



# Application for authorization: Middle Years Programme

Name of the school \*

School code

Date of submission



## Length of the programme

The MYP is designed for students as a five-year (1 to 5) programme for young people aged 11–16, where students are engaged in structured learning according to the MYP requirements in each year.

### Programme flexibility

Where local educational structures do not allow the five-year MYP to be offered, schools may be authorized to implement the programme over a shorter period, provided the following conditions are met.

- The programme is at least two consecutive years in length.
- There must not be a gap between the MYP and the implementation in the same school of any other IB programme.
- The programme must be implemented in every MYP 1 to 5 aligning year/grade level offered by the school.

MYP years to be implemented				
<i>Indicate with X</i>				
MYP 1	MYP 2	MYP 3	MYP 4	MYP 5

- Check here if the school wishes to implement the MYP as a six-year programme.

If checked, provide a short explanation of the reasons for wishing to implement the MYP as a six-year programme.

\* **For partnership schools only:** Please complete the following table (see notes in section “Note to the user”).

Names of the schools in the partnership	Contact school (school where the MYP coordinator is located) Indicate with X	MYP years to be implemented in each partner school Indicate with X				
		MYP 1	MYP 2	MYP 3	MYP 4	MYP 5

## Note to the user

1. A school must have trial implemented the MYP for at least one academic year before submitting this *Application for authorization: Middle Years Programme*.
2. This application form and supporting documentation must be submitted in one of the IB working languages: English, French or Spanish. Translations of official documents should be duly certified.
3. This *Application for authorization: Middle Years Programme* should be completed online and submitted with the supporting documentation following the guidelines and deadlines provided by the relevant IB office.
4. Insert your responses in the boxes provided for each question.

## Additional notes for partnerships

- Complete the chart at the bottom of the next tab in order to identify the partnership. Indicate the name of the contact school (school where the MYP coordinator for the partnership is located) and of each partner school. Indicate the MYP years that each will implement by ticking the appropriate checkboxes.
- Partner schools need to work collaboratively in the planning of the authorization process and in the implementation of the programme.
- In order to ensure that the IB has the necessary information, each school that is involved in a partnership should complete an individual *Application for authorization: Middle Years Programme*. When necessary, clarifications for partnerships have been included in the questions, charts and requested supporting documentation. If no clarification is given, it is sufficient to provide the information for the individual school.
- The contact school will submit the supporting documents listed at the end of this application for the partnership as a whole, except for those cases in which the supporting documents are requested for each partner school individually.
- For the charts at the end of this application:
  - each partner school will submit charts 1, 2 and 4 individually
  - the contact school will submit chart 3 for the partnership as a whole.

# Request to the IB Organization for authorization to offer the MYP

## Name of the school

On behalf of the above-named school, we request official authorization to implement the MYP of the IB Organization.

The above-named school is submitting this application as (indicate with X):

- an individual school intending to offer the MYP
- a school that is part of a partnership of schools intending to offer the MYP across two or more schools.

Information about the school is supplied on the accompanying application form and documents.

We understand that this application is submitted after at least one full year of trial implementation of the MYP in the school following official confirmation of its candidate status by the IB Organization. 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 stated 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 MYP 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 MYP. 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 MYP. No IB logo is available for candidate schools.
- f. we enclose 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 <sup>1</sup>

Signature

Date

Name and title of superintendent of school (if applicable)

Signature

Date

Name and title of chair of the governing body <sup>2</sup>

Signature

Date

<sup>1</sup> **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.

<sup>2</sup> **Governing body** is the duly constituted individual or group who has the ultimate legal authority to make decisions on behalf of the school.

## Update of school information

In order to keep the school file updated, complete the following chart. Note that it keeps almost the same structure as the chart in *Application for candidacy: Middle Years Programme*, so that unchanged information may be copied directly.

