

# **SELF-EVALUATION**

## **EVIDENCE USING**

## **2014 IB STANDARDS AND PRACTICES**

### **CONTENT**

#### **Section A: Philosophy**

Standard A: The school's educational beliefs and values reflect IB philosophy.

#### **Section B: Organization**

Standard B1: Leadership and structure (The school's leadership and administrative structures ensure the implementation of the IB programme(s)).

Standard B2: Resources and support: The school's resources and support structures ensure the implementation of the IB programme(s).

#### **Section C: Curriculum**

Standard C1: Collaborative planning (Collaborative planning and reflection supports the implementation of the IB programme(s)).

Standard C2: Written curriculum (The school's written curriculum reflects IB philosophy)

Standard C3: Teaching and learning (Teaching and learning reflects IB philosophy)

Standard C4: Assessment: Assessment at the school reflects IB assessment philosophy.

## Section A: Philosophy

### Standard A Aga, Brian, Karwan

The school's educational beliefs and values reflect IB philosophy.

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



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



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



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



*Silk Road exhibition*

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



*Visit to a refugee camp.*



*Tree planting*

6. The school promotes open communication based on understanding and respect.



*Meeting with students and parents.*

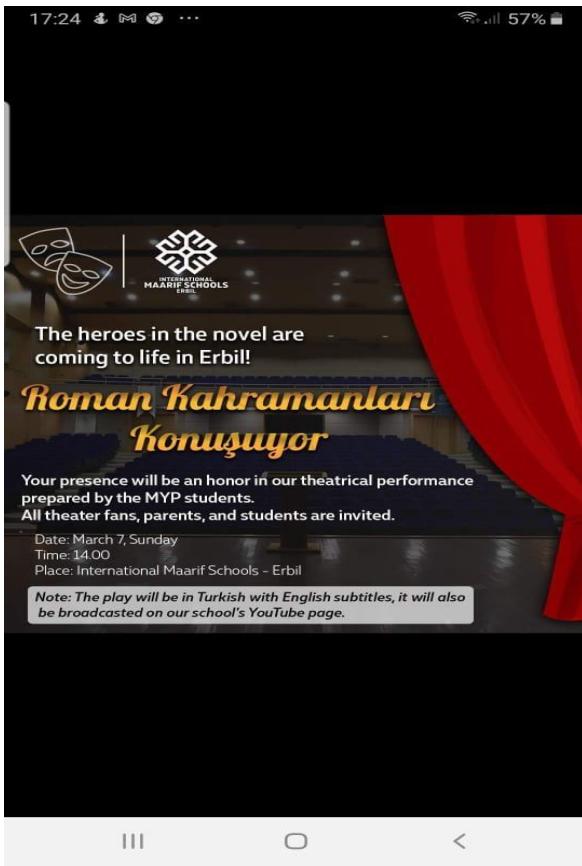
7. The school places importance on language learning, including mother tongue, host country language and other languages.



