



SINGAPORE SCHOOL MANILA

**EXTENDED ESSAY
SUPERVISION**

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INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT

The International Baccalaureate 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 programmes of international education and rigorous assessment.

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

SINGAPORE SCHOOL MANILA (SSM) VISION STATEMENT

Singapore School Manila aims to be a school known for providing a high standard of education, placing equal emphasis on all aspects of human development. Our goal is to develop global citizens who are creative, enquirers, thinkers, open-minded, knowledgeable, communicators, risk-takers, principled, caring, balanced, reflective, decisive, responsible and resilient, living and promoting in others a positive outlook in life.

SINGAPORE SCHOOL MANILA (SSM) MISSION STATEMENT

The SSM community — administrators, teachers, staff, parents, and students, commits to realizing the vision through:

- Striving for academic excellence using modern teaching strategies, disposing of the pressures and trauma associated with conventional teaching methods.
- Training our students to do higher thinking in all subjects, preparing them for a rapidly-changing world.
- Encouraging environmental and social awareness, thus empowering our students to take an active role as agents of positive change in the world.
- Developing the value of positivism through our educational system enabling our students to love learning and to cope well with the challenges of life.



SINGAPORE SCHOOL MANILA (SSM) LEARNER PROFILE ATTRIBUTES

Learner Profile Attributes	Learner Profile Statement
Balanced	SSM learners understand the importance of balancing physical, intellectual, emotional, and spiritual aspects of their lives to promote well-being for themselves and others. They recognize their interdependence with other people and with the world around them.
Caring	SSM learners demonstrate empathy, compassion, and respect in their interactions with others. They are committed to meaningful service and take purposeful action to make a positive difference in the lives of individuals, communities, and the wider world.
Communicators	SSM learners express themselves confidently and creatively through multiple languages and diverse modes of communication. They collaborate effectively, demonstrating active listening and respect for the perspectives of others.
Creative	SSM learners are imaginative and express their ideas confidently. They demonstrate initiative and resourcefulness, using their creativity to generate original solutions and meaningful outcomes.
Decisive	SSM learners make decisions quickly, confidently, and clearly. They are secure in their knowledge, question assumptions, and approach ideas with curiosity. They explore and evaluate concepts and arguments in a structured, critical, and analytical manner.
Enquirers	SSM learners cultivate their curiosity by developing strong enquiry and research skills. They are capable of learning independently and collaboratively, approaching knowledge with enthusiasm and maintaining a lifelong love of learning.
Knowledgeable	SSM learners develop and apply conceptual understanding by exploring knowledge across multiple disciplines. They engage thoughtfully with issues and ideas that hold both local and global significance.
Open-minded	SSM learners critically reflect on their own cultures and personal histories while respecting the values and traditions of others. They seek out and evaluate diverse perspectives and embrace opportunities for growth through their experiences.
Principled	SSM learners act with integrity and honesty, guided by a strong sense of fairness, justice, and respect for the dignity and rights of all people. They take responsibility for their actions and the consequences that follow.
Reflective	SSM learners reflect thoughtfully on the world as well as their own ideas and experiences. They seek to understand their strengths and areas for growth to support continuous learning and personal development.
Resilient	SSM learners demonstrate resilience, recovering quickly from challenges and setbacks. They apply determination, perseverance, and grit to solve problems and navigate the difficulties of life effectively.
Responsible	SSM learners are trustworthy and dependable, following through on their commitments and responsibilities. They take ownership of their learning and actions, demonstrating accountability for their conduct and for school property or resources entrusted to them, and they are willing to explain their decisions and actions.
Risk-takers	SSM learners approach uncertainty with foresight and determination. They work both independently and collaboratively to explore new ideas and innovative strategies, demonstrating resourcefulness and resilience in the face of challenges and change.
Thinkers	SSM learners apply critical and creative thinking skills to analyze complex problems and take responsible action. They exercise initiative and make reasoned, ethical decisions in all aspects of their learning and life.



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STATEMENT OF ALIGNMENT

Singapore School Manila (SSM) affirms its commitment to delivering an internationally benchmarked education that is grounded in both academic excellence and holistic human development. Central to this commitment is the alignment between the school's Vision and Mission Statements and the principles articulated in the International Baccalaureate (IB) Mission Statement. As an IB World School offering Diploma Programme developed by the International Baccalaureate, SSM recognizes that its educational philosophy must be consistent with the IB's overarching goal of developing inquiring, knowledgeable, and caring young people who contribute to building a better and more peaceful world through intercultural understanding and respect.

