

International Baccalaureate MYP Success Factor Analysis

Summary

**A Research Report on Behalf of the
German American International School**

IMPRINT

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On behalf of ICG,

Daniel J. Guhr, Ph.D.
Managing Director

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EXPLANATORY AND RELEASE NOTES

This report was conducted as a pro bono project by ICG on behalf of the German American International School (GAIS), located in Menlo Park, California.

The report is available free of cost to the International Baccalaureate Organization (IB) as well as IB schools.

Please note: ICG uses the US American spelling of the word *Program*. With reference to the International Baccalaureate, the spelling of *Programme* has been preserved.

An electronic copy of this report can be downloaded from the ICG website, or can be requested from ICG via e-mail at info@illuminategroup.com.

EXECUTIVE SUMMARY

The report was authored on behalf of the German American International School, which was granted International Baccalaureate (IB) World School status in 2007. GAIS began teaching the Middle Years Programme (MYP) at the beginning of the 2010/11 school year.

The aim of this report is to offer an insight into what factors are needed for an IB school to successfully introduce the MYP. Given the notable organizational, jurisdictional, and financial differences amongst institutions offering the MYP, this project did not aim at producing a quantitative analysis of success factors for the programme.

Rather, the project was based on a survey of select schools, focusing on the following six factors: Course and program offerings, curriculum development practices, student performance assessments, parental satisfaction assurances, external brand promotion, and marketing operations.

Research for this project did not consider the following aspects/angles: On-site activities at schools¹; an evaluation of in-classroom or curricular activities; or, any research not centered on a given school (e.g., a survey targeting parents).

Based on survey results², this report contains seven capsules of schools from Brazil, India, New Zealand, Poland, Singapore, and the United States. Schools were identified through the IB website and “sampled” based on criteria including jurisdictions (i.e., countries), size (student enrollment), public/private orientation, age, and year of MYP introduction among others.

Some of the schools included in the survey offer the MYP as part of an IB Programme continuum (i.e., in conjunction with both the IB Primary Years Programme (PYP) and IB Diploma Programme (DP)), while other schools offer the IB MYP in conjunction with just one of the other IB programs (i.e., with either the IB PYP or IB DP).

The report concludes with an overview of MYP success factors for IB schools gleaned from the individual school capsules, followed by MYP success factors for the IB.

¹ With the exception of interviews that were conducted locally.

² Responsiveness to survey participation invitations ran at about 35 percent.

BACKGROUND

The International Baccalaureate Programme³

History and Development

Since its establishment in 1968, the International Baccalaureate Diploma Programme (IB DP) has gained a firm reputation for its rigorousness and quality of education. An increasing number of colleges and universities around the world have accepted the IB Diploma as a qualification for enrollment into their undergraduate programs. Many colleges and universities have awarded credit, advanced standing, or special scholarships to students who perform well in the IB DP.

The acceptance and appreciation of colleges and universities towards the IB DP can be assumed to be a contributing factor for the increased number of IB schools. For example, more than 700 IB schools currently operate in the US while another 200 are in the process of being authorized.

Twenty-six years younger than the IB DP, the MYP, designed for students aged 11 to 16, is currently being taught at more than 900 schools worldwide, with 445 located in the US. In addition, the Primary Years Programme (PYP), designed for students aged 3-11, commenced in 1997 and is now taught at more than 900 schools worldwide, of which 318 located in the US.

In 2011 and 2012, an IB Career-Related Certificate (IBCC) was trialed in the United Kingdom and the United States as a new vocationally-oriented IB certificate. This certificate is aimed at giving students the opportunity to combine IB studies with career-related competencies.

The development of consecutive Primary, Middle, and Diploma Programmes has formed a curricular continuum, which is available at 199 schools worldwide. While the United States has been a strong adopter of the IB curriculum (with more than 1,300 programs nation-wide), 14 other countries host 40 or more IB programmes (at all levels). In total, the IB programme is offered at some level to over one million students in over 140 countries.

In terms of private versus public adoption, the IB DP has evolved from being offered in predominantly private international schools/private national institutions to increasing numbers of public/state schools. More than half of all IB World Schools, which are authorized to teach one or more IB programmes, are public/state schools.

³ Information in this section was largely sourced from the IB.

From IB MYP to IB DP

While colleges and universities around the world have recognized the success of IB graduates, more rigorous recruitment strategies have been put in place to attract more IB students. The MYP aims to prepare students for entering the IB DP with prerequisite skills, and thus increase the number of students successfully completing the IB DP.

The MYP is designed to emphasize the interrelatedness of disciplines and their connections with the real world, develop students' critical thinking skills, and foster active learning.⁴ The focus of the MYP is, therefore, in alignment with the focus of the DP.

Schools offering the MYP provide an important link for students in assisting them to transition not only into the IB DP, but also into further education opportunities. Recent research conducted by the Australian Council for Educational Research (ACER) on behalf of the IB revealed that MYP students performed better on international assessments than their peers at non-IB schools.⁵ These findings suggest that the MYP is playing a critical role in best preparing students for their future success in the IB DP, in higher education, and beyond.

IB Organizational Overview

Structure

Founded in Geneva, Switzerland, during the 1960s, the International Baccalaureate (formerly the International Baccalaureate Organization) operates as a non-profit education foundation. The IB is governed by an elected Board of Governors (with an appointed Director General) and six permanent committees:

- Access and Advancement
- Audit
- Compensation
- Education
- Finance
- Governance

⁴ www.IB.org/myp.

⁵ www.IB.org/announcements/2012/ib-primary-and-middleyears-students-perform-better.cfm.

Through the above named six permanent committees and additional ad-hoc task force groups, the Board oversees the major aspects of policy and governance of the IB. The tasks of the Board include:

- Setting the strategic direction of the organization
- Adopting a mission statement
- Policy making
- Overseeing the IB's financial management
- Ensuring the autonomy and integrity of the IB Diploma Programme examinations and other forms of student assessment

Funding

The IB is funded through multiple channels, the largest of which are examination fees (51%). According to the latest published data (2006), the main sources of IB income were the following⁶:

- Authorization and evaluation fees (5%)
- Workshops and conferences (15%)
- Publications (3%)
- Annual school fee (22%)
- Examination fees (51%)
- Other (4%)

School Authorization

Overview

When a school introduces any of the IB programmes, it undergoes an authorization process and must adhere to strict IB regulations and guidelines. However, the school retains a certain degree of freedom and responsibility in shaping its specific curriculum and student activities.

The process for becoming an authorized IB World School typically requires 2-3 years and consists of multiple phases. The authorization process culminates in a verification visit by the IB, which is then repeated every few years to ensure that the standards and practices of the programme are being maintained.

⁶ In 2006, the annual income for the IB was USD 65.1 million (www.IB.org/who/slidesf.cfm).

According to the following fee schedule, IB World Schools pay an “Annual School Fee” for each programme they are authorized to teach. Fees provide schools with a number of services including curriculum, communication support, marketing, and other resources and advice.

IB Annual School Fee Schedule

Programme	Annual School Fee (USD)
Diploma Programme	10,400
Middle Years Programme	8,700
Primary Years Programme	7,600

Notes: Valid until August 2013; schools offering two programmes receive a 10% discount, which is calculated on the single lowest fee; schools offering all three programmes receive a 10% discount, which is calculated on the combined two lowest fees.

Source: IB.

MYP Authorization

Schools wishing to offer the MYP must adhere to a number of requirements laid out by the IB, which relate to the following:

- General Requirements: Length of program, MYP coordinator, etc.
- IB Philosophy: Relating to a school’s beliefs and values
- Organizational: Leadership and administrative structures
- Resources and Support: Necessary infrastructure to ensure the programme’s implementation
- Curriculum and Assessment: Collaborative planning and reflection to support the development of the programme

METHODOLOGY

Approach

This report relied on a number of research tools, including surveys, interviews, web research, and the analysis of existing literature.

Based on a research outline developed in cooperation with GAIS, both a long and a short survey were designed and shared with participating schools. Among the participating schools, two schools completed the survey in written format, while five schools agreed to participate in a structured interview that lasted approximately 40-70 minutes (including two on-site interviews). All schools were requested to review ICG's documentation to ensure the accuracy of information.

Participating schools' websites, schools' reports, and the IB website were also consulted to gain a more comprehensive understanding of the participating schools. Literature relating to the MYP and the IB in general also informed the analysis.

Areas of Investigation

As this project sought to investigate the factors needed for a middle school to successfully introduce the MYP, information was primarily derived from existing MYPs. The following three areas were investigated:

- Overview of the MYP at a given school: General education goals of the MYP at the school, types of mandatory and optional courses offered, languages taught, etc.
- Curriculum Development and Performance Enhancement: Curriculum development (basis of pedagogical system, responsibilities and processes amongst staff), teacher development (recruiting, training, etc.), student performance assessment (academic and mental health), and financing.
- Marketing and Strategy: External brand promotion (channels, relationships with alumni), and strategic decision making (structure and responsibilities).

Selection of Schools

The research design focused on discovering MYP success factors across different kinds of IB schools. Institutions were thus identified through the IB website and “sampled” based on the following criteria:

- School size (student enrollment)
- Introduction of the MYP (recent versus older)
- Public versus private
- High(er) tuition costs versus no tuition costs
- Jurisdictions (i.e., countries)

The responsiveness of schools to survey participation invitations ran at about 35 percent. Some schools declined to participate due to the work involved, while others (private) declined based on “competitiveness” grounds. The survey ultimately was completed by seven schools in six countries:

- III Liceum Ogólnokształcące, Gdynia (Poland)
- Overseas Family School (Singapore)
- Kristin Middle School (New Zealand)
- San Jose High School (USA)
- German-American International School (USA)
- St. Francis College (Brazil)
- Kodaikanal International School (India)

An overview of the schools and their characteristics can be found in the table overleaf.

International Baccalaureate: MYP Success Factor Analysis

Overview of Schools Surveyed

	III Liceum Ogołnoksztalace, Gdynia	Overseas Family School	Kristin Middle School	San Jose High School	German-American International School	St. Francis College	Kodaikanal International School
Country	Poland	Singapore	New Zealand	USA	USA	Brazil	India
Public/Private	Public	Private	Private	Public	Private	Private	Private
Year authorized to teach MYP	2003	1997	2008	1999	2012 (expected)	2008	2006
Offer PYP	No	Yes	Yes	Yes*	Yes	Yes	Yes
Offer DP	Yes	Yes	Yes	Yes	No	Yes	Yes
Number of MYP Students	107	850	700	500	60	132	230
Number of MYP Faculty	26	66	89	32	10	30	38
Other Association Affiliations	ASPC UNESCO, Society of Creative Schools	WASC; IGCSE Cambridge Examination Center; CPE	NZQA; ISNZ	WASC, PLTW	WASC	N/A	MSA, CIS, NESA, NHS, ASCD
Annual Tuition Fees**	Free***	USD 10,615 to 12,605 per semester	USD 3,500 to 24,340 per semester	Free	USD 15,475 to 18,575 per year	USD 2,700 per month year round	USD 5,059 to 8,150 per semester
Basis of Curriculum	IB + Polish national requirements	IB + Cambridge IGCSE	IB	IB, PLTW, ELD	IB, CA State Standards, German-speaking countries	IB + IGCSE + Brazilian national requirements	IB
Language of Instruction	English & Polish	English (ESL support)	English (ESL support)	English (ESL support)	English and German	English (ESL support)+ Portuguese	English (ESL support)
Additional Languages	German, French, Russian	French, German, Spanish, Korean, Japanese, Mandarin	Chinese, French, Spanish, Japanese, Te Reo Maori, German	Spanish and Portuguese	Spanish and French	Spanish and French	Hindi, Tamil, French, Korean, German, Spanish, German, Chinese (2012)

Notes: (*) As part of an IB continuum between three schools in the local area. (**) All tuition fees are for local students in middle school, MYP only. (***) Families pay a USD 60 contribution each month to support the implementation of various programs.

