

PSP 2014

Evaluation report

IB World Schools Department

Report on Programme Evaluation

Head of school: Mr. Daniel Bücken

School: Deutsche Schule Erbil

IB school code: 051560

IB programme: Diploma Programme

Evaluation report date(s): Monday 13 September 2021

Dear Mr. Daniel Bücken,

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

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

The present report is based on the analysis of the self-study questionnaire and supporting documents together with the findings of the school visit.

The report includes the following:

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

Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has not identified any matters to be addressed.

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

We wish you success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to stronger programme implementation. We look forward to hearing about your school's developments and achievements over the coming years.

Yours sincerely,



Adrian Kearney

Director of IB World Schools

Process of the school's self-study

	IB Response
Timeline: The self-study took place over at least 12 months.	10 Months
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy

Practice 1

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

Findings of the Reader	Review of the self-study questionnaire and school website demonstrate that statements of mission and philosophy are available to the community. Aligned with those of the IB, the school's statements of mission and philosophy reference pedagogy beyond academics, and attending to students' social, emotional, physical and moral needs, developing awareness of their responsibilities to our shared humanity. The mission and philosophy statements are presented on the school's website in both English and German, and in Arabic as a printed document available to the school community.
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Practice 2

The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

Findings of the Reader	Responses in the self-study questionnaire evidence the integration of the IB learner profile, international mindedness and an inquiry approach in school culture. Described is intentional reflection on ATL specific classroom practices at weekly staff meetings, explicit inclusion of ATL skills development in curricular documents, and multiple opportunities for ATL specific staff professional development. The commitment to promoting the IB mission is enacted in the support that students have provided to refugees as part of their CAS.
Commendation	The school has made significant efforts to integrate explicit and intentional cross subject development of ATL skills.

Practice 3

The school community demonstrates an understanding of, and commitment to, the programme(s).

Findings of the Reader	Descriptions provided in the self-study questionnaire indicate that IB philosophy is reflected in events that involve the community, and parents' survey results demonstrate an understanding of and commitment to the Diploma Programme.
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Practice 4

The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

Findings of the Reader	As evidenced in the submitted documentation, the IB learner profile and international mindedness are actively promoted by the school and are reflected in school community events, regional cultural trips and collaborations with other schools in the area. Additionally, international mindedness and the learner profile are explicitly integrated in curriculum documents and school policies.
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Practice 5

The school promotes responsible action within and beyond the school community.

Findings of the Reader	As indicated in the self-study questionnaire, local community engagement is dependent on the region's civil security situation. When allowed, responsible action includes sporting tournaments, local community participation in traditional heritage festivals held at the school, and collaboration with German and international institutions in Erbil. Also indicated is that school facilities and resources are available for community use. An example of authentic service is support for refugees that students provide as part of their CAS programme.
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Practice 6

The school promotes open communication based on understanding and respect.

Findings of the Reader	Responses in the self-study questionnaire and featured items on the school's website reference a Student Council and a Parent's Association, and the self-study questionnaire describes frequent Parents' informational meetings. Additional references to communication avenues and platforms, in the self-study questionnaire include school newspapers, bulletins and journals, and various social media accounts.
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Practice 7

The school places importance on language learning, including mother tongue, host country language and other languages.

Findings of the Reader	The school describes a philosophy on language learning that describes the study of language as the foundation for all learning, aiming to develop cognitive, language and literacy skills in Arabic, English, German and Kurdish. All staff share a responsibility for language learning regardless of subject area expertise. Submitted documentation confirms that all languages are valued, and varying student language profiles are acknowledged as being crucial in thinking processes and cultural identity. Language study options include studies in Arabic, English, German, French and a Kurdish Ministry of Education mandate of Kurdish using the Kurdish curriculum. Additionally, the school offers language support courses and language specific after-school programmes for all grade levels. Descriptions provided in the self-study questionnaire and language policy confirm that the school community is educated about the benefits of multilingualism. Students complete a bilingual diploma.
Commendation	The school has put structures in place to allow all members of the community to learn English, German and Kurdish and proactively promotes multilingualism.

Practice 8

The school participates in the IB world community.

Findings of the Reader	While the school is an active member of the Network of German Overseas Schools, the self-study shows less connections to the IB Community outside this network. The Chart 2 does not indicate teachers supporting the IB as examiners, workshop leaders, school visitors or curriculum developers. There are also no indications of staff participation in IB global or regional conferences or any reference to partnerships with IB World Schools within Erbil or beyond.
Recommendation	The school develops and implement strategies to further participate in the IB world community.
Action Plan	School included appropriate actions in Action Plan.

