

Report on the programme evaluation



Name of head of school	Dr Eugen Krieger		
Name of school	Gymnasium am Münsterplatz	IB school code	006416
Date	05-12-2016	IB programme	DP

Dear head of school,

Thank you for completing the self-study process for programme evaluation. The IB recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme.

The aim of this evaluation is for the IB to ensure that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way.

The present report is based on the analysis of the self-study questionnaire and supporting documents.

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

The report includes the following:

- feedback on the self-study process
- commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation
- recommendations for the school on further developing the programme
- matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School
- findings that describe the practices at the school that led to the commendations, recommendations or MTBAs
- indication of the evidence to be provided by the school in case of MTBAs

- a conclusion for each standard.

Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has not identified any matters to be addressed. The recommendations provided here should be incorporated into your action plan. At your next programme evaluation in 2021 the IB will expect the school to provide evidence that these have been addressed.

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

We wish you continued success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to an even stronger programme implementation. We appreciate the contribution your school makes to the IB community and look forward even greater engagement in the coming years.

Yours sincerely,

Director, Europe, Middle East and Africa

Process of the school's self-study

	Reader
Timeline: The self-study took place over at least 12 months.	12 months
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	No
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Section A: Philosophy

Standard A

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

Practice 4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
Findings of the reader	<p>Information in the self-study indicates how the attributes of the IB learner profile are developed and demonstrated by members of the school community.</p> <p>The IB learner profile attributes are also embedded in the school philosophy and are highlighted in the school brochure.</p> <p>Information in the CAS programme outline indicates that the school emphasizes international-mindedness in the approach to CAS projects and experiences.</p>
Commendations	The school has developed an emphasis on the development of the IB learner profile attributes
Support in IB Documentation	<p>“Education for intercultural understanding” and “Developing the IB learner profile” in The Diploma Programme: From principles into practice</p> <p>IB learner profile booklet</p> <p>IB videos available at http://blogs.ibo.org/ibtv/ or http://www.ibo.org/programmes/profile</p> <p>“Towards a profile of a holistically educated student—the student profile” in the position paper Holistic education: An interpretation for teachers in the IB programme by John Hare</p> <p>The IB learner profile in review: Resources for reflection</p>

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the reader	Information in the CAS programme outline describes how the school promotes service within both a global context and the local community.
Commendations	The school has developed a structured approach in promoting service projects in the CAS programme to allow students to develop their own programme of responsible action in both the school and wider community.
Support in IB Documentation	<p>“Breadth and balance” and “A holistic educational experience” in The Diploma Programme: From principles into practice</p> <p>Creativity, activity, service guide</p> <p>Learning stories—A global learning story about responsible action.</p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard A		
The school’s educational beliefs and values reflect IB philosophy.		
	School’s conclusion	IB conclusion
School’s progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows satisfactory development	Shows satisfactory development

Section B: Organization

Standard B1: Leadership and structure

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

Practice 5b	The school develops and implements a language policy that is consistent with IB expectations.
Findings of the reader	<p>There is mention in the self-study of the intent to provide mother tongue opportunities where possible.</p> <p>In the language policy, there is no indication of how support is provided to students who are not proficient in the language of instruction.</p>
Recommendations	The school to review the current language policy to include the support available for students who are not proficient in the language of instruction.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Language options and language support" in The Diploma Programme: From principles into practice</p> <p>Guidelines for developing a school language policy</p> <p>Learning in a language other than mother tongue in IB programmes</p> <p>Guidance for the support of mother tongue in the Diploma Programme.</p> <p>Learning stories—A learning story about how a school's language policy supports multilingualism in a culturally diverse community</p>

Practice 5c	The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
Findings of the reader	The school has a special needs statement that indicates the legal requirements of the local government and is aligned with the school admissions policy. This statement is not a school-specific policy and does not contain any information about the special access arrangements that may be available to DP students.
Recommendations	The school to review the special needs statement and use this to formalize a school policy on special educational needs that includes the process of applying for and a description of the special access arrangements that may be available to support students.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>Special educational needs within the International Baccalaureate programmes</p> <p>Candidates with special assessment needs</p> <p>Teaching students with particular special educational and learning needs—a resource for schools</p> <p>Current Handbook of procedures for the Diploma Programme</p> <p>Support areas in the OCC</p>

