



International Baccalaureate®  
Baccalauréat International  
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Primary Years Programme, Middle Years Programme and Diploma Programme

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# Programme standards and practices

For use from 1 January 2011



**Primary Years Programme, Middle Years Programme and Diploma  
Programme**  
**Programme standards and practices**

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# Introduction

The *Programme standards and practices* document is part of a suite of documents that is essential for all prospective and authorized IB World Schools. The suite provides critical information for the planning, implementation, development and evaluation of all International Baccalaureate® (IB) programmes.

- The foundation of what it means to be an IB World School is articulated in the *Programme standards and practices* document.
- The process of how schools attain and maintain authorization is articulated in the authorization and evaluation documents.
- The legal stipulations are articulated in the rules and general regulations related to the IB programmes.

All of these documents can be found on the IB public website (<http://www.ibo.org>).

This *Programme standards and practices* document provides a set of criteria against which both the IB World School and the IB can evaluate success in the implementation of the three programmes: the Primary Years Programme, the Middle Years Programme and the Diploma Programme. It replaces the document published in 2005.

This document contains programme standards (common to all programmes), practices (common to all programmes) and requirements (specific to an individual programme).

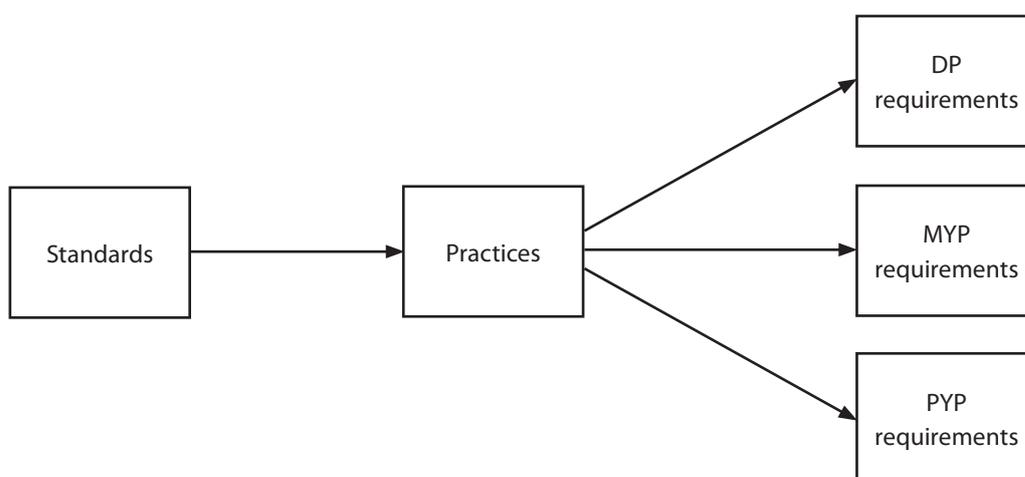


Figure 1

The standards are general requisites established for schools to implement any IB programme. Practices are further definitions of the standards. Requirements are programme specific as each programme has unique features and demands specific requirements. These programme requirements are detailed under the related practice and are also referenced in other programme-specific documentation. The common standards and practices and the programme-specific requirements are necessary for the successful implementation of the relevant IB programme.

The IB is aware that for each school the implementation of an IB programme is a journey and that the school will meet these standards and practices to varying degrees along the way. However, the IB expects that the school must make a commitment towards meeting all the standards, practices and programme requirements. The *Programme standards and practices* is the foundational document for schools and the IB to ensure quality and fidelity in the implementation of its programmes.

# Programme standards and practices for all programmes

## Section A: Philosophy

### Standard A

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

1. The school's published statements of mission and philosophy align with those of the IB.
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
3. The school community demonstrates an understanding of, and commitment to, the programme(s).
4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
5. The school promotes responsible action within and beyond the school community.
6. The school promotes open communication based on understanding and respect.
7. The school places importance on language learning, including mother tongue, host country language and other languages.
8. The school participates in the IB world community.
9. The school supports access for students to the IB programme(s) and philosophy.

## Section B: Organization

### Standard B1: Leadership and structure

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

1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).
3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
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.
5. The school develops and implements policies and procedures that support the programme(s).
6. The school has systems in place for the continuity and ongoing development of the programme(s).
7. The school carries out programme evaluation involving all stakeholders.

## Standard B2: Resources and support

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

1. The governing body allocates funding for the implementation and ongoing development of the programme(s).
2. The school provides qualified staff to implement the programme(s).
3. The school ensures that teachers and administrators receive IB-recognized professional development.
4. The school provides dedicated time for teachers' collaborative planning and reflection.
5. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
6. The library/multimedia/resources play a central role in the implementation of the programme(s).
7. The school ensures access to information on global issues and diverse perspectives.
8. The school provides support for its