PSP 2020

Evaluation report

IB World Schools Department

Education for a better world

Programme Evaluation Report

Head of School: Lindsay Stuart
School Name: Udon Thani International School
School Code:███████
School Address: 222 Moo. 2 Mittrapab Road, Tumbon Kudsra, Aumpear Muang, Udon Thani.
IB Programme(s): Primary Years Programme
Programme Coordinators: Charlotte Trufit
Date: Thursday 6 April 2023
Student ages in which all students are engaged in PYP: 3–4, 4–5, 5–6, 6–7, 7–8, 8–9, 9–10, 10–11, 11–12

Evaluation Team

Primary Years Programme
Evaluation Leader: Mida Abdul
Programme Leader: SMITA BENUSKAR

School and Programme Leadership

Dear Lindsay Stuart,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (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(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School & Community Description

Udon Thani International School (UDIS) is the only CIS accredited and IB PYP authorized international school in Udon Thani, Thailand. The school provides an international education suitable for both Thai and expatriate families that allows preparation for students who wish to pursue ongoing schooling elsewhere. Udon Thani was the first international school to open in the greater Northeast region of Thailand. UDIS became the first IB school and the first school accredited by Council of International School (CIS) in a region of approximately 22 million people. The Northeast region has traditionally been a farming area with lower incomes although it is rapidly developing. The school seeks to engage the community through a variety of initiatives, although, this has been inhibited by the pandemic over the past few years.

The school has a varied background of students with 54% coming from Thai families, 38% from mixed Thai families and 8% from international families. The school has 20 different nationalities represented in their student body. The school recruits home country qualified staff internationally based on fit to the school, with IB experience and/or qualifications. The school currently has 11 different nationalities represented on their staff of 31. The school has recently expanded to add the Middle Years Programme (MYP), seeking authorization in 2023.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)

    - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)

        - The governing body play a positive and supportive role in articulating and aligning the school's purpose for learning with the IB's mission and philosophy. The plan for expansion which currently includes the candidacy for the MYP as well as the process of DP authorization is a testament to the school's commitment in aspiring to become an IB continuum school.

        - The school mission, vision and strategic intent are closely aligned to the IB mission and philosophy and are well understood and demonstrated by different stakeholders across aspects of the school's life.

    - **Purpose 2:** The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)

        - The commitment to international mindedness is demonstrated by different stakeholders; the leadership team, teachers, parents, students and non-teaching staff. It is highly evident through the school's mission, values and statement of intercultural understanding, that makes references to different cultures and perspectives, diversity and inclusion, leading towards the development of global citizens.

    - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

        - The school ensures that IB learner profile attributes are embedded in the day-to-day life at UDIS, student reflections, teachers' interaction with each other and learning processes, are exhibited within and beyond the school community. The school offers adaptations of the learner profile attributes to suit different contexts and to promote diverse perspectives, as communicated by the teachers and leadership team.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)

– **Leadership 1:** The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

- The school governance and leadership team implement the programmes with fidelity and integrity, and in a collaborative manner. This ensures decisions regarding programme implementation and development are informed by IB principles and practices, in consultation with different stakeholders, in order to meet the programme requirements.

– **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)

- The school's strategic plan prioritizes expansion and extension of the library which strongly demonstrates that the leadership team practise responsible resource planning for the sustainable development of the programme.

- Student support (0202)

    – **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

    - The school provides resources that are sufficient to sustain the IB programme and are used effectively to meet the learning objectives and requirements of the programme. The school facilities are safe, functional and are utilized in many different ways to offer learning opportunities for students that include both indoor and outdoor experiences.

    – **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

    - The school prioritizes and allocates specific resources to support student well-being and personal, social, and emotional needs. These are embedded into students' daily learning routines and connected to approaches to learning, that help them become more self-regulated learners.

