



Programme evaluation guide and self-study questionnaire: Diploma Programme

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Aims of the programme evaluation process

Programme evaluation is both a requirement and a service provided by the IB Organization to IB World Schools. The aim is for the IB to ensure on a regular basis that the standards and practices of the programmes are being maintained.

The *Programme standards and practices* is the foundational document used by schools and the IB to ensure quality and fidelity in the implementation of its programmes in IB World Schools. The IB is aware that for each school the implementation of an IB programme is a journey and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

This process allows the IB to work closely with the schools in their ongoing development of the programmes. It does not seek to appraise or assess individual teachers or students. It is a process of formal reflection involving all stakeholders within the school community.

Schools have found this process to be the source of new dynamism and momentum within the school and have incorporated it as a natural dimension of the school life, implemented continuously beyond the IB-specific requirement. It provides an opportunity to pause and reflect honestly on achievements and new initiatives in order to enhance the implementation of the IB programme. It has also proved to be an opportunity for increased communication within the school.

Within this process, there are certain expectations for the school and for the IB, which are described below:

The school is expected:

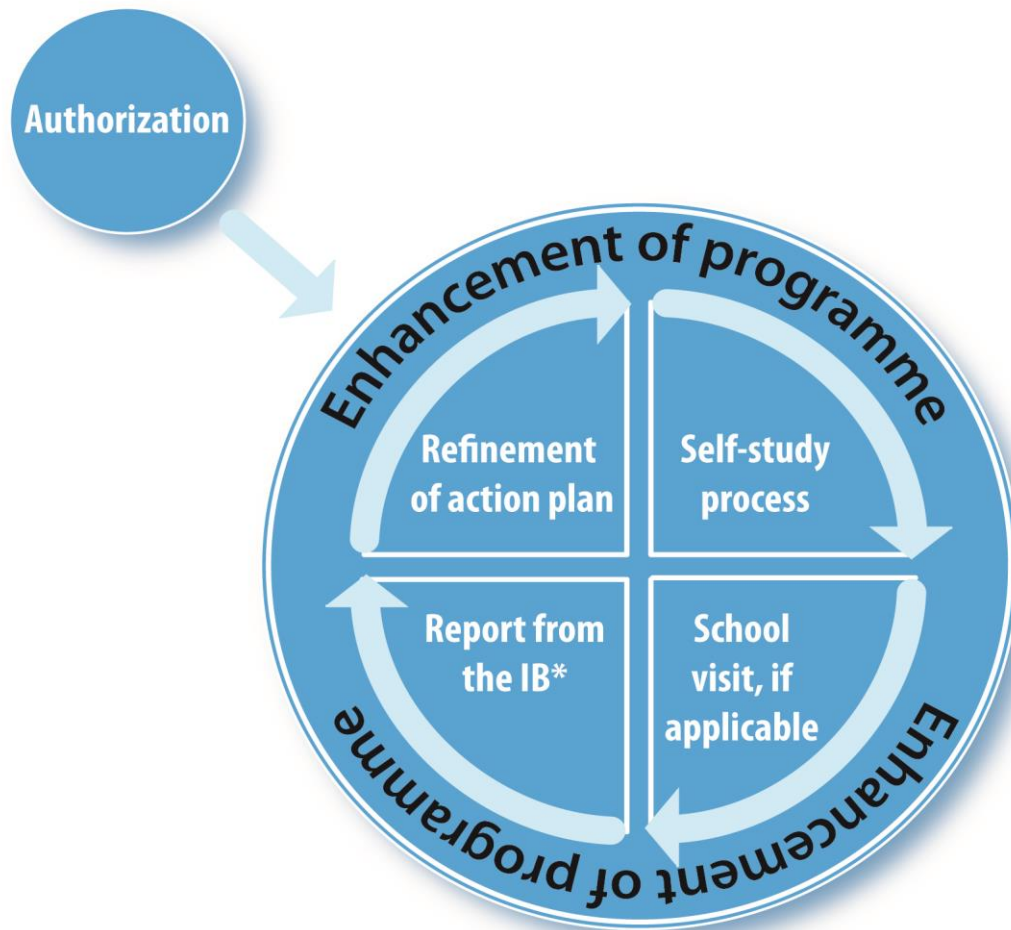
- to determine its own assessment of the implementation of the programme, according to the *Programme standards and practices* and programme requirements
- to identify major achievements during the period under review and to identify practices that need further development.

The IB is expected:

- to analyse and evaluate the school's implementation of the programme, according to the *Programme standards and practices* and programme requirements
- to commend schools on practices that address the *Programme standards and practices* in ways that solve challenges faced by the school and/or show outstanding implementation
- to provide guidance on enhancing the implementation of the programme in the school
- to point out areas within a school's practice that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.

Overview of the evaluation process

Schools should consider programme evaluation as an ongoing process of action and reflection that aims to enhance the implementation of the programme. This process is supported by the school's ongoing action plan, which is based on the *Programme standards and practices*. The IB evaluation process should be considered as a verification of this ongoing process in the school. This is shown in the diagram below.



* If the report includes matters to be addressed, the school will be asked to respond to these matters as mentioned below.

The role of the school's action plan

Whilst completing the applications for candidacy and authorization, the school was asked to submit an action plan based on objectives drawn from the *Programme standards and practices*. Once the school is authorized, the IB expects the school to continue developing the programme at the school, refining and further developing its practices in order to achieve the standards, in accordance with the *Programme standards and practices*. To this end, the school is expected to continue updating the action plan in line with the priorities set out by the school, which should include the IB recommendations from previous evaluation or authorization processes.

At the time of evaluation, the school is expected to incorporate the results of its self study into the action plan. This plan is submitted as part of the supporting documentation.

After evaluation, the school is expected to incorporate the IB recommendations from the evaluation report into the action plan for the new five-year cycle. However, responses to matters to be addressed will be required within a time frame set by the relevant IB office. This will be separate from the action plan.

The action plan will help the school to define its objectives and to monitor its progress towards achieving these. It will also help to ensure that a culture of ongoing reflection and improvement permeates the school.

Frequency

The evaluation process occurs every five years after authorization.

The relevant IB office provides information about timelines and procedures for submission of the self-study questionnaire and supporting documents, as well as date of the evaluation visit, if applicable.

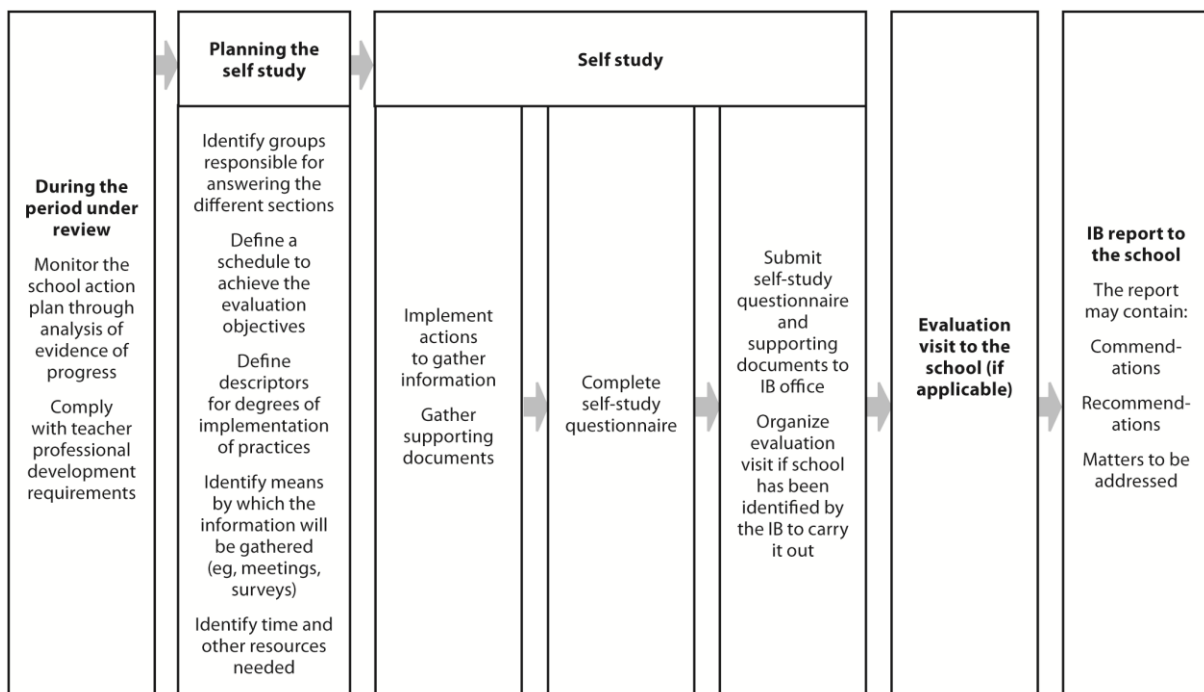
Professional development requirements at evaluation

Over the period under review, the school must have a plan that will ensure its compliance with the following requirements related to IB-recognized professional development.

- Head of school (or designee) if appointed during the period under review must participate in an appropriate IB workshop.
- Diploma Programme teachers, theory of knowledge (TOK) teachers, creativity, action, service (CAS) coordinator and Diploma Programme coordinator appointed during the period under review must participate in an IB category 1 or 2 workshop related to their subject or role.
- At least one Diploma Programme subject teacher per subject/TOK/CAS coordinator must participate in a relevant IB workshop if the subject or course has been reviewed during the period under review and a new guide has been published.

In addition to the above-mentioned requirements, the IB expects the school to provide further opportunities for staff to attend IB-recognized professional development activities as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the programme.

Steps of the programme evaluation process



Planning the self study

The self-study process is the most important aspect of the entire process of programme evaluation.

When planning the self study, consider what the school should do in order to successfully comply with this requirement. Specifically, the school should take the following steps.

- Consider that the self study will take place over at least 12 months because all those involved in the organization and implementation of the programme should contribute to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents. It involves looking at all aspects of school life that are affected by the programme.
- Identify who will be responsible for organizing the process. Normally, the IB programme coordinator fulfills this role in close collaboration with the pedagogical leadership team.
- Ensure that the leader in charge of organizing the process has the time and resources necessary to organize and coordinate the activities that the process entails.
- Determine who will be responsible for the completion of each section of the self-study questionnaire and the gathering of required documentation.
- Define the support that the teams will receive in order to carry out the activities (financial resources, clerical/technical support, and so on).
- Define descriptors for levels of implementation of practices.
- Determine the means by which feedback of stakeholders will be gathered (for example, surveys, face-to-face meetings). Define objectives and contents.
- Reserve significant formal meeting time to carry out this process. Meetings need to be carefully organized, allowing time for reflection, discussion and collating of evidence, if applicable.
- Further clarify aspects of the process to those who will be contributing to the study, including:
 - overview of the aims of the process
 - importance of understanding the *Programme standards and practices*
 - explanation of the descriptors to be applied when deciding on levels of implementation of practices to ensure consistency
 - importance of identifying and analysing school evidence to justify levels of implementation
 - importance of presenting evidence in order to verify conclusions
 - need for reflection on the gathered evidence in order to decide whether a standard shows satisfactory development or needs significant attention
 - guidelines and timelines for the completion of the sections of the questionnaire.
- Inform the wider school community about the process in order to gain their support.
- Analyse all the findings and discuss outcomes with those involved in the process, as appropriate.
- Finalize the self-study questionnaire and action plan for submission.
- Verify the collection of supporting documents.
- Submit the questionnaire and supporting documents electronically to the IB by the specified date, signed and agreed by the head of school.

Gathering evidence

The self study should be evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review—normally five years.

