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# Consultant Report

**PYP SmartKids International Pre-school/Kindergarten Consultation visit report**

Name of school: Cong ty TNHH Trung Tam Cham Soc Tre Em Quoc Te Tax code 0304570594

School code: 063622

Date of submission of report:

This report aims to provide the school with a summary of its situation related to the planning for authorization. The comments are meant to be formative and indicate the areas where the school is making progress as well as those that still require attention during the candidate phase.

The report is structured according to the practices and programme requirements from the current *Programme standards and practices*, with specific reference to the requirements that must be met at the time of authorization, as described in the current *Guide to school authorization* for the relevant programme.

The focus of the report is on the practices and programme requirements that will need to be in place at the time of authorization, the consultant's analysis of the school's situation, the consultant's findings and the next steps discussed with the school at the time of the consultation visit.

To indicate how the school is progressing towards meeting these practices and programme requirements, the rubric below has been used. Where the outcome is red or yellow, there is a summary description of the consultant's findings, the next steps discussed and what is needed in order to comply with the requirement.

Analysis Criteria			
<b>Planning</b>	No planning shown as yet.	Some planning shown. Clarification on requirement necessary.	Planning is in progress. Clear timelines and goals have been identified.
<b>Evidence</b>	No evidence provided as yet.	Not enough evidence is provided or evidence provided needs further clarification.	Evidence is provided. The school clearly understands what further evidence will be necessary at the time of authorization.
<b>Support</b>	Immediate attention and support required.	Support is required.	Well understood by the school. Reminder needs to be given.

The report includes the consultant's assessment of the school's readiness to submit the *Application for authorization* at this point in time.

We trust that this report will support the school in further progressing on its journey towards authorization. If you have questions regarding this report or the next steps for your school, please contact IB Answers at [ibid@ibo.org](mailto:ibid@ibo.org).

## Standards and Practices

### Section A: Philosophy

**Standard A:** The school's educational beliefs and values reflect IB philosophy.

**A.1:** The school's published statements of mission and philosophy align with those of the IB.

Consultant checks that:	Analysis of school situation
<p>The school has published statements of mission and philosophy.</p> <p>The school's statements of mission and philosophy are aligned with those of the IB to include reference that the school values education that goes beyond academic development.</p> <p>The school's statements of mission and philosophy are aligned with those of the IB to include reference to encouraging awareness beyond the individual and his or her immediate community.</p>	<p>Clearly demonstrated</p>

#### Consultation visit: Findings and next steps for the report

Discussions with the governing board revealed that following the decision to adopt the IB framework, the board initiated a comprehensive review of the school's vision and mission statements. This process was undertaken to ensure that the school's foundational statements aligned closely with the principles and philosophy of the International Baccalaureate. A review of the published mission and philosophy confirms this alignment. The school's mission, "To nurture each student's natural curiosity and spark a love for lifelong learning through an inquiry–play–based holistic program, within an international community," reflects core IB values. Notably, the school and the IB emphasize fostering inquiry, holistic development, and international-mindedness. Moreover, the school's statements extend to encouraging awareness beyond the individual and immediate community, which parallels the IB's commitment to cultivating responsible global citizens. Overall, the school's mission and philosophy demonstrate a clear and deliberate alignment with the IB's vision, underscoring a shared commitment to nurturing curious, reflective, and internationally aware learners.

**A.2:** The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

Consultant checks that:	Analysis of school situation
<p>The school's action plan is driven by the practices and programme requirements included in the Programme standards and practices.</p>	

The governing body, administrative and pedagogical leadership and staff have an understanding of IB philosophy.	Clearly demonstrated
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#### **Consultation visit: Findings and next steps for the report**

Through conversations with members of the governing body, it was evident that the board played a pivotal role in driving the adoption of the IB Primary Years Programme (PYP) at the school. The board articulated that the decision to implement the PYP was strategically aligned with the school's long-term educational beliefs and vision. Discussions with the pedagogical leadership team further confirmed a strong commitment to the IB philosophy. Leaders expressed a clear understanding of the PYP framework and highlighted how its principles resonate closely with the school's existing educational philosophy. Moreover, through interviews with teaching staff, there was a consistent sense of enthusiasm and engagement with the PYP. Staff members articulated how the programme's inquiry-based approach supports student growth holistically, and they were able to provide examples of observable progress in students' development that aligns with the IB learner profile. Overall, evidence from these conversations indicates that the governing body, leadership team, and teaching staff collectively demonstrate a sound understanding of the IB philosophy, underpinned by a shared belief in the programme's alignment with the school's educational goals and student-centred focus.

