterrat>

Please indicate your assessment of the current level of implementation of this practice.

- Emerging Developing Excelling
 Developing Demonstrating

Practice A4. *The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.*

1. *What steps has the school taken to develop and promote international-mindedness and other attributes of the IB learner profile among the DP community at the school (including Diploma Programme teachers, staff, students and parents)?*

The location of Basel in a boarder triangle with France and Germany as well as the high proportion of the foreign resident population (38%) means that internationality is a bit of a given. This is also reflected in the vast number of nationalities that make up our school community, which therefore hosts an enormous cultural diversity and the subject structure as well as the very many options students can choose from when composing their curriculum create a lot of touch points and possibilities for an enriching exchange.

The regular integration of new students coming from abroad to our school community enhances international-mindedness. We support these students additionally by means of a special program “German as a foreign language” and a French support program in which students are guided and supported step by step. International-mindedness is already anchored in the broad Swiss and IB curriculum, where a large number of topics is of course addressed.

GM students are actively engaged in the Model United Nations as well as in the European Youth Parliament (on a local, national and international level). Every year, a delegation attends the Shanghai Sister Cities Youth Camp <https://www.gmbasel.ch/aktivitaeten/2019/shanghai-sister-cities-youth-camp-2019>. The 3rd graders take study trips to the countries in which their main elective subject is spoken (Austria, Greece, Ireland, Italy, Spain, United Kingdom) and in 4th grade, they can organize by themselves a “Matura trip” which focuses on a cultural aspect of their destination and is accompanied by two teachers. <https://www.gmbasel.ch/aktivitaeten/2018/studienreisen-2018>

The school also encourages and fosters exchange years and study trips abroad (usually in grade 11), facilitating reintegration into the curriculum <https://www.gmbasel.ch/informationen/austauschschuler>. We are fully committed to creating opportunities for students to explore their role and their understanding of global issues outside the classroom context.

Traditionally, in Switzerland public schools’ involvement in the broader community is almost non-existent in post-compulsory education. It is assumed that students at this age take responsibility for their education and that they handle school issues by themselves. Parents are, of course, kept constantly informed but they usually don’t intervene in school matters. The Gymnasium am Münsterplatz, however, is one of the two remaining Gymnasias in Basel that has a parents’ council. Every class elects two representatives, and these meet four to six times per year with school management in order to submit suggestions and requirements. Also, the parents’ council participates in the organization of several events, for instance the school party or the annual event “parents present their professions” for 3rd graders. In 2019, we organized together a panel debate on climate change with high-profile speakers and in 2021 another one on the COVID pandemic and its consequences for individuals as well as for society. During the Sars-CoV-2 pandemic, an active exchange between the presidents of the school council and the principal took place.

As a traditionally humanistic grammar school we are highly aware that language learning is a key tool for overcoming cultural barriers. Students leave the Gymnasium am Münsterplatz with at least three and up to five languages at a proficient level: German, French, English and – depending on their main

elective subject – Spanish, Italian, Latin or Greek. Students not only learn the language, but we also confront them with the cultures, the history and the life of the people who spoke or speak to them in order to foster an understanding beyond one's own boundaries and a change of perspective that leads to open mindedness. Moreover, the curricula of every single subject explicitly contain and demand for references to other disciplines, ToK being the prime example for this networked learning. In addition, a number of attributes from the IB Learner Profile, such as "inquiry" are deeply embedded within the teaching of certain subjects. As for example in Biology, History and Geography where an inquiry and concept-based teaching philosophy is applied.

School management is very committed to giving all children access to the whole educational offer irrespective of their financial situation. We have many young people whose parents arrived in Switzerland with no economic resources. Although teaching is free, school material is not, neither are extracurricular activities (study trips, project weeks, excursions etc.) or the support programme. The school commits more than CHF 80'000.- annually to support families who couldn't afford those extra expenses and carries out intensive fundraising work amongst its alumnae and alumni who generously donate a considerable sum every year.

Since implementation of the IB programme, the Gymnasium am Münsterplatz has built up a strong backbone of professional development for its staff. Our teachers regularly attend workshops abroad (or, in these pandemic times, online) and create contact with colleagues in Switzerland and abroad. In 2019/2020, the focus has been set on development of ICT skills and digital teaching and we benefited a lot from this know-how during lockdown.

There is large support for intercultural learning and supporting students as well as staff in acquiring these skills. For example, during professional development for staff, a specific workshop on integrating intercultural skills into the foreign language classroom was offered and well attended. Additionally, language teachers at the school frequently add ICC objectives to their lessons to help students learn about their own cultures as well as develop empathy for students with different cultural and linguistic backgrounds.

Attributes of the IB learner profile can be found in a variety of activities to incorporate international mindedness and acceptance of international students
<https://www.gmbasel.ch/aktivaeten/2021/verlegung-der-stolperstein-schwelle-2-november-2021?searchterm=Stolpersteine>. For example, by carrying out a number of special events and days in school (see also A2, e.g. Holocaust Remembrance Day where we invite a Holocaust survivor (Shlomo Graber, Ladislaus Löb) to an encounter with students
<https://www.gmbasel.ch/aktivaeten/2020/holocaust-gedenktag-2020>, visits of ambassadors (France, United Kingdom, Germany, Austria, Italy, Spain, EU) who discuss with the GM students and staff members about the urgent issues concerning his or her country
<https://www.gmbasel.ch/aktivaeten/2020/besuch-des-botschafters-der-eu-s-e-herr-michael-matthiesen-20-5.2020>, European Youth Parliament). We foster student exchange programmes (incoming and outgoing) with partner schools in Switzerland, the EU or other countries to support risk-taking, open-minded and caring students. All our students participate in at least a study and Matura trip to explore culture, history and geography of a region
<https://www.gmbasel.ch/aktivaeten/2018/studienreisen-2018>. The study trips are always related to their main subject, e.g. Madrid and surroundings for the Spanish students or philosophy for the psychology and philosophy students .

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Practice A5. *The school promotes responsible action within and beyond the school community.*

1. *Indicate interactions the school and its students currently have with the surrounding community (choose all that apply).*

- X *School facilities/resources available for community use*
- X *Direct community financial support for school (eg, **school fundraising**, ~~grants,~~ ~~donation~~, not including taxes or standard fees)*
- X *Community facilities support school activities*
- X *School has cooperative relationships with community businesses, clubs or other educational institutions*
- The school community participates in service efforts*
- X *The school community participates in local community events*
- The school invites community members to volunteer at the school*
- The school and community have no interaction*
- Other*

Provide examples of ways in which the whole school community gets involved in CAS.

Examples of ongoing and other CAS projects

CAS Exhibition

The CAS students invite the school community to join the yearly CAS exhibition and every year the school management follows the invitations and engages with students exhibiting their projects.

CAS Advisers

A large percentage of our CAS advisers are not otherwise involved in our IB curriculum. Thus, this provides an excellent opportunity to involve parts of the teaching staff other than the IB teachers in the diploma programme.

CAS Website

A CAS website is under construction and there are special days within the school calendar to introduce and promote the school's CAS program.

GM Yearbook Committee

Description: The yearbook committee is in charge of making the yearbook for our school. This involves planning of layout, appointments for shootings with all people involved in our school community, printing and selling the yearbook.

CAS student comment: "Since the first year of high school I was interested in the year book committee, but I wasn't sure if I should sign up for it. So I decided to try it out this year. I want to learn how to make a really good yearbook that everyone would love to look at forever. Bring life to school by doing something that could be left as a memory for all the students and teachers of this school."

GM winter ball

Description: Since 2008 a yearly winter ball is organized by students in cooperation with teachers.
CAS Student comments: "For the upcoming ball, I decided to join the organizing committee, more

specifically the group responsible for the decoration. We'll have regular meetings where we will discuss this year's ball theme, the food, the decor and so on. In order to make sure that we take of everything from invitations to music, we'll have to distribute the many tasks among us and work collaboratively. It will be quite challenging but also exciting for me, as I've never taken part in anything like this. I'm really looking forward to decorating the school hall, as I'll get to practice my creativity. The main goal, however, is to organize a fun ball for all of our school.

"In this experience, I joined the organizing committee for the annual school ball. After first picking a theme, we split into groups with various tasks. I joined the music group, in which my task was to find a DJ, organize the technical sound systems of the Aula, organize and communicate with the school band and other potential performances. The Goal for this is to create and organize the best possible, original, creative ball experience for the rest of the school".

GM Podcast

Description: In one of their CAS projects, three students have created a podcast in which they present in local dialect different topics on their daily school life, political topics....

CAS student comment: "Our goal is to create a weekly podcast in Baseldeutsch for our school, which we'll promote over various platforms and make available for everyone. In this podcast we will then discuss/talk about various topics (climate change, local politics, pandemic, school events, etc.) with the aim to inform, make politically curious, and/or entertain (etc.) the students at the GM. These podcasts will sometimes include guests of different organizations or so. Changes in our team are to be left open as we might let somebody else join to relieve our team members if the total amount of work is too much.

The plan is to upload the podcast on Spotify or Anchor.

<https://anchor.fm/20minutesofschool>

<https://open.spotify.com/show/25nSu9tFQjsOK0dCHuP0xe>"

GM Film

Description: Every year in December, we present our school to the public and to potential new students. Due to the pandemic, this event was cancelled last year. In a CAS project, students made a movie in which they presented our school to the public (<https://www.youtube.com/watch?v=VmE8V7oIrxQ&t=1s>).

CAS student comment: In the following weeks, a group of students and I are working on creating a four to five minute video of our high school. This video will be shown at the upcoming introduction zoom meeting for the new students. It portrayed the GM and showed the highlights of it in order to attract new students. My main role in the group is to communicate with Ms. Boser; letting her know the stands of the project, as well as cut the video with Till."

The Big Knit

Description: Cas students initiated a project to collect money for an organisation for elderly people (pro senectute).

CAS student comments: "I will participate in a national campaign of a smoothie producer to help elderly people. Together with other IB students I will knit little woolen hats for the smoothie drinks that will be sold in supermarkets in December. For every drink sold, 30 Rappen will be donated to the organization "Pro Senectute" that supports elderly people.

I decided to take part at the Big Knit of 2018/19 where the goal is to help elder people that still live at home in cold winter. How it works; little hats get knitted and sent to the US to the brand "Innocent" which then donates 0.25 pence for every hat to programs that support these elder people during winter. Knitting these little hats demands skills which first have to be learned, it also demands perseverance as

knitting one hat takes time and knitting various hats even more. It shows global engagement as the loneliness and death (because of the cold) of elder people in winter is a global problem. These programs that get the money act in the US but also in other countries. I'm looking forward to learn new things and take part in something such big that is of global significance.

DaZ Lunch Hours

Description: Since June 2021 students help students by organizing joint lunches or afternoon of games with students having a “non-native speaking German” background.

CAS student comment: “DaZ (DaZ=German as a foreign language) lunch hours were posted as a service opportunity, aiming to help students in DaZ classes become more confident and fluent in speaking German by hosting sessions during a lunch break. In these sessions the more experienced students help those struggling by holding conversations and playing games with them entirely in German, helping where they can. I have volunteered to take part in some such sessions. The first will take on the Friday the 18th of October at 12:40 in G01 002, if it goes well, these sessions should be ongoing.”

The IB will evaluate this practice by reviewing the CAS documentation.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Practice A6. *The school promotes open communication based on understanding and respect.*

The IB will evaluate this practice by reviewing information gathered under Practices A.3 and B2.4, the school brochure, the school website and during the evaluation visit.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Practice A7. *The school places importance on language learning, including mother tongue, host country language and other languages.*

The IB will evaluate this practice by reviewing information gathered under Practice B1.5b and the school's language policy.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Practice A8. *The school participates in the IB world community.*

The IB will evaluate this practice by reviewing information gathered under Practice B2.2, opportunities provided for students, school participation in regional IB World School associations/networks and in the IB Educator Network (IBEN).

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

all relevant information about the Bilingual Matura and the International Baccalaureate. The school also sends these brochures to the most important collaborating relocation agencies that put interested families in direct contact with our board, thus facilitating the school integration of the children. Also, the Principal is invited regularly by Novartis and Hoffmann La-Roche, the two most important pharmaceutical companies in the region, to promote the Basel Gymnasia. In this context, he emphasizes the IB programme because it gives the expat children an easier integration to the otherwise quite inaccessible (language barrier!) public school system.

Every year, we organize a presentation about the IB Diploma Programme for students at the lower secondary schools as well as for pupils and parents from private schools.

The five Gymnasia of Basel-Stadt organize individual school presentations for potential new students every fall. In this presentation, the GM highlights the IB Diploma Programme as one of our USP.

The school management has a high number of personal counselling interviews via mail, telephone or Zoom with families living abroad (USA, Singapore, South America, Eastern Europe) whose children are attending IB-schools and who are planning to move to Switzerland. These people are especially interested in attending the GM because: 1. They can go along with the Diploma Programme and 2. Our school curriculum shows a great compatibility with the IB syllabus.

We are constantly trying to make the Swiss Matura syllabus and the IBDP as congruent as possible in order not to overcharge students. Furthermore, we are creating synergies with private schools that offer the MYP but don't have the DP, so their students can continue the IB curriculum with a smooth transition.

The IBDP is broadly supported in the teaching staff. These teachers are also involved in teams of non-IB classes thus conveying the IB philosophy, methods and contents to the rest of the staff.

The fact that we are also giving the opportunity of completing "only" single certificates not only increased the numbers of students taking form of the IB curriculum, but it also helped widen the reach of the IB among students and parents.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

Requirement A9.c. *The school has strategies to encourage students to attempt the full diploma.*

The IB will evaluate this requirement by reviewing information gathered for questions under Practices A.9a and A.9b.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

Conclusion of Standard A

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg, leader, contributors)</i>
Dr. Manuel Pombo	Vice-Principal, IB Coordinator	Leader, self-study coordinator

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg, leader, contributors)</i>
<i>Rainer Büchele</i>	<i>IB Assistant Coordinator</i>	<i>Contributor</i>
<i>Mirjam Boser & Ilka Puginier</i>	<i>CAS Coordinators</i>	<i>Contributors</i>

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents, indirectly by the feedback they provide in the parent's advisory council*
- Students*
- Governing body*
- Community members*
- Local education authority*
- Ministry of education*
- Staff (teachers)*

Per Standard A, the school's educational beliefs and values reflect the IB philosophy.

- Requires significant attention*
- Requires further development*
- Shows satisfactory development*

Describe any major achievement(s) related to this standard during the period under review.

Over the past five years, we have constantly striven to expand the general school profile and to broaden the curriculum in the STEM area. For this effort, the GM received the label "MINT-active Gymnasium" from the Swiss Academy of Natural Sciences in 2021. In 2022, we will also be offering Biology at Higher Level in the IB Diploma Programme, which, together with the option to attend Mathematics HL, gives the diploma a strong STEM profile.

The digitalization process which the GM has been constantly fostering for almost a decade and which has been intensified in recent years, benefited us greatly during the pandemic. In general, the work with digital media has contributed to an enormous enrichment of the didactic possibilities and to a broadening of horizons amongst staff members. The collaborative work between teachers and learners, but also between the various stakeholders, earned great approval. Digital testing, which has entered the final test phase now, is also opening completely new possibilities. However, the whole process required a lot of persuasive work as well as considerable financial resources.

For years we have had a fruitful cooperation with lower secondary schools that offer the MYP (especially the Swiss International School Basel). Many young people switch to the GM for their grammar school education in order to better integrate into Basel society. Most of these young people choose the IBDP at our school coupled with the language support programme, which we are the only Gymnasium in Basel to offer in this extended form. During the Gymnasia reform in Basel-Stadt, we were able to adapt the curricula for all subjects to a school period of four years (instead of five). In doing so, we got the opportunity to further align them with the IB Diploma curriculum.

Based on your assessment of this standard you may wish to add an action to your action plan.

Standard 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).*

1. *Describe how the governing body (or educational authority) is kept informed about the implementation of the programme.*

The head of school is in a permanent contact and exchange with the principals of the other four Gymnasias as well as with the Managing Director of the Secondary Vocational and Grammar Schools (*Leitung Mittelschulen und Berufsbildung*), Mr. Ulrich Maier. Once a month, there is a meeting of the Department of secondary schools (*Abteilungskonferenz der Mittelschulen, AKOM*).