Documents related to the self-study questionnaire—including surveys and reflections—that are not explicitly required as part of this process by the IB should be kept at the school in case they are needed to inform aspects of what was submitted.

As part of the self study, the school is required to include a response to the IB recommendations from the previous evaluation or authorization report.

Deciding on the levels of implementation of each practice

When completing the self-study questionnaire, the school should indicate the level of implementation of each practice described in the document.

The self-study questionnaire section of this document contains tables that outline the Diploma Programme standards and practices. Indicate the level of implementation in the four columns to the right of each practice. The school must develop descriptors showing gradation from low level of implementation to high level of implementation. In order to ensure consistency it is essential that all participants in this process have a common understanding of these descriptors.

Meeting the standards

After carefully analysing the practices currently in place at the school and the evidence that was gathered to show their implementation, the school must carry out a reflective process to decide whether it is meeting the standards and how it will plan the next five-year period based on the outcomes of the evaluation process that has taken place.

Submission of the self-study questionnaire and supporting documents

The relevant IB office will provide schools with details on how to submit the self-study questionnaire and supporting documents electronically.

The evaluation visit

The IB reserves the right to visit a school, at the school's expense, as part of the evaluation process. The school will be given sufficient time to organize such a visit.

The purpose of the visit is to verify the school's assessment of its implementation of the programme in order to ensure that the standards and practices on which the IB programme is founded are maintained and furthered. A description of the visit can be found in the following pages of this document.

The findings of the visit will inform the final evaluation report sent to the school.

The evaluation report

After analysis of the self-study questionnaire, the supporting documents and the findings of the school visit, if applicable, the IB will send a final report to the head of school, which will reflect on the self study submitted by the school, including the process and the conclusions that the school reached. It is the head's responsibility to share the findings of this report with the school community.

The report may include:

- **Commendations:** These relate to school practices that address the *Programme standards and practices* in ways that solve challenges faced by the school and/or outstanding implementation.
- **Recommendations:** These provide guidance for the school on further developing the programme.
- **Matters to be addressed:** These are areas within a school's practice that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.

Response to matters to be addressed

If the report includes matters to be addressed, the relevant IB office will prescribe a deadline by which the school is required to submit a response to these. The response will include evidence that the matters have been addressed or that an acceptable plan has been made for their accomplishment, as applicable. The pertinent articles from the *Rules for IB World Schools: Diploma Programme* will apply when schools do not fulfill these requirements.

The evaluation visit

Once the school has submitted the self-study questionnaire and its supporting documents, an IB visiting team may conduct a visit to the school.

Aims of the visit

The visit will verify the school's self assessment as reflected in the self-study questionnaire.

For this purpose, the visiting team will:

- gather evidence and describe findings with regard to the progress of the implementation of the programme in relation to the *Programme standards and practices* since the last evaluation process or since authorization
- identify practices that are beyond the requirements and those whose further development will contribute to the effective implementation of the programme.

The aim of the visit is not to appraise or assess individual teachers or school administrators. It is an aspect of the evaluation process that seeks to ascertain the effectiveness of the programme implemented in the school as described in the school's self study.

Description of the visit

When and how long?

The IB will arrange the visit with the school at an appropriate time. Each visit normally lasts two to three days, but the IB may decide on a greater length depending on the size of the school.

Who is involved?

The IB visiting team

Composition

The IB visiting team normally comprises two to three experienced IB educators who have been duly trained according to global IB policies to become site visitors. The IB may decide on a greater number according to the size of the school. The team is selected by the appropriate IB office.

Staff from the school being visited cannot be members of the visiting team. Normally, members of the team may not visit schools where they have recently taught or with which they otherwise have, or have had, a close relationship. If it presents a potential conflict of interest, team members should not visit a school in close proximity to their own.

Responsibilities of the visiting team

Members of the visiting team are aware of the aims of the visit and should follow specific procedures for conducting the visit. They have read the documents related to the school they visit.

The school community

The visiting team will have meetings with different members of the school community (members of the governing body, leadership team, IB coordinator, IB teachers, students and parents), will visit the school facilities and will observe classes.

How is it organized?

School's responsibilities

- Defining an agenda with the IB.
- Funding the visit, according to IB procedures established for this purpose.
- Providing the IB with information about nearby hotels to book for site visitors or making hotel reservations, if applicable.
- Providing transportation for site visitors from and to the airport and from and to the school, if applicable.
- Making available, in the school, a room for the use of the team throughout the visit where all necessary documentation required by the team will be available. As meetings will normally take place in the allocated room, it is the school's responsibility to see that it is quiet and conducive to private conversations.
- Providing meals during the school day.
- Providing the assistance of an external translator if meetings need to be conducted in a language other than the IB working language identified by the school as its language of communication with the IB (English, French or Spanish).

IB's responsibilities

- Providing the school with dates for the visit, with enough time for the school to organize it.
- Appointing the members of the visiting team and informing the school of their names in a timely manner.
- Approving the final agenda, after consultation with the school. This will normally be carried out by the leader of the visiting team.

The agenda for the visit

The visiting team leader decides which visiting team members and representatives of the school should attend which meetings.

The agenda will be drafted to ensure that the different stakeholders will be able to attend at specific times. Decisions about school staff attending meetings outside normal school hours are left to the school: the IB cannot insist that the staff attend.

Any visits to classes will be carried out with the consent of the teacher(s) concerned.

Agenda items

The agenda for the visit will normally include the following items:

- Formal interviews with the school administration, governors/board members (if applicable), the IB programme coordinator, the school pedagogical leadership team, teachers, librarians, groups of students, parents and others who are involved in the programme. These interviews will be individual and in groups, as decided by the visiting team leader, and will adhere to the local legal framework.
- Informal dialogues with teachers, students, administrators and other staff members are be involved in the programme.
- Observation of classes.
- Tour of school facilities emphasizing the areas that support the implementation of the programme (library, laboratories, and so on).

Details of the agenda are determined and confirmed before the visit. The precise agenda will depend on factors such as the size of the school and the information provided by the school prior to the visit. Sample agendas are available electronically.

The visiting team leader may revise the agenda slightly on site if the need arises and if the school is able to accommodate the request.

Exit interview

At the end of the visit, the visiting team will conduct an exit interview with members of the school administration. Based on the visit and school documentation submitted for the evaluation process, the team will orally communicate the observations made during the visit. The team will take this opportunity to check their facts and to ensure that the subsequent report that they have to write and submit to the IB relevant office accurately depicts the findings.

At this time the visiting team will not provide the school with a response regarding the evaluation, as the visit is but one part of a larger process, the outcome of which will be notified to the school by the IB.

The visiting team will continue discussions among themselves after the visit, and adjustments to their oral report may be made. The visiting team will then complete a written report to be submitted to the relevant IB office.

SUBMIT TO THE IB THE FOLLOWING SECTIONS ONLY

Note to the user

- This questionnaire and supporting documentation must be submitted in one of the IB working languages: English, French or Spanish. Translations of official documents should be duly certified.
- The self-study questionnaire should be completed electronically and submitted along with supporting documentation following the guidelines and deadlines provided by the relevant IB office.
- Insert your responses in the boxes provided for each question. The boxes will expand as you type your responses. Add rows as necessary.

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 <i>(include country and area codes)</i>		+41 61 267 88 70		
Fax <i>(include country and area codes)</i>		+41 61 267 88 72		
	Title <i>(Mr, Mrs, Ms)</i>	Name	Position (2)	Email address
Head of school (1)	Mr (Dr.)	Eugen Krieger	Principial	eugen.krieger@bs.ch
Head(s) of section where the Diploma Programme is implemented <i>(if different from above)</i>				
DP coordinator	Mr (Dr.)	Manuel Pombo	Vice-Principal	manuel.pombo@bs.ch
Advisor on post-secondary educational options/counsellor	Mr (Dr.)	Manuel Pombo	Vice-Principal	manuel.pombo@bs.ch
School public website	www.gmbasel.ch			

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

2. SCHOOL INFORMATION

Date school founded or opened

	1589
month	year

Legal status of the school

Note:

- 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

Private

Other
(specify)

Indicate whether the school is recognized as such by the local educational system.

Yes

No

Include school's accreditation status with other organizations, if any (eg CIS, WASC).

Does the school belong to a group of schools gathered in a foundation, district or common project in relation to the IB? If this is so, identify the group/project.

Association of Swiss Government Schools offering IB

Type of school

Boys

Girls

Coeducational

Additional information (eg coeducational in primary, boys and girls in secondary)

Boarding only

Day only

Boarding and day

Academic year dates (indicate month only)

Starts

Ends

Age range of students across the whole school

From

years
old

To

years
old

2. SCHOOL INFORMATION

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 School)	8 th -12 th grade	13-19 yo	635
Total number of students in the whole school			635

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"/>

What educational programmes are currently taught in each section of the school? (eg national syllabus, AP)

Name of the section	Educational programme
Gymnasium (Baccalaureate 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 group 3–6 subjects are taught)

German, English and French (Group 3-5 in English, Group 6 in French)

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 emphasized by the students [see student's survey in Appendices A3-A6].

History is omnipresent in and around the school: The gym stands on a celtic defensive wall, the auditorium on the roman city wall. A covered shaft, the remains of a Roman well, can be seen in the middle of the Münsterplatz. This extends down as far as the groundwater of the Rhine. Rests of weaving cellars dating from the Middle Ages have also been found on the school grounds. The ecclesial latin school founded in the 11th century was changed into a humanistic grammar school in 1589. 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. Our excellent staff in natural sciences as well as the brand new equipment result in a strong student output in science subjects – deeply embedded in the school's curriculum – as Mathematics, Biology, Physics or Chemistry. The feedback from leading universities in this field such as the Swiss ETH (Eidgenössische Technische Hochschule) or EPFL (École Polytechnique Fédérale de Lausanne) is very 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 undertakes 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, curious, high-performing independent students willing to take over responsibility for themselves and the communities in which they live.

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 4th 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. This year's project is the musical setting of parts of Pablo Neruda's *Canto General*. 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.

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. 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.

The main objective of our 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 [see Appendix 12]. These offers are particularly welcomed by the increasing 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 at the moment benefits over 100 pupils coming from over a dozen of countries [see Appendix 11].

Due to the peculiar social stratification of the city (pharmaceutical industry with high expat rates, 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 concerns.

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.

Apart from successfully preparing our students for third level 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 whole 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.

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

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. 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.

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

The GM student community is very international (we count 37 nationalities) and covers the entire spectrum of society. 152 out of 635 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 (Brazil, Chile, El Salvador, Iraq, India, Israel, Philippines, Poland, Solomon Islands, Sri Lanka, Syria, Vietnam) which, on the other hand, enriches our daily school life. About 75% of our teaching staff are Swiss, 27 teachers come from 9 different countries, for Instance Albania, Argentina, Austria, Ireland or Spain.

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

NA

Self-study

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

Section A: Philosophy

Standard A

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

1. 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
Jennifer Whitebread	CAS Coordinator	Contributor
Rainer Büchele	IB Assistant Coordinator	Contributor

2. Transcribe the school’s mission statement.

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

Social relationships

- The school disposes of and enforces rules that guarantee a well-functioning teaching as well as social peace within the class (Administrative rules, absence rules, security rules and holiday rules).
- Teaching staff and students create within their respective groups and share a stimulating teaching and learning environment. Different views and ideas are openly discussed, conflicts are resolved in a constructive, respectful way.
- The social relationships amongst school members (students, staff, administration employees) are personal, appreciative, fair and respectful.

Assessment

- Assessments respect a balanced ratio of memory performance, understanding and creative

transfer performance. Likewise high importance is placed on process and product-oriented evaluations value. 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.