#### **A.3: The school community demonstrates an understanding of, and commitment to, the programmes(s).**

<b>Consultant checks that:</b>	<b>Analysis of school situation</b>
<p>The school applies the IB copyright policy when preparing communications for the school community.</p> <p>Actions are taken to promote understanding and support of the implementation of the PYP by the school community.</p>	Clearly demonstrated

**Consultation visit: Findings and next steps for the report**

In conversations with members of the governing body, there was a clear and strong commitment to the IB programmes. The board articulated several reasons for this dedication, notably emphasizing the reliability of the IB framework and its international recognition as key factors influencing their support. Through discussions with parents, it became evident that many had deliberately sought out a school offering the Primary Years Programme (PYP), drawn by the school's educational approach, which resonated closely with their values and beliefs. Parents consistently highlighted the inquiry-based pedagogy as a distinctive feature of the school's curriculum, praising how it nurtures confident communicators who embody the attributes of the IB learner profile. Teachers also expressed enthusiasm for the IB programmes, indicating a keen interest in deepening their understanding of the framework. They reported that the programme inspires them to embrace lifelong learning and enables them to witness the holistic development of students. Staff recognized how the PYP fosters the growth of balanced individuals, supporting not only academic but also social and emotional development. Furthermore, evidence from parent feedback indicated that the majority of the school's graduates transition successfully to IB Continuum Schools, suggesting the school's effective preparation and alignment with subsequent IB programmes. Collectively, these insights demonstrate that the school community, comprising the governing body, teaching staff, and parents alike, not only understands but is deeply committed to the IB programmes, supporting their role in fostering internationally minded, confident, and reflective learners.

**A.3a:** The values of the PYP as indicated in the curriculum documents have an explicit impact on decision-making and functioning of the school.

Consultant checks that:	Analysis of school situation
The values of the PYP are considered in the decision-making and functioning of the school.	<div data-bbox="1166 1344 1382 1472">Clearly demonstrated</div>

**Consultation visit: Findings and next steps for the report**

The PYP coordinator shared that the board is willing to provide resources and support as required by the programme to ensure the quality of the education of the students.

**A.3b:** The school as a community of learners is committed to a collaborative approach to curriculum development.

Consultant checks that:	Analysis of school situation
Actions are taken to strengthen the entire school's commitment to a collaborative approach to curriculum development.	Clearly demonstrated

**Consultation visit: Findings and next steps for the report**

Collaborative planning and collaborative decision-making are evident and valued by the team.

**A.3c:** The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.

Consultant checks that:	Analysis of school situation
The school's commitment to a constructivist inquiry-based approach to teaching and learning is evident in all classes and student learning engagements.	Clearly demonstrated

**Consultation visit: Findings and next steps for the report**

Prior to candidacy, the school implements inquiry-based learning. This is evident in all aspects of the school, including its playground. During classroom observations, field trips were discussed and linked to activities taking place inside the classroom: through guided play, students sort different types of trash, which leads to the field trip activity involving cleaning and sorting trash.

**A.3d:** The school is committed to the PYP as the framework for all planning, teaching and learning across the curriculum.

Consultant checks that:	Analysis of school situation
The school demonstrates its commitment to the PYP as the framework for all planning, teaching and learning across the curriculum, in particular, by using the planner and the programme of inquiry template, and introducing inquiry-based learning engagements across the curriculum.	Clearly demonstrated

**Consultation visit: Findings and next steps for the report**

Despite only having two classes, the school uses Toddle to ensure consistency across the year levels - the purchase of Toddle demonstrates its commitment to the PYP.

**A.3e:** The school demonstrates a commitment to transdisciplinary learning.

Consultant checks that:	Analysis of school situation
The school demonstrates commitment to transdisciplinary learning.	Clearly demonstrated

**Consultation visit: Findings and next steps for the report**

The school demonstrates a commitment to transdisciplinary learning and this is evident from its timetable.