Practice 9 + 9a + 9b + 9c

The school supports access for students to the IB programme(s) and philosophy.

Findings of the Reader	<p>As indicated in the self-study questionnaire, a bilingual education is offered to students from families with a Kurdish background who have returned to Kurdistan from Germany, and to local Kurdish students. Students completing the year prior to the DP must have obtained the German Mittlerer Schulabschluss, and admission of students from other schools is dependent on academic achievement. The affordable tuition cost allows access for the local Kurdish population.</p> <p>All students are enrolled as full Diploma candidates and the course offering allows for completion of the full Diploma. The registration of candidates in the period under review shows that the school has registered Diploma every year.</p> <p>The self-study questionnaire describes several information meetings for students and parents, which begin in year 10 and it is noted that public promotion of the school is dependent on the regional security situation.</p>
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Requires Further Development	Shows Satisfactory Development

Section B: Organization

Standard B1: Leadership and structure

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

Practice 1

The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

Findings of the Reader	<p>The school keeps its governing body informed in monthly meetings. Responses in the self-study questionnaire indicate that there are also regular meetings with the Kurdish Ministry of Education and the Zentralstelle für das Auslandsschulwesen (German central agency for German schools abroad) regarding the DP.</p>
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Practice 2

The school has developed a governance and leadership structure that supports the implementation of the programme(s).

Findings of the Reader	The school maintains official recognition by the Zentrale Fuer Auslandsschulwesen and the Kurdish Ministry of Education. School oversight is provided by the Zentralstelle für das Auslandsschulwesen and the Kultusministerkonferenz. As indicated in the self-study questionnaire, the school is run by a local foundation with a governing board. Oversight for Kurdish curriculum concerns is provided by the Kurdish Ministry of Education. Depictions in the organizational chart and descriptions in the self-study questionnaire confirm that the DP coordinator is part of the school's leadership team and the primary person responsible for leading IB related practices and is the main channel of communication between the IB and the school.
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Practice 3

The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

Findings of the Reader	Responses in the self-study questionnaire, the school's organizational chart and the DP coordinator's job description identify the DP coordinator as a pedagogical leader in collaboration with the head of school. The DP coordinator is responsible for DP implementation, upholding DP regulations and disseminating information to and from the IB.
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Practice 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.

Findings of the Reader	As indicated in the self-study questionnaire, the DP coordinator is allocated a release time of 19% for duties relating to programme coordination. Additional duties include teaching. The DP coordinator is proficient in German and English.
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Practice 5

The school develops and implements policies and procedures that support the programme(s).

Findings of the Reader	Documentation submitted by the school includes the following policies: admissions, academic honesty, assessment, inclusion, and language. The self-study questionnaire states that all school policies were revised and updated during the review period. This was accomplished by committees representing all school stakeholders. Policies are communicated to the school community via in person meetings and parent conferences.
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Practice 5a

The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.

Findings of the Reader	The admissions policy reflects the school's philosophy on inclusive education and the German Kultusministerkonferenz mandates regarding admission to German schools abroad. The specific criteria for entrance to the DP are also clearly described. The admissions policy is integrated in the school's statements of mission and philosophy and is cross referenced with other school policies. As indicated in the self-study questionnaire, the policy was revised in 2021 to reflect the criteria for examination re-take candidates.
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Practice 5b

The school develops and implements a language policy that is consistent with IB expectations.

Findings of the Reader	The language policy is comprehensive reflecting a philosophy on language learning consistent with that of the IB. The policy indicates that German language and literature SL, English B HL, and a school supported self-taught language A are available as language study options in the DP. Students can also study Kurdish as part of the national curriculum. Also described is the support available for students learning in a language other than their first language, and teachers' responsibility for language learning. Additionally, described is a language focus group responsible for structures and processes related to German language and cultural instruction and policy implementation.
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Practice 5c

The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

Findings of the Reader	Review of the SEN policy shows that the school's philosophy on inclusive education is described as holistic, encompassing abilities and needs, and is clearly reflected in the inclusive education policy. In addition to philosophy, roles and responsibilities, identification and referral procedures and teacher support resources are described in the policy. The policy is cross-referenced with other school policies, describes student support in accordance with German law by incorporating the Schülerunterstützungsdienste, and it confirms awareness of assessment access arrangements available from the IB.
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Practice 5d

The school has developed and implements an assessment policy that is consistent with IB expectations.

