

PSP 2020

Evaluation report

IB World Schools Department

Programme Evaluation Report

School Name: Colegio Colombo Británico

School Code: 000033

School Address: Avenida La Maria 69 Pance - Calle 125 #10-51 Cali, Colombia, South America

IB Programme(s): Diploma Programme, Middle Years Programme, Primary Years Programme

Programme Coordinators: Claudia Fayad, Eleanor Cosh Lacouture, Reynaldo Muñoz

Date: Monday 20 March 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

MYP years offered at the school: Y1, Y2, Y3, Y4, Y5

Evaluation Team

Diploma Programme

Evaluation Leader: José Manuel Bolívar Segovia

Programme Leader: Gerardo Arroyo Navarro

Middle Years Programme

Evaluation Leader: Angel Girano

Programme Leader: Roberto Rojas

Primary Years Programme

Evaluation Leader: Luis Eduardo Rivas Garzón

Programme Leader: Claudia Cecilia Soacha Barbosa

School and Programme Leadership

Dear Nicholas John Reeves,

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

CCB is a catholic and international school with a rigorous academic curriculum and formation in personal values, life skills and a comprehensive learning support programme located on a green 40-acre campus in Pance, a residential southern suburb of Cali where most independent schools and universities are located. It offers the PYP since 2010, MYP since 2011 and DP since 1977. The schools is currently exploring becoming a candidate school to offer the CP. Additionally, the school is authorized by the Colombian Ministry of Education to offered the Colombian Baccalaureate. The School is also a member of the National Honour Society, LACH, Round Square and the Coalition of Honour All Learning.

The school is a non-profit organisation owned by parents who hold one share per family. Most of the families (93%) are nationals with parents who are professionals. Every year the board is partially renewed with the representation of the parent community. The Head of School is the legal representative. The Board of Directors has several committees such as: Financial Committee, Legal Committee, Admissions Committee, Solidarity Committee, Infrastructure Committee, and others that the Board and Headmaster deem necessary.

During the academic year 2020-2021 there was an average of 309 employees, a reduction of 15% compared to the year 2019-2020, which was clearly due to the pandemic, besides the civil unrest and the strikes that took place in Colombia. Particularly, the extracurricular, maintenance and transportation areas were significantly affected. The school did not offer face to face education for a while, and when the students returned to the campus, alternating schedules were used. During this period of time, the school didn't offer extracurricular activities due to biosecurity restrictions. Also, the continuity in the hiring of teachers in the Early Childhood section was affected as a consequence of the reduction in the number of enrolled students. The reason being that a group of parents decided to leave younger children at home or use day care services.

The year 2021-2022 has been a reactivation year. As a result of Cali's economic strengthening, the school has been able to rehire collaborators as the number of students start to increase. This is especially evident in the enrollment of students in extracurricular activities and transportation services.

The school has also been establishing close relationships with the local community and universities around them to support the implementation of the programmes.

The CIS report provides more contextual information that complements this report.

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 school's vision "To be part of a community of members who transform and positively impact the fields they practice", is aligned with the IB's philosophy and supports the development of lifelong learners across the learning community. The school has created a "Comite de asuntos formativos" which aims to function as a space for the governing body, Head of school, Heads of section and IB coordinators to work on the development of the strategic plan and consider strengths and challenges in the development of the IB programmes.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - The learner profile and the international mindedness are part of the fabric of the school, confidently displayed among all stakeholders, including students, leadership teams, parents, established teachers and part of the growth goals among newer teachers.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
 - **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)
 - The school benefits from senior leadership and school governance teams that are committed to providing high-quality, well-resourced learning environments and facilities that support the development of the programmes and allow them to meet the evolving needs of the student body.
- Student support (0202)
 - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - Learning spaces and environments are effective, well-equipped, innovative, and facilitate flexible learning. A range of facilities and specialized equipment enhance the students' IB experience in all programs. As an example of this, the school has expanded the digital

tools and resources and deepened its practices within the Google Suite, Toddle, Kognity and Phidias to enhance the students learning experiences as well as to expand teachers' knowledge and collaboration. Additionally, a "technology integrator" position has been appointed to support students and teachers by incorporating technology in their teaching and learning processes.