**A.7.a:** The school makes a provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.

<b>Consultant checks that:</b>	<b>Analysis of school situation</b>
<p>The school has appointed a teacher to deliver the additional language programme.</p> <p>The school offers an additional language to students at least from the age of seven.</p> <p>All students from the age of seven are engaged in the additional language programme.</p> <p>The school has developed curriculum documents for the additional language programme.</p> <p>The class schedules show that the additional language programme is offered regularly and within the school day and that teachers reinforce, support and extend the classroom work.</p> <p>Mother-tongue support programmes and resources are in place or planned as applicable.</p> <p>The school provides opportunities for maintaining mother tongues.</p>	<div data-bbox="1166 785 1382 915" style="background-color: #92d050; border: 1px solid black; padding: 5px; text-align: center;"> <p>Clearly demonstrated</p> </div>

**Consultation visit: Findings and next steps for the report**

All children at the school are under the age of 7.

**A.9:** The school supports access for students to the IB programme(s) and philosophy.

<b>Consultant checks that:</b>	<b>Analysis of</b>
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	school situation
The PYP is implemented in an inclusive manner, so that all students in all grade/year levels in the school, or in the primary section of a school, are engaged with the PYP to the fullest extent possible.	Clearly demonstrated

### Consultation visit: Findings and next steps for the report

Through conversations with members of the governing body, it was shared that the school previously operated across multiple campuses. Due to various operational challenges, these campuses have been consolidated into a single site. Currently, within this combined school building, there remains one class that is not yet implementing the PYP framework. The governing body confirmed that this non-PYP class will be closed at the end of the current academic year. Looking ahead, clear plans are in place to ensure that, starting in the academic year 2025/26, all classes serving students aged 3 to 6 years will implement the PYP, providing consistent and comprehensive programme delivery across the early years. Conversations with teachers indicate that class sizes are deliberately kept small, enabling personalized attention to students' diverse learning needs. Additionally, the school has established mechanisms and support systems designed to address varied student requirements, promoting an inclusive learning environment. These measures collectively demonstrate the school's commitment to implementing the PYP as an inclusive programme that supports the holistic development of all students.

## Section B1: Leadership and structure

**Standard B:** The school's leadership and administrative structures ensure the implementation of the IB programme(s).

**B1.2:** The school has developed a governance and leadership structure that supports the implementation of the programme(s).

Consultant checks that:	Analysis of school situation
The governance and leadership structure reflects their responsibilities in supporting the implementation of the programme.	Clearly demonstrated

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**Consultation visit: Findings and next steps for the report**

Through discussions with the PYP coordinator, it was evident that the school has established a governance and leadership framework that actively supports the implementation of the PYP. The coordinator highlighted a collaborative relationship with the board members, who engage directly in decisions related to the programme's success. The PYP coordinator plays a key role in advising the board by providing guidance on necessary resources, personnel, and other requirements essential for effective implementation. Furthermore, the coordinator is an integral member of the pedagogical leadership team, contributing to strategic educational planning and decision-making. This governance and leadership structure has been identified by the PYP coordinator as a critical factor in facilitating the successful delivery of the programme, ensuring alignment between governance, leadership, and educational goals.

**B1.2a:** The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the PYP coordinator and the primary school principal.

<b>Consultant checks that:</b>	<b>Analysis of school situation</b>
<p>The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the PYP coordinator and the primary school principal.</p> <p>The job descriptions for the positions of primary school principal and PYP coordinator clearly state that pedagogical leadership is a central responsibility for both positions.</p> <p>The organizational chart and corresponding practice at the school demonstrate that the PYP coordinator is part of the pedagogical leadership team.</p> <p>The pedagogical leadership team meets regularly and works collaboratively.</p>	<p>Clearly demonstrated</p>

**Consultation visit: Findings and next steps for the report**

The PYP coordinator and the Director work together to ensure the programme is implemented - they have weekly meetings with a defined agenda and minutes.

**B1.2b:** The governing body places the responsibility for the implementation of the PYP on the pedagogical leadership team.