Findings of the Reader	The assessment policy articulates the school's philosophy on assessment that supports student learning consistent with IB expectations. The policy clearly describes the purpose, nature, and conduct of assessment. Also clearly described are DP assessment practices and requirements including criterion-based assessment, DP grade boundaries, the frequency of formative and summative assessment, and the recording and reporting of assessment data and methods used for the standardization of assessment.
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Practice 5e

The school has developed and implements an academic honesty policy that is consistent with IB expectations.

Findings of the Reader	The Academic Integrity policy describes the school’s philosophy on academic integrity relative to the IB learner profile and in the context of the school’s values. Academic integrity is defined using examples, as is misconduct. Also described are expectations of teachers and students relative to modeling academic integrity in the classroom and the wider school community. Consequences and sanctions for confirmed misconduct are stated. Methods used by the school to identify misconduct are also described. The policy includes a “Code of Honor”, which students and parents are required to sign at the start of the DP.
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Practice 6

The school has systems in place for the continuity and ongoing development of the programme(s).

Findings of the Reader	<p>The action plan is fully aligned with Diploma Programme standards and practices, and includes concrete actions, timelines, and outcomes. As indicated in the self-study questionnaire, the school actively participates in the GIB Network. The school’s plan for ongoing staff professional development is described in the self-study questionnaire, and there are structures in place supporting ATL implementation.</p> <p>The school has developed solutions to challenges out of its control, e.g. political and economic instability in the region, terrorist attacks, covid-19, which impacted not only the recruitment of students but also recruitment of staff.</p>
Commendation	The school is proactive in ensuring continuous programme development in light of challenges which are out of the school’s control.

Practice 7

The school carries out programme evaluation involving all stakeholders.

Findings of the Reader	Review of the self-study, descriptions of the self-study process and surveys confirm that feedback was sought from all stakeholders and reflection on the diploma programme standards and practices was done in teams including students, parents, teachers and school leadership.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Standard B2: Resources and support

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

Practice 1 + 1a + 1b

The governing body allocates funding for the implementation and ongoing development of the programme(s).

Findings of the Reader	The implementation budget includes the correct annual IB fees and descriptions of CAS provided in the self-study questionnaire and CAS documents are consistent with IB expectations including the allocation of CAS advisors and the development of a CAS Handbook. However, the implementation budget does not include a designated allocation for CAS.
Recommendation	The school budget reflects allocations for CAS which are relevant to the school context.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 2

The school provides qualified staff to implement the programme(s).

Findings of the Reader	Responses in the self-study questionnaire confirm that structures are in place to address staff turnover, with the support of the Zentralstelle für das Auslandsschulwesen and taking account of the regional political situation. The school explains that newly hired staff involved in the IB receive in house IB orientation specific to the role for which they are hired and attend IB recognized professional development as soon as possible.
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Practice 3 + 3a

The school ensures that teachers and administrators receive IB-recognized professional development.

Findings of the Reader	The Chart 2 and submitted IBPD certificates demonstrate that the requirement for administrators' and teachers' IB professional development is met by the school. Administrators, teachers, and core coordinators have attended the required professional development for programme evaluation, and there is evidence that many have participated in category 2 and 3 workshops during the review period.
Commendation	The school puts focus on upskilling teachers through attendance at Cat 2 and Cat 3 workshops.

Practice 4

The school provides dedicated time for teachers' collaborative planning and reflection.

Findings of the Reader	In the self-study questionnaire, the school describes weekly meetings for DP staff and that the DP coordinator meets each teacher individually. The meeting schedule indicates regular meetings for leadership, teachers, committees, department heads, and the parent's council, aimed at programme and school development.
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Practice 5 + 5a + 5b + 5c

The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

Findings of the Reader	<p>Descriptions in the self-study questionnaire demonstrate that the school complies with programme-specific expectations for resources and facilities. Described are a science laboratory and prep room for teaching biology. Descriptions of science specific ICT such as data-loggers are provided in the sampled biology course outlines and unit planner are aligned with course requirements.</p> <p>ICT facilities and resources are described as shared desktop computers in classrooms and the library, and a one-to-one laptop provision for students. Students are also permitted to bring their personal devices to school. Campus wide internet access via wifi is indicated in the self-study questionnaire.</p> <p>Secure storage facility for exam materials is described as a non-removable safe located in a separate secured room located in an area not directly accessible to students. The room and safe are accessible by the DP coordinator and Principal.</p>
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Practice 6 + 6a

The library/multimedia/resources play a central role in the implementation of the programme(s).

