



# International Baccalaureate Diploma Programme News

## 5 Year Evaluation – October 2016

**Every** IB World School is evaluated every five years, “to ensure that the Standards and Practices of its IB Programme are being maintained. As part of the process, the school engages in a self-study that is a key element in the school’s continual improvement.” (IBO)

Programme evaluation is a process of formal reflection involving all stakeholders within the School’s IB community. It provides an opportunity for reflecting on achievements and new initiatives. Preparation for our most recent evaluation in October 2016 was a year-long process. At the first stages of the process, the school gathered information via meetings and surveys involving IBDP parents, students, staff and alumni. We worked in teams to closely examine our strengths and identify areas for improvement with regards to the IBO’s Standards and Practices. The data we provided to the IBO in October 2016 included a collection of the survey results and evidence based on three main areas of the IB Diploma Programme; Philosophy, Organisation and Curriculum.



Our evidence was scrutinised by the IBO accreditation team and we received feedback from the IBO in January 2017.

We were delighted to receive the following overview in the introduction to our report: **Based on the findings included in the report, the IB has not identified any matters to be addressed.**

The IBO tends to restrain from affective judgements. The reassuring feedback that our Programme meets the Standards and Practices in every area is excellent. Our Governing Body works hard to ensure the IB Section is



supported and that we continue to deliver a world class Programme.

We were delighted to receive a plethora of commendations - many of which are about the leadership of our programme, our student support systems and the work that we are doing as IB teachers in the classroom. Below is a brief selection of commendations – directly quoted from MES Cairo’s IBO report.

*“The self-study involved the governing body, administrators, teaching and non-teaching staff, students and parents. The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review. Meetings were organised, allowing time for reflection, discussion and collation of evidence.*





*The school's mission statement aligns with the IB's mission and philosophy.*

*The school's DP action plan is driven by practises and programme requirements included in the Programme Standards and Practices.*

*The school has developed strategies to raise awareness of international mindedness.*

*The school has increased its participation in the IB world community; this has included linking to local and international schools on various areas of IB development.*

*The DP staff includes workshop leaders and examiners.*

*The head of school and DP coordinator demonstrate commitment to the development of the programme and strong leadership aligned with the philosophy of the IB.*

*The school has developed a comprehensive language policy that is reviewed regularly and includes the school*

*language philosophy, the school language profile and support for mother tongues.*

*The assessment policy includes a philosophy of assessment that supports student learning and an understanding of the use of DP assessment criteria.*

*The school has improved the facilities and increased the resources that support the implementation of the DP.*

*The school has developed a system to ensure students are appropriately placed in DP subjects and are well-prepared for entry into the programme.*



*The school has developed its written curriculum for all DP subjects and has made these available to the school community via the school website.*

*The school has developed systems to ensure teachers develop Approaches to Teaching and Learning skills in their subject areas and all DP teachers promote and develop the Approaches to Teaching and Learning in their subject areas.*

*The school ensures teachers are well supported, to develop a range and variety of strategies for teaching and learning.*

*The school has incorporated voluntary meetings that allow teachers to share expertise and offer PD to support each other.*