- **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - The school has developed a culture of success within and beyond the classrooms, has also developed a range of strategies and interventions to develop an inclusive community for all and has revised and modified its inclusion policy to explicitly reflect this commitment. Additionally, The leadership team, faculty and board of governors articulate their commitment to expanding access to an IB education for the broadest range of students, not just those who are considered high achievers.
- **Student support 4:** The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)
 - The school provides a high level of counselling services to support students in the areas of physical, emotional, career, academic and individual guidance as they move through the IB programmes. As examples of this, the school has unified the Learning Support Plans follow-up documentation for all sections and has also enriched its inclusion policy by including key aspects that reflect a deeper understanding of Inclusion and learning diversity. Additionally, the school continues to offer a strong counselling programme for all students and has extended counselling through to MYP along with the development of a programme to encourage students to work on ATL skill development, digital citizenship and the creation of digital portfolios.
- Teacher support (0203)
 - **Teacher support 1:** The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)
 - The school ensures teachers use current IB resources and review their practice through a professional learning community structure and a range of opportunities for continuous professional development related to students' learning, individual teachers' needs and school-wide priorities. As example of this, the school has IB educators or IB examiners across the continuum which makes a significant contribution to the understanding and development of each of the programmes. Additionally, the school

actively participate in the local IB Association of Schools (AACBI) and benefits from the PD opportunities that it provides.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 1:** The school secures access to an IB education for the broadest possible range of students. (0301-01)
 - The school has an established culture of academic and student life success, supported by the school's diverse range of students and interventions established to promote inclusivity. As an IB continuum school, the leadership teams and staff are committed to expanding access to an IB education for the broad range of students attending CCB, not just those who are considered high achievers. In this regard, the school does not separate or preselect students for the IB program based on merit or academic performance. All students enrolled have equal access to the IB programmes and education.
 - **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
 - Policies are revised regularly, collaboratively and are widely communicated to ensure they remain consistent with the school's mission and support the school in achieving its vision and strategic goals. This process has raised awareness of the policies and the associated practices across all IB programmes and in the school community.

Learning: Ensuring effective education

- Students as lifelong learners (0402)
 - **Lifelong learners 1:** Students actively develop thinking, research, communication, social and self-management skills. (0402-01)
 - Students are actively involved in their own learning, as demonstrated by anecdotes regarding independent inquiry, self-reflection and goal setting. Inquiry-based teaching strategies in the classrooms and labs where students are given the opportunity to generate and test their ideas with their peers are consistently implemented. Students are given ample opportunities to collaborate with their peers and to demonstrate their learning. Additionally, student led conferences with teachers and parents support their reflection in relation to their learning process.

- **Lifelong learners 3:** Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
 - The design of learning spaces, student active participation in school life, regular surveys and teacher design of learning engagements reflect the strong emphasis that the school has on developing a culture that supports healthy relationships, shared responsibility, effective collaboration, and student voices.
- **Lifelong learners 6:** Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)
 - The school teaches students to set learning goals and continues to facilitate personal and academic goal-setting as students move through all programmes. As examples of this, in the PYP students in various grade levels create their own learning goals, all students in the exhibition set goals, and students' questions are honored in classrooms and incorporated into the planning for learning and teaching. In the MYP, all year 5 students take part in the personal project and have an opportunity to take ownership of their learning, explore their passions, set goals, and reflect. In the DP, respectively, there are various school programs that encourage student voice such as MUN, Student Council, environmental initiatives (Corazón Verde), and well-being campaigns.
- Approaches to teaching (0403)
 - **Approaches to teaching 4:** Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)
 - Student learning benefits from positive relationships and collaboration with teachers and peers to plan, demonstrate and assess their own learning. Students are encouraged to explore areas of strong personal interest. Teachers help guide students toward further research or investigation into areas of interest or strength, and encourage reflection on student learning and the learning process.
- Approaches to assessment (0404)
 - **Approaches to assessment 3:** The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)
 - The school has systems in place to inform parents and students about the learning process, which makes use of specific IB criteria, while meeting local requirements and reporting guidelines. These systems are explicitly

aligned with IB criteria, and provide clear explanations of how it transfers to the national reporting system.