We have about five meetings per year with the school committee. These are attended by the principal as well as by the IB Coordinator. The two keep the commissioners informed about any development in the IB Curriculum. The same number of meetings is held by the principal with the parents' council (with two parent delegates per class) as well as with the two Presidents of the interschool student council. In this way, the leadership team maintains a permanent constructive dialogue with all stakeholders.

On Monday, January 27, 2020, the newly re-elected Minister of Education of the Canton Basel-Stadt, Dr. Conradin Cramer, visited the Gymnasium am Münsterplatz putting the focus on getting an insight into the IB programme. In the first part of their visit, the principal presented the facts and figures as well as the evolution in the programme implementation and discussed with the Minister as well as with the Managing Director of the Secondary Vocational and Grammar Schools possible steps to better anchor the IBDP into the Cantonal Baccalaureate Curriculum. The IBDP Coordinator was also present in the meeting. The delegation then attended two lessons: an English A HL L&L and a Biology SL lesson.

Please indicate your assessment of the current level of implementation of this practice.

- Emerging* *Developing* *Demonstrating* *Excelling*

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

1. *What type of governance body or educational authority has oversight for the school?*

- Governmental/state/ministry of education*
 Board of directors/trustees/governors
 School board/board of education/local education agency
 Diocese/parish/other faith-based governance body
 Owner-defined governance body
 Company/corporation
 School council/advisory committee
 None

Other (please describe)

2. Briefly describe the school's governance body or educational authority.

The Gymnasia in Basel-Stadt enjoy a relatively large degree of autonomy, in this sense the **headmaster** (Dr. E. Krieger) has the **operational management of the school**. Together with the other four headmasters, he is accountable to his direct superior, **the Managing Director of the Secondary Vocational and Grammar Schools** (Mr. U. Maier) whose superior is the Government Councilor and **Minister of Education**, Dr. C. Cramer.

At cantonal level, the **Education Council** is the most important advisory and decision-making body of the Department of Education. It participates in the decision-making process on all important issues in the field of education and teaching. The president is the *ex officio* head of the department; the other eight members are elected by the Grand Council at the beginning of each legislative period for four years. A maximum of half of the members may belong to the teaching staff of public or public schools. The Education Council sets important guidelines in pedagogical matters, for example by approving curricula or timetables, approving new teaching materials for lessons or submitting applications to the Government Council for the enactment of ordinances.

In addition, a **school commission** is assigned to each Gymnasium as a supervisory authority. It consists of seven representatives of the parties elected into the cantonal Parliament who monitor, advise and support the school management in school matters and maintain a regular exchange within the framework of their meetings, through classroom visits, by participating in school events and in meetings of other school committees.

a. Briefly explain the areas over which the governing body or educational authority has direct authority at the school.

As stated above, the headmaster has direct authority at the school and is ultimately responsible for all operational decisions. In personnel and disciplinary matters, he makes the decisions in consultation with the school commission. Part of Mr. Krieger's leadership style is that he consults the parties concerned (student council, parent's council, teaching staff, administrative personnel) before he makes decisions. He also maintains a constant exchange with his three Vice Principals on a daily basis.

3. Describe how the governance and leadership structure supports the implementation of the programme.

The fact that the IB Coordinator is also a Vice Principal and thus a member of the school management is very important because on the one hand it gives the headmaster a more direct and quick access to the actual functioning and possible issues of the programme and on the other hand it shows symbolically to the community and to the external stakeholders that the IBDP is a fundamental component of the school. The communication channels “from the base to the top” are very short since all school members have direct access to the IB Coordinator (almost 24/7) and the coordinator is in constant exchange with the headmaster, keeping him thus informed in real-time.

4. *During the period under review, have there been changes in the membership, nature, or responsibilities of the school's governing body?*

Yes No

a. *Describe any changes made in the period under review.*

5. *Have there been any changes in the structure and responsibilities of the pedagogical leadership team in charge of the implementation of the programme that have occurred during the period under review?*

Yes No

a. *Explain why the changes were made.*

6. *Describe how the pedagogical leadership team works together to lead the implementation of the programme.*

In the weekly school board meeting (on Mondays), the IB programme is a fixed item on the agenda. News, questions, feedbacks, requests are discussed, and actions decided. Every Tuesday, the Assistant Coordinator and the Coordinator meet to discuss issues and to share the work that is to be done. In our (school board) quarterly meetings with the IB staff, we discuss pending issues and questions and requests from teachers. The IB Coordinator regularly visits the “IB classes” in the “class lesson” (one lesson per week dedicated to discussing school matters with the class teacher), informs and gets feedback he brings in the school management. In addition, any changes and matters regarding the DP are communicated by the headmaster in the

quarterly held teacher conferences and by the IB Coordinators in the regular IB staff meetings.

7. *Briefly describe any challenges the school faces in recruiting and/or retaining staff, including the plans in place to address these challenges.*

We have a large majority of young staff that is really motivated and there are no signs that they want to leave the school. In fact, fluctuation is very small and with two exceptions (who left school for family planning reasons) all teachers who left school in the past five years did this because they reached retirement age. In return, we have been able to recruit excellent teachers with many years of IB experience from other schools to fill the vacant positions. This shows us that our school is considered a popular place to work.

Please indicate your assessment of the current level of implementation of this practice.

- Emerging* *Developing* *Demonstrating* *Excelling*

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

The IB will evaluate this practice by reviewing information gathered under Practice A2, B1.2, the job description of the programme coordinator, the organization chart, and during the evaluation visit.

1. *If there is not a common language among staff, how does the pedagogical leadership team ensure consistent implementation and development of the programme?*

There is a common language among staff (German) although there are two or three teachers who are not proficient in it. This is absolutely no problem because their mother tongue is English, and I dare say everybody else speaks English well enough so that there are absolutely no communication issues.

- a. *Is the programme coordinator proficient in one of the IB working languages?*

- Yes* *No*

2. *If the language of instruction in the school is different from the IB working languages, how does the pedagogical leadership team ensure consistent implementation and development of the programme?*

All our staff members who teach in IB classes (Diploma or Certificates) either are native speakers or they have a Cambridge Proficiency Diploma (or equivalent). This is required by the Department of Education in the specifications for teaching in the bilingual Matura programme.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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.

1. What percentage of the programme coordinator's weekly schedule is devoted to IB coordinator responsibilities?

Programme coordinator time allocation

Duty	% of weekly time
IB Programme coordination	10
Advice on college/university choice and letters of recommendation	5
Coordinator Language Support Centre	10
Staff appraisals	5
Teacher support (administration, IT, logistics...)	20
Coordinator of absences for students	5
Counselling for parents in school matters	3
Responsible for the GM refectory	3
Coordinator of Matura papers and extended essays	7
Organization of substitutes for teachers	15
Students' applications for leave	3
Coordination of examination planning	2
Disciplinary measures for pupils	1
Information events for students	1
Editing GM homepage and brochures	7
Coordination Project learning (LaP)	2
Staff, school board and other meetings	10
Organization of the beginning and end of the school year and of teacher training	2
Matura/end-of-year celebrations	2
Matthäus Vischer-Mylius Foundation	1
Management of Info screen	2
IT infrastructure	5
Cooperation with external partners and with other governmental institutions	5

IB will also evaluate this practice by reviewing the job description of the programme coordinator, the organization chart and during the evaluation visit.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practices B1.5a–B1.5f and the policies submitted by the school.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Requirement B1.5.a. The school has an admissions policy that clarifies conditions for admission to the school and the DP.

1. Describe the process for implementing, revising and communicating the school's admissions policy.

Since we are a state school, the transfer of pupils from feeder schools is governed by cantonal guidelines. Now, there are still agreements between Basel-Stadt and the surrounding cantons that allow young people to attend the city's grammar schools even if they have a place of residence outside the city. The GM is very popular with these young people because of its profile and in turn welcomes these learners in the spirit of diversity we have been cultivating in the last fifteen years. Unfortunately, we have only little or no weight we it comes to revise this policy. Thus, to our great regret, the agreements between the Cantons have been terminated and from 2025 onwards, no students from the neighboring Cantons will be admitted in the City Gymnasia. We are now hoping that at least those youths who want to follow the IB DP Curriculum will be granted an exception since the schools in their Cantons do not offer the Diploma Programme. Besides the "regular" and the "extra cantonal" students, we also accept pupils who come from abroad and have completed their previous schooling in another country. Those students are admitted "sur dossier" i.e., at the headmaster's discretion. We do our utmost to ensure that all young people who apply to our school can gain a foothold with us if they fulfil the conditions for attending the Gymnasium or an equivalent school in their country of origin. The official admission policy is communicated through different channels: Webpage <https://www.gmbasel.ch/informationen/aufnahmebedingungen?searchterm=Aufnahmebedingungen>, in information events, class and parents' evenings, school brochures of feeder schools, individual counselling interviews.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

Requirement B1.5.b. The school develops and implements a language policy that is consistent with IB expectations.

1. Describe the process for implementing, revising and communicating the school's language policy.

As for all state schools in Switzerland, the working language is given as one of the state's official languages (German, French, Italian and Rhaeto-Romanic). At our school, German is the official working language. Due to our longtime established bilingual teaching programme (first class 2002) and the resulting IB Diploma Programme, English has almost taken on the status of a second working language. In addition to German and English our school puts a strong emphasis on languages in general. Other languages taught at our school are Greek, French, Latin, Italian and Spanish. Furthermore, students of all of Basel's grammar schools can choose additional optional languages like Chinese, Japanese or Russian.

For our bilingual classes/IB classes we have an institutionalized support program for students with a different native language than German (see also A4). Additionally, teaching materials and tests are translated into English even in subjects with German as the instruction language introducing students gradually to English as the language of instruction to deliver the IB subjects (except for German as language A and French B HL as group 6 subject).

In 2020, we carried out a study regarding the German and French support programme including a survey amongst students and teachers (attached as additional document). The results of this survey were considered when adjusting the pedagogical and organizational aspects of the support programme.

This year, a nationwide revision of the Swiss Matura curriculum has started, in which all schools and subjects have been able to provide feedback on the proposals. In our feedback, we strived to align these feedbacks with the IB contents of the subjects' syllabuses.

The school board is also very supportive with the teachers' professional training. In addition to regular participation in IB workshops, the school board also supports attendance at preparatory and language courses to make sure that all teachers in our IB programme have a Cambridge proficiency certificate or a similar qualification.

The language options and policy are also introduced to different stakeholders at the different presentation events (see also A9.b).

2. Indicate the provisions the school has or will have to support students' best language, if different from the language(s) of instruction of the school. Indicate whether this support will take place during school time.

We try to model a positive outlook toward diversity and treat each of our students as competent and capable learners with unique abilities. Since we have students with quite exotic mother tongues, we are simply not able to provide support for all of them. In language lessons, we encourage students to reflect upon certain structures in their own language and to establish parallels. Furthermore, we have our German language support programme (see also A4) to help students integrate to our school community as fast as possible.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

Requirement B1.5.c. *The school develops and implements an inclusion/learning support requirements policy that is consistent with IB expectations and with the school's admissions policy.*

1. *Describe the process for implementing, revising and communicating the school's inclusion/learning support requirements policy.*

As a state school we depend on our government in terms of working language or inclusion. The ministry of education has an official department for integration and inclusion. (<https://www.edubs.ch/dienste/Dienste-VS/ffi/nachteilsausgleich>). As soon as a student meets the admission criteria, various measures can be applied to compensate for disadvantages. For this purpose, we have an in-house teacher with an official diploma as a learning therapist (<https://ilt-lerntherapie.ch/>) who coordinates the measures with the departmental office as well as the school psychology service and the school board. Students can apply for compensatory measures regarding different learning difficulties according to an official list with ICD-classifications (<https://www.edubs.ch/dienste/Dienste-VS/ffi/dokumentablage-ffi/downloads/richtlinien-zu-den-massnahmen-zum.pdf>).

In addition to the official learning disabilities, learning support comes from a variety of sources.

- School management offers special optional classes for a variety of subjects (main elective subject, languages, mathematics, chemistry) over lunch break. Participation is optional and students can attend unannounced if needed.
- There is strong cooperation between the subject teachers, specialized German as a Second Language teachers, French teachers and the school administration to individually adapt the programme for each student depending on their needs.
- Many exercise sessions closely supervised by the teacher ensure that all students have the chance of attaining the relevant level of knowledge. Additional material (including detailed solution) provided digitally ensures enough practice opportunities for whoever needs it. Additionally: Support offered by teachers in special optional classes over lunch break. Older students help younger students on a regular basis coordinated and paid by the school.
- The school board coordinates a peer-to-peer system to provide private lesson from student to student.
- The school's infrastructure got modernized throughout the last decade to meet modern learning demands. This includes a learning center and several "lounge areas" on different hallways or specially furnished teaching rooms with height-adjustable tables and fitness gyroscopes as well as a modern media library with several workspaces.
- There is a educational counselling and individual learning support provide by a certified learning therapist.
- We offer the special support programme for language training for students with mother languages other than German.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging *Developing* *Demonstrating* *Excelling*

Requirement B1.5.d. *The school develops and implements an assessment policy that is consistent with IB expectations.*

1. *Describe the process for implementing, revising and communicating the school's assessment policy.*

Since we are a state school, we must adhere primarily to the assessment policy of the canton Basel-Stadt, which however is in line with IB expectations. Our internal quality control group (composed by staff representatives, one Vice Principal and the Headmaster) is responsible for assessing and periodically checking the number, format and content of the examinations. They get feedback from the subject staff and coordinate adjustments over the whole subject range.

For instance, two years ago, we had a working group that consisted of representatives from languages, natural sciences, social sciences as well as the IB Coordinator and Vice Principal that revised the guidelines for the Matura Essay and took the opportunity to further align it with the Extended Essay requirements. After every meeting, these representatives brought the results to their respective department and got further input from there. Once we had a final proposal paper, we submitted it to the Headmaster and the school board for approval and subsequently the new guidelines were officially communicated to the student and teacher community.

Right now, we have started with another work group whose purpose it is to review the guidelines for the written examination paper in the main elective subject which students write in grade 12 as a preparation for the study trip. Furthermore, we are in the process of implementing digital assessment procedures for several subjects on different levels. A project group consisting of half a dozen teachers representing main disciplines was defined by the headmaster. These teachers are evaluating a choice of programmes and will then present them to the whole staff, who in turn will act as sounding board as a next step. Students will also be involved in the process, namely through the students' parliament and its representatives.

An assessment policy with multiple (minimum 4, maximum 6) formal and summative assessments per school year has been implemented and is in line with IB expectations. IB past exam questions and mock exams are used to expose students to future exam scenarios. Internal Assessment routines are implemented as part of the courses students take. In English A and B, the teachers consistently use the rubrics with the marking criteria provided by the IB. These grades are then easily translatable into the school's own marking schema. These criteria are communicated to students at the beginning of the school year and before each assessment. The students can follow this process of comparing the IB criteria with the school's own assessment policy.

A clearly defined number of formal and summative exams take place per year. The exam dates are coordinated in a special calendar accessible by students. This keeps the workload and number of tests in the legal framework and reduces the exam burden for the classes as much as possible. Before each exam, detailed information is given about learning goals and relevant tasks. After each exam detailed solutions are provided and the exam is discussed, the most common mistakes analyzed. In quarterly meetings the progress and interim status of all students and classes is discussed.

Additionally, there are regular staff meetings to make sure the assessment criteria for the subjects are according to the official specifications. At the beginning of each academic year in August, the school deadlines for internal assessment and predicted grades are communicated to the teachers and the internal IB planning (see additional document "School Calendar") for the IBDP at our school are reviewed and approved. Internal assessment routines are implemented within the subjects. To prepare students for the final examinations, questions and tasks from previous IB examinations are regularly used. In addition, access to further resources like IB Questionbanks or InThinking subject websites is available. In February there is a special week where mock exams for the IB Diploma and Matura final exams in May and June take place.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging *Developing* *Demonstrating* *Excelling*

Requirement B1.5.e. *The school has developed and implements an academic honesty policy that is consistent with IB expectations.*

1. *Describe the process for implementing, revising and communicating the school's academic honesty policy.*

Students are instructed from the start at our school in what constitutes plagiarism, in all subjects and especially in the ascending order of written papers they must produce along the Curriculum (Written paper "Learning on the project", written paper in the main elective subject for the study trip, IA for the IB, Matura Essay/Extended Essay). Furthermore, there are graded exams, lab reports and investigations where we put a focus on citing correctly. Written papers are thoroughly and transparently checked by using the Swiss plagiarism detection tool "Copy-Stop" to help students and teachers identify unethical use of resources in their documents. Additionally, we support the students in developing and listening to their own creative voice in fulfilling school learning and assessment objectives.