*Turkish theatre*



*Turkish theatre*



8. The school participates in the IB world community.



*IB DP training with Ali Hassan*

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



*IB DP presentation*

# Section B: Organization

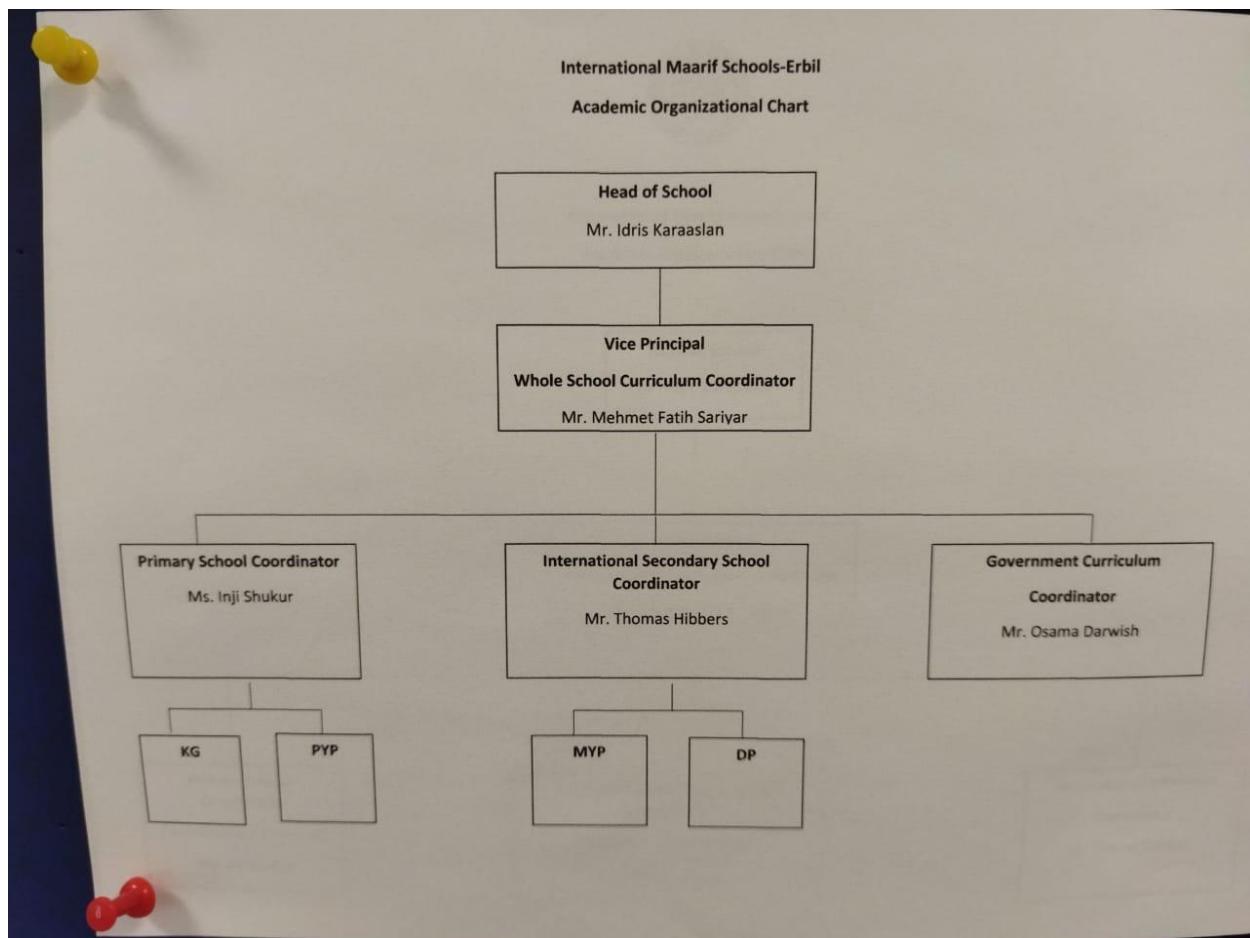
## Standard B1: Leadership and structure Anees, Anwar, Melad

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

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

(Mr. Thomas will add the picture)

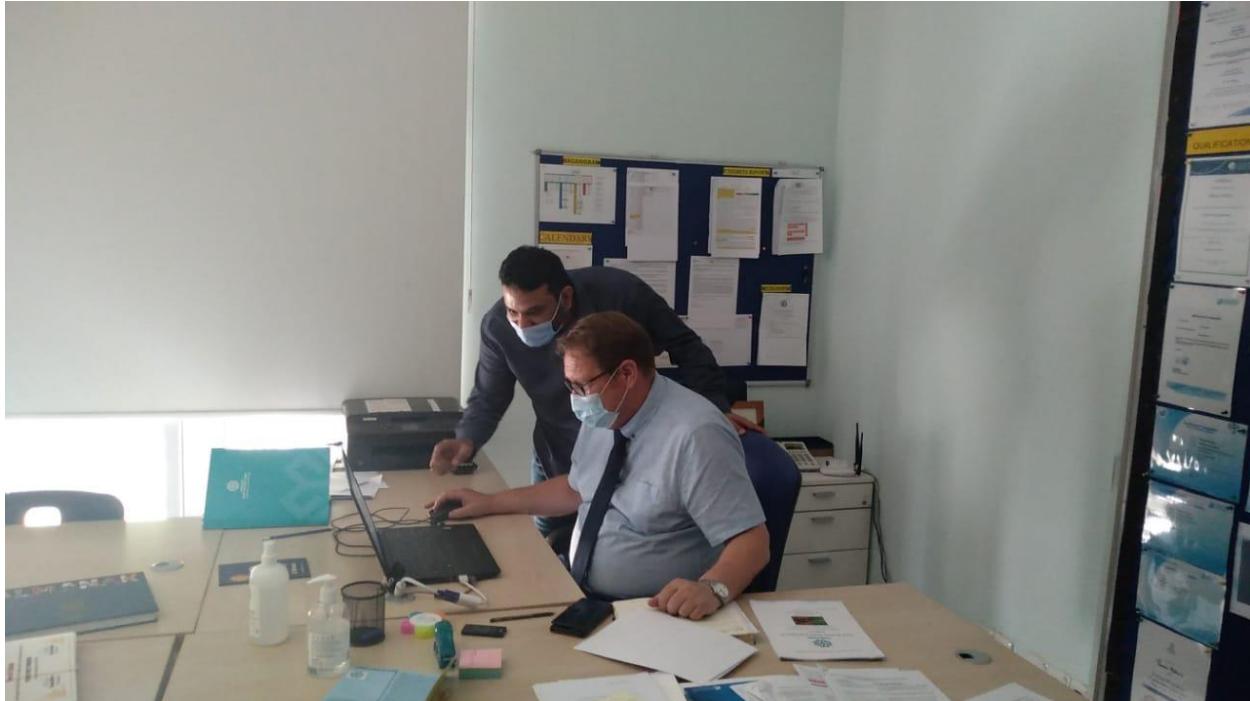
- 2.The school has developed a governance and leadership structure that supports the implementation of the programme(s).