INSTITUTIONAL CAPSULES

III Liceum Ogólnokształcące, Gdynia

School Profile

School Name	III Liceum Ogólnokształcące, Gdynia
Location (City, Country)	Gdynia, Poland
Year Founded	1950
Year Became an IB World School	1993
Year Authorized to Teach the IB Middle Years Program	The MYP began in 2001 and was authorized in 2003
IB Programs Taught	IB Middle Years Program IB Diploma Program
Grade Levels	Grades 6-12
Number of Students (Headcount)	770
Staff and Faculty (Headcount)	More than 150 (70 Teachers)
Curriculum (Courses Taught)	Geography, Mathematics, Physics, Chemistry, Biology, Philosophy, Culture studies, Physical education, Psychology, Computer Science, Fine arts, Theory of knowledge, History, and Drama
Annual Tuition Fees	The school is public, but parents of the MYP and DP students make monthly contributions of PLN 200 (USD 60) to support the implementation of the programmes
School Type	Public School
Head Of School	Wiesław Kosakowski
Accreditation and Affiliations	Associated Schools of Polish Committee for UNESCO, Society of Creative Schools
Instruction Languages	Polish, English
Website	www.lo3.gdynia.pl/joomla/
Address	ZSO nr 1 w Gdyni Legionów 27 Gdynia, Poland, 81-405
Phone Number	+48 58 622 1833

Institutional Overview

III Liceum Ogólnokształcące, Gdynia (III LO), founded in 1950, is a public school in Gdynia, Poland. III LO was granted IB World School status in September 1993 at which time it began offering the IB DP. In 2003, III LO was also authorized for the IB MYP.

III LO is structured as four schools within one large school with each school teaching a different curriculum: (1) the IB MYP (2) the national middle school curriculum; (3) the IB DP; and, (4) the national secondary curriculum. Students in the IB programmes, however, must pass national exams.

III LO pursues the following mission:

“The mission of the school is to educate and also to shape a good man and citizen, honest and dedicated to his community. Such a man and citizen should be characterised by intellectual, as well as ethical virtues, especially such as: righteousness, nobleness, wisdom, courage, prudence, independence, trustworthiness, tolerance and openness. Such virtues help to protect most precious values of modern civilization, which are at the same time most susceptible to various threats.”

III LO enrolls 107 students in the MYP and 770 students overall. III LO also employs more than 70 teachers, with 26 teaching in the MYP. In addition to being an IB World School, III LO also belongs to the Associated Schools of the Polish Committee for UNESCO, and the Society of Creative Schools.

In addition to offering the MYP and DP Programmes, III LO also offers a number of athletics programs as well as extra-curricular activities, which includes an Odyssey of the Mind Program, a school Hiking Club (*Wyrypiarze*). III LO also has a long-standing relationship with the Polish Navy (for which the school is named) through which students compete in various competitions.

As the Ministry of Education and local authorities finance III LO, students in the MYP do not pay tuition fees per se. Parents of IB MYP and DP students do make monthly contributions, however, of PLN 200 (USD 60) to help support the IB programmes. III LO also raises a portion of its budget through private donation or participation in European Union projects.

MYP Overview

The MYP curriculum at III LO is based on both the IB framework and the Polish national curriculum. As students in the MYP must also complete the national program, students are required to do the following:

- Comply with the national core curriculum requirements
- Study mandatory national curriculum subjects
- Take the standardized national written examination at the end of the third year (grade 9)

The MYP curriculum includes the following subjects:

- Language A: Polish
- Language B: English Advanced
- Humanities: Geography and History
- Mathematics: Mathematics
- Sciences: Biology, Chemistry, Physics
- Arts: Visual Arts, Drama
- Technology: Computer Technology, Design Technology
- Physical Education: PE

Other subjects taught, as required by the Polish national curriculum, include:

- German, French, Russian
- Music
- Knowledge of Society
- Security through Education
- Introduction to Family Life
- Religious Studies/Ethics
- Pastoral Hour

The instruction of the MYP is balanced between English and Polish. The rationale for this is two-fold: On the one hand, students are required to take the national written examination, which is in Polish and thus requires a deep understanding of curriculum in Polish; on the other hand, the use of both languages is seen as adding to the students' ability to conceptualize information, draw abstract relationships, etc.

Best Practices in Curriculum Development and Performance Enhancement

Curriculum Development

The curriculum planning process at III LO follows the IB recommended curriculum model, and involves all subject group teachers in the planning, analyzing and updating of the curriculum. Regular MYP staff meetings have been established with a view on facilitating collaborative planning and reflection, as well as interdisciplinary teaching and learning in each grade level.

At the end of each school year there is a general curriculum analysis meeting, at which all teachers work in grade-level teams. III LO asks teachers to reflect critically on their teaching materials and content as well as on the selected assessment methods. Based on this session, changes are made to the subject curricula, and new documents are outlined.

Following each summer break, a follow-up curriculum update meeting is held in which all grade level teachers have a chance to establish interdisciplinary links and further their cooperation.

One of the main challenges for teachers concerning curriculum is running the standard national curriculum program (for which all students must take mandatory national examinations in Polish) alongside the IB MYP. While MYP teachers enjoy a lot of freedom in choosing their teaching materials, they must adjust the national syllabus to meet the IB requirements. Given the challenges this presents, constant efforts are made to sustain regular interdisciplinary cooperation among teachers.

Through an annual survey, III LO invites students and parents to give their feedback on curriculum revisions. Changes are then made by taking into account feedback from students, parents and teachers.

MYP Teachers

Overview

The majority of teachers involved in the implementation of the MYP at III LO are regular MYP staff members. Some MYP teachers also teach in the School's IB DP. All MYP subject teachers teach all grade levels and act as Personal Project supervisors.

Under special circumstances, such as an acute staff shortage, teachers from the DP may be transferred to the MYP. These staff members then receive guidance and support from the MYP Coordinator, the corresponding Department Head, and other MYP subject teachers.

The average tenure of MYP staff members at III LO is five or more years. Changes in the make-up of particular departments are not common and are normally a result of a teacher retiring, taking a leave of absence, or going on maternity leave.

As the III LO is state funded, the Ministry of Education determines and fixes salary scales, and III LO does not offer any bonuses per se. Full-time teachers work 40 hours per week, with approximately 20 hours spent in class; the remainder of the time is devoted to planning, evaluating, etc.

The gross salary ranges from over PLN 5,000 (USD 1,500) to approximately PLN 3,000 (USD 1,000) per month, depending on the length of service and stage of professional advancement. Occasionally the Principal is able to reward teachers' successful performance with a financial reward, usually equal to one month's salary.

Development

MYP staff receives IB-recognized professional development and are provided with dedicated time for collaborative planning and reflection. Teachers participate on a regular basis in IB Africa, Europe and Middle East workshops.

In order to enhance teaching and learning, III LO also utilizes the resources and expertise of the local community. Guest speakers are invited from local academic centers to give lectures on topics such as motivation, special needs education, etc.

III LO's cost of teacher training is estimated at approximately PLN 7,000 (USD 2,200) per teacher, per year. All teachers receive IB-recognized development at least once every three years.

Student Performance and Parental Satisfaction Assurance

Student Performance Assessment

III LO bases its assessments on a set of pre-determined, subject-specific criteria published in the relevant MYP subject guides. Students are familiarized with the assessment criteria used within each subject, and are expected to understand the specificities of the task, which they are given.

MYP teachers use a variety of assessment tasks, strategies and tools, with the aim of stimulating students' academic and cognitive growth. The assessment tasks, strategies and tools are also tailored as much as possible to students' different levels of understanding and individual learning styles.

In addition to assessing student achievement, teachers are asked to create a supportive classroom environment in which students feel comfortable evaluating themselves as well as their peers' performance and skill level. Checklists and rubrics are also used to facilitate students' reflection on both their academic and cognitive growth.

When more than one teacher is involved in teaching a subject for a grade level, an internal assessment is carried out at the beginning of each term to standardize assessment criteria and their application.

Assessment methods used in III LO include:

- Case studies
- Debates/Discussions
- Essays/Journals
- Multiple-choice tests
- Short-answer questions
- Selected response, such as written tests and quizzes

III LO also employs a range of communication and reporting strategies for student progress: an e-register, regular parents' evenings, report cards, teachers' office hours, and student presentations (including the Personal Project in the final year of the MYP).

In light of the fact that III LO runs the IB MYP along with the national curriculum program, teachers determine students' final grades in accordance with the MYP system and then convert them to the national system. Written ATL (Approaches to Learning) reports are sent out to parents twice a year. III LO largely relies on information and communication technologies in order to manage these reports.

Student Mental Health and Welfare

III LO employs psychologists who work in close cooperation with homeroom teachers to recognize and identify potential issues in their classes, and run psychological workshops tailored to student needs. Students are also free to seek help and advice from the psychologists.

III LO's Principal began an initiative to develop teacher support teams. These teams consist of subject teachers, homeroom teachers, and psychologists who identify students requiring psychological and/or pedagogical help. The teams are responsible for developing support programs for these students, which may take the form of the following:

- Talent and creativity development classes
- A wide variety of learning support classes
- Psychological guidance and counseling

At the beginning of each school year, the MYP Coordinator draws up a moderation schedule so that the prescribed moderation tasks are evenly distributed throughout the year. The Personal Project (PP) Coordinator also sets up a similar timetable in order to help students with their projects. Students choose their PP Supervisors, who also help with the timing for the preparation of their projects.

There is currently no official system in place for student advising. Some guidance is incorporated into subject curricula and interdisciplinary Unit Planners. All members of the MYP staff have equal access to students and shoulder the responsibility for their performance.

The MYP Coordinator holds regular meetings with parents to clarify the IB MYP requirements and expectations. III LO also invites representatives from a variety of overseas universities to speak periodically about study opportunities.

Marketing Strategy

External Brand Promotion

III LO runs its own website with information about the national curriculum program, the IB MYP, and the IB DP. The site details students' outstanding achievements in national and international contests, and reports media coverage. Additionally, the MYP Coordinator creates MYP Newsletters, and regular alumni reunions are organized on the school's premises.

Each spring, III LO holds an open day and invites potential applicants from inside and outside the region to take part in lessons, information meetings with the Principal, and MYP and DP Coordinators. The open day provides III LO the opportunity to promote itself and its activities through demonstrations and the distribution of promotional materials (often designed by the students).

The national media attention III LO receives for student and alumni achievements is considered a major channel for attracting students and parents.

Operations

III LO's Principal and Vice-Principals are primarily involved in setting promotional goals and activities; the MYP steering committee also makes suggestions and recommendations. In general, any member of the teaching staff may suggest promotional and fund-raising activities. III LO's Parent Association is also involved in promotional activities.

In general, the Principal initiates major strategic changes and decisions. As a rule, however, the Principal consults III LO's teaching staff and local authorities.

