



INTERNATIONAL BACCALAUREATE ORGANIZATION

Primary Years Programme

Guide to school application

*Primary Years Programme
Guide to school application*

Published September 2006

© International Baccalaureate Organization 2003, 2006

Organisation du Baccalauréat International
Route des Morillons 15
Grand-Saconnex, Genève
CH-1218
SWITZERLAND

Contents

Introduction	1
Application and authorization	2
The application process	
Programme evaluation	
Criteria and conditions for authorization	6
The head and school administration	8
The PYP coordinator	9
Teaching staff	10
The library/resource centre	11
Documentation checklist	12
Supporting documents to accompany <i>PYP application form part A</i>	
Supporting documents to accompany <i>PYP application form part B</i>	
Supporting documents during the visit	
Timetable for the application process	16
Appendix 1 Classes in the PYP section	18
Appendix 2 Organization of teaching time	19
Appendix 3 PYP staff training	20
Appendix 4 Transdisciplinary units of inquiry	22
Appendix 5 PYP teaching staff and qualifications	23
Appendix 6 Proposed PYP implementation budget	24
Appendix 7 Action plan for implementing the PYP	25

Introduction

This *PYP guide to school application* should be read in conjunction with:

- *PYP application form part A*
- *PYP application form part B*
- *PYP school guide to the authorization visit*
- *Making the PYP happen*
- *Programme standards and practices*
- *IB learner profile booklet*
- *PYP coordinator's handbook*.

Further information can be found in *Schools' guide to the Primary Years Programme* (<http://www.ibo.org>).

We welcome your interest in the International Baccalaureate Organization (IBO) and look forward to working with you as you seek to develop and implement the Primary Years Programme (PYP) at your school.

This document is intended to help you in preparing an application for authorization to offer the PYP. The IBO regional offices are responsible for guiding schools in examining the standards, principles and practices of the PYP and in implementing the programme. Any request for information or guidance should be directed to the appropriate regional office.

All schools wishing to offer the PYP are required to abide by the regulations, criteria and conditions stated in the three documents below:

- *Application procedure for candidate schools*
- *Rules for authorized schools: Primary Years Programme*
- *General regulations: Primary Years Programme*.

Official authorization to offer the PYP will be subject to the process described in this guide and to an authorization visit by an IBO visiting team. A school may not advertise itself as an IB World School authorized to offer the PYP until it has received official IBO authorization.

Application and authorization

This *PYP guide to school application* indicates the specific areas of a school's operation directly affected by the introduction of the PYP. The guide outlines:

- the issues that need to be addressed by a school proposing to implement the programme
- a timetable for implementation of the programme in a school
- a list of the documentation that must support the application for authorization.

A companion document, the *PYP school guide to the authorization visit*, provides details of the aims, processes and possible outcomes of the authorization visit.

The application process

The application process has three phases.

- A feasibility study, including identification of resources, leading to the filing of *PYP application form part A* with the regional office
- A trial implementation period as a candidate school, leading to the filing of *PYP application form part B* with the regional office
- A school visit by an IBO visiting team

Consideration phase: feasibility study and identification of resources

During phase one of the application process, the school examines the PYP philosophy and curriculum, together with the programme standards and practices, to determine how they may be interpreted and applied in the school, and how the needs of the students may be met. A thorough feasibility study should be conducted on the possible consequences of implementing the programme. The IBO regional offices provide information and guidance in this process. As part of the feasibility study, and in order to examine the programme in depth, it is essential that schools obtain the relevant PYP publications. These are available from the sales and marketing department of the International Baccalaureate Curriculum and Assessment Centre (IBCA), Cardiff, UK. Further curriculum material can be obtained from your regional office. The IBO web site at <http://www.ibo.org> provides a list of publications, along with information on how to order online from the IB store.

Introductory seminars and training workshops, organized by the IBO regional offices, also offer important information on the programme and, on the recommendation of the regional office, schools can contact or visit authorized schools in their region.

