

Name of school	Østerbro International School	IB school code	07078
Date	07-12-2015	Programme	PYP

Student ages in which all students are engaged in PYP	<input type="checkbox"/> 3-4	<input type="checkbox"/> 4-5	<input checked="" type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 6-7	<input checked="" type="checkbox"/> 7-8	<input checked="" type="checkbox"/> 8-9	<input checked="" type="checkbox"/> 9-10	<input checked="" type="checkbox"/> 10-11	<input type="checkbox"/> 11-12
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Introduction to *Report on school authorization*

In order to become an IB World School offering an IB programme, schools must demonstrate that certain practices and programme requirements are in place and that for others implementation is in progress. This information is available for schools in the *Guide to school authorization* related to each programme.

This report describes the outcome of the process of authorization that the school has gone through. It is based on the verification of the evidence provided by the school to demonstrate that it meets the IB's authorization requirements.

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

The report includes the following:

- The full list of practices that must be in place, indicating those which were found to be in place (identified with YES) and those which were found not to be in place (identified with NO).
- For practices that were found not to be in place the following will be identified: associated finding(s), matter(s) that the school needs to address and the evidence to be provided by the school.

Matters to be addressed are areas within a school's practices that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.

- Practices that were found to be in place or in progress, as required, which have an associated commendation or recommendation will show related finding(s).

Commendations relate to school practices that are beyond the requirements for authorization and will benefit the implementation of the programme.

Recommendations provide guidance for the school on further developing the programme, and it is expected that the school incorporates these into its action plan in order to respond to them at the time of evaluation.

Where the practices and programme requirements that must be in progress are not included in the report, it is considered that the school has shown evidence that they are effectively in progress.

Outcome of the school’s authorization process

Congratulations on having become an IB World School offering the Primary Years Programme. You will find the report related to your school in the pages that follow.

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

Report

Section A: Philosophy

Standard A

Practice	Description	Practice in place
1	The school’s published statements of mission and philosophy align with those of the IB.	YES
2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.	YES
3	The school community demonstrates an understanding of, and commitment to, the programme(s).	YES

3a	The values of the Primary Years Programme as indicated in the curriculum documents have an explicit impact on the decision making and functioning of the school.	YES
3b	The school as a community of learners is committed to a collaborative approach to curriculum development.	YES
3c	The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.	YES
3d	The school is committed to the Primary Years Programme as the framework for all planning, teaching and learning across the curriculum.	YES
3e	The school demonstrates a commitment to transdisciplinary learning.	YES
7a	The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.	YES
9	The school supports access for students to the IB programme(s) and philosophy. a. The school implements the Primary Years Programme as an inclusive programme for all students.	YES

Practice 1

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

Finding	The school's mission statement reflects the values and philosophy of the IB. On entering the school it is however, not immediately evident that OIS is an IB World School or that the PYP is the curriculum of the primary school.
Recommendations The IB Recommends that:	the school makes its status as an IB World School and its commitment to the PYP visible across the school.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.2

Practice 3	The school community demonstrates an understanding of, and commitment to, the programme(s).
Finding	Conversations with members of the board, parents, leadership, teachers and students reveal that there is an understanding of and a strong commitment to the programme and its values. Teachers demonstrated an openness to feedback and a willingness to deepen their understanding and further develop the implementation of the programme in the school.
Commendations	The visiting team commends the school community for its commitment to the programme.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, p.2

Practice 6	The school promotes open communication based on understanding and respect.
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Finding	<p>Interactions and communications with different stakeholders are open and frequent, through weekly newsletters, meetings, a learning management system, website, email.</p> <p>All stakeholders are comfortable during meetings and openly voice their questions and concerns. In classroom visits, the visiting team noted the caring and respectful interactions between teachers and students and a general atmosphere of openness and respect.</p>
Commendations	The school for the range of systems and practices that support and promote open and respectful communication.
Support in IB Documentation	<p>Making the PYP happen: A curriculum framework for international primary education, p.4</p> <p>Making the PYP happen: Pedagogical leadership in a PYP school, pp.5,17</p> <p>IB learner profile booklet</p>

