

Application for authorization

For use from January 2017



International Baccalaureate®
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Application for authorization

For use from January 2017

Beginning in 2017, the Application for authorization will be completed online at <http://myschool.ibo.org>.

This document reflects the content of the online application; it is provided only as a reference.

Primary Years Programme (PYP)
Application for authorization

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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.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Note: The My School system will access previously provided information wherever possible throughout the *Application for authorization*, displaying the school's answers to questions which were previously asked in the *Application for candidacy*. The school should review these answers and update them as necessary. If nothing has changed, the school should simply leave the previous answers as they appear and move on to the next question.

Profile review

Please review your School profile information in My School and make any necessary changes.

School and community description

Please review the school and community information you provided in the *Application for candidacy* and make any necessary changes.

Programme information

Please review the programme information you provided in the *Application for candidacy* and make any necessary changes.

Standard A: Philosophy

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

Practice A1: The school's published statements of mission and philosophy align with those of the IB.

1. Please provide the school's current mission statement. [250 words]
2. To what extent does the school mission statement currently align with the IB mission statement?
 - ☐ Completely
 - ☐ Partially
 - ☐ Needs revision
3. In the period since the submission of the *Application for candidacy*, has the school made any changes to its mission statement to align it with the IB mission statement?
 - ☐ Yes
 - ☐ No
 - a. If so, how did the process of refinement take place and who was involved? [250 words]
4. To what extent does your school's educational philosophy align with that of the IB?
 - ☐ Completely
 - ☐ Partially
 - ☐ Needs revision

5. In the period since the submission of the *Application for candidacy*, has the school made any changes to its educational philosophy to align it with that of the IB?

☐ Yes

☐ No

- a. If so, how did the process take place and who was involved? [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice A2: The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

The IB will evaluate this practice by reviewing information gathered under practice A3, the action plan and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice A3: The school community demonstrates an understanding of, and commitment to, the programme(s).

During the candidacy phase, the school will have continued its efforts to inform its community about the programme and gain the support of key stakeholders.

1. Please use the chart below to provide information on the efforts the school has made during candidacy and the outcomes of those efforts.

Group	Actions taken	Major outcomes
Governing body		
Local educational authority		
Parents		
Pedagogical leadership team		
Teachers and staff members		
Others (indicate group)		

2. Provide any additional information on the school's efforts to inform its community and gain support for the programme. [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement A3.a: The values of the PYP as indicated in the curriculum documents have an explicit impact on decision-making and functioning of the school.

The IB will evaluate this requirement by reviewing the school brochure and the school website, and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement A3.b: The school as a community of learners is committed to a collaborative approach to curriculum development.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement A3.c: The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement A3.d: The school is committed to the PYP as the framework for all planning, teaching and learning across the curriculum.

The IB will evaluate this requirement by reviewing unit planners, the programme of inquiry and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement A3.e: The school demonstrates a commitment to transdisciplinary learning.

The IB will evaluate this requirement by reviewing unit planners, the programme of inquiry and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Practice A4: The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

The IB will evaluate this practice by reviewing the school brochure and school website, the PYP planner and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice A5: The school promotes responsible action within and beyond the school community.

1. Indicate interactions the school and its students currently have with the surrounding community. (Choose all that apply.)

- ☐ School facilities/resources available for community use
- ☐ Direct community financial support for school (e.g. school fundraising, grants, donations, not including taxes or standard fees)
- ☐ Community facilities support school activities
- ☐ School has cooperative relationships with community businesses, clubs or other educational institutions
- ☐ The school community participates in service efforts
- ☐ The school community participates in local community events
- ☐ The school invites community members to volunteer at the school
- ☐ The school and community have no interaction
- ☐ Other

The IB will also evaluate this practice by reviewing unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice A6: The school promotes open communication based on understanding and respect.

The IB will evaluate this practice by reviewing information gathered under practices A3 and B2.4, and during the verification visit.

Practice A7: The school places importance on language learning, including mother tongue, host country language and other languages.