1. CONTACT DETAILS
<b>Legal registered name of school</b> (if different from the name of the school. This is the name that will appear on MYP student certification from optional eAssessment from June 2016 onwards)
<b>Postal address</b> (include city, state, country and postal or zip code)
<b>Street address (if different from above)</b> (include city, state, country and postal or zip code)

1. CONTACT DETAILS				
<b>Telephone</b> <i>(include country and area codes)</i>				
<b>Fax</b> <i>(include country and area codes)</i>				
	<b>Title</b> <i>(Mr, Mrs, Ms)</i>	<b>Name</b>	<b>Position <sup>3</sup></b>	<b>Email address</b>
<b>Head of school</b>				
<b>Head(s) of section where the MYP will be implemented</b> <i>(if different from above)</i>				
<b>MYP coordinator</b>				
<b>School public website</b>				

<sup>3</sup> **Position:** Name of the post of employment at the school

2. SCHOOL INFORMATION					
Date school founded or opened	<table border="1"> <tr> <td style="width: 100px; height: 30px;"></td> <td style="width: 100px; height: 30px;"></td> </tr> <tr> <td style="text-align: center;">month</td> <td style="text-align: center;">year</td> </tr> </table>			month	year
month	year				
Legal status of the school					
<p><b>Note:</b></p> <ul style="list-style-type: none"> <li>A <b>government/state/publicly funded school</b> is a government or national school where the employees are paid by the state either at a local or national level; usually, there are no tuition fees (as distinct from examination or other fees).</li> <li>A <b>private school</b> is an independent (not-for-profit or for-profit) institution whose main revenue comes from tuition fees; they may or may not have government subsidies, but these are only part of their income.</li> </ul>					
Government/state/ publicly funded	<input type="checkbox"/>				
Private	<input type="checkbox"/>				
Other (specify)	<input style="width: 100px;" type="text"/>				
Indicate whether the school is recognized as such by the local educational system.	<table border="1"> <tr> <td style="width: 100px; text-align: center;">Yes</td> <td style="width: 100px; text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No				
<input type="checkbox"/>	<input type="checkbox"/>				
Include school's accreditation status with other organizations, if any (eg CIS, WASC).					
Does the school belong to a group of schools gathered in a foundation, district or common project in relation to the IB? If this is so, identify the group/project.					
Type of school					
Boys	<input type="checkbox"/>				
Girls	<input type="checkbox"/>				
Coeducational	<input type="checkbox"/>				
Additional information (eg coeducational in primary, boys and girls in secondary)					
Boarding only	<input type="checkbox"/>				
Day only	<input type="checkbox"/>				
Boarding and day	<input type="checkbox"/>				
Academic year dates (indicate month only)					
Starts	<input style="width: 100px;" type="text"/>				
Ends	<input style="width: 100px;" type="text"/>				

## 2. SCHOOL INFORMATION

**Age range of students across the whole school**

From  years old To  years old

**Name the grades or years that comprise the different sections of the school and indicate the total number of students in each.**

Name of the section in the school (eg kindergarten, primary)	Grades/years as identified in the school	Age range of students	Total number of students in each section
Total number of students in the whole school			

**What other IB programmes does the school currently implement or plan to implement?**

PYP	Candidate school <input style="width: 60px; height: 25px;" type="text"/> <i>(add IB school code if you know it)</i> <input style="width: 200px; height: 25px;" type="text"/>	IB World School authorized to offer the programme <input style="width: 60px; height: 25px;" type="text"/> <i>(add IB school code)</i> <input style="width: 200px; height: 25px;" type="text"/>
DP	Candidate school <input style="width: 60px; height: 25px;" type="text"/> <i>(add IB school code if you know it)</i> <input style="width: 200px; height: 25px;" type="text"/>	IB World School authorized to offer the programme <input style="width: 60px; height: 25px;" type="text"/> <i>(add IB school code)</i> <input style="width: 200px; height: 25px;" type="text"/>
CP	Candidate school <input style="width: 60px; height: 25px;" type="text"/> <i>(add IB school code if you know it)</i> <input style="width: 200px; height: 25px;" type="text"/>	IB World School authorized to offer the programme <input style="width: 60px; height: 25px;" type="text"/> <i>(add IB school code)</i> <input style="width: 200px; height: 25px;" type="text"/>

**Language(s) of instruction at the school** *(language through which the disciplines are taught at the school)*

## 2. SCHOOL INFORMATION

Language of communication with the IB (*indicate one only*)

English

French

Spanish



# Implementation of the MYP

Since the submission of *Application for candidacy: Middle Years Programme*, the school has been working on the objectives that were identified in the action plan.

This application includes questions and additional charts that need to be completed, information that needs to be updated and the list of supporting documents that need to be uploaded.

## Section A: Philosophy

1. Transcribe the mission statement of the school.
2. Has the school made any changes to its mission statement to align it with that of the IB? How did the process take place and who was involved?
3. In order to successfully implement the MYP, the school community should be aware of and understand the IB philosophy as well as demonstrate commitment to the implementation of the programme. Complete the chart below with a description of what the school has done since it was recognized as a candidate school to achieve this goal with the following groups within its community.