3. Has the school revised its philosophy/mission statement since authorization/the last evaluation? If yes, describe the process by which this was done and who was involved.

NA

4. What strategies has the school implemented to encourage a higher degree of student participation in the Diploma Programme?

We regularly inform the local feeder schools of our Diploma Programme, altogether with the other innovations, school specific programmes and extracurricular activities. We also maintain contact on a regular basis with organisations such as Basel Connect, a non-profit association dedicated to

promoting increased cultural understanding and exchange between expats and locals in the tri-national region centered on Basel.

For interested students and parents, we have an information brochure in English and in German with 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 expat families in direct contact with our board, thus facilitating the school integration of the children. Also, the Principal is invited regularly by Novartis, the most important pharmaceutical company in the region, to promote the Basel Public Schools. 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 of the feeder schools as well as for pupils and parents from private schools.

The leadership team is having an increasing number of personal counselling interviews via mail, telephone or skype 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 seeking to make more compatible the Swiss Baccalaureate syllabus with the IBDP 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. As you can read out from chart 2, a very large number of teachers have undergone IB training. These teachers are also integrated 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 making "only" single certificates not only increased numbers of pupils undergoing in some way an IB curriculum, but it also helped widened the reach of the IB among students and parents.

5. 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.

Since the Basel area has important pharmaceutical companies (as stated above), foreign families seek to put their children in a school that offers an international curriculum such as the IBDP. Those parents are very interested in the Diploma Programme, also because the fact that many subjects are taught in English makes the integration easier for their children (also stated above). Many employees from abroad don't know for how long they will stay in Switzerland. In case they should leave the country, it is very important for their children to have an international degree.

Another argument that speaks in favour of the GM in respect to private schools is that public schools in Switzerland are free and provide very high educational standards.

Swiss parents are very well aware of the importance of English as international lingua franca especially in academic and business environment. This fact is reflected in the increasing number of students willing to enter a Bilingual IB class and take the IB Certificate in English.

Although we are constantly trying to approach the Swiss Baccalaureate requirements to the IBDP curriculum, the choice of IB still requires an additional effort from students. Also, the Government only allows us to offer the IBDP in addition to / in combination with the Swiss Baccalaureate curriculum. This is why the number of pupils choosing to make the full Diploma Programme does not increase very much whereas a steadily increasing number of students prefer to make only the certificates.

6. Include a brief summary of the perception of the students regarding the implementation of the programme and its impact on them. Include the perceptions of graduates if the school has had the opportunity of involving them in the process.

The most frequent critical feedback from students within the context of the programme is the additional workload during the last two years at our school. It is important, though, to adopt a differentiated view to this problem. Complaints most of the time come from students who already struggle or are at the limits of their capacities with the Swiss Baccalaureate curriculum. Also, it must be taken into account that despite of the complaints, our students' results at the IBDP are always (except in Maths) above world average, and this despite the fact that they follow a dual programme IB/Swiss Matura (where the IB classes –by the way– are always on top of the graduation rankings).

The responses from graduate students are more sporadic (we haven't done any survey yet), but mostly very positive. We have a couple of very gratifying stories, e.g. Guy Ettlín who, after finishing GM, went studying to McGill University, Montréal, and got a lot of benefits from his IB Diploma or Annina von Falkenstein, whose IB Diploma (English Certificate) allowed her to enter to the renowned *École hôtelière de Lausanne* without passing any exams. Many former pupils confirm over and over the advantages of the IB Curriculum as an excellent preparation for the university in matters of contents, procedures but also in personality formation. The written assignments are not only an excellent introduction to academic paper writing but also a source of pride for students at the end of their school career [see Appendices A3-A6].

Sebastian Perrig, a former pupil of mine whom I met about half a year ago on the street is now studying Psychology. He told me that – thanks to the IBDP - his English level is much higher than his peers' at the university and he is very happy because not only most of the papers are written in English but even some courses are held in this language. "Amongst the few things I keep from my school days, he told me, are the Historical Investigation and the Written Assignment in French. These papers you certainly could hand in as 'proseminar' (undergraduate seminar) papers at the university." There is no doubt that the skills they learn during this kind of assignments, e.g. the IA in Biology or the field work in Geography are not only very helpful for their academic life but they also make the subjects in school very attractive. The week in the Maggia Valley (Ticino, Switzerland) pupils spend with our IB Geography teachers is already legendary (we have organized it only twice up to now!).

Since I've been IB Coordinator, we organize IB graduation ceremonies in September after the issue of results. The IB students then gather again at their "old" school (they leave in June after the Swiss Matura graduation), have had a three month's break and are about to start university. The way the young people dress up, their interest in the results (we display every single IA and exam on a dozen of pin boards) and the fact that they stay at the apéro till we "throw them out" show the importance they give to their IB Diplomas. When I talk to them, they usually remember the toughness of these two years in a blissfully and somewhat romanticized way. The CAS projects are often in the centre of the discussions, because sometimes they meant a real piece of work but also because the students are aware that they did something meaningful and "out-of-the-box". It's something that accompanies them throughout life, e.g. when Anton Baecker, another ex-student of mine, tells me: "Every now and then, I'm in a situation that reminds me of the drawbridge dilemma. And I repeatedly catch myself giving a different answer. That's because I myself am every time in a different role."

In the last two years, we have made a systematic survey of all IB students at the Gymnasium am Münsterplatz. The questionnaire as well as a summary of the answers given by both cohorts, 2016 and 2017, can be found in the Appendices A3 through A6.

7. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low	→		High
1.	The school's published statements of mission and philosophy align with those of the IB.				X
2.	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.				X
3.	The school community demonstrates an understanding of, and commitment to, the programmes(s).				X
4.	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.				X
5.	The school promotes responsible action within and beyond the school community.				X
6.	The school promotes open communication based on understanding and respect.				X
7.	The school places importance on language learning, including mother tongue, host country language and other languages.				X
8.	The school participates in the IB world community.			X	
9.	The school supports access for students to the IB programme(s) and philosophy.				X
	a. The school provides for the full Diploma Programme and requires some of its student body to attempt the full diploma and not only individual subject certificates.				X
	b. The school promotes access to the diploma and certificates for all students who can benefit from the educational experience they provide.				X
	c. The school has strategies in place to encourage students to attempt the full diploma.				X

8. Conclusions on the standard

a. Complete the table. (*Indicate with X.*)

Standard A	Requires significant attention	Shows satisfactory development
The school's educational beliefs and values reflect IB philosophy.		X

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

The implementation of English as a Main elective subject which must be compellingly combined with the IB Curriculum (whole Diploma Programme or at least English and French Certificates) provides an excellent educational opportunity for the integration of non-German speaking students. For local youths, the possibility of achieving an outstanding level of the most important global and scientific language at the baccalaureate level is an important incentive for taking up the IBDP. The compulsory combination of English as main subject with the IB Curriculum is prescribed by the Cantonal authorities. In Basel, this unique opportunity is offered only by the Gymnasium am Münsterplatz.

We also created an IB information brochure in English which, having undergone a full revision, is now in its second edition. You'll find enclosed a copy of the English as well as of the German version (the German edition is being remade in analogy with the version in English) in the appendix (03 and 04). We distribute the brochure on all internal and external public events of the school and also send it to important relocation agencies (e.g. of Novartis) so that they can hand it to incoming expat families in the hope that they put their children in the Swiss State Schools for a better integration in our society.

- c. Describe the progress made with regard to any IB recommendations for this standard from ~~the previous evaluation process or from~~ authorization.

There were no IB recommendations made for this standard at the authorization on April 2011.

- d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

We are aware that the Gymnasium am Münsterplatz could participate to a major extent in the IB world community. First steps have been made in this direction, though. In October/ November 2015, Dr. E. Krieger, our head of school, and myself attended the IB regional Conference Africa, Europe and Middle East where we established contact with many representatives of other IB schools in our region and had very enriching exchanges. We are e.g. trying to organize and exchange with a school via the Tony Blair Faith Foundation (Mr. Ian Jamison).

On a national level, at the IB Coordinator's meeting on March 13, 2015, we formed the Association of Swiss Government Schools offering IB (ASGSIB) together with the other Swiss state schools offering the IB Curriculum as well as the candidate schools (at that moment the Gymnasium Bäumlhof Basel and Kantonsschule am Burggraben St. Gallen). We also hosted this year's Coordinator's meeting on March 11, 2016 where we addressed many important matters such as the implementation of IB Curriculum elements in the development of the conventional immersive curriculum, the achievement of a maximal congruency between the Swiss Matura and the IB-Curriculum, the reduction of the additional workload for IB students, a possible extension of the range of IB subjects offered by state schools, and the use of "Approaches to teaching and learning" as base to the further development of the school. In our meeting, we also congratulated the Gymnasium Bäumlhof (IB school code 049465), for its recent accreditation on January 28, 2016. You can find the detailed programme in the appendix A18)

As an internal measure and to familiarize all teaching staff with the IB Curriculum and procedures, we inform all staff members and the students on approaching deadlines as well internal assessment periods on a regular basis. We also plan a common workshop on Extended Essay – "Maturaarbeit" evaluation since both papers are almost identical and have a very similar status in the Swiss Baccalaureate Curriculum and in the IBDP and because the Extended Essay has undergone a major revision.

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the Diploma Programme.

1. 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	Contributor
Karin Ricklin	Vice-Principal, Quality Management Representative	Contributor

2. Update the following information.

- a. Number of students currently enrolled at school in the two years in which the Diploma Programme is implemented

		Diploma Programme year 1	Diploma Programme year 2
1	Number of Diploma Programme certificate candidates	46	6
2	Number of full Diploma Programme candidates	28	32
3	Number of non-Diploma Programme students	75	85
	TOTAL (1 + 2 + 3) <i>(Total number of students in the year of Diploma Programme implementation)</i>	149	123

- b. Do IB students have to fulfill other mandated requirements (for example, national, local requirements)?

Yes No

If the answer is yes, provide the following information:

- i. Specify what type of requirements and in which year(s) of the Diploma programme they need to be fulfilled.

The Governments of the Cantons Aargau, Basel-Land, Basel-Stadt and Solothurn found some common ground on the creation of an "Educational Area of Northwestern Switzerland" that granted a high degree of mobility for students living in this area,

allowing the to choose freely in which Bacculaureate Scholl they wanted to go. Unfortunately, this vision failed shortly after since the political and financial conditions of the different partners were too disparate. So now we are back to the old regulation, and students from the neighbouring canton Basel-Land are not funded by their canton to attend our school.

Both Diploma and Certificate Students have to be enrolled in a class with a bilingual programme of the Swiss Bacculaureate School in the year preceding IB (grade 10).

Diploma Students need an overall average grade of 4.5 at the end of grade 9.

The school system in the Canton Basel-Stadt is subject to big changes right now. Among many other things, the high school will be reduced from five to four years. The Government decided that there would be a transition time from the old to the new system. The core of the transitional solution is the separation of high school students at the end of the second high school class (9th grade) in two different tracks. One track is in accordance with the previous system and leads to Matura in three years whereas in the other track, pupils attend school for another four years. The selection criterion is the average grade of all subjects (insufficient subjects counting double). An average of 4.5 qualifies students for the fast track.

- ii. 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?

As the IBDP originally was meant for more performing students, we required them to be in the fast track (the IB Diploma class was a “fast-track-class”. Two reasons have now lead our principal to reconsider this rule:

1. The four-year (or “normal”) track can also be (and actually was) chosen by students reaching an average of 4.5 or higher (you just can’t go into the three-year (or “fast”) track if your average is below 4.5). So we also have highly performing young people in the “normal track”.

