

Chart 7: Update of action plan

- IB World Schools are expected to update their action plan at least annually. It must be organized according to the *IB Programme standards and practices* and include all information in the template below. Submit the action plan for the current school year. Include objectives drawn from the outcomes of the self-study process.
- All recommendations from authorization or the previous evaluation must be addressed in the action plan. Indicate clearly which objectives address recommendations. In addition, if the school has continued efforts to improve in an area in which they received a matter to be addressed in the previous evaluation, this should be indicated.
- Add rows as necessary.

1.1.1.1.1 A: Philosophy

The school's educational beliefs and values reflect IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
<p>Commitment to publishing the school philosophy in English language media (recommendation from 2014)</p>	<p>Responding to this recommendation from 2014, we have been careful to ensure that the news items on the school webpage reflect IB values; we have explored the Learner Profile as part of our publicity for the school; we stress the availability of mother tongue tuition and we embrace World Studies as a subject for the EE.</p>	<p>This is an ongoing mission in which much has already been achieved.</p>	<p>The steering group will keep this commitment under review on an annual basis.</p>	<p>Some. Publicity materials require investment</p>	<p>Students and their parents will perceive the centrality of our commitment to promoting an international outlook – both in terms of what we say (in our materials) and what we do (in changing mindsets) The Learner Profile is the best way to make this concrete and initiatives such as the Learner Profile Award play an important role in demonstrating that the philosophy really matters.</p>
<p>Deepen teacher commitment to TOK</p>	<p>Promote active teacher involvement in Core Curricular Day (TOK/CAS) and ongoing commitment to EE Day</p>	<p>2019-20</p>	<p>The CAS and TOK coordinator together with the active leadership of the DP coordinator (who is also EE coordinator)</p>	<p>Teachers will need extra compensation for extra duties</p>	<p><u>All</u> teachers play an active role in at least one core curricular event each year</p>

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Promote active citizenship among students	IB students take a leading role in organising and running a host of events: Sustainable Development Week, red Nose Day, Community Service Day, blood donation, student council activities, the School Board, Teachers' meetings, the Finnish IB Association and others	2019-20	CAS coordinator + IB steering group + Sustainable Development Group	A small budget may need to be set aside for this purpose	These events do not define "active citizenship" but they do provide concrete examples of ways in which it may be promoted within the school whilst impacting on the wider community. This can be regarded as further evidence of the Learner Profile in action.
Promote international-mindedness and meaningful and explicit use of the Learner Profile (Recommendation in 2014)	Seek to consciously elevate the LP in each subject area, as well as the core, so that students can see its relevance and value its substance. Next, we need to determine concrete ways to make the LP explicit and meaningful. All teachers are responsible.	2020-2024	This is a long-term commitment. The steering group is driving this investigation. A survey of the same students' views of the LP in 2018 and 2019 was recently completed and the results attached to this evaluation	None	Evidence suggest that IB students do develop skills that enhance the sorts of qualities embodied in the LP. "Balance" is highlighted as the one needing most attention.

1.1.1.1.2 B: Organization

1.1.1.1.2.1 B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Promote awareness of global educational issues to key decision-makers within the Municipality of Espoo	Invite the Director of Education for Upper Secondary Education to an IB annual conference once every five years. Key Espoo decision-makers will be invited to periodically attend EE Day, a real showcase for the school.	2023 (last attended in 2018)	DP coordinator and the Head	Training budget	The Director of Education for Upper Secondary is fully informed of educational trends in the (IB) world and is able to apply these insights in strategic planning within Espoo
Convene the IB Steering group at regular intervals with the express purpose of keeping the Action Plan and policies under review	The steering group – comprising highly experienced educators - convenes up to five times in any academic year	2019-24	DP coordinator + steering group representatives (3-4 in number) from across the subject groups and core curriculum	Compensation will be paid from the school budget	The Action Plan will be addressed and changes, where necessary, will be made
Availability of dyslexia testing in English within the Municipality of Espoo	Advocate actively on behalf of English language testing as this is an official language within Espoo	2019-20	DP coordinator, the Head and Espoo leaders	Modest	All students may be tested without resorting at their own expense to private practitioners

