

Standard A – Philosophy

SEQTA

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



Standard B2 – Resources and Support

SEQTA

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



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



Standard C1 – Collaborative Planning

SEQTA

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



a. The school has an approach to curriculum planning that involves all MYP teachers.



b. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.



- 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.



Standard C2 – Written Curriculum

SEQTA

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



a. The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4).



b. The written curriculum includes an approaches to learning planning chart for all years of the programme.



c. The written curriculum includes subject group overviews for each subject group offered for each year of the programme.



d. Unit plans are documented according to the MYP unit planning process.



f. There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.



- 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.



a. The written curriculum includes the prescribed key concepts and related concepts in each subject group.



Standard C3 – Teaching and Learning

SEQTA

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| 1 | Teaching and learning aligns with the requirements of the programme(s). | ✓ |
| | a. Teaching and learning at the school uses global contexts as contexts for inquiry. | ✓ |
| | b. Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied. | ✓ |
| 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. | ✓ |
| 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. | ✓ |
| 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. | ✓ |

Standard C4 – Assessment

SEQTA

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| 1 | Assessment at the school aligns with the requirements of the programme(s). | ✓ |
| | a. The school uses the prescribed assessment criteria for each subject group in each year of the programme. | ✓ |
| 2 | The school communicates its assessment philosophy, policy and procedures to the school community. | ✓ |
| 3 | The school uses a range of strategies and tools to assess student learning. | ✓ |
| 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. | ✓ |

Find out more. Contact us today!

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