The IB Mission emphasizes rigorous academic programmes, meaningful assessment, and international-mindedness, encouraging students to become active, compassionate, and lifelong learners who appreciate diverse perspectives. Similarly, SSM envisions itself as a school that provides a high standard of education while placing equal emphasis on all aspects of human development. The attributes identified in the SSM Vision such as being creative, knowledgeable, principled, open-minded, reflective, and resilient closely reflect the IB Learner Profile and reinforce a shared commitment to nurturing globally competent and ethically responsible individuals.

Furthermore, the SSM Mission underscores academic excellence through modern pedagogical approaches, the cultivation of higher-order thinking skills, environmental and social awareness, and the development of resilience and a positive outlook toward lifelong learning. These commitments parallel the IB's dedication to challenging programmes of international education that prepare students to navigate complexity, respect differences, and take principled action in an interconnected world.

Through this alignment, SSM ensures that its policies, instructional practices, and community engagements consistently embody the values of international-mindedness, academic rigor, and holistic growth. This policy framework therefore affirms that the SSM Vision and Mission are not only compatible with, but are strengthened by, the IB philosophy, guiding the school community toward the shared objective of developing globally aware, compassionate, and empowered learners.



I. PHILOSOPHY AND PURPOSE

This policy outlines the procedures and expectations governing the supervision of the Extended Essay (EE) in the IB Diploma Programme at Singapore School Manila.

The policy ensures that students receive appropriate guidance throughout the research and writing process while maintaining the principle of academic independence, which is central to the IB Extended Essay.

The supervision process supports students in developing skills in research, critical thinking, academic writing, and reflection in accordance with IB standards.

II. SCOPE

This policy applies to:

- All IB Diploma Programme students undertaking the Extended Essay.
- All teachers assigned as Extended Essay supervisors.
- The IB Diploma Programme Coordinator and Extended Essay Coordinator responsible for overseeing implementation.

III. RESPONSIBILITIES

A. IB Diploma Programme Coordinator/ Extended Essay Coordinator

The DP Coordinator or Extended Essay Coordinator is responsible for:

- Overseeing the implementation of the Extended Essay process.
- Organizing orientation sessions for students and supervisors.
- Establishing the Extended Essay timeline.
- Assigning supervisors to students.
- Monitoring student progress and compliance with IB requirements.



B. Extended Essay Supervisor

Supervisors serve primarily as mentors and facilitators of the research process.

Their responsibilities include:

- Guiding students in refining their research questions.
- Monitoring progress throughout the research and writing process.
- Conducting mandatory reflection sessions.
- Providing feedback on one complete draft of the essay through guiding questions.
- Ensuring academic integrity is maintained.
- Authenticating the student's work on the Reflection and Progress Form (RPF).

Supervisors must NOT:

- Correct grammar, spelling, or punctuation
- Rewrite or edit sections of the essay
- Proofread the final document
- Correct calculations or experimental work
- Direct students toward specific answers or arguments
- Provide excessive direction that compromises the independence of the student's research.



C. Students

Students undertaking the Extended Essay are expected to:

- Select a subject area and research topic aligned with IB requirements.
- Conduct independent research.
- Maintain a **Researcher's Reflection Space (RRS)** documenting the research process.
- Meet regularly with their supervisor.
- Participate in all mandatory reflection sessions.
- Submit drafts and the final essay according to the school's timeline.

IV. EXTENDED ESSAY TIMELINE

This timeline provides a structured schedule for students undertaking the Extended Essay. The timeline ensures that students complete each stage of the research process in a timely manner while allowing sufficient time for reflection, drafting, and revision.

TIME FRAME	ACTIVITIES
Year 1, Term 3, April	Extended Essay & Library Resources Orientation
Year 1, Term 3, May	Check-in No. 1: Initial Topic Discussion Check-in No. 2: Gathering resources and Refining the Research Question
Year 1, Term 3, June	Mandatory Reflection Session 1: First Formal Reflection (Development of the research proposal)
June-July	Research Phase Begins (Students begin deeper research and collect sources relevant to their research question.)
Year 2, Term 1, August-September	Research and Writing
Year 2, Term 1, September	Mandatory Reflection Session 2: Interim Reflection (Evaluation of research progress)



Year 2, Term 1, October	Check-in No. 3: Full Draft Review (Complete draft essay for supervisor comments)
Year 2, Term 2, November	Final Essay Submission
Year 2, Term 2, November-December	Mandatory Reflection Session 3: Viva Voce (Reflection on learning and completion of the essay)
Year, 2 Term 2, December	Submission of RPF, Authentication Form and AI Declaration Form

V. STUDENT ENGAGEMENT IN TOPIC SELECTION

At Singapore School Manila, students are encouraged to actively engage in an inquiry-driven process when selecting their Extended Essay topic. The process emphasizes intellectual curiosity, disciplinary understanding, and the development of a focused and researchable question aligned with the expectations of the International Baccalaureate Diploma Programme.