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

#### SLT meeting Pictures

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.



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



DP

# Academic Honesty Policy

# Integrity

(6 March 2021)

pg. 1 Academic Honesty Policy updated January 2020



## ASSESSMENT POLICY IN THE DIPLOMA PROGRAMME

### **1. Philosophy and principles**

International Maarif Schools Erbil Assessment Policy is designed to reflect the DP requirements and the IB set philosophy. The aim of assessment in the IB is to develop students' knowledge, skills and attitudes they will need, in relation to IB's mission statement and the Learner Profile. Assessment is a crucial procedure that enables students to demonstrate their knowledge and skills, as well as enhance their learning by providing feedback. Therefore, it will result in recognizing one's potential in order to achieve personal excellence. Moreover, by giving them the chances to go over their learning and set further goals, they are able to choose the learning style that they prefer. Not only do we need to provide feedback to the students and teachers in order to improve the teaching process, but also to inform the parents about the student's progress trying to become a partner in the learning process.

### **2. Requirements**

Standard C4 in the IB "Programme Standards and Practices" document outlines the IB requirements concerning assessments. Assessment at the school reflects the IB assessment philosophy.

[Standard C4: Assessment](#)



## IMSE Admission Policy

As on 19 May 2021

### 1. Introduction

Choosing the right school is one of most critical decisions in a young adult's life. The admissions team at IMSE is committed to ensuring that applicants and their parents are well advised and counseled so that they can make a confident and informed choice. As a school community, we follow an open and inclusive admissions policy, welcoming students with diverse backgrounds and a range of talents and abilities. From our perspective, the most critical factors in the admissions process are the student's conscious choice of IMSE and that we believe we are the right school for that candidate. It is also our great responsibility to ensure that applicants for admission to IMSE have a reasonable chance of success in the courses we offer. To this end, our school has a set of basic prerequisites for candidates applying to our Pre-IB and IB Diploma Programmes:

2. **Important note:** This policy must be read in conjunction with the inclusion policy according to which we do not discriminate.

### 3. External Admission

All students who are applying for admission to the IMSE from outside must meet the following requirements:

- An interview with the student and the parent to confirm that the behaviour is in alignment with the IB Learner profile.
- The parent completes the application form.
- The student completes the entrance exam for English and Math for the grade the student is applying to be admitted to.
- IMSE receives the current transcripts and related records from the previous school.

Applicant families will be notified of the Admissions Committee decisions.

Any student who does not meet the basic requirements listed may be accepted based on the discretion of the Head of School.

### 4. Internal Admission

- Successful completion of the previous grade.
- Behaviour in alignment with the IB Learner profile.



## IMSE Inclusion Policy 2020-2021

Updated 2 September 2020\_2021

### I. Introduction

Inclusion has been defined as 'the achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully to the organization's success' (SHRM, 2008). Inclusion "is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers" (IBO, 2010; cited in IBO, 2013, p. 1).

At IMSE, we support full access for all students to the IB philosophy and programmes. We value the individuality of all children, and we are committed to giving all our children every opportunity to achieve the highest of standards. This inclusion policy is designed to ensure that the school promotes the equal participation of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our aim is to be an inclusive school. We want to actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of students. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with additional learning needs;
- gifted and talented children;
- children who are at risk of disaffection, exclusion, etc.

Our school programmes aim to increase access to the curriculum and engagement in learning for all students, and therefore the terms "inclusion" and "inclusive education" refer to a broad understanding that embraces the diversity of learners (community) and all minority groups.

