

# Evaluation report

IB World Schools Department

## Report on the programme evaluation

<b>Name of head of school</b>	Mr Douglas Vaughan		
<b>Name of school</b>	International School of Curaçao	<b>IB school code</b>	000915
<b>Date</b>	3 October 2018	<b>IB programme</b>	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 identified the following matter(s) that the school must address. The school is required to upload its response and the requested evidence in IB Docs by **15 March 2019**.

	Practice	Finding	Matter to be addressed  The school must ensure that:	Evidence to be provided by the school	Support in IB documentation
B2.3 + 3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Diploma Years Programme at authorization and at evaluation.	<ul style="list-style-type: none"> <li>• Table 2 of the appendices to the self-study questionnaire shows that most teachers have attended relevant IB training. However, in the following cases the school does not meet the requirements for professional development prior to evaluation (<a href="https://www.ibo.org/professional-development/which-type-of-training-is-right-for-me/pd-requirements/">https://www.ibo.org/professional-development/which-type-of-training-is-right-for-me/pd-requirements/</a>):               <ul style="list-style-type: none"> <li>○ Language A: language and literature:                   <ul style="list-style-type: none"> <li>▪ one teacher (Spanish) without indication of a workshop for that subject</li> </ul> </li> <li>○ Theory of knowledge (no indication of workshop attendance)</li> <li>○ Chemistry (no indication of workshop attendance)</li> <li>○ Physics (no indication of workshop attendance)</li> <li>○ Maths studies:                   <ul style="list-style-type: none"> <li>▪ one teacher without indication</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• the requirements for staff participation in IB-recognized professional development at evaluation have been met.</li> </ul>	<ul style="list-style-type: none"> <li>• Action plan of training all teachers identified in the finding over 2 years.</li> <li>• Certificates of attendance or confirmation of registration at IB workshops for at least 5 teachers over the first year after receipt of the report.</li> <li>• Priority needs to be given to subjects where the subject guide has recently been reviewed.</li> </ul>	IB professional development calendar at <a href="http://www.ibo.org">www.ibo.org</a>

		<p>of a workshop for that subject</p> <ul style="list-style-type: none"> <li>○ DP coordinator (no indication of workshop attendance)</li> </ul>			
B2.4	The school provides dedicated time for teachers' collaborative planning and reflection.	<ul style="list-style-type: none"> <li>• The school's self-study describes the following meeting times: <ul style="list-style-type: none"> <li>○ curriculum development (quarterly); informal collaborative IB meetings (as needed); high school faculty meetings (monthly).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• dedicated meeting time is provided for teachers' collaborative planning—this includes not only meetings by subject area but also DP teachers across subjects, DP coordinator, TOK teacher and CAS coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>• A schedule of dedicated time for teachers' collaborative planning related to the programme, with clear indication of frequency, duration and attendees.</li> </ul>	“Collaborative planning” and “Concurrency of Learning” in The Diploma Programme: From principles into practice (2015)
C1.2	Collaborative planning and reflection takes place regularly and systematically.	<ul style="list-style-type: none"> <li>• The meeting schedule does not show systematic meetings aimed at collaborative planning and reflection and dedicated time for the planning of the DP.</li> </ul>	<ul style="list-style-type: none"> <li>• allocated meeting time is used regularly and systematically for collaborative planning and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• A schedule of dedicated time for teachers' collaborative planning, which shows that the topics of practices 1 and 3-9 of this standard are being addressed and reflected upon.</li> </ul>	

The recommendations provided here should be incorporated into your action plan. At your next programme evaluation in 2023 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 stronger programme implementation. We look forward to hearing about your school's developments and achievements over the coming years.

Yours sincerely,



Adrian Kearney

Director of IB World Schools