Overseas Family School⁷

School Profile

School Name	Overseas Family School
Location	Singapore
Year Founded	1991
Year Became an IB World School	1994
Year Authorized to Teach the IB Middle Years Program	The MYP began in 1995 and was authorized in 1997
IB Programs Taught	IB Primary Years IB Middle Years IB Diploma
Grade Levels	Preschool to Grade 12
Number of Students (Headcount)	3,823 (all grade levels)
Staff and Faculty (Headcount)	660
Curriculum (Courses Taught)	Humanities, Mathematics, Sciences, Art and Design, Technology, Physical Education, Music, Drama, English, Japanese, Korean, French, German, Japanese, Mandarin, Spanish
Annual Tuition Fees	SGD 13,500 (USD 10,615) per semester (grades 6-8); SGD 16,000 (USD 12,605) per semester (grades 9-10)
School Type	Private School
Head Of School	Pat Keenan
Accreditation and Affiliations	Western Association of Schools and Colleges (WASC), International General Certificate of Secondary Education (IGCSE) Cambridge Examination Centre, and is registered in Singapore by the Council for Private Education (CPE)
Instruction Languages	English
Website	www.ofs.edu.sg
Address	25F Paterson Road Singapore 238515 Republic of Singapore

⁷ All information contained in this capsule was sourced independently from the Overseas Family School. OFS did not verify the information presented in this report.

Institutional Overview

Overseas Family School (OFS), founded in 1991, is a private school in Singapore. OFS was granted IB World School status in April 1994 at which time it began offering the IB DP. In 1997, OFS was authorized for the IB MYP, followed by the IB PYP in 2000.

OFS pursues the following mission:

“To maintain a happy, safe and effective school for overseas families living in Singapore.”

OFS enrolls 3,823 students (from more than 73 countries), with 850 students in the MYP. OFS also employs more than 660 faculty and staff members, with 66 teaching in the MYP.

In addition to being an IB World School, OFS is accredited for K-12 by the Western Association of Schools and Colleges (WASC). OFS is also an International General Certificate of Secondary Education (IGCSE) Cambridge Examination Centre, and is registered in Singapore by the Council for Private Education (CPE).

OFS also offers a Model United Nations Program, which it ties into its curriculum. Other extra-curricular activities include a number of athletics programs, fine arts activities, and leadership clubs including Scouts, Guides and Student Voice (a student representation initiative).

OFS charges the following tuition fees for the MYP: SGD 13,500 (USD 10,615) per semester for grades 6-8 and SGD 16,000 (USD 12,605) per semester for grades 9-10. There is also a registration fee of SGD 2,000 (USD 1,500) per student.

MYP Overview

Teaching of the MYP is divided between OFS' Middle and High Schools: The first three years of the MYP are taught at the Middle School, and the final two years are taught at the High School.

The Middle School has a 25-period week, with five one-hour periods per day. In addition to the IB MYP curriculum, OSF also uses the Cambridge IGCSE. Based on this combination of curriculum, the following subjects are taught:

- Language A: English
- Language B
- Humanities
- Mathematics
- Sciences
- Art and Design
- Technology
- Physical Education
- Music
- Drama

In grades 9 and 10, OFS uses either IGCSE syllabi or courses developed by OFS teachers. MYP subjects and courses taught at the High School include:

- Languages A: English (IGCSE), International English (IGCSE), First Language Japanese (IGCSE), First Language Korean (IGCSE).
- Languages B: French (IGCSE), German (IGCSE), Japanese (Advanced), Mandarin (IGCSE), Spanish (IGCSE).
- Humanities: History (IGCSE), Geography (IGCSE), Business Studies (IGCSE), Economic (IGCSE), Humanities (IGCSE).
- Mathematics: Mathematics (IGCSE).
- Physical Education: Health/Physical Education.
- Sciences: Integrated Science (IGCSE), Coordinated Science (IGCSE).
- The Arts: Art (IGCSE), Drama, Music, Music (IGCSE).
- Technology: Computer Applications, Computer Studies (IGCSE).

OFS implemented MYP learning cycles, which draw together the individual subject areas with a Model United Nations (MUN) initiative (incorporated at all levels), and a Community and Service Component.

The MUN curriculum is integrated as a part of the IB subject areas. In 2011, for example, the humanities courses focused on the Millennium Development Goals of the United Nations, while the science courses focused on infectious diseases.

The aim of the MUN initiative is to drive the following skills and habits:

- Collaboration
- Communication
- Open-mindedness
- Risk-taking
- Confidence building
- International-mindedness

The Community and Service component was designed to connect with the focus of the MUN initiative and is differentiated by grade level. Students in grade 6, for example, concentrate on the local school environment, while students in grade 7 focus on the national environment, and students in grade 8 focus on the regional environment, which includes an overseas camp experience.

Additionally, OFS offers the Study Preparation Program (SPP), for students whose first language is not English, and who require intensive English language assistance. The SPP gradually phases students into the mainstream curricula through preparation courses and levelling: Level 1 (Beginner), Level 2 (Intermediate), and Level 3 (Advanced; students join mainstream classes for mathematics).

Best Practices in Curriculum Development and Performance Enhancement

Curriculum Development

The curriculum planning process at OFS follows the IB recommended curriculum model and includes a strong emphasis on the “Five Areas of Interaction”. OFS’ approach to curriculum planning, analysis and updating resides with Curriculum Coordinators, who are specific for each subject.

OFS pursues the following five academic objectives for all of its programs:

- To focus on the individual needs of every student and to provide a supportive atmosphere designed to help students achieve personal academic goals.
- To sustain modern teaching policies and methods which give students positive attitudes to learning.
- To maintain a "worldwide family" approach at school and help students to overcome any biased attitudes towards other cultures.
- To work in open partnership with parents to prepare students for the changing world they will experience.

- To cultivate flexible approaches to problem solving which help students develop original thinking skills.
- To inspire each student to his or her potential level of achievement in a school where happy self-discipline and self-respect are guidelines for behavior.

Two years ago, OFS undertook a significant revision of its curriculum in which it introduced the MUN initiative and Community and Service component. This revision looked at the objectives, learning outcomes, etc. for the entire school in an effort to improve the quality and integration of the curriculum.

A curriculum leadership team undertook the revision by organizing several small teams delegated at the subject level. Teams were periodically brought together to discuss ideas, findings and directions.

The curriculum revision was informed by a major benchmarking project through which OFS examined schools across Australia, New Zealand, the United Kingdom, the United States and others. The revision was also informed by the McREL Standards.⁸

MYP Teachers

Overview

Teachers are generally recruited through direct application for positions posted on OFS' website and come predominantly from Australia and the United States. Some recruitment occurs through the IB, but OFS does not use any agents or recruiting companies.

Teachers are normally given a two-year contract, which shortens tenure, particularly for international teachers. The average tenure for teachers ranges between 6-8 years.

Development

All incoming teachers receive orientation training. Incoming teachers, who have never taught the IB curriculum, receive additional training modules. OFS provides internal professional development sessions every three weeks. It also provides funding for teachers to travel to a variety of external workshops and trainings abroad. These trainings are funded on an interest/need basis.

⁸ K-12 Standards. www.mcrel.org.

Student Performance and Parental Satisfaction Assurance

Student Performance Assessment

Student work is assessed according to the MYP criteria, which vary from subject to subject. An examination occurs at the end of each semester in English, Mathematics, Science, Humanities, and Language B.

OFS makes the results of all assessments available online to students, parents, and all teachers within seven working days. These detailed assessment records are provided on an on-going basis, and are supplemented with written progress reports posted at the end of the first and third quarters.

More comprehensive student progress reports are issued at the end of the second and fourth quarters (first and second semester). There are also two formal Parent-Teacher conference days per year.

Student Mental Health and Welfare

Each student in the MYP is placed in a “Homebase” group. This group provides the student with a static teacher and group of students with whom to identify, regardless of classes attended throughout the day. The Homebase group has regular Health and Social Education sessions that cover issues such as team building, self-esteem, time management, decision making, goal setting, conflict resolution, and dealing with peer pressure.

One of the challenges at OFS is the high turnover of students due to the mobility of the families it serves. The Homebase teacher, who is able to access all of a student’s assessment data, is the first point of contact for parents to inquire about the progress of their children or address any concerns they may have.

Marketing Strategy

External Brand Promotion

OFS runs its own website with separate information sections about the Kindergarten, IB PYP, IB MYP and IB DP. The website also contains monthly, downloadable newsletters that are segmented by school level. Publications and videos on the MUN program and past events are also made available via the website.

Given the turnover of students in the school, alumni reunions have not been a focus in the past. OFS has also chosen not to go to education fairs due to the large volume of applications already received.

Given OFS' positioning in Singapore, parents become aware of the school largely through their companies or through other expat parents. Many relocation companies also cite OFS.

Operations

With regards to operations, OFS is overseen by three Boards:

- Academic: Consists of the Academic Board and the Principals of each school level, and addresses curriculum and learning
- Executive: Addresses internal needs and issues
- Board of Directors: Addresses overarching and external issues (i.e., liaisons with the government)

Due to the high level of turnover at OFS, parents are not involved on any of these Boards directly. With regards to input on decision making, the Chairperson of the Parent Association works with the Board of Directors on organizing events, voicing parent concerns, etc.

Kristin Middle School

School Profile

School Name	Kristin School
Location (City, Country)	Auckland, New Zealand
Year Founded	1973
Year Became an IB World School	1986
Year Authorized to Teach the IB Middle Years Program	The MYP started in 2006 and was authorized in 2008
Grade levels	Preschool to Grade 12
Number of Students (Headcount)	1,600 (all grade levels)
IB Programs Taught	IB Primary Years IB Middle Years IB Diploma
Staff and Faculty (Headcount)	Seven Faculties 262 teachers (all grade levels)
Curriculum (Courses Taught)	Arts, BASE, Computer Studies, Japanese, Te Reo Maori, French, German, Health, Future Problem Solving, Humanities, Mathematics and Statistics, Music, Physical Education and Sport, Science, Technology
Annual Tuition Fees	Domestic students: NZD 3,547.50 – 4,475 (USD 2,828.15 – 3,566) per term (all grade levels); , four terms in total The MYP: NZD 4,387.50 (USD 3,500) per term International students: NZD 24,670 – 31,160 (USD 19,659 – 24,813) per year The MYP: NZD 30,540 (USD 24,340) per year (2012/13)
School Type	Private School
Executive Principal	Peter Clague
Accreditation and Affiliations	New Zealand Qualifications Authority (NZQA); Independent Schools of New Zealand (ISNZ)
Instruction Languages	English
Website	www.kristin.school.nz
Address	360 Albany Highway Albany, Auckland 0632 New Zealand
Phone Number	+64 9 415 8495

Institutional Overview

Kristin School (Kristin), founded in 1973, is a private school in Auckland, New Zealand. Kristin was granted IB World School status in December 1986 at which time it began offering the IB DP. In 2002, Kristin was authorized for the IB PYP, followed by the IB MYP in 2008.

Kristin is structured as three schools within one large school that is located on the same campus. The Junior, Middle and Senior Schools each follows the Kristin philosophy while creating its own distinctive character relative to the age group of the students.

Kristin pursues the following mission:

“To provide students with a superior all-round education, to prepare them to be responsible world citizens, to think creatively, reason critically, communicate effectively and learn enthusiastically throughout life.”

Kristin enrolls 1,600 students in total, with approximately 700 students in the Middle School. It also employs 262 teachers, with 89 teaching in the MYP.

In addition to being an IB World School, Kristin is certified by the New Zealand Qualifications Authority (NZQA), and is a member of the Independent Schools of New Zealand (ISNZ).

Kristin offers a wide range of opportunities in the arts, including through the MYP and NZ national curriculum. It also offers a broad range of sports programs, including a Sports Plus program which enables students to study and receive intensive sports training simultaneously.

