



Clavis International Primary School

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The Clavis Chronicle

EVALUATIONS AND HOLIDAYS

Dear Clavis Community,

The Chronicle is going home today, a day earlier this week, to inform everyone that tomorrow (Friday 28 May) is an in-service day for staff. Regular videos and work will be available for students as it typically is and it is a 'normal' school day for them; however, staff have been asked not to schedule any Zoom calls on Friday and they will have limited availability to respond to messages that day. The reason for this is that we have required preparation work involving all staff for our PYP Evaluation Visit on 15, 16, and 17 of June. We must complete evidence and documentation collection needed for the evaluators from the IB. Staff will be back in school over the holidays to complete preparations for the school and lessons. Teachers will be working to prepare for two scenarios for that week: teaching from school with the students or continued distance learning and teaching from home. Please see more information about our Evaluation on pages 3 and 4.

We still have the question of whether schools will be allowed to open on 14 June when the government schools are scheduled to reopen. Despite communications with the Ministry of Education, and even having questions asked on our behalf during parliamentary questions, we do not have any official confirmation on school openings. What we do know is that there continues to be daily cases and a ministry official has publicly stated that nurseries may need all staff vaccinated to be able to open when that time comes. What that means to us, we do not know yet. We are continuing to seek out options to allow students in school, even if it is in smaller groups or on a staggered schedule. The burden on working parents and the mental fatigue on our teachers is taking a toll on everyone.

In support of the situation, please do not forget that the next two weeks are holidays. By removing holidays from Term 2 and 3 to happen earlier, we want to maximize the time we have in the classroom when schools reopen. This is also a good time to have a much-needed mental break and allow the school to review our programme, prepare for a possible school opening, and prepare for our IB/PYP school evaluation. We wish everyone a healthy and safe holiday and are hopeful and eager to see our students back in school soon.

Take care,
Jeff

R. Jeffery Hart
Head of School



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WHAT'S COMING UP?

- **28 May** - Staff In-service, learning as usual but no Zooms
- **31 May - 11 June:** Mid-Term / Extended Holiday exchange
- **14 June:** Current reopening date for all schools (TBC)
- **15 - 17 June:** PYP Evaluation Visit by the IB
- **26 July - 13 Aug:** Term 2 Holiday



As you are aware, Clavis is undertaking their PYP Evaluation Visit by the IB on 15, 16, and 17 June. This is a requirement of the IB and takes place every five years. Due to the circumstances, it is a virtual visit and evaluators will be spending the

week meeting with committee groups, students, parents, and visiting classrooms (or online lessons) over Zoom.

What is programme evaluation?

Programme evaluation is the primary means of ensuring that schools are meeting the IB programme standards and practices. This process also serves as a catalyst for school improvement.

Programme evaluation:

- is both a requirement and a service provided by the IB to IB World Schools
- is a reflective exercise that involves the entire school community
- assesses whether a school meets the IB standards and practices and will remain an authorized IB World School
- supports school efforts to continually improve the delivery of the programme(s)
- results in a clear plan for next steps and future actions
- can result in improved teaching and learning.

What is the aim of programme evaluation?

The aim of programme evaluation is to:

- evaluate the extent to which the school is meeting the programme standards and practices
- improve implementation by identifying strengths and weaknesses, and determining areas for future focus
- serve as a vehicle to reinforce the support and commitment for the programme from all stakeholders in the community.

It is expected that schools strive to continually improve the quality of their programme implementation through an ongoing commitment to meet all the standards, practices and programme-specific requirements.

How are schools evaluated?

Schools complete a self-study process assessing their implementation of IB standards and practices and gathering evidence to support their assessment. The IB evaluates that evidence and provides feedback to the school. The Programme standards and practices:

- set the foundation of what it means to be an IB World School starting with the authorization process (some practices must be completely in place at authorization, while others may be in progress, as outlined in the guidebooks the IB provides schools)
- are expected to be developed and implemented, fully understood and integrated into school processes at the time of programme evaluation
- provide a set of criteria against which both the IB World Schools and the IB can evaluate success in the implementation of IB programmes.

SCHOOL IMPROVEMENT CYCLE



PYP Programme Evaluation is as one part of the ongoing cycle for school improvement that enhances student learning and their development.

