

Application for candidacy: Career-related Programme

For use from August 2020

SAMPLE

Application for candidacy: Career-related Programme

For use from August 2020

SAMPLE

Application for candidacy: Career-related Programme

Published January 2016

Updated August 2020

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

International Baccalaureate Organization (UK) Ltd
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales CF23 8GL
United Kingdom
Website: ibo.org

© International Baccalaureate Organization 2020

The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

The IB may use a variety of sources in its work and checks information to verify accuracy and authenticity, particularly when using community-based knowledge sources such as Wikipedia. The IB respects the principles of intellectual property and makes strenuous efforts to identify and obtain permission before publication from rights holders of all copyright material used. The IB is grateful for permissions received for material used in this publication and will be pleased to correct any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the IB's prior written permission, or as expressly permitted by the [Rules for use of IB Intellectual Property](#).

IB merchandise and publications can be purchased through the [IB Store](#) (email: sales@ibo.org). Any commercial use of IB publications (whether fee-covered or commercial) by third parties acting in the IB's ecosystem without a formal relationship with the IB (including but not limited to tutoring organizations, professional development providers, educational publishers and operators of curriculum mapping or teacher resource digital platforms etc) is prohibited and requires a subsequent written license from the IB. License requests should be sent to copyright@ibo.org. More information can be obtained on the [IB public website](#).

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.

Introduction

This document reflects the content of the online *Application for candidacy* and is provided only as a reference. To apply for candidacy, schools must complete the online document.

As of August 2020, the *Application for candidacy* has been streamlined to include only questions directly related to the requirements for candidacy. All questions must be answered before the school can submit the application. Interested schools will also be asked to provide information on personnel who will be involved with the programme, on the proposed organization of teaching time, and a projected budget for the first 5 years of programme implementation.

Together, the information provided in the school and programme profiles, the school's answers to the questions included in the *Application for candidacy*, and the documents submitted with the application provide the information the IB needs to decide on the school's request for candidacy.

When schools are ready to apply for authorization, they will provide information and answer questions related to all standards, practices and requirements. The sample *Application for authorization* is available on IBO.org for schools that wish to review it in preparation for the authorization process.

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. [100 words]
2. To what extent does the school mission statement currently align with the IB mission statement?
 - ☐ Completely
 - ☐ Partially
 - ☐ Needs Revision
3. What process did or will the school use to refine the mission statement to further align it with that of the IB? [500 words]
4. To what extent does your school's educational philosophy align with that of the IB?
 - ☐ Completely
 - ☐ Partially
 - ☐ Needs Revision
5. What process did or will the school use to refine its philosophy to further align it with that of the IB? [500 words]

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

The IB will evaluate this practice by reviewing your school Action plan, information gathered under Practice A.3, and during the Verification visit.

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

During the consideration phase, before submitting this Application for candidacy, the school must have conducted a feasibility study, comparing its current practices and policies to those required by the IB for the successful implementation of the Programme.

1. Indicate who led and who was involved in the feasibility study process. [selections to be made from staff/faculty list associated with the school account]
2. Indicate what additional stakeholder groups were involved in the feasibility study. Select all applicable:
 - ☐ Parents
 - ☐ Students
 - ☐ Governing Body
 - ☐ Community members

- ☐ Local education authority
- ☐ Ministry of Education
- ☐ Other (please describe):

3. Briefly describe the feasibility study process the school undertook. [500 words]
4. During the Consideration phase, the school will also have begun its efforts to inform its community about the programme and gain the support of key stakeholders. Please use the chart below to provide information on the efforts the school has made to date and the outcomes of those efforts.

Group	Actions Taken	Major Outcomes
Governing Body	[100 words]	[100 words]
Local Educational Authority	[100 words]	[100 words]
Parents	[100 words]	[100 words]
Pedagogical Leadership Team	[100 words]	[100 words]
Teachers and Staff Members	[100 words]	[100 words]
Others (indicate group)	[100 words]	[100 words]

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

Requirement A9.a. The school promotes access to the CP for students who can benefit from the educational experience it provides.

1. Will the school offer the full IB Career-related Programme?

- ☐ Yes
- ☐ No

Will the Career-related Programme be offered to all students, with some students completing the full Career-related Programme and all students having the opportunity to participate in at least one Diploma Programme subject?

2. How will the school encourage students to take the Career-related Programme? [500 words]

Standard B. Organization

Standard B1. Leadership and structure: The school's leadership and administrative structures ensure the implementation of the IB programme(s).

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

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):
2. Briefly describe the school's governance body or educational authority.
 - 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 (please describe):
 - b. Briefly explain the areas in which the governing body or educational authority has direct authority at the school. [500 words]
3. Describe how the pedagogical leadership team will work together to lead the implementation of the programme. [500 words]
4. Who will be responsible for recruiting the Career-related Programme staff at the school? [500 words]
5. Briefly describe any challenges the school faces in recruiting and/or retaining staff, including the plans in place to address these challenges. [500 words]

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.

1. What percentage of the programme coordinator's weekly schedule will be devoted to IB coordinator responsibilities? [% of weekly time]
2. Programme Coordinator Time Allocation

Duty	% of coordinator's weekly time
Programme coordination	[% of weekly time]
Other (indicate duty)	[% of weekly time]
Other (indicate duty)	[% of weekly 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.

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

Below is the summary of the teaching and administrative staff information that you provided. You may choose to update it in the School Staff section. [chart will be provided]

1. Number of full-time teachers: [calculated from information provided in Staff section of school profile]
2. Number of part time teachers: [calculated from information provided in Staff section of school profile]
3. Do all teachers who will be involved in the Programme meet the applicable local/regional/national standards for instructional staff?

- ☐ Yes
☐ No

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 Practices B2.2, B2.3a, Action plan and Budget chart.

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

1. Below is the summary of IB professional development of the teaching and administrative staff information that you provided. You may choose to update it in the School Staff section. [chart will be provided]
2. Briefly describe the school's plans to induct and provide training for new Programme staff hired after authorization. [500 words]

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]

2. In the table below, describe the meetings that will support programme implementation, including participants and meeting types, objectives, and frequency.

Meeting Name	Who attends	Frequency (select one per meeting)	Objectives
	[100 words]	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Semi-quarterly <input type="checkbox"/> Quarterly <input type="checkbox"/> Biannually <input type="checkbox"/> Annually	[100 words]
	[100 words]	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Semi-quarterly <input type="checkbox"/> Quarterly <input type="checkbox"/> Biannually <input type="checkbox"/> Annually	[100 words]

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

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

Facility or resource	Description	How this facility supports Programme implementation	Plans for further development, if any
Physical education/athletics facilities	[100 words]	[100 words]	[100 words]
Science laboratories	[100 words]	[100 words]	[100 words]
Visual arts studios	[100 words]	[100 words]	[100 words]
Specialized facilities	[100 words]	[100 words]	[100 words]
Music facilities	[100 words]	[100 words]	[100 words]
Arts performance/Exhibition spaces	[100 words]	[100 words]	[100 words]
Performing arts facilities	[100 words]	[100 words]	[100 words]
Other (describe)	[100 words]	[100 words]	[100 words]

2. What community resources and expertise has the school identified to support the implementation of the programme? (Please include any local non-governmental organizations, charities, employers, further/higher education institutions that you may have agreements with.)
[500 words]