Section B: Organization

Standard B1: Leadership and structure

Practice	Description	Practice in place
2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).	YES
2a	The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the Primary Years Programme coordinator and the primary school principal.	YES
2b	The governing body places the responsibility for the implementation of the Primary Years Programme on the pedagogical leadership team.	YES
3	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).	YES

4	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.	YES
5	The school develops and implements policies and procedures that support the programme(s).	YES
5a	The school has developed and implements a language policy that is consistent with IB expectations.	YES
5b	The school has developed and implements an assessment policy that is consistent with IB expectations.	YES
6	The school has systems in place for the continuity and ongoing development of the programme(s).	YES

Practice 1	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
Finding	The governing body consists of five members. Two are coopted: an administrator from a Danish secondary school and a representative of the local business community. The other three members are parents who are elected by the community at the annual general assembly. The head of school reports formally to the board monthly and provides regular updates through email. Parent board members have access to the learning management system and all board members are copied on communications to the community from the head of school.
Commendations	The school for the regular communication with the board in order to keep them abreast of the implementation of the programme.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp.2,8,11

Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Finding	The school is led by a head of school supported by an assistant head (at the time of the visit on maternity leave), a senior school principal for grades 10 -12, and three IB programme coordinators. The pedagogical leadership of the Primary Years Programme is currently provided by the PYP coordinator and the head of school. The visiting team finds that the responsibilities of the head of school are extensive and do not allow for sufficient time to provide pedagogical leadership and support in the implementation of the programme.
Recommendations The IB Recommends that:	the school reviews its pedagogical leadership structure to ensure the implementation of the Primary Years Programme is supported and guided.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–18

Practice 5a	The school has developed and implements a language policy that is consistent with IB expectations.
Finding	Conversations with homeroom teachers indicate that they are unsure of how to support additional language learners and how to report on their learning. The school has developed a whole school language policy that reflect the beliefs of the programme and outlines the organization of language learning. However, the language policy does not provide clear guidelines or expectations for planning, teaching and assessing language.
Recommendations The IB Recommends that:	the school revise its language policy following the IB guidelines, including teachers in the process and ensure that the policy is used to develop grade level agreements on its implementation.
Support in IB Documentation	Guidelines for developing a language policy Learning in a language other than mother tongue in IB programmes

Practice 5b	The school has developed and implements an assessment policy that is consistent with IB expectations.
Finding	The whole school assessment policy describes the beliefs about assessment and general assessment practices. However, it is not evident how teachers are using the policy to develop agreements at grade level or across the subject areas.
Recommendations The IB Recommends that:	the school further develops its assessment policy to identify: *strategies and tools for assessment as learning, assessment for learning and assessment of learning* how the essential elements are assessed *agreements on record keeping *descriptors of evaluation criteria for reporting.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.54

Standard B2: Resources and support

Practice	Description	Practice in place
1	The governing body allocates funding for the implementation and ongoing development of the programme(s).	YES
2	The school provides qualified* staff to implement the programme(s).	YES
3+ 3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.	YES
4	The school provides dedicated time for teachers' collaborative planning and reflection.	YES

5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).	YES
10+ 10a	The class schedule or timetable allows for the requirements of the programme(s) to be met. a. The schedule allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.	YES

Practice 1	The governing body allocates funding for the implementation and ongoing development of the programme(s).
Finding	The pedagogical leadership team describes plans for the future development of the programme. However, the visiting team found that the implementation budget for the two years following authorization will not be sufficient to address the professional development needs of the teachers and leadership in deepening their understanding of the programme.
Recommendations The IB Recommends that:	the school revise the implementation budget to ensure that the allocation of funds provides access to a range of IB professional development opportunities for a sufficient number of teachers and leadership.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp.3,5–7

Practice 3+ 3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.
Finding	At the time of the visit the school complied with the IB training requirement for the PYP. The majority of teachers and the current PYP coordinator have participated in in-house or on-line workshops.
Recommendations The IB Recommends that:	the school plans its ongoing professional development taking into consideration the requirements to be met at evaluation and the diverse needs of staff in developing their understanding and implementation of the programme.