Development of the action plan

The action plan is the start and end point of programme evaluation. The action plan:

- is developed initially during the authorization process
- is updated at least annually
- is used to plan and track progress against the school's goals
- refers directly back to the Programme standards and practices
- shows how the school responded to recommendations from authorization or the last evaluation

- includes items that are a result of the reflection during the self-study
- shows the plan for the next five years of implementation.

The self-study

The self-study is a detailed and thorough reflection by all community members on all aspects of the programme implementation. The standards and practices establish a goal for schools to reach, though typically schools cannot meet all practices equally at all times. The self-study provides the opportunity to reflect honestly and identify where the school excels, where it has shown growth and what needs additional attention. The conclusions represent the perspectives of teachers, school leaders, students, parents and community members.

The evaluation

The school's evidence is evaluated by IB staff or educators who are trained for this role. They will read all of the evidence submitted by the school. In addition, all PYP, MYP, CP and selected DP schools receive visits. An IB evaluation team of 2–3 IB staff or educators will visit the school to confirm the evidence submitted in the self-study. This is what will take place on 15, 16, and 17th of June for Clavis.

Visitors will meet with teachers, school leaders, students, parents and members of the governing body, as well as observe classes and view the school facilities (virtually). The organization and expectations are similar to the verification visit that is part of the IB authorization process. The aim of the visit is to confirm the effectiveness of the programme implemented by the school as described in the school's self-study. The process does not appraise or assess individual teachers or school leaders.

The report

Clavis will receive feedback in a written report indicating whether the school is meeting each practice. For each standard, the IB will indicate whether the school a) shows satisfactory development, b) requires additional development, or c) requires significant attention. The report will provide commendations on practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or show outstanding implementation, along with recommendations for practices where further development is needed.

MEETING WITH AMIS SCHOOLS

Some of you are aware that Clavis is a part of group of private English-speaking schools called the Association of Mauritius International Schools (AMIS). The group encompasses most private English schools in Mauritius and we meet formally twice a year and maintain weekly communications throughout the year regarding matters that impact all of our schools. While we discuss all areas of teaching, learning, and educating children in Mauritius, the primary focus has revolved around the impact on these areas during this time of school closures. Last week, the leadership of all these schools met a Clavis to support each other's challenges, share the impact on parents and students, and look at how best to move forward.

It was very helpful to hear about the shared experience and feedback of all the schools' parents, particularly in primary schools, who are stuck in the middle supporting between the teachers and students. All schools shared that one of their biggest challenges was meeting all of the needs of the Early Years / Pre-Primary students. These students' inability to remain attentive in front of a screen for more than short periods of time and their need for active participation, puts a great burden on adults at home, who need to be present most of the time, and on teachers, who struggle to find and reinvent ways to keep learning engaging.

Schools are each using different programmes for sharing information and learning activities with home and students, though they have similar purposes. These included Seesaw (which we use), Class 365, Class Dojo, and Google Class for the sharing of information and lessons, and Zoom, MS Teams, or Google Meets for online video lessons. Most schools have relied on teacher-created/curated content and sharing videos and activities that can be accessed at student-selected times, some schools have brought in online learning programmes, and some schools have relied on more conference video calls for learning. All with varying degrees of success and criticism. It was very helpful for all of us to understand the pros and cons of each of the paths schools have taken, and where their frustrations have been.

There were two other issues all schools seem to be working on or towards. One is about providing flexibility for families, particularly due to working parents, so that there are options for students and parents to attend to a lot of the work on their own schedules. Secondary schools were the only exception, as most

students are able to self-manage all of the requirements independently. Their issue is complaints about student burnout from too many Zoom/Google Meets sessions. The second is about mental well-being and fatigue for teachers. I know for a number of parents it is difficult for them to comprehend the work that happens in-between Zoom sessions, but teachers across Mauritius are at breaking points, much like parents. Teachers at all schools have discussed feelings about quitting the profession, which is a deeply troubling thing to hear! To support challenges with students and teachers, a few schools have implemented or are looking at implementing a transition day. This is a day each week where no new lessons are done to allow students, parents, and teachers to stay on top of or catch up on everything that needs to be done.

A big takeaway from the other schools was some reassurance that the issues and challenges they were dealing with were not unique to them. We are all working hard on how to get through this and how to best support students when we finally do.

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