Findings of the Reader	Responses in the self-study questionnaire indicate that students can access the library independently during school hours. Described is a library with space for students to work independently and in groups. Also described is a print collection which is continuously added to by the full-time librarian. A partnership with the University of Kurdistan Hewler offers students access to print and digital resources.
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Practice 7

The school ensures access to information on global issues and diverse perspectives.

Findings of the Reader	Responses in the self-study questionnaire indicate that the school provides access to global information via WiFi, and engagement with global platforms and local and national community initiatives. Evidenced in the submitted documentation is student participation in Kani Arab Youth International MUN, collaboration with the Goethe Institute and other local and international organizations.
Commendation	The school embeds attendance at global events, engagement with global platforms, and diverse community input into students learning experiences.

Practice 8

The school provides support for its students with learning and/or special educational needs and support for their teachers.

Findings of the Reader	Descriptions of student support in the self-study questionnaire and Inclusion policy validate comprehensive processes and structures present in whole school practice for supporting students learning and other special needs. Described and present in practice are identification and referral procedures, support systems for teachers of students with exceptional learning needs, and student support in accordance with the Schülerunterstützungsdienste. Descriptions confirm knowledge and understanding of assessment access arrangements available from the IB.
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Practice 9 + 9a

The school has systems in place to guide and counsel students through the programme(s).

Findings of the Reader	<p>As indicated in the self-study questionnaire, student access to guidance and counselling for transition into the DP begins in year 10 with information session for both students and parents. Additionally, there is a “class teacher” programme in place to monitor individual student progress during the DP years.</p> <p>Guidance on University selection and application processes is provided by the guidance team and school alumni. The focus is on German Universities, but assistance with Kurdish and other globally located universities is also available. The school has developed a Career guidance concept “Berufsberatungskonzept” which is published in a handbook available to students and parents.</p>
Commendation	<p>There is a vertical tracking system for student support and pathway guidance, that makes use of external resources.</p>

Practice 10 + 10a + 10b + 10c

The student schedule or timetable allows for the requirements of the programme(s) to be met.

Findings of the Reader	<p>The self-study questionnaire and sample student schedules confirm that there are 36 weeks of instruction per year, 33 instructional periods per week and 45 minutes per instructional period allowing for the requirements of the programme to be met. Information regarding teaching hours included in the Chart 1 indicates that higher level courses are taught for 252 hours per year and standard level courses are taught for 153 hours per year. TOK is indicated as being taught for 117 hours over two years. The schedules submitted for review demonstrate how each day is organized for students. As described in the self-study questionnaire, students are engaged in CAS over the 18 months of the DP. The student schedules and assessment due date calendar demonstrate that students' workload is balanced.</p>
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Practice 11

The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

Findings of the Reader	<p>Descriptions of CAS and other learning engagements described in the self-study questionnaire and accompanying documents demonstrate that expertise and resources available in the community are increasingly used despite challenges posed by regional political, economic and security concerns. The school works with local associations and parents to offer CAS opportunities outside the school building.</p>
Commendation	<p>The school has established sustainable collaborations and projects and a strategy for continued community partnerships based on the local safety requirements.</p>

Practice 12

The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.

Findings of the Reader	The extended essay process described in the self-study questionnaire and Student Extended Essay Guide 2019-2021 are consistent with IB expectations and include student workshops on citation and referencing, academic writing, source validation, and understanding extended essay assessment criteria. These sessions are run by the EE coordinator.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
Conclusion	Requires Further Development	Shows Satisfactory Development

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1 + 1a + 1b

Collaborative planning and reflection address the requirements of the programme(s).

Findings of the Reader	Sampled unit planners, the staff meeting schedule, sampled meeting minutes and responses in the self-study questionnaire evidence collaborative planning structures and processes focused on programme requirements. In the self-study questionnaire, the school describes weekly DP team meetings for all teachers and core coordinators, and individual meetings between the core coordinators and subject teachers. These meetings are focused on unit planning, integration of core components, differentiation, assessment, ATL skills development and student progress. Additionally, regular meetings between school leadership and department heads are described.
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Practice 2

Collaborative planning and reflection take place regularly and systematically.

