



Jewels International  
School of Kinshasa

# Jewels International School of Kinshasa

School code:060309

## Parent Handbook

### JISK Mission Statement

JISK guarantees each student the right to a superior education, in a friendly, safe, culturally rich, and stimulating environment. We strive to create a climate where each student and parent feel welcomed, respected, trusted, and an important part of JISK that each student will be provided with quality instruction and challenging learning experiences to foster lifelong-learning and responsible citizenship.

### IB Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **IB Learner Profile**

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems.

We exercise initiative in making reasoned, ethical decisions.

### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **Risk-takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient to face the challenges and change.

### **Balanced**

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## IB PYP Program



International Baccalaureate Primary Years Programme encourages facilitators to assess children as and when required on a diverse set of tasks to check their understanding of concepts from a variety of perspectives.

**Transdisciplinary Themes** - The International Baccalaureate® (IB) Primary Years Programme (PYP) is underpinned by six transdisciplinary themes during the Academic Session around which learning is planned.

1. Who we are
2. Where we are in place and time
3. How we express ourselves
4. How we organise ourselves
5. How the world works
6. Sharing the planet

- Continuous assessment is an integral part of teaching. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the programme.
- The students are clear about the purpose and means of assessment and information about the purpose and format of summative assessment tasks is communicated to students and parents.

## Strategies

The following methods cover a broad range of approaches, from the more subjective and intuitive to the more objective and scientific. They provide a range of approaches and therefore aim to provide a balanced view of the child's learning.

- **Observations** - All children are observed often and regularly, with the teacher focusing on a varying level, from macro to micro observation of the whole class to one child and also from a non-participant observation to participant observation, such as peer assessment.
- **Portfolios** - Portfolios are collections of students' work that are designed to demonstrate success, growth, higher order thinking, creativity and reflection. A portfolio should be thought of as an exhibition of an active mind at work. All PYP portfolios, which include examples of self, peer and teacher reflections, are maintained and recorded by the teachers. They may be displayed on exhibitions or at Student-led/Parent Teacher Conferences.
- **Open-ended Tasks** - These are situations in which children are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.
- **Selected Responses** - Process-focused assessments are single occasion, one-dimensional exercises such as tests, quizzes and examinations. The students' skills are observed regularly and the observations are met.

## **Performance Assessments**

These are assessments of goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenges/problems that require the use of many skills and there is rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment. Taken together, the assessment strategies form the basis of a comprehensive approach to assessment. Whatever strategy is used, self and peer reflections are seen as an important stage in the learning process, with input by the teachers as well as the parents. Peer reflections include reflections completed by students at different grade levels, and teacher reflections include those completed by teachers other than the homeroom or subject teacher.

How We Assess Assessments tools:

- Self, Teacher and Peer assessment
- Anecdotal records
- Student-teacher negotiated rubrics
- Observation
- Classroom displays
- Student checklists
- Artistic responses, including art, drama, songs and poetry
- Tests and quizzes
- Portfolios
- Performances
- Collaborative work
- Written work, e.g. creative writing, essays or journals
- Reading records
- Conferencing
- Student-led conferences
- Benchmark tests
- Oral presentation /debate
- Homework