Practice 6	The school has systems in place for the continuity and ongoing development of the programme(s).
Findings of the reader	The school has submitted a thorough action plan, but the objectives are not taken directly from the Programme standards and practices.
Recommendations	The school to revise the action plan so that the objectives are practices which are taken directly from the Programme standards and practices document.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	“Consolidation phase” and “Continuous improvement” in The Diploma Programme: From principles into practice

Practice 7	The school carries out programme evaluation involving all stakeholders.
Findings of the reader	<p>Students were provided with a questionnaire to evaluate the programme.</p> <p>The information in the self-study indicates that other stakeholder evaluation occurs in parent meetings but there is no written questionnaire.</p>
Recommendations	The school to ensure representatives from all stakeholders are surveyed for the next evaluation cycle according to the description included in the Programme evaluation guide and self-study questionnaire: Diploma Programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	Shows satisfactory development	Shows satisfactory development

Section B: Organization

Standard B2: Resources and support

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

Practice 3+3a	<p>The school ensures that teachers and administrators receive IB-recognized professional development.</p> <p>a. The school complies with the IB professional development requirement for the Diploma Years Programme at authorization and at evaluation.</p>
Findings of the reader	<p>The school is committed to meeting the requirements of having staff attend IB-recognized professional development workshops.</p> <p>Chart 2 indicates that a biology teacher has not yet attended an IB-recognized workshop since the curriculum changed in 2014. One teacher of mathematics SL has not received IB-recognized workshop training and the mathematics HL teacher has not received training for the current syllabus.</p>
Recommendations	<p>The school to develop a professional learning plan based on guidance that IB will provide in 2017. The plan will need to ensure that the school meets the requirements as per the revised PD requirements in place from 2017.</p>
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	IB professional development calendar at www.ibo.org

Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.
Findings of the reader	<p>The hours and frequency of meetings are listed in the self-study document, however there is only three or four IB teacher meetings over the school year; topics covered in these meetings include mostly administrative discussions on year planning, staff training, resources, assessment coordination, and general news.</p> <p>Teachers do meet in subject departments over the school year, but this is not specific to DP teachers only.</p>
Recommendations	The school to ensure that sufficient meeting time is provided to ensure collaborative planning and reflection time is available to discuss teaching and learning in the DP.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 6+6a	The library/multimedia/resources play a central role in the implementation of the programme(s). a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.
Findings of the reader	The school has developed a learning centre and has extended the library facilities, which is in line with previous recommendations. The school has established a collaboration agreement with local university facilities.
Commendations	The school has improved and extended the library facilities to allow for great access to resources to support the implementation of the Diploma Programme.
Support in IB Documentation	Relevant DP subject guides and teacher support materials Learning stories—An IB educator’s story about the role of librarians in multilingual learning communities.

Practice 9+9a	The school has systems in place to guide and counsel students through the programme(s). a. The school provides guidance to students on post-secondary educational options/counsellor.
Findings of the reader	Teachers meet as part of the selection process in order to counsel students on their choices within the Diploma Programme. Information in the self-study indicates that the DP coordinator offers university counselling which is supported by a local system of university admissions counsellors.
Commendations	The school has a system of counselling connected with local and international organizations that provides DP students with support relevant to their local or international needs.