The IB will evaluate this practice by reviewing information gathered under requirements A7.a and A7.b.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement A7.a: The school makes 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.

1. What languages are taught in the school? [250 words]

2. Identify at what age languages are introduced to students. [250 words]

Please indicate your current assessment of how your school meets this requirement.

- ☐ In progress ☐ In place ☐ Not in place

Requirement A7.b: The school supports mother tongue and host country language learning.

The IB will evaluate this requirement by reviewing information gathered under requirement B1.5.a, the language policy and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

- ☐ In progress ☐ In place ☐ Not in place

Practice A8: The school participates in the IB world community.

1. To what extent do staff use the IB's online curriculum resources? [250 words]

Please indicate your current assessment of how your school meets this practice.

- ☐ In progress ☐ In place ☐ Not in place

Practice A9: The school supports access for students to the IB programme(s) and philosophy.

The IB will evaluate this practice by reviewing information gathered in the PYP structure chart, requirement A9.a and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

- ☐ In progress ☐ In place ☐ Not in place

Requirement A9.a: The school implements the PYP as an inclusive programme for all students.

The PYP is an inclusive programme for all students. All students aged 3 to 12 years old in all grades/year levels in the school should be engaged in the PYP.

1. Will students have to meet admissions or selection criteria to be enrolled in the school?

- ☐ Yes ☐ No

- a. If so, describe the admissions/selection policy that will determine enrollment in the school. [250 words]

The IB will also review information provided in the Programme information section.

Please indicate your current assessment of how your school meets this requirement.

- ☐ In progress ☐ In place ☐ Not in place

Standard B: Organization

Standard B1: Leadership and structure

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

Practice B1.1: The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

1. Please explain how new members of the governing body have been informed about the programme. [250 words]

Please indicate your current assessment of how your school meets this practice.

- ☐ In progress ☐ In place ☐ Not in place

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

In the period since the submission of the *Application for candidacy*, have there been changes in the membership, nature or responsibilities of the school's governing body?

- ☐ Yes ☐ No

If so, the following questions will be asked to allow the school to update the information it has provided on its governing body.

1. What type of governance body or educational authority has oversight for the school?

- ☐ Governmental/state/ministry of education
☐ Board of directors/trustees/governors
☐ School board/board of education/local education agency
☐ Diocesan/parish/other faith-based governance body
☐ Owner-defined governance body
☐ Company/corporation
☐ School council/advisory committee
☐ None
☐ Other (please describe) [100 words]

2. Briefly describe the school's governance body or educational authority. [250 words]

- a. How is the school's governing body or educational authority formed?

- ☐ Publicly elected
☐ Appointed by elected official/body

- ☐ Appointed by owner(s)
- ☐ Comprised of owner(s)
- ☐ Do not know
- ☐ Other

- b. Briefly explain the areas over which the governing body or educational authority has direct authority at the school. [250 words]
3. Describe how the pedagogical leadership team will work together to lead the implementation of the programme. [250 words]
 - a. Have there been any changes in the pedagogical leadership team since the school was recognized as a candidate school?

☐ Yes
☐ No
 - b. If so, describe the process for inducting new members of the pedagogical leadership team. [250 words]
4. Who will be responsible for recruiting programme staff at the school? [250 words]
5. Briefly describe any challenges the school faces in recruiting and/or retaining staff, including the plans in place to address these challenges. [250 words]

Please indicate your current assessment of how your school meets this practice.

- ☐ In progress
☐ In place
☐ Not in place

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

The IB will evaluate this requirement by reviewing information gathered under practice B1.2, the job descriptions of the PYP coordinator and primary school principal, the school organization chart and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

- ☐ In progress
☐ In place
☐ Not in place

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

The IB will evaluate this requirement by reviewing information gathered under practice B1.2, the job description of the PYP coordinator and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

- ☐ In progress
☐ In place
☐ Not in place

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

The IB will evaluate this practice by reviewing information gathered under practice B1.2, the job description of the programme coordinator, the organization chart and during the verification visit.