Findings of the Reader	The meeting schedule and descriptions in the self-study questionnaire confirm that there are frequent meetings focused on DP implementation involving all DP teachers. There is evidence of collaborative planning meetings occurring systematically over the course of each academic year. During sustained school closure due to covid-19 teachers led by the pedagogical leadership team succeeded in multimodal collaborative planning.
Commendation	The school successfully transitioned to collaborative practices supported by virtual platform when the pandemic made f2f meetings impossible.

Practice 3

Collaborative planning and reflection address vertical and horizontal articulation.

Findings of the Reader	Descriptions in the self-study questionnaire and the meeting schedule reference planning as a whole DP team, whole school team and in subject groups when there is more than one teacher. There is evidence of planning for a smooth transition into DP year 1 and progression to DP year 2.
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Practice 4

Collaborative planning and reflection ensure that all teachers have an overview of students' learning experiences.

Findings of the Reader	The self-study questionnaire describes processes for staff to collaboratively monitor student progress. Descriptions confirm that teachers have access to an overview of student learning across the curriculum, including digital platforms and during weekly meetings. This is facilitated by the small size of the school.
Commendation	Teachers use their overall understanding of learning across the curriculum to inform planning within their subject.

Practice 5

Collaborative planning and reflection are based on agreed expectations for student learning.

Findings of the Reader	As indicated in the self-study questionnaire, ATL implementation, differentiation, formative assessment and language skills development are constant topics during weekly DP team meetings. Teachers use meetings to share best practice and those proven successful are set as standards and integrated unit planners.
Commendation	The school has implemented a consistent process to develop and act on shared agreements on student learning and assessment outcomes.

Practice 6

Collaborative planning and reflection incorporate differentiation for students' learning needs and styles.

Findings of the Reader	Descriptions of collaborative meeting objectives indicate a focus on addressing differentiation, which is validated by sampled meeting minutes. As indicated in the self-study questionnaire, differentiated teaching is a priority. A Kultusministerkonferenz document, "Principles of differentiated inclusive teaching at German schools abroad" forms the basis of the school's practice.
Commendation	Teachers have collaboratively developed and implement practices for effective differentiation in the classroom.

Practice 7

Collaborative planning and reflection are informed by assessment of student work and learning.

Findings of the Reader	Responses in the self-study questionnaire reference meetings focused on analysis of formative assessment strategies, mock exams and IB exam session results to improve classroom practice. There is a specific focus on differences between predicted grades and IB exam results.
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Practice 8

Collaborative planning and reflection recognize that all teachers are responsible for language development of students.

Findings of the Reader	Described in the self-study questionnaire and evidenced in the supporting documentation is a focus on implementing classroom practices to support students' language development in German, English, and Kurdish. Descriptions of collaborative meeting objectives indicate a focus on addressing student differentiation, which includes language development. Also evidenced is regular language teaching and learning specific staff professional development, "Sprachsensibler Unterricht".
Commendation	Teachers have established collaboratively developed agreements of teacher responsibilities for language development of language of instruction and multilingualism.

Practice 9

Collaborative planning and reflection address the IB learner profile attributes.

Findings of the Reader	The self-study questionnaire describes collaborative planning meetings focused on integrating international mindedness and learner profile attribute development in unit plans and classroom practice. Included in the descriptions is a caveat stating that promoting attributes such as “open-minded, thinkers, and reflective” presents a challenge within the school’s context. Staff discussions concluded that given time and the sensitive promotion of these attributes, the implementation of this standard will improve.
Recommendation	Teachers to collaboratively develop strategies and detail expectations for the progression of the IB learner profile attributes over the two years of the programme. <ul style="list-style-type: none"> ○ <i>Recommendation repeated from previous report.</i>
Action Plan	School included appropriate actions in Action Plan.

Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School’s Conclusion	IB Response
School’s Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into considerations most IB recommendations from the previous evaluation process or from authorization.
Conclusion	Requires Further Development	Shows Satisfactory Development

Standard C2: Written curriculum

The school’s written curriculum reflects IB philosophy

Practice 1 + 1a + 1b + 1c + 1d

The written curriculum is comprehensive and aligns with the requirements of the programme(s).