Consultant checks that:	Analysis of school situation
<p>The governing body places the primary responsibility for the implementation of the PYP on the pedagogical leadership team.</p> <p>The governance and leadership structure supports teachers in the implementation of the programme.</p>	Clearly demonstrated

#### Consultation visit: Findings and next steps for the report

Conversations with the PYP indicate that the primary responsibility of the implementation of the PYP lies with the pedagogical leadership team. The governance and leadership structure supports teachers in the implementation of the programme.

**B1.3:** The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

Consultant checks that:	Analysis of school situation
<p>The school is planning a review of the roles and responsibilities of the head of school/school principal and programme coordinator to ensure that the pedagogical leadership supports the development of the programme at the school.</p> <p>The head of school/school principal and the PYP coordinator have been involved in the feasibility study and meetings to inform the community.</p> <p>The head of school/school principal and programme coordinator will lead or be involved in planned activities to support teachers.</p> <p><i>If one of the languages of instruction at the school is not English, French or Spanish: Plans have been developed to ensure consistent implementation and development of the programme as the school does not offer one of the IB working languages as language of instruction.</i></p>	Clearly demonstrated

#### Consultation visit: Findings and next steps for the report

Through discussions with members of the pedagogical leadership team, it was evident that all leaders consistently demonstrate strong pedagogical leadership aligned with the philosophy of the

PYP. Team members have actively engaged in various professional development opportunities, ensuring their knowledge remains current and reflective of best practices within the IB framework. The PYP coordinator, in particular, maintains an active role within the IB Association of PYP Coordinators, regularly attending coordinator meetings. These engagements support ongoing professional growth and provide opportunities to collaborate with peers on effective programme implementation. Conversations about pedagogy revealed a clear and nuanced understanding of the PYP framework among the leadership team. Furthermore, discussions revealed a connection between the school's long-held educational beliefs and how these are embodied within the PYP, demonstrating alignment between the school's philosophy and the programme's principles. Overall, evidence indicates that the head of school and programme coordinator provide effective leadership that upholds and advances the philosophy of the PYP.

**B1.4:** The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

Consultant checks that:	Analysis of school situation
<p>A PYP coordinator is appointed.</p> <p>The PYP coordinator is part of the school leadership team.</p> <p>The release time, support and resources for the PYP coordinator can be explained by the school leadership team.</p> <p><i>If one of the languages of instruction at the school is not English, French or Spanish: The coordinator that has been appointed by the school is proficient in one of the IB working languages (English, French or Spanish).</i></p>	<p>Clearly demonstrated</p>

**Consultation visit: Findings and next steps for the report**

Conversations with the PYP Coordinator and teaching staff indicate that the school has appointed a proactive and effective coordinator. The PYP Coordinator job description is well defined and allocates 60% of their time to teaching responsibilities and 40% to coordinating and leading the implementation of the IB Primary Years Programme. This balance ensures dedicated release time to fulfil leadership duties while maintaining direct engagement with students. Key responsibilities highlighted in the job description include providing dynamic pedagogical leadership, mentoring and supporting teachers, leading collaborative planning and professional development, and maintaining communication with both the school leadership and the broader IB community. The coordinator also oversees curriculum development, programme documentation, and resource management, ensuring alignment with IB requirements. Furthermore, the coordinator is a member of the pedagogical leadership team, reporting to the Head of School and playing a critical role in ensuring the ongoing quality and success of the PYP implementation. Staff feedback confirms that the coordinator actively supports teachers through classroom visits, professional learning feedback, and facilitating

opportunities for peer observation and collaborative planning.

Overall, evidence demonstrates that the school has provided the PYP Coordinator with a comprehensive role description, adequate release time, necessary resources, and leadership support, enabling effective fulfilment of the position's responsibilities and contributing positively to the programme's successful delivery.

**B1.5:** The school develops and implements policies and procedures that support the programme(s).

Consultant checks that:	Analysis of school situation
<p>The school policies and practices that have been developed reflect the values and support the implementation of the PYP (where these are not part of a–b below, for example, appraisal procedures, recruitment, student council, etc.).</p> <p>Policies and procedures that support the programme are developed and implemented following a collaborative and consultative approach.</p>	<div>Clearly demonstrated</div>

**Consultation visit: Findings and next steps for the report**

Evidence from discussions with teaching staff indicates that the school has developed and implemented comprehensive policies and procedures to support the IB Primary Years Programme effectively. Notably, both a language policy and an assessment policy have been established, reflecting the school's commitment to clear guidelines that underpin teaching and learning. Teachers reported that these policies are created through a collaborative and consultative process, ensuring that input from various stakeholders is considered to align with the programme's philosophy and practical requirements. This inclusive approach fosters shared ownership and smooth implementation across the school community. In addition, a review of the Parent Handbook revealed that it incorporates procedural information that supports the programme, providing clarity for families on expectations and school practices. Collectively, this evidence demonstrates that the school employs a structured and participatory process to develop and maintain policies and procedures that support the effective delivery and integrity of the IB programme.