This consideration phase is expected to take at least six months, during which time support should be obtained from teachers, the head of school, the board, administrators and parents. Should the school decide to adopt the PYP, it is expected, at this stage, to designate the future PYP coordinator, to plan the implementation of the programme and to initiate training for the PYP coordinator and teachers. All teachers, including the PYP coordinator, must undertake IBO-approved training, and the primary school principal must receive introductory training.

Schools will then prepare and collate the materials needed to accompany the application. The school submits the following material to the regional office.

- Completed *PYP application form part A*
- Application fee
- The required supporting documentation

Note: The PYP application forms and appendices should be completed electronically and returned to the appropriate regional office. In consultation with the regional office, any supporting documentation should be supplied on CD-Rom(s) wherever possible. Where this is not possible, hard copies of the documents should be provided. Please ensure that the school is clearly identified in all correspondence.

Candidate phase: trial implementation period

Once a school has received authorization from the regional office to implement the PYP as a candidate school, the school must continue its preparation to deliver the programme. This phase will involve putting in place all the necessary processes and resources to deliver the PYP, including teacher training, curriculum development, and providing opportunities for teachers to plan collaboratively for both the horizontal and vertical articulation of the curriculum. All candidate schools are required to teach the programme for at least one year on a trial basis, with appropriate guidance from the regional office, before the *PYP application form part B* is submitted.

Important guidance for implementing the PYP can be found in *Making the PYP happen* and the *PYP coordinator's handbook*. Regular contact should be maintained with the appropriate regional office. At this stage, schools are offered access to the IBO online curriculum centre (OCC). This provides teachers with guidance and offers opportunities for online discussion with PYP colleagues.

A pre-authorization consultation school visit is required and may occur during this phase or the final phase. The timing of this visit is at the discretion of the appropriate regional office, but in consultation with the school.

Final phase: school visit by an IBO visiting team

After implementing the programme as a candidate school for at least one year, the school submits the completed *PYP application form part B*, the application fee and the required supporting documentation to the regional office. On completion of a favourable review of the submitted application, the regional office arranges an authorization visit by an IBO visiting team.

The authorization visit is intended to ensure that the candidate school is genuinely committed to the pursuit of excellence in international education and, in particular, to the philosophy of the PYP. The IBO visiting team also ascertains the school's preparedness to offer the programme and verifies that the school's planning has been both systematic and comprehensive.

The purpose of the authorization visit, more generally, is **not** to appraise or assess individual teachers or administrators. Rather, it is to ensure that the educational principles and standards on which the PYP is founded will be maintained and furthered by candidate schools.

The candidate school benefits from the advice of the IBO visiting team and receives feedback on its plans for implementation, while the visiting team gathers information about the school's commitment to, and ability to offer, the PYP. The *PYP school guide to the authorization visit* describes this process in more detail.

Decision on authorization

After the visit, the visiting team produces a report and this is sent to the regional office. The authorization visit report makes a series of professional judgments about the preparedness of the school to offer all aspects of the PYP and, where necessary, indicates any matters to be addressed. The regional director then makes a recommendation to the IBO director general who will make the final decision and notify the school directly. In some regions, a committee is established to review the application and the report on the school visit, and to determine a formal recommendation to the IBO director general.

Authorization to teach an IB programme may be **granted** or **denied** by the IBO director general (see articles 11–15 of *Application procedure for candidate schools*).

Authorization is **postponed** if there are significant issues to attend to that may involve major changes, but it is obvious that the school is committed and has a specific plan in place to accommodate the deficiencies. Upon fulfillment of the necessary conditions, the school is required to submit, by a specified date, an extensive report to the appropriate regional office, and in some cases a return visit, at the school's expense, will be scheduled. If the IBO is satisfied that the conditions have been successfully met, authorization is granted.

The letter from the IBO director general may notify the school of any matters to be addressed within a specified timetable. These aspects must be addressed to the satisfaction of the regional office, by a specified date, or a school's authorization status will be put at risk and the withdrawal procedure (see article 9 of *Rules for authorized schools*) will be put into effect.

Authorized schools are also expected to submit a response to any recommendations, communicated to the school by the regional office, in connection with the authorization visit and to demonstrate an ongoing commitment to professional development.

An annual subscription fee is payable by all authorized schools.