Findings of the Reader	Descriptions of the written curriculum in the self-study questionnaire demonstrate that subject and core requirements are fully understood and addressed. Due to the small number of students in each year, all students take the same subjects to complete the diploma. The subject offer allows for the completion of the full diploma within Kultusministerkonferenz and Gemischtsprachiges IB requirements. The sample schedule demonstrates that all standard and higher-level courses, and TOK are taught over the course of two years and CAS participation is for a minimum of 18 months over the two years. The self-study questionnaire and additional documentation provide evidence of links to CAS, TOK, and ATL implementation.
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Practice 2

The written curriculum is available to the school community.

Findings of the Reader	The self-study questionnaire indicates that the written curriculum is available to all members of the school community.
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Practice 3

The written curriculum builds on students' previous learning experiences.

Findings of the Reader	Responses in the self-study questionnaire, review of curriculum documents, descriptions of collaborative staff meetings and review of the DP admissions requirements confirm transition planning into DP year 1 and between DP years 1 and 2.
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Practice 4

The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

Findings of the Reader	The self-study questionnaire describes frequent and regular meetings focused on integrating ATL skills development in curriculum planning and classroom practice. This is validated by sampled meeting agendas, minutes, and unit planners. Also described is staff participation in ATL specific in-house professional development.
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Practice 5

The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

Findings of the Reader	As explained in the self-study questionnaire, participation in meaningful CAS is dependent on the regional security situation. Because of this the school is reliant on a network of regional German non-governmental, government, commercial and academic organizations to provide opportunities. Examples provided in the self-study questionnaire and CAS documents demonstrate that students are engaged in Model United Nations, Earth Day activities, working with refugees, film and video production, online cooking lessons for children, working with animal welfare organizations creating nesting sites, visual and performing arts activities and sporting endeavors. The CAS handbook, CAS student samples, and information on CAS in self-study questionnaire demonstrate that CAS is implemented according to the CAS guide.
Commendation	The school implements a CAS programme centered on meaningful student action and ownership, despite a challenging regional context.

Practice 6

The written curriculum incorporates relevant experiences for students.

Findings of the Reader	Responses in the self-study questionnaire, and sampled unit planners indicate that relevant experiences are incorporated in the school's written curriculum. Described are collaborations with regional German and Kurdish organizations, exchanges with other GIB schools, study trips, topic specific seminars, special interest clubs and content related and extra-curricular activities.
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Practice 7

The written curriculum promotes students' awareness of individual, local, national and world issues.

Findings of the Reader	The self-study questionnaire and curricular documents confirm that exploration of individual, local, national and world issues is promoted through the school's written curriculum. The school describes consistent engagement with topics specific to the local Kurdish community. Also evidenced is teachers incorporating issues of cultural diversity and global significance in unit plans as opportunities for interdisciplinary learning.
Commendation	Teachers consistently integrate interdisciplinary links and links to CAS in unit plans.

Practice 8

The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

Findings of the Reader	Descriptions provided in the self-study questionnaire, sampled unit planners and sampled CAS files evidence exposure to human commonality, diversity and multiple perspectives.
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Practice 9

The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

Findings of the Reader	In the self-study questionnaire the school indicates that teachers have access to current IB publications and updates via the Programme Resources Centre.
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Practice 10

The written curriculum integrates the policies developed by the school to support the programme(s).

Findings of the Reader	As indicated in the self-study questionnaire all teachers are aware of school policies which are visible in classroom practice and school culture.
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Practice 11

The written curriculum fosters development of the IB learner profile attributes.

Findings of the Reader	The self-study documents refer to an inconsistent development of the learner profile attributes. The school indicates that the promotion of the learner profile is heavily influenced by cultural sensitivities and needs to be more intentionally developed within the school's context.
Recommendation	Teachers review the written curriculum to ensure intentional and explicit integration of all 10 learner profile attributes and their development across all subjects. <ul style="list-style-type: none"> ○ <i>Recommendation repeated from previous report.</i>
Action Plan	School included appropriate actions in Action Plan.

Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into considerations most IB recommendations from the previous evaluation process or from authorization.
Conclusion	Requires Further Development	Shows Satisfactory Development

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy

Practice 1 + 1a

Teaching and learning aligns with the requirements of the programme(s).

Findings of the Reader	The submitted documentation demonstrates that teaching and learning aligns with DP requirements. Descriptions provided in the self-study questionnaire and sampled unit planners confirm the integration of core components across all subjects. Evidenced are examples of formative assessment tasks connected to local, national and global issues from the perspectives of TOK and CAS.
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Practice 2

Teaching and learning engages students as inquirers and thinkers.