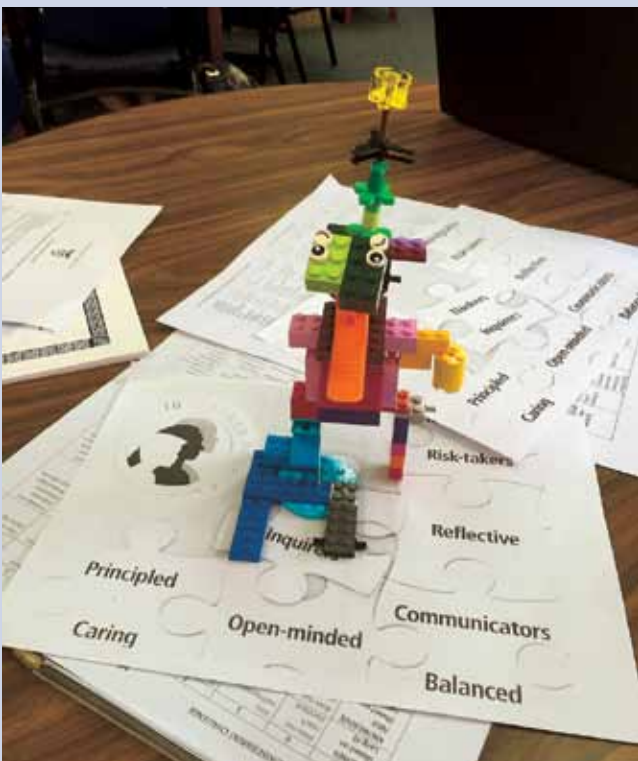
*Teachers adapt learning experiences to meet students' different learning needs and styles.*

*Teachers are prepared to offer a range of strategies and tools to assess student learning and they incorporate different tools to assess learning.*

*The school has developed practices to help students inform and improve their learning independently.*

*The school has improved its assessment practices to allow for opportunities for students and teachers to incorporate and to engage in peer and self-assessment."*

**Congratulations to everyone involved in MES Cairo's IBDP Section.**





## DP12 GROUP 4 SCIENCE PROJECT DAYS DECEMBER 2016

Studying the sciences can definitely be creative, exciting and...fun! Our IBDP12 students recently put their scientific knowledge to the test over two days of intensive teamwork, investigation and analysis. The Group 4 Project theme this year was 'food' and the teams worked hard to come up with and implement an idea which coalesces the knowledge they have acquired from their Group 4 subjects (Sciences) over the past two years. One team organised a pizza eating competition to determine the correlation between Body Mass Index and eating speeds. Another group utilised their fantastic art skills to create fashion items out of food waste. The DP11 students were invited to the final presentations where an assessment panel evaluated the DP12 teams on all aspects of their work. Congratulations to the IBDP Science team for a very successful day.

## DP11 EXTENDED ESSAY WORKSHOP FEBRUARY 2017

The Extended Essay process is an important core element of the IB Diploma Programme that teaches students the academic writing skills required at university level and prepares young people for the skills they require to become lifelong learners. Students complete a 4000 word research paper in an academic subject of their choice. Some MES Cairo students choose to write their essay in the World Studies category, which requires a focus on a topic of global significance.



wealth of research materials available here at school, as well as leading them through a stimulating workshop on the skills of advanced academic research, referencing and citation.

## Theory of Knowledge DP12 Final Presentations

In March, our students gave their final TOK presentations in front of an audience of peers, DP11 students and MES Cairo IB teachers from various subject areas. Their knowledge questions ranged from a diverse array of topics; from the effect of authority on personal knowledge, to the influence of



Universities hold the EE element of the Diploma in high regard, stating that it prepares students very well for the type of academic writing they are expected

to undertake at university level. "We feel excited when we see applications from IBDP students. This is because we feel that the IB develops all of the skills that a UK university wants. Writing, research, referencing, discussion, independent learning, critical thinking and a deep understanding of how to avoid plagiarism. The Extended Essay is a major academic achievement and their TOK studies add a whole new level of intellect that we welcome. IBDP students come to us really well prepared. There is breadth in their knowledge but they also have the depth - the six subjects definitely do not mean a compromise in depth." (Leeds University Admissions Officer, The Hague IBAEM Conference, November 2015)

Our DP11 students started their EE journey in February, when they were guided on how to choose a topic and create a research question, and how to approach the work on a one-to-one basis with their individual supervisors. Our students were excited to learn about our special arrangement with the AUC, as they will have the privilege of visiting the AUC library to access the university database for research several times before the final completion deadline. Ms Mathews, our LMC coordinator, reminded our students of how to access our own



the media on personal judgment. We were treated to a morning of fascinating debate, ideas and deep discussions. Congratulations to Mr Gibault (TOK Coordinator), Mr Rainford, Mr McCaulay and Mr Bullough for the excellent guidance that you have given DP12 in Theory of Knowledge over the past two years. They have matured into intellectual young people of sound reason, with an impressive capacity for critical thinking.