2. Although the four-year track takes one year longer, it gives students more time to deepen the formation in a greater methodological variety and offers more space to pursue personal projects. This is a good preparation for not-so-high performing students who then want to undergo the IBDP in the last two years of the school curriculum.

3. We have many pupils who, although they do not meet the performance requisites for accessing the “normal” track, absolutely match the IB learner profile.

As a result of this decision taken by Mr. Krieger, after two years of declining numbers, this year we have again two 10th grade classes that will start the Diploma Programme in 11th grade (in addition to the two Certificate classes; a new all-time record!)

- c. Do students have to meet admissions or selection criteria to be enrolled in the IB programme?

Yes

No

- i. If the answer is yes, describe the policy that the school applies.

Pupils who would like to be registered as IB students must hand in an application form. Every student is discussed by the teaching team to determine her or his qualification for the programme. The IB learner profile serves as basis for the decision, but also other criteria are taken into account, e.g. whether the student has an international background or if the curriculum in English will be benefitting for the student’s school success. The decision, whether a candidate is admitted to the IBDP is ultimately up to the principal, Mr. Krieger. From the beginning, the selection procedures for IBDP students are made fully transparent to parents and students at information events, parents’ evenings (IB classes are the only ones having parents’ evenings up to 12th grade).

- ii. Are the current criteria for enrollment of students in the IB programme a result of a change of policy in the period under review? If this is so, explain the reasons for the change.

The only change is described under section b) i.

3. Governance

- a. Briefly describe the governance structure at the school and highlight any changes that have been made to it during the period under review.

The Rector / principal (Dr. E. Krieger) has the management responsibility for Education, school program, school functioning, staff, budget and school development as stated in the regulation (*Ordnung für die Schulleitungen der weiterführenden Schulen 411.360, §3*). The school board is composed of the Rector and the [three] Vice-Principals as stated in §88 School Act. The Rector is responsible for the division of tasks, competencies and responsibilities within the Executive Board. He also defines substructures within the school management. One of the Vice-Principals is also IBDP Coordinator. Because of the importance and the impact of the IBDP, its coordination was located within the school administration. There have been some changes in personnel during the period under review.

The former Vice-Principals, Ms. Barbara Indlekofer and Ms. Montserrat López stepped down from the Leadership team in 2010 and 2011 respectively. Ms. Karin Ricklin joined the team in 2010 and is Deputy Director, Mr. Remo Gallacchi has been Vice-Principal since 2012. Mr. Rainer Büchele was Vice-Principal and IBDP Coordinator from 2011 to 2014, then his charge was taken over in 2014 by Mr. Manuel Pombo.

For a complete actual organizational chart, please refer to Appendix 05.

- b. Describe how the governing body (or the educational authorities) is kept informed about the implementation of the Diploma Programme.

The Rector is in permanent contact and exchange with the Principals of the other four Gymnasiums 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*). The interest for the IBDP is high, just recently another grammar school, the Gymnasium Bäumlhof, has been officially authorized as an IB World School.

The Minister of Education of Basel-Stadt, with whom our Head of School, Mr. E. Krieger, maintains a very good relationship and who gave us full moral and financial support when we applied to become an IB World School, is also in regular contact with Mr. Krieger.

We have about five meetings per year with the school committee that 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, April 4, 2016, the Education Council and the Minister of Education of the Canton Basel-Stadt visited the Gymnasium am Münsterplatz to check on the implementation and the results of the IBDP after 5 years. In the first part of their visit, the Principal presented the facts and figures as well as the evolution in the programme implementation for the period under review and discussed with the Minister and the members of the Council future scenarios and 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 three lessons: an English BHL, a Biology SL and a ToK lesson. In the third part of the visit, the politicians encountered a group of IBDP students and teachers at a round table where they

could learn at first hand how the main actors experience the programme in its daily running.

4. Pedagogical leadership

- a. Describe any changes in the structure and responsibilities of the pedagogical leadership team in charge of the implementation of the Diploma Programme that have occurred during the period under review and why they were implemented.

Mr. Rainer Büchele, former Vice-Principal and DP Coordinator, resigned from his post in July 2014 and the Rector chose Mr. Manuel Pombo, former IB Administrative Assistant as Mr. Büchele's successor. Mr. Büchele for his part is now IB Administrative Assistant and counsellor, so they basically switched roles, a fact that guaranteed a smooth continuity and an excellent knowledge transfer. In fact, Mr. Büchele and myself are now a highly coordinated two-man team and work together in a very pleasant and efficient cooperation.

- b. If the Diploma Programme coordinator has other responsibilities besides the Diploma Programme coordination, indicate:

i. additional responsibilities

- Record keeping of student's absences and handling of the dunning process.
- Responsible for the school canteen/restaurant.
- Issuing of credentials and letters of recommendation, college counselling. With my colleague, Mr. Rainer Büchele.
- Handling of disciplinary problems with students.
- Organisation of substitutions with my colleague, Ms. Karin Ricklin, Vice-Principal and deputy director.
- Responsible for the Language Support Centre (for German, French and Spanish). The Language Support Centre aims to help students coming from abroad who have to catch up language skills. We have over 100 students who take advantage of this service. Besides of our 5 German, 6 French and 3 Spanish Teachers, we also organize private tutoring administered by elder students thus encouraging foreign language learning.
- Editorial/coordination of the school's website and of the brochures.
- Organisation of several information events (IBDP, choice of elective subjects etc.).
- Responsible for exchange with *BaselConnect*, an organization promoting collaboration between expats and locals in the Basel region. Every year *BaselConnect* holds one information seminar at Gymnasium am Münsterplatz for newly arrived immigrants.
- Running of the schools info screens with my colleague, Ms. Karin Ricklin.
- Regular staff appraisals together with the other board members.
- Responsible for the organisation of courses "Learning through the project".
- Responsible for the "Maturaarbeiten" (which, for IBDP students correspond to the Extended Essays).
- Direction of the organizing Committee of the school festival (every two years).
- Administrative organization of the beginning of the term, annual documents for teachers (together with the rest of the leadership team) and of the closing ceremony (together with my colleague, Ms. Karin Ricklin).
- Responsible for the Matthäus Vischer Mylius-Foundation for the GM: fundraising, organization of meetings, finance reports etc.
- Organization and coordination of special teaching methods and courses: project weeks, study trips, guest speakers etc.
- Coordination with external partners, IT division, caretaker and craftsmen.
- Counselling for parents in school matters, especially for the IBDP and for international studies together with my colleague, Mr. Rainer Büchele. Handling of complaints.

- ii. percentage of his weekly schedule that is devoted to complying with his IB responsibilities as coordinator. (Indicate the whole weekly schedule of the coordinator at school, for example Mondays to Fridays from 9 am to 3.30 pm.)

Weekly schedule: Monday and Tuesday 7.15 am to 6 pm, Wednesdays to Fridays 8 am to 6 pm. Every day break from 12.15 to 14.00 pm. The schedule is very irregular since the workload of every portfolio varies a lot depending on the month. I think 6 hours per week on average is a realistic guess (except in 2015/2016 with the 5-year revision ;-)).

However, it has to be pointed out that Mr. Rainer Büchele is assisting the IB Coordinator 2 hours per week on average. The fact that he was the main actor during the accreditation process in 2010 and that he has been since then constantly following the development of the IBDP at the Gymnasium am Münsterplatz make him a very valuable and efficient collaborator.

- c. If the school offers online Diploma Programme courses, describe the role of the site-based coordinator. Indicate what other responsibilities he/she has at the school.

NA

5. Policies

Describe the process of revising the language, assessment, academic honesty and special educational needs policies at the school, including who was involved. Indicate when they were last revised.

- a. Language policy

The language policy of Swiss Baccalaureate Schools is regulated nationwide by two fundamental papers, on the one hand by a Federal Ordinance regarding the recognition of Swiss Baccalaureate Schools Diplomas (*Ordonnance du Conseil fédéral/Règlement de la CDIP sur la reconnaissance des certificats de maturité gymnasiale (RRM)*) [Appendix A8], on the other hand the Framework of Studies for Baccalaureate School issued by the Swiss Conference of Cantonal Ministers of Education (*Plan d'études cadre pour les écoles de maturité*) [Appendix A10].

Also, we have an internal document that can be found under Appendix 6 The content of all papers corresponds largely with the philosophy of language and learning of the IBO as stated in the document "Language and learning in IB programmes".

In the last five years, the only revision made was the implementation of English as a Main Elective Subject combined with at least two IB Certificates (English and French).

- b. Assessment policy

Assessment in the Baccalaureate Schools of the Canton Basel-Stadt is regulated by a paper issued by the Conference of Rectors of Secondary schools (AKOM, formerly KROS). The document (*Leitfaden der KROS zur Notengebung an den Gymnasien, der Fachmaturitätsschule und der Wirtschaftsmittelschule des Kantons Basel-Stadt*; see Appendix A12) can be found on our webpage and on our school-own vademecum for teachers.

Since accreditation, various aspects and procedures of the IBDP Assessment policy have been incorporated into our school's practices. We have a digital examination planning tool in order to avoid a work overload and to space out evenly the assessments over the whole

school year thus reducing stress and allow time to teachers to provide adequate feedback. Grading conferences also take place more frequently, resulting in a more intensive feedback culture towards students and parents as well as in a more intense teacher collaboration. The IB assessment regulations are largely identical to our in-house Matura Exams regulations but in some cases, the IB rules are more elaborated or precise. When this was the case, the Deputy Director who is in charge of the organization of the Matura Exams took over the IBO directives.

c. Academic honesty policy

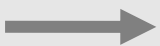
The principles of academic honesty are communicated within the school community via the following channels and means:
The school board provides documentation to all teachers with regard to principles and practices of academic honesty. In all kind of assessments adequate measures are taken to prevent cheating.
The IB publications *Academic Honesty, Ethical guidelines for extended essays research and fieldwork* and *General Regulations: Diploma Program* are posted on the school website. Students and parents are encouraged to familiarize themselves with these documents and to become aware of the consequences of academic dishonesty.
Teachers of both the Swiss Baccalaureate and the IBDP reinforce good academic practices providing conventions for acknowledging sources. They emphasize the crucial importance of students with integrity and academic honesty in all forms of assessment during school as well as in their future academic lives.
The CAS as well as the IB Coordinator reaffirm these values conducting themselves as principled individuals and inform students about appropriate conduct during the exam sessions.
As preparation for the Extended Essay, teachers of the GM offer introductory courses in scientific methods: survey and interview techniques, statistical analysis and correct quoting (bibliography). In the latter course the importance of acknowledging sources in a correct and honest way is pointed out. All students are informed that plagiarism software is systematically used by teachers to investigate malpractice in the "Maturaarbeit" and the Extended Essay. Students sign two documents: In the first, they declare having carried out the work independently and having duly cited all sources used during the study. In the second they acknowledge that their works are being checked for plagiarism with the programme "copy stop" provided by the University of Zürich. (Appendices 8b and 8c)
This year, the IB Coordinator, in collaboration with the Quality Management Responsible, have elaborated an Academic Honesty Policy which will be handed out to all students at the beginning of the Maturaarbeit/Extended Essay process (see Appendix 8).

d. Special educational needs policy

A special educational needs policy was introduced in October 2011 on the cantonal level for all schools which stipulates how to handle educational needs: *Richtlinien für die Schulen des Kantons Basel-Stadt zur Leistungserhebung bei attestierten Lernstörungen, Sprachstörungen und Behinderungen* (see Appendix 09:). These guidelines have been complemented by a second paper in November 2011: *Richtlinien für die Schulen des Kantons Basel-Stadt zur Leistungserhebung bei attestierten Lernstörungen* (see Appendix 10). The provisions contained therein are practically identical with the principles and measures stipulated in the document „Candidates with assessment access requirements“ published by the International Baccalaureate Organization.
In addition to the cantonal needs policy, during the period under revision the Gymnasium am Münsterplatz has created an individual learning consultancy led by a certified learning consultant, Dr. Barbara Indlekofer. She provides assistance to individual problems that show up in the learning and working behavior of a student, e.g. difficulties to concentrate, learning blockades, general lack of motivation, test anxiety. On the one hand, possible reasons are being fathomed, on the other hand strategies are worked out with the student on how to deal with the learning problem and how it can be solved involving, if necessary, the familiar and the school environment. Once the needs of a student have been identified, the learning consultant

and the leadership team decide, on an individual basis, the best way of coaching the student and what financial resources must be allocated to take the respective measures. At the same time, the leadership team raises staff awareness of the needs of this student, providing regular updates and getting feedback in the regular staff meetings.

6. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low			High
1.	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).				X
2.	The school has developed a governance and leadership structure that supports the implementation of the programme(s).				X
3.	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).				X
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.				X
5.	The school develops and implements policies and procedures that support the programme(s).				X
	a. The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.				X
	b. The school develops and implements a language policy that is consistent with IB expectations.				X
	c. The school develops and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.				X
	d. The school develops and implements an assessment policy that is consistent with IB expectations.				X
	e. The school has developed and implements an academic honesty policy that is consistent with IB expectations.				X
	f. The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.				X
6.	The school has systems in place for the continuity and ongoing development of the programme(s).				X
7.	The school carries out programme evaluation involving all stakeholders.			X	

7. Conclusions on the standard

a. Complete the table. (*Indicate with X.*)

Standard B1: Leadership and structure	Requires significant attention	Shows satisfactory development
The school's leadership and administrative structures ensure the implementation of the Diploma Programme.		X

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

One achievement was the implementation of a digital platform/shared workspace (called ILIAS) on which every class has an own workspace. The platform has brought a remarkable organizational improvement. The year planning is much more collaborative, students' workload can be distributed in a much more regular way throughout the year. Pupils, parents (from this year on) as well as teachers can access marks, study matters much easier and from home. They can also upload and share their works among each other which allows to break up the traditional classroom configuration and to implement a more modular, individualised kind of teaching and learning.

The elaboration of a paper on Academic Honesty Policy doubtlessly supplements our existing means and efforts to increase students' awareness of the importance of a code of conduct that respects intellectual property and therefore to commit to such fundamental values as fairness, responsibility and respect.

Creating an individual learning consultancy has also proven to be a sound investment for our students' well-being. The rising number of young people who take advantage of this service shows that there was a urgent need for this kind of counselling at our school.

c. Describe the progress made with regard to any IB recommendations for this standard from ~~the previous evaluation process~~ or from authorization.

In the past five years, we have strived to make the selection procedures very transparent. We created an IB Information paper we send to parents and students before they make the decision whether to apply to the IBDP (Appendix 29). Also, we increased information events as well parents' evenings (IB classes are the only ones having parents' evenings up to 12th grade) and regularly inform all stakeholders mostly via mail messages. As a matter of fact, we haven't had any noteworthy complaints after the selection has taken place in the past years.

d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

NA

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the Diploma Programme.

1. 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	Contributor
Karin Ricklin	Vice-Principal, Quality Management Representative	Contributor

2. Teachers and other staff who are involved in the implementation of the Diploma Programme

Update the following information:

- a. Number of full-time teachers who are responsible for Diploma Programme courses

13

- b. Number of part-time teachers who are responsible for Diploma Programme courses

13

- c. Maximum Diploma Programme class size

26

 students
- d. Describe the turnover of the staff involved in the implementation of the Diploma Programme in the period under review and how the school addressed any challenges in this area.

Since the implementation of the programme staff number has increased from 72 to 100 teachers, which is a considerable increase. It has always been the will of the Principal that the IB Programme was broadly supported by external players but also from the inside. That's why he not only increased the financial resources for the IBDP at the GM but also recruited a very large number of teachers and allowed them to attend official IB workshops. In general the response on the part of teachers was very good, so IB staff has doubled from 16 to 32 teachers. This also stands in relation to the number of students who choose one of our two curricular IB options (full diploma or certificates), the increase in choices (Maths SL/HL, English and German AHL/BHL, Geography or History in Group 3). Also, the ToK and the CAS-staff has undergone a fluctuation/renewal. As stated before, since accreditation all Vice-Principals have changed, leaving only Mr. Büchele, former IB Coordinator, as Assistant Coordinator.

3. Collaborative planning and reflection

Identify the types and objectives of meetings that support the Diploma Programme implementation. Identify participants (for example, Diploma Programme subject teachers per subject group, all Diploma Programme subject and TOK teachers and CAS coordinators, Diploma Programme leadership team) and frequency. Use the table below.

Name of meeting	Who attends	Frequency of meeting	Objectives
Schulleitungssitzung Leadership meeting	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	4-6 times per year	Coordination of didactics and learning contents in the subject. Reflexion on and exchange of teaching materials.
Lehrpersonenkonferenzen Staff meeting	Principal, 3 Vice-Principals, all teachers, school board (guests), interschool student council (guests)	6-8 times per year	Information and discussion of all kind of operational, 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-Koordinationssitzung 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	Teachers of the	Several times a year	Redefine and update

Name of meeting	Who attends	Frequency of meeting	Objectives
Support centre meeting	support programme (German and French), responsible Vice-Principal		the individual support measures, organize assessments
Informal meetings	All teachers across the departments	Bi- and Multilateral meetings on an irregular basis	Collaboration regarding curricula, disciplinary issues etc.

4. Administration of exams

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. The key to the cupboard is kept by the Diploma Coordinator in a locked drawer to which only the Assistant Coordinator and himself have a key. Additionally, the cupboard stands in a room in the administration building to which only the members of the school leading staff have access.

5. Teaching time

- a. Number of weeks of instruction in the school year 39
- b. Number of instructional periods students receive in a week 32-36
- c. Length (in minutes) of each instructional period 45
- d. 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.

Mathematics SL and HL are taught in different classes since 2013/2014

We tried to teach ToK in daily blocks (2-3 days) over the school year in order to reduce students workload but maintaining the minimum of required lessons for the curriculum. The numerous feedbacks by students as well as by teachers showed, however, that the model with two hours per week fixed in the timetable is much better so we changed back.

In the 5th classes, we fixed 1 lesson in the timetable for CAS.

We allocated special IB weeks where some subjects (Geography, History, Biology) can carry out special projects like geography fieldwork, inquiries for the historical investigation or biology experiments.

6. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low	→		High
1.	The governing body allocates funding for the implementation and ongoing development of the programme(s).				X
	a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator.				X
	b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.				X
2.	The school provides qualified staff to implement the programme(s).				X
3.	The school ensures that teachers and administrators receive IB-recognized professional development.				X
	a. The school complies with the IB professional development requirement for the Diploma Programme at authorization and at evaluation.				X
4.	The school provides dedicated time for teachers' collaborative planning and reflection.			X	
5.	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).				X
	a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments.				X
	b. There are appropriate information technology facilities to support the implementation of the programme.				X
	c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.				X
6.	The library/multimedia/resources play a central role in the implementation of the programme(s).				X
	a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.				X
7.	The school ensures access to information on global issues and diverse perspectives.				X
8.	The school provides support for its students with learning and/or special educational needs and support for their teachers.			X	

Practice		Level of implementation			
		Low	→		High
9.	The school has systems in place to guide and counsel students through the programme(s).				X
	a. The school provides guidance to students on post-secondary educational options.			X	
10.	The student schedule or timetable allows for the requirements of the programme(s) to be met.				X
	a. The schedule provides for the recommended hours for each standard and higher level subject.				X
	b. The schedule provides for the development of the theory of knowledge course over two years.				X
	c. The schedule respects concurrency of learning in the Diploma Programme.				X
11.	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).			X	
12.	The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.				X

7. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard B2: Resources and support	Requires significant attention	Shows satisfactory development
The school's resources and support structures ensure the implementation of the Diploma Programme.		X

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

In a report published by UNESCO on education in the 21st century, for basic directions of learning are summarised.

- learning of knowledge acquisition, mastery of knowledge tools
- learning to act and to apply the acquired knowledge
- learning to live together
- learning to develop one's own personality (expertise, methodological skills, social skills and personal competences).

Hoping that the new media meet this claim of learning needs, we have launched an innovative project. The fact that nowadays computer systems are used in various forms in almost every profession, requires an introduction of such classes or increasing the existing shares of the e-learning. Besides the general experience with e-learning, we hope that in this way the students learn the responsible (following the rules of honesty) use of computer and media with

the following focal points:

- Use of the most general computer applications (word processing, spreadsheet, presentation applications, learning software, internet browser and e-mail programs)
- How to handle electronic (internet) data for knowledge acquisition (proper selection of search criteria, review of sources and texts).
- Promoting individualized learning within the class.
- Promoting creativity, especially dealing with electronic sources
- Cooperative learning among students, strong presentation abilities, self-confident working, self-organized learning.

Laptops are only used in the classroom where it is considered useful to the teachers under pedagogic and didactic aspects.

All staff members teaching an IB subject have received professional development in at least one workshop dating no longer than four years.

IB Coordinators are also responsible for university counselling, which is only claimed by two or three students every year. Furthermore, most of our students begin their academic career at a Swiss university because of the very low fees.

On a national level, Swiss universities organize Information Days where their own counselling staff informs students on a first-hand basis. Our students may go to three of those information days and take a one day leave for each.

Collaborative planning has improved a lot, inter alia thanks to the introduction of the digital platform ILIAS but also due to the increase of the coordination meetings in connection with the educational reform undertaken in the Canton Basel Stadt and the subsequent renewal of the syllabi and the coordination process of the new transitional points between primary, lower secondary and upper secondary schools.

The complete renovation and expansion of the school buildings has resulted in a huge qualitative leap as far as infrastructure is concerned. The science department got brand new state-of-the-art equipment and the media library inventory as well as the number of computer workstations have grown considerably. We also enlarged the working areas. Not only have we created a "Learning centre", a large, open working space where up to 50 students can carry out independent research, we have also reshaped the corridors providing them with furniture, sound-absorbing ceilings and glass doors at both ends, creating spaces which can either be used by students or by teachers as additional working space for individual or collaborative learning. By the way, these areas were co-funded by school alumni with considerable sums of money.

- c. Describe the progress made with regard to any IB recommendations for this standard from ~~the previous evaluation process or from~~ authorization.

The newly created learning centre is a natural extension of the library space and now forms a whole together with it and the connecting corridor (now also reshaped as work and recreation room [see photo "new working spaces" in the appendix]). The learning centre in itself has a lot of storage space for sets of books or other media (we have a huge CD/DVD display) as well as 7 new fixed workstations let alone the other 36 workplaces that can be used with recently acquired laptops. The inventory of the media library has doubled since accreditation and we think we are reaching a pretty acceptable volume.

Moreover, all students receive an introductory course into bibliographical research at the university's library and receive automatically a membership card with which they have access to all major Swiss libraries. They are also allowed to work at the reading and study rooms of the university's library which is within walking distance from the Gymnasium am Münsterplatz.