    – **Student support 5:** The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)

    - The school receives substantial support from parents and teachers to enhance the students' experience and richness of the programme, as expressed by teachers and parents, through a variety of events such as local and international events, field trips, experts and/or parent information sessions (Parent Cafe).

Culture: Creating positive school cultures

- Culture through policy implementation (0301)

  - **Culture 3:** The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

    - The academic integrity policy clearly outlines strategies that are developmentally appropriate for primary students and defines the roles and responsibilities of stakeholder groups in the school community, in supporting a culture of academic honesty, through which, the IB philosophy can thrive.

Learning: Ensuring effective education

- Designing a coherent curriculum (0401)

  - **Coherent curriculum 1:** The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)

    - There is a system and structure in place for curriculum review to ensure the balance between the transdisciplinary units of inquiry and additional single subject teaching. The curriculum is rigorous while supporting students' academic, social, physical and emotional needs as well as fostering the development of the learner profile attributes.

- Students as lifelong learners (0402)

  - **Lifelong learners 3:** Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)

    - There is a strong sense of respect and appreciation demonstrated by different stakeholders toward individuals' different roles and responsibilities at the school, which contributes to the development of healthy relationships and effective collaboration between students and teachers.

  - **Lifelong learners 4:** Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

    - The school supports student personal, social, physical and emotional needs using a supplementary programme with its specific strategy called Walk away, Ignore, Talk it out and Seek help (WITS) and this has been mapped out across the school. In addition, the school embeds the use of

leaner profile attributes into this supplementary programme, to ensure connections between the two are made and addressed authentically.

- Approaches to teaching (0403)

  - **Approaches to teaching 3:** Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)

    - Teachers demonstrate effort in bringing local and global contexts to the teaching and learning processes, through a wide range of resources and information, including utilizing and collaborating with the local Thai teachers and community, that is appropriate for the students, to establish the relevance of the curriculum, promote student curiosity, and extend student thinking.

- Approaches to assessment (0404)

  - **Approaches to assessment 2:** The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

    - The school administers a variety of assessment strategies that are fit-for-purpose, including self-assessment and peer-assessment, to help students develop assessment capabilities to increase their sense of responsibilities in their learning.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, all requirements are in place.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	**PYP:** Shows development beyond requirements	**PYP:** Shows development beyond requirements	

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	**PYP:** Shows development beyond requirements	**PYP:** Offers opportunity for further development	**PYP:** Conversations with different members of the teaching staff and documentation review demonstrate insufficient time for the PYP coordinator to carry out the role and responsibility to support the programme implementation effectively.
Student support (0202) Learning environments in IB World Schools support student success.	**PYP:** Shows development beyond requirements	**PYP:** Shows development beyond requirements	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	**PYP:** Shows development beyond requirements	**PYP:** Shows development beyond requirements	

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	**PYP:** Requires development	**PYP:** Shows development beyond requirements	**PYP:** IB-mandated policies, to some extent, are well understood by the teachers and they can make references as to how the policies contribute to creating a positive school culture and encourage continuous growth and improvement.

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.	**PYP:** Offers opportunity for further development	**PYP:** Offers opportunity for further development	
Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.	**PYP:** Requires development	**PYP:** Requires development	
Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	**PYP:** Offers opportunity for further development	**PYP:** Offers opportunity for further development	
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	**PYP:** Offers opportunity for further development	**PYP:** Shows development beyond requirements	**PYP:** The school uses a range of assessment practices to inform learning and show student progress at different stages of their learning. Parents share they are made aware of their children's progress through different opportunities such as digital portfolios, report cards, and parent-teacher-student conferences.

E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- The area of focus stemmed from the development of the MYP and the teachers' reflection and curriculum evaluation, which triggered the need for the school to adopt a different maths programme that is more aligned to the PYP framework. The plan outlines the impact the school wishes to achieve and the strategies needed to do this. The school team identified a range of resources to support the work.
- The programme development plan has a clear focus on positively affecting the student learning experience in maths, through the adoption of a 'White Rose' maths curriculum to replace the previous one. This is aimed to further promote mathematical inquiry and to increase students' engagement in learning maths.

