Application for candidacy: Primary Years Programme

For use from August 2020

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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SAMPLE

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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.

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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.

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

During the consideration phase, before submitting the 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 that apply:

   ☐ 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]

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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 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 the grades/year levels in the school should be engaged in the PYP. The IB will also review information provided in Programme information section.

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

   ☐ Yes
   ☐ No

   a. Describe the admissions/selection policy that will determine enrollment in the school.

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

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☐ School Council/Advisory Committee
☐ None
☐ Other (please describe):

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 (please describe):

   b. Briefly explain the areas over 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 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 B1.3. 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 Action plan and school organization chart.

1. In the absence of a common language among staff, how will the pedagogical leadership team ensure consistent implementation and development of the programme? [500 words]

2. Based on the information provided about the school, at least one language of instruction in the school is different from the IB working languages. Given this, how will the pedagogical leadership team ensure consistent implementation and development of the programme? [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 weekly time

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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.

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

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

1. Below is the summary of IB professional development the teaching and administrative staff information that you provided. If you have not entered professional development information regarding your teachers and administrative staff, please update it in the School Staff section. [chart will be provided, based on information provided in Staff section of school profile]

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.

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Meeting Name	Who attends	Frequency (select one per meeting)	Objectives
	[100 words]	☐ Daily ☐ Weekly ☐ Bi-weekly ☐ Monthly ☐ Semi-quarterly ☐ Quarterly ☐ Bi-annually ☐ Annually	[100 words]
	[100 words]	☐ Daily ☐ Weekly ☐ Bi-weekly ☐ Monthly ☐ Semi-quarterly ☐ Quarterly ☐ Bi-annually ☐ Annually	[100 words]

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

Please describe the IT 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?

   ☐ One-to-one laptop/device for students
   ☐ Shared computers in classrooms throughout the school   # of computers
   ☐ Centralized computer facility(ies)   # 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 white boards 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. [500 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	[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 facilities/resources	[100 words]	[100 words]	[100 words]

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. Will the school need to make adjustments to the student's weekly schedule to ensure that it provides adequate time for an in-depth study of each unit of inquiry?

☐ Yes
☐ No