- d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

NA

Section C: Curriculum

How to complete this section:

1. The teachers of each Diploma Programme subject group must meet and, after reaching a consensus, must complete the whole of Section C: Curriculum, which includes standards C1, C2, C3 and C4 for each subject group. If there is only one teacher from a subject group, he/she will complete the whole of Section C for that subject group.
2. Teachers responsible for TOK and CAS will follow the same procedure as described in 1 above.
3. When the first two steps have been completed, a group formed by one representative of each subject group, one representative from TOK and one from CAS must meet with the Diploma Programme coordinator and complete the whole of Section C, which will be included in the self-study questionnaire to be sent to the IB.
4. The documents completed by the subject group and TOK teachers and CAS coordinator, as described in 1 and 2 above, must be kept by the school because they may be requested by the IB as further evidence of the process. The overview of the achievement of the standards, as identified by each of these groups, should be provided in Chart 5.

1. Identify who was involved in the completion of this part of the questionnaire (C1, C2, C3 and C4).

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	Self-study leader
Karin Ricklin	Vice-Principal in charge of quality assessment	Contributor
IB department	All IB-teachers	contributors

2. Describe the system that is in place for the induction of students into the Diploma Programme and how each student's programme of study is put together.

We distribute our IBDP brochure on all internal and external public events of the school and also send it to important relocation agencies

Every year, we organize a presentation about the IB Diploma Programme for students of the feeder schools as well as for pupils and parents from private schools of the whole region (Cantons Aargau, Baselland, Basel-Stadt, Solothurn). There is also an annual presentation about the combined IB and Swiss Curriculum for our own students in grade 9 as well as for their parents.

The Leadership team promotes de IBDP via personal counselling interviews. Also, our website contains a lot of information on the IB Diploma Programme at our school.

Once students have applied for the dual curriculum, their performance as well as their learner's profile are monitored by the teaching team. There are no minimum performance requirements. In the "pre-IB year", students attend bilingual classes where Biology, History and Mathematics are already taught in English. We also organize a meeting with the parents and the students where we inform them about the characteristics of IB, its philosophy as well as the (little) options they have. They can choose between German and English in group 1 and 2 (AHL or BHL), in group 3, they can

take either Geography or History, and in group 4 we offer SL or HL maths. In special cases (e.g. a student coming from Singapore), we can arrange a special History HL course. We try to be as flexible as possible in view of our financial possibilities. Every year, we have a couple of newcomers who enter the school during the term. With these pupils, we evaluate beforehand in personal consultations what their specific needs are and how we can help them catch up possible deficits in order to integrate as smoothly as possible into the curriculum.

This year, we organized for the first time class lessons, where the IB Coordinator explains to the students their curriculum for the following year and answers all kinds of questions. Although students could have gotten the information from elsewhere, they really appreciated the personal contact with the Coordinator. We will continue and if possible intensify these visits. In any case, students can always arrange a personal meeting for individual counselling. I had one such meeting on June 28th with a pupil who wants to study medicine in Cambridge after the Matura and another one in September with another student who was awarded 44 IB diploma points at the May 2016 session and now wants to study in the UK or the US (Brown University).

Many students who undergo the IB Programme at the Gymnasium am Münsterplatz are also benefitting from our learning support centre since their knowledge of German and French do not yet satisfy the requirements of the Swiss Matura when they enter our school. These pupils get customized programmes of study from the first day on.

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the Diploma Programme.

1. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low	→		High
1.	Collaborative planning and reflection addresses the requirements of the programme(s).				X
	a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.			X	
	b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.			X	
2.	Collaborative planning and reflection takes place regularly and systematically.				X
3.	Collaborative planning and reflection addresses vertical and horizontal articulation.			X	
4.	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.			X	
5.	Collaborative planning and reflection is based on agreed expectations for student learning.				X
6.	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.			X	
7.	Collaborative planning and reflection is informed by assessment of student work and learning.				X

Practice		Level of implementation		
		Low	→	High
8.	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.			X
9.	Collaborative planning and reflection addresses the IB learner profile attributes.			X

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

There was a small discrepancy in question 1 (a and b). In general, we all think that ToK theory could and should be more integrated in all subjects and that those could be more strongly connected, which would require a more intense exchange between the staff of the different subjects. We also noticed that teacher practices vary a lot in individual classrooms. Nevertheless, we all agreed on the fact that in the IB DP classes, the collaborative planning is more intense and that this has a positive effect on the Swiss curriculum. This will certainly strengthen horizontal collaborative planning but we still need to elaborate strategies to reach a higher cross-subject dialogue.

The ToK staff argued that it proved rather difficult to include other subject teachers in the ToK course and to make them actively address relevant ToK issues in their lessons.

In question 4, there was a disagreement about the meaning of “students’ learning experiences”. Does it mean the student’s subjective experience of their own learning process or the teacher’s assessment of the same? We came to the conclusion that it is a mix of the two.

3. Conclusions on the standard

- a. Complete the table. (Indicate with X.)

Standard C1: Collaborative planning	Requires significant attention	Shows satisfactory development
Collaborative planning and reflection supports the implementation of the Diploma Programme.		X

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

The fact that ToK is taught by a team of 3-4 teachers leads to a constant exchange and strong collaboration which, in turn, gives rise to new ideas, perspectives and a variety of methods thus enriching and helping ToK develop (at) the school. There has been an intense collaborative planning of the syllabus, exams and teaching methods for reasons stated above (educational reform in the Canton of Basel-Stadt). Teachers have become much opener, the exchange and lending of teaching materials has become a normal procedure. Furthermore, the now generalized use of digital platforms greatly facilitates collaborative planning, reflection and sharing of material.

We managed to bring together the Swiss Matura curriculum with the IB Diploma Programme mostly bringing the first closer to the second. This has constantly lowered the workload and the stress factor of our students. Our digital platform ILIAS (https://ilias.edubs.ch/login.php?target=&client_id=edubs&cmd=force_login&lang=de) as well

as the regular coordination meetings and other planning tools have considerably improved the assessment planning over the term so that we could defuse the work peaks and better distribute the workload over the year.

- c. Describe the progress made with regard to any IB recommendations for this standard from ~~the previous evaluation process~~ or from authorization.

There were no IB recommendations made for this standard at the authorization on April 2011.

- d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

ToK: Teaching in block days showed less effective, that's why now we changed back to weekly double lessons. Student feedback showed that ToK needs to include more essay-writing exercises. Regarding collaborative planning with the IB world, feedback in the OCC has shown very valuable and should be taken more into consideration.

More cross-subject coordination would be helpful, therefore more time should be allocated for this purpose.

A more organized IB-specific feedback would be useful and could be integrated into ongoing collaborative planning.

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

1. 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 the group 6: the arts, explain why.

In groups 1 and 2, students may now choose between German AHL: Literature, German BHL, English AHL: Language and Literature and English BHL. English AHL and German BHL were added because of the increasing demand (native expat speakers and other strong non-native speakers). The results so far have been excellent.

Geography SL was the only subject added as a choice in group 3. We also added History HL, but only for 1 student coming from abroad.

We've also considered introducing Chemistry SL, Biology HL and Economics SL. The problem would be the timetable: in conjunction with the Swiss Matura curriculum, we can't allocate the prescribed number of lessons to these subjects because it would lead to an overload of the students. Also, we don't have the financial means to offer these options and the groups would be too small (3-8 students).

2. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low	→		High
1.	The written curriculum is comprehensive and aligns with the requirements of the programme(s).				X
	a. The curriculum fulfills the aims and objectives of each subject group and the core.				X
	b. The curriculum facilitates concurrency of learning.				X
	c. The curriculum is balanced so that students are provided with a reasonable choice of subjects.			X	
	d. The school develops its own courses of study for each subject on offer and for theory of knowledge.				X
2.	The written curriculum is available to the school community.				X
3.	The written curriculum builds on students' previous learning experiences.				X
4.	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.				X
5.	The written curriculum allows for meaningful student action in response to student's own needs and the needs of others.				X
6.	The written curriculum incorporates relevant experiences for students.				X
7.	The written curriculum promotes students' awareness of individual, local, national and world issues.				X
8.	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.				X
9.	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).				X
10.	The written curriculum integrates the policies developed by the school to support the programme(s).				X
11.	The written curriculum fosters development of the IB learner profile attributes.				X

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

In question 1b we noticed a certain divergence: The concurrency of learning is very pronounced in subjects that are not in the core of the Swiss Matura Curriculum whereas in German, French and (to a lower degree) in Mathematics this practice could and should be improved.

In question 5, there was a long discussion on what “needs of others” might refer to and whether it relates to intercultural competence.

In general, for this section, consensus was reached immediately for almost every question.

4. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard C2: Written curriculum	Requires significant attention	Shows satisfactory development
The school's written curriculum reflects IB philosophy.		X

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

The written curriculum has been fully remade and is completely focused on the development of the basic/mandatory skills, concepts and knowledge defined by the Education Council and the Minister of Education of the Canton Basel-Stadt. We made some slight modifications to the school curriculum to bring it closer to the IB Dp curriculum.

Since IB teachers also work in non-IB classes and with subject colleagues who don't have an IB formation, the IB philosophy has reached the whole staff, so the initial hesitation and even reluctance from single individuals has been rapidly and easily overcome.

- c. Describe the progress made with regard to any IB recommendations for this standard from ~~the previous evaluation process or from~~ authorization.

There were no IB recommendations made for this standard at the authorization on April 2011.

- d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

In terms of content, scope and the educational methods employed, more self-study activities should be promoted with teachers as initiators.

The student's workload is still an issue. Although we optimized a lot in matters of assessment, year planning and coordination between the subjects on the one hand and IB- vs. non-IB teaching on the other hand, there might still be room left for improvement.

The IB DP is now very well consolidated at the heart of the school and in the minds of the staff, it has actually become one of the defining pillars of the Gymnasium am Münsterplatz, but of course not everybody shows the same compliance and enthusiasm towards the programme. It is one of the main challenges of the leading staff to keep on promoting the IBDP and the philosophy among the personnel.

Even though the tense financial situation doesn't make it seem likely that we will be permitted to increase the choice of subjects we offer in the DP, we are constantly considering possibilities on this matter. We will put a special emphasis on the promotion of Mathematics HL and try to introduce Chemistry SL as an alternative to Biology SL.

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

- Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low	→		High
1.	Teaching and learning aligns with the requirements of the programme(s).				X
	a. Teaching and learning at the school addresses all of the aims and objectives of each subject.				X
2.	Teaching and learning engages students as inquirers and thinkers.				X
3.	Teaching and learning builds on what students know and can do.				X
4.	Teaching and learning promotes the understanding and practice of academic honesty.				X
5.	Teaching and learning supports students to become actively responsible for their own learning.				X
6.	Teaching and learning addresses human commonality, diversity and multiple perspectives.				X
7.	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.				X
8.	Teaching and learning demonstrates that all teachers are responsible for language development of students.				X
9.	Teaching and learning uses a range and variety of strategies.			X	
10.	Teaching and learning differentiates instruction to meet students' learning needs and styles.			X	
11.	Teaching and learning incorporates a range of resources, including information technologies.				X
12.	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and needs of others.				X
13.	Teaching and learning engages students in reflecting on how, what and why they are learning.			X	

Practice		Level of implementation			
		Low	→		High
14.	Teaching and learning fosters a stimulating learning environment based on understanding and respect.				X
15.	Teaching and learning encourages students to demonstrate their learning in a variety of ways.				X
16.	Teaching and learning develops the IB learner profile attributes.				X

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

In question 6, we had a lively discussion about the difference between cultural diversity and intercultural competence and how much it is integrated into our teaching practices. We must say that due to the very multinational and multicultural background of our staff as well as of our students, the learning environment is *per se* characterised by these mechanisms.

Regarding question 9, the history department complained that the strategies in teaching and learning are rather limited. Often the teaching is reduced to the lecture style due to lack of time. This seems to be a history-specific issue, all other subjects also stated that time was a rare commodity, nevertheless they manage to integrate an acceptable amount of variety in their teaching.