In recent years, the school management has also introduced and implemented many of the IB regulations concerning examinations and final examinations to our Swiss Matura curriculum.

Please indicate your assessment of the current level of implementation of this requirement.

- Emerging Demonstrating
 Developing Excelling

Requirement B1.5.f. *The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the administration of examinations for the DP.*

The IB will evaluate this requirement by reviewing information gathered under Practice B2.5c.

Please indicate your assessment of the current level of implementation of this requirement.

- Emerging Developing Demonstrating Excelling

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

1. *Describe and/or provide examples of the structures (such as professional development opportunities, policies or procedures) to support the implementation of approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment).*

The school places great emphasis on the professional development of teachers and encourages them to participate in local, national and international events. Professional development is done regularly by the team, the IB workshops making up the largest part of this, but teachers also attend workshops locally on a regular basis (specifically at the end of the summer holiday and during spring break).

The internal assessments in the different subjects are either done entirely by teams of teachers (in science) or teachers work closely together (languages).

With the creation of a weekly time slot for internal collaboration between the subject staff, continuous exchange between the teachers of the Matura Curriculum, those of the IB DP and those of the support programme was made possible. In this way, students can be optimally supported, and a professional didactic exchange can be maintained on a regular basis. In addition, periodic IB meetings allow the IB coordination team and the teachers to stay in touch, exchange the latest news on the programme and discuss questions and concerns.

Teachers create teaching materials together on collaborative digital platforms, exchange graded tests to ensure equal grading, attend IB workshops, discuss research questions for internal assessments in teams and advise other teachers' students so they get a second opinion and different advice.

There is an ongoing discussion between teachers on a regular basis, sharing of material and samples

digitally. Some job shadowing is being done, even for experienced teachers. Especially new teachers are guided closely by an experienced teacher and collaboration within the whole team is extensive. A connection to the PH institution is maintained to be up to date regarding new teaching methods and concepts and future teachers are welcomed and guided by experienced teachers at our school and in our classes.

Once a year (at the beginning of Easter break), three days are dedicated to an in-depth collaborative examination of a topic in which all members of the teaching staff take actively part, mostly in the form of talks and with guest specialists in a field such as online testing, dyslexia, academic writing etc.. At periodic intervals, there are also exchanges with teachers from feeding schools as well as with university staff in order to guarantee a smooth transition between the different educational levels. Here follows feedback from last year's exchange: *"One wonderful structure occurred last spring during the Drei Tage Block where there was a city-wide professional development for English high school teachers. There we could share across the different gymnasium best practices such as how to implement a growth mindset in the classroom. This has spun off into a group now meeting on a regular basis to support each other in bringing growth mindset best practices into the classroom, for example, through rituals intended to allow students to share how they have failed, but grown from these experiences, Ted talks emphasizing the importance of a growth mindset as well as sharing materials from workshops outside the school context such as a 'How to Fail' workshop from teachers at Leonhard Gymnasium."*

The International Baccalaureate Diploma is also a central agenda item at the subject staff meetings with the headmaster, which take place once or twice a year.

Members of the school management and of the school board regularly visit lessons in order to make sure that the required standards of teaching are upheld. Students anonymously evaluate the quality of the lessons on a yearly basis.

The IB will also evaluate this practice by reviewing the school's action plan and information gathered under Practice B1.1 and B1.2.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

The IB will evaluate this practice by reviewing the information about the participants in the self-study process.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

Conclusion of Standard B1

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg, leader, contributors)</i>
<i>Eleonora Spasojevic</i>	<i>History teacher, representative for group 3 subjects</i>	<i>Contributor</i>
<i>Dr. Susanne Eder</i>	<i>Geography teacher, representative for group 3 subjects</i>	<i>Contributor</i>
<i>Michael Hartmann</i>	<i>Mathematics teacher, representative for group 5 subjects</i>	<i>Contributor</i>
<i>Dr. Ramon Gonzalez</i>	<i>ToK, Geography and Mathematics teacher, representative for ToK</i>	<i>contributor</i>
<i>Miriam Boser & Ilka Puginier</i>	<i>CAS Coordinators</i>	<i>contributors</i>
<i>Rainer Büchele</i>	<i>IB admin. Assistant and former IB Coordinator. Biology teacher, representative for group 4 subjects.</i>	<i>Leader, contributor</i>
<i>Dr. Manuel Pombo</i>	<i>IB Coordinator and responsible for the Extended Essay</i>	<i>Leader, contributor</i>

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- X Governing body
 - Community members
- X Local education authority
 - Ministry of education
 - Other

Per Standard B1, the school's leadership and administrative structures ensure the implementation of the IB programme.

- Requires significant attention
- Requires further development
- X Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

Two very big successes in the organizational area have been the maintenance of high-quality teaching, on the one hand, through the school reform in the Canton of Basel-Stadt that has occupied us for the last four years, and, on the other hand, through the Covid pandemic, which has put all institutions to a very hard test.

Despite a setback that paralyzed the entire science building for a semester, we continued to modernize the school's infrastructure, creating new learning and lounge areas, and upgrading the IT infrastructure to a high level that allows for entirely new forms of collaboration.

The number of students with learning disorders caused by their personal environment has unfortunately increased by leaps and bounds in recent years, threatening to completely overwhelm the school administration. Therefore, we have dedicated much more personnel resources for our in-house learning therapist, and we are still struggling to get more financial support from the Department of Education.

The newly implemented agenda for internal IB assessments which applies across all subjects together with the revision of the guidelines of the Matura Essay (which is now more aligned with the EE) have brought a further relief for IB students.

Based on your assessment of this standard you may wish to add an action to your action plan.

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).*

The IB will evaluate this practice by reviewing the budget chart and information gathered under Practices B2.2, B2.10.

Please indicate your assessment of the current level of implementation of this practice.

- Emerging Demonstrating
 Developing Excelling

Requirement B2.1.a. *The allocation of funds includes adequate resources and supervision for the creativity, activity, service (CAS) course and the appointment of a CAS coordinator.*

1. *What percentage of the CAS coordinator's weekly schedule is devoted to CAS responsibilities?*

15% of a full-time teacher position. Position shared by two teachers

2. *CAS coordinator time allocation*

Duty	% of weekly time
Advise students and new advisers (especially at the beginning of the program).	40
Supervise the ongoing of the CAS program with supervisors / students	30
General communication with advisers and students	20
Planning and conduct of a yearly CAS exhibition	5
IB Meetings (general) CAS Coordination meetings, professional development	3
Supervision of 4 students' CAS project	1
Operating and supervising the schools' ManageBac account.	1

The IB will evaluate this requirement by reviewing the budget chart and information gathered under Practices B2.2, B2.10.

Please indicate your assessment of the current level of implementation of this requirement.

- Emerging Developing Demonstrating Excelling

- Are available for queries of the advisors and respond in person or by email to any of the advisors' questions.
- Inform the advisor team regularly on current issues or changes of the CAS programme by email.

What procedures are in place to ensure consistency of advisers' responses to questions related to proposed activities?

CAS introduction for the advisors when they are starting with new students. If the advisors are not sure about a proposed experience, they are in touch with the CAS coordination or refer the students to the coordination to give advice on the proposed experience. The CAS coordination keep the team of advisors informed on commonly observed and current issues and with general information.

Who is involved in the supervision of students (teachers, other school staff, parents, members of the community)? How does the school brief them about its expectations?

At school, students are regularly supervised by other teachers, theatre directors, and sport coaches. For out of school experiences, the students take over the responsibility of informing their supervisors. The CAS coordinators offer a form which the supervisors can fill in if necessary. The students are not required to provide a supervisor if they can provide sufficient evidence of their experience.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practices B2.2, B2.3a, the action plan and budget chart.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Requirement B2.3.a. *The school complies with the IB professional development requirement for the DP at authorization and at evaluation.*

1. *Please provide information on IB-recognized professional development in chart 2 below.*
2. *Briefly describe the school's induction and training for new programme staff.*

All new programme teachers visit an IB workshop before they start teaching or at the latest in the first three months of work. They get a mentor who is already part of the IB staff and introduces them to local IB procedures ("the way we do things around here"). Also, they can contact the programme coordinator at any time.

All new staff members are automatically integrated into the "Fachgruppe" of their subject and can exchange information via the electronic channels (e.g. Microsoft Teams or the ILIAS learning platform).

Since we are a relatively small school, almost half of the staff teaches in the IB programme and the other half is in contact in one way or the other with the IBDP, the transfer of knowledge is very low threshold. Also, the school management (which the IB Coordinator also belongs to) operates an open-door policy, so everybody has access at almost any time.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

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

1. Please describe the school's current collaborative planning practice.

We have a whole-school examination planner into which all teachers enter the examinations in their subject at the beginning of the semester. The class teachers check the timetable for potential overload for the students and discuss adjustments with the class team where necessary. Each department has one fixed lesson per week in the timetable, in which they can meet, work on the curriculum (Swiss Matura and/or IBDP) of their subject together and exchange didactic material. Since departments do not meet weekly, these lessons are also used specifically by DP teachers to discuss teaching and learning. This ensures both horizontal cooperation within the grade level and vertical cooperation across the different school years. On the so-called "three-day block" in April (first Monday to Wednesday of the Easter break when students are already on holiday), staff conferences and meetings take place, about 50% of which are organized by the teachers themselves. In this way, topics that are of importance or interest to the individual staff members can be dealt with in very different personnel configurations. Two working days before the start of the school year, the entire staff meets and exchange meetings take place within the individual subjects, but also across subject areas, including school management and administration. There are also time slots specifically dedicated to discussing IB-related issues and to coordinate teaching. Several virtual collaborative platforms with chat functions have been made available for teachers to exchange ideas at any time. All extracurricular events of classes (projects, trips, camps, festivals, museum or theatre visits etc.) are co-organised by at least two teachers from the team.

2. In the table below, describe the meetings that support programme implementation, including participants, meeting types, objectives, and frequency (daily, weekly, bi-weekly, monthly, semi-quarterly, quarterly, bi-annually, annually)

Name of meeting	Who attends	Frequency of meeting	Objectives
Schulleitungssitzung Leadership meetings	Principal 3 Vice-Principals Secretariat Manager	Every Monday	Discussion of current issues. Feedback from individual departments. Strategic Planning
Fachschaftssitzung Department meetings	All teachers of the same subject / IB subject teachers / IB teaching teams	Weekly timeslot in the teachers' ['] timetable	Coordination of didactics and learning contents in the subject. Reflexion on and exchange of teaching materials.
Lehrpersonenkonferenzen Staff meetings	Principal, 3 Vice- Principals, all	6-8 times per year	Information and discussion of all kind of operational,

Name of meeting	Who attends	Frequency of meeting	Objectives
	teachers, school board (guests), interschool student council (guests)		didactical, pedagogical and financial issues. Requests to the Principal.
Schulkommissionssitzung Board meeting	School board, Principal, at least 1 Vice-Principal, 2 staff representatives, presidents of the interschool student council (guests)	6-8 times per year	School politics, strategic decisions, appointment of teachers, financial and operational issues.
IB-Koordinationsitzung IB meeting	IB-Coordinators, IB subject responsables (compulsory), all IB teachers (guests)	3-4 times per year	IB-related issues (year planning, staff training, resources, assessment coordination, general news)
Klassenkonvent Pedagogical meeting	All teachers of one class	4 per year	Coordination of planning as well as pedagogical or disciplinary issues.
(Zwischen-) Notenkonferenzen (Intermediate) Grading Conferences	All teachers of one class and 1 person of the leadership team (Principal or Vice-Principal)	4 per year	Discuss students' performances, define individual support measures, compensation or inclusive arrangements. Coordinate assessments and schedules
Sitzungen Förderzentrum Support centre meeting	Teachers of the support programme (German and French), responsible Vice-Principal	Several times a year	Redefine and update the individual support measures, organize assessments
Elternbeiratssitzungen Parents Council meetings	1 or 2 elected parental representatives from every class, one staff representative, Headmaster	4 times per year	discuss matters and concerns of parents, convey informations from School management and staff to the households, address and discuss education policy topics
SchülerInnenparlament Student Council meetings	1 or 2 elected representatives from every class. After the Council meeting, the Presidents have a meeting with the Headmaster.	4 times per year	represent the interests and concerns of the pupils in front of the staff, School Management and School board
Informal meetings	All teachers across the departments	Bi- and Multilateral meetings on an irregular basis	Collaboration regarding curricula, disciplinary issues etc.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

Has your school made any changes to school facilities/resources that support the implementation of the programme?

Yes No

1. Please provide information on the school facilities and resources that support the implementation of the programme.

Facility/resource	Description of facility/resource	How this facility/resource supports programme implementation	Plans for further development, if any
<i>Physical education/ athletics facilities</i>	Although the situation of Physical education facilities is somewhat difficult (not enough facilities for so many pupils), we managed to increase the number from 2 to 3 so that we comply with the syllabus (even though students must walk a bit through the city to get there).	Does not directly support programme implementation.	Next year, we will get access to a very large and very well-equipped campus. Students will have to take a tramway trip of about 15 minutes, but it will be worth the while.
<i>Science laboratories</i>	All science laboratories have been completely remade after severe water damage in 2019. We have 2 classrooms with state-of-the-art laboratories for Biology and for Chemistry each as well as a fifth laboratory that is shared by both subjects. In Physics, we now have 2 classrooms fully equipped as laboratories.	The labs are indispensable for the science subjects and are therefore also fully booked every day. Unfortunately, due to the space limitations, we have no possibility to set up more labs, otherwise an expansion would be very desirable...	For the moment, we plan no further development.
<i>Visual arts studios</i>	The arts provision is consistently high. In 2017, we renewed classrooms for graphic and creative design with adjacent preparation and storage rooms for the staff. Alongside 24 new computers with image editing software, studio flash equipment and 14	Does not directly support programme implementation.	For the moment, we plan no further development.

	photo cameras along with 12 tripods have been bought.		
<i>Specialized facilities</i>			
<i>Music facilities</i>	The music facilities were completely renewed and the instrument as well as the IT inventory consistently enlarged in 2018.	Does not directly support programme implementation.	For the moment, we plan no further development.
<i>Arts performance/exhibition spaces</i>	We have various exhibition spaces throughout the school buildings, two- and three-dimensional showcases in which pupils' works are exhibited. The CAS exhibition traditionally takes place in the Learning Centre.	Does not directly support programme implementation.	For the moment, we plan no further development.
<i>Performing arts facilities</i>	We have no declared performing arts facilities, but the school's auditorium is the venue for the annual performances of the student theatres. It is equipped with a professional lighting and sound system and is sometimes also rented out to external parties for events.	Does not directly support programme implementation.	For the moment, we plan no further development.
<i>Library/multimedia centre</i>	The library stock is constantly being brought up to date. In the new learning centre completed in July 2016, we have much more space to stock books and other media that can be borrowed by students. Also, students have access – via our homepage and a personalized account – to many national and international library catalogues	As a source of knowledge, the media library is of paramount importance for both the IB programme and the Matura. Although we cannot expand in terms of space, our offer is very good because we keep it constantly updated and have greatly expanded the virtual possibilities. The librarian has also visited an IB-Workshop and will refresh her knowledge with a further training in 2022. At the beginning of each cycle, we lay out examples of good Extended Essays in the Media Library.	For the moment, we plan no further development.

2. *What community resources and expertise has the school identified to support the implementation of the programme? (Please include any local non-governmental organizations, charities, employers or further/higher education institutions that you may have agreements with.)*

We have been working for over a decade with one of the big pharmaceutical companies in the region, Novartis, who also awards the best Matura students in town every year. Every year our 3rd graders get to go to the campus and work in the labs for a day. In the 4th year, we organize a visit to the University of Zurich and the pupils isolate and amplify a section of their own mitochondrial DNA. Other regular extracurricular venues are the Blood Donation Centre Basel-Stadt, the Botanical Garden or the IWB (the local company for energy, water and mobility). In June, we organize a study week with our partner IngCH Engineers Shape our Future, and we are well connected with the Mathematics and Physics Departments of the University of Basel and of the ETH Zürich, where we regularly attend presentations and visit laboratories with our students.

Please indicate your assessment of the current level of implementation of this practice.