1. If the information provided about the school staff indicates that there is an absence of a common language among staff, the following question will be asked: How will the pedagogical leadership team ensure consistent implementation and development of the programme? [250 words]
2. If the information provided about the school indicates that at least one language of instruction in the school is different from the IB working languages, the following question will be asked: How will the pedagogical leadership team ensure consistent implementation and development of the programme? [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice 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.

Please update the information you provided in the *Application for candidacy*.

1. What percentage of the programme coordinator's weekly schedule will be devoted to IB coordinator responsibilities?
2. Programme coordinator time allocation

Duty	% of weekly time
Programme coordination	[% of weekly time]
Other (indicate duty)	[% of weekly time]
Other (indicate duty)	[% of weekly time]
Total	[Total of % entered above]

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

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

The IB will evaluate this practice by reviewing information gathered under requirements B1.5.a and B1.5.b.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

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

1. Describe the process by which the school's language policy was, or will be, developed, implemented and revised. [250 words]
2. Describe the support the school will provide to students whose most proficient language is not the school's language(s) of instruction.
3. Indicate the provisions the school has or will have to support students' mother tongues, if different from the language(s) of instruction of the school. Indicate whether this support will take place during school time. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

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

1. Describe the process by which the school's assessment policy was developed or revised and implemented. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

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

The IB will consult the action plan to confirm that the school has developed clear plans, accountabilities and timelines regarding the ongoing development of the programme.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice B1.7: The school carries out programme evaluation involving all stakeholders.

As this practice does not need to be in place or in progress at authorization, we have no specific questions on it at this time.

Standard B2: Resources and support

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

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

The IB will evaluate this practice by reviewing the budget chart.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

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

A summary of the school's teaching and administrative staff information will be provided. You may choose to update it in the School staff section in My School.

1. Number of full-time teachers
2. Number of part-time teachers
3. Do all teachers who will be involved in the programme meet the applicable local/regional/national standards for instructional staff?

☐ Yes ☐ No

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

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

The IB will evaluate this practice by reviewing information gathered under practice B2.2, requirement B2.3.a, the action plan and budget chart.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement B2.3.a: The school complies with the IB professional development requirement for the PYP at authorization and at evaluation.

A summary of information the school provided regarding IB professional development for teaching and administrative staff will be provided. If you have not entered professional development information regarding your teachers and administrative staff, you will be asked to update it in the School staff section in My School.

1. Briefly describe the school's plans to induct and provide training for new programme staff hired after authorization. [250 words]

Please indicate your current assessment of how your school meets this requirement.

- ☐ In progress ☐ In place ☐ Not in place

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

1. Please describe the school's current collaborative planning practice. [250 words]

The information that the school provided regarding meetings to support programme implementation, including participants and meeting types, objectives and frequency, will be provided. Schools will have the opportunity to update this information.

Please indicate your current assessment of how your school meets this practice.

- ☐ In progress ☐ In place ☐ Not in place

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

Please describe the information technology facilities PYP students and teachers will have access to and indicate where they are located.

1. Which of the following characteristics describe your school's current approach to the use of technology for learning?

- | | |
|--|----------------|
| <input type="checkbox"/> One-to-one laptop/device for students | |
| <input type="checkbox"/> Shared computers in classrooms throughout the school | # of computers |
| <input type="checkbox"/> Centralized computer facility (facilities) | # of computers |
| <input type="checkbox"/> Shared computers in the library for student use | # of computers |
| <input type="checkbox"/> One-to-one laptop/device for teachers | |
| <input type="checkbox"/> Shared computers for teachers | # of computers |
| <input type="checkbox"/> Interactive whiteboards in classrooms throughout the school | |
| <input type="checkbox"/> Other (please describe): | # of computers |

2. Does the school have consistent access to the internet?

- ☐ Yes ☐ No

3. Does the school have WiFi?

- ☐ Yes ☐ No

4. Please describe any restrictions the school places on student or staff access to WiFi or the internet. [250 words]

5. Please provide or update information on the school facilities and resources that support the implementation of the programme.