A timetable for the authorization process is provided at the end of this document. Further information can be obtained, on request, from the IBO regional offices.

Programme evaluation

Authorized schools, also known as IB World Schools, are subject to a regular ongoing process of programme evaluation. The first programme evaluation visit, organized by the regional office, normally takes place three years after authorization has been granted and every five years thereafter. The process involves a thorough self-study by the school as well as a visit by an IBO visiting team.

The programme evaluation visit and report are based on the following programme standards. All authorized schools are expected to work towards achieving these standards as they continue to implement and develop the PYP. The purpose of programme evaluation is not to reauthorize a school; like the authorization process, the programme evaluation process aims to provide advice to the school and to ensure that the educational principles and standards on which the PYP is founded are maintained and developed by the school.

Philosophy

Standard A1

There is close alignment between the educational beliefs and values of the school and those of the programme.

Standard A2

The school promotes international-mindedness on the part of the adults and the children in the school community.

Organization

Standard B1

The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.

Curriculum

Standard C1

A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community.

Standard C2

The school has implemented a system through which all teachers plan and reflect in collaborative teams.

Standard C3

Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.

Standard C4

There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.

The student

Standard D1

Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.

Standard D2

In the final year of the programme, all students complete a programme-specific project (the PYP exhibition) that allows them to demonstrate a consolidation of their learning.

Criteria and conditions for authorization

These criteria and conditions apply to the Primary Years Programme and are supplementary to those outlined in the legal document *Rules for authorized schools*. (Please also refer to articles 3, 5 and 6 of *Application procedure for candidate schools*.)

1. Primary Years Programme (PYP) candidate schools shall accept and promote:
 - a) the importance of subject and transdisciplinary inquiry in the PYP as a means to student learning
 - b) the commitment to achieving a balance between the search for meaning and understanding, and the acquisition of essential skills and knowledge
 - c) the emphasis given to the overall development of students as expressed in the *IB learner profile booklet* and through the IBO's mission statement
 - d) the involvement in IBO-approved PYP training and other relevant professional development for PYP teachers, coordinators and heads of schools.
2. Schools shall demonstrate to the IBO that they will have the required teaching faculty, administrative staff and other resources with which to implement the PYP successfully. Since the IBO is conscious of the vast disparities in resources available to schools in different parts of the world, agreement on this issue shall be a matter of consultation and guidance, if necessary over an extended period of preparation. Any matters to be addressed noted at the time of application will be explained in writing by the IBO and a timetable for their correction will be agreed upon.
3. Schools shall demonstrate their legal status and financial viability on the basis of appropriate documentation. Schools may be asked to furnish proof to the IBO that their application to participate in the PYP has the approval of their local, regional or national authorities.
4. Schools shall formally agree to bind themselves to full acceptance of all IBO requirements encompassing the effective conduct of the PYP, with particular attention to curriculum development within the framework provided, the appointment of a PYP coordinator and the prompt payment of all fees and other charges as billed.
5. Schools shall be open to visits from members of the IBO administration or their delegates to advise and to review programme performance: a written report will be sent to the school. Evaluation of a school's programme by the IBO is mandatory and will be carried out three years after authorization to teach the PYP has been granted, and at regular intervals of five years thereafter.
6. Each school, or campus of a school that is located on two or more sites, is admitted as a separate entity. This policy is reflected in the payment of all fees. See article 5 of *Application procedure for candidate schools* for exceptions to this rule. Schools are authorized to teach their own students only.
7. Schools participating in the PYP shall be committed to the promotion of international understanding through education as expressed by the objectives in *Making the PYP happen* and as expressed by the IBO's mission statement. The IBO will also take into consideration factors that include:
 - the extent to which plans are in place for the school to achieve the standards and practices of the programme
 - the degree to which the teaching and learning at the school supports students in developing the attributes listed in the *IB learner profile booklet*
 - how the school's organizational structure supports the implementation of the programme and philosophy of the IBO

- what the school can bring to its own community and to that of the IBO
 - the school's relationship with other schools in the local community.
8. New schools should normally have been in existence for at least three years before they can be authorized to offer the PYP.