1. Inquiry and Exploration of Personal Interest

The topic selection process begins with students identifying an area of personal academic interest that they wish to explore in greater depth. Students are encouraged to reflect on questions such as:

- What topic am I genuinely interested in investigating?
- What issues, themes, or phenomena within my academic subjects spark curiosity?

Initial exploration may involve preliminary reading, discussions with teachers, and consultation of IB subject guides.

2. Determining the Research Pathway

Students then evaluate how their topic may best be investigated by considering two possible pathways:

A. Subject-Focused Pathway

Students determine whether their topic can be effectively explored within a single IB Diploma Programme subject. If appropriate, they select the subject that provides the most relevant concepts, methodologies, and analytical tools to investigate the topic.



B. Interdisciplinary Pathway

If the topic would benefit from perspectives from more than one subject, students may consider an interdisciplinary approach. In this pathway, students identify two subjects whose concepts and methods can be integrated to deepen the investigation of the research problem.

Students are expected to justify their choice of pathway by explaining how the selected subject or subjects will support their investigation.

3. Conceptualization of the Topic

Once a pathway has been selected, students engage in conceptual exploration of their topic.

Students consider:

- Key concepts relevant to the subject or subjects
- Research methods commonly used within the discipline(s)
- Theories or frameworks that may guide the investigation
- The relationship between the topic and the academic discipline

This stage helps students understand the disciplinary perspective through which the topic will be examined.

4. Refining the Inquiry

Following conceptual exploration, students refine the focus of their investigation to ensure that the topic is:

- Clearly defined
- Academically appropriate
- Manageable within the scope of a 4,000-word essay

Students may need to narrow or adjust their topic as they gain a deeper understanding of the subject area.



5. Development of the Research Question

The topic exploration process culminates in the formulation of a focused research question. The research question must:

- Be specific and clearly articulated
- Allow for analytical investigation
- Be answerable within the 4,000-word limit of the Extended Essay

Students are encouraged to remain flexible and may refine their research question as their research progresses and new insights emerge.

6. Deepening Subject Understanding

Before proceeding to full research, students undertake a deeper exploration of the subject area to strengthen their understanding of relevant concepts, methods, and debates within the discipline. This preparation ensures that the research question is grounded in appropriate academic knowledge.

7. Ongoing Reflection and Adaptation

Throughout the topic selection and research process, students document their thinking in the **Researcher's Reflection Space (RRS)**. This record allows students to reflect on how their ideas evolve, the challenges encountered, and the reasoning behind any adjustments made to their research question.

Students should be prepared to **adapt and refine their research question** as their understanding of the topic develops.

VI. SELECTION AND ORIENTATION OF SUPERVISORS

Extended Essay supervisors are appointed by the DP Coordinator based on:

- Subject expertise
- Teaching experience
- Availability to supervise students



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Once assigned, supervisors are informed through:

- Formal communication from the DP Coordinator
- Extended Essay supervisor briefings
- Access to IB documentation and school EE guidelines

Supervisor orientation includes:

- Review of IB Extended Essay assessment criteria
- Guidance on conducting reflection sessions
- Expectations regarding academic integrity
- Best practices for mentoring students in independent research

VII. SUPPORTING STUDENT REFLECTION

Reflection is a key component of the Extended Essay process.

Supervisors should encourage students to reflect on:

- Their research decisions
- Challenges encountered
- Development of critical thinking skills
- Personal growth during the process

Students should regularly record these reflections in their **Researcher's Reflection Space (RRS)**.



VIII. MONITORING AND REVIEW

The Extended Essay supervision process is monitored by the DP Coordinator and Extended Essay Coordinator to ensure:

- Compliance with IB requirements
- Timely completion of milestones
- Accurate documentation of reflection sessions

This policy will be reviewed periodically to ensure alignment with updates to IB guidelines and best practices in Extended Essay supervision..