Facility or resource	Description of facility/resource	How this facility supports programme implementation	Plans for further development, if any
Physical education/athletics facilities			
Science laboratories			
Visual arts studios			
Specialized facilities			
Music facilities			
Arts performance/exhibition spaces			
Performing arts facilities			
Other facilities/resources			

Please indicate your current assessment of how your school meets this practice.

- ☐ In progress
 ☐ In place
 ☐ Not in place

Practice B2.6: The library/multimedia/resources play a central role in the implementation of the programme(s).

Please describe the physical and/or virtual library and the print, electronic and multimedia resources available at the school by answering the following questions.

- Can students access the library independently?

☐ Yes
 ☐ No
- Can students freely browse and borrow library resources?

☐ Yes
 ☐ No
- During what hours can students access the library? [100 words]
- Does the library have spaces for the students to study independently?

☐ Yes
 ☐ No
- Is the library designed specifically for the age group of the programme?

☐ Yes
 ☐ No

a. If not, who else uses the library? [250 words]

6. Please describe the print, electronic and multimedia resources that PYP students will be able to access, including the total number of each type of resource and the language(s) in which each type of resource is available.

Resource type	Language	Language	Language
Total number of general reference books (per language)			
Total number of non-fiction books (per language)			
Total number of fiction books (per language)			
Total number of print periodicals (per language)			
Total number of online general reference subscriptions (per language)			
Total number of online journals or other virtual publications (per language)			
Additional print, electronic or multimedia resources			

7. How is the library being used as a support for whole-class learning? [250 words]
8. Describe how the library/multimedia centre is managed (include responsibilities of the person who is in charge of the library/multimedia centre, and agreements with other libraries, if applicable). [250 words]
9. Do the classrooms have libraries/resource centres?

☐ Yes ☐ No

a. If so, describe the classroom libraries/resource centres. [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice B2.7: The school ensures access to information on global issues and diverse perspectives.

The IB will evaluate this practice by reviewing information gathered under practices B2.5 and B2.6, and the action plan.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice B2.8: The school provides support for its students with learning and/or special educational needs and support for their teachers.

The IB will evaluate this practice by reviewing information gathered under practice B2.1 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice B2.9: The school has systems in place to guide and counsel students through the programme(s).

The IB will evaluate this practice by reviewing the information gathered under practice B2.2 during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

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

The IB will evaluate this practice by examining the information gathered under requirement B2.10.a.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement B2.10.a: The schedule or timetable allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.

1. Complete or update the organization of teaching time chart.

Year/grade	
Total teaching time in hours per week/cycle	
Length of week/cycle	
Percentage of teaching time with classroom teacher	
Percentage of teaching time with single-subject teachers	
Percentage of teaching time spent on other activities (e.g. assemblies and special events)	

2. Has the school made adjustments to the students' weekly schedule to ensure that it provides adequate time for an in-depth study of each unit of inquiry?

☐ Yes ☐ No

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Practice B2.11: The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

The IB will evaluate this practice by reviewing the action plan and information gathered during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice B2.12: The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project for all students, depending on the programme(s) offered.

This practice is not required to be in place or in progress at authorization and we do not have any questions at this time.

Standard C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

Note: "Collaborative planning and reflection" is used as a single concept as the two processes are interdependent.

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

The IB will evaluate this practice by reviewing information gathered under practice B2.4 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

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

The IB will evaluate this requirement by reviewing information provided under practices B2.2 and B2.4, and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement C1.1.b: Planning at the school makes use of the PYP planner and planning process across the curriculum and by all teachers.

1. The PYP planner is the tool that is to be used by all teachers (as appropriate) as part of their collaborative planning and reflection process. Indicate how the PYP planner is used by teachers to document their teaching outside the programme of inquiry. [250 words]

The IB will evaluate this requirement by reviewing information provided under practices B2.2 and B2.4, and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement C1.1.c: Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.

The IB will evaluate this requirement by reviewing the action plan and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

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

The IB will evaluate this practice by reviewing information provided under practice B2.4 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C1.3: Collaborative planning and reflection addresses vertical and horizontal articulation.