Kristin charges the following tuition fees for the MYP for New Zealand and Australian citizens⁹: NZD 4,387.50 (USD 3,500) per term. There is also an application fee of NZD 225 (USD 180), and an entrance fee of NZD 900 (USD 715) per student.

⁹ The school has a separate fee schedule for international students: www.kristin.school.nz/web/portal/admissions/how-much-are-the-school-fees.

MYP Overview

Kristin is the first school in New Zealand to be authorized to teach the MYP. While the MYP is normally a five-year programme, students at Kristin take part in a four year programme (a special allowance that has been made by the IB) in order to complete Middle School in Year 10 and begin NCEA (the main national qualification for secondary school students in New Zealand) in Year 11.

Students in Years 7 and 8 are required to follow a set course program, while students in Years 9 and 10 students are offered choices as “Option Subjects”. The reasoning behind this structure is that students in Years 7 and 8 are able to spend more time together with their homeroom class, and students in Years 9 and 10 are able to gain greater autonomy over their studies. Subjects and courses offered during the MYP include the following:

- Arts: Visual Art, Dance, Drama
- BASE: Students are exposed to the religions of the world and reflect on their tolerance and respect for people, cultures and religions
- Commerce: Consumer Economics, Enterprising Economics
- Computer Studies: Digital Technology
- Foreign Languages: Chinese, French, Spanish (all 4 years); Japanese, Te Reo Maori, French, German (selective years)
- Health
- Future Problem Solving
- Humanities
- Mathematics and Statistics
- Music: Music and Music Technology
- Physical Education and Sport: PE Sport and Sport Studies
- Science
- Technology: Graphics Technology, Hard/Soft Technology, Electronics, Food Technology

Kristin also offers Kristin Effective Education (KEE) to provide specialized assistance and extra support to students with English learning difficulties. Both in-class support and small group, pullout programs are available.

Kristin also provides a GATE program (Gifted and Talented Education) for students who are gifted or talented in sporting, in cultural arts, in leadership, or intellectually. At the Middle School level, a GATE Selection Committee helps identify gifted students, and the ways to best serve them.

Best Practices in Curriculum Development and Performance Enhancement

Curriculum Development

The MYP Coordinator and Associate Principal of Teaching and Learning are in charge of the curriculum, which is based on the IB. Teachers and parents give feedback on the curriculum regularly through both surveys as well as directly.

Teachers engage in collaborative planning, but have autonomy in how they deliver the material within the described syllabus. The curriculum is revised continuously, as each time a unit is taught it is reviewed.

MYP Teachers

Overview

Jobs are posted in the New Zealand Education Gazette among other job boards, through which Kristin has been able to attract high-quality teachers both locally and internationally. Particularly for high-level positions, Kristin looks to recruit broadly, including internationally. The Principal, Associate Principal, and the Dean all sit on the recruitment panel during teacher hiring.

Teacher pay is based on the State Quality Assurance Qualifications. The teacher pay scale is based on a teacher's credentials, years of experience, student performance, etc.

Development

Kristin allocates a generous budget for professional development, and teachers are highly encouraged to participate in professional development opportunities. Teacher development is based on IB requirements, and at least one teacher per subject area is required to participate in the IB professional development workshops every year. Workshops and camps for professional development are provided on a yearly basis.

Kristin also provides in-house professional learning programs, including technology training provided by the IT department. In addition to teachers receiving training, senior management staff also receives training and professional development.

Student Performance and Parental Satisfaction Assurance

Student Performance Assessment

Teachers organize continuous assessment over the course of the MYP, which is based on the criteria that correspond to the objectives for each subject.

Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These may include:

- Open-ended, problem-solving activities and investigations
- Organized debates
- Hands-on experimentation
- Analysis
- Reflection

Assessment strategies, both quantitative and qualitative, provide feedback on the student's thinking processes as well as finished product. There is also an emphasis on self-assessment and peer-assessment, with assessments differing by year:

- Year 7 and 8: Assessments are integrated into the curriculum and therefore there are no examinations
- Year 9: Students take one-and-a-half-hour examinations in Term 3, covering most subjects except Health and Physical Education, and optional subjects
- Year 10: Students take two-hour examinations at mid-year and at the end of year, covering most subjects

Kristin uses a product called FirstClass as their core digital collaboration platform. FirstClass is a product of OpenText, and is used for staff and student e-mail. Most courses and classes use FirstClass, as it is the primary portal space for teaching and learning.

Student Mental Health and Welfare

Kristin has a Student Welfare program to encourage involvement between teachers and students, and to ensure that each student's individual welfare is promoted and monitored. Each student is placed in a tutor group, which meets on a daily basis. The same student group and tutor teacher meet for the entire calendar year.

Each grade level has a Dean, who has the overall responsibility for that grade-level's students and works with all staff involved at that level. Each Dean begins with a group in grade 7 and moves up each year with the group.

The Middle School Principal, Assistant Principals, Counselors and the Chaplain are also important figures in the Student Welfare program. The Guidance Counselors work with students and their families to provide support for learning, behavioral and emotional issues.

Parental Interaction

Parents are urged to contact (either by phone or by e-mail) the grade-level Dean about any issue affecting the welfare of their child. Kristin has an active Facebook Page and allows parents to log into the digital collaboration tool "FirstClass" in order to monitor their student's progress and take advantage of the online communities it offers.

Marketing Strategy

External Brand Promotion

Kristin uses a variety of channels for promotion including print materials (e.g., brochures), social media, and newsletters (released each term) to former parents and students. The School Relations Department is primarily responsible for promotional events.

The International Service Department is responsible for international recruiting and involving international alumni. The Department engages key schools in foreign countries, establishes exchange programs, and recruits students through a targeted process. Strong partnerships with foreign schools have been a key part of Kristin's exchange program strategy.

Over time, Kristin has developed a good reputation internationally, and has had no problem recruiting international students up to this point. Alumni engagement has been an integral part of Kristin's promotional and recruiting activities. Many domestic alumni frequently come back to campus and help with promotional events, and international alumni are tapped to assist with international student recruitment.

Kristin involves parents through a variety of activities including parent-teacher interviews, parent evenings (including new parent evenings), parent coaching teams, and other social gatherings among parents. Some information evenings are provided specifically for non-native English speaking parents, with information provided specifically in parents' mother tongue.

Operations

Kristin has an open management system. Student/parent-related decisions involve parents, students, teachers, and the Principal. Concerning major strategic decisions, the Principal and the Executive Principal are the primary decision makers.

San Jose High School

School Profile

School Name	San Jose High School
Location (City, Country)	San Jose, California, US
Year Founded	1863
Year Became An IB World School	1986
Year Authorized To Teach The IB Middle Years Program	The MYP began in 1997-98 and was authorized in 1999
IB Programs Taught	*IB Middle Years (Partially taught at Burnett Middle School) IB Diploma
Grade Levels	Grades 9-12
Number Of Students (Headcount)	1,156
Staff And Faculty (Headcount)	60 teachers (all grade levels)
Curriculum (Courses Taught)	Arts, English, Math, Physical Education, Science, Social Studies, and Technology
Annual Tuition Fees	Free
School Type	Public, Magnet School
Head Of School	Cary Catching
Accreditation And Affiliations	Western Association of Schools and Colleges (WASC); Project Lead the Way (PLTW)
Instruction Languages	English
Website	www.sjUSD.org/sjha/
Address	275 North 24th Street San Jose, CA 95116 USA
Phone Number	MYP Coordinator Ms. Reiko Takao Phone: (1) 408 535 6320

Institutional Overview

San Jose High School (SJHS), founded in 1863, is a public school in San Jose, California, USA. SJHS was granted IB World School status in April 1986 at which time it began offering the IB DP. In 1999, SJHS was authorized for the IB MYP.

SJHS aims to cultivate a learning community that “embraces excellence, compassion, equity, personalized goal setting, a college-going culture, and a commitment to global awareness”.

The IB MYP at SJHS is offered in partnership with Burnett Middle School (BMS), which is part of an IB Continuum offered by the San Jose Unified School District. Students begin the MYP at BMS and complete the MYP in grades 9 and 10 at SJHS. The goal of the MYP at SJHS is to expose students to the MYP curriculum and prepare them for the DP. Over the last two years, the number of Diploma students increased from 62 to 120, and SJHS aims to increase this number more in the coming years.

SJHS enrolled 1,156 students during the 2011-12 school year, with approximately 500 students in the MYP (grades 9-10). SJHS also employs 60 faculty members, including instructional coaches. Beginning in the fall of 2012, there will be 32 teachers teaching in the MYP.

In addition to being an IB World School, SJHS is accredited by the Western Association of Schools and Colleges (WASC), California, USA. SJHS is also accredited by Project Lead the Way (PLTW).

As SJHS is a public institution, students do not pay any tuition fees. SJHS, however, estimates that the cost of running the IB program is around USD 15,000 per student, per year.

In addition to the IB MYP and DP, SJHS also offers a Pre-Engineering program and an English Language Development (ELD) program. Other extra-curricular programs offered by SJHS include academic teams like Speech and Mock Trial as well as a number of sports teams.

MYP Overview

The curriculum for the MYP draws on the IB, PLTW, and ELD. Based on this curriculum, the following subjects are offered:

- The Arts
- English
- Math
- Physical Education
- Science
- Social Studies
- Technology
- World Language

The 9th and 10th grade courses are structured similarly across all schools in the School District. However, SJHS has adopted the MYP assessments, task and rubrics for all subjects listed above.

Students in grade 9 begin by studying international literature that culminates in either in the senior College Board Pacesetter or the International Baccalaureate Diploma Higher Level English courses.

Students in the MYP follow the traditional sequence of math courses, which includes Algebra 1, Geometry, and Algebra 2. Algebra 2 with Trigonometry, Math Analysis, IB Math Studies (Statistics) and IB Math Methods (Calculus) are also offered as higher-level courses (usually grades 11 and 12).

Students in the MYP also follow the traditional sequence of science courses including Integrated Science, Biology, Chemistry, and Physics. IB Biology Higher Level, IB Chemistry Higher Level, and IB Physics Higher Level, are also offered as higher courses (usually grades 11 and 12).

Concerning social studies, students in the MYP study Ancient Cultures, World History, and usually take U.S. History, Economics, and Government in grades 11 and 12.

SJHS has an international student body with more than 25 languages spoken among them. Classes are taught in English, but SJHS also offers English language courses for students in the IB or Project Lead the Way. A student in ELD or ELL (English Language Learning) classes may also take some classes in the IB.

SJHS has also chosen to include Spanish and Portuguese in the curriculum. Spanish has been included due to the large number of immigrants from Latin America, who are currently studying at SJHS. Portuguese has been included, as the neighborhood has traditionally had a large Portuguese community.

Best Practices in Curriculum Development and Performance Enhancement

Curriculum Development

The part-time IB Coordinator is in charge of the MYP's curriculum development. The IB is consulted regarding curriculum development, but SJHS finds that these consultations are not particularly helpful regarding development issues.

Given SJHS' relationship with Burnett Middle School (BMS), it works closely with BMS to develop various content areas within the curriculum. Teachers collaborate regularly to review the content, assessment methods, and assessment data. Students' feedback is also incorporated into the curriculum revision process.

While teachers enjoy some freedom in choosing their teaching methods, SJHS has found that teachers often would like more direction on content and expectations.

MYP Teachers

Overview

Currently SJHS finds it difficult to recruit teachers with IB experience, though qualified applicants with IB experience do apply. The combination of financial and human resources barriers pose significant challenges to recruiting teachers who are familiar with the IB Programme.

As SJHS is a public school, salaries are determined by the school district.