### II. Embracing Diversity

To provide an inclusive environment for all students, we begin by offering a broad and balanced IB curriculum and maintaining high expectations of all our children. We take into account students' varied life experiences and needs, and value the achievements, attitudes and well-being of all our students. Inclusion is achieved through a culture of collaboration, mutual respect, support and problem solving.

1 | Page: Inclusion Policy for the 2020\_2021 Academic Year as  
on 2 September 2020

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



Dear Agnieszka Zaciniska,

Thank you for registering for the History (Cat.1) online workshop. We are looking forward to seeing you and hope this will be an exciting and educational event for you.



Dear Anees Ur Rahman,

Thank you for registering for the The role of the supervisor in extended essays (Cat.3) online workshop. We are looking forward to seeing you and hope this will be an exciting and educational event for you.



Dear Anees Ur Rahman,

The IB online professional development team is pleased to inform you that you've been awarded a certificate for the (Online - April 2021) [Chemistry \(Cat.1\)](#) workshop.



Dear Brian Higginson,

We are pleased to confirm the registration of Brian Higginson for the online workshop English A: Language and literature (Cat.1) starting on Wednesday, April 7, 2021.



**Dear Ayam Najm Abdullah Aljuboori,**

Thank you for buying your ticket (s) to [IB Virtual Workshops 6-8 Aug, 2021](#)

This is to confirm your payment for order number [4042071](#). You will receive an email shortly with your e-ticket(s).

**Payment Date:** Sunday 04 July, 2021 08:57 AM



Dear Muhammed Al-Mumayiz,

We are pleased to confirm the registration of Muhammed Al-Mumayiz for the online workshop Mathematics: Analysis and approaches (Cat.1) starting on Wednesday, April 7, 2021.

**Preparation for your workshop**

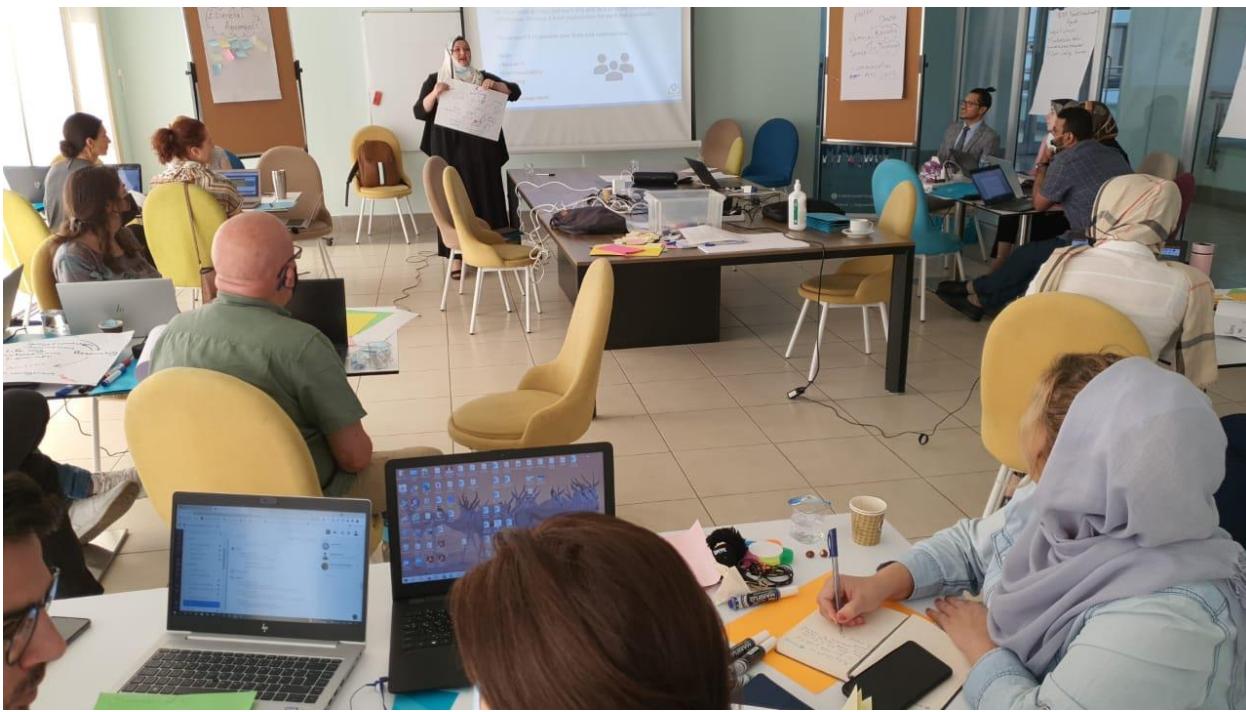


Dear Shno Ghazi,

Thank you for registering for the Biology (Cat.1) online workshop. We are looking forward to seeing you and hope this will be an exciting and educational event for you.