Practice 10+10a+10b+10c	<p>The student schedule or timetable allows for the requirements of the programme(s) to be met.</p> <p>a. The schedule provides for the recommended hours for each standard and higher level subject.</p> <p>b. The schedule provides for the development of the theory of knowledge course over two years.</p> <p>c. The schedule respects concurrency of learning in the Diploma Programme.</p>
Findings of the reader	<p>Chart 1 indicates a total of 80 hours of instruction allocated to TOK over the two years of the Diploma Programme.</p> <p>SL and HL courses are allocated either 240 or 320 hours of instruction over the two years of the Diploma Programme.</p> <p>For some DP subjects there is a requirement to also meet local requirements.</p>
Recommendations	<p>The school to review the student schedule so to ensure that subjects have the recommended number of hours and that there is a balance in the student timetable.</p>
Recommendation repeated from previous report	<p>No</p>
School included appropriate action in Action Plan	<p>No</p>
Support in IB Documentation	<p>“Schedules and course offerings” in The Diploma Programme: From principles into practice</p> <p>“The Diploma Programme and the school schedule” in The Diploma Programme: From principles into practice</p> <p>Current Handbook of procedures for the Diploma Programme</p> <p>Concurrency of learning in the IB Diploma Programme and Middle Years Programme, by Roger Marshman</p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	Shows satisfactory development	Shows satisfactory development

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1+1a+1b	Collaborative planning and reflection addresses the requirements of the programme(s). a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject. b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.
Findings of the reader	The use of a digital platform has allowed increased collaboration between teachers, as indicated in the self-study. The school states in the self-study that there is a need to increase integration of TOK in each subject.
Recommendations	The school to review the aims of collaborative planning and reflection to allow teachers to explore the connections and relations between subjects in order to reinforce knowledge, understanding and skills shared by the different disciplines and to ensure that the integration of TOK in each subject area can be addressed.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Planning a Diploma Programme course" in The Diploma Programme: From principles into practice

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the reader	<p>Details of the meeting agendas indicate that the DP collaborative meeting time is mainly used for administrative issues rather than programme implementation. These agenda items do not focus on programme implementation including - TOK integration, international-mindedness and IB learner profile attributes development, and cross-subject links.</p> <p>Information in the self-study indicates that there is a need for greater work on TOK integration in all subjects.</p>
Recommendations	The school to further work on planning meeting agendas to ensure that vertical and horizontal articulation is addressed more comprehensively and goes beyond just dealing with administrative issues and deals with programme development.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	“Induction of students: Providing students with a smooth transition into the Diploma Programme” in The Diploma Programme: From principles into practice

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows satisfactory development	Shows satisfactory development

Section C: Curriculum**Standard C2: Written curriculum**

The school's written curriculum reflects IB philosophy.

Practice 2	The written curriculum is available to the school community.
Findings of the reader	Information in the self-study indicates that the school makes the CAS and extended essay guides available to both the students and parents. There is no mention of other areas of the curriculum being accessible to the school community.
Recommendations	The school to ensure that the school community can access the written curriculum.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	DP subject guides Creativity, activity, service guide Theory of knowledge guide Extended essay guide

Practice 4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Findings of the reader	The school states in the self-study that the written curriculum has be revised so to include both the IB and national requirements. Clearly aligning the written curriculum has allowed the IB philosophy to spread across the school.
Commendations	The school has ensured that the written curriculum reflects both the IB and national requirements.
Support in IB Documentation	<p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows satisfactory development	Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
Findings of the reader	The school has increased the number of workspaces for both desktops and laptops and the school supports students who are not able to purchase their own laptops. This has allowed students to have increased access to information technologies.
Commendations	The school has recently further developed the library, science and media facilities to allow increased use of information technology.

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows satisfactory development	Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the reader	Information in the self-study indicates that there is a need to further develop their feedback system, particularly by incorporating opportunities for student self-assessment.
Recommendations	Teachers to further incorporate formative assessment in their practices, in particular making use of student self-assessment.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
Findings of the reader	The school uses a digital platform for the recording and communication of student progress. Information in the self-study indicates that teachers use comparative examinations to ensure parallel levels of teaching.
Commendations	The school has implemented the use of a digital platform for recording student progress; this allows for stronger alignment with IB assessment philosophy.

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the reader	Information in the self-study indicates that there is a greater need for students to be involved in their own assessment and to reflect on their learning.
Recommendations	Teachers to further incorporate peer- and self-assessment in their practices.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows satisfactory development	Shows satisfactory development