**B1.5a:** The school has developed and implements a language policy that is consistent with IB expectations.

Consultant checks that:	Analysis of school situation
The school has documented and implemented a language policy.	

<p>The language policy includes support for mother tongues.</p> <p>The language policy includes support for students who are not proficient in the language of instruction.</p> <p>The language policy includes learning of the host country language and culture.</p> <p>The language policy takes into account students' language learning needs.</p>	Clearly demonstrated
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**Consultation visit: Findings and next steps for the report**

The school has documented and implemented a language policy, including support for mother tongues, support for students who are not proficient in the language of instruction, and learning of the host country and culture. The language policy takes into account students' language learning needs.

**B1.5b:** The school has developed and implements an assessment policy that is consistent with IB expectations.

Consultant checks that:	Analysis of school situation
<p>The school has a documented assessment policy or plans to have one.</p> <p>The assessment policy includes a philosophy of assessment that supports student learning.</p> <p>The assessment policy aligns with the school mission statement.</p> <p>The assessment policy identifies common assessment practices throughout the primary school.</p> <p>The assessment policy describes the purposes of assessment for all members of the school community.</p> <p>The assessment policy identifies common practices in recording and reporting PYP assessment.</p> <p><i>If the school has local/state/national requirements: The assessment policy describes how local/state/national requirements link with the PYP philosophy on assessment.</i></p>	Clearly demonstrated

**Consultation visit: Findings and next steps for the report**

The school has a documented assessment policy.

The assessment policy includes a philosophy of assessment that supports student learning., aligns

with the school mission statement, identifies common assessment practices, describes the purposes of assessments for all members of the school community, and identifies common practices in recording and reporting PYP assessment.

**B1.6:** The school has systems in place for the continuity and ongoing development of the programme(s).

Consultant checks that:	Analysis of school situation
The Action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the programme.	Clearly demonstrated

#### Consultation visit: Findings and next steps for the report

A review of school documentation confirms a detailed action plan designed to support the effective implementation and continuous development of the IB Primary Years Programme. This plan outlines strategic steps and initiatives aimed at ensuring sustained programme growth and quality. Conversations with the PYP coordinator further clarified that the action plan is a living document, intended to be reviewed and revised following the upcoming consultation visit. This process demonstrates the school's commitment to reflective practice and continuous improvement, incorporating feedback to enhance programme delivery. Together, the documented action plan and the coordinator's proactive approach indicate that the school has established robust systems to maintain continuity and foster the ongoing development of the IB programme.

## Section B2: Resources and support

**Standard B:** The school's resources and support structures ensure the implementation of the IB programme(s).

**B2.1:** The governing body allocates funding for the implementation and ongoing development of the programme(s).

Consultant checks that:	Analysis of school situation
The school's five-year budget shows that the school has taken into	

account the correct fees for the IB.

The school's five-year budget includes allocation for professional development in line with the number of staff that will need to be trained before authorization.

Clearly demonstrated

#### **Consultation visit: Findings and next steps for the report**

A review of school documentation, including the five-year budget plan, reveals a clear allocation of funds dedicated to the implementation and ongoing development of the IB Primary Years Programme. The budget specifically accounts for professional development needs, aligning with the number of staff requiring training in preparation for programme authorization. Additionally, the budget reflects appropriate provisions for all IB-related fees, demonstrating that the school's financial planning aligns with IB requirements. Conversations with members of the governing body confirmed a strong commitment to resourcing the school adequately to meet the needs of the programme. This commitment was further corroborated by the PYP coordinator, who emphasized that sufficient funding is consistently made available to support both current operations and future development. Overall, evidence indicates that the governing body effectively allocates and manages funding to sustain the successful implementation and continuous growth of the IB programme.