Development

All teachers attend the IB subject matter trainings. When teachers change the subject they are teaching they receive additional training. SJHS ensures that at least part of the teaching staff attends trainings every year.

SJHS has found that the locations and cost of training can be, however, prohibitive. An estimated USD 75,000 is spent on staff professional development per year. Alternatively, online workshops, while reducing the cost of training, provide minimum interaction and are considered time-consuming.

Student Performance and Parental Satisfaction Assurance

The IB continuum, which feeds students in from the PYP at the Horace Mann Elementary School and the MYP at Burnett Middle School, is considered a major factor for students' success at SJHS.

Unfortunately, due to state budget cuts, SJHS has only one academic counselor. As a result, administrators at each grade level act as advisors for that grade level to help fill the gap.

SJHS currently utilizes two funding mechanisms to help students manage the costs of examinations. An outside foundation provides a USD 6,000 grant to assist low-income students. The Principal also sets aside a portion of the school budget to help low-income students.

Student Mental Health and Welfare

Teachers and administrators both work to provide mental support for students. Given the challenges many students from SJHS face outside of school (SJHS has a significant low-income population), many teachers act as parental figures for many students.

SJHS also receives additional support from the Young Men's Christian Association (YMCA). The YMCA provides interns to assist students with a variety of issues ranging from academic to personal.

Marketing Strategy

External Brand Promotion

SJHS regularly distributes newsletters via e-mail as well as posts them in the local library and community center. Regular promotional events held by the SJHS include Parent Day and Information Night. SJHS also utilizes an on-campus performing group to promote the school at community events.

Given the diverse population SJHS serves, the school uses different messaging when promoting itself. For some parents, the IB Programme is an important factor for attending SJHS, while for others, the sports programs and extra-curricular activities play an important role.

While SJHS is recognized by some in the community for its IB Programme, many students attend SJHS due to it being a long-standing institution that is well-situated within its neighborhood. SJHS has thus been able to use its alumni, many of whom are in the area, to support promotional events and speak with students.

SJHS tries to foster its relationship with alumni by sending out newsletters as well as e-mails regarding events. One of the key challenges for SJHS concerning its alumni is that support has been traditionally higher for legacy and sports programs in contrast to academic programs and events.

Operations

With regards to major strategic decisions that influence operations or affect the school's brand, the individuals involved in the decision-making process vary depending on the area affected. The teachers, students, parents, administrators, and school district personnel are all considered as primary stakeholders.

German American International School

School Profile

School Name	German American International School
Location (City, Country)	Menlo Park, California, US
Year Founded	1988
Year Became An IB World School	2007
Year Authorized To Teach The IB Middle Years Program	The MYP began in 2010-11, and is due for authorization in 2012
IB Programs Taught	IB Primary Years IB Middle Years
Grade Levels	Preschool to grade 8
Number Of Students (Headcount)	320 (all grade levels)
Staff And Faculty (Headcount)	57 teachers (all grade levels)
Curriculum (Courses Taught)	German, English, French, Spanish, Math, Science, Performing Arts, Visual Arts, IT, Humanities, PE
Annual Tuition Fees	Discounted rate: USD 13,995 – 15,475 Full rate: USD 16,800 – 18,575 The MYP: Discounted rate: USD 15,475; Full rate: USD 18,575 (2012/13)
School Type	Private
Managing Director	Dominic Liechti
Accreditation And Affiliations	Western Association of Schools and Colleges Accreditation
Instruction Languages	German and English
Website	www.gais.org
Address	275 Elliott Drive Menlo Park, CA 94025 USA
Phone Number	Phone: (1) 650 324 8617

Institutional Overview

The German-American International School (GAIS), founded in 1988, operates as a private school in Menlo Park, California, USA. GAIS was granted IB World School status in February 2007 at which time it began offering the IB PYP. GAIS began teaching the IB MYP in the 2010-11 school year.

GAIS pursues the following mission:

“The German-American International School (GAIS) mission is to provide an outstanding international, bilingual education focused on inquiry-based learning with the goal to foster confident, creative and responsible learners and global thinkers.”

GAIS enrolls 320 students, of whom 60 students are enrolled in the MYP. GAIS also employs 44 teachers, with twelve teaching in the MYP program (plus five after-school teachers).

In addition to being an IB World School, GAIS is accredited by the Western Association of Schools and Colleges (WASC), California, USA.

Students in the MYP at GAIS are required to perform 30 hours of community service work during the program. GAIS also offers a growing number of extra-curricular activities including additional language courses to ensure students are comfortable in both German and English by MYP graduation.

The School charges the following tuition fees for grades 6-8: USD 15,475 per semester for the “Self-Payer” Rate. In order to qualify for the self-payer discount, families are expected to sign up for twenty hours of volunteer activities (per family). The Actual Cost Rate (USD 18,575) is applicable to families and corporations who are not available for volunteering or fundraising activities on behalf of the school.

MYP Overview

The MYP at GAIS is based on the IB curriculum, as well as standards from the State of California and German-speaking countries. The curriculum is specifically designed to transition students from the IB PYP and prepare them for the IB DP.

In grade 5, students must take six compulsory courses plus four electives, while in grades 6-8 students must take four compulsory courses plus five electives. Courses included in GAIS' MYP curriculum include:

- Language A: German or English
- Language B: Spanish or French
- Humanities: Geography, History, Social Studies (Language of Instruction: English or German)
- Sciences: Physics, Biology, Chemistry (Language of Instruction: English)
- Mathematics (Language of Instruction: English or German)
- Arts: Music, Visual Arts
- Physical Education
- Technology: Integrated into all subjects

German is taught as a native language to students entering the Middle School from the GAIS Elementary School, and as a foreign language for students newly enrolled at GAIS. The subject is taught for seven periods a week for students in grade 5 and for six periods for students in grades 6-8. Students who are fluent in German can also choose to take their Math and Humanities classes in German, increasing their German instruction to up to sixteen periods per week for grade 5, and fifteen periods for grades 6-8.

Regarding other languages, students take seven periods of English per week in grade 5 and six periods in grades 6-8 and there is additional support for ESL (English as a second language) students. Students also take four periods of either Spanish or French per week (two periods in grade 5).

Students are instructed in an integrated science curriculum in grades 5 and 6, biology and physics in grade seven, and physics and chemistry in grade 8. In addition, robotics and programming classes are offered as extra-curricular classes.

Students have two hours of physical education per week. GAIS takes an integrated approach to teaching nutrition, health and human biology, which are taught in the science curriculum, in PE, and addressed in other subjects, as appropriate.

Best Practices in Curriculum Development and Performance Enhancement

Curriculum Development

The Middle School Principal is in charge of curriculum development. Teachers enjoy the freedom to design their own teaching materials, which is then approved by the Middle School Principal or democratically during the interdisciplinary meetings. Teachers also receive feedback on curriculum design from the IB at the IB workshops.

As noted above, multiple international curricula are compared and combined to form the basis of GAIS's curriculum. Teachers also use a combination of testing regimes including the IB exams, the SAT10, Germany's language test (the *Deutsche Sprachdiplom der Kultusministerkonferenz*), the IGCSE, and California assessment tests.

Input collected from parents and students via survey is used to inform curriculum revisions. The Middle School Principal is planning to hire an assistant principal to focus on curriculum assessment and development.

MYP Teachers

Overview

Teachers are recruited primarily through job postings on German and Swiss websites, through international job fairs, through the IB website, and Craigslist. The Middle School Principal makes the final decisions on teacher recruitment, but current teachers and board members are also involved in observing, interviewing, and providing feedback regarding candidates.

GAIS employs three main selection requirements for incoming teaching staff: 1) credentials (advanced degrees relevant to their subjects), 2) personal fit, and 3) international experience. Teacher salaries are primarily determined by: 1) teachers' credentials, 2) number of years of teaching experience, and 3) student performance. Teachers may also receive bonuses, which are based on students' annual performance.

Teacher tenure varies widely at GAIS given its international nature. Some of the reasons teachers leave include: 1) marginal healthcare benefits, 2) one-year contracts, 3) rising living expenses not in proportion with salary increases, 4) repatriation to (largely) Germany and Switzerland, and 4) other personal reasons.

Development

Teachers' professional development is highly encouraged and funded. Depending on the teacher's familiarity with the IB Programme, teachers attend Category 1, 2, or 3 workshops.

Student Performance and Parental Satisfaction Assurance

Student Performance Assessment

Assessment is criterion-related by subject and is designed to match the aims and objectives identified by the teachers. Throughout a unit, teachers engage in several formative assessment tasks that support teachers in determining the student's progress and help in the planning for further instruction. Each unit concludes with a summative assessment, which demonstrates the student's cumulative knowledge in the subject.

Student progress is reported to parents regularly, both orally and in writing. Students also receive a progress report twice a year as well as a report card in the middle and at the end of the year. Teacher-led and student-led conferences are scheduled during the year.

Teachers and students enjoy a close relationship, which is supported by small class sizes. A student advising system has been put in place to assist students in academic decision-making.

With regard to parent communication management, GAIS uses ManageBac (student assessment: grades, personal life) to streamline communication with parents. GAIS has been satisfied with these tools, but has chosen not to post homework online, but rather train students to organize themselves. There are also regular, parent-teacher coffee meetings, which casually allow parents and teachers to discuss salient matters in German and English.

Other ways in which GAIS operates to facilitate teacher-parent-student-community communication include Student Council and an annual student-led conference and annual Parent-Teacher Conference (students are present).

Student Mental Health and Welfare

Students are assessed through a social emotional curriculum during advisory classes and through the Approaches to Learning (ATL), and all teachers are involved and responsible for student wellbeing. GAIS invites an external psychologist to the school when needed.

Marketing Strategy

External Brand Promotion

GAIS regularly sends out newsletters to inform both current and former students regarding activities, and is active on Facebook and Twitter. GAIS is in the process of substantially updating its website, which will be launched on August 1, 2012, and will focus more on streamlining communication and school promotion.

Since the launch of the MYP Programme, GAIS has increasingly drawn more attention from students both locally and internationally. In order to grow momentum, GAIS plans to align all promotional materials with a unified corporate identity. To this end, GAIS has hired a Communications Manager.

Currently, GAIS is approaching schools to create feeder programs, and increasing its relationships with relocation managers and agencies to better access new students in the area. GAIS has not yet formally structured alumni recruiting, but is planning to do so in the future.

Operations

The annual budget for promotion, recruitment, and strategy development typically runs at USD 60,000, with 30,000 being spent on marketing materials (i.e., online ads, print materials). The Communications Manager is primarily responsible for this area.

Promotion for fund raising is parent-driven, but shifts from parents to the administration in different stages. One parent on the Board organizes some fundraising events, which usually raise between USD 80,000 to 200,000. The Swiss and German branches of Goldman Sachs also provide grant funding to GAIS.

GAIS relies on an administrative team and an academic team, which consists of the Preschool Principal, Elementary Principal, Middle School Principal, PYP and MYP Coordinators, and the School's Managing Director. In terms of the decision-making processes, responsibility depends on the area of decision making: 1) hiring: the Managing Director decides, but involves teachers and principals in the process; 2) strategic growth: the Board decides, but the Managing Director plans and incorporates multiple stakeholders; 3) teacher level: the MYP and staff meetings are democratic; 4) structural decisions: the Principal and Managing Director decide, but incorporate teachers' opinions.