## Visual Art Exhibition



The DP Visual Art Class of 2017 presented a stunning Exhibition early in April 2017.

The Visual Art students and their teachers would like to sincerely thank all the visitors for their support and positive feedback. Mr Khaled Hegazy, Head of the Private Sector of the Ministry of Education was invited to open the Exhibition by Mrs Sawsan Dajani (MES Cairo Chairman of the Board) and Ms Ghada Dajani (Managing Director). The artists were delighted and honoured to welcome teachers and students from across the school, parents and extended family and friends, as well as Art teachers and students from three other IB World schools in Cairo.

The Exhibition is a compulsory component of the DP Visual Art course. It is curated, and counts for 40% of the overall Visual Art result. The artists spent many hours bringing to life their creative ideas and displaying their work in ways which revealed further layers to their messages and themes, enabling us to enjoy the depth of meaning in their work to the full. There were some exciting and unique multi-sensory elements within each installation. There will be a full feature of the exhibition in our next issue of the MESsenger. In the meantime, the students were so overwhelmed by the messages of support that they received that they wanted to share some of these with the school community.

"I am very proud of our DP Visual Art students and am always amazed at how organic the curating process can be. The students cannot fully visualise their Exhibition

until they start curating it. This makes their achievements all the more remarkable."

**Ms N Singleton – Whole School Principal**

"I just wanted to say how much I enjoyed the Art Exhibition last night and felt like you had moved Tate Modern to Cairo! The quality of work and ideas/concepts was spectacular and in my opinion, exceeded anything you have produced to date. Please pass my thanks to the students who had clearly worked very hard. Well done!

**Ms S Clingan – Assistant Headteacher, Years Ten-Twelve British Section**

"Congratulations to all the IBDP Art students. I was truly impressed with their artwork and they had curated it beautifully. You must be so proud of them all." **Ms L Talbot – Headteacher, British Section**

"Well done for putting together yet another wonderful art exhibition! Work was fantastic and the students truly amazing when explaining their pieces. The teachers did an amazing job of supporting them in every way. I hope you are all very pleased!

**Ms C Downey – Deputy Headteacher, Secondary**

"Well done everyone. I love the variety, imagination and skill of the work produced." **Mr B Higgs - Design Technology Department**

Messages came back from students as young as Year Seven and we were delighted that Bakry Hisham (Y7G) was moved to consider the social inequality that affects the lives of working women: "The artwork pulled my eyes straight to it, then really made me think again; do men really work more than women? It's always said that men work more than women, but actually I think it's the same or even women work more...the main point is that women should also be respected for their hard work and be remembered. They should also get the same rights as men, and get to work the same kind of jobs."



Ms Singleton and Ms Sheehan would like to extend sincere thanks to Ms Lacey and to Ms Tapsell for their tremendous support of the students. Congratulations to whole of the Visual Art Department for another successful DP Visual Art Exhibition.

### DP12 News

On 13<sup>th</sup> April 2017, the DP12 students completed their final day of regular school and began their study leave in preparation for the final written examinations.

Saying goodbye was quite an emotional experience for all the teachers, students and staff who know them. Their final day was filled with pride, hope, anticipation, happiness and of course – sadness! The students have already received an array of wonderful offers by top universities including Warwick, Bath, Queen Mary, Reading, King's College London, Sydney (Australia) and McGill (Canada). I am very proud of each and every single one of them, as is Ms Singleton (Whole School Principal), and Mr Bullough and Ms Creak, who have been their Homeroom teachers throughout their IB journey, are especially proud of their achievements. Along with all of their teachers, we wish them the very best of luck.



**Ms S Sheehan – Assistant Headteacher/IBDP Coordinator**