## 7.The school carries out programme evaluation involving all stakeholders.





## Standard B2: Resources and support Sumeyye, Lubna, Aya English, Khadeca

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

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



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

## CERTIFICATE OF COMPLETION

This is to certify that

**Sümeyye Mollaalioğlu Saygin**

successfully completed the workshop

Counselling (Cat.1)

Diploma Programme

During the Online - June 2021 event, from Wednesday, June 2, 2021 to Wednesday, June 30, 2021.

The workshops were organized by the IB Online Professional Development department and were led by experienced practitioners of the IB.

Wednesday, June 30, 2021

**Cynthia H. Farrar**  
Head of Professional  
Development Delivery



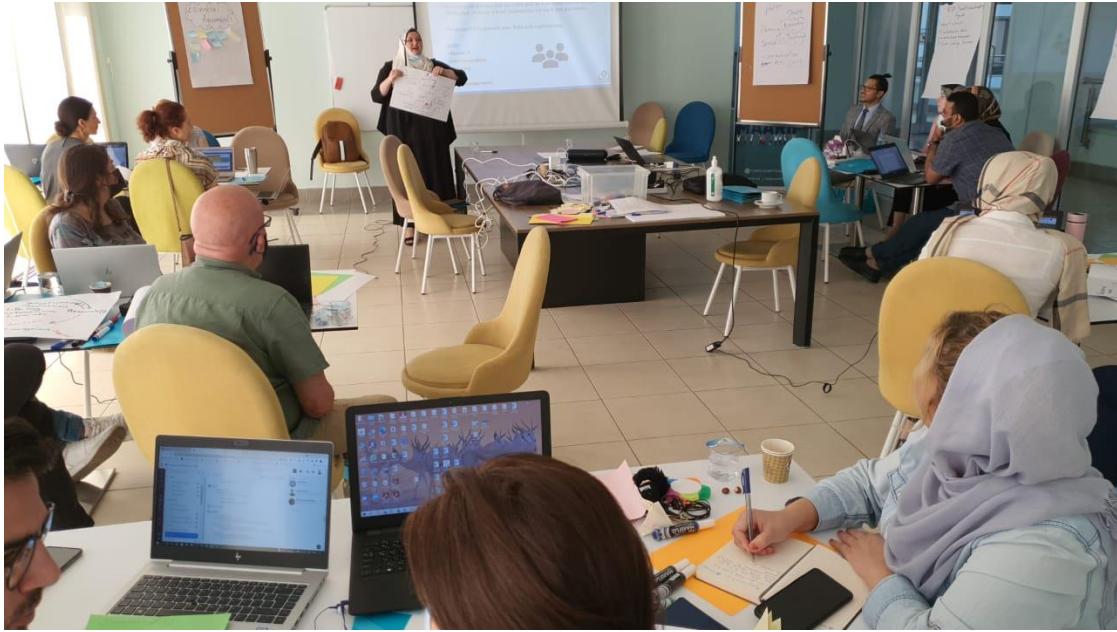
Attendance at all IB online workshops is worth a minimum of 16 hours of instruction.

International Baccalaureate Organization  
7501 Wisconsin Avenue  
Suite 200 West  
Bethesda, Maryland, 20814  
USA

Tel: +1 301 202 3000  
Fax: +1 301 202 3003  
E-mail: [ibid@ibo.org](mailto:ibid@ibo.org)  
Web: [www.ibo.org](http://www.ibo.org)

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

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



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



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



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



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



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



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



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

6:10



## MYP2 Class of 2026 (Grade 7) ▾


[Community Projects](#) [Messages](#) [Calendar](#) [Files](#) [Members](#)