C 3.1.10: It would be presumptuous to assert that we meet every single student's needs and styles in our instruction, but we all agree that we manage quite well to include and promote students with very different cultural, social and educational backgrounds.

C 3.1.13: There is, of course, reflection about the reason, the significance and the use of what is taught and learned, among the students and the teachers, but of course we wished more time for this kind of meditation.

3. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard C3: Teaching and learning	Requires significant attention	Shows satisfactory development
Teaching and learning reflects IB philosophy.		X

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

Since the accreditation, we have created and enlarged laptop classes and now there's a cantonal project underway in order to introduce BYOD on a large scale.

In August 2016 we start with a pilot class our new coaching concept. The background of this new pedagogical and didactical approach is the fact that many students namely of the higher classes have signalled their increasing difficulties when doing their homework without professional help. The expedient handling of one's own time resources is another important challenge many students feel they aren't able to cope with.

Through the creation of the coaching classes, the GM invests in a well-measured way in the

new working form of the partially independent, professionally supervised individual work. Thereby we want to strengthen the student's self-competences, encourage them to a reflective and questioning learning, thus better preparing them for their University career by promoting flexible forms of work. Most of the lessons is held in the usual manner in a classroom with the whole class community. During the additional coaching classes, the teachers support the students on an individual basis. In our opinion, the coaching classes are very well in line with and strongly help develop the IB learner profile, since their functioning mode fosters the risk-taking, reflective and communicative character of the learners, engaging them as inquirers and thinkers and making them actively responsible for their own learning.

The coaching classes at the GM are a common pilot project with the Institute for Pedagogy at the University of Zurich. During the implementation phase, the staff and the leadership team of our school will be in close contact with a research team that will also collect feedback from the learners in order to optimize the learning processes.

- c. Describe the progress made with regard to any IB recommendations for this standard from ~~the previous evaluation process or from~~ authorization.

There were no IB recommendations made for this standard at the authorization on April 2011.

- d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

Although we think that we are quite well positioned in this respect, there is still some work to do as matters the teaching and learning strategies. The range and variety in teaching as well as the account taken of every student's specific needs are matters that can only be addressed if adequate amounts of time are made available.

Although the whole undertaking now appears to be steaming ahead on course, we must continue down this path in order to prepare the young people in the best possible way to face our complex and globalized world.

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

1. Include a brief analysis of the examination results within the period under review and any action taken as a consequence (include Diploma Programme subjects, TOK and extended essays).

Over the four examination sessions, the average grade obtained by candidates who passed the diploma is 5.20 with an average number of points of 33. The highest point awarded was an outstanding 44 in the May 2016 session. 102 candidates successfully passed the diploma and only 2 didn't pass, one in May 2015 and another in May 2016. All of them also passed the Swiss Bilingual Baccalaureate Examinations.

In the **Extended Essay**, we have an improvement in standards, especially in English A, where this year six essays got an A grade. In 2016, the overall average was above B, but unfortunately, we had one student who only got an E (and therefore didn't get the Diploma).

In **ToK** the results are pretty much constant between B and C, a result that can be seen as satisfactory, especially in the light of the fact that ToK means really an additional subject even if in the Swiss curriculum ToK questions may appear now and then in some subjects. The fact that students write their ToK essay in a quite "hot" phase of their school career with the Swiss Baccalaureate curriculum alongside complicates things.

With a little exception in the 2015 cohort, results in **French BHL** are also constantly – even if only slightly – above world average. Considering the amount of lessons per week students visit since lower secondary school, one can ask himself if the performance is satisfactory. Two things must be kept in mind, though. On the one hand the fact that French isn't, like Mathematics, a very popular subject amongst students. On the other hand, it is probably the subject where the IBDP and the Swiss Matura curriculum diverge most. Our teachers have to prepare the candidates to two pretty different kinds of tests with relatively few lessons (3 per week). So all in all, we are pretty happy with the IB results as well as with the results of the IB students in the French Matura exams (which are also above average).

We are proud of the results in **History SL** as well as in **Biology SL**. In both subjects, our students are way above world average. This is certainly due to the fact that besides the regular lessons, we allocate extra time during the school year for the Historical Investigation and the Group 4 projects (experiments) but also to the fact that Chemistry and Physics are also taught to all Swiss Matura students at a relatively high degree (equivalent of a SL in the IB programme). As stated before, we have been thinking of introducing Biology HL in the IBDP curriculum, which in combination with Mathematics HL would give the DP a much higher attractivity, but we encounter serious time (schedule) issues, for we cannot comply with the total amount of lessons demanded by the IBO for the Biology HL curriculum.

Likewise, we are very happy with the results of **German B HL**. This curriculum is undergone by students who enter the Gymnasium am Münsterplatz in higher classes and whose mother tongue is not German and who have a diverse educational biography (expat children). In the learning support centre, they are individually trained and assessed and the results are astonishing. In return, the same students achieve very high grades in the **English A Language and Literature HL**, whereby however it must be said that there are also many pupils who have undergone the regular Swiss curriculum and achieve very high grades in the English AHL even measured against native speakers.

Though German is almost without exception the language of instruction until lower secondary school, one must not forget that it is not necessarily the students' mother tongue. That's why we also consider the results in **German A Literature HL** as very good since they are also always above world average. They also show that our students receive a good training in handling and dealing with literature and literary matters one of the core requirements in the pedagogical tradition of our school.

We are aware that **Mathematics SL** is the weak spot, not only in the IBDP but also as far as the Swiss Baccalaureate is concerned. Mathematics is a challenging subject throughout Switzerland, and the problems go so far that for the first time in 2016/2017 surveys on national education goals ("Grundkompetenzen" = basic skills) will take place at federal level in schools throughout the country. For what concerns specifically the IBDP at the Gymnasium am Münsterplatz, we must say that the first-generation Mathematics-staff didn't belong to the most enthusiastic IB defenders to say the least. The performance reached the bottom in the 2015 exams and we also had a lot of trouble with the 2016 cohort, when the teacher left school for personal reasons half a year before the examinations. In fall/winter 2015/2016, we directed all our efforts towards finding a valid substitute and had a lot of luck engaging two new, young, dynamic and motivated Mathematics teachers for the IBDP. The results are not obvious for outsiders, especially if you consider the average grades but account must be taken of the fact that they took two orphaned classes and lead them almost from scratch through the final Baccalaureate and IBDP preparation phase (including the elaboration of the Mathematical Exploration). It will not be until the May 2018 examinations, when the classes that made all of the curriculum with the new Mathematics teachers, that we see the conclusive results but we are already very happy with how the atmosphere is changing for the better in the Mathematics department, especially in the IB section.

In general, we congratulate the teaching staff on the very good overall results of our students in the IB Diploma examinations as well as in the Swiss Baccalaureate. The great effort and the excellent spirit of cooperation have resulted in four highly satisfying exam sessions.

2. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low	→		High
1.	Assessment at the school aligns with the requirements of the programme(s).				X
	a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.				X
2.	The school communicates its assessment philosophy, policy and procedures to the school community.				X
3.	The school uses a range of strategies and tools to assess student learning.				X
4.	The school provides students with feedback to inform and improve their learning.			X	
5.	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).			X	
6.	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).			X	
7.	The school analyses assessment data to inform teaching and learning.			X	
8.	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.			X	
9.	The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.			X	

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

Q3: The range of assessment tools varies among the different teachers

4. Conclusions on the standard

a. Complete the table. (*Indicate with X.*)

Standard C4: Assessment	Requires significant attention	Shows satisfactory development
Assessment at the school reflects IB assessment philosophy.		X

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

There is a very high level of achievement in the correlation of teaching and the objectives and assessment criteria. We have implemented regular comparative exams to ensure standardized teaching and assessment.

c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

There were no IB recommendations made for this standard at the authorization on April 2011.

d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

There is a need to develop departmental practices in order to involve students more proactively in (self-)assessment.

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 electronic 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. E. Krieger

Signature

Date

	<p>October 4th, 2016</p>
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Name of head of section where the Diploma Programme is implemented (if different from head of school)

Signature

Date

Name of Diploma Programme coordinator

Signature

Date

List of supporting documents to attach to this form

Place an X in the box to indicate that you have attached the document to the form.

Self-study process

A description of the self-study process implemented in the school, including

- timeline
- means used to gather feedback from the different stakeholders
- meeting schedule for the self study
- the school-developed descriptors for assessing the practices

Philosophy

School brochure that includes information about the implementation of the Diploma Programme

Organization

School organization chart showing the Diploma Programme pedagogical leadership team situation (including the Diploma Programme coordinator) and reporting lines

Language policy

Assessment policy

Academic honesty policy

Special educational needs policy

Sample of student's schedule for year 1 and year 2 of the Diploma Programme. If the school offers different combinations of subjects, include more samples of students' schedules showing those options. (Identify the Diploma Programme subjects with their IB name and include other subjects that the student will take according to other requirements, if applicable.)



Calendar of school deadlines for student submission of internal and external assessment components: it is expected to reflect different dates from the IB deadlines as they are for internal use of teachers and students.



Description of the process of the supervision of extended essays that includes timelines, how students choose their extended essay supervisors and how many students each supervisor is normally responsible for.



Complete the charts that appear in 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		
Group 1: studies in language and literature <i>(indicate the language: eg English A: literature)</i>											
German A Literature	160	160			German	40	26				
English A Language & Literature	120	120			English	24	16				
Group 2: language acquisition <i>(indicate the language: eg English B)</i>											
French B	120	120			French	51	31				
German B	160	160			German	11	8				
English B	120	120			English	27	22				
Group 3: individuals and societies											
History	160	160	160	160	English	1	0	13	31		
Geography			160	80	English			12	0		

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		
Group 4: experimental sciences											
Biology			160	80	English			26	32		
Group 5: mathematics and computer sciences											
Mathematics	160	160	160	160	English	4	1	26	31		
Group 6: the arts											

* 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 in year 1	Number of hours instruction in year 2	Language(s) of instruction	Number of students in year 1	Number of students in year 2
TOK	40	40	English	26	31

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

- **IB-recognized professional development** is 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</i>	Subject level	Teacher’s name	Qualifications of each teacher	Number of years at this school	Full/ part-time	IB activities in which teacher is or has been involved	IB-recognized professional development attended during period under review
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	Higher	Standard						Location	Date	Workshop name and category
Group 1: studies in language and literature (indicate the language: eg English A: literature)										
German A: literature	HL		Karin Ricklin	Lic. Phil. (MA) MAS SHE (Master in Advanced Studies of Secondary and Higher Education)	8	FT		Paris	25.10.2013	German A1 cat. 1
German A: literature	HL		Martina Brägger	Lic. Phil. (MA) MAS SHE	14	PT		Zurich Brussels Berlin	12.2.2010 28.6.2011 2016	Language A1 generic cat. 1 German A1 cat. 1 German A1 cat. 2
German A: literature	HL		Dr. Barbara Indlekofer	Dr. Phil. (PhD) MAS SHE	14	PT		Brussels	28.6.2011	German A1 cat. 1
German A: literature	HL		Nora Angst	Lic. Phil. (MA) MAS SHE	6	PT		Berlin	10.10.2014	German A1 cat. 1
German A: literature	HL		Felix Moor	Lic. Phil. (MA) MAS SHE	15	FT		Brussels Berlin	28.6.2011 2016	German A1 cat. 1 German A1 cat. 2
German A: literature	HL		Thomas Tschopp	Lic. Phil. (MA) MAS SHE	11	FT		Berlin	28.8.2015	German A1 cat. 1
English A: language and literature	HL		Jennifer Whitebread	Lic. Phil. (MA) MAS SHE	10	PT		Barcelona	28.9.2012	Language A: Lan- guage & Literature cat 1
English A: language and literature	HL		Alexandra Ramsden	Dr. Phil. (PhD) MAS SHE	2	FT		Birmingham	27.6.2014	Language A: Lan- guage & Literature cat 1
English A: language and literature	HL		Gabrielle Pieck	Lic. Phil. (MA) MAS SHE	5	PT		Geneva	8.11.2013	Language A: Lan- guage & Literature cat 1
Group 2: language acquisition (indicate the language: eg English B)										

