

Westwood
INTERNATIONAL SCHOOL



Inspiring Excellence • Instilling Wisdom



Mission

“Westwood International School provides a quality international education that enables students to meet future challenges as confident, socially responsible lifelong learners.”



Westwood International School has been operating since May 1988, and began as a grassroots effort in early 1987 among the business, professional and diplomatic communities resident in Gaborone, who wished to create and secure places for their children in a quality English-Medium school.

The Founding Members of the school include:

- The US Embassy
- Barclays Bank of Botswana
- Inco holdings
- Debswana Diamond Company
- The British High Commission
- Sefalana Group
- Maru-a-pula School
- Senn Foods

The school operated until December 1992 on a temporary site on a corner of Maru-a-pula School, and moved to its current location – on a 46,000 SQM plot in Gaborone West, Phase 4, along the main Lobatse Road.

The overall purpose of the school is to provide an international standard of education to children of all backgrounds.

WIS Curriculum:

At WIS, we provide a continuum of education, consisting of three IB programmes that are united by the IB's philosophy and approaches to learning and teaching.

The programmes encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development.

The IB programmes incorporate quality practice from national and international research and the IB global community. They encourage students to be internationally-minded, within a complex and hyper-connected world.

What is an IB Education:

International Baccalaureate® (IB) programmes aim to do more than other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed. The Programmes strive to develop students who will build a better world through intercultural understanding and respect.

The IB's programmes are different from other curricula because they:

- Encourage students of all ages to think critically and challenge assumptions
- Develop independently of government and national systems, incorporating quality practice from research and our global community of schools
- Encourage students of all ages to consider both local and global contexts
- Develop multilingual students



The International Baccalaureate Middle Years Programme (IBMYP)

The IBMYP offers high-quality programmes of international education that share a powerful vision.

An IB education:

- focuses on learners – the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- develops effective approaches to teaching and learning – IB Programmes help students to develop the attitudes and skills they need for both academic and personal success
- works within global contexts – IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- explores significant content – IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

Informed by values described in the learner profile, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad

range of human capacities and responsibilities that go beyond intellectual development and academic success.

WHAT IS THE IB MIDDLE YEARS PROGRAMME (MYP)?

The MYP is designed for students aged 11 to 16, at Westwood this is from Year 7-11. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP). The IB Middle Years Programme:



- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in

eight subject groups

- requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning.

WHY DO MYP?



- IB World Schools (the only schools authorized to offer IB programmes) are subject to a strict accreditation process monitored by the IB, ensuring that schools provide a high-quality education.
- IB teaching methods and curriculums are research-based and draw from the best educational practices from systems around the world.
- IB teachers are required to participate in many professional development opportunities to continually promote their awareness of current educational practices and new thinking.
- IB programmes are recognized internationally and ease the educational transition of mobile students so that their education is not adversely affected if their families relocate.

At WIS Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In Years 7-9 every student must take all the eight subject groups. For Arts in Years 7 & 8, students do performance arts-Music and Drama. In Year 9, students take up Visual Arts.

THE CURRICULUM THE MYP CONSISTS OF EIGHT SUBJECT GROUPS:

Subject group name	Subjects offered at Westwood Int School
Language and Literature	English
Language Acquisition	French and English (only upto Year 9)
Individuals and societies	Integrated Humanities
Sciences	Physics , Chemistry and Biology
Mathematics	Extended and Standard Mathematics (only Year 10-11)
Arts	Music, Drama, Visual Arts
Physical and Health Education	Physical and Health Education
Design	Production
Interdisciplinary Studies	Different grade levels have atleast two subject groups working on developing a single unit.



In years 4 and 5, students have the option to take courses from six of the eight subject groups, which provides greater flexibility.

- The MYP: a unique approach, relevant for a global society
- The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.
- MYP teachers organize the curriculum with appropriate attention to:

- Teaching and learning in context. Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.
- Conceptual understanding. Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- Approaches to learning (ATL). A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.
- Service as action (community service). Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the MYP community project.
- Language and identity – MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

Personal Project: The students do a personal project in Years 10-11. This is a self-study on a topic of interest to each student, and uses the skills obtained by the study through their academic studies to explore a topic of interest/importance to them. This project culminates in an Exhibition which usually takes place in the end of Term -2 in Year 11, where in the student present their investigation into the topic to the public. Apart from this exhibition, the students write a 3500 word report which is then submitted to IB.

Interdisciplinary Units: This is a unique feature of the IBMYP programme. It is a unit which resemble real life experience and problem solving. At every grade level students have one unit that enables them to synthesize new knowledge from disciplinary grounding in two subject groups. These units are taught and assessed at the same time by two or more subject teachers,

thus allowing the student to get disciplinary information within the subjects. In the summative tasks, the students will be expected to use this knowledge to synthesize new knowledge and apply to a given situation. These units resemble major themes wherein knowledge from different disciplines have to be amalgamated to arrive at a suitable solution.

ASSESSMENTS AND REPORTS:

The assessments in each subject group will be based on 4 criteria: A-D. The students will have formative assessments and summative assessments. The purpose of the formative assessments will be to inform the teaching and the learning, so that students can perform well in the summative assessments. Every term, students will do tasks that address all the four criteria mentioned above.

At the end of academic year, the students will write an end of year assessment, which will also be based on criteria, but on the work covered during the entire year.

Reports will be issued at the end of every term.

ASSESSMENT AT THE END YEAR 11

The IB has a fifty-year history of expertise and excellence in assessment practice and is the first leading educational organization to offer globally consistent, valid and reliable examinations that:

- support diversity in learning,
- go beyond rote memorization,
- encourage students to make practical connections between their studies and the real world, forming a more diverse set of skills.