<a href="#">Online</a>	<a href="#">Online</a>	<a href="#">Ms.Lal</a>	<a href="#">PronoI</a>	<a href="#">Ms.Lal</a>			
<a href="#">Online</a>	<a href="#">Ms.Lal</a>	<a href="#">Ms. St</a>	<a href="#">PronoI</a>	<a href="#">Identif</a>			
+6 more	+15 more	+7 more	+6 more	+6 more			
4	5	6	7	8	9	10	
<a href="#">The atmosphere</a>					<a href="#">Struct</a>	<a href="#">Math</a>	
<a href="#">The atmosphere</a>					<a href="#">Struct</a>	<a href="#">Math</a>	
<a href="#">The atmosphere</a>					<a href="#">Struct</a>	<a href="#">Math</a>	
+14 more	+16 more	+9 more	+18 more	+8 more	+3 more		
11	12	13	14	15	16	17	
<a href="#">Online</a>	<a href="#">Mr.Mu</a>	<a href="#">G7_B</a>	<a href="#">Mr.Mu</a>	<a href="#">Reuse</a>		<a href="#">Biolog</a>	
<a href="#">The atmosphere by Dr. Anees</a>						<a href="#">Biolog</a>	
<a href="#">The atmosphere by Dr. Anees</a>						<a href="#">Biolog</a>	
+15 more	+5 more	+13 more	+6 more	+10 more		+3 more	
18	19	20	21	22	23	24	
<a href="#">The atmosphere by Dr. Anees</a>						<a href="#">Struct</a>	
<a href="#">The atmosphere by Dr. Anees</a>						<a href="#">Struct</a>	
<a href="#">The atmosphere by Dr. Anees</a>						<a href="#">Struct</a>	
+13 more	+11 more	+21 more	+8 more	+10 more	+3 more	+3 more	
25	26	Tuesday, October 27				X	31
<a href="#">Ms. Noor_Design</a>		<a href="#">Ms. Noor_Design_Week 5&amp;6_G7A</a>				<a href="#">Summ</a>	
<a href="#">Ms. Noor_Design</a>		<a href="#">Ms. Noor_Design_Week 5&amp;6_G7B</a>				<a href="#">Summ</a>	
<a href="#">Ms. Noor_Design</a>		<a href="#">Ms. Noor_Design_Week 5&amp;6_G7C</a>				<a href="#">Summ</a>	
<a href="#">G7_B</a>		<a href="#">G7_Biology First Online Summ</a>					
1	2	<a href="#">G7_Biology First Online Summ</a>					7
<a href="#">G7_Bic</a>		<a href="#">G7_Bic</a>					



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



12. The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project for all students, depending on the programme(s) offered.



## Section C: Curriculum

### Standard C1: Collaborative planning Natalia, Zhina, Muhammed IT, Marharyta

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

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



2. Collaborative planning and reflection takes place regularly and systematically.



3. Collaborative planning and reflection addresses vertical and horizontal articulation.



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





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



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



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



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





**IMSE Language Policy 2021-2022**  
**IB DP Curriculum**

**I. Introduction**

IMSE's **language policy** is a framework that will ensure that the IB's values and aims in relation to multilingualism and access are reflected in our school's activities. The IB is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness. This document is intended to describe our current language environment and define the steps that we take to allow all students linguistic access to our curriculum and programs, including mother tongue support and support for our language of instruction.

**II. Language Philosophy**

What we believe about using language:

1. Language is socially and culturally constructed and dependent on the number and nature of social interactions and relationships.
2. Language is used as a tool to communicate needs, feelings, ideas and experiences, to develop an understanding of the world, to construct meaning.
3. The acquisition of language is a continuum along which each individual student progresses at his or her own speed.
4. Raising bilingual students will enhance their personal, social and cultural experience of life and consequently enhances their international awareness