- Emerging* *Developing* *Demonstrating* *Excelling*

Requirement B2.5.a. *The laboratories and studios needed for groups 4 and 6 subjects provide safe and effective learning environments.*

The IB will evaluate this requirement by reviewing the information gathered under Practice B2.5.

Please indicate your assessment of the current level of implementation of this requirement.

- Emerging* *Developing* *Demonstrating* *Excelling*

Requirement B2.5.b. *There are appropriate information technology facilities to support the implementation of the programme.*

Please describe the IT facilities the students and teachers have access to and indicate where they are located.

1. *Which of the following characteristics describe your school's current approach to the use of technology for learning?*

- One-to-one laptop/device for students*
- Shared computers in classrooms throughout the school* # of computers
- Centralized computer facility(ies)* # of computers
- Shared computers in the library for student use* # of computers
- One-to-one laptop/device for teachers*
- Shared computers for teachers*
- Interactive white boards in classrooms throughout the school*
- Other A/V racks in class rooms (consisting of: computer, visualizer, audio amplifier with speakers)*

38
6

Everybody, students and teachers, have their own laptop with a digital pencil and thus the opportunity to write everywhere (considering that we are working with OneNote and Microsoft Teams). With Teams, everyone can always show what she or he is working on and there is no longer any need for whiteboards.

2. Does the school have consistent access to the internet?

Yes No

3. Does the school have Wi-Fi?

Yes No

4. Please describe any restrictions the school places on student or staff access to Wi-Fi or the internet.

There are governmental filters for pages with problematic content. The personalized VPN-access to the net provides an additional control.

IB will also evaluate this requirement by reviewing the information gathered under Practice B2.5.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

Requirement B2.5.c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.

Describe where the school stores examination papers and examination stationery in each examination session and who has access to these.

The examination papers and the stationery are stored in a lockable metal cupboard fixed to the wall. The key to the cupboard is kept by the Diploma Coordinator in a locked security drawer to which only the Assistant Coordinator and himself have a key. Additionally, the cupboard stands in a room with a quality security lock in the administration building of solid construction and with no accessible windows to which only the members of the school management have access.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

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

Please describe or update the information on the physical and/or virtual library and the print, electronic and multimedia resources available at the school.

1. *Can students access the library independently?*

Yes No

2. *Can students freely browse and borrow library resources?*

Yes No

3. *During what hours can students access the library?*

The Media Library is open from Monday till Friday from 7:45 am to 4.30 pm but students also have access at any time through the online portal "e-medien" from where they can download a large number of media. Please see:
<https://mediothek.edubs.ch/NetBiblio/katalog/muensterplatz>

4. *Does the library have spaces for students to study independently?*

Yes No

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

Requirement B2.6.a. *The library/media centre has enough appropriate materials to support the implementation of the DP.*

1. *Indicate whether the library, multimedia and/or resources are sufficient to support the implementation of the Diploma Programme and what plans the school must address any needs. Describe how the resources are kept updated.*

We think the Media Library fully supports the implementation of the programme. Proposals for new acquisitions can be made by students or by staff members. It is also the job of the librarian to ensure that the collections are always up to date. In their weekly sessions, the librarian and the Vice-Principal responsible for the library, Ms. Karin Ricklin discuss the upcoming purchases. Since we have a generous budget, proposals are usually not rejected for financial reasons but for questions of content and suitability.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging *Developing* *Demonstrating* *Excelling*

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

The IB will evaluate this practice by reviewing information gathered under Practices B2.5, B2.6, the action plan and during the evaluation visit.

Practice B2.8. *The school provides support for its students with learning and/or learning support requirements and support for their teachers.*

The IB will evaluate this practice by reviewing the information gathered under Practice B1.5c, and the inclusion or learning support requirements needs policy.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

1. *Describe the systems the school has for the induction of students into the Diploma Programme and how each student's programme of study is put together.*

All newly entering students receive a "godfather" or a "godmother" from an upper class who advise them on all relevant matters regarding every days' school life and administration.
In June, the GM organizes a welcoming afternoon for prospective students where they can meet the subject teachers, participate in introductory lessons and ask any questions they may have about the IB Diploma Programme.
The class teachers carry the overall responsibility for ensuring that their students effectively receive the necessary information. They have one "class lesson" per week in which they give advice, answer questions or take up pupils' concerns.
The induction into the programme happens slowly and fluidly in all subjects except for the core, since students have the same teachers in the year before the programme starts, so they are gradually introduced into the DP course.
For CAS, students attend a one-day mandatory pre-start event in which the CAS-Coordinators give them the key facts of the programme, introduce them into the work with ManageBac and hand them out our in-house CAS handbook. The same goes for the Extended Essay, where the IB Coordinator holds a mandatory briefing for all students.

2. *Describe the systems the school has to guide and counsel students through the DP.*

Guidance and counselling take place at three levels: For subject specific questions and concerns, students can directly address their teachers who can provide low-threshold guidance at any time. The second port of call are the class tutors since they stand at the center of the information flow and have the overview over the workload, the agenda and the issues concerning the class. In the weekly "class lesson" (tutor time), students can raise their questions, suggestions and uncertainties.
The Vice Principal and IB Coordinator is the main contact person in matters of guidance and counselling. Students and/or parents can address him either individually (he is easily accessible) or as a group (in which case he attends the corresponding "class lesson").

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

Requirement B2.9.a. *The school provides guidance to students on post-secondary educational options.*

How does the school provide guidance for students on post-secondary educational and career options?

In 2017, we started in collaboration with the parents' council, an annual event called "Behind the scenes", where parents of GM's students present their professions and the curriculum that brought them there. Students can choose to attend three presentations amongst a choice of about 20 professions.

For our in-school event "Find your number day", we invite professionals who give lectures on careers and courses of study in natural sciences where mathematics plays a major role. We want to introduce students to professions in the STEM field and encourage them to take up a professional career in this direction themselves.

The GM refers students to the study choice events of the Swiss universities and allows them to attend three such events. In addition, the GM homepage provides a great deal of further information and links to possible paths to follow after the Matura (<https://www.gmbasel.ch/kontakte/studienberatung>). In the GM; media library, students find print material concerning university studies in Switzerland and abroad.

One of the Vice Principals is responsible for career and study counselling. He advises students when required and helps them with their applications (e.g. via the UCAS platform), writing letters of recommendation and organizing the admission tests (the GM was, up until 2021, ATS centre).

Please indicate your assessment of the current level of implementation of this requirement.

Emerging *Developing* *Demonstrating* *Excelling*

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

1. *Complete the Diploma Programme subjects and sequencing chart (chart 1) at the end of this document.*
2. *How often do CAS interviews with each student take place? Indicate length of interview and main objectives.*

Formal recorded student-advisor interviews are held three times during the 18 months period of the programme (May until November of the following year):

- Interview 1 (approx. 20 min.) after two months of the programme. The objective of this first interview is to get known to the students and to advise them on how to incorporate their extra-curricular experiences into their CAS portfolios. This is a good opportunity to remind them how to formally plan and record a CAS experience (learning goals, strands etc.)
- Interview 2 (approx. 15 min.) after nine months of the programme. In this second interview the students are asked to describe and reflect on their ongoing experiences and advisers use this opportunity to check that all three strands are balanced and remind students that a project needs to be planned.
- Interview 3 (approx. 20 mins) at the end of the CAS programme. In this last interview the adviser focuses on an overall review of the student's CAS experience and gives feedback about the student's learning.

The IB will also review information gathered in DP schedules.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Requirement B2.10.a. The schedule provides for the recommended hours for each standard and higher level subject.

The IB will evaluate this requirement by reviewing the Diploma Programme subjects and sequencing chart (chart 1) at the end of this document.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

Requirement B2.10.b. The schedule provides for the development of the theory of knowledge course over two years.

The IB will evaluate this requirement by reviewing information under B2.10 and B2.10c.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

Requirement B2.10.c. The schedule respects concurrency of learning in the DP.

Teaching time

Number of weeks of instruction in the school year

40

Number of instructional periods students receive in a week

36/34

Length (in minutes) of each instructional period

45

During the period under review, did the school make any adjustments in the student's weekly schedule to ensure that the recommended teaching hours for standard and higher-level subjects and TOK are included and allow for concurrency of learning?

Yes

No

If the answer is yes, explain the changes that were implemented.

After having tried to teach ToK in a combination of weekly courses and block days, and after having received feedback from students as well as from teachers, we finally decided to fix the ToK course as a weekly 2 lesson course (with a total of 100 teaching hours over both years) and to desist from block days since the learning impact seems to be much higher in this format.

1. Indicate the weekly time allocation for CAS activities.

The students spend approximately 2h per week on CAS.

2. Weekly time allocated for students to meet with CAS coordinator/advisors

No specific hours are allocated, the advisors and the CAS Coordinators are available upon request.

Weekly time students devote to CAS activities hours

3. Describe other time arrangements, if applicable

Length of CAS experiences (must extend over at least 18 months)	
Year 1 start	One special "kickoff-day" to introduce the CAS programme to students.
Year 1 end	Monitoring and exchange student-advisor either formal (interviews) or informal at the school.
Year 2 start	Monitoring and exchange student-advisor either formal (interviews) or informal at the school.
Year 2 end	One special day for a CAS exhibition (October / November).

The IB will also evaluate this requirement by reviewing the Diploma Programme subjects and sequencing chart (chart 1) at the end of this document.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing the information gathered under Practice A.5, B2.2 and B2.5.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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.

The IB will evaluate this practice by reviewing the description of the extended essay process.

Please indicate your assessment of the current level of implementation of this practice.

- Emerging
 Developing
 Demonstrating
 Excelling

Conclusion of Standard B2

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg, leader, contributors)</i>
Dr. Manuel Pombo	Vice-Principal, IB Coordinator	Leader, self-study coordinator
Rainer Büchele	IB Assistant Coordinator	Leader, self-study coordinator
Mirjam Boser & Ilka Puginier	CAS Coordinators	Contributors
Dr. Ramon Gonzalez	ToK, Geography and Mathematics teacher	Contributor

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community members
- Local education authority
- Ministry of education
- Other

Per Standard B2, the school's resources and support structures ensure the implementation of the Diploma Programme.

- Requires significant attention
- Requires further development
- Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

The introduction of a fixed lesson in the timetable dedicated to collaborative work within each subject was highly appreciated by the teachers and led to improved teamwork and group awareness. We have taken full advantage of the great impetus in digital teaching and learning that came from the Department of Education and have maintained our pioneering role in the canton. Our community works on several virtual collaborative platforms with chat functions, and everybody has got her or his own device.

We also extended the guidance on post-secondary educational and career options, on one hand in collaboration with the parent's council, offering the yearly event "Behind the scenes", and on the other hand in conjunction with organizations in the STEM sector.

The establishment of the ToK course as a weekly 2 lesson course and the expansion of the team, which now represents a much broader range of subjects, resulted in a much higher impact of this core subjects on the students.

Based on your assessment of this standard you may wish to add an action to your action plan.

Standard C. Curriculum

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

Practice C1.1. *Collaborative planning and reflection address the requirements of the programme(s).*

1. *Describe how the school uses collaborative planning to establish links between CAS, TOK, the extended essay and other subjects.*

The ToK teachers create links to their own subject and discuss the areas of Knowledge within ToK. Our ToK staff is composed of representatives from different departments and subjects: Geography, History, Languages, Mathematics, Pedagogy, Physics, Psychology, so a certain dialogue is automatically maintained over a wide range of areas. Meetings of TOK and CAS teachers regularly address possibilities for students' activities in other areas. In some cases, the crossover is particularly easy and fruitful, such as the application of mathematical principles during geography fieldwork. CAS is being advised by various teachers including the perspective of different subjects / professional backgrounds in direct contact with the student. In 2nd and 3rd classes (11th and 12th grade), teachers give the students ideas for Extended Essay topics within the framework of their lessons and in their own field of studies. In addition, students participate in two interdisciplinary projects, one in science (Biology, Geography, Chemistry involved) and "political education (German, History, Law and Economics involved), which take place in the 2nd class. There, students work on a project independently or in groups of two and submit an assessed written paper at the end, which serves as direct preparation for IB's Internal Assessments and the Extended Essay. The allocation of EE supervisors is carried out collaboratively. Initially, students hand in a proposal to the school management which forwards the pre-sorted proposals to the relevant departments. There, the students' ideas are discussed and evaluated within the subject groups and feedbacked to the student. This process ensures that each EE project is within the IB guidelines and supervised by a trained subject teacher.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

Requirement C1.1.a. *Collaborative planning and reflection includes the integration of theory of knowledge in each subject.*

The IB will evaluate this requirement by reviewing the information gathered under Practices B2.4 and C1.1.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging *Developing* *Demonstrating* *Excelling*

Requirement C1.1.b. *Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.*

The IB will evaluate this requirement by reviewing the information gathered under Practices B2.4 and C1.1.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing the information gathered under Practices B2.4, C1.1, C1.4, C1.5, C1.7 and C1.9.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Practice C1.3. Collaborative planning and reflection address vertical and horizontal articulation.

The IB will evaluate this practice by reviewing the information gathered under Practices B2.4.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

1. Describe how collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.

Our intranet platforms allow for team meetings, grading conferences and regular subject staff meetings throughout the school year. Individual students' progress is reviewed and whenever there is need for additional support in a student's learning experience, steps are discussed together as a team and a plan of action developed. Collaborative planning is widely used by teachers of the same subject, although the intensity varies as well as the extent to which they collaborate across the disciplines. We also have a collaborative assessment agenda, and a lot is done via informal exchange. This exchange is strengthened by the fact that most of our teachers are involved in more than one subject department. Once a year, a so-called "learning report interview" takes place between each student and a subject teacher (in the first year at our school, the parents are also invited). Prior to the interview, the student as well as the subject teachers fills out a digital self-assessment on the overall learning progress as well as on the progress in the individual subjects. These evaluation forms are used as a guideline for the interviews, which last between 45 and 60 minutes.

Furthermore, students' and class learning progress is also regularly discussed in institutionalized quarterly team meetings (more often, if needed) that allow a comparison of performance in all subjects. Students' performance and activities are also discussed informally between teachers. The tutor is kept informed about any unusual circumstances. Teachers collaborate to discuss overlap between curriculums, we compare the skills trained between subjects. For example, the PIE essay structure they learn in English, we compare and contrast to the PEEL essay structure they learn in History, so they discover that it's the same principle.

In sciences e.g., in Biology, reference to other subject areas, in particular other sciences such as Chemistry and Physics, but also in Maths or Environmental Sciences and Geography are made on a regular basis. This is implemented by prompting students with questions, and/or specifically verbalizing the existing connections by reference to specific Topics and areas covered in other disciplines.

All teachers of each class meet on a regular basis 4 times a year and exchange facts and thoughts regarding grades, potential and problems. Students and parents are also directly contacted if any issue must be addressed.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

1. Describe how the collaborative planning process intentionally integrates approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment).

The guidelines ensure that processes are adhered to and deadlines are met, standards and expectations are set from the beginning. Collaborative actions consist of meetings among the teachers, planning of appropriate workload throughout the year, professional teacher training on site and abroad (especially IB workshops). There is in general a lot of flexibility among teachers. Teaching is performed on a student-oriented approach, making sure that students are challenged and meet the goals. Teachers of the same subject regularly meet discussing their experiences in the classroom, particularly referring to good teaching practice, and managing the workload of students in a class. New ideas are exchanged on a regular basis. In order to better compare classes of a level, the school regularly performs comparative, where all students in one year are compared relative to their performance and knowledge. Every spring the first three days of Easter break are reserved for in-house teacher training. During these days special matters regarding good teaching practice, interdisciplinary exchange or improvements on in-house syllabuses are discussed. There was for example an exchange to better align common topics within science subjects or assessment practices are exchanged or the process of supervision for Matura essays and extended essay was adjusted.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing the information gathered under Practice C1.5.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

IB will evaluate this practice by reviewing the information gathered under Practice C1.5.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing the information gathered under Practices B1.5, C1.5 and C3.2 and the school's language policy.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practice B2.4.

1. Describe how the programme staff collaborate to incorporate the following elements in the DP courses:

a. international-mindedness

The cultural diversity of the school community itself allows students to grow up in an international-minded setting. Also, the multilingual exposure students are submitted to is an important vehicle to overcome cultural barriers.