The IBO reserves the right to deny authorization to any school whose philosophy, policies, standards or practices are judged to be inconsistent with those of the IBO.

Authorization to offer the Primary Years Programme may be withdrawn if the IBO is not satisfied that the PYP is being implemented within its pedagogical and administrative guidelines. In all such instances, due consideration shall be given to protect the interests of students already enrolled in the PYP.

Only authorized schools are entitled to use the IB World School logo, or advertise themselves as an IB World School, and only in connection with the IB programme(s) they have been authorized to teach.

The head and school administration

The head and school administration must ensure that:

- the school endorses the philosophy, standards and practices, and principles of the PYP
- the philosophy and objectives of the school are compatible with the philosophy and objectives of the PYP and they promote international-mindedness
- international-mindedness permeates the implementation of the PYP in the school
- a formal decision with regard to the adoption of the PYP has been taken by the governing body
- there is an action plan for the implementation of the PYP
- a professional development plan is in place to support the PYP
- the head of school is actively supportive of the PYP and is involved at an appropriate level to ensure its success
- adequate time is available for the collaborative planning necessary to implement the PYP
- a PYP coordinator is appointed, with responsibility for leadership across all years of the programme, a clearly formulated job description and sufficient time to carry out his or her responsibilities
- the PYP coordinator is appropriately trained in the programme to be able to carry out his or her responsibilities
- the school literature, advertisements and promotional activities accurately reflect the PYP and the school's participation/standing in the programme
- the qualifications and experience of all teaching staff are appropriate for the successful implementation of the programme
- appropriate provision is made for the orientation and training of existing and new staff members to acquaint them with:
 - the IBO's mission statement
 - the aims and objectives, and nature of the PYP in general
 - the *Programme standards and practices*
 - the *IB learner profile booklet*
 - the implementation of the programme within the candidate school
- sufficient funds are available for the purchase of necessary resources to implement the PYP as effectively as possible and for staff to receive appropriate IBO-approved professional development
- there is a whole-school approach to curriculum planning that includes a commitment to collaborative planning with the appropriate adjustments to workloads and scheduling
- appropriate and safe facilities, equipment and materials are readily available to support the programme
- plans are made for the organization of the PYP exhibition, which takes place annually after the point of authorization
- an ongoing process of programme review takes place within the school to ensure adequate preparation for regular programme evaluation visits by the IBO.

Please refer to *Making the PYP happen* and supporting PYP curriculum documents for more guidance on the requirements for delivery of the PYP.

The PYP coordinator

The PYP coordinator must ensure that:

- he/she is fully conversant with all PYP publications
- all PYP publications are available to all teaching staff
- PYP teaching staff receive ongoing training in the delivery of the programme
- teachers are kept informed of relevant correspondence received from the IBO
- all regulations, set by the IBO, concerning programmes and procedures are carried out properly, and all deadlines are met
- international-mindedness permeates the implementation of the PYP in the school
- appropriate guidance and support are given to staff to implement the programme (for example, developing a programme of inquiry, use of the PYP planner, use of an appropriate diversity of assessment strategies)
- sufficient resources are organized and managed within the school and identified within the local community for the implementation of the PYP, including students undertaking both collaborative and independent inquiry
- after the point of authorization, teachers and students are provided with guidance concerning the PYP exhibition
- all PYP teachers are issued with passwords to access the OCC.

Please refer to the *PYP coordinator's handbook* for more guidance on the role and responsibilities of the PYP coordinator.

Teaching staff

The teaching staff must ensure that:

- they are familiar with:
 - the IBO mission statement
 - the standards and practices of the programme
 - the contents of the *IB learner profile booklet*
- they have read the relevant PYP documentation
- they keep up-to-date with developments in curriculum and methodology relevant to the age of their students
- they support the philosophy of the PYP and are committed to an inquiry-based approach to teaching and learning
- they attend appropriate training sessions and receive support in the implementation of the PYP
- they use their scheduled meeting time for collaborative planning and reflection
- they select and maintain appropriate materials and equipment (books, newspapers and magazines, computer hardware and software, audio-visual equipment, apparatus etc.) in sufficient quantity to facilitate the implementation of the aims and objectives of the PYP
- PYP objectives are clearly addressed in schools where the PYP is to be delivered simultaneously with other programmes, for example, national programmes
- the explicit expectations of the PYP are transparent to the school community
- they visit the OCC in order to:
 - obtain information and support
 - participate in online activities.