Candidates for the internationally-recognized IB Middle Years Programme (MYP) certificate must complete eAssessments.

There are:

- ePortfolios of coursework, including a compulsory ePortfolio for the personal project.
- on-screen examinations, with each exam lasting two hours.

These two types of assessment are divided across the MYP's different subject groups.

- on-screen examinations in:
 - Mathematics
 - Language and literature
 - Sciences

- Individuals and societies
- Interdisciplinary learning
- ePortfolios (coursework) in:
 - Language acquisition
 - Physical and health education, arts, or design
- the MYP Personal project.
- Meet the 7 learning outcomes through Service as Action.

ADDITIONAL FEATURES OF THE WESTWOOD MYP PROGRAMME:



Student Advisory: Roughly 12 students work closely with one supervisor.

Independent Studies (Year 10-11 students only): Since students can choose between 6 to 8 subjects in Years 10 and 11, some students will have more contact lessons with their subject teachers. During this time, the other students who have taken 6 or 7 subjects, will do an independent study- complete their homework's/assignments/projects etc under the supervision of a teacher in a dedicated classroom.

Service Learning: Every fortnight a double lesson is dedicated for students in Secondary to work on collaborative projects of service based learning. These projects will be planned together based on the identified needs within the school/community and the interest of the students. The planning, evidence, journals of the process have to meet the set learning outcomes specified by the IB.



In Years 7-9 students must meet at least two learning outcomes, but in Years 10-11 their activities have to be identified so as to allow them to meet the 7 learning outcomes. Completing the Service as Action programme is compulsory for the students to obtain an MYP certificate.

USE OF TECHNOLOGY IN LEARNING MANAGEMENT SYSTEM-MANAGEBAC:

Westwood uses ManageBac as its Learning Management System. The teachers, students and the parents are kept in close contact through this system. Teachers present their Units and Tasks on ManageBac. Students upload work periodically through ManageBac and also taught about Academic Honesty through the Turnitin programme that is use in conjunction with ManageBac.

Parents are introduced to ManageBac through Parent Information Sessions and helped as and when needed.

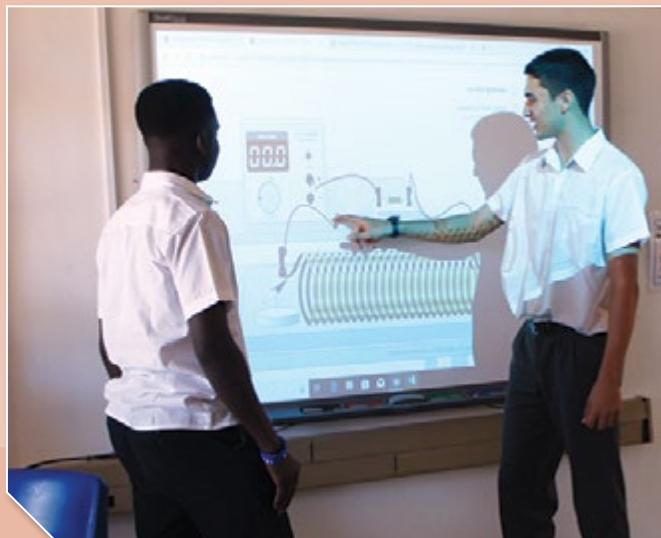
After School Activities: A wide range of activities are offered for the students to choose from. These range from sports, clubs - journalism, tutorials, recycling etc.

FAQ's about IB MYP Programme: Have Studies Been Conducted to Assess the Impact of MYP?

The IB places great value on external validation of its programmes, curriculums and professional development. According to a National Foundation for Educational Research (NFER) study conducted in 2013, teachers, parents and students stated that the Middle Years Programme offers a broad, holistic and engaging approach to learning, linked to real-life situations

and delivered through collaborative inquiry and critical debate. Additional studies on programme impact, quality assurance, programme development and assessment research are available at www.ibo.org/research.

How Technology Promotes Assessment in the MYP?



In 2018 e-Assessment Awards in London, the MYP eAssessment was awarded Best Use of Summative Assessment and was highly commended for Best Transformational Project. Sue states that this is a proud moment for the IB: "Our introduction of eAssessment was a key stage in the IB journey to developing students who are independent and critical thinkers with the skills to create a better world".



So how does MYP assessment make learning and assessment more meaningful to students? IBO highlights the fact that although we live in an increasingly digital world, the integration of technology into education assessment on a larger scale has been slow.



“The on-screen assessments are media rich and dynamic so questions can be designed that require much more knowledge than just recall”, Sue explains. “Only 25 percent of the MYP eAssessment is based explicitly on knowledge. The rest of the examination focuses instead on inquiry, communication and critical thinking skills [...]”.

Technology facilitates every step of MYP eAssessment and “the digital design makes it possible for students to engage with images, visual texts, videos, animations and complex models”. “Candidates can create, manipulate and make decisions about how to manage data” www.ibo.org



Why Do MYP Students Do Better in the IB Diploma Programme?

Overall, this study indicates that MYP students perform better than those students who completed their middle years studies through a different programme. Both students and teachers also reported differences between MYP students and non-MYP students upon entering the DP. MYP students were reported to have greater analytical skills, while non-MYP students had more in-depth content knowledge and exam skills. To improve the transition from MYP to DP, students and teachers suggested providing more exam-taking practice, consistent grading between MYP and DP, and increased clarity regarding DP expectations.

How Can I Learn More About the IBMYP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with the MYP coordinator
- Speak with your child's MYP classroom teacher.