Other programme staff is met at a variety of levels. Informally, in the teachers' room, a large variety of topics is regularly discussed, and information and ideas exchanged about how to best develop a variety of things, amongst others also international mindedness. Internal workshops for instance at the end of the summer break) may include discussions on topics addressing a teaching of ideas on a worldwide level. Excursions to many countries in Europe, led by teachers of different topics will also allow for a platform on which to expand on international mindedness. Finally, the broad representation of many nations at our school makes it almost impossible not to automatically breach this subject be it with other teachers or the students.

The understanding of global issues is promoted in regular lessons by discussing global issues from different perspectives in different subjects and outside the classroom context in the form of study trips as well as through targeted extra-curricular offerings related to the IB DP : Shanghai International Sister Cities Youth Camp, <https://www.gmbasel.ch/aktivitaeten/2019/shanghai-sister-cities-youth-camp-2019> Interdisciplinary projects on other cultures, eg. Japan (<https://www.gmbasel.ch/aktivitaeten/2017/interdisziplinaeres-projekt-2017-japan>).

b. the IB learner profile

We discuss the profile together and reflect on ways to improve on it. In regular meetings, staff members exchange best practice examples and material to include versatile material and exercises in class.

In our school's curricula, every subject states its contribution to generic competences and cross-connections to other subjects. The contents are strongly related to the ten key characteristics of which the IB learner profile is composed.

Furthermore, the teaching of TOK is an ideal platform to incorporate the IB learner profile, both in theory as well as in praxis. A TOK course is always taught by a team of teachers from different areas, preferably one from the humanities and the other from sciences. This has proven to be an ideal platform to devise strategies, and exchange ideas in order to perfect the implementation of the IB learner profile. Also, CAS is a good anchor for the IB learner profile. As different students are tutored by a variety of teachers, teachers often exchange ideas and opinions on how well students are doing, and what they might do in order to improve their development. In general, our school mission statement and expectations towards the students' attitude are in line with the IB learner profile and therefore incorporated throughout our teaching staff and school community.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Indicate the practice(s) that produced more diverse answers across subject groups. In one or two paragraphs, identify the differing views and how the consensus was reached.

Responses were fairly homogeneous for all questions, the majority answered (except for C.1.1.a) with "demonstrating." This also reflected the scatter of answers in every single subject group. We agreed to give the average as collective answer.

Conclusion of Standard C1

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg, leader, contributors)</i>
<i>Martina Brägger</i>	<i>German and English teacher, representative for group 1 and group 2 subjects</i>	<i>contributor</i>
<i>Dr. Alexandra Ramsden</i>	<i>ToK, English and Philosophy teacher, representative for group 1 and group 2 subjects</i>	<i>Contributor</i>
<i>Eleonora Spasojevic</i>	<i>History teacher, representative for group 3 subjects</i>	<i>Contributor</i>
<i>Dr. Susanne Eder</i>	<i>Geography teacher, representative for group 3 subjects</i>	<i>Contributor</i>
<i>Michael Hartmann</i>	<i>Mathematics teacher, representative for group 5 subjects</i>	<i>Contributor</i>
<i>Dr. Ramon Gonzalez</i>	<i>ToK, Geography and Mathematics teacher, representative for ToK</i>	<i>contributor</i>
<i>Miriam Boser & Ilka Puginier</i>	<i>CAS Coordinators</i>	<i>contributors</i>
<i>Rainer Büchele</i>	<i>IB admin. Assistant and former IB Coordinator. Biology teacher, representative for group 4 subjects.</i>	<i>Leader, contributor</i>
<i>Dr. Manuel Pombo</i>	<i>IB Coordinator and responsible for the Extended Essay</i>	<i>Leader, contributor</i>

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community members
- Local education authority
- Ministry of education
- Other

Per Standard C1, planning and reflection supports the implementation of the Diploma Programme.

- Requires significant attention
- Requires further development
- Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

Based on your assessment of this standard you may wish to add an action to your action plan.

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

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

1. *Do students enrolled in the programme have to fulfill other mandated requirements?*

Yes

No

a. *If yes, indicate which requirements must be fulfilled in each year of the programme.*

	Exam	Curriculum	Teaching structure	Timetable	Other
Year 1	Exams that count for the annual report of the Swiss Curriculum	13 counting subjects: German, French, English, Geography, History, Mathematics, Biology, Chemistry, Physics, Music or Arts, Main elective subject, minor elective subject, Sports		35 weekly lessons	Annual report grades in Biology, Geography and Arts/Music count for Swiss Matura Certificate
Year 2	Exams that count for the annual report of the Swiss Curriculum plus final Swiss Matura exams in German, Mathematics, French, English, main elective subject	10 counting subjects: German, French, English, History, Mathematics, Chemistry, Physics, Main elective subject, minor elective subject, Sports		32 weekly lessons	

Additional comment

Both Diploma and Certificate Students must be enrolled in a class with a bilingual programme of the Swiss Baccalaureate School in the years preceding IB (1st and 2nd classes / grades 10 and 11).
Recently and after a transition time of several years, the duration of gymnasium in the Canton Basel-Stadt has been reduced again -now from five to four years- but the total amount of school years including upper secondary level increased from 12 to 13 years (compulsory schooling ends with grade 9).

One significant change this school reform entailed for our IB curriculum was that the students now choose to undergo it while they are still in lower secondary school (our feeder schools) whereas before they had already had a year of Gymnasium and our staff knew them so they could give a reasoned assessment whether a certain student could be admitted to the programme. This change also made communication about the programme to future candidates more difficult because we do not have direct access to the students and can only inform either on dedicated information events, via our homepage or in individual consultation meetings.

Future IB DP candidates need an overall average grade of 4.5 (grades range from 1 to 6, 6 being the best grade) at the end of schooling year 9 in lower secondary school and admission to the programme is at the headmaster's discretion.

- b. *Please identify programme implementation challenges resulting from these requirements and explain how the school addresses those challenges.*

The main challenge has always been meeting the requirements of both curricula (IBDP and Swiss Matura) without overloading the students with work or overstressing the timetable. For the last ten years, we have been in a constant adjustment process trying out different solutions and getting feedback from all stakeholders (students, staff, parents' council). We tried for instance several formats for ToK lessons (annual weekly lessons, block days, combinations) and adjusted teaching time in what we call "Ergänzungsfach" (minor elective subject) so we could extend the subject offer (Biology HL). Timetable setting is another big challenge because for some IB subjects (e.g. Maths HL) more teaching lessons are required than for the "regular" Swiss Matura curriculum. So, we need extra time slots where all students can have access to this offer.

In subjects taught for IBDP and Swiss Matura, we adapted the internal syllabi for the Matura - where we have some room for maneuver - to achieve even more consistency with the IB syllabi and thus reduce the workload of students. Furthermore, we encourage teachers to reduce the number of exams for the Matura Curriculum and to assess and count the components of the IB curriculum also (e.g. the IAs) for the annual report of the Gymnasium.

- c. *If the requirements were introduced or changed in the period under review, how did the school address them in order to comply with them and with the IB requirements?*

No new requirements were introduced.

IB will also evaluate this practice by reviewing the information gathered under Practices B2.10 and B2.10c.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

Requirement C2.1.a. *The curriculum fulfills the aims and objectives of each subject group and the core.*

The IB will evaluate this requirement by reviewing information gathered under B2.10, course outlines, and resources dedicated to the extended essay.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

Requirement C2.1.b. The curriculum facilitates concurrency of learning.

The IB will evaluate this requirement by reviewing information gathered under Practice B2.10c.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

Requirement C2.1.c. The curriculum is balanced so that students are provided with a reasonable choice of subjects.

Indicate what subjects or levels were added to or removed from the offer to students and indicate the reasons for these decisions. If the school does not offer a subject from group 6: the arts, explain why.

Students have a reasonable choice of subjects and as much as possible in agreement with the subjects offered as part of the Swiss National Matura curriculum. History SL has been removed due to the complexity and restrictions of the syllabus making a smooth integration and embedment within the school's own curriculum difficult. Students are therefore required to take Geography SL or HL as their Group 3 subject.

In the period under review, we've retaken the idea of introducing Chemistry SL and Biology HL. We have partly solved the problem of the timetable for Biology HL: Students who choose this subject will automatically have Geography SL in Group 3 so we can allocate the lessons of the minor elective subject (Ergänzungsfach) to Biology thus reaching the prescribed number of lessons. Economically speaking, it is a luxury track because we think that only very few students will choose Biology HL but we will take the risk...

Chemistry SL will be a bit easier to introduce for what respects the total number of lessons but the problem there resides in the fact that students come with very little previous knowledge. Whereas we want to offer Biology HL from 2022 onwards, we will wait another year before we try to implement Chemistry SL as alternative to French B HL in Group 6 or to Biology SL in Group 4.

In the Swiss Matura Curriculum, Informatics was recently added as a subject, again, after a hiatus of several years. The course was reorganized and adapted to better reflect present day expectations and requirements. This new implementation indirectly affects the IB curriculum since students have two more weekly lessons in 1st class and one more weekly lesson in 2nd class. Our original plan of introducing Biology HL and Chemistry SL must be rethought in terms of timetable organization.

IB will also evaluate this requirement by reviewing information gathered under Practice B2.10.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

Requirement C2.1.d. The school develops its own courses of study for each subject on offer and for theory of knowledge.

The IB will evaluate this requirement by reviewing course outlines.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

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

1. How is the written curriculum made available to the school community?

The school community can access both the cantonal as well as the school specific curriculum via the GM homepage <https://www.gmbasel.ch/informationen/lehrplaene?searchterm=lehrpl%C3%A4ne>. The same goes for the CAS and the EE guides <https://www.gmbasel.ch/informationen/ib-international-baccalaureate> and for other curricular regulations like the Matura Essay <https://www.gmbasel.ch/downloads/dokumente-maturaarbeiten-2021-2023> or the final Matura exams <https://www.gmbasel.ch/downloads/richtlinien-maturitaetspruefungen>. All other regulations and laws regarding the school can also be found on our homepage <https://www.gmbasel.ch/downloads/gesetzessammlung-basel-stadt>. Due to copyright and publishing restrictions, unfortunately we cannot make the IB subject syllabi available to the public. We also have a print school brochure <https://www.gmbasel.ch/informationen/gm-informationsbroschuere> and we explain the curriculum as well as the school specific options in the parent´s evenings. The IB Coordinators regularly visit the IB classes, update them with the curricular information that is relevant at the specific moment in time and are available for questions regarding both curricula.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practice C1.4 and course outlines.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

Describe how the written curriculum creates opportunities across all subject groups for the introduction and reinforcement of ATL skills (thinking, social, communication, self-management, research) that will develop the whole student.

Students are problem solvers and take a lot of responsibility. Therefore, sometimes teachers provide detailed solutions from the start and students must make sure to find the best approach to solving their problem. This might be by consulting solutions, help of the teacher or another classmate, researching the Internet / videos / online examples. Reinforcement of ATL also occurs reading and analyzing literature, creating learner portfolios, with presentations as well as with discussions in class, exercises which are practiced throughout the curriculum. In Biology, students practice their ATL skills on a regular basis. Thinking skills will often be practiced in example and past exam questions, where application of knowledge and understanding is fostered. Verbal prompts in class during the delivery of information is further challenging student thinking. Inquiry based learning components during class also allow for an in-depth thinking process in students. Social

skills are particularly coming to shine in group work during laboratory work, where students often must collaborate to set up an experiment and collect data successfully. Other group work, discussions or smaller projects further stimulate the development of the socio-emotional component. Communication skills are practiced in the verbalization of scientific ideas during the composition of laboratory reports, but also during class discussions when students voice their opinions, answer questions or are being prompted to actively contribute. Self-management skills are presented in a variety of different scenarios, for example, during organized notetaking, completion of work for homework, compilation of investigative work or preparation for tests and exams. Research skills are fostered during laboratory work, where students investigate a scientific idea or hypothesis. Through the teaching and use of databases or scientific publications students are making regular contact to scientific literature and are given a chance to foster their research skills.

While Maths is historically a mostly solitary endeavor, our staff has tried to encourage students to work in groups and solve exercises in tandem or in groups up to four students. It has been found that this works very well, and students profit a great deal from teamwork. The mathematical exploration is an excellent instrument to have them dig deeper into one specific question activating the students differently than mathematics traditionally does (specifically in terms of self-management and research). Students are usually given sections of theory, and then work for several lessons on a block of exercises. This helps them develop a variety of skills from self-management to thinking and communication. The students are given a great deal of responsibility, and in our experience most of them use this well.

In Geography there are many obvious and easy ways to develop students' skills: from interactive explorations during lesson, reporting of research topics to the class, writing of essays, field excursions, to the debate of questions of interest, such as the worldwide use of water, soil loss, sea level rise etc. Students are constantly given a chance to interact, to reflect on their ideas, to analyze, describe and discuss.

In a similar way as in Geography, in ToK there are many points where one can develop students' skills. More so than in other subjects, ToK lends itself to debate ("what is art?"), and this can be so easily triggered that it is often more a problem to condense and limit the students in their creativity and ideas than to motivate them to do so.

By teaching growth mindset, students can reflect on their growth potential as well as where they need more support in school, at home, and in their social life. By defining their growth goals at the beginning of each year and reflecting upon how they managed to proceed along their individual academic and social paths at the end of each academic year, they develop into students more able to self-manage and live out their individual authentic paths.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

1. *How does the school ensure that the students are given opportunities to choose their own CAS experiences? Give three examples of student's initiatives.*

Events and opportunities which we notice in the community are regularly posted on the CAS message board. Students are encouraged to engage in direct involvement (i.e. help needed for a cultural event in town, ecological or environmental actions in local rivers that need helpers etc). Students can also get active through school-based experiences outside the IB program in all 3 strands such as a range of sports, music, band, choir, plays and performances, yearbook, political action, student council etc.

1. Students love our local river, the Rhine. Several times, students have formed groups to engage in Rhine clean-up initiatives, sometimes in combination with creating artwork from the trash collected. The school made sure that parents are aware of this and that the students were swimmers.
2. One group of musical students wanted to do something nice for the elderly in their respective communities. They decided to practice a handful of musical pieces together, and then visited local

- senior homes in the pre-Christmas period to play for the elderly.
3. A handful of students created a book club to read and discuss books that would not usually be part of the school curriculum in the area of science fiction.

2. *How does the school promote students undertaking activities in a local and/or international context? Indicate any challenges that the school may face in trying to achieve this objective.*

The school fosters and coordinates CAS projects, e.g. geography-specific excursions to relevant local institutions (natural history and architectural exhibitions), invitation of experts to lecture in classes, visits of university lectures. It also promotes participation in the very popular European Youth Parliament and the Model United Nations.

The Matura Essay/Extended Essay provides a platform to develop research activities both on the local as well as international level (“the growth of lichen on trees”, “the change of forests as a result of climate change”, “population decrease in South Korea”, “Albinism in Tanzania”)

One challenge is that the students get leave from school for attendance of extracurricular activities, but they still miss content and tests they are forced to catch up. This adds pressure to the students and may prevent some learners of attending such events out of fear from the workload. Other challenges are the organization and coordination among teachers and the design of alternative programs for students who are not able to participate.

Covid has been of course a major concern during the last two years. International activities were not possible and fieldwork - even in the immediate vicinity - was very difficult to organize. Furthermore, we are constantly dealing with parent concerns and financial issues.

3. *How are the students advised to plan their CAS course, taking the learning outcomes into account? How do you ensure that each student’s plan shows balance between creativity, activity and service?*

We encourage students to first report on experiences they are already familiar with outside of school in their community, such as their regular sports’ training (activity), a music class (creativity) or scout group (service). Additionally, the school offerings groups and courses outside the IB program in various sports, music, band, choir, plays and performances, political action, student council etc. As such, all 3 CAS strands are already offered through school.

Advisors are encouraged to regularly check in the ManageBac timeline that students maintain a balance of the 3 strands and help students to find experiences in that area in accordance with their interests.

Students then plan each experience to focus and reflect on few (1-3) appropriate learning outcomes. As our students tend to have a large variety of experiences, we never encounter the issue of learning objectives not being met.

Please indicate your assessment of the current level of implementation of this practice.

- Emerging* *Developing* *Demonstrating* *Excelling*

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

The IB will evaluate this practice by reviewing information gathered under Practice C2.5.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information gathered through the self-study.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information gathered through the self-study.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

Describe the process by which the written curriculum is reviewed regularly to incorporate developments in the programme.