Support in IB Documentation	Guide to school authorization: Primary Years Programme
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Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
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Finding	The school moved to new facilities in August 2015. The classrooms are spacious and there are dedicated rooms for music, art, P.E., EAL and learning support. A multi-purpose room serves as a cafeteria and assembly hall. The outdoor spaces provide a range of play equipment and learning environments.
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Commendations	The school for providing spacious learning environments and outdoor classrooms that enhance the implementation of the programme.
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Practice 6	The library/multimedia/resources play a central role in the implementation of the programme(s).
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Finding	Students demonstrate understanding of the role of the library in the school and use the library actively. Visits to the library, conversations with teachers and students, as well as displays, materials and activities, confirm that the library plays a central role in the implementation of the programme.
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Commendations	The school for creating a welcoming and vibrant library media centre that actively supports implementation of the programme.
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Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.43
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Practice 11	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
Finding	Conversations with parents revealed that the expertise of the parent community could be used more as a resource to enrich the student experience. Curriculum documentation does not provide evidence of how the expertise of the wider community is used.
Recommendations The IB Recommends that:	the school makes greater use of the expertise of the community to enhance learning and ensure that bibliographies record the use of resource persons and places.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.42–43 Developing a transdisciplinary programme of inquiry, p.6

Section C: Curriculum

Standard C1: Collaborative planning

Practice	Description	Practice in place
1a	The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.	YES
2	Collaborative planning and reflection takes place regularly and systematically.	YES

Practice 3b	The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.
Finding	Scope and sequence documents are currently being developed for the subject areas. Conversations with teachers showed that they were uncertain about how to ensure the balance between single-subject and transdisciplinary teaching.
Recommendations The IB Recommends that:	the school develops a process that will ensure the balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.
Support in IB Documentation	Developing a transdisciplinary programme of inquiry, pp.8–9

Practice 4a	The school provides for easy access to completed Primary Years Programme planners.
Finding	The school uses a learning management system which gives all teachers access to completed Primary Years Programme planners. Documentation and conversations with homeroom teacher, single-subject teachers and student support services showed that this system is used by all teachers.
Commendations	The school for providing a learning management system that allows easy access to completed Primary Years Programme planners for all teachers.

Practice 7	Collaborative planning and reflection is informed by assessment of student work and learning.
Finding	Conversations with teachers indicated that the moderation and common assessment of student work is not integral to collaborative planning and reflection. Reflections on planners did not provide evidence of how the assesment of student work would be used to review the unit.
Recommendations The IB Recommends that:	the school develops agreements and a meeting schedule to ensure that the collaborative assessment of student work informs collaborative planning.
Support in IB Documentation	The Primary Years Programme as a model of transdisciplinary learning, pp.9,13 Making the PYP happen: A curriculum framework for international primary education, p.31

Standard C2: Written curriculum

Practice	Description	Practice in place
1a	The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.	YES

Practice 1b	The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.
Finding	The programme of inquiry shows repetitions as well as omissions. Some lines of inquiry and teacher questions do not relate to the central idea.
Recommendations The IB Recommends that:	The school facilitates a curriculum review process involving all teachers, with the aim of ensuring that the school has a coherent, horizontally and vertically articulated programme of inquiry that is developmentally appropriate and relevant.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.56 Developing a transdisciplinary programme of inquiry, pp.6–11

Practice 2	The written curriculum is available to the school community.
Finding	Parents confirmed that they know where to access the programme of inquiry and are informed of what students will be learning. They know where they can access information on the general learning outcomes for their child’s grade/year level.
Commendations	The school for providing easy access to the written curriculum for parents.