Findings of the Reader	The self-study questionnaire describes an explicit focus on developing students' creative and critical thinking skills by engaging students as questioners and researchers. Sampled unit planners confirm that students are engaged in inquiry-based learning and assessment tasks.
Commendation	The school has consistently integrated the core elements of the program and implemented approaches to teaching, especially inquiry-based learning.

Practice 3

Teaching and learning builds on what students know and can do.

Findings of the Reader	The self-study questionnaire and curricular documents demonstrate a focus on classroom strategies that include scaffolded learning and assessment practices aimed at smooth transitions from grade 10 to DP1 and from DP1 to DP2.
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Practice 4

Teaching and learning promotes the understanding and practice of academic honesty.

Findings of the Reader	The self-study questionnaire, academic integrity policy, extended essay process and other documents submitted for review evidence consistent development of research skills across subjects and classroom practices aligned with the academic integrity policy. A proactive approach to promoting academic integrity is demonstrated by frequent opportunities provided for students, aimed at teaching referencing and citation.
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Practice 5

Teaching and learning supports students to become actively responsible for their own learning.

Findings of the Reader	Review of the self-study questionnaire and curriculum documents as well as very small DP classes confirm opportunities for students to take ownership of their learning and co-construct learning experiences.
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Practice 6

Teaching and learning addresses human commonality, diversity and multiple perspectives.

Findings of the Reader	Descriptions in the self-study questionnaire, sampled unit planners and students' CAS files demonstrate that teaching and learning addresses diversity and our shared humanity. The self-study states that class discussions often relate to cultural diversity, equality and social justice, and that students are asked to reflect on their work, write critiques and take positions on issues that might differ from their own.
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Practice 7

Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

Findings of the Reader	The language policy and representations in the self-study questionnaire provide evidence that the school promotes language diversity affirming cultural and personal identity. Teachers are aware of language policy and the student body language profile. Described in the self-study questionnaire and evidenced in the supporting documentation are classroom practices supporting development in German, English, and Kurdish. Also described is a focus on addressing student differentiation, which includes language development. A recent staff professional development, “Sprachsensibler Unterricht” aimed at further developing language teaching and learning strategies.
Commendation	The school has established effective system to support home languages as well as the languages of instruction.

Practice 8

Teaching and learning demonstrates that all teachers are responsible for language development of students.

Findings of the Reader	Responses in the self-study questionnaire, statements in the language policy and descriptions of collaborative meeting objectives demonstrate that practices for development of students’ language proficiency and communication skills are integrated across all DP subjects and the core. Described is the use of subject specific vocabulary in multiple languages including home languages, grouping students with similar language proficiencies, and consistent use of subject specific terminology. Classroom discussions often surround language use in diverse cultural contexts and stem from students’ familial heritage. The school supports students in pursuing a bilingual diploma and also continue studying Kurdish as the host country language.
Commendation	The school and teachers implement classroom practices that allow students to develop language proficiency in the languages of instruction – German and English – as well as their best languages through intentional practices that are shared across teachers.

Practice 9

Teaching and learning uses a range and variety of strategies.

Findings of the Reader	Descriptions in the self-study questionnaire and other documents submitted for review confirm that teachers use a range and variety of teaching and learning strategies to include group work, class presentations, interdisciplinary projects, lab investigations and student lead research projects.
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Practice 10

Teaching and learning differentiates instruction to meet students' learning needs and styles.

Findings of the Reader	The self-study questionnaire and sampled unit planners evidence the implementation of differentiation and scaffolding strategies to promote effective learning, especially differentiation for language learning. As indicated in the self-study questionnaire, differentiated teaching is a priority. A Kultusministerkonferenz document, "Principles of differentiated inclusive teaching at German schools abroad" forms the basis of the school's practice.
Commendation	Teachers implement a systematic approach to differentiation supported by appropriate approaches to teaching.

Practice 11

Teaching and learning incorporates a range of resources, including information technologies.

Findings of the Reader	Review of the self-study questionnaire and supporting documentation confirms that the school uses a range of teaching and learning resources, to include ICT.
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Practice 12

Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

Findings of the Reader	Sampled CAS documents provide evidence of student agency and sustained action through engagement in a range of activities in which all CAS learning outcomes are achieved. Students articulate how their CAS experiences are linked to subject area learning and TOK concepts including changed perceptions, ethical considerations and personal growth.
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Practice 13

Teaching and learning engages students in reflecting on how, what and why they are learning.