The IB coordinators regularly present and discuss changes in IB curriculum with the IB staff - so everybody is informed on regular IB subject curriculum reviews. Additionally, the Coordinators send the periodic curriculum review reports to the concerned teachers. In regular meetings, teachers adapt – where possible - the Swiss Matura syllabus to best align with IB curriculum requirements for each subject taught at the school. A need for revision is communicated either by a member of staff or by the headmaster to departments, who then appoint one or two of their number to undertake the revision. The fruit of their labor is then reviewed first by the department and then by the headmaster and, if approved, incorporated into the curriculum. Lessons taught are reviewed yearly, to improve teaching, but to also optimize ideas in reference to the programme (for instance more up-to-date examples, or such that better reflect the ideas in the programme can be found). This of course is usually adapted on a higher level whenever the curriculum changes in a 6-yearly cycle. Often the written curriculum is also adapted whenever teachers exchange ideas on how they are teaching a specific chapter etc.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

Provide examples of the ways in which the written curriculum integrates each of the policies developed by the school to support the programme.

In addition to the detailed curricula per grade level, the written curriculum for all subjects contains further specifications which go beyond the general educational goals, for example, supra-disciplinary competences are promoted.

Language awareness is to be developed and continuously sharpened, language is to serve as an access to one's own and to other identities, convictions and interests. Students are encouraged to continuously reflect on and improve language and foreign language competences.

The curricula also formulate cross-links with other subjects and address the learners in a holistic way. The following objectives, which are fully in line with the IB learner profile, are explicitly formulated: "The learners should be enabled to...

- ...independently schedule tasks and meet deadlines.
- ...realise larger works also in groups (division of labour, teamwork).
- ...actively participate in socio-cultural projects such as theatre performances and student exchange programmes.
- ...find their way around in a multilingual environment and use strategies to communicate.
- ...deal creatively with language.
- ...use different learning and working techniques efficiently.
- ...plan, control and evaluate their own learning.
- ...conduct computer-aided research and use sources critically.
- ...deal competently with different media.
- ...develop an interest in other cultures, societies and models of life.
- ...participate in international actual issues with intellectual curiosity.

The text is taken from the school's written curriculum ("Lehrplan Gymnasium am Münsterplatz"), pages 36-37, that can be found on the school's homepage under <https://www.gmbasel.ch/informationen/lehrplaene> .

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

The IB will evaluate this practice by reviewing information gathered under Practice C1.9.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

Indicate the practice(s) that produced more diverse answers across subject groups. In one or two paragraphs, identify the differing views and how the consensus was reached.

Throughout all questions, 85% or more of the answers were either "excelling" or "developing". In questions C 2.1.c., C 2.3. and C 2.5., two subjects answered with "Developing". It was quite easy to agree on a "developing" on these questions since it corresponded to the majority on an overall perspective.

Conclusion of Standard C2

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg, leader, contributors)</i>
<i>Martina Brägger</i>	<i>German and English teacher, representative for group 1 and group 2 subjects</i>	<i>Contributor</i>
<i>Dr. Alexandra Ramsden</i>	<i>ToK, English and Philosophy teacher, representative for group 1 and group 2 subjects</i>	<i>Contributor</i>
<i>Eleonora Spasojevic</i>	<i>History teacher, representative for group 3 subjects</i>	<i>Contributor</i>
<i>Dr. Susanne Eder</i>	<i>Geography teacher, representative for group 3 subjects</i>	<i>Contributor</i>
<i>Michael Hartmann</i>	<i>Mathematics teacher, representative for group 5 subjects</i>	<i>Contributor</i>
<i>Dr. Ramon Gonzalez</i>	<i>ToK, Geography and Mathematics teacher, representative for ToK</i>	<i>Contributor</i>
<i>Miriam Boser & Ilka Puginier</i>	<i>CAS Coordinators</i>	<i>Contributors</i>
<i>Rainer Büchele</i>	<i>IB admin. Assistant and former IB Coordinator. Biology teacher, representative for group 4 subjects.</i>	<i>Leader, Contributor</i>
<i>Dr. Manuel Pombo</i>	<i>IB Coordinator and responsible for the Extended Essay</i>	<i>Leader, Contributor</i>

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community member
- Local education authority
- Ministry of education
- Other

Per Standard C2, the school's written curriculum reflects the IB philosophy.

- Requires significant attention*
- Requires further development*

X Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

There were no major achievements in this standard. We basically maintained the same main curricular pillars as in the first revision period.

Based on your assessment of this standard you may wish to add an action to your action plan.

Standard C3. Teaching and Learning: Teaching and learning reflects the IB philosophy.

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

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

Requirement C3.1.a. *Teaching and learning at the school addresses all of the aims and objectives of each subject.*

The IB will evaluate this requirement by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging *Developing* *Demonstrating* *Excelling*

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

1. *Describe the efforts made by teachers to engage all students as inquirers and thinkers.*

On several occasions, students are encouraged to partake in inquiry and concept-based lessons which fosters these attributes in students. Rather than lecturing students on the wealth of information in the sciences, students are encouraged to ask questions and think about problem solving, rather than regurgitation of knowledge. This is implemented through investigative activities and experiments for specific topics (which equally serve as a preparation for their Internal Assessments) but also when covering complex topics or when dealing with larger units of self-regulated work in which students critically examine current social issues. Through practising the application of knowledge and understanding in case-studies or past-exam questions, but also in debates or project-based work students have a chance to engage as inquirers and thinkers.

By using the learner portfolio in languages, students can engage at their level and in their own way in many activities that further their abilities to think and inquire. For instance, in preparation for Paper 1, students fill out a table with texts that they come across and that particularly interest them. This can be a candy wrapper or a work of art, reflecting their particular interests and what inspires them to further think through and inquire about issues.

Students are encouraged to actively participate in the class through the choice of teaching, be it through a debate, or group work. Essays may further develop the structure in which they think and expand their research potential. It is rare that students choose to actively avoid all tasks (and these are usually the students that may drop out of school or the IB curriculum). To the contrary, efforts to develop their thinking and inquisitive capabilities are often met with enthusiasm.

When a student faces a problem, the teacher only gives an input to trigger the next thinking step. The student must formulate the problem and find a solution under her or his guidance. So, by not just providing the solution the student is encouraged to think outside the box, combine previously learned content and find solutions to new problems and challenges. Teachers bring up current world topics and establish links to the curriculum, they engage students in independent or group work, get them to compare. Other proven formats are open discussion questions, class panel discussion exercises, learner portfolios, group works, presentations.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

The IB will evaluate this practice by reviewing information gathered under Practice B1.5 and the school's academic honesty policy.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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.*

1. *Describe the efforts made by teachers to address the diverse learning, cultural and linguistic needs of students.*

Several different strategies addressing a range of learning needs of students are implemented by using a variety of different models of teaching - from lecture/teacher centered classes, to student led lessons, project work, laboratory work and a number of hands-on investigative activities, role-plays and other engaging activities are regularly implemented.

Modular tasks allow students to solve problems at different levels of difficulty. Also, teaching can take place in a differentiated way within the class (with up to 25 students per class).

Linguistic needs are supported through the provision and establishment of glossaries and vocabulary lists containing subject-specific terminology, and videos and/or simulations/animations are always supported with subtitles to enhance communication skills for students whose mother tongue is not English.

Several different teaching practices to address different learning styles and needs are incorporated in all lessons by including hands-on activities, interactive simulations and applied thinking tasks, mixed with visual and tactile components. Weaker students or students whose first language is not English are supported with the use of glossaries to understand the subject specific terminology. During group

work, students with different learning abilities are paired with stronger students to allow for an exchange and mentorship-like experience. Students are often given tasks where they are free to choose whether they want to carry them out by themselves, or in small groups. Students can often freely choose the location where they want to carry out the task (as long as it is somewhere on campus). Tasks may incorporate different parts, some of which are necessary, others can be carried out if the students want to do more than the minimum. Students can also freely address teachers at any time asking for help, or additional work. For linguistic issues, we also have our language support center <https://www.gmbasel.ch/informationen/gm-foerderzentrum> with the different kinds of help students can get (extra German and/or French lessons, learning tandems, alternative textbooks, translation of exams, extra time for examinations). Furthermore, we have individual learning counselling that complements the support offered by the learning center. As an extension of the already existing subject-specific support, learning counselling provides support for individual learning problems that become apparent in a pupil's learning and working behavior. Examples of this are: difficulties in concentrating and engaging in tasks without becoming distracted, learning blocks, general lack of motivation to work, fear of failure and of exams in general. On the other side, the Gymnasium am Münsterplatz is committed to supporting particularly gifted pupils beyond the school's internal offerings (GM Choir, Jazz Band, European Youth Parliament, Kangaroo (math) Competition, theatre projects, Rhetoric Club, sports championships). Likewise, talented writers can participate in external writing workshops with authors, and we also support outstanding talents in competitive sports as well as in music and theatre. A programme that has been running successfully for several years is the school study programme for highly gifted pupils at the University of Basel, where pupils already gain credit points for their later studies ('early birds'). Language stays and exchange years abroad without repeating a grade as well as skipping a grade are further possibilities for promoting gifted students. A culture sensitive approach is always practiced during classes by using politically and ethically correct language and respect for other cultures and religions. Exploration of a diversity of cultures are also often undertaken in the context of teaching, when applicable. In English for instance, content around intercultural competence is heavily woven into the curriculum, allowing students to learn about diversity in the classroom and feel more comfortable with their own and other's cultural backgrounds, language needs as well as learning approaches. For example, students are allowed to engage in an intercultural book project that either reflects their own cultural heritage or gives insights into other cultures. Additionally, each student can create their own form of assessment of this project supporting them in their individual learning aspirations.

IB will also evaluate this practice by reviewing information gathered under Practice B1.5b and the language policy.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practices C3.7, B1.5b and the school's language policy.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practice C3.7.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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.

The IB will evaluate this practice by reviewing information gathered under Practice C2.5.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

1. Describe the efforts made by teachers to develop students' metacognitive and transfer capabilities enabling them to reflect on how, what and why they are learning, and become actively responsible for their own learning.

Planning and describing the learning objectives explicitly. Articulating what students are expected to learn and be able to do independently. By covering cross-curricular topics and always giving students the exact criteria for completing a task so that they learn to work in a structured, criterion-driven manner.

Various difficulty of tasks during the lessons or as homework, challenges combining previous knowledge and different topics. Critical reflection of results and checks for plausibility are done on a regular basis. Students know the goals for the exam and are responsible for handling the workload accordingly.

Regular student feedback rounds take place in class - as open discussion and individual feedback. When students start a new topic, teachers clarify the learning goals and skills the students are practising, and learning is broken down into parts – preferably with different methods and exercise

types.

Teachers in every subject make links to prior learning in the same subject as well as across subjects through repetition and questioning.

References to current affairs, topics and issues are made on a regular basis.

All writing processes leading to an assessment (IA, EE, ToK Essay but also Swiss Matura Curriculum papers as the "Lernen am Projekt") are coached by teachers with regular feedback sessions.

There is an official offer of "individual learning analysis and support" by the school.

In the weekly tutor time, students get the opportunity to talk about individual or group learning issues. there is also a written reflection. The conversations between students and teachers (and in the first year with the parents as well) are a good opportunity for reflection and exchange.

The IB will also evaluate this practice by reviewing information gathered under Practice C4.8a.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practices A.2, C4.3.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing information gathered under Practice C1.9.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Conclusion of Standard C3

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg, leader, contributors)</i>
<i>Martina Brägger</i>	<i>German and English teacher, representative for group 1 and group 2 subjects</i>	<i>Contributor</i>
<i>Dr. Alexandra Ramsden</i>	<i>ToK, English and Philosophy teacher, representative for group 1 and group 2 subjects</i>	<i>Contributor</i>
<i>Eleonora Spasojevic</i>	<i>History teacher, representative for group 3 subjects</i>	<i>Contributor</i>
<i>Dr. Susanne Eder</i>	<i>Geography teacher, representative for group 3 subjects</i>	<i>Contributor</i>
<i>Michael Hartmann</i>	<i>Mathematics teacher, representative for group 5 subjects</i>	<i>Contributor</i>
<i>Dr. Ramon Gonzalez</i>	<i>ToK, Geography and Mathematics teacher, representative for ToK</i>	<i>Contributor</i>
<i>Miriam Boser & Ilka Puginier</i>	<i>CAS Coordinators</i>	<i>Contributors</i>
<i>Rainer Büchele</i>	<i>IB admin. Assistant and former IB Coordinator. Biology teacher, representative for group 4 subjects.</i>	<i>Leader, Contributor</i>
<i>Dr. Manuel Pombo</i>	<i>IB Coordinator and responsible for the Extended Essay</i>	<i>Leader, Contributor</i>

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community members
- Local education authority
- Ministry of education
- Other

Indicate the practice(s) that produced more diverse answers across subject groups. In one or two paragraphs, identify the differing views and how the consensus was reached.

Describe any major achievement(s) related to this standard during the period under review.

The new cantonal and school-specific Matura curricula, which were developed in extended collaborative work by teachers over a the course of more than a year, has further aligned the gymnasium student profile to the IB learner profile: "The goal of gymnasiums is to provide students with fundamental knowledge orientated towards a lifelong learning, as well as to promote their intellectual openness and the ability to judge independently. (...) Students reach personal maturity, which is a prerequisite for university studies and prepares them for demanding tasks in society. The schools simultaneously foster the development of intelligence, willpower, compassion and sensitivity in ethical and musical matters, as well as the physical abilities of their students. Students are able to express themselves clearly, accurately and sensitively and learn to recognize the richness and particularity of the culture associated with every single language. Matura students are at ease in their natural, technical, social and cultural environment, in relation to the present and the past, on a Swiss and international level. They are prepared to assume responsibility towards themselves, their fellow human beings, society and nature." (Source: *Education plan for the Gymnasium valid from August 2020*)

Based on your assessment of this standard you may wish to add an action to your action plan.

Per Standard C3, teaching and learning reflects the IB philosophy.

- Requires significant attention*
- Requires further development*
- Shows satisfactory development*

Standard C4. Assessment: Assessment at the school reflects the IB assessment philosophy.

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

The IB will evaluate this practice by reviewing information gathered under Practices C4.3, C4.4, C4.8, the assessment policy, examination results and the calendar of school deadlines for student submissions of internal and external assessment components.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Requirement C4.1.a. *Assessment of student learning is based on the objectives and assessment criteria specific to each subject.*

The IB will evaluate this requirement by reviewing examination results and the calendar of school deadlines for student submissions of internal and external assessment components.

Please indicate your assessment of the current level of implementation of this requirement.

Emerging Developing Demonstrating Excelling

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

The IB will evaluate this practice by reviewing the information gathered under Practice B1.5d.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

Describe how the school uses a range of assessment strategies and tools to inform teaching practices.

- Individual students feedbacks take place in at least two subjects per class and year. Among other questions. Assessment practice in the respective subjects is part of these questionnaires.
- There is a compulsory quality management system for all state schools including for example comparative departmental testing in all relevant subjects at least once during a student's school career at the gymnasium. For such comparative subject tests all involved subject teachers agree on common learning goals and contribute different questions to the test. The correction is done in a comparative and common manner by correcting a variety of students' tests individually prior to comparing the marking results for the different tasks. In addition to that after the first quarter of 1st and 2nd year on the gymnasium there is a special focus week for Mathematics and German. At the end of these special weeks, students write a comparative test.
- Students receive detailed learning goals at least one week prior to the exam.
- In different staff meetings and teacher training, the different forms of assessment coordinated to reduce student workload. For example, nowadays there aren't multiple graded presentations, lab reports in a variety of different subjects
- Assessment can take place in written form with questions (MCQ, written answers, data analysis....), orally (languages, PPT-presentations, on site presentations of the final essay in the main elective subject during the international study week), as lab reports or written

investigations, project work, poster presentation, portfolio, movie or blog-form.

- In addition, there are several non-graded interdisciplinary projects throughout the SWISS and IB curriculum.
- IB resources like past exam questions, IB Questionbank or InThinking platforms are used not only by IB teaching staff but also by most of the involved departments.
- Right now, we are assessing different tools to implement online assessment for the upcoming students up to the final Matura exams (examnet, IsTest2 + safe exam browser).
- In the third quarter of graduation year the students write mock exams in the core subjects for the Matura - German, English, French, Mathematics and the main elective subject - which are also part of our IB programme (apart from the main elective subject). In these mock exams several past IB exams are included to prepare the IB classes for the DP exams.