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Explore appointment of an Assistant Coordinator	Share the workload of the coordinator at busy times, especially during examination sessions. Assist with recruitment, enquiries and administration	2020-21	Head together with the coordinator	Coordinator training would be required	If this is viable, an appointment will be made.
Continue recruitment of teachers as examiners/moderators and in curriculum review work	Urge teachers to engage in this important work to join our existing examiner (Finnish) and curriculum reviewer (History)	2021-24	Coordinator	None	Recruitment of 2-3 examiners and 1-2 teachers engaged in curricular review work

1.1.1.1.2.2

B2: Resources and support

The school's resources and support structures ensure the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Ensure digital device access for all students	Provide long-term loan of laptops to students who are unable to afford an up-to-date device.	2019-20	Welfare staff is best placed to identify need.	Modest. The school possesses many devices for short-term loan already	No student comes to class without a laptop.
Foster digital literacy among students	Initial training workshop in digital classroom techniques; digital tutors and specialist staff readily accessible thereafter	2019-24	Each year specialist staff will be appointed to this task, including trouble-shooting when problems (with passwords, etc) occur	Resourcing is set aside for this purpose	The virtual working environment functions smoothly on a day-to-day basis
Review budgets in both IB schools in the municipality of Espoo	Ensure principle of equal compensation for equal work in relation to all aspects of the IB; furthermore, ensure this work is adequately compensated	2020-2022	Head/City of Espoo	Probably. Compensation should reflect the growing intake with respect to the core curriculum (the EE, CAS, TOK) and coordination	Disparities are ironed out and fair compensation is achieved
Widen use of Managebac	Use Managebac for all core curricular activities + keep up-to-date Unit Plans on Managebac in the different subject areas	2019-20	All teachers have a role to play	Annual investment in Managebac. Additional training for 1-2 key staff members may be advisable	Managebac resources are up-to-date, in use and readily accessible

1.1.1.1.3 C: Curriculum

1.1.1.1.3.1 C1: Collaborative planning

Collaborative planning and reflection support the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Better articulate forward planning with students	The Study Guidance Counsellors and DP coordinator work closely together to ensure students are clear about the key landmarks in each year of the IB programme	2019-20	Study Guidance Counsellors and Coordinator	None. This activity belongs to our job description	In addition to the excellent work already done in this respect, schedule two extra meetings per year – one devoted to IB guidance and the other devoted to study and career opportunities
Assess the extent and nature of TOK delivery in each subject area	Use Unit Plans to meaningfully to make explicit the nature and extent to TOK content in each subject	2019-20: completion of Unit Plans 2020-21: Reflection on the appropriateness of this input	All teachers complete their Unit Plans. The steering group will review these Unit Plans and suggest changes	None	An open dialogue between teachers is the best way to ensure effective TOK integration in the classroom

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Benchmarking with another school within Finland	Identify a school with which to benchmark the written curriculum as well as ATTS and ATLs (see below)	2020 (visit) 2021 (return visit)	Head + Senior Management Team to initiate	Travel costs + meal/refreshments	Schools can always learn from good practice seen at first hand – thus we would expect this venture to impact on delivery of the programme
Review/revise IA deadlines annually (This was a recommendation in the last Five-Year Review)	Begin and end each year with a review of the schedule of deadlines with all teachers. Survey students about the effectiveness of this calendar of deadlines	Annually in August/May	All teachers. All students	None	School demonstrates its responsiveness to student concerns about “bunching” of deadlines at certain busy times of year Student satisfaction increases