St. Francis College

School Profile

School Name	St. Francis College
Location (City, Country)	São Paulo, Brazil
Year Founded	2003
Year Became an IB World School	2004
Year Authorized to Teach the IB Middle Years Program	The MYP began in 2006 and was authorized in 2008
IB Programs Taught	IB Primary Years IB Middle Years IB Diploma
Grade Levels	Preschool to grade 12
Number of Students (Headcount)	800 (all grade levels)
Staff and Faculty (Headcount)	Over 250 teachers (all grade levels)
Curriculum (Courses Taught)	Maths, Humanities, Arts, Sciences, Physical Education, Technology, Historia (History) and Geografia (Geography), English and Portuguese, Spanish and French
Annual Tuition Fees	BRL 5,500 (USD 2,700) per month
School Type	Private School
Head Of School	Shirley Hazell
Instruction Languages	English and Portuguese
Website	www.stfrancis.com.br
Address	Rua Joaquim Antunes, 678 Pinheiros - CEP: 05415-001, São Paulo Brazil
Phone Number	+55 11 3728 8050

Institutional Overview

St. Francis College (St. Francis), founded in 2003, is a private school in São Paulo, Brazil. St. Francis was granted IB World School status in June 2004 at which time it began offering the IB DP. In 2005, St. Francis was authorized for the IB PYP, followed by the IB MYP in 2008.

St. Francis pursues the following mission:

“St. Francis College is an international school which strives for excellence and provides the solid foundation for passionate lifelong learning. We empower pupils within a warm and friendly community to become proactive and responsible citizens of the world by fostering moral and intellectual autonomy.”

St. Francis enrolls approximately 800 students, with 132 in the MYP. In the next two years, it is expected to reach 1,000 students with growth predicted from enrollment in the primary program. St. Francis employs over 250 faculty and staff members, with 30 teaching in the MYP.

St. Francis also offers a number of sports programs for both boys and girls including sports teams, which participate in games with neighboring schools. It also runs Approaches to Learning (ATL) study skills extra-curricular activities to supplement in-class learning. Other extra-curricular activities for the MYP program offered include fun volleyball, futsal, arts and craft, yearbook publication, drama, and backstage.

St. Francis is a full fee paying school with tuition at BRL 5,500 (USD 2,700) per month year round.

MYP Overview

The curriculum for the MYP has been developed using the IB MYP “Areas of Interaction” and backward planning from the IB Diploma course along with the British National Curriculum (IGCSE), and the Brazilian National Curriculum (Ensino Fundamental/Médio).

St. Francis uses the IB philosophies, requirements and practices to teach the International General Certificate of Secondary Education (IGCSE) subject content in an international, holistic, and forward-looking way.

All students take part in the full MYP (and must fulfill its minimum requirements). The following subjects and specific courses are taught:

- Math
- Humanities
- Arts: Art, Music, Drama
- Sciences
- Physical Education
- Technology: Design Technology, ICT
- Historia (History) and Geografia (Geography) (in Portuguese – obligatory in Brazil)
- English and Portuguese (obligatory in Brazil), plus Spanish or French

Although the most common language among students is Portuguese, English is the language of instruction. English is also offered as a second language to support students parallel to immersion in the regular curriculum. All students sit English as a Second Language IGCSE Cambridge Board in MYP 4.

Spanish is the second most common language amongst students and the language most spoken in South America. It is thus the St. Francis’ philosophy to enhance and ensure the development of the mother tongue of Spanish speakers. As French is a popular second language for many of St. Francis’ students, French is also an important part of the school’s language offerings.

History and Geography are offered in Portuguese as a local requirement. All students take Art, Drama and Music in MYP Years 2 and 3, and then opt for one of the Arts subjects in MYP Years 4 and 5. Students take Design Technology and ICT in all years and all students learn to play a musical instrument up to MYP Year 3.

In MYP Year 5, most students sit IGCSEs in the following subjects: Global Perspectives (Humanities), Maths, English Literature, Portuguese First or Second Language, Sciences, Spanish as a Second or First Language.

Best Practices in Curriculum Development and Performance Enhancement

Curriculum Development

St. Francis follows the MYP planning methodology, assessment philosophy, structure and objectives. St. Francis strives to teach relevant and stimulating subject content (largely dictated by the IGCSE) using differentiation and the widest possible methods for engaging students in material: Group work, inquiry, questioning (unit questions, etc.).

As stated above, the British National Curriculum, the Brazilian National Curriculum, the MYP Monitoring of Assessment, and backward planning from the IB Diploma course form the basis for the MYP curriculum. Within that framework, St. Francis focuses on interdisciplinary planning and uses a variety of assessment methods – diagnostic, formative, and summative.

St. Francis utilizes the Monitoring of Assessment service offered by the MYP and this, along with IGCSE grades, is used to inform curriculum development through standardization and reflection. The PYP also uses the British SAT tests, in the year prior to the MYP, which assists the MYP teachers in planning their units. The Midyis, Yellis and Allis testing mechanisms are also utilized.

The Head of the Secondary School, the MYP Coordinator, and the Pastoral Head are lead curriculum design. Department Heads and teachers are also fully involved in the development of the curriculum and subsequent unit planning and lessons.

Teachers generally have the freedom to develop their own materials as long as they follow the MYP requirements and, if appropriate, the IGCSE curriculum. St. Francis believes that the staff involvement and ownership of lesson material is essential.

As St. Francis is young and the curriculum is still in development, the school endeavors to improve each year, and actively uses the reflection at the end of units for revision. Subject departments meet on a weekly basis to adjust and improve their unit plans continuously.

Data gathered from the analysis of IGCSE grades, MYP Monitoring of Assessment, and the Diploma results are also used to inform planning. St. Francis also has a full staff meeting every week for two hours, which focuses on collaborative planning, standardization of curriculum, and reflection.

St. Francis invites parents to visit the school, request information, and offer their points of view. St. Francis holds meetings with parents twice a year to facilitate parent-teacher dialog.

MYP Teachers

Overview

St. Francis recruits both locally and internationally. Positions for local staff are advertised in Brazil's national newspapers. For international staff, St. Francis uses the Times Educational Supplement (TES)¹⁰ and Search Associates¹¹. St. Francis also attends recruitment fairs when required.

For international teachers, St. Francis requires a minimum of three years teaching experience. Other requirements include: 1) good subject knowledge, 2) classroom practice, and 3) philosophies and principles in place that align with the IB.

Overseas staff and teachers receive a two-year contract. The tenure for teachers thus varies: Some staff members stay for four years, while some leave after two. The experience of teachers ranges from 3 years to 40 years.

Teacher satisfaction is generally good as teachers receive competitive wages and free accommodation. Some staff members, if they are not experienced IB teachers, have expressed concern over the large amount of paperwork required.

Teachers' pay is scaled based on working experience and qualifications. The working hours are 7:45am – 3:45pm for main pay scale teachers; those teachers with other areas of responsibility work until 5:00pm. All staff stays until 6pm once per week for a weekly staff meeting.

¹⁰ The Times Educational Supplement (TES) is a weekly UK publication aimed primarily at school teachers in the UK. www.tes.co.uk.

¹¹ An employment matching site for international schools and teaching candidates. www.searchassociates.com.

Development

The MYP coordinator has been trained in both PYP and International leadership, while the Head of the Secondary School has been trained as per MYP specifications. The MYP Assistant Coordinator will soon be trained in Curriculum Design.

Many staff are trained in both the MYP and DP. Local training is available to those who speak Portuguese and many teachers have utilized it.

One challenge for St. Francis has been the lack of availability of MYP training workshops in English in South America. The costs for teacher training at the school have been high (up to USD 2,500 per workshop per teacher) as all teachers were initially sent to workshops internationally. With a significant staff turnover due to short-term contracts, this has become a large expense for the school.

For the first four-year program evaluation, St. Francis College has had to train eight members of the staff in online courses. St. Francis considers that the lack of English language trainings is a major issue for the IB in South American international schools.

Student Performance and Parental Satisfaction Assurance

Student Performance Assessment

Academic assessment is based on the MYP objectives and assessment criteria, while the IGCSE assessment is used to assist these judgments. Academic summative performance occurs four times a year and is reported to parents at these times. The Tutor and Pastoral Head oversee the performance of each child and intervene when necessary.

Relationships between staff and students are maintained through daily interaction, as each teacher is individually responsible for their teaching groups. The MYP Coordinator, Pastoral Head, and the Head of School further oversee student-teacher relationships and follow up on any issues.

As mentioned above, students take the IGCSE in MYP Year 4, which is seen as an excellent preparation for external test taking. In MYP 5, students also sit five or six IGCSE external exams. St. Francis also runs mock exams in January for MYP 5 and Diploma Year 2 students. All students have end-of-year exams in all subjects.

Student Mental Health and Welfare

Each child has a Tutor who is responsible for his or her well-being. The Pastoral head manages and oversees these relationships in discussion with the Head of the Secondary School and the College Principal. There is also a once a week Tutor Period, where Health and Social Education (HSE) and Community and Service issues are discussed.

The Tutor Period is guided by the ideas behind the HSE area of interaction and the UN Millennium Developmental Goals, while being informed by the UK's conceptual curriculum for PSHE. This is seen as a supplement to the HSE ideas addressed through the normal curriculum and the particular perspectives of HSE through the individual subject areas.

St. Francis also employs a Careers Advisor who counsels the students concerning university applications for Brazil, Europe and the US. The Career Advisor also informs and trains students for other standardized tests like the USA SATs, etc.

Managing Parental Expectations

St. Francis holds regular meetings with parents including an MYP Year 5 meeting to help explain the DP choices and ramifications. Teachers and staff are also available to meet parents whenever there is a need (i.e., redirection of study, exam preparation, behavior issues, etc.). The high academic demands of the DP are stressed at all times throughout the MYP and at the various admissions stages.

Marketing Strategy

External Brand Promotion

Currently, St. Francis is the only IB continuum school in Brazil, and one of only two that run the MYP. Given the IB brand and the English language offering, this has been a significant attractor for the school thus far. Students and families are largely made aware of St. Francis by word-of-mouth locally, and through the school's website, internationally.

Operations

Most operative and strategic decisions are made at the administrative level. When possible, St. Francis tries to include and/or consult the school community in decision-making and planning processes.

Kodaikanal International School

School Profile

School Name	Kodaikanal International School
Location (City, Country)	Kodaikanal, Tamil Nadu, India
Year Founded	1901
Year Became an IB World School	1976
Year Authorized to Teach the IB Middle Years Program	The MYP began in 2004 and was authorized in 2006
IB Programs Taught	IB Primary Years IB Middle Years IB Diploma
Grade Levels	Preschool to grade 12
Number of Students (Headcount)	535
Staff and Faculty (Headcount)	95 teachers (all grade levels)
Curriculum (Courses Taught)	Mathematics, Science, Humanities (Social Studies), Language A (English), Language B (student's choice of a foreign language), Arts, Physical Education, and Technology
Annual Tuition Fees	Local students: Rs 282,500 – 309,350 (USD 5,059 – 5,539) per semester; the MYP: Rs 282,500 (USD 5,059) per term (grades 6-8); 295,900 (USD 5,299) per semester (grades 9-10) International students: USD 7,750 – 8,500 (per semester); the MYP: USD 7,750 (grades 6-8); USD 8,150 (grades 9-10)
School Type	Private School
Executive Principal	Adrian Moody
Accreditation and Affiliations	The Middle States Association; the Council for International Schools; Near East South Asia Council of Overseas Schools; National Honor Society (NHS); Association for Supervision and Curriculum Development (ASCD)
Instruction Languages	English
Website	www.kis.in
Address	Seven Roads Junction, PO Box 25 Kodaikanal 624 101, Tamil Nadu India
Phone Number	(91) 4542 247 500

Institutional Overview

Kodaikanal International School (KIS) is a private school in Tamil Nadu, India. It was founded in 1901 as an American school for the children of missionaries in South India. KIS was granted IB World School status in 1976 at which time it began offering the IB DP. In December 2006, KIS was authorized for the IB MYP, followed by the PYP in March 2012.