Please refer to *Making the PYP happen* for more guidance on the role and responsibilities of a PYP teacher.

The library/resource centre

The school management and the library/resource centre staff must ensure that:

- the library/resource centre programme is designed to serve the requirements of the PYP
- the library/resource centre facilitates both student and staff use
- library/resource centre staff have appropriate training in library/resource centre management and are aware of new developments and resources
- library/resource centre staff and PYP teachers collaborate effectively in planning for the needs of the PYP
- the collection of books, periodicals and reference materials, including material reflecting different cultures, perspectives and languages, meets the needs of the PYP
- the library/resource centre contains books, resources and periodicals in the mother tongue language(s) of students in the school
- there is an annual library/resource centre budget that provides for the maintenance of, and additions to, the library/resource centre's collection and equipment
- a proportion of the library/resource centre collection is devoted to books and periodicals for the professional support and education of the teaching staff
- audio-visual equipment is sufficient in quantity, appropriate in type, in good repair and readily available so as to be of effective use
- students and staff have access to documentation made available through information technology
- Internet access is available for reference purposes
- the library/resource centre has a central role in the implementation of the PYP by facilitating both student and adult inquiry.

Documentation checklist

Note: The PYP application forms and appendices should be completed electronically and returned to the appropriate regional office. In consultation with the regional office, any supporting documentation should be supplied on CD-Rom(s) wherever possible. Where this is not possible, hard copies of the documents should be provided. Please ensure that the school is clearly identified in all correspondence.

Supporting documents to accompany *PYP application form part A*

For the *PYP application form part A* to be considered complete, it must be accompanied by an original set, and appropriate number of copies (as specified by the regional office), of the supporting documents listed below. This condition also applies to information sent on CD-Rom(s). Please consult with the appropriate regional office when compiling your application. If any items are not available or applicable, please submit an explanation. The deadlines vary, and the regional office will be pleased to supply its schedule and any additional information that may be appropriate.

School presentation

- Completed *PYP application form part A* and any additional information requested on the form**
- Proof of payment of non-refundable fee**
Please see the fee schedule for your region. This can be obtained from your regional office.
- Proof of purchase of PYP documentation**
- Description of the legal terms under which the school has been authorized or accredited by the local authorities**
Please attach a copy of the original documentation, translated and certified, if applicable.
- Copy of the policy decision to implement the programme, as taken by the governing body**
- Educational philosophy or mission statement of the school**
- School brochure and general information document**
- A budget showing how the implementation and development of the PYP will be funded**

Please complete appendix 6 of the *PYP application form part A*.

Organization

- Organization of classes in the PYP section**
Please complete appendix 1 of the *PYP application form part A*.
- Organization of teaching time**
Please complete appendix 2 of the *PYP application form part A*.

- Teaching staff**
 - PYP professional development undertaken during the previous two years: please complete appendix 3 of the *PYP application form part A*.
 - A list of all teachers scheduled to teach the PYP: please state teacher qualifications and experience by completing appendix 5 of the *PYP application form part A*.
- A three-year action plan for implementation of the PYP.**
Please complete appendix 7 of the *PYP application form part A*.

Supporting documents to accompany *PYP application form part B*

For the *PYP application form part B* to be considered complete, it must be accompanied by an original set, and an appropriate number of copies (as specified by the regional office), of the supporting documents listed below. This condition also applies when documentation is sent on CD-Rom(s). Please consult with the appropriate regional office when compiling your application. If any items are not available or applicable, please submit an explanation. The deadlines vary, and the regional office will be pleased to supply its schedule and any additional information that may be appropriate.