**2      Language acquisition continuum**

9. Collaborative planning and reflection address the IB learner profile attributes.



**Note:** “Collaborative planning and reflection” is used as a single concept as the two processes are interdependent.

## **Standard C2: Written curriculum Khaleda, Ayam, Sanarya**

**The school’s written curriculum reflects IB philosophy.**

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





2. The written curriculum is available to the school community.

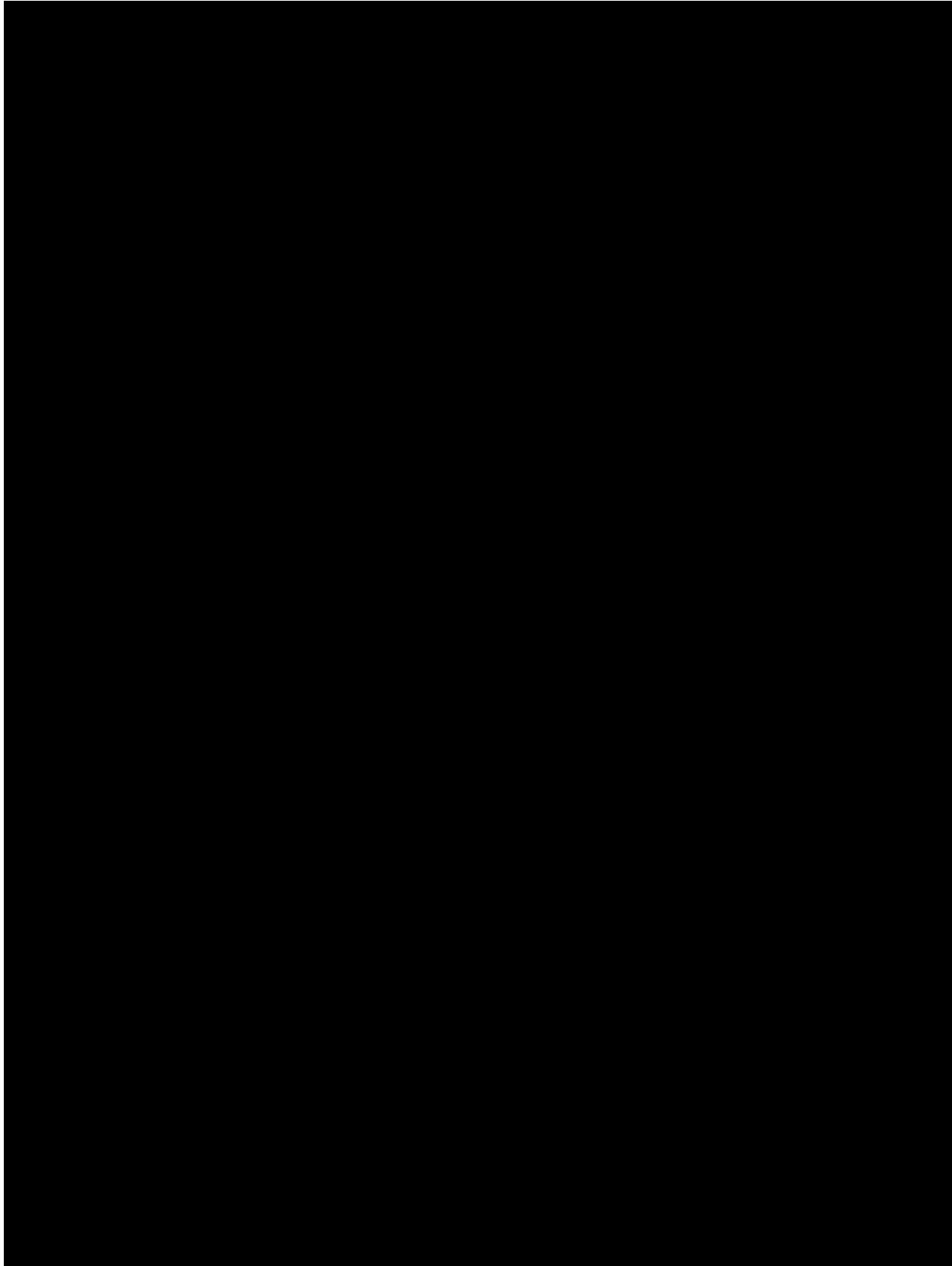


3. The written curriculum builds on students' previous learning experiences.











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





5. The written curriculum allows for meaningful student action in response to students' own needs.



needs of

others.

6. The written curriculum incorporates relevant experiences for students.







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







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



perspectives.





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



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





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













## Standard C3: Teaching and learning

### Mehmet, Muhammed Turkish, Muhammed Math, Seçil

Teaching and learning reflects IB philosophy.