The IB will evaluate this practice by reviewing information provided under practice B2.4 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement C1.3.a: There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement C1.3.b: The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Practice C1.4: Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement C1.4.a: The school provides for easy access to completed PYP planners.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement C1.4.b: The school ensures that PYP planners are coherent records of student learning.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Practice C1.5: Collaborative planning and reflection is based on agreed expectations for student learning.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C1.6: Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C1.7: Collaborative planning and reflection is informed by assessment of student work and learning.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C1.8: Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C1.9: Collaborative planning and reflection addresses the IB learner profile attributes.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

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

1. Will students enrolled in the programme have to fulfill other mandated requirements?

☐ Yes

☐ No

a. If so, indicate which requirements must be fulfilled in each year of the programme.

Requirement name	<input type="checkbox"/> Exam <input type="checkbox"/> Curriculum <input type="checkbox"/> Teaching structure <input type="checkbox"/> Timetable <input type="checkbox"/> Other
PYP year	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

Additional comments [100 words]

- b. If so, please identify programme implementation challenges resulting from these requirements and explain how the school will address those challenges. [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress
 ☐ In place
 ☐ Not in place

Requirement C2.1.a: 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”.

The IB will evaluate this requirement by reviewing the programme of inquiry and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress
 ☐ In place
 ☐ Not in place

Requirement C2.1.b: The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.

The IB will evaluate this requirement by reviewing the programme of inquiry and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress
 ☐ In place
 ☐ Not in place

Requirement C2.1.c: The PYP exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.

As this requirement does not need to be in place or in progress at authorization, we have no specific questions on it at this time.

Requirement C2.1.d: There is documented evidence that the curriculum developed addresses the five essential elements of the PYP.

The IB will evaluate this requirement by reviewing the programme of inquiry, unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Practice C2.2: The written curriculum is available to the school community.

The IB will evaluate this practice by reviewing school publications and the school website, and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C2.3: The written curriculum builds on students' previous learning experiences.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C2.4: The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

The IB will evaluate this practice by reviewing the programme of inquiry, unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement C2.4.a: The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each PYP subject area.

1. Which scope and sequence documents are being used?

☐ Local/national

☐ PYP

☐ Other

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement C2.4.b: The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the PYP scope and sequence documents.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice C2.5: The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C2.6: The written curriculum incorporates relevant experiences for students.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Requirement C2.6.a: The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.

The IB will evaluate this requirement by reviewing the programme of inquiry, unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice C2.7: The written curriculum promotes students' awareness of individual, local, national and world issues.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement C2.7.a: The programme of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.

The IB will evaluate this requirement by reviewing the programme of inquiry, unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Practice C2.8: The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

The IB will evaluate this practice by reviewing the programme of inquiry, unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C2.9: The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

The IB will evaluate this practice by reviewing the programme of inquiry, unit planners, information gathered under practice A8 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement C2.9a: There is a system for regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.

The IB will evaluate this requirement by reviewing information gathered under practice B2.4 and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Practice C2.10: The written curriculum integrates the policies developed by the school to support the programme(s).

The IB will evaluate this practice by reviewing the information gathered under practice B1.5 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C2.11: The written curriculum fosters development of the IB learner profile attributes.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

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

1. What changes to planning for teaching and learning in the school has the implementation of the PYP entailed? [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement C3.1.a: The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement C3.1.b: 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.

The IB will evaluate this requirement by reviewing information gathered under requirement A3.e, practice B1.2, sample class schedules and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement C3.1.c: The school ensures that personal and social education is the responsibility of all teachers.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C3.2: Teaching and learning engages students as inquirers and thinkers.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement C3.2.a: The school ensures that inquiry is used across the curriculum and by all teachers.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Practice C3.3: Teaching and learning builds on what students know and can do.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement C3.3.a: Teaching and learning addresses the competencies, experiences, learning needs and styles of students.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Practice C3.4: Teaching and learning promotes the understanding and practice of academic honesty.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C3.5: Teaching and learning supports students to become actively responsible for their own learning.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C3.6: Teaching and learning addresses human commonality, diversity and multiple perspectives.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C3.7: Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

The IB will evaluate this practice by reviewing information gathered under requirement B1.5.a, the language policy and information gathered during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C3.8: Teaching and learning demonstrates that all teachers are responsible for language development of students.

