Middle Years Programme

Application for authorization

For use from January 2017

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Middle Years Programme (MYP)
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.

Subject proposal

Please review the subject proposal 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 of refinement 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.

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		
Local educational authority		
Parents		
Pedagogical leadership team		
Teachers and staff members		
Others (indicate group)		

1. 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 A3a: The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP year 3 or 4).

    The IB will evaluate this requirement by reviewing the school brochure and 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

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 information gathered under practice A3, the school brochure and school website, subject group overviews, unit plans from subjects 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

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.

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

☐ In progress   ☐ In place   ☐ Not in place

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 requirement B1.5.a, the preliminary language 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 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 MYP 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 strongly encourages participation for all students.

1. Will all grades/years begin teaching the MYP at the same time?

☐ Yes   ☐ No

2. Indicate the projected year in which teaching will begin for each year of the MYP.

MYP year	Projected year teaching will begin
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	

3. The MYP is intended to be an inclusive programme for all students. Will the school involve the full cohort of students in every year that the MYP will be offered?

☐ Yes   ☐ No

   a. If not, explain the reasons for not involving the full cohort of students in the MYP. [250 words]

4. Will students have to meet admissions or selection criteria to be enrolled in the programme?

☐ Yes   ☐ No

   b. If so, describe the admissions/selection policy that will determine enrollment in the programme. [250 words]

The IB will also review information on MYP structure 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.

    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

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.

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

Requirement B1.4.a: The MYP coordinator is part of the school pedagogical leadership team.

The IB will evaluate this requirement by reviewing information gathered under practice B1.4.

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

☐ 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 answers to the information gathered under requirements B1.5.a- B1.5.d

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 that is 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. [250 words]

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 inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

1. Describe the process by which the school's inclusion/special educational needs policy was, or will be, developed, implemented and revised. [250 words]

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

☐ In progress   ☐ In place   ☐ Not in place

Requirement B1.5.c: 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, or will be, developed, implemented and revised. [250 words]

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

☐ In progress ☐ In place ☐ Not in place

Requirement B1.5.d: The school has developed and implements an academic honesty policy that is consistent with IB expectations.

1. Describe the process by which the school's academic honesty policy was, or will be, developed, implemented and revised. [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

Requirement B1.6.a: The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4).

The IB will evaluate this requirement by reviewing the organization chart, departmental organization, the programme coordinator job description, the action plan, information gathered under practices B1.1 and B1.2, 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 B1.7: 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 MYP 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 MYP 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?

□ One-to-one laptop/device for students
□ Shared computers in classrooms throughout the school   # of computers
□ Centralized computer facility (facilities)   # of computers
□ Shared computers in the library for student use   # of computers
□ One-to-one laptop/device for teachers
□ Shared computers for teachers   # of computers
□ Interactive whiteboards in classrooms throughout the school
□ 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.

1. Can students access the library independently?

☐ Yes ☐ No

2. Can students freely browse and borrow library resources?

☐ Yes ☐ No

3. During what hours can students access the library? [100 words]

4. Does the library have spaces for the students to study independently?

☐ Yes ☐ No

5. 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 MYP 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/multimedia centre 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]

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 the information gathered under requirement B1.5.b, the inclusion/special educational needs 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 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 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 B2.10: 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.c and MYP class schedules.

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 provides a broad and balanced choice of subjects from the required MYP subject groups.

The IB will evaluate this requirement by examining the information gathered under requirement B2.10.c and MYP class schedules.

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

☐ In progress ☐ In place ☐ Not in place

Requirement B2.10.b: The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.

The IB will evaluate this requirement by examining the information gathered under requirement B2.10.c and MYP class schedules.

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

☐ In progress ☐ In place ☐ Not in place

Requirement B2.10.c: The schedule or timetable promotes concurrency of learning.

1. Has the school made any changes in the choice of MYP subjects included in the programme since the submission of the *Application for candidacy*?

☐ Yes

☐ No

a. If so, identify the changes in subjects in the chart below.

Subject group	
Name of subject	
Language of instruction	
MYP year subject taught	
MYP year and hours per year	

Please indicate whether or not the school currently meets the following programme requirements and describe any adjustments the school has or will make to students' weekly schedules to ensure that requirements are met.