#### **B2.2: The school provides qualified staff to implement the programme(s).**

##### **Consultant checks that:**

##### **Analysis of school situation**

The school has teachers who are qualified to teach the subjects offered by the school.

The school succeeds in maintaining qualified staff and addressing any turnover issues.

Clearly demonstrated

#### **Consultation visit: Findings and next steps for the report**

Discussions with the Head of School confirm that the school employs teachers who are appropriately qualified to deliver the subjects offered and fully comply with the requirements set by the Vietnamese Government. The school has demonstrated effectiveness in maintaining a stable and qualified teaching workforce. Further conversations with the PYP coordinator reinforced this stability, noting that the teaching staff have remained with the school for several years. Teachers are described as loyal and highly supportive of the IB Primary Years Programme, contributing positively to its successful implementation. Together, these findings indicate that the school ensures the consistent provision of qualified and committed staff essential for the effective delivery of the



programme.

**B2.3:** The school ensures that teachers and administrators receive IB-recognized professional development.

3a. The school complies with the IB professional development requirement for the DP at authorization and at evaluation.

Consultant checks that:	Analysis of school situation
<p>The head of school or designee has participated in an IB workshop and is aware of the requirements to become an IB World School.</p> <p>The pedagogical leadership and all faculty who work with PYP students full- or part-time must all be trained in IB category 1 workshops.</p>	Clearly demonstrated

**Consultation visit: Findings and next steps for the report**

Conversations with the PYP coordinator confirm that all teaching staff, including the coordinator and the Head of School, have fulfilled the professional development requirements for authorization. This compliance demonstrates the school's commitment to maintaining a high level of professional expertise and ensuring that staff are well-prepared to deliver the programme effectively in accordance with IB standards.

**B2.4:** The school provides dedicated time for teachers' collaborative planning and reflection.

Consultant checks that:	Analysis of school situation
<p>Dedicated meeting time is provided for teachers' collaborative planning.</p> <p>Policies are developed in order for a collaborative approach to curriculum development to be promoted across the school. A review of staffing and teachers' timetables is necessary in order to establish collaborative planning practices that fulfil the requirements for the successful implementation of the programme.</p> <p>The school reviewed teacher's timetables in order to establish</p>	Clearly demonstrated

collaborative planning practices that fulfil the requirements for the successful implementation of the programme.	
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**Consultation visit: Findings and next steps for the report**

Discussions with the PYP coordinator indicate that the school's schedule is structured to support frequent and meaningful collaboration among teachers. Students have a full day that incorporates a designated nap time, during which teachers focus on planning and coordination without competing demands. This deliberate scheduling provides opportunities for teachers to engage in collaborative planning and reflective practice. Such arrangements support sustained collaboration and ongoing professional dialogue, contributing positively to the coherence and quality of programme delivery.

**B2.5:** The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

Consultant checks that:	Analysis of school situation
<p>The facilities provided allow for the programme requirements to be met.</p> <p>Students have access to a library in the school.</p>	<div>Clearly demonstrated</div>

**Consultation visit: Findings and next steps for the report**

Through classroom observations and a comprehensive school tour, it was evident that classrooms are well-equipped with a substantial range of resources that support teaching and learning. Three dedicated resource rooms provide a wide variety of materials accessible for use both inside and outside the classroom. Additionally, the school offers a toy borrowing library, enhancing students' access to diverse learning tools. However, there is an identified need to increase the integration of technology within classrooms to further enrich the learning environment. Observations also noted that books in students' mother tongue languages are limited and can generally only be found in the downstairs book area. The school library was noted as requiring further attention, as it is not centrally located and the shelving is not appropriately designed for the students' height, potentially

limiting accessibility. The PYP coordinator confirmed that the school actively purchases resources as needed to support the programme's requirements, demonstrating a responsive approach to resourcing. Collectively, these findings indicate that while the physical and virtual learning environments and resources broadly support the programme, there remain areas for enhancement to fully optimize student access and engagement.

**B2.10:** The student schedule or timetable allows for the requirements of the programme(s) to be met.

10a. The schedule or timetable allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.