	Actions taken by the school	Major outcomes	Additional comments
Governing body			
Local educational authorities <i>(if applicable)</i>			
Pedagogical leadership team			
Teachers and other members of staff who are involved in the implementation of the programme			
Parents			
Others <i>(identify, adding rows as necessary)</i>			

4. What contribution has the MYP made so far to school life?

## Section B: Organization

### Standard B1: Leadership and structure

#### 1. MYP structure

- a. Indicate the age range and number of students to whom the MYP is or will be offered.

MYP years	Name of grades/years as identified in the school	Age range	Name of school section to which each grade/year belongs	Number of classes	Total number of students in each MYP year
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Total number of MYP students					

- b. If local educational structures do not allow the school to implement the full five-year MYP, provide a detailed explanation and evidence of the reasons for not implementing the five-year MYP model and the reasons for having chosen the model indicated at the start of the form.
- c. Does the school offer or plan to offer the DP? (YES/NO)  
If yes, how does the school ensure there will be no gaps between the MYP and the DP?
- d. Does the school offer or plan to offer the CP? (YES/NO)  
If yes, how does the school ensure there will be no gaps between the MYP and the CP?
- e. Does the school offer or plan to offer the PYP? (YES/NO)  
If yes, how does the school ensure there will be no gaps between the MYP and the PYP?
- f. Indicate the start date for implementation of each year of the MYP.

	Month	Year
MYP year 1		
MYP year 2		
MYP year 3		
MYP year 4		
MYP year 5		

- g. The MYP is intended to be an inclusive programme for all students. Does the school involve the full cohort of students in every year that the MYP is or will be offered? (YES/NO)  
If no, provide a detailed explanation of the reasons for not involving the full cohort in the programme.
- h. Do students have to meet admissions or selection criteria to be enrolled in the MYP? (YES/NO)  
If yes, describe the policy that the school applies.

- i. Do MYP students have to fulfill other mandated requirements (for example, national or local requirements)? (YES/NO)

If yes:

- specify what type of requirements and in which year(s) of the MYP these requirements need to be fulfilled
- identify and explain how the school solved any challenges it might have faced regarding the implementation of the MYP (for example, curriculum content, pedagogy, mandatory textbooks or other resources).

## 2. Governance

- a. Briefly explain whether there have been changes in the governance model of the school. Additionally, explain how new members of the governing body (or educational authority) have been informed about the MYP.
- b. What are the reporting relationships between the governing body (or educational authority) and the senior leaders at the school?

## 3. Pedagogical leadership

- a. Describe the structure and responsibilities of the pedagogical leadership team in charge of the implementation of the MYP. Indicate any changes that have occurred since the school started trial implementation of the programme.
- b. Describe the structure that the school has to support the implementation of the subject groups and of approaches to learning.
- c. Who is responsible for hiring and appointing the MYP staff at the school?
- d. Does the school have challenges in hiring and retaining staff? If so, what are they and how are they addressed? Describe the turnover of staff in the last three years.
- e. If the school staff does not have a common language, or if the languages of instruction are different from the IB working languages (English, French, Spanish):
  - how does the pedagogical leadership team address the impact of language differences to ensure consistent implementation and development of the MYP?
  - how does the school meet the requirement for the MYP coordinator to be proficient in one of the IB working languages (English, French or Spanish)?
  - how does the school ensure that at least one teacher per subject group is proficient in one of the IB working languages (English, French or Spanish)?

## 4. Policies

- a. Describe the process by which a school language policy consistent with MYP expectations was developed. Indicate who was involved in the process and how the school will ensure that the policy will be implemented and revised.
- b. Describe the process by which a school assessment policy consistent with MYP expectations was developed. Indicate who was involved in the process and how the school will ensure that the policy will be implemented and revised.
- c. Describe the process by which a school academic honesty policy consistent with MYP expectations was developed. Indicate who was involved in the process and how the school will ensure that the policy will

be implemented and revised as necessary to align with the new guidelines in *MYP: From principles into practice* (2014).

- d. Describe the process by which an inclusion/special educational needs policy consistent with MYP expectations was developed. Indicate who was involved in the process and how the school will ensure that the policy will be implemented. Indicate the type of support systems in place and the support given to teachers in this respect.