Subject/role <i>Indicate the name of the subject offered under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Qualifications of each teacher <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		
	Higher	Standard						Location	Date	Workshop name and category
German B	HL		Martina Brägger	Lic. Phil. MAS SHE	14	PT		Brussels	25.6.2012	German B cat 1
German B	HL		Felix Moor	Lic. Phil. MAS SHE	15	FT		Brussels	25.6.2012	German B cat 1
German B	HL		David Stöckli	Lic. Phil. MAS SHE	6	PT		Paris	2.7.2011	German B cat 1
German B	HL		Stefan Schwarz	Graduate translator	8	FT		Paris	2.7.2011	German B cat 1
English B	HL		Jennifer Whitebread	Lic. Phil. (MA) MAS SHE	10	PT		Cambridge	4.3.2011	Language B cat 1
English B	HL		Alexandra Ramsden	Dr. Phil. (PhD) MAS SHE	2	FT		Madrid	May 2015	Language B cat 1
English B	HL		Gabrielle Pieck	Lic. Phil. (MA) MAS SHE	5	PT		online	Aug./Sept. 2015	Language B cat 1
English B	HL		Carol Meyer	Lic. Phil. (MA) MAS SHE	6	PT		Lisbon	11.4.2014	Language B cat 1
English B	HL		Moira Gamma	Lic. Phil. (MA) MAS SHE	5	PT		Lisbon	11.4.2014	Language B cat 1
English B	HL		Daniel Bächli	Lic. Phil. (MA) MAS SHE	2	PT		Lisbon	11.4.2014	Language B cat 1
English B	HL		Natalie Asensio	Lic. Phil. (MA) MAS SHE	4	PT		Lisbon	11.4.2014	Language B 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	Qualifications of each teacher <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		
	Higher	Standard						Location	Date	Workshop name and category
English B	HL		Daisy Schaffenberger	MA in English Studies MAS SHE	1	PT		Barcelona	9.10.2015	English B cat 1
French B	HL		Carmen Todeschini	Lic. Phil. (MA) MAS SHE	29	FT		Cambridge Paris	4.3.2010 7.2.2014	French B cat 1 Language B cat 2
French B	HL		Montserrat López	Lic. Phil. (MA) MAS SHE	18	PT		Paris	4.3.2016	French B cat 2
French B	HL		Yvonne Jansky	Lic. Phil. (MA) MAS SHE	5	FT		Paris	4.3.2016	French B cat 2
French B	HL		Jean-Jacques Queloz	PD Dr. Phil (PhD, PhD) MAS SHE	25	PT		Zurich	12.2.2010	French B cat 1
French B	HL		Manuel Pombo	Dr. rer soc. (PhD) Lic. Phil (MA) MAS SHE	19	FT		Brussels Paris	25.6.2012 26.10.2012	Language B cat 1 French A cat 1
Group 3: individual and societies										
History		SL	Regula Ringger	Lic. Phil. (MA) MAS SHE	15	PT		Prague Paris	19.3.2010 2012	History cat 1 History cat 2
History		SL	Claudio Zimmermann	Lic. Phil. (MA) MAS SHE	18	FT		London Oxford Berlin	28.6.2010 15.6.2013 August 2015	History cat 1 History cat 2 History cat 2
History		SL	Eleonora Spasojevic	Lic. Phil. (MA) MAS SHE	5	PT		Oxford	10.4.2012	History cat 1
History		SL	Carol Meyer	Lic. Phil. (MA) MAS SHE	6	PT		Oxford	10.4.2012	History 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	Qualifications of each teacher <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		
	Higher	Standard						Location	Date	Workshop name and category
Geography		SL	Susanne Eder	Dr. sc. (PhD) MAS SHE	16	PT		Barcelona	31.10.2014	Geography cat 1
Geography		SL	Ramón González	Dr. sc. (PhD) MAS SHE	3	FT		Barcelona	31.10.2014	Geography cat 1
Group 4: experimental sciences										
Biology		SL	Tina Dauwalder	Dr. sc. (PhD) MAS SHE	5	FT		Oxford	31.3.2012	Biology cat 1
Biology		SL	Gerard Batts	PhD Sc. CBiol MRSB (Royal Society of Biology) MAS SHE	10	FT	IB Biology SL P2 examiner	Berlin	5.3.2010	Biology cat 2
Group 5: mathematics and computer sciences										
Mathematics	HL		Thomas Schindler	Dr. sc. (PhD) MAS SHE	8	FT		Paris	23.10.2009	Mathematics HL cat1
Mathematics		SL	Ramón González	Dr. sc. (PhD) MAS SHE	3	FT		Birmingham	27.6.2014	Mathematics SL cat1
Mathematics		SL	Michael Brunisholz	M. sc. MAS SHE	1	FT				
Group 6: the arts										

Subject/role <i>Indicate the name of the subject offered under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Qualifications of each teacher <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		
	Higher	Standard						Location	Date	Workshop name and category
TOK			Susanne Eder	Dr. sc. (PhD) MAS SHE	16	PT		Oxford Barcelona	26.10.2010 15.3.2013	ToK cat 1 ToK cat 2
TOK			Regula Ringger	Lic. Phil. (MA) MAS SHE	15	PT		Zurich Barcelona	12.2.2010 15.3.2013	ToK cat 1 ToK cat 2
TOK			Eleonora Spasojevic	Lic. Phil. (MA) MAS SHE	5	PT		Zurich Barcelona	25.3.2011 15.3.2013	ToK cat 1 ToK cat 2
TOK			Barbara Indlekofer	Dr. Phil. (PhD) MAS SHE	14	PT		Zurich	12.2.2010	ToK cat 1
TOK			Ramón González	Dr. sc. (PhD) MAS SHE	3	FT		Oxford	8.4.2014	ToK cat 1
CAS coordinator			Jennifer Whitebread	Lic. Phil. (MA) MAS SHE	10	PT		Zurich Oxford	12.2.2010 May 2015	CAS cat 1 CAS cat 2
CAS coordinator			Miriam Boser	MA FHNW in Arts an Design MAS SHE	7	PT		Zurich Oxford	25.3.2011 May 2015	CAS cat 1 CAS cat 2
DP coordinator			Manuel Pombo	Dr. rer soc. (PhD) Lic. Phil (MA) MAS SHE	19	FT		Berlin	10.10.2014	DP Coordinator
Head of school			Eugen Krieger	Dr. Phil. (PhD) MAS SHE	18	FT		Zurich	12.2.2010	DP Administrator

Chart 3: Update of school facilities that support the implementation of the Diploma Programme

Describe the changes that the school has made, if any, during the period under review, regarding its physical resources (for example, library, science laboratories) to support the implementation of the programme. Indicate the areas that are still in the process of improvement.

Add rows as necessary.

Resource	Changes since authorization/last evaluation	Developments under way/future development (if applicable)
Library/multimedia centre	The library has been constantly modernised and enlarged, the stock is being constantly brought up to date.	In the new learning centre (see chapter <i>School Presentation, 2a</i>) that has been completed in July 2016, we have much more space to stock books and other media that can be borrowed by students.
Science laboratories	All science laboratories have been completely remade. We now have 2 classrooms with state-of-the-art laboratories for Biology and for Chemistry as well as a fifth laboratory that is shared by both subjects. In Physics, we now have 2 classrooms fully equipped as laboratories.	
Arts provision	The arts provision is consistently high. New classrooms for graphic and creative design have been established with adjacent preparation- and storage rooms for the staff. A studio flash equipment, 14 photo cameras along with 12 tripod have also been bought. We now dispose of a brand new plotter. The aula (auditory) has also been remade with new lightning and sound facilities. It is lively frequented e.g. for school theatre performances held by all 11 th grade classes (in 2017: seven different projects) in spring.	The music facilities will be renewed and the instrument inventory enlarged.
Facilities to support the examination session (eg rooms)	We now have two very large examination rooms instead of only one (the aula). On the ground floor of building A, we opened some walls creating a 148 m ² large, open working space that will be used for the learning centre (see chapter <i>School Presentation, 2a</i>). In 2015, we used the learning centre as main examination room, along with new, isolated rooms under the Aula in building C.	As the number of IB students is increasing, we might even need to outsource the final examinations, as it is already being done with the Swiss Baccalaureate examinations in other schools. Therefore, we start looking around for suitable premises we could rent that meet all IB requirements.

Resource	Changes since authorization/last evaluation	Developments under way/future development (if applicable)
Information technology provision	<p>We have raised the number of computers in the computer room to 19 machines (15 desktop, 4 Laptop). The mediathek disposes now of 52 Laptops (instead of 20 in 2011). In Biology, we also have a set of 24 Laptops (6 Apple, 6 hp, 12 Asus). We have 5 "laptop classes" as stated under Standard B2, 7b. The laptops are owned by the students and if they are not able to afford them, the school supports them financially. Furthermore, every class room is equipped with an IT-rack consisting of a PC with DVD and all standard connections (you can connect your laptop or iPhone via HDMI), an amplifier connected to speakers installed in the room, a visualizer and an overhead projector.</p>	
Workplaces	<p>We reshaped the corridors providing them with furniture, sound-absorbing ceilings and glass doors at both ends, creating spaces which can either be used by students or by teachers as additional working space for individual or collaborative learning.</p>	

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
Academic year	2015/16	2016/2017	2017/2018	2018/2019	2019/2020
Annual fee	14'969	15'194	15'422	15'653	15'888
Candidate assessment fees	paid by parents	paid by parents	paid by parents	paid by parents	paid by parents
Resources (specify)					
Library funds	8'000	8'000	8'000	8'000	8'000
Postage, courier services	2000	1'200	1'200	1'200	1'200
Release time IB Coordinator	32'000	32'000	32'000	32'000	32'000
Release time IB admin assistant	16'000	8'000	8'000	8'000	8'000
Release time CAS coordinator	16'000	16'000	16'000	16'000	16'000
Extra subject lessons due to IB curriculum (ToK, CAS etc.)	88'000	88'000	88'000	88'000	88'000
IB professional development (specify)					
Workshops	8'000	6'000	6'000	6'000	6'000
Other					
IT Infrasctructure		50'000	50'000		
TOTAL	176'969	224'394	224'622	174'853	175'088

Approved by

Dr. E. Krieger

Position

Head of school

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

- Indicate with X the levels of achievement for the standards as identified by each subject group in the table below.
- Include the levels of achievement included in the self study.

	C1		C2		C3		C4	
	Requires significant attention	Shows satisfactory development	Requires significant attention	Shows satisfactory development	Requires significant attention	Shows satisfactory development	Requires significant attention	Shows satisfactory development
General <i>(as declared in the self study to be submitted to the IB)</i>		X		X		X		X
Group 1: studies in language and literature		X		X		X		X
Group 2: language acquisition		X		X		X		X
Group 3: individuals and societies		X		X		X		X
Group 4: experimental sciences		X		X		X		X
Group 5: mathematics and computer science		X		X		X		X
Group 6: the arts								
TOK		X		X		X		X
CAS		X		X		X		X