Consultant checks that:	Analysis of school situation
The class schedule or timetable allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.	Clearly demonstrated

**Consultation visit: Findings and next steps for the report**

A review of the school timetable indicates that adequate time is allocated to support in-depth inquiry into both the transdisciplinary and disciplinary aspects of the curriculum. The schedule provides periods for guided play as well as for structured learning tasks, enabling a balanced approach that fosters inquiry, exploration, and skill development. The timetable allows the school to remain true to play-based learning, which lies at the heart of the PYP in the Early Years. This ensures that young learners experience a developmentally appropriate environment that nurtures curiosity and holistic growth in alignment with IB philosophy. This allocation of time reflects the school's commitment to delivering the IB Primary Years Programme's holistic educational framework, ensuring students engage meaningfully with varied learning experiences that span multiple curriculum dimensions.

**Section C1:** Collaborative planning

**Standard C:** Collaborative planning and reflection supports the implementation of the IB programme(s).

**C1.1:** Collaborative planning and reflection addresses the requirements of the programme(s).

**C1.1a:** The Programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.

Consultant checks that:	Analysis of school situation
<p>All PYP teachers are involved in the development of the programme of inquiry and unit planners are the product of a sustained collaborative effort.</p> <p>There is a published programme of inquiry.</p> <p>All teachers use the PYP planners and have access to the PYP planners throughout each unit of inquiry.</p> <p>Teachers involved in a specific unit of inquiry meet regularly to review, refine and reflect upon the unit.</p>	<p>Clearly demonstrated</p>

**Consultation visit: Findings and next steps for the report**

Discussions with teaching staff confirm that the Programme of Inquiry (POI) is developed collaboratively, involving all teachers and school leaders. Teachers consistently utilize the PYP planning process and have ongoing access to planning documents throughout each unit of inquiry via the Toddle platform. Those directly involved in specific units meet regularly to review, refine, and reflect upon the curriculum, supporting continuous improvement. While reflection is embedded in the collaborative process, discussions highlighted the need to further ensure that all reflections and learning are systematically documented within Toddle. Strengthening this practice will enhance transparency and support comprehensive curriculum development. Overall, these findings indicate that the POI and unit planners result from sustained, collaborative work with appropriate staff involvement, with ongoing efforts to improve documentation and reflective practices.

**C1.2:** Collaborative planning and reflection takes place regularly and systematically.

Consultant checks that:	Analysis of school situation
<p>Allocated meeting time is used regularly and systematically for collaborative planning and reflection.</p> <p>The school's description and organization of collaborative planning meeting time indicate attendance of all teachers.</p> <p>Planned regular meetings have clear objectives.</p>	<p>Clearly demonstrated</p>

**Consultation visit: Findings and next steps for the report**

Discussions with the PYP coordinator indicate that the school's schedule provides opportunities for teachers to collaborate effectively. These include time at the end of the school day and during students' rest periods, enabling teachers to engage in meaningful planning and reflective discussions without interruptions. The PYP coordinator also emphasized that planned meetings are held regularly and are structured with clear objectives, supporting purposeful collaboration and continuous professional dialogue among staff. Together, these arrangements demonstrate that collaborative planning and reflection are embedded as systematic practices within the school's professional culture, contributing to the ongoing refinement and effectiveness of the IB Primary Years Programme.

**Section C2: Written curriculum**

**Standard C:** The schools written curriculum reflects IB philosophy.

**C2.1:** The written curriculum is comprehensive and aligns with the requirements of the programme(s).

**C2.1a:** The Programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.

Consultant checks that:	Analysis of school situation
<p>There is a published programme of inquiry.</p> <p>The Programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.</p> <p>The school is planning to meet the subject requirements.</p> <p><b>Note:</b> Please refer to PYP C2.1 guidance for consultants, found in the IBEN Central Help and Resources section. The consultant must provide any relevant guidance to the school in the visit or end of consultation findings.</p>	<div data-bbox="1089 1274 1414 1365" style="background-color: #92d050; border: 1px solid black; padding: 5px; text-align: center;">Clearly demonstrated</div>