**Standard B2: Resources and support**

**1. Teachers and other staff who are involved in the implementation of the MYP**

- a. Indicate the number of staff who are involved in the implementation of the MYP.

Number of full-time teacher

Number of part-time teachers

- b. Maximum MYP class size \_\_\_\_\_ students

- c. How does the school ensure that all staff new to the MYP are:

- inducted into the programme?
- trained to implement the programme?

- d. What plans has the school made to provide updated MYP professional development for staff for the 2014 revised MYP?

**2. Collaborative planning and reflection**

Identify the types and objectives of meetings that support the MYP implementation. Identify participants (for example, year 1 subject teachers, all MYP subject teachers, MYP leadership team) and frequency. Use the table below.

Name of meeting	Who attends	Frequency of meeting	Objectives

**3. Information technology (IT) facilities that support the MYP**

Describe what IT facilities the students and teachers have access to in order support the MYP and indicate where they are located.

- a. IT in classrooms (YES/NO)

If yes, describe them.

- b. IT laboratories (YES/NO)

If yes, describe them (include the number of computers/laptops, internet connection, student access to the laboratory, and so on).

- c. Other comments on IT provision

(Note: A description of the IT provision in the library/multimedia centre will be included in question 5 below.)

**4. Other school facilities that support the implementation of the MYP**

Describe the other facilities (for example, sports fields, science laboratories) that the school currently has to support the implementation of the MYP. (Do not include the library/multimedia centre in this chart.) Indicate the areas that are in the process of improvement and/or that the school needs to add. Add rows as necessary.

Facility <i>(eg art room, gymnasium, sports fields, science laboratories)</i>	Subject group that will use it	Description of current situation	Developments under way/future development <i>(if applicable)</i>

**5. Library/multimedia centre**

Describe the library/multimedia centre at the school. In your description, include the following aspects.

- Physical environment (indicate whether students can access books/resources directly, how and for what purposes the library space is used, whether it has room for students to work on their own, and so on)
- Groups it caters for (for example, secondary school only, all school) and opening times
- How it is managed (include the professional qualification of the person in charge of the library/multimedia centre and his or her responsibilities, whether it is a full-time or part-time position, library hours, and so on)
- Approximate number of resources that MYP students may access (include total number of book titles (not books) in the library, online resources and others; specify the languages; add rows as necessary)

	Language	Language	Language	Language
<i>(Use this row to indicate language.)</i>				
<b>General reference</b>				
<b>Non-fiction</b>				
<b>Fiction</b>				
<b>Periodicals</b>				
<b>Electronic journals</b>				
<b>Others</b> <i>(specify)</i>				

- IT provision available in the library/multimedia centre (for example, computers/laptops, internet access)

**6. Teaching time and support**

- a. Has the school had to make adjustments to the student's weekly schedule to ensure that the following requirements are met?
- For the MYP from the start 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)
  - For MYP years 4–5, 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)
  - 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)
  - Language acquisition is sustained across the entire year in each year of the programme. Students learn the same language B/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)
  - In MYP years 1-3, arts course structures include a minimum of one visual art discipline and one performing art discipline. (YES/NO)
  - 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. (YES/NO)

If any of the above is yes, explain.

- b. Does the school make use of or plan to make use of the subject group flexibility in MYP years 4 and/or 5?

If yes,

- complete the table below with the number of students that participate (or plan to participate) in six, seven or eight subject groups:

Student choices	MYP 4	MYP 5
Number of MYP subject groups taken by students (with a minimum of 50 teaching hours per year):	Number of students	Number of students
• Exactly six subject groups		
• Exactly seven subject groups		
• Exactly eight subject groups		

- complete the table below with the requirements or options the school offers or plans to offer with regard to technology/design, arts and physical education/physical and health education?

	Design	Arts	PHE
MYP 4	Required for all students Option Not offered	Required for all students Option Not offered	Required for all students Option Not offered
MYP 5	Required for all students Option Not offered	Required for all students Option Not offered	Required for all students Option Not offered

- c. What systems does the school have in place or plan to put in place to counsel students through the programme and towards further studies?