The IB will evaluate this practice by reviewing information gathered under requirement B1.5.a, the language policy, unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C3.9: Teaching and learning uses a range and variety of strategies.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement C3.10.a: The school provides for grouping and regrouping of students for a variety of learning purposes.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Practice C3.11: Teaching and learning incorporates a range of resources, including information technologies.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C3.12: Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C3.13: Teaching and learning engages students in reflecting on how, what and why they are learning.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C3.14: Teaching and learning fosters a stimulating learning environment based on understanding and respect.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement C3.14.a: The school provides environments in which students work both independently and collaboratively.

The IB will evaluate this requirement by reviewing information gathered under practices B2.5 and B2.6, and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement C3.14.b: Teaching and learning empowers students to take self-initiated action as a result of the learning.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Practice C3.15: Teaching and learning encourages students to demonstrate their learning in a variety of ways.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C3.16: Teaching and learning develops the IB learner profile attributes.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice C4.1: Assessment at the school aligns with the requirements of the programme(s).

The IB will evaluate this practice by reviewing samples of completed report cards and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement C4.1.a: Assessment at the school is integral with planning, teaching and learning.

The IB will evaluate this requirement by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement C4.1.b: Assessment addresses all the essential elements of the programme.

1. Describe how the school currently formatively and summatively assesses student learning and indicate any changes that will need to occur in order to meet PYP assessment principles and practices. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Requirement C4.1.c: The school provides evidence of student learning over time across the curriculum.

The IB will evaluate this requirement during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

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

The IB will evaluate this practice by reviewing the assessment policy and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C4.3: The school uses a range of strategies and tools to assess student learning.

The IB will evaluate this practice by reviewing the assessment policy, unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C4.4: The school provides students with feedback to inform and improve their learning.

The IB will evaluate this practice by reviewing the assessment policy, unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

The IB will evaluate this practice by reviewing the assessment policy, report cards and information gathered under practice C4.6.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C4.6: The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

1. Describe how the school currently reports student achievement to parents and indicate any changes that will need to occur in order to meet PYP reporting requirements. [250 words]

The IB will also evaluate this practice by reviewing the assessment policy, report cards and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement C4.6.a: Student learning and development related to all attributes of the IB learner profile are assessed and reported.

1. Describe how the school reports to parents on the IB learner profile. [250 words]

The IB will also evaluate this requirement by reviewing the information gathered under practice C4.6 and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress

☐ In place

☐ Not in place

Practice C4.7: The school analyses assessment data to inform teaching and learning.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Requirement C4.7.a: The school ensures that students' knowledge and understanding are assessed prior to new learning.

The IB will evaluate this requirement by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

The IB will evaluate this practice by reviewing the unit planners and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress

☐ In place

☐ Not in place

Practice C4.9: The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

This practice is not required to be in place or in progress at authorization and we do not have any questions at this time.

Implementation budget

Please update the school's budgetary information as needed.

Documents

Below you will find a list of some of the documents you submitted with your *Application for candidacy* as well as both required and optional documents to be submitted with your *Application for authorization*.

Documents submitted with the *Application for candidacy*

If there has been a change in the content of any of the documents listed below that were submitted with your *Application for candidacy*, please submit an updated version here. If there has been no change, there is no need to resubmit these documents.

1. Legal status documentation

Documentary confirmation of the legal status of the school and confirmation from the local/provincial/state authorities that the school is recognized as an educational institution, with a certified translation into English, French or Spanish if written in any other language. Translations of official documents should be duly certified.

2. Organization chart

School organization chart showing the pedagogical leadership team (including the Diploma Programme coordinator) and reporting lines.

Required documents to be submitted with the *Application for authorization*

The following documents must be uploaded and submitted with your *Application for authorization*. Your application will not move forward in the authorization process without these documents.