KIS pursues the following aim for the MYP:

“Help students develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world”.

KIS enrolls 535 students, 230 of whom are in the MYP (Grades 6-10). KIS employs 95 teachers, with 38 teaching in the MYP.

In addition to being an IB World School, KIS was accredited by the Middle States Association (MSA) of College and Schools in 1968, and recognized by the Association of Indian Universities in 1981. It is also a Member of the Council of International Schools (CIS), Near East South Asia Council of Overseas Schools (NESAS), National Honor Society (NHS), and Association for Supervision and Curriculum Development (ASCD).

KIS offers a wide range of extra-curricular opportunities, which include music, arts, drama, dance, hiking & camping, and physical and religious education.

KIS has a diverse student body, with around 55 percent of its student population coming from India, and the remaining 45 percent coming from nearly 30 other countries. Among Indian students, a number have lived in Dubai, Singapore, and other countries in Southeast Asia.

KIS charges the following tuition fee for the MYP for local students, including citizens of India, Bangladesh, Nepal, Bhutan, Sri Lanka and Pakistan: RSD 295,900 (USD 3,237) per term (Grades 9-10). There is a registration fee of RSD 140,000 (USD 1,532) for new students. The tuition fee for international students is USD 8,150 per term, and the registration fee is RSD 150,000 (USD 1,641). An annual fee of RSD 565,000 (USD 6,181) for local boarders also applies.¹²

¹² All fees are for the 2012-13 academic year.

MYP Overview

KIS is the first IB school and first international school in India. The MYP is offered to students from grades 6-10.

The goal of the MYP at KIS is to cultivate students to be internationally minded, appreciate different cultures, understand the interconnection between disciplines, and apply knowledge in real-life context. Teachers consciously link different subjects together (e.g., link math with arts, link physical education with history, etc.). Subjects and courses offered during the MYP include the following:

- Arts: Visual art, dance, drama, and music
- Mathematics
- Science
- Humanities (social studies)
- Language A (English, Korean)
- Language B (Hindi, Tamil, French, Spanish, and German)
- Physical education
- Technology

Students in the MYP are required to take each of the eight subjects for a minimum of 50 hours per year. In addition, 20 hours of community service per year is also mandated for each student. KIS offers a Social Experience program that organizes community-oriented activities so that students can fulfill their requirement in this area. These activities include visits to local orphanages and villages, a dining hall supervision program, and an annual field trip week for self-discovery and community service.

Among the language courses offered at KIS, Korean is offered as a Language A course due to the School's large number of Korean students. Chinese courses will be offered starting in the fall 2012 as KIS is making efforts to attract more students from China. KIS is considering dropping its German language offering due to low student demand.

Best Practices in Curriculum Development and Performance Enhancement

Curriculum Development

Overview

KIS' approach to curriculum development is flexible and on going in that new topics are constantly being added. The Vice Principal oversees the curriculum development of the MYP; however, teachers in each department enjoy the freedom of including additional materials and activities in the classroom. Teachers also often intentionally bridge two different subjects together to demonstrate the interconnectivity of disciplines.

The IB also conducts curriculum review every five years. Each department enjoys the liberty of amending the curriculum in order to fit best the learning objectives, which are based on the IB framework.

MYP Teachers

Recruitment

As KIS has been established for over 110 years and is ranked highly among schools in India, teacher recruitment is largely done by word-of-mouth. While all jobs are posted on the KIS' website, KIS' large alumni network has helped to attract and recruit many high-quality applicants.

KIS is aware, however, of the increasing competition among international schools in India as more international schools have been established in recent years. In order to continue attracting high-quality teachers, KIS intends to raise teacher salaries to be more comparable to the salaries in schools in the Pacific region. KIS also plans to enhance its marketing strategy for teaching positions, and anticipates higher expenses in teacher recruitment in the coming years.

Development

KIS provides professional development for teachers through a variety of channels. KIS has its own teacher training programs, which include bringing professionals to campus to train 20 to 30 staff members at a time. KIS also sends teachers to the IB subject matter trainings annually, and

the MYP Coordinator regularly attends coordinators' workshops. The MYP Coordinator is also responsible for training new teachers.

KIS found that the costs of participating in workshops are high, and the workshops do not always allow participants sufficient time to digest all the information. Online workshops are considered a cost-effective alternative for some training.

Student Performance and Parental Satisfaction Assurance

Student Performance Assessment

KIS conducts student assessment internally, which is based on the IB framework. KIS holds exams at the end of every semester to test students' knowledge on subject matter learned during the semester.

Currently, KIS is considering changing its assessment strategy to test students' knowledge of subjects learned during the entire year instead of just by semester. The rationale behind this possible revision is to better prepare students for their transition to the DP.

No other external examinations are conducted to assess student performance.

Student Mental Health and Welfare

KIS is aware of some foreign students' struggle with adapting to the new environment. KIS thus provides a number of services to ensure students' mental health and welfare:

- Student counseling and associated services
- A peer encouragement program (PEER) involving peer and adult encouragers
- KIS Dean of Religious Life, Associate Dean of Religious Life, and Christian outreach programs
- Learning Resources department personnel and programs (provide services to students identified as having a learning disability)
- An English as a Second Language (ESL) Department

In addition, every house has a dorm parent who supports students both emotionally and mentally. The Dean of Residential Life oversees dorm atmosphere and activities.

Each student has an advisor (who is a staff member) who is usually the first person students turn to when facing any issues. Each advisor takes on eight to ten advisees. The school chaplain also provides support in students' spiritual development.

Parental Interaction

As a boarding school, KIS is structurally restrained from having as much parental interaction in comparison with most day schools. Students usually live in the dorm for the whole semester, and only a small number of students from India go home during fall or spring break; most students only go home during semester breaks.

Since a majority of parents does not live locally, it has been a challenge to get them involved; however, KIS makes a concerted effort to reach out to them through regular communication and events. Every September, KIS hosts a Parent Week, and also invites parents to visit the school any time of the year.

Although parents might not be physically present, they are well-informed of their children's academic performance, and their life on campus. Student records and reports are available online and updated regularly.

Alumni Engagement

In addition to keeping close contact with parents, KIS also sends out monthly newsletters by e-mail to all alumni. Alumni reunions occur annually either in Kodaikanal or in the United States. Alumni also assist with school promotion through their own social and professional networks.

Marketing Strategy

External Brand Promotion

The Marketing Office at KIS is responsible for marketing and promotion. The Marketing Team advertises and highlights KIS throughout the year in regular publications.

In terms of international recruitment, both staff members in the Admission Office and the School's Principal travel to different parts of the world to meet with existing and potential parents. KIS also uses its alumni and parent network to promote the school by word-of-mouth. Most students, especially those from Mumbai, Delhi and countries such as Korea and Thailand, learn about KIS through their friends or even parents who have attended the School.

KIS' current recruitment target is China. KIS plans to send a few staff members from the Admission Office to visit China, meet some parents, and develop a more extensive contact network. The recruitment strategy is to target parents who intend to send their children to receive English education abroad. KIS' value proposition is that it provides English education at a much lower cost compared with sending students to Singapore, Australia, or the United States.

When recruiting students from non-English speaking countries, KIS tries to enroll these students in the earlier years of the programs so that they can focus on learning English in the first two or three years.

Operations

KIS has an Executive Council of elected members who are involved in strategic decision-making. The Principal and one member of the staff both sit on the Council as members. The Council regularly meets three or four times a year, and additional meetings are held if an emergency or critical situation arises.

INSIGHTS INTO MYP SUCCESS FACTORS FOR IB SCHOOLS

Digital Tools

According to the survey and interview responses, digital reporting and collaboration tools are widely used among the MY Programmes. The purpose of using these tools is to keep parents informed about their child's academic performance and well-being, as well as involve them in the education process. These tools also contribute to the creation of virtual communities of teachers, parents and students, which further assist with communication and understanding.

The most commonly used digital tools among schools in this study were ManageBac , FirstClass, and Blackbaud. ManageBac is used by 1,200 IB schools around the world.¹³ It is an online platform for curriculum planning, learning assessment, exhibiting report cards, providing information about community & service and personal project, and connecting with parents. Through ManageBac, parents are informed of key IB deadlines, school news, students' academic performance and reports. Schools reported it to be an effective tool to connect with parents and enhance parental involvement.

FirstClass (used specifically by the Kristin School (New Zealand) among schools surveyed) is a collaboration suite that facilitates online learning communities, student e-mail, e-learning as well as contained social networking. Different from ManageBac, FirstClass is not specifically designed for IB programmes, but it is adaptable to different environments and can be accessed via mobile devices.

Among the schools interviewed, technology is playing a key role in revolutionizing the relationship between parents and schools. It was observed that all schools use some type of online platform to inform parents of overall student performance and school-related information, though the specific platform used and usage methods vary.

The “next frontier” will be the deployment of mobile apps and technology, which will (re-shape) stakeholder communication, classroom delivery modes, and so on.

¹³ managebac.com.

Parental Involvement

A majority of schools included in this report allow parents to be actively involved in the curriculum development process. Teachers receive feedback from parents on the curriculum and try to incorporate this feedback into curriculum revisions.

Schools take different approaches regarding parental involvement in the school's strategic decision-making processes. For example, due to the high level of student turnover at Overseas Family School (Singapore), parents are not involved on any of the School's boards. OFS, instead, offers parents different participation options: The Parent Association (the Chair of the Parent Association works directly with the Board of Directors to voice parent concerns), and parent forums (where data and opinions are gathered).

Conversely, at GAIS, the Board of Directors is completely comprised of parents who serve two-year staggered terms. At other schools, parents are involved specifically when decisions concern student/parent-related issues.

In all schools surveyed, parents are provided with multiple channels to stay informed, voice their opinions, and assist with promotional activities. Parent meetings and Parent-Teacher conferences are also regularly organized, and parents are encouraged to participate in a number of volunteer activities at the schools.

On some level, parental involvement is a double-edged sword. Based on parental performance expectations and involvement in school governance, schools must seek to balance parental input with other broad interests.

Curriculum Adaption and Integration

Meeting Local Needs within the IB Framework

The schools included in this study demonstrate a range of curriculum combinations that have been designed to serve the needs of the student population and/or meet local requirements. The III Liceum Ogólnokształcące, Gdynia (Poland), for example, fits the Polish national curriculum requirements into the IB Framework and teaches in both Polish and English to ensure students' ability to pass required state exams.

Similarly, St. Francis College (Brazil) integrates the national requirements of teaching History and Geography into the IB framework and uses Portuguese as one of the languages of instruction.

The Overseas Family School (Singapore) as well as St. Francis College use the IGCSE as a part of their curriculum. At OFS, the use of the IGCSE is two-fold: On the one hand, the IGCSE provides continuity for many of their students as their population is transient, changing schools often; on the other hand, the Cambridge subject area tests enable the school to build students' confidence and familiarity with other standardized testing formats.

Integrating IB with Other Specialized Curriculums and Programs

In addition to adapting curricula to meet local requirements and needs, schools surveyed are also integrating other curricula and programs to enrich various subject areas. San Jose High School (USA) has adopted the Project Lead the Way curriculum that focuses on rigorous STEM learning. While the curriculum is standards based, it is flexible enough to be used with the IB framework and incorporate other local requirements. It also takes an activity-, project-, and problem-based (APPB) learning approach.