Practice 4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Finding	The visiting team review of the programme of inquiry and the unit planners showed a limited understanding of the role of concepts, in particular related concepts, in the development of the written curriculum.
Recommendations The IB Recommends that:	the school identify ways to deepen teachers' understanding of a concept-based curriculum.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.10–27

Practice 6a	The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.
Finding	The visiting team found some units of inquiry, or lines of inquiry to be of limited significance or relevance to students.
Recommendations The IB Recommends that:	the school reviews its current central ideas and lines of inquiry to ensure that these provide opportunities for student learning that is significant, relevant, engaging and challenging for all students.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.5

Practice 9a	There is a system for regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.
Finding	The school refers to the IB PYP scope and sequence documents and is in the process of developing its own scope and sequence documents for each subject area. With the expansion of the school and the addition of new staff not all teachers have been involved in the development of the programme of inquiry or the scope and sequence documents.
Recommendations The IB Recommends that:	the school develops a collaborative system for the regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.

Support in IB Documentation	Developing a transdisciplinary programme of inquiry, p.10
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Standard C3: Teaching and learning

Practice	Description	Practice in place
1b	The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the Primary Years Programme model of transdisciplinary teaching and learning.	YES

Practice 2a	The school ensures that inquiry is used across the curriculum and by all teachers.
Finding	Classroom visits, review of student work and discussions with teachers and students showed an inconsistent understanding of how to teach through inquiry.
Recommendations The IB Recommends that:	the school facilitates ways to enhance and deepen teachers' knowledge and skills in facilitating learning through inquiry.

Practice 5	Teaching and learning supports students to become actively responsible for their own learning.
Finding	Teachers and students could give examples of learning experiences where students were encouraged to be actively responsible for their own learning. In class visits there was frequent evidence of student choice.
Commendations	The school for supporting students in becoming independent and actively responsible for their own learning.

Practice 9	Teaching and learning uses a range and variety of strategies.
Finding	Displays and samples of assessed student work confirm that teachers are using a wide range and variety of teaching and learning strategies that are developmentally appropriate.
Commendations	The school for the wide range and variety of strategies used across the school.

Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
Finding	Classroom visits showed that teachers are using a wide range of resources and materials to support learning. The visiting team found classrooms well resourced with books, visual support material, manipulatives and the availability of IT.
Commendations	The school for incorporating a wide range of resources across the subject areas and grade levels.

Practice 14b	Teaching and learning empowers students to take self-initiated action as a result of the learning.
Finding	Classroom observations and interviews with teachers indicated limited understanding and evidence of the action component.
Recommendations The IB Recommends that:	teachers would benefit from collegial conversations and PD related to the action component.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.25

Standard C4: Assessment

Practice	Description	Practice in place
2	The school communicates its assessment philosophy, policy and procedures to the school community.	YES

Practice 2	The school communicates its assessment philosophy, policy and procedures to the school community.
Finding	Meetings with the Head Master, the PYP Coordinator, teachers, single subject teachers, parents and students confirmed that the school community understands the assessment philosophy of Primary Years Programme. The school's assessment policy is on the school website and available to the entire school community.
Commendations	The school for widely communicating its assessment policy and practices to the whole community.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.54

Practice 4	The school provides students with feedback to inform and improve their learning.
Finding	The visiting team review of samples of student portfolios, and assessment artifacts, clearly indicates that the school provides students with descriptive feedback to inform and improve their learning. Teacher comments on post-it notes, directly on formative assessments and in the Learning Management System provide specific and explicit feedback for moving learning forward.
Commendations	The school for using a range of tools and strategies in providing feedback to students that informs and improves learning.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education

Practice 7	The school analyses assessment data to inform teaching and learning.
Finding	Teachers' reflections under the section "To what extent did we achieve our purpose?" do not provide evidence of data collection or analysis.
Recommendations The IB Recommends that:	the school engages in vertical and horizontal collaborative conversations to clearly articulate common learning expectations, common assessments and common evaluation of student work. Data is used to inform instruction and differentiate teaching and learning.

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Finding	Students from PreK through Grade 5 are directly involved in student-led conferences. After reviewing artifacts of student work, including portfolios, samples of formative and summative assessments, common rubrics, and self-assessment tools, it is evident that students reflect on their own performance, and set goals for improvement continuously throughout the school year.
Commendations	The school for providing opportunities for students to participate in and reflect on their own learning journey in all year levels and subject areas.