2. From the start of the MYP through year 3, the minimum teaching requirement of 50 hours per subject group per year is complied with for each of the eight subject groups.

☐ Yes   ☐ No

a. If not, describe any student schedule adjustments made or planned in order to meet this requirement. [250 words]

3. For MYP years 4 and 5, the minimum teaching requirement of 50 hours per subject group per year is complied with for each of the eight subject groups or the requirements for subject-group flexibility have been met.

☐ Yes   ☐ No

a. If not, describe any student schedule adjustments made or planned in order to meet this requirement. [250 words]

4. The teaching hours for a minimum of six subject groups will be sustained over the course of each year of the programme for every student to ensure concurrency of learning.

☐ Yes   ☐ No

a. If not, describe any student schedule adjustments made or planned in order to meet this requirement. [250 words]

5. Language acquisition is sustained across the entire year in each year of the programme. Students learn the same language in their language acquisition course in each year of the MYP, or achieve a satisfactory proficiency in phase 4, in order to transfer to another language.

☐ Yes   ☐ No

a. If not, describe any student schedule adjustments made or planned in order to meet this requirement. [250 words]

6. If the school's arts course structures will not include a minimum of one visual art discipline and one performing art discipline, please describe any adjustments the school will have to make to meet this requirement. [250 words]

7. MYP physical and health education courses engage students in physical education activities for at least 50% of the total teaching time allocated to this subject each year.

☐ Yes   ☐ No

a. If not, describe any student schedule adjustments made or planned in order to meet this requirement. [250 words]

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 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.

1. Describe the process that the school plans to implement, or has implemented, in order to ensure the adequate supervision of the personal project. [250 words]

2. Are you planning to do the community project?

☐ Yes   ☐ No

a. If so, describe the process that the school plans to implement, or has implemented, in order to ensure the adequate supervision of the community project. [250 words]

3. Who will coordinate the community project?

4. Who will coordinate the personal project?

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

☐ In progress   ☐ In place   ☐ Not in place

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 school has an approach to curriculum planning that involves all MYP teachers.

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: Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.

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

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

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

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 mandatory requirements?

   ☐ Yes   ☐ No

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

Requirement name	☐ Exam, ☐ Curriculum ☐ Teaching structure ☐ Timetable ☐ Other
MYP year	☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ 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 curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4).

The IB will evaluate this requirement by reviewing the personal or community project description 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 written curriculum includes an approaches to learning planning chart for all years of the programme.

The IB will evaluate this requirement by reviewing the approaches to learning planning chart and during the verification visit.

Please include the work that you plan to undertake to meet this requirement in the action plan.

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

☐ In progress ☐ In place ☐ Not in place

Requirement C2.1.c: The written curriculum includes subject group overviews for each subject group offered for each year of the programme.

The IB will evaluate this requirement by reviewing subject group overviews 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.d: Unit plans are documented according to the MYP unit planning process.

The IB will evaluate this requirement by reviewing 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 C2.1.e: The curriculum fosters disciplinary and interdisciplinary understanding.

The IB will evaluate this requirement by reviewing 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 C2.1.f: There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.

The IB will evaluate this requirement practice 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 subject group overviews 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 written curriculum includes the prescribed key concepts and related concepts in each subject group.

The IB will evaluate this practice by reviewing 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 C2.5: 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 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 C2.5.a: The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.

The IB will evaluate this requirement by reviewing unit planners, students' reflections on service 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 C2.6: The written curriculum incorporates relevant experiences for students.

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

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

The IB will 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 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 subject group overviews, the approaches to learning chart, unit plans, 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

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 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 MYP 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:** Teaching and learning at the school uses global contexts as contexts for inquiry.

> > The IB will evaluate this requirement by reviewing samples of student assessed work 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: Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.

The IB will evaluate this requirement by reviewing subject group overviews, 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 C3.2: Teaching and learning engages students as inquirers and thinkers.

The IB will evaluate this practice by reviewing unit plans 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 C3.3: Teaching and learning builds on what students know and can do.

The IB will evaluate this practice by reviewing subject group overviews, unit plans 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 C3.4: Teaching and learning promotes the understanding and practice of academic honesty.