**Consultation visit: Findings and next steps for the report**

A review of the Programme of Inquiry (POI) documents confirms that the school, which offers the IB Primary Years Programme exclusively for Early Years students aged 3 to 6, meets the IB requirements for the number and distribution of units at each year level. For this age group, the POI appropriately includes at least four units of inquiry per year, with foundational units such as Who We Are spanning the entire year, and How We Express Ourselves incorporated across multiple year levels. This structure aligns with the IB mandate that two of the units address these specific transdisciplinary themes. The sustained focus on these key units demonstrates thoughtful curriculum continuity and development that reflects the school's commitment to the Early Years philosophy within the IB framework. This curriculum is the product of ongoing collaboration among teachers and leaders, ensuring a cohesively planned Programme of Inquiry that embodies collective expertise and shared understanding. Overall, evidence indicates that the POI is comprehensive, strategically designed, and compliant with the requirements of the IB Primary Years Programme for this stage.

**Section C3: Teaching and learning**

**Standard C:** Teaching and learning reflects IB philosophy.

**C3.1:** Teaching and learning aligns with the requirements of the programme(s).

**1b.** The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the PYP model of transdisciplinary teaching and learning.

<b>Consultant checks that:</b>	<b>Analysis of school situation</b>
<p>There is at least one class teacher assigned for each class.</p> <p>All classroom teachers (that is, the teachers with whom the students spend most of their time), in all PYP year/grade levels, to take responsibility at least for the language of instruction, mathematics, social studies and science to support the PYP model of transdisciplinary teaching and learning. This can be achieved by collaboratively designing, planning and facilitating with the specialist teachers to deliver the subjects included in each unit of inquiry. The delivery of the collaboratively planned unit of inquiry, or subjects included in each unit of inquiry, is a shared responsibility within the teaching team.</p> <p>The school demonstrates commitment to transdisciplinary learning by ensuring that each unit of inquiry is collaboratively designed, planned and facilitated between the classroom teachers and specialist teachers to deliver the subjects included in each unit of inquiry.</p>	<div data-bbox="1084 1251 1416 1344" style="background-color: #90EE90; border: 1px solid black; padding: 5px; text-align: center;">Clearly demonstrated</div>

**Consultation visit: Findings and next steps for the report**

Through discussions with members of the pedagogical leadership team, it was confirmed that the school does not employ specialist teachers for individual subjects. Instead, all core subjects—including language of instruction, mathematics, social studies, and science—are taught by the homeroom teacher. The classrooms implement a guided play-based approach, fostering inquiry and exploration within a developmentally appropriate framework. This method supports the PYP's emphasis on transdisciplinary learning by integrating multiple subject areas through purposeful play. Additionally, each classroom is supported by a co-teacher who is a Vietnamese speaker. This co-teaching model enhances language support and cultural relevance, ensuring that students receive meaningful guidance in both the language of instruction and their mother tongue. Together, these practices contribute to a cohesive, inclusive, and inquiry-driven learning environment that aligns with the philosophy of the IB Primary Years Programme.

**Section C4: Assessment**

**Standard C:** Assessment at the school reflects the IB assessment philosophy.

**C4.2:** The school communicates its assessment philosophy, policy and procedures to the school community.

Consultant checks that:	Analysis of school situation
<p>The school community, including parents, understand the philosophy of PYP assessment.</p> <p>The school community, including parents, are aware of the school's assessment policy.</p> <p>Teachers demonstrate an understanding of the philosophy of PYP assessment.</p>	<div>Clearly demonstrated</div>

**Consultation visit: Findings and next steps for the report**

Discussions with the PYP coordinator, corroborated by feedback from parents, indicate that the school's assessment policy is effectively communicated to the school community via the Toddle platform. This ensures that parents and other stakeholders have accessible and clear information about the school's approach to assessment. The school community, including parents, demonstrates awareness of the assessment policy and its guiding principles. Furthermore, conversations with teaching staff reveal a solid understanding of the philosophy underpinning PYP assessment, reflecting their commitment to its inquiry-based and formative nature.

However, further discussions highlighted the need to formally document evidence of assessment more systematically. The PYP coordinator has acknowledged this and intends to explore effective methods for recording and sharing assessment evidence to enhance transparency and support

continuous learning. Overall, these findings suggest that while assessment communication is well-established, ongoing development is planned to strengthen documentation and clarity around assessment practices.

**Consultant advice: Initial Visit Findings**

The school is ready to complete and submit the Application for authorization.	Yes
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