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



2. Teaching and learning engages students as inquirers and thinkers.



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



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



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



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



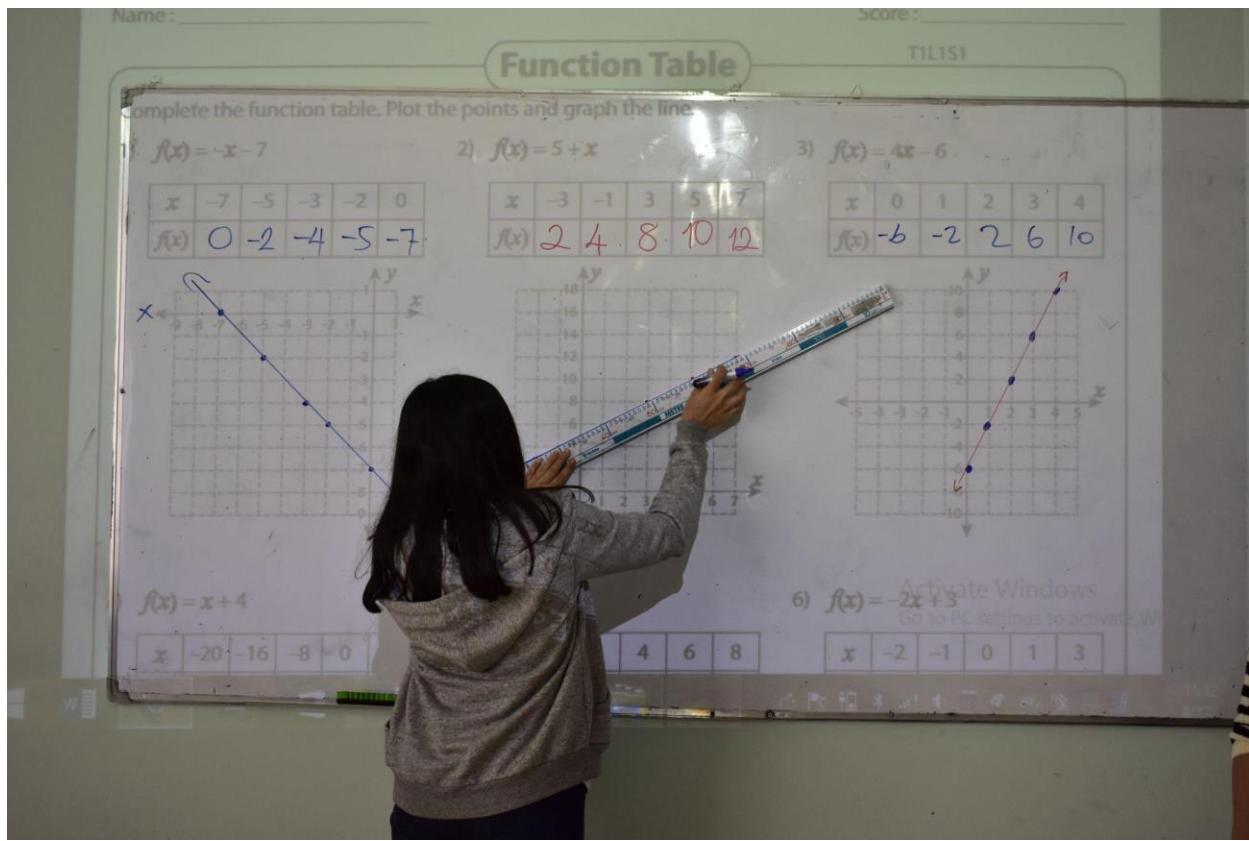
7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.



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



9. Teaching and learning uses a range and variety of strategies.



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



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



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.



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



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



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



16. Teaching and learning develops the IB learner profile attributes



**Note:** “Teaching and learning” is used as a single concept as the two processes are interdependent.

## **Standard C4: Assessment Lala, Wlat,**

**Assessment at the school reflects IB assessment philosophy.**

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



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

#### **Waiting for managebac team to post the policies**

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

The screenshot shows a web browser window for the ManageBac platform. The URL is [idbec.managebac.com/teacher/classes/11857841/units/1048212/assessments?section\\_blank\\_slate=custom](https://idbec.managebac.com/teacher/classes/11857841/units/1048212/assessments?section_blank_slate=custom). The top navigation bar includes a lock icon, Proceed to Billing, Contact Us (with email Faria Finance Team <E: invoice@managebac.com> and phone +1 866 297 7022), and a user profile icon. The main header says "International Maarif Schools – Erbil". A search bar shows "Search International Maarif Schools – Erbil". The page title is "Exploring sounds and the elements of music". Below the title, there are four tabs: "At-a-Glance", "Planner", "Stream & Resources", and "Assessments" (which is currently selected). The "Assessments" section contains several items:

- Assessment**: Includes a "Prior knowledge: Test, quiz" section and a "During the unit: Creating Garageband compositions; exercises using MuseScore, music activities, develop patterns, elements of music, connection between classical, modern and traditional music" section.
- Formative Assessment**: Describes the unit's purpose and provides a link to "Creating Garageband compositions; exercises using MuseScore, music activities, develop patterns, elements of music, connection between classical, modern and traditional music".
- Summative Assessment**: Describes the students' outcomes and provides a link to "The students will develop an understanding of the musical elements and compose their own pieces and write their own scores using standard musical classical and modern forms."
- MYP Assessment Criteria**: Lists four criteria: A: Knowing and understanding, B: Developing skills, C: Thinking creatively, and D: Responding.

A sidebar on the right shows a user profile for "Lhashimova@maarifschools.edu.krd" and a message: "All available authors have been added. Potential unit authors must be a member of a class that teaches this unit." There are also "Add Author" and "Edit Section" buttons. The bottom right corner has a blue circular icon with a question mark.

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



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



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



7. The school analyses assessment data to inform teaching and learning.



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







9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered.



INTERNATIONAL  
MAARIF SCHOOLS  
ERBIL