Findings of the Reader	The self-study questionnaire describes classroom practices promoting reflection and formative assessments comprising opportunities for student reflection on process and outcome. Sampled students' CAS files, sampled unit planners and descriptions in the self-study questionnaire confirm that classroom strategies explicitly promote reflection as integral part of the learning process. CAS files exemplify meaningful reflection using a variety of methods.
Commendation	The school promotes metacognitive skills as well as student choice in relation to how they will reflect on the learning process.

Practice 14

Teaching and learning fosters a stimulating learning environment based on understanding and respect.

Findings of the Reader	Review of all submitted documentation provides evidence that teaching and learning fosters a learning environment based on understanding and respect.
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Practice 15

Teaching and learning encourages students to demonstrate their learning in a variety of ways.

Findings of the Reader	The submitted documentation demonstrates that students are encouraged to demonstrate their learning in a variety of ways including collaborations with other GIB students, creative and academic writing, lab investigations, class discussions, case studies, interdisciplinary projects and participation in academic forums and competitions. Submitted as evidence is a student presentation of the Group 4 Project to members of the Zentralstelle für das Auslandsschulwesen and staff from Salahaddin University.
Commendation	The school provides multiple opportunities for students to demonstrate their learning in a variety of ways and there is evidence of consistent student agency in learning.

Practice 16

Teaching and learning develops the IB learner profile attributes.

Findings of the Reader	Responses in the self-study documentation indicates the need for further classroom practices that explicitly integrate the development of all learner profile across the DP. Feedback regarding this practice is already included in C1 and C2.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Requires Further Development	Shows Satisfactory Development

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy

Practice 1 + 1a

Assessment at the school aligns with the requirements of the programme(s).

Findings of the Reader	The self-study questionnaire and assessment policy confirm that the school's assessment of student learning is based on DP course specific criteria and objectives including formative and summative assessment strategies and tools. The school has a calendar of internal deadlines for student submission of assessment components which shows an understanding of IB deadlines and will support students in trying to alleviate stress points. The analysis of examination results demonstrates that DP assessment requirements are understood.
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Practice 2

The school communicates its assessment philosophy, policy and procedures to the school community.

Findings of the Reader	The self-study questionnaire states that the school community can access the assessment policy via in person meetings and parent teacher conferences or on the website. There are information meetings to familiarize students and parents with DP assessment practices, criteria, grade boundaries and the conduct of examinations.
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Practice 3

The school uses a range of strategies and tools to assess student learning.

Findings of the Reader	The self-study questionnaire, assessment policy and sampled curriculum documents confirm that the school's assessment practices include the consistent use of formative and summative assessment and allow for student agency in how their learning is demonstrated.
Commendation	Teachers use varied assessment instruments and strategies across and within subject areas

Practice 4

The school provides students with feedback to inform and improve their learning.

Findings of the Reader	The self-study questionnaire and assessment policy indicate that regular actionable feedback is provided to students, which is used to inform teaching and learning. The self-study questionnaire describes frequent personal feedback sessions for students and staff meetings to discuss the impact of formative and summative assessment strategies.
Commendation	The school consistently implements strategies for monitoring the impact of formative feedback on student performance.

Practice 5

The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

Findings of the Reader	Descriptions in the self-study questionnaire and the assessment policy indicate that the school uses an internal digital database for recording student progress.
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Practice 6

The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

Findings of the Reader	The self-study questionnaire and assessment policy state that student progress is reported via four formal report cards issued twice during each of the DP years. Additionally, there are biannual parent conferences with subject teachers.
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Practice 7

The school analyses assessment data to inform teaching and learning.

Findings of the Reader	The school implements regular DP team meetings to discuss the May exam session results in detail. The analysis considers pass rate, average grade, component grades, and discrepancies between predicted grades and awarded grades, in all subjects, TOK and EE.
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Practice 8

The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Findings of the Reader	As described in the self-study questionnaire and assessment policy, students use peer and self-evaluation as tools to reflect on their progress and student reflection on learning outcomes is an integral part of the students' learning process.
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Practice 9

The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

Findings of the Reader	The school has submitted descriptions of the extended essay process confirming that there are systems in place ensuring; that the 3 mandatory interviews take place in line with EE expectations and facilitate completion of the RPPF. There is evidence that supervisors provide feedback on one draft only and ensure academic integrity is adhered to. Descriptions in the EE student handbook and self-study questionnaire also reference structures for training supervisors and for facilitating standardization of the extended essays.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development