Evidencing and analysing

- The school identified appropriate data such as formative and summative assessment and thoroughly analyzed the data to determine what the impact was on the student experience.

Reflection

- The school's reflection on the programme development plan partially concluded that a positive outcome was achieved, as demonstrated by the data collection through a staff survey, curriculum standard coverage and lessons observation. The programme development plan is still continuing for the second cycle of the implementation.

Areas for consideration

As the school engages in further efforts to develop the programme, it may wish to consider:

Planning

- For future programme development, the school should consider linking the plan more closely to IB practices so that all early years and primary teachers can be involved and benefit from the process. The school can utilize its existing learning committees at the beginning of the school year to enable early planning to create a greater impact on student learning.

Evidencing and analysing

- Leveraging the use of 'White Rose' maths curriculum to further promote the transdisciplinary nature between mathematical concepts and units of inquiry.

Reflection

- Including in the plan a review cycle for ongoing monitoring and adjustment; and consider progress reports or update is communicated to the community and the

leadership team, so that collaboration can be extended and opportunities can be created for different stakeholders to provide input into the reflection.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- To continue to build on resources with the latest technology in terms of laptops and devices for use in the classroom.
- To work on staff retention strategies to offer an increased benefit for existing staff and to attract more IB experienced teachers to be part of the school community.
- To develop consistency in the PYP implementation, particularly in the teaching and learning process and curriculum mapping.

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Environments / Teacher support (0203) / Teacher support 2:

- The school has a two-year cycle for teacher professional development on IB and non-IB trainings. The school is encouraged to further develop a comprehensive learning plan that supports individual teacher development as the school continues to build the capacity of its teacher in implementing the programme more effectively. Having the PYP coordinator support staff with internal training that utilizes the PYP resources available on My IB, or IB free learning nano-PD, could assist in this area of development.

Environments / Teacher support (0203) / Teacher support 3:

- The IB team recognizes the challenges the school has gone through during the period under review with staff retention, and its expansion plan, which may lead to some key personnel having dual roles in their teaching loads. The school may consider separating or realigning the key roles such as teacher/librarian and homeroom/single subject teaching, Learning Support coordinator and homeroom teaching, in order for the key personnel in those roles to maximize their expertise to benefit student learning and implement the programme more effectively.

Culture / Culture through policy implementation (0301) / Culture 6:

- The school has expressed its aspiration to continue exploring ways to further support the parent community to better understand the policies and their implications. The school may also benefit from assessing and evaluating the impact of their policies on student learning and the creation of a positive school culture to bring consistency and clarity to the process of teaching and learning across the school.

Learning / Approaches to teaching (0403) / Approaches to teaching 1:

- The school is encouraged to further continue supporting teachers' understanding and capacity in implementing inquiry-based learning through a concept-based curriculum, so that they can develop learning engagements that are highly interactive, conceptual and contextual, across the curriculum.

G. Conclusions of the Evaluation team

During the period under review, Udon Thani International School has been focusing on growing student enrollment and creating high-quality learning environments in order to support the programme implementation. Systems and structures have been put in place to improve the communication with the parent body and to help them develop a better understanding of the programme. The school's plan in expanding toward the MYP and the pursuit of DP authorization demonstrates its commitment to the IB philosophy as stated in its strategic intent.

As the school is maturing in IB programme development, the school may wish to further establish consistency in its approaches to teaching and allow all staff, with different level of expertise and programme understanding, to collaborate to improve their practices. Despite the unique challenges being the first and only IB World School in the Northeast region of Thailand, the school strives to meet the programme requirements and the opportunities it creates with integrity and open-mindedness.

H. Conclusion of the IB on the school status as an IB World School

Primary Years Programme

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Angela Meikle (angela.meikle@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

Adrian Kearney
Director, IB World Schools