1.1.1.1.3.2

C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Share objectives of each Unit Plan with students – and subsequent reflection on their achievement	Action to be taken at the beginning and end of each Unit	2020-21	Each teacher needs to articulate the objectives embodied in their Unit Plans	None. It is part of the task of every teacher	Students have a clear sense of direction. They are better prepared for the demands of the exams.
Offer a Group 6 subject annually	Maintain a regular intake of 45-50 to ensure there are enough potential Visual Arts students every year from now on	2020	After two years without Visual Arts we are offering the subject again in 2019-20 despite having a class of just 7 students. From 2020 we hope to ensure that Group 6 has a large enough uptake every year	This subject – and its material requirements – needs to be budgeted annually	Annual examinations from 2020 onwards
Enhance Group 3 with the addition of Global Politics or Psychology	Create parity between Group 3 with just two subjects (History and Business Management) and Group 4 with three subjects already (Physics, Biology and Chemistry)	2023	Head and Coordinator	An extra subject requires resourcing and a teacher needs recruiting/training	More flexible choice from 2023

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Explore introduction of the non-regular diploma to promote student choice	Review subject choices available to students to facilitate this option for students with a strong vocational orientation towards the sciences, particularly students seeking medical training	2019-20	Whole school discussion with the final decision being taken by the Head	None that are apparent	A change of policy can be announced, if implemented, to the next intake before March 2020

1.1.1.1.3.3 C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Promote differentiated – individualized - learning. Student feedback suggests more effort is required	Once different learning styles are identified teachers are required to ponder the best ways to accommodate these styles	2020-1	All teachers – collaboratively at first and in subject groups thereafter	Limited. Time needs to be set aside during planning days	Student feedback should indicate the degree to which progress is being achieved

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Promote awareness (among students and teachers) of transfer skills	Teachers assess the transfer skills perceived within their discipline. Share insights with students, parents and guidance counsellors	2021-22	Steering group to coordinate. All teachers need to be involved, and all students informed	None, probably	Greater self-awareness within the school community about skills as distinct from knowledge
Enhance Finnish language delivery (An earlier recommendation to develop strategies to support Swedish is dealt with at length in the self-study)	With a neighbouring school specialising in offering Swedish as an A and B language, our school will concentrate on offering Finnish at both these levels.	2019 and thereafter	Whole school	Scheduling issue now that budgetary matters have already been addressed	Students enter Finnish universities and study in their mother tongue rather than contribute to the “brain drain” by studying/working outside of the country
Teacher provide active role-models for good academic practice	Teachers need to critically review their resources	2020-2024	Each teacher pays due attention to proper citation and referencing in the classroom – serving as a model of correct academic practice	None	If teachers lead by example the EE and all IA submissions are more likely to be properly referenced and less likely to be plagiarised
Pilot distance learning or merged (face-to-face and distant) learning	Agree to activate at least one unit plan per subject group using Teams or a similar platform to promote digital learning	2020-22	All teachers will be given the opportunity to volunteer to initiate this activity.	Teachers will need compensation for developing digital resources. Training may be required	The pilot needs careful evaluation before repeating with other units/subjects

1.1.1.1.3.4

C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Review criteria for making the required grade in HL Maths: Analysis and Approaches	Explore whether to raise the threshold for Pre-DP students to study at HL	2019-20	Group 5 teachers + coordinator	None	It may be that the current practice of formative assessment is enough, but alternatives should be explored
Introduce greater diversity in forms of assessment	Testing still dominates in certain subjects/at certain times of year. Challenge this. Seminars, presentations, field trips, research projects, collaboration – all could be used in assessment. No doubt there are many other ways, too.	2019-24	All teachers	None	A wide range of assessment tools is deployed across the programme – traditional tests have their place, but diversity is surely the key to dynamic learning.
In pursuit of academic excellence, grades in all subjects should be raised above the global average	Review grades on an annual basis and try to identify factors accounting for grades that fall below the global average. Take action to improve performances.	2024	All teachers	Possibly implications for subject choices, teacher training, recruitment.	Statistics speak for themselves if we are successful. Students get better grades and the reputation of the school is enhanced

Approved by

Juha Kivioja

Position

Principal