School presentation

- Completed *PYP application form part B* and any additional information requested on the form**
- Proof of payment of non-refundable fee**
Please see the fee schedule for your region. This can be obtained from your regional office.
- Letters indicating financial and philosophical support for the PYP from:**
 - the head of school
 - the superintendent of the school board (where applicable)
 - the president/chair of the governing body of the school.
- Composition of the governing body of the school**
- The school's admission policy or parent handbook**
- Copies of all promotional literature produced by the school concerning the implementation of the PYP**
- Updated budget showing how the development of the PYP will be funded**
Please complete appendix 6 of the *PYP application form part B*.

Organization

- School organizational chart**
This should show staff responsibilities and reporting lines.
- Organization of classes in the PYP section**
Please complete appendix 1 of the *PYP application form part B*.
- Organization of teaching time**
Please complete appendix 2 of the *PYP application form part B*.

- Teaching staff**
 - PYP professional development undertaken during the previous three years, and planned for the next academic year: please complete appendix 3 of the *PYP application form part B*.
 - A list of all teachers scheduled to teach the PYP: please state teacher qualifications and experience by completing appendix 5 of the *PYP application form part B*.
- Details of the transdisciplinary units of inquiry taught in the last school year**

Please complete appendix 4 of the *PYP application form part B*.
- Updated three-year action plan for implementation of the PYP**

Please complete appendix 7 of the *PYP application form part B*.
- Job description and time allocation of the PYP coordinator**

Please include any other responsibilities he/she may have.
- Job description of the primary school principal**
- Information on school services**

Please provide information on services such as counselling, support programmes (for example, special educational needs, additional language support).
- Sample class schedules**

Please include one per year/grade level.
- Curriculum documents**
 - The PYP programme of inquiry: at the time of the authorization visit this may represent work in progress.
 - Unit planners: please provide three completed unit planners (stages 1–6) for each year/grade level.
- Information about the school’s assessment, recording and reporting policies/strategies**

Please include examples of school reports to parents.
- Information on the ways teaching staff report on student performance in the areas defined by the IB learner profile**

Note: You may provide the IBO visiting team with further documents that you may consider useful for the purposes of this application, for example, scope and sequence documents. However, these documents should not be sent ahead of the visit.

Supporting documents during the visit

The following should be made available in the room set aside for the use of the IBO visiting team. Please refer to the *PYP school guide to the authorization visit* for more details.

- A full set of the application documents as submitted to the regional office**
- Samples of work completed by students**

This should be work completed during the trial implementation phase of the PYP, including student reflections and portfolios.
- A current version of the school's programme of inquiry**
- Updated and newly developed transdisciplinary units of inquiry for each year/grade level**
- Unit planners for each year/grade level**
- Subject-specific scope and sequence documents**
- Samples of completed report cards**
- Any policies/essential agreements regarding the implementation of the programme you may have adopted or developed, if appropriate**

Timetable for the application process

The IBO must officially authorize any school wishing to offer the Primary Years Programme to its students. Authorization is granted to schools that successfully complete the application process, by which schools present detailed plans and evidence that they are prepared and equipped to offer the PYP. This application process has three phases, the duration of which may vary slightly from region to region. If successful, the application process results in the authorization of the school.

	DESCRIPTION	TIME REQUIRED	REQUIRED ACTIVITIES DURING THIS PHASE
Phase 1 Consideration phase: feasibility study and identification of resources	<p>Phase 1 begins with the first contact with the regional office, continues through the various listed activities, and concludes with the school making an informed decision to pursue an application.</p> <p>The school sends the <i>PYP application form part A</i>, supporting documentation and application fee to the regional office to request candidate school status and to start implementing the programme on a trial basis.</p>	<p>At least 6 months, usually longer</p>	<ul style="list-style-type: none"> • Order relevant publications from sales and marketing department, IBCA. • Head of school/primary principal/others attend PYP introductory workshop. • Identify potential PYP coordinator. • Gain support from district superintendent, board of governors, head of school, teachers, parents (as applicable). • Start training activities. • Develop curriculum documentation for the trial implementation period. • After consultation with the regional office, visit an IB World School authorized to offer the PYP. • Submit <i>PYP application form part A</i> and supporting documents.
Phase 2 Candidate phase: trial implementation period	<p>This phase assumes that there is an understanding of the requirements of the programme and a positive commitment to seek authorization.</p> <p>The school develops and implements a school-wide programme of inquiry with corresponding curriculum documents.</p> <p>This phase involves the preparation of the <i>PYP application form part B</i> and required supporting documentation.</p> <p>A pre-authorization consultation visit by representative(s) of the IBO is required and may occur during this phase.</p>	<p>1–2 years</p>	<ul style="list-style-type: none"> • PYP coordinator/teachers/others attend PYP regional workshops or the school hosts an in-school workshop with IBO-approved trainers. • Engage with inquiry across the curriculum and develop programme of inquiry. • Continue to develop appropriate curriculum documents to support the implementation of the programme. • Prepare application materials using this guide and the <i>PYP school guide to the authorization visit</i>. • A pre-authorization/consultation visit may take place (at the discretion of the regional office).