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
<p>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.</p>	<p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	<p>DP: The school's purpose is in strong alignment with the IB philosophy, guiding the development of students according to the IB learner profile and global citizenship.</p> <p>MYP: The school's purpose is in strong alignment with the IB philosophy, guiding the development of students according to the IB learner profile and global citizenship.</p>

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.</p>	<p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Shows development beyond requirements</p>	<p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Shows development beyond requirements</p>	
<p>Student support (0202) Learning environments in IB World Schools support student success.</p>	<p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	

<p>Teacher support (0203) Learning environments in IB World Schools support and empower teachers.</p>	<p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Shows development beyond requirements</p>	<p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Shows development beyond requirements</p>	
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Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>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.</p>	<p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.</p>	<p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Offers opportunity for</p>	<p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Offers opportunity for</p>	

	further development	further development	
<p>Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.</p>	<p>DP: Shows development beyond requirements</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	<p>MYP: Students demonstrate and reflect on their continued development of skills, school values, and IB learner profile attributes that allow them to identify and act autonomously in order to identify and solve issues related to their personal and academic life and bring about positive change in their community.</p>
<p>Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.</p>	<p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Shows development beyond requirements</p>	<p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Offers opportunity for further development</p>	<p>PYP: Systematic and intentional strategies conducted to enhance conceptual understanding in all PYP levels is still in process.</p>
<p>Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.</p>	<p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows notable development</p>	<p>PYP: The use of a variety of assessment methods that are connected to stated learning objectives and outcomes is highly evident.</p>

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

Programme development strengths

Planning

- Student-centred pedagogy as the area of focus is aligned with the school's strategic plan priorities for 2025.
- The input of stakeholders in the planning process, specially from teachers and students, has led to considerable buy-in and thoughtful implementation of student-centred pedagogical strategies.
- The plan and its goal of deepening student-centred pedagogy have a direct relationship to the nature of learning within and outside the classroom, for all students in all IB programmes.
- The school-wide programme development plan has a clear focus on positively affecting the student experience supported by the need to give them voice and choice in their preparation for a changing and challenging world.
- The school chose practices from the different dimensions of the framework to cluster into its focus goal of student-centred pedagogy. This focus integrates a genuine need in the school backed by members of all programmes, and it represents an essential aspect of its programmes development stage.

Evidencing and analysing

- The development team shared multiple examples to demonstrate the impact of the plan on teaching strategies and on the student experience with rich evidence across programmes.
- In considering its programme focus, the school took a look at current pedagogical strategies and classroom practices that currently exist and analyzed what needs to be improved in relation to student learning with a sight on promoting agency and self-management.

Reflection

- The plan demonstrates that the school has analysed and reflected on a key aspect of the students' experience and its connection to an IB education.
- The process showed clearly that programme development planning is based on a growth mindset and represents an integral part of the pedagogical leadership at the school.
- Discussion of the programme development plan during the visit was insightful with leadership and staff being open to refinement of its focus for further developing their programmes.

Areas for consideration

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

Planning

- refining the area of focus through a school-wide definition of student-centred pedagogy and use of the IB approaches to teaching towards its stated goal.
- collecting early feedback on the progress of specific student-centred practices in a systematic manner and its alignment to the student experience the plan seeks to shape.
- linking the plan more closely to IB practices from the IB's "Learning" standard particularly those dealing with approaches to teaching and assessment.
- creating a logic model or theory of change that connects the school's definition of student-centred pedagogy with the ultimate student-related outcomes it wants to achieve.