**7. Funding**

- a. Do IB students pay tuition fees? (YES/NO)
- b. Do IB students receive any government subsidy? (YES/NO)

## **Section C: Curriculum**

1. Describe the system the school has put in place, or plans to put in place, for the regular review of the school's MYP curriculum.
2. Describe the expectations and opportunities for student involvement in service for each year of the programme, or how the school plans to develop these. Include how the school has aligned or plans to align these expectations and opportunities with the MYP learning outcomes as described in *MYP: From principles into practice* (2014).
3. Describe the school's planning to ensure that the majority of unit plans are being designed according to the unit planning process as described in *MYP: From principles into practice* (2014).
4. Describe the school's implementation of the prescribed key concepts and related concepts into the unit plans and how these will be fully in place by 1 January 2017.
5. Describe the school's use of the assessment criteria from the subject guides published in 2014..
6. Does the MYP at the school include year 5? (YES/NO)

If no: proceed to question 7.

If yes:

- a. is or will the personal project be offered in languages other than the language(s) of instruction? (YES/NO)  
If yes, which languages?
- b. when will the first group of students complete MYP year 5?
- c. approximately how large will this first group be?
- d. approximately how many students will complete MYP year 5 the following year?
- e. does the school plan to register candidates for the external eAssessment in MYP year 5?(YES/NO)

If no, explain why.

- Recognition/certification
- Parental interest
- IT facilities
- Cost
- Other (specify below)

If yes, specify when (month and year) and for how many students.

7. How has the school promoted the online curriculum centre (OCC) among its staff and to what extent do staff use it?

# List of supporting documents to attach to this form

**For partnerships only:** Schools belonging to a partnership should supply the documents below for the partnership as a whole, unless otherwise stated. Partnership documents will be submitted by the contact school.

Place an X in the box to indicate that you have attached the document to the form.

## Philosophy

### 1. School brochure and literature

School brochure and promotional literature produced by the school concerning the implementation of the MYP

**For partnerships only:** Each partner school submits its own brochure and literature.

## Organization

### 2. Organizational chart

School organization chart showing the MYP pedagogical leadership team situation (including the MYP coordinator) and reporting lines

**For partnerships only:** Each partner school submits its own, as well as an overview of the leadership of the programme across partner schools.

### 3. Job description, coordinator

Job description of the MYP coordinator, including all additional responsibilities besides the MYP's coordination (Indicate the percentage of the coordinator's weekly schedule that is devoted to complying with the coordination responsibilities.)

### 4. Language policy

### 5. Assessment policy

### 6. Academic honesty policy: New guidelines for what must be included in policy

### 7. Inclusion/Special educational needs policy

### 8. Schedules

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

**For partnerships only:** Each school submits its own class schedule related to the MYP years that will be implemented in it.

### 9. MYP partnership structure (as applicable)

**For partnerships only:** Description of the structures and meetings that have been created/implemented across the partner schools and across all years of the programme to ensure the continuity of the curriculum and the consolidation of the MYP as one programme across the schools.



## Curriculum

### 10. Subject-specific vertical planners/Subject group overviews

Either the subject group overview or subject-specific vertical planner for each subject, depending upon the school's planning of the transition (in accordance with the school action plan).

A description of the process by which the school is developing the subject group overviews to demonstrate how the school is phasing in the new format to identify the units to be taught in each year of the MYP.

Where possible, the new format for subject group overviews is being used or elements of this format have been introduced into the subject-specific vertical planners.

### 11. Learning expectations for approaches to learning/Approaches to learning (ATL) chart

A description of the process by which the school is planning ATL, as well as ATL planning documents that have been completed at this stage.

The description should demonstrate how the school is phasing in the 2014 ATL skills framework to plan skills that will be taught, reinforced and formatively assessed in each year of the programme.

### 12. Unit plans from subjects

One unit plan for each subject according to the MYP unit planning process, preferably from different year levels.

These sample unit plans must be developed according to the unit planning process as described in *MYP: From principles into practice* (2014).

### 13. Interdisciplinary unit plan

One unit plan derived from interdisciplinary planning.

The unit plan must align with the guidance offered in the *Guide for interdisciplinary learning* (2014).

### 14. Report cards

Report card formats used by the school.

The report card formats must use the assessment criteria from the MYP subject guides published in 2014.

<b>For partnerships only:</b> Each partner school submits its own report card formats.
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### 15. Personal project or community project description

A description of how the personal project or community project is or 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 only needs to be submitted for schools where the MYP ends or will end with MYP 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 project.

#### 16. **Standardization of assessment**

Description of how standardization of assessment in subjects and the community project 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.

# Documentation to be available at the school at the time of the verification visit

## 1. **Assessed student work**

Samples of assessed student work covering the MYP criteria for each subject, preferably from different year levels (four samples per subject should normally be sufficient). For the Arts, the samples should be accompanied by the developmental workbook / process journal.