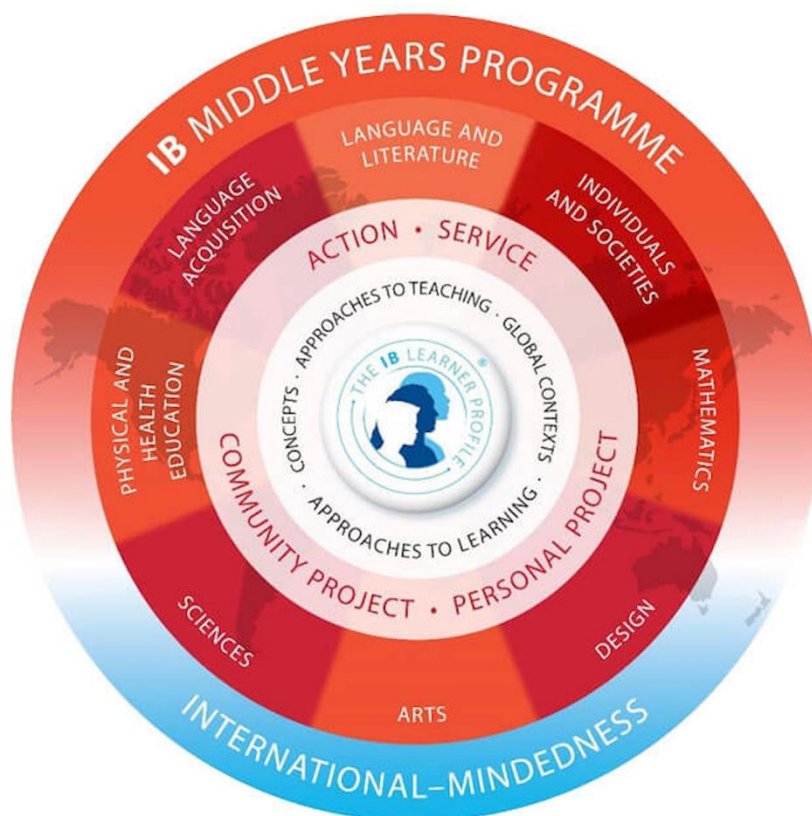
The Exhibition

Students who are in their final year of the Primary Years Programme (PYP-V) are expected to carry out an extended, collaborative inquiry project, known as the Exhibition, under the guidance of their teachers. They are given considerable flexibility in their choice of real life issues or problems to be explored or investigated in the exhibition. The exhibition is a culminating experience marking the transition from PYP to MYP. It provides an opportunity for students to exhibit the attributes of the Learner Profile that have been developing throughout their engagement with the programme. The exhibition is the culmination of the five year learning and sharing of a PYP student.

### **IB PYP Completion.**

Successful completion of the IB PYP Exhibition is the natural gateway to the IB Middle Years Programme.

## IB MYP Program



### MIDDLE YEARS PROGRAMME MYP (Year 1 -3)

#### Academic Integrity

Students are expected to display academic honesty and submit original and authentic work to the facilitators. All submissions must be completed by the student him/herself and must not be copied from the internet or from a fellow or previous student. Each source of research must be cited properly and responsibly. In case of non-compliance for the first time, a letter of warning will be sent to the parents. However, repeated non-compliance may lead to a grade zero on the assignment or even a failure in the subject.

#### Student Conduct in Accordance with IB Learner Profile

Students are expected to display the highest standards of conduct in their behaviour both inside and outside school. JISK MYP places immense importance on good conduct and encourages all its students to adopt the ten IB Learner Profile attributes: Principled, Reflective, Open Minded, Balanced, Risk Taker, Knowledgeable, Caring, Inquirer, Communicator, and Thinker. All throughout the academic year, students will

be observed and given feedback by their facilitators on their conduct and display of Learner Profile attributes.

### **Reporting Periods / Parent Teacher Meetings**

JISK MYP has two reporting periods throughout the school year with reports being shared with parents and students in December and June. Final results for the subjects will be assessed at the end of the school year and will appear on the Final Report in June. However, MYP parents may discuss their child's progress with their teachers at the Student Led Parent -Teacher Conferences held three times a year.

### **Moderation of Student Work**

The IB Team may opt to send the work of students of any MYP level to the IB Board for moderation to international standards. Therefore, all notebooks, portfolios, folders, videos, photographs, projects, models etc. must be maintained in presentable condition by the students and if required, to be submitted to the class teacher at the end of each academic year after the final assessments take place in June.

### **How We Assess**

1. Internal Assessment: Tools and strategies that teachers use in school to judge students' achievement levels. Every academic year is divided into two terms and at the end of each term these assessments will take place.
2. Formative Assessment: Tasks carried out on a regular basis that direct student behaviour and help them develop necessary skills required to perform in summative assessments. These tasks are continuously added to the learning process, depending on the teacher's judgement of student engagement.
3. Summative Assessment: Every discipline in every subject group has a task at the end of every unit. This task focuses on a subject specific assessment criteria to evaluate student performance.