Evidencing and analysing

- defining checkpoints to gather quantitative and qualitative evidence based on specific parameters related to student-centred pedagogy that enable celebration of early success and possible adaptations needed.
- using student information and IB programme documentation to guide the inquiry and determine its current starting point and end point of the process.
- setting up structures that encourage or incentivize teacher learning and adaptation to increase focus and buy-in.

Reflection

- establishing shared expectations for the reflection process based on evidence gathered and performance indicators related to the student-centred pedagogy focus of the plan.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- To integrate the ATL skills into the school's pedagogical practices.
- To ensure that unified student centred learning practices are implemented across the IB continuum.
- To make learning for students more meaningful and authentic.
- To develop autonomy in the students.
- To measure data effectively in order to ensure that 100% of the classes observed are student-centred

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 / Leadership and governance (0201) / Leadership 2:

- PYP, MYP and DP coordinators are knowledgeable, experienced and committed to further enhance the IB provision. The school should strongly consider supporting a proactive and cohesive pedagogical leadership approach through the continuum of the three programmes, whereby coordinators are empowered to engage staff systematically to facilitate curriculum and programme development in accordance with programme documentation.

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

- The school has worked to develop formal opportunities for collaborative planning through Department and staff meetings. It may consider implementing more systematic opportunities for vertical and horizontal planning within and across programmes as an IB continuum enabling a collective approach to address and to further develop aspects such as: trans- and interdisciplinary connections; relationships within and across programmes, the reinforcement of shared concepts, content and skills and a more systematic and intentional inclusion of the approaches to teaching and approaches to learning into planning units in accordance with programme documentation.

Learning / Approaches to assessment (0404) / Approaches to assessment 1:

- The school ensures that students and teachers use feedback to support learning outcomes and expectations. This feedback informs the decision-making process and is used to improve learning, teaching and assessment across the school. The school has implemented student-led conferences and offers a variety of digital platforms that allow

the feedback process to be visible for students and parents. The school would benefit from consolidating the processes and platforms used for assessment reports across programmes for increased consistency and understanding of criteria and feedback provided to students and parents.

G. Conclusions of the Evaluation team

Conversations during the visit and the documents provided by the school show a close alignment between the schools values, mission and objectives and the principles of the IB, particularly focused on the concepts of community, diversity, inclusion and compassion that promote a safe, healthy and nurturing learning environment.

The school is deeply committed to the IB educational philosophy and the implementation of the programmes since 1977, when they were authorized to offer the DP. This commitment is confirmed in the development plan and the chosen development area.

The school's major challenge during the period of review has been maintaining the quality of the programmes during the pandemic. Due to COVID-19, the school faced the transition to effective online processes, as well as continuing to deliver the programmes with fidelity while addressing newly identified learning, social and emotional needs of the students due to remote learning. Across the continuum, students have engaged in setting their own personal learning goals in a variety of safe and supportive learning environments.

The school continues its long-standing commitment to the IB philosophy and practices. This is demonstrated and enhanced by a strong wider community involvement, including parental support, students' access to a variety of human, virtual and physical resources in the wider community that support and extend student learning through authentic experiences and the school's established culture of academic and student life success, supported by systematic interventions to promote inclusivity for a diverse range of students.

The school's leadership and governance structures and leaders demonstrates a commitment to providing high-quality and resourceful learning environments that sustain and further develop the programmes. With this strong structures in place, the school is encouraged to engage in continuous PDP conversations, planning and reflection to address the ongoing areas of growth identified by the school. The school's reflections, openness with the IB team and honest conversations that aimed for a better and more peaceful world through education were energetic and inspiring.

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

Diploma Programme

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

Middle Years Programme

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

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, Aldo Anzures Tapia (aldo.anzures@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