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

Please include the work that you plan to undertake to meet this practice in the action plan.

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

The IB will evaluate this practice by reviewing unit plans 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 unit plans 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

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 unit plans 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 unit plans 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 report cards, information gathered under requirement B1.5.c 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 C4.1a: The school uses the prescribed assessment criteria for each subject group in each year of the programme.

The IB will evaluate this requirement by reviewing samples of assessed student work 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: Teachers standardize their understanding and application of criteria before deciding on achievement levels.

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 MYP 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

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 plans 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 plans 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

Requirement C4.5.a: The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.

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 C4.6: 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 the student's parents and indicate any changes that will need to occur in order to meet MYP 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

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

The IB will evaluate this practice by reviewing the unit plans 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 plans 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.

> The IB will evaluate this practice by reviewing the personal project or community project description and samples, and during the verification visit.

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

□ In progress   □ In place   □ Not in place

Implementation budget

Please update the school's budgetary information as needed.

Documents

Below you will find a list 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 Middle Years Programme coordinator) and reporting lines.

3. MYP partnership structure (as applicable)

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 MYP**

2. **Programme coordinator job description**

3. **Assessment policy consistent with IB expectations**

4. **Language policy consistent with IB expectations**

5. **Inclusion/special educational needs policy consistent with IB expectations**

6. **Academic honesty policy consistent with IB expectations**

7. **Full class schedules (include one per MYP year, with clear identification of subjects and duration of class periods)**

8. **Subject group overviews**

9. **Learning expectations for approaches to learning/approaches to learning chart**
   This should include a description of the process by which the school is planning ATL as well as the ATL planning documents that have been completed at this stage.

10. **Unit plans from subjects**
    Upload one unit plan for each subject according to the MYP unit planning process, preferably from different year levels.

11. **Interdisciplinary unit plan**
    Upload two interdisciplinary unit plans including at least two subject groups.

12. **Report cards**
    Upload examples of the report card format used by the school.

13. **Personal project or community project description**

Upload a description of how the personal project or community project is/will be organized and managed in the school, including:

- the structures in place to ensure coordination of the project
- a description of how students and supervisors are briefed
- the process for standardization of assessment
- the timeline for completion of the project
- a list of the current or previous year's personal projects, indicating the type of projects involved, if applicable.

Note: This description is only required for schools where the MYP ends/will end with year 3, 4 or 5.
- *If the school is implementing the last year of the programme at the school at the time of the verification visit, the school must be implementing the community or personal project.*
- *If the school does not yet implement the last year of the programme at the school, plans should be in place for the implementation of the personal or community project.*

14. Standardization of assessment
Upload a description of how standardization of assessment in subjects and the community and/or personal project is being developed or takes place in the school.

Note: For schools with a programme ending in MYP year 3, 4 or 5 that are implementing the last year of the programme at the time of authorization, procedures for standardization of assessment of the community project or the personal project must be in place.

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 assessed student work covering the MYP criteria for each subject, preferably from different year levels. For the arts, the samples should be accompanied by the developmental workbook/process journal. Four samples per subject are usually sufficient.
- Further samples of unit plans for each subject from different year levels and one interdisciplinary unit from another year level. Three samples per subject will be sufficient.
- Samples of student reflection on service involvement. Four samples including different years of the programme will be sufficient.
- Samples of personal projects if the school is implementing year 5 at the time of the verification visit. Four samples will be sufficient.
OR
- Samples of community projects if MYP year 3 or 4 is the final year of the programme offered by the school and if it is being implemented at the time of the verification visit. Four samples will be sufficient.

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 Middle Years Programme.

On behalf of the above-named school, we request official authorization to offer the Middle Years Programme (MYP) 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*
    - *MYP: From principles into practice*
    - *Rules for candidate schools*
    - *Rules for IB World Schools: Middle Years Programme*
    - *General regulations: Middle Years Programme*
    - *Guide to school authorization: Middle 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 Middle 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 Middle 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: Middle 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 Middle 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: Middle Years Programme*, the *Application for authorization: Middle 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/principal[1]

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 body[3]

Signature of chair of the governing body

Date

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[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.