Describe how the school uses a range of assessment strategies and tools to evaluate students' development of approaches to learning skills.

One strategy is the application of different types of assessments and respective feedback types that require different learning strategies: student presentations, written tests, (ad hoc) classroom discussions, essays; individual written feedbacks, group feedbacks, individual oral feedback, play adaptations, creative writing including changing points of view, rap videos, podcasts. Students are assessed formally (marked, or at least reviewed), by regular exams, essays, summaries to be handed in; as well as informally during class when they answer questions or in conversation with the teacher.

Multiple choice tests show whether they have understood the difference in slight variations of phrasing, skills tests show whether they can analyze sources, essays force them to condense their knowledge and transfer it into a usable output in a trained form. The internal assessment and the EE show whether they have learnt time management and self-discipline in addition to the phrasing and understanding of content.

Upon returning tests and exams, students are encouraged to review their success and reflect upon it. Based on teacher feedback, students are asked to set specific targets for improvement and record them in their student progress files (In OneNote). Teachers have access to the previously set targets and can always go back to them.

Once a year, a so-called "learning report interview" takes place between the student and a subject teacher (in the first year at our school, the parents are also invited). Prior to the interview, the student fills out a digital self-assessment on their learning progress overall and in the individual subjects. All subject teachers also assess the student's progress in the subject concerned. These evaluation forms then serve as the basis for the interview, which lasts between 45 and 60 minutes.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

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

Describe how the school uses a range of assessment strategies and tools to provide students with feedback to inform and improve their learning.

Several different assessment strategies such as quizzes (Quizlet, Kahoot, Forms etc), verbal prompts in class, test, exams, practice laboratory reports and mock exams are used to provide students with ample opportunities to practise their knowledge. Feedback is transparent to the students and reflection upon feedback provided takes place on a regular basis.

When entering the GM, pupils take diagnostic tests in most subjects (in German and French these tests are compulsory) in order to give students and teachers an orientation as to where the individual student and the whole class stands in comparison to the official benchmark. In this way, we can identify support needs at an early stage. During the first and the second year, we carry out interim exams in German and French in all first and second classes.

When students work on medium-term tasks such as written papers or projects, a variety of assessment strategies is applied all along the way: intermediate discussions with peers or with the teacher, portfolio presentations via Microsoft Teams or One Note, a marked written paper and a final presentation. Every test is discussed regarding language, spelling, grammar, vocabulary, key terminology, skills, structure and content with the whole class. Additionally, comments on each individual essay are given in writing with advice on how to improve. Growth mindset is integrated into assessment feedback. For each rubric or criteria, both feedback on where a student is on the right track and where they could grow are included. This provides them with a guide to where they can continue with what is working and improve on areas that need development. There is individual as well as class feedback. The students present their individual or group work which will then be given differentiated oral feedback.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

How does the school record the progress of the student's CAS course?

Students maintain individual Manage Bac portfolios in ongoing written communication with their advisors. Interviews between student and advisor are recorded. Both CAS coordinators provide regular background supervision of each student's portfolio. Towards the end of the CAS programme, the CAS coordinators review each student's portfolio one last time, informing them on possible inconsistencies or lack of evidence and request the completion before the deadline. Finally, coordinators submit the completed CAS portfolios to the school's IB coordinator.

How does the student record his or her CAS experiences and reflections?

Students keep records in their ManageBac portfolios as text, video, sound or pictures of events and products. Interviews between student and advisor are recorded and uploaded on ManageBac. The CAS exhibition gives students the opportunity to highlight different aspects of their CAS portfolio to the larger community. At the annual CAS introduction day, the students of the final year volunteer to show their favorite CAS experience in a poster or ppt presentation to the CAS-beginners.

IB will also evaluate this practice by reviewing school's assessment policy and information gathered under Practice B1.5d.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

1. *What process does the school use to report on the assessment of the DP to parents?*

Most students are of legal age and therefore we do not report to the parents anymore. However, there is always the possibility of discussions between students/parents and teachers on a voluntary basis. In addition, all classes and students' progress are evaluated quarterly at a class conference and, if necessary, invited for an interview.

The general information on assessment in the IB Diploma Programme is freely available to the public via the links on the GM homepage. In addition, we publish the internal annual planning for both years of the IB curriculum in the password-protected intranet area of our homepage, which is accessible to students and parents. On parents' evenings and individual parent and student (learning progress) meetings, the IB curriculum and the assessment schedule and procedures are also addressed. After the publication of the results by IB, we place the school statistics in the public area of the homepage so that they are publicly accessible. Parents are also invited to the annual IB Diploma Ceremony, where the headmaster officially hands over the IB diplomas and certificates to the students (who by then are already alumnae and alumni), and all detailed results are displayed in the auditorium.

2. *How does the school report on the student's CAS experiences to parents?*

Most students are of legal age and therefore we do not report to the parents anymore. Students are encouraged to get a portfolio printout if they want to share this. If there is insufficient engagement with CAS, a letter is sent home to the parents (or the students if over 18).

3. *How does the school promote the student's achievements in CAS within the school community?*

The CAS exhibition is an annual celebration of the students' achievements, highlighting their favorite CAS experiences. Students, teachers and school management members are invited to visit the CAS exhibition.

Currently, 25 teachers and administrative staff of the school community (approximately 25%) are involved as CAS advisors. Apart from the CAS programme, many of them are not directly involved in the IB programme and therefore they gain valuable insights into the programme.

The head of school mentions individual projects and experiences regularly at different school events or in the alumni newsletter. The CAS team always finds an open attitude in the school leadership if infrastructure such as rooms, technical equipment or other support is needed for CAS experiences. There is a CAS Showcase in the hallway (run by CAS students). The latest project is a CAS Website organized by CAS students, which is under construction, and our popular student yearbook results from an annual CAS project at our school.

The IB will also evaluate this practice by reviewing the assessment policy and information gathered under Practice B1.5d.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

1. *Describe how the school analyses assessment data.*

1. Presentation of final IB grades for all school subjects are shared in first teacher conference of the school year and are compared to global averages; 2. The coordinator forwards examiners' reports to subject teachers and summarizes the main IB feedback after each final examination round for each team of subject teachers. The staff team uses the data as a means to formatively assess students' strengths and weaknesses in order to adapt lessons in the following cohort and remedy whatever learning has not occurred.

2. *Include analysis of the examination results within the period under review and how those results inform teaching and learning (include Diploma Programme subjects, TOK and extended essays). Describe actions taken as a consequence.*

We discuss the IB exam results within subjects, compare them with predicted grades, past years and the world average. In ToK we analyze the results in detail within the team. Actions taken are improved coordination of source analysis with all History teachers at our school, also outside the IB programme. In addition, the two IB History teachers collaborate on all Extended Essays in History to ensure fair and proper guidance and a reliable predicted grade, which has worked very well in the past years. In ToK, the teachers plan together and systematically split all topics and skills taught in the team, benefitting from individual expertise and joint reflection and lesson development. The school management checks whether teachers' overall marks are within a given range. Where results are repeatedly low, we discuss possible reasons and ways in which we can improve; then we implement this. Where results are good, we take this as confirmation to continue and develop existing teaching practices.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

Describe how the school uses a range of assessment strategies and tools to promote meaningful student reflection on their development as learners.

In general, in the last ten to twenty years our schooling system has shifted from one where the teachers deliver information which is learnt by students and reproduced in standardized summative exams. The fact that the syllabi focus more on skills and abilities rather than on facts and contents reflects this shift. Also, frontal instruction has given way to communal forms of learning (as can be seen for instance in the infrastructure, including the Learning Centre and learning zones in the aisles but also in the curriculum with coaching classes, self-organized learning, project learning etc.). Upon returning tests and exams, students are encouraged to review their success and reflect upon it. Based on teacher feedback, students are asked to set specific targets for improvement and record them in their student progress files (In OneNote). Teachers have access to the previously set targets and can always refer back to and revise them. Additionally, either as a class or in small groups, students share ideas with each other and exchange peer feedback as to where they are on the right track and where they need to grow. They then gain encouragement from their classmates to reflect on their own process and are applauded for their efforts. With different types of individual assessment forms e.g., for the EE/MA process, students receive clear learning and assessment objectives as well as the grading schemes for their assignments so that they are entirely familiar with the respective grading scheme by which their performance will be assessed and (potentially) graded. The digital tools are very helpful in promoting reflection and meta-cognition (class blogs, journals) and involving them in the learning process.

Please indicate your assessment of the current level of implementation of this practice.

Emerging *Developing* *Demonstrating* *Excelling*

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

The IB will evaluate this practice by reviewing the description of extended essay process.

Please indicate your assessment of the current level of implementation of this practice.

Emerging Developing Demonstrating Excelling

Indicate the practice(s) that produced more diverse answers across subject groups. In one or two paragraphs, identify the differing views and how the consensus was reached.

Except for practice C 4.7., the answers in this section were exclusively either “demonstrating” or “excelling” (about 50/50) and we chose as common answer the one that was named more often. We talked about the larger discrepancy in the answer to practice C 4.7. and it is due to the fact that different teachers and departments handle these data differently. This is, of course, explained by the relatively high degree of autonomy of the teachers.

Conclusion of Standard C4

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg, leader, contributors)</i>
<i>Martina Brägger</i>	<i>German and English teacher, representative for group 1 and group 2 subjects</i>	<i>Contributor</i>
<i>Dr. Alexandra Ramsden</i>	<i>ToK, English and Philosophy teacher, representative for group 1 and group 2 subjects</i>	<i>Contributor</i>
<i>Eleonora Spasojevic</i>	<i>History teacher, representative for group 3 subjects</i>	<i>Contributor</i>
<i>Dr. Susanne Eder</i>	<i>Geography teacher, representative for group 3 subjects</i>	<i>Contributor</i>
<i>Michael Hartmann</i>	<i>Mathematics teacher, representative for group 5 subjects</i>	<i>Contributor</i>
<i>Dr. Ramon Gonzalez</i>	<i>ToK, Geography and Mathematics teacher, representative for ToK</i>	<i>Contributor</i>
<i>Miriam Boser & Ilka Puginier</i>	<i>CAS Coordinators</i>	<i>Contributors</i>

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg, leader, contributors)</i>
Rainer Büchele	IB admin. Assistant and former IB Coordinator. Biology teacher, representative for group 4 subjects.	Leader, Contributor
Dr. Manuel Pombo	IB Coordinator and responsible for the Extended Essay	Leader, Contributor

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

X Parents

X Students

- Governing body
- Community members,
- Local education authority
- Ministry of education
- Other

Per Standard C4, assessment at the school reflects IB assessment philosophy.

- Requires significant attention
- Requires further development

X Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

There were no major achievements in this standard. In our opinion, we have a very consistent, diverse and efficient assessment system that involves the learners, gives them constructive feedback and supports them in their personal development, always taking into account their personal life-work balance.

Based on your assessment of this standard you may wish to add an action to your action plan.

Conclusions of the self-study process

After analysing the outcomes of the self-study process, the school has established the priorities used to create the school action plan included with this questionnaire (see chart 7).

We agree that this questionnaire, whether signed electronically or not, and supporting documents will be understood by the IB Organization to have been read and endorsed by the head of school, without a signed hard copy being necessary.

Name and title of head of school

Dr. Eugen Krieger

Signature

Date



6 December 2021

Name of head of section where the Diploma Programme is implemented (if different from head of school)

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Signature

Date

--

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Name of Diploma Programme coordinator

Dr. Manuel Pombo

Signature

Date



6 December 2021

Complete the charts that appear on the following pages.

Chart 1: Update of organization of teaching time

Diploma Programme subjects										Subjects completed in one year	
Subject <i>Indicate the name of the subject under each group. If it is offered online, add "online" next to the name of the subject. Add rows as necessary.</i>	Subject level and hours of instruction <i>Indicate the hours of instruction (1 hour = 60 minutes) allocated to the levels of the subjects the school offers.</i>				Language(s) of instruction	Current number of students				<i>Add an X in the appropriate column if any of the situations allowed by the IB (as described below the chart) apply in the school. *</i>	
	Hours of instruction at Higher level		Hours of instruction at Standard level			Higher		Standard		Standard level subject(s) completed in year 1	Standard level subject completed in year 2
	Year 1	Year 2	Year 1	Year 2		Year 1	Year 2	Year 1	Year 2		
<i>Group 1: Studies in language and literature (indicate the language: eg, English A: literature)</i>											
German A Literature	160	160			German	42	30				
English A Language & Literature	120	120			English	29	34				
<i>Group 2: Language acquisition (indicate the language: eg, English B)</i>											
French B	120	120			French	92	106				
German B	160	160			German	6	7				
English B	120	120			English	57	65				
<i>Group 3: Individuals and societies</i>											
History	160	160	160	160	English			22	23		
Geography			160	80	English			26	14		
<i>Group 4: Experimental sciences</i>											
Biology	160	160	160	80	English			45	37		

Diploma Programme subjects										Subjects completed in one year	
Subject Indicate the name of the subject under each group. If it is offered online, add "online" next to the name of the subject. Add rows as necessary.	Subject level and hours of instruction Indicate the hours of instruction (1 hour = 60 minutes) allocated to the levels of the subjects the school offers.				Language(s) of instruction	Current number of students				Add an X in the appropriate column if any of the situations allowed by the IB (as described below the chart) apply in the school. *	
	Hours of instruction at Higher level		Hours of instruction at Standard level			Higher		Standard		Standard level subject(s) completed in year 1	Standard level subject completed in year 2
	Year 1	Year 2	Year 1	Year 2		Year 1	Year 2	Year 1	Year 2		
<i>Group 5: Mathematics and computer sciences</i>											
Mathematics	160	160	160	160	English			45	37		
<i>Group 6: The arts</i>											

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the Handbook of procedures for the Diploma Programme.

	Number of hours instruction/activity in year 1	Number of hours instruction/activity in year 2	Language(s) of instruction	Number of students in year 1	Number of students in year 2
TOK	60	40	English	45	37
CAS			n/a		

Chart 2: Update of Diploma Programme teaching staff, qualifications and IB-recognized professional development

- **IB-recognized professional development** consists of activities as listed on the IB events calendar on the IB public website (<http://www.ibo.org>) or in-school professional development activities organized by the relevant IB office.
- **Location:** In the chart below, indicate where the training took place.
 - For IB regional workshops attended name the city.
 - For IB workshops organized in the school use "IS".
 - For IB online workshops use "Online".