The Overseas Family School (Singapore) chose to integrate the Model United Nations (MUN) program within its curriculum. Coupled with a "Community and Service Component", OFS' Model United Nations (MUN) initiative is incorporated at all grade levels as a part of the subject area curriculum to enrich students' global awareness. In 2011, for example, the Humanities areas focused on the Millennium Development Goals of the United Nations, while Science focused on infectious diseases.

Curriculum Development

A majority of schools in the survey employ one key staff person who oversees curriculum development, which is either the Middle School Principal (e.g., GAIS), the Vice Principal (e.g., KIS), or the MYP Coordinator (all others). The curriculum development process also largely involves teachers who enjoy a relatively wide degree of freedom in choosing teaching materials and activities within their classrooms.

Curriculum development and revision is heavily emphasized in most schools surveyed. For the most part, curriculum is continuously assessed and revised through staff discussions, school-led workshops, and feedback from parents and students.

A majority of schools hold weekly departmental meetings for teachers to improve and adjust their lesson plans, and evaluate teaching materials, content, and assessment methods. Some schools have taken a systematic approach in this regard.

III Liceum Ogólnokształcące, Gdynia (Poland), for example, also holds an end of the year curriculum analysis and beginning of the year curriculum update meeting. The Overseas Family School (Singapore) recently carried out a major international benchmarking project as a means to inform curriculum revision.

Professional Development

The schools included in this survey promote a wide range of professional development programs for teachers, with a majority of schools combining local, in-house professional development programs with external workshops provided by the IB. The schools all regard teachers' professional development as an essential component of providing high quality education. In some schools, teachers are supported in developing their skills in any area that they wish to improve.

In terms of in-house professional development, schools' offerings ranged from regular all-staff workshops to targeted workshops focusing on particular areas (e.g., technology, reading) to leveraging local community resources (i.e., other local education institutions) for seminars and classes (e.g., motivational, special education). Kristin Middle School (New Zealand), Kodaikanal International School (India), and the Overseas Family School (Singapore) all provide regular internal professional development workshops.

Schools reported different degrees of success and satisfaction with online teacher training. Some schools reported that because of costs and the short time frame available to absorb material, online trainings were preferable to sending teachers to off-site workshops and trainings.

Conversely, other schools reported that because online trainings were much longer and teachers had to balance online coursework with other commitments, teachers were less satisfied and felt they had not learned as much as in physical workshops.

School Mechanisms

ESL Support

Schools are employing a variety of strategies to provide students with ESL support, which range from pullout programs to supplementary programs to intensive programs. In addition, some schools are allowing students to drop a grade level to focus on English language learning in their first year (e.g., KIS in India).

The Overseas Family School (Singapore), for example, offers the Study Preparation Program (SPP), for students whose first language is not English and who require intensive English language assistance. The SPP programme gradually phases students into the mainstream curricula through preparation courses and levelling: Level 1 (Beginner), Level 2 (Intermediate), and Level 3 (Advanced; students join mainstream classes for Mathematics).

Similarly, the Kristin School offers a program called Kristin Effective Education (KEE), which provides specialized assistance and extra support to students with learning difficulties with English and literacy skills. Kristin uses both in-class support and small group pullout programs.

San Jose High School also offers English language courses for English learners, while promoting these students' engagement in a broad range of courses. Thus, a student may be in English Language Development (ELD) or English Language Learning (ELL) classes and take classes in the IB or Project Lead the Way programs.

Student Health and Welfare

Schools offer different, yet largely comprehensive support models for students' health and welfare. The methods and organizational design for support models is largely based on the financial and logistical capacity of the individual schools surveyed.

Many schools have a Student Service Department (or department of similar function, but with a different name) that provides student counseling services, employs psychologists, and offers tutoring services. Religious-affiliated schools, such as St. Francis College (Brazil), Kristin Middle School (New Zealand), and Kodaikanal International School (India) also offer spiritual counseling services.

Services for international students to assist them to adjust to a new culture and environment are also provided in some schools (e.g., dorm parents at KIS). At the Overseas Family School (Singapore), each student joins a “Homebase” group that provides regular Health and Social Education sessions. A number of schools also reported that the close relationship between teachers and students was a key part of students’ mental and academic support.

In addition to providing comprehensive services, schools also employ assessment tools to monitor students’ well-being. Approach to Learning (ATL) is the most commonly used assessment tool among all schools.

Alumni

All schools surveyed, whether or not they were currently engaging with alumni, acknowledged the benefit of an alumni network. E-newsletters are the primary way in which surveyed schools keep in touch with alumni and inform them about school events and developments. Among schools currently engaging alumni, all organize some form of annual alumni reunion.

Schools that have developed alumni engagement programs strongly benefit from alumni assistance in school promotion through word-of-mouth and their direct participation in promotional activities. Alumni also often assist schools with student recruitment both locally and internationally. Kodaikanal International School (India) also leverages its alumni network to help recruit teachers. Schools that use this recruitment strategy consider it highly cost-efficient, contributing to significantly lowered marketing expenses.

Schools that have not focused as much on their alumni network tend to be newer schools or schools with a more transient population. For example, at GAIS, increasing alumni engagement, though not a current focus, is within the scope of the school’s strategic plan.

Summary

Overall, the IB MY Programmes included in this survey are benefitted by their organizational flexibility, curricular adaptability, and significant teacher involvement and development. Despite the large differences in the underlying student populations, schools in the survey help support their programmes through parental and community engagement, and the use of online learning platforms and communication tools.

The schools' flexibility with regards to curriculum and organization, has enabled them to meet local standards and the requirements of diverse student populations within the IB framework. Part of some schools' success has been their proactive student support, which includes assisting ESL learners in ways that allow them to continue moving forward in the MY Programme.

The involvement of teachers in not only shaping their own curriculum and materials, but also in the vision and alignment of curriculum within and across programmes (i.e., within the MY Programme and across the MY Programme into the Diploma Programme) has fostered a strong sense of ownership over learning outcomes among the schools surveyed. Moreover, regular professional development and collaborative meetings provide teachers with the necessary tools and space to be actively involved in curriculum planning and development.

Finally, positive and well-channeled parental support (e.g., through the use of online collaboration platforms) has helped the schools establish close relationships with parents, and enhance student learning. Leveraging alumni networks has also aided the marketing and recruitment efforts of a number of schools, while providing other benefits and resources.

INSIGHTS INTO MYP SUCCESS FACTORS FOR THE IB

Based on conclusions drawn from the survey, the IB could take into consideration the following four points to enhance its support for the IB MY Programmes.

Professional Development

One theme that emerged amongst schools was professional development provided by the IB for both schools and teachers. Schools professed some dissatisfaction concerning PD options based on cost, perceived effectiveness, distance, availability (including appropriate language), and timing. For instance, in Latin America, it was mentioned that only a small number of workshops were offered in English. This language barrier limits teachers' ability to attend workshops locally, and thus increased training costs for schools.

Online workshops are generally considered as a cost-effective alternative relative to distance workshops as they offer flexibility to teachers and are considered to be of rigorous quality. While some schools reported that teachers found it difficult to absorb the large volume of information presented in three-day workshops at IB Conferences, online workshops appear to allow them more time to learn at their own pace.

However, it was also mentioned that online workshops did not allow any interaction between teachers and workshop facilitators or amongst teachers. Including some blended learning components that allow some degree of interaction in online workshops may lead to improved learning outcomes.

Integrating Local Standards

Schools that were required to teach local standards indicated that they felt constrained when incorporating local requirements into the IB framework. Schools expressed their wish for more guidance from the IB on curriculum development and curriculum integration.

One solution might be for the IB to offer assistance to schools that need to combine local standards within the IB framework by creating a platform for best practice sharing.

Technology

Almost all schools in the survey were using some form of online platform for record sharing and communication with parents. This support feature is likely to become more important in the future.

FirstClass, a digital collaboration platform, has tapped into the use of mobile devices, allowing access through iPhones, iPods and iPads.¹⁴ ManageBac, another popular online tool used by many MY Programs, has not yet developed mobile applications. The development of mobile capabilities for ManageBac may help schools continue to collaborate and reach parents through a rapidly growing communication channel.

ESL

Almost all schools surveyed provide some form of ESL education or support. Currently, the approaches schools take range from pulling out individual students to form small groups, to providing targeted ESL classes, etc.

Given the wide-ranging importance and provision of ESL education, the IB may provide further structured assistance and best practice sharing to ensure non-native English speakers' transition and success in the IB curriculum.

¹⁴ itunes.apple.com/us/app/firstclass-mobile-client/id310607705?mt=8

APPENDIX: FULL SURVEY OUTLINE

1.1 The IB Middle Years Program (MYP) at your School

Questions

- What are the general education goals of the MYP at your school?
- What is the curriculum structure of the MYP? What are the types of mandatory and optional courses the MYP offers?
- What are the types of MYP activities and teachings methods offered by your school?

1.2 Best Practices in Curriculum Development and Performance Enhancement

1.2.1 Curriculum Development

Questions

- What specific classes are taught at the school? What languages are taught? What is the rationale for selecting these languages and subjects over others?
- Which teachers are in charge of curriculum development? What steps are taken to build a curriculum? When and at which areas is the IB consulted? How much freedom do teachers have to select materials?
- On which testing, teaching, or pedagogical system is the curriculum based on? For example: A university's course material, IB exams, standardized testing materials.
- How often is the curriculum revised? How often is feedback given by students, other faculty, the IB, or parents? Is feedback incorporated into curriculum revision?

1.2.2 Teacher Development

Questions

- What are the current channels for teacher recruitment at your school? What are some teacher selection requirements?
- What training and development programs are offered to teachers in: Teaching, advising, curriculum building, activity leading, and IB coordinating?
- What is the average tenure of teachers at the school? What are some reasons for departure?
- Is there an established system for determining teacher salary and bonus? What are the salary level and working hours in your school?

1.2.3 Student Performance and Parental Satisfaction Assurance

Questions

- Is there a system in place to regularly assess students in terms of academic performance and mental health? Which faculty member is in charge? How is assessment and intervention conducted?
- What is the relationship between faculty and students at the school? Do all faculty members have equal access to students and responsibilities for student performance? How is responsibility divided amongst faculty?
- Is there a system in place to assist students in preparing for IB exams, or any other external assessment systems?
- Is there a system in place for student advising (academic advising, physical and mental health advising, and extra-curricular advising)?
- Is there a system in place to establish and maintain relationships with students, alumni, and parents?
- Is there an established process for expectation management for parents about the demands and rigidity of the IB program?

2. Marketing Strategy

2.1 External Promotion of Institution

Questions

- How do the schools communicate their results and achievements to students, parents, alumni, donors, and potential students? For example, does the school maintain a newsletter, organize reunions, etc.?
- What promotion and recruiting activities does the school organize each year? Where does the school hold these promotion and recruiting activities? How does the school determine their target recruiting parent/student audience? Where do students and parents first hear about the school, and what are key factors that make them apply?
- Other than the IBO, is the school part of an external league, partnership, or association of schools?

2.2 Marketing Operations

Questions

- What is the annual budget for promotion, recruitment, and strategy development?
- Which staff/faculty is in charge of promotion for student recruitment?
- What is the process for setting promotional goals and activities?
- Which staff/faculty is in charge of promotion for fund raising?
- What is the process for making major strategic decisions that might affect the school's brand (i.e. adopting the MYP, switching locations, accepting international boarding students)? Which stakeholders have a vote in the final decision?