The samples must show the use of the criteria from the MYP subject guides published in 2014.

## 2. **Further unit plans**

Further samples of unit plans for each subject from different year levels (three samples per subject are sufficient) and one interdisciplinary unit from another year level.

The samples must show the use of the 2014 unit-planning process.

## 3. **Student reflections on service**

Samples of student reflection on service involvement (four samples that include different years of the programme are sufficient)

Where possible, alignment with the MYP learning outcomes for service is shown (see *MYP: From principles into practice* [2014]).

## 4. **Personal projects or community projects**

Samples of personal projects if the school is implementing MYP year 5 at the time of the verification visit (four samples are sufficient).

Or

Samples of community projects if MYP year 3 or 4 is the final year of the programme offered by the school and it is being implemented at the time of the verification visit (four samples are sufficient)

Complete the charts that appear in the following pages.

### **For partnerships only:**

- Each partner school will submit charts 1, 2 and 4 individually.
- The contact school will submit chart 3 for the partnership as a whole.

# Chart 1: MYP subjects

## Update of MYP subjects proposal and sequencing chart

MYP subjects proposal			Hours of instruction per year (1 hour = 60 minutes)				
Subject group	Name of subject	Language(s) of instruction	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
	<ul style="list-style-type: none"> <li>• <i>Include all subjects per subject group that will be taught in the MYP.</i></li> <li>• <i>In the case of languages, identify the language (eg Spanish).</i></li> <li>• <i>Add as many rows as needed.</i></li> <li>• <i>At the end, include any subject that may not be part of the MYP.</i></li> </ul>	<i>Use different rows for the same subject if taught in more than one language.</i>					
Language and literature							
Language acquisition							
Individuals and societies							

MYP subjects proposal			Hours of instruction per year (1 hour = 60 minutes)				
Subject group	Name of subject	Language(s) of instruction	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
	<ul style="list-style-type: none"> <li>• Include all subjects per subject group that will be taught in the MYP.</li> <li>• In the case of languages, identify the language (eg Spanish).</li> <li>• Add as many rows as needed.</li> <li>• At the end, include any subject that may not be part of the MYP.</li> </ul>						
Sciences							
Mathematics							
Arts							
Physical and health education							

MYP subjects proposal			Hours of instruction per year (1 hour = 60 minutes)				
Subject group	Name of subject	Language(s) of instruction	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
	<ul style="list-style-type: none"> <li>• <i>Include all subjects per subject group that will be taught in the MYP.</i></li> <li>• <i>In the case of languages, identify the language (eg Spanish).</i></li> <li>• <i>Add as many rows as needed.</i></li> <li>• <i>At the end, include any subject that may not be part of the MYP.</i></li> </ul>						
Design							
Subjects that are not part of the MYP							









## Chart 3: MYP action plan

### Update of action plan

- Schools are required to use this template in planning their submission for authorization. It is organized according to the headings of the IB *Programme standards and practices*.
- School objectives will be defined in relation to the IB requirements for authorization to offer the MYP, as stated in the document *Guide to school authorization: Middle Years Programme*. At this stage, it will also show school objectives to be developed beyond the planned authorization of the school.
- Add rows as necessary.
- The action plan should demonstrate planning according to the December 2013 transition document. All new requirements from the guide *MYP: From principles into practice* (2014) and the associated subject guides must be in place by 1 January 2017.
- **For partnerships only:** The action plan must be completed by all partner schools together. Within the plan, identify the actions that individual partner schools need to do on their own.

## Section A: Philosophy

### Standard A

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

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

## Section B: Organization

### Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the MYP.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

### Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the MYP.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

## Section C: Curriculum

### Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the MYP.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

### Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

### Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

### Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

## Chart 4: MYP budget

### Update of MYP implementation budget

Indicate the currency school uses. If possible, use USD, GBP, CHF, CAD, EUR or SGD.

USD = US dollars

GBP = Great British pounds

CHF = Swiss francs

CAD = Canadian dollars

EUR = Euros

SGD = Singapore dollars

	Candidate school	IB World School year 1	IB World School year 2	IB World School year 3	IB World School year 4
Academic year					
Candidate school fee					
Annual fee					
Resources (specify)					

	Candidate school	IB World School year 1	IB World School year 2	IB World School year 3	IB World School year 4
IB professional development (specify)					
Other					
<b>TOTAL</b>					

Approved by

Position