1. School brochure and promotional literature produced by the school concerning the implementation of the PYP

2. Programme coordinator job description

3. Job description of the primary school principal

4. Assessment policy consistent with IB expectations

5. Language policy consistent with IB expectations

6. Sample class schedules

7. PYP programme of inquiry

POI templates can be found on the OCC/the PYP Programme resource centre.

8. Three completed unit planners (stages 1–9) for each year/grade level

Unit planner templates and samples can be found on the OCC/the PYP Programme resource centre.

9. Examples of school reports to parents from three different grade levels

Please be aware that in addition to the documents listed above, the following items should be made available at the time of the verification visit:

- Samples of work completed by students (this should be student work that indicates the process of/progress in learning, includes teacher feedback and student reflection and self-assessment, and reflects learning within and outside of the transdisciplinary programme)
- 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 from outside the programme of inquiry
- Subject-specific scope and sequence documents
- Samples of completed report cards from each grade/year level
- Any policies/essential agreements regarding the implementation of the programme that the school may have adopted or developed, if appropriate

Agreement

Before the school can complete the *Application for authorization*, the appropriate authorities will need to review and electronically sign the following agreement.

Request to the IB Organization for authorization to offer the Primary Years Programme.

On behalf of the above-named school, we request official authorization to offer the Primary Years Programme (PYP) of the IB Organization. Information about the school is supplied on the accompanying application form and documents.

We understand that if, after careful review of this application and the accompanying documentation, the appropriate IB office accepts it, a verification visit to the school will be arranged before a final decision on the authorization process is reached by the Director General.

We confirm again that:

- a. We have read the following documents published on the IB website or purchased from the IB store, made them available to the relevant constituencies of the school and agree to abide by the regulations therein:
 - *Programme standards and practices*
 - *Making the PYP happen: A curriculum framework for international primary education*
 - *Making the PYP happen: Pedagogical leadership in a PYP school*
 - *Rules for candidate schools*
 - *Rules for IB World Schools: Primary Years Programme*
 - *General regulations: Primary Years Programme*
 - *Guide to school authorization: Primary Years Programme*
 - *Rules and policy for use of IB intellectual property*
- b. The school has prepared itself to meet the authorization requirements following the current IB documents published for the purpose of implementing the programme.
- c. The appropriate financial authorities of the school/public school district know of the schedule of Primary Years Programme fees and currency as assigned by the IB and have agreed to their timely payment.
- d. The school will not advertise or otherwise imply that it is authorized to offer the Primary Years Programme. The final decision on the application for authorization is reached by the Director General of the IB Organization after acceptance of the *Application for authorization: Primary Years Programme* and after a verification visit to the school by an IB team has taken place.
- e. The school will only use the IB World School logo if and when the school is authorized to offer the IB Primary Years Programme. No IB logo is available to candidate schools.
- f. We have uploaded the supporting documents as requested in this application.
- g. We agree that this electronic application form, whether signed electronically or not, will be understood by the IB Organization to have been read and endorsed by the head of school, the superintendent of the school (if applicable) and the chair of the governing body (if applicable), without a signed hard copy being necessary.

- h. We understand and accept that any dispute arising from, or in connection with, the *Application for candidacy: Primary Years Programme*, the *Application for authorization: Primary Years Programme*, or any other document relating to the authorization process, shall be finally settled by arbitration, taking place in and in accordance with the rules applicable in Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

We further declare that, to the best of our knowledge, the information given on this form is correct.

Name and title of head of school/principal¹

Signature of head of school/principal

Date

Name and title of superintendent of school/executive head (if applicable)²

Signature of superintendent of school/executive head

Date

Name and title of chair of the governing body³

Signature of chair of the governing body

Date

¹ Head of school (director/principal in some systems) is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.

² Superintendent of school/executive head is the person who has oversight of the group of schools of which the applicant school is a part; such groups might include community or regional school districts or a number of private schools overseen by a central management group.

³ Governing body is the duly constituted individual or group that has the ultimate legal authority to make decisions on behalf of the school.