Subject/role <i>Indicate the name of the subject offered under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Teacher qualifications <i>(degrees, diplomas)</i>	Number of years at this school	Full/ part-time <i>(use FT/PT)</i>	IB activities in which teacher is or has been involved in period under review <i>(eg, examiner, moderator, workshop leaders, site visitors)</i>	IB-recognized professional development attended during period under review Or if outside the period under review, please indicate the most recent IB-recognized professional development attended. Please indicate the most recent category 1 or 2 workshop for all teachers in addition to the most recent training		
	Higher	Standard						Location	Date	Workshop name and category
<i>Group 1: Studies in language and literature (indicate the language: eg, English A: literature)</i>										
ENGLISH A Lang. & Lit.	X		Gabrielle PIECK	Lic. Phil. MAS SHE	10	PT		Berlin	23.-25.8.2019	English A LangLit C2
ENGLISH A Lang. & Lit.	X		Alexandra RAMSDEN	Dr. Phil. (PhD) MAS SHE	7	FT		Birmingham	27.6.2014	Language A: L&L cat 1
GERMAN A Lit.	X		Nora ANGST	Lic. Phil. MAS SHE	8	PT		Berlin	18.,-20.10.2019	German A Cat. 1
GERMAN A Lit.	X		Martina BRÄGGER	Lic. Phil. MAS SHE	18	PT		Berlin	18.,-20.10.2019	German A Cat. 1
GERMAN A Lit.	X		Barbara INDLEKOFER	Dr. Phil. (PhD) MAS SHE	19	PT		Berlin	14.,-16.02.2020	German A Cat. 1
GERMAN A Lit.	X		Felix MOOR	Lic. Phil. MAS SHE	20	FT		Berlin	14.,-16.02.2020	German A Cat. 1
GERMAN A Lit.	X		Thomas TSCHOPP	Lic. Phil. MAS SHE	16	FT		Berlin	14.,-16.02.2020	German A Cat. 1

Subject/role <i>Indicate the name of the subject offered under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Teacher qualifications <i>(degrees, diplomas)</i>	Number of years at this school	Full/ part-time <i>(use FT/PT)</i>	IB activities in which teacher is or has been involved in period under review <i>(eg, examiner, moderator, workshop leaders, site visitors)</i>	IB-recognized professional development attended during period under review <i>Or if outside the period under review, please indicate the most recent IB-recognized professional development attended. Please indicate the most recent category 1 or 2 workshop for all teachers in addition to the most recent training</i>		
	Higher	Standard						Location	Date	Workshop name and category
<i>Group 2: Language acquisition (indicate the language: eg, English B)</i>										
GERMAN B	X		Felix MOOR	Lic. Phil. MAS SHE	20	FT		Berlin	24.-26.8.2018	German B Cat. 2
GERMAN B	X		Nicolas HUNKELER	Lic. Phil. MAS SHE	5	FT		Berlin	18.-20.10.2019	German B Cat. 2
GERMAN B	X		David STÖCKLI	Lic. Phil. MAS SHE	11	FT		Paris	2.7.2011	German B Cat. 1
GERMAN B	X		Stefan SCHWARZ	Graduate Translator	13	FT		Paris	2.7.2011	German B Cat. 1
FRENCH B	X		Annika PREUSS	Lic. Phil. MAS SHE	8	FT		Berlin	24.-26.8.2018	French B Cat. 2
FRENCH B	X		Lumturije ISMAILI	Lic. Phil. MAS SHE	6	FT		Berlin	24.-26.8.2018	French B Cat. 2
FRENCH B	X		Montserrat LOPEZ	Lic. Phil. MAS SHE	23	FT		Paris	15.-17.2.2019	French B Cat. 2
FRENCH B	X		Carmen TODESCHINI	Lic. Phil. MAS SHE	34	FT		Paris	18.-20.10.2019	French B Cat. 2
FRENCH B	X		Jean-Jacques QUELOZ	PD Dr. Phil (PhD, PhD) MAS SHE	30	FT		Paris	18.-20.10.2019	French B Cat. 2
FRENCH B	X		Yvonne JANSKY	Lic. Phil. MAS SHE	10	FT		Paris	4.3.2016	French B Cat. 2
FRENCH B	X		Manuel POMBO	Dr. rer. soc. (PhD) Lic. Phil (MA) MAS SHE	24	FT		Brussels Paris	25.6.2012 26.10.2012	Language B Cat. 1 French A Cat. 1
ENGLISH B	X		Alexandra RAMSDEN	Dr. Phil. (PhD) MAS SHE	7	FT		Berlin	24.-26.8.2018	German B Cat. 2

Subject/role <i>Indicate the name of the subject offered under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Teacher qualifications <i>(degrees, diplomas)</i>	Number of years at this school	Full/ part-time <i>(use FT/PT)</i>	IB activities in which teacher is or has been involved in period under review <i>(eg, examiner, moderator, workshop leaders, site visitors)</i>	IB-recognized professional development attended during period under review Or if outside the period under review, please indicate the most recent IB-recognized professional development attended. Please indicate the most recent category 1 or 2 workshop for all teachers in addition to the most recent training		
	Higher	Standard						Location	Date	Workshop name and category
ENGLISH B	X		Daniel BÄCHLI	Lic. Phil. (MA) MAS SHE	8	FT		Berlin	24.-26.8.2018	German B Cat. 2
ENGLISH B	X		Natalie MATHYS	Lic. Phil. (MA) MAS SHE	3	PT		Online	12.-14.2.2021	English B Cat. 1
ENGLISH B	X		Gabrielle PIECK	Lic. Phil. (MA) MAS SHE	10	FT		online	Aug./Sept. 2015	Language B Cat. 1
ENGLISH B	X		Carol MEYER	Lic. Phil. (MA) MAS SHE	11	PT		Lisbon	11.4.2014	Language B Cat. 1
ENGLISH B	X		Moira GAMMA	Lic. Phil. (MA) MAS SHE	10	PT		Lisbon	11.4.2014	Language B Cat. 1
ENGLISH B	X		Nathalie ASENSIO	Lic. Phil. (MA) MAS SHE	9	PT		Lisbon	11.4.2014	Language B Cat. 1
ENGLISH B	X		Daisy SCHAFFENBERGER	Lic. Phil. (MA) MAS SHE	6	PT		Lisbon	11.4.2014	Language B Cat. 1
<i>Group 3: Individual and societies</i>										
HISTORY		X	Claudio ZIMMERMANN	Lic. Phil. (MA) MAS SHE	23	FT		Oxford	16.-18.5.2019	History DP
HISTORY		X	Eleonora SPASOJEVIC	Lic. Phil. (MA) MAS SHE	10	FT		Oxford	10.4.2012	History Cat. 1
HISTORY		X	Carol MEYER	Lic. Phil. (MA) MAS SHE	11	PT		Oxford	10.4.2012	History Cat. 1
GEOGRAPHY		X	Susanne EDER	Dr. sc. (PhD) MAS SHE	21	FT		Online	26.6.2019	Geography Cat. 2
GEOGRAPHY		X	Esther FELDER	M. sc. MAS SHE	11	PT		Online	26.6.2019	Geography Cat. 2
GEOGRAPHY		X	Delia BERGER	M. sc. MAS SHE	11	PT		Online	22-24.9..2021	Geography Cat. 1

Subject/role <i>Indicate the name of the subject offered under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Teacher qualifications <i>(degrees, diplomas)</i>	Number of years at this school	Full/ part-time <i>(use FT/PT)</i>	IB activities in which teacher is or has been involved in period under review <i>(eg, examiner, moderator, workshop leaders, site visitors)</i>	IB-recognized professional development attended during period under review Or if outside the period under review, please indicate the most recent IB-recognized professional development attended. Please indicate the most recent category 1 or 2 workshop for all teachers in addition to the most recent training		
	Higher	Standard						Location	Date	Workshop name and category
GEOGRAPHY		X	Ramon GONZALEZ	Dr. sc. (PhD) MAS SHE	8	FT		Barcelona	31.10.2014	Geography Cat. 1
Group 4: Experimental sciences										
BIOLOGY		X	Gerard BATTIS	PhD Sc. CBiol MRSB (Royal Society of Biology) MAS SHE	15	FT		Berlin	25,-27,8,2017	Biology IA
BIOLOGY		X	Nicola MASON	M. sc. MAS SHE	NEW	PT		Istanbul	21.-23.2.2014	Biology Cat. 3
BIOLOGY		X	Martin GENTINA	M. sc. MAS SHE	10	PT		Oxford	8.-10.2.2019	Biology Cat. 2
BIOLOGY		X	Tina ULRICH	M. sc. MAS SHE	10	PT		Oxford	31.3.2012	Biology Cat. 1
Group 5: Mathematics and computer sciences										
MATHEMATICS		X	Michael BRUNISHOLZ	M. sc. MAS SHE	5	FT		Vienna	15.-17.2.2019	"Preparing for the next 7 years"
MATHEMATICS		X	Patricia HECKENDORN	Dr. sc. (PhD) MAS SHE	8	FT		Zürich	23.-24.5.2019	Cluster-Workshop "Mathematics – Analysis and Approaches" Cat. 2
MATHEMATICS		X	Patrizia PORCARO	M. sc. MAS SHE	11	FT		Zürich	23.-24.5.2019	same as above
MATHEMATICS		X	Michael BRUNISHOLZ	M. sc. MAS SHE	5	FT		Zürich	23.-24.5.2019	same as above

Subject/role <i>Indicate the name of the subject offered under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Teacher qualifications <i>(degrees, diplomas)</i>	Number of years at this school	Full/ part-time <i>(use FT/PT)</i>	IB activities in which teacher is or has been involved in period under review <i>(eg, examiner, moderator, workshop leaders, site visitors)</i>	IB-recognized professional development attended during period under review <i>Or if outside the period under review, please indicate the most recent IB-recognized professional development attended. Please indicate the most recent category 1 or 2 workshop for all teachers in addition to the most recent training</i>		
	Higher	Standard						Location	Date	Workshop name and category
MATHEMATICS		X	Ramon GONZALEZ	Dr. sc. (PhD) MAS SHE	8	FT		Zürich	23.-24.5.2019	same as above
MATHEMATICS		X	Michael HARTMANN	M. sc. MAS SHE	10	FT		Zürich	23.-24.5.2019	same as above
MATHEMATICS		X	Bruno HÜMMER	M. sc. MAS SHE	10	FT		Zürich	23.-24.5.2019	same as above
MATHEMATICS		X	Julian TRINKLER	M. sc. MAS SHE	10	FT		Zürich	23.-24.5.2019	same as above
MATHEMATICS		X	Thomas SCHINDLER	Dr. sc. (PhD) MAS SHE	13	FT		Zürich	23.-24.5.2019	same as above
MATHEMATICS		X	Manuel POMBO	Dr. rer soc. (PhD) Lic. Phil (MA) MAS SHE	24	FT		Zürich	23.-24.5.2019	same as above
<i>Group 6: The arts</i>										

Subject/role <i>Indicate the name of the subject offered under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Teacher qualifications <i>(degrees, diplomas)</i>	Number of years at this school	Full/ part-time <i>(use FT/PT)</i>	IB activities in which teacher is or has been involved in period under review <i>(eg, examiner, moderator, workshop leaders, site visitors)</i>	IB-recognized professional development attended during period under review Or if outside the period under review, please indicate the most recent IB-recognized professional development attended. Please indicate the most recent category 1 or 2 workshop for all teachers in addition to the most recent training		
	Higher	Standard						Location	Date	Workshop name and category
ToK			Béatrice HILFIKER	Lic. Phil. (MA) MAS SHE	5	FT		online	28.6.-26.7. 2017	ToK Cat. 1
ToK			Sabrina LISI	Dr. Phil. (PhD) MAS SHE	7	PT		Oxford	19.-22,9,2018	ToK Cat. 1
ToK			Ramon GONZALEZ	Dr. sc. (PhD) MAS SHE	8	FT		Online	16.-17.02.2021	DP Keys to Success: the TOK Essay
ToK			Ramon GONZALEZ	Dr. sc. (PhD) MAS SHE	8	FT		Online	6.-7.05.2021	DP Keys to Success: the TOK Exhibition
ToK			Mads MACHOLM	M. sc. MAS SHE	2	PT		Online	16.-19.12.2020	ToK Cat. 2
ToK			Eleonora SPASOJEVIC	Lic. Phil. (MA) MAS SHE	10	FT		Barcelona	15.3.2013	ToK Cat. 2
Extended Essay			Anna HEGNAUER	Dr. sc. (PhD) MAS SHE	9	FT		Online	29.-30.3.2021	DP Keys to Success: the Extended Essay
Librarian			Christine OCHSNER	Lic. Phil. (MA)	13	FT		Berkshire	30.10-1.11.2018	Librarian Cat. 1
CAS coordinator			Ilka PUGINIER	Lic. Phil. (MA) MAS SHE	10	PT		Ljubljana	23.-25.11.2018	CAS Cat. 1
CAS coordinator			Ilka PUGINIER	Lic. Phil. (MA) MAS SHE	10	PT		Berlin	13.-15.03.2020	CAS Cat. 2
CAS coordinator			Mirjam BOSER	MA FHNW in Arts and Design MAS SHE	12	PT		Oxford	May 2015	CAS Cat. 2
DP coordinator			Manuel POMBO	Dr. rer soc. (PhD) Lic. Phil (MA) MAS SHE	24	FT		Berlin	10.-12.10.2014	Coordinator Cat. 1

Subject/role <i>Indicate the name of the subject offered under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Teacher qualifications <i>(degrees, diplomas)</i>	Number of years at this school	Full/ part-time <i>(use FT/PT)</i>	IB activities in which teacher is or has been involved in period under review <i>(eg, examiner, moderator, workshop leaders, site visitors)</i>	IB-recognized professional development attended during period under review <i>Or if outside the period under review, please indicate the most recent IB-recognized professional development attended. Please indicate the most recent category 1 or 2 workshop for all teachers in addition to the most recent training</i>		
	Higher	Standard						Location	Date	Workshop name and category
								virtual	8.-11.12.2020	IB Global Virtual Conference
								virtual	18.-22.10.2021	IB Global Virtual Conference
DP (assistant) coordinator			Rainer BÜCHELE	M. sc. MAS SHE	13	FT		Berlin	6.-8.07.2009	Coordinator Cat. 1
								virtual	8.-11.12.2020	IB Global Virtual Conference
Head of school			Eugen KRIEGER	Dr. Phil. (PhD) MAS SHE	23	FT		virtual	8.-11.12.2020	IB Global Virtual Conference
								virtual	18.-22.10.2021	IB Global Virtual Conference

Chart 3: Update of school facilities that support the implementation of the DP

The information formerly included in chart 3 is now incorporated into the self-study questionnaire under practice B.2.5. Completion of chart 3 is no longer required.

Chart 4: Update of implementation budget

Indicate the currency the school uses. If possible, use USD, GBP, CHF or CAD.

CHF

USD = US dollars

GBP = Great British pounds

CHF = Swiss francs

CAD = Canadian dollars

	IB World School current year	Year 2 after evaluation	Year 3 after evaluation	Year 4 after evaluation	Year 5 after evaluation
<i>Academic year</i>	2020/2021	2022/2023	2023/2024	2024/2025	2025/2026
<i>Annual fee</i>	11'781.-	12'300.-	12'600.-	12'900.-	13'200.-
<i>Candidate assessment fees</i>	<i>paid by parents</i>	<i>Paid by parents</i>	<i>paid by parents</i>	<i>paid by parents</i>	<i>paid by parents</i>
<i>Resources (specify)</i>					
<i>Library funds</i>	8'000.-	8'000.-	8'000.-	8'000.-	8'000.-
<i>Release time IB Coordinator</i>	16'000.-	16'000.-	16'000.-	16'000.-	16'000.-
<i>Release time IB admin assistant</i>	16'000.-	16'000.-	16'000.-	16'000.-	16'000.-
<i>Release time CAS Coordinators</i>	16'000.-	16'000.-	16'000.-	16'000.-	16'000.-
<i>Extra subject lessons due to IB curriculum (ToK, CAS etc.)</i>	94'000.-	94'000.-	94'000.-	94'000.-	94'000.-
<i>IB professional development</i>					
<i>Workshops</i>	8'000.-	8'000.-	8'000.-	8'000.-	8'000.-
<i>World Conference attendance</i>	800.-	3'000.-	3'000.-	3'000.-	3'000.-
<i>Other</i>					
<i>IT Infrastructure</i>		50'000.-			
<i>Group 3/4 IA Materi- al & other expenses</i>	2'000	2'000.-	2'000.-	2'000.-	2'000.-
<i>11781 +inThinking subject sites, Questionbank, IB exam packs</i>	2'000	2'000.-	2'000.-	2'000.-	2'000.-
TOTAL	174'581.-	227'300.-	177'600.-	177'900.-	178'300.-

IB World School current year	Year 2 after evaluation	Year 3 after evaluation	Year 4 after evaluation	Year 5 after evaluation
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Approved by

Dr. E. Krieger

Position

Principal

Chart 5: Overview of levels of achievement of the standards in section C

- In the table below, indicate with X the levels of achievement for the standards as identified by each subject group.

	C1			C2			C3			C4		
	Requires significant attention	Requires further development	Shows satisfactory development	Requires significant attention	Requires further development	Shows satisfactory development	Requires significant attention	Requires further development	Shows satisfactory development	Requires significant attention	Requires further development	Shows satisfactory development
<i>General (as declared in the self-study to be submitted to the IB)</i>			X			X			X			X
<i>Group 1: Studies in language and literature</i>			X			X			X			X
<i>Group 2: Language acquisition</i>			X			X			X			X
<i>Group 3: Individuals and societies</i>			X			X			X			X
<i>Group 4: Experimental sciences</i>			X			X			X			X

	C1			C2			C3			C4		
	Requires significant attention	Requires further development	Shows satisfactory development	Requires significant attention	Requires further development	Shows satisfactory development	Requires significant attention	Requires further development	Shows satisfactory development	Requires significant attention	Requires further development	Shows satisfactory development
<i>Group 5: Mathematics and computer science</i>			X			X			X			X
<i>Group 6: The arts</i>			X			X			X			X
<i>TOK</i>			X			X			X			X
<i>CAS</i>			X			X			X			X

Chart 6: CAS programme outline

The information formerly included in the CAS outline is now incorporated into the self-study questionnaire. Completion of chart 6 is no longer required.