<p>Phase 3 Final phase: school visit by an IBO visiting team</p>	<p>This phase involves the submission of <i>PYP application form part B</i>, the required supporting documentation and the application fee.</p> <p>A pre-authorization/consultation visit may occur during this visit. An authorization visit is carried out by an IBO visiting team.</p>	<p>In the second or third year after candidate status has been granted</p>	<ul style="list-style-type: none"> • Submit <i>PYP application form part B</i>. • Completed application package is reviewed by the regional office. • A pre-authorization/consultation visit may take place (at the discretion of the regional office). • Authorization visit by IBO visiting team. • Visiting team's report submitted to the regional office, reviewed and sent to the IBO director general for final decision.
<p>Authorization</p>	<p>The authorized school is granted permission to offer the PYP and is able to use the IB World School logo.</p> <p>Programme evaluation occurs three years after authorization and every five years thereafter.</p>		<ul style="list-style-type: none"> • Submit report to the regional office in response to matters to be addressed and recommendations arising from authorization visit. • Demonstrate an ongoing commitment to professional development. • Continue curriculum development and implement action plan.

Appendix 2 Organization of teaching time

Year/grade	Total teaching time in hours per week/cycle*	% of teaching time with classroom/homeroom teacher	% of teaching time with single-subject teachers	Other (assemblies, special events)
3–4 years				
4–5 years				
5–6 years				
6–7 years				
7–8 years				
8–9 years				
9–10 years				
10–11 years				
11–12 years				

* Please indicate length of cycle.

Appendix 3 PYP staff training

Please indicate what IBO-approved PYP professional development and training your teaching staff have received. We are also interested in which teachers, if any, have visited IB World Schools authorized to offer the PYP. Please indicate this below.

	Name	Regional workshops: place/date/ number of days	In-school workshops: date/number of days	IB World School visits: place/date
Head of school/ primary school principal				
Coordinator				
Year/grade 3–4 years				
Year/grade 4–5 years				
Year/grade 5–6 years				
Year/grade 6–7 years				
Year/grade 7–8 years				
Year/grade 8–9 years				
Year/grade 9–10 years				
Year/grade 10–11 years				
Year/grade 11–12 years				

	Name	Regional workshops: place/date/ number of days	In-school workshops: date/number of days	IB World School visits: place/date
Arts (please specify)				
Physical education				
Library/resource centre staff				
Others (administrators, counsellors, etc.)				

Intended professional development over the next year:

Appendix 4 Transdisciplinary units of inquiry

Age of students	Number and title of units of inquiry taught	Teaching staff involved in planning the units
3–4 years		
4–5 years		
5–6 years		
6–7 years		
7–8 years		
8–9 years		
9–10 years		
10–11 years		
11–12 years		

Appendix 6 Proposed PYP implementation budget

	Consideration phase	Candidate phase (at least one year)	Post-authorization year 1	Post-authorization year 2	Post-authorization year 3
Application fee					
Annual fee					
Resources:					
Library/ resource centre					
Classrooms					
Other teaching facilities					
Professional development:					
Regional workshops					
In-school workshops					
Visits to IB World Schools					
Other					
Other expenses					
TOTAL					

Appendix 7 Action plan for implementing the PYP

Goal	Strategies	Date to be achieved	Person/group responsible for achieving the goal	Evidence of achievement of, or progress towards, the goal