The above mentioned assessments are all connected so that the teachers can use sound judgement and feedback, from time to time, to develop student skills in accordance with the IB assessment expectations and practices.

### **Community Service/ Service as action**

One lesson of Life skills each week is allotted to students to learn a handy life skill. These skills may be acquired in school from a facilitator or an external expert invited to the school. In some cases, the students may be taken to a workshop or site outside school to enhance their learning. Each time students are taken outside the school premises, parents' permission will be taken in writing.



## SUBJECT GROUPS AT EACH MYP LEVEL

MYP-1,2

&3:

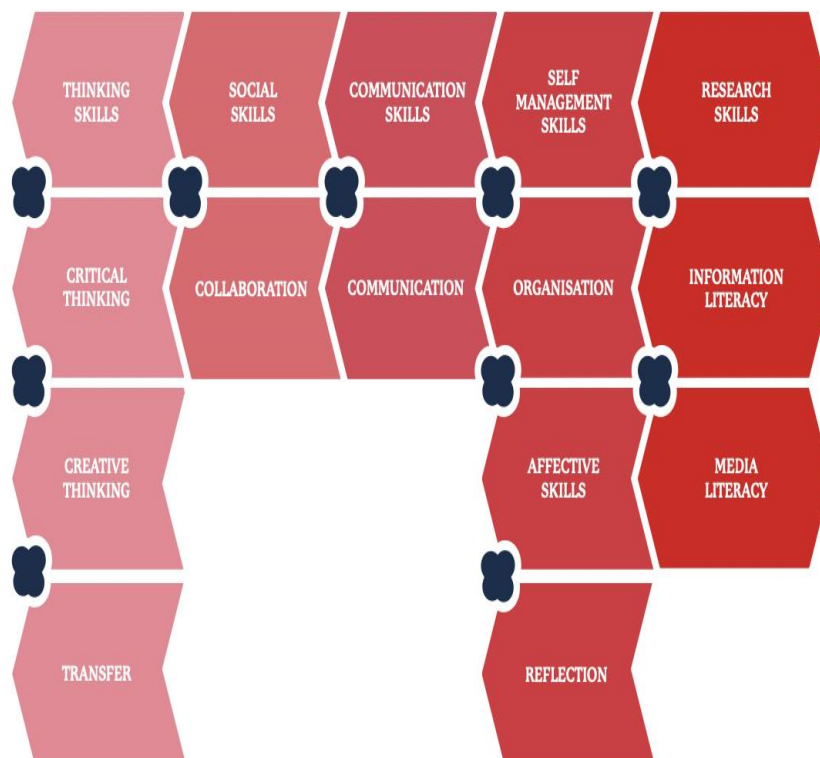
Eight Core Subject Groups, Library and Community Service:

- All students are required to take Language and Literature (English), Language Acquisition (French) ,Integrated Sciences, Mathematics, Individuals & Societies ( History , Geography), Design, Arts (Music, Performing & Visual), Physical & Health Education.
- All students are required to take Library and Community Service lessons in addition to the above eight core subject groups.

### Parental Involvement

- A major portion of work throughout the MYP will be research based. Parents' vigilance and close monitoring of children's internet usage at home will ensure that they remain focused on the task at hand.
- Classwork, Homework and Missed Work should be completed within the stipulated time.
- All assignments done in class and homework are put up on Managebac and a weekly curriculum overview is uploaded to the student portal every Friday for parental viewing. In case of absence, parents are responsible for ensuring that their child completes all missed work. In case further assistance is required, parents may make an appointment with the MYP Coordinator.

### Learning Skills in the MYP



# IB DIPLOMA PROGRAMME

IB Year 1 and 2



- **Subject groups**

To achieve the IB Diploma students must take one course in each of six academic groups:

- Group 1 Language and literature (English)
- Group 2 Language acquisition (French Ab Initio)
- Group 3 Individuals and Societies (Business Management, Economics, Psychology)
- Group 4 Experimental Sciences (Biology, Physics, Chemistry, Computer Science, Sports, exercise and health Science -SEHS)
- Group 5 Mathematics (Mathematics: Analysis and Approaches, Mathematics: Applications and Interpretations)
- Group 6 The Arts (Visual Arts, Film)

Students have a choice to drop a subject from Group 6 and choose an additional course from one of the other groups listed above. They have to successfully complete the Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity and Service (CAS) requirements.

Each one of the IB subjects is graded on a 1-7 scale. To determine diploma eligibility, the marks in each of the six subjects are totalled. Combined performance in the Theory of Knowledge and the Extended Essay, which are marked on an A-E basis, contribute up to three (3) additional points to a student's total, according to the chart below.

Upon successful completion of the IB Diploma, students can earn up to a maximum of 45 points. Each course completed in the six groups provides a maximum of seven (7) points plus an additional three (3) bonus points may be awarded for their combined performance on TOK and the extended essay.

### **Assessment Policy**

The Learning Alliance International Assessment policy is derived from the IB's assessment philosophy and principles. Constructing and implementing an assessment policy helps schools engage meaningfully with IB assessment expectations and to develop them in the context of the school's unique circumstances. The Policy manual is made available to students, parents and staff on the school website. Students are also reminded of their assessment responsibilities as part of the preparation for mock and final exams.

In order to receive an IB Diploma, a student must complete all assessment components for each of the six subjects and complete the TOK, EE and CAS requirements. A student must earn at least 24 points (if a candidate scores less than 24 points, the diploma is not awarded) and meet the following additional rules and requirements:

- CAS is not assessed but must be completed in order to pass the diploma.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

### **Internal and External Assessments**

The IB Diploma Programme engages two types of summative assessment to determine the student's final IB grades: Internal and External Assessments. Subject teachers are well informed of the detailed IB policies that describe the conditions under which these assessments must be administered. As well, IB students receive

significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

The IB Internal Assessments (IA) provide students with opportunities to show research and other skills outside of final examinations and reflect the student's summative achievement rather than an average of formative marks. The main aim of conducting Internal Assessments is to evaluate student achievement against those outcomes that do not lend themselves to external written exams. These IA components are marked by the IB teacher before they are moderated by an external moderator. Examples of Internal Assessments are science courses, practical work, language oral interviews, and historical investigations.

IB final exams are the major component of External Assessment by the IB as a means of conducting standardised examinations for external marking. Other work such as the Extended Essay, English Written Assignment, TOK Essays are also externally assessed by IB examiners.

In addition to the IB internal and external assessments, IB teachers utilise school-based student assessments that are essential for student success and contribute to the students' report card marks. These marks are based on midterm assessments, cumulative tests using past IB exam questions, and in class and homework assignments modelled on IB assessments. These school-based assignments may be evaluated on a 1-7 score based on IB grading criteria and respective grade boundaries for the subject. Refer to the chart below.

IB Grading scale	
Subjects are marked according to the following level	The TOK course and EE are graded according to the following scale
7	A
6	B
5	C
4	D
3	E
2	N
1	

## **CAS ( Creativity , Action and Service )**

CAS is at the heart of the Diploma Program and should continue on a weekly basis for at least 18 months. IB intends to endeavour a lifelong commitment to CAS philosophy. It is the responsibility of the IB student to take the initiative and pursue activities that interest them. The CAS Coordinator can guide students, but cannot make direct referrals to specific organizations.

For student development to occur, CAS should involve the following criteria:

- Fit within one or more of the CAS strands
- Be based on a personal interest, skill, talent or opportunity for growth
- Provide opportunities to develop the attributes of the IB learner profile
- Meet one or more of the CAS learning outcomes
- Have a meaningful purpose or present a new challenge
- Not be used or included in the student's Diploma course requirements
- Must have a supervisor (not a parent) who confirms completion
- Be enjoyable

Appendix:

[www.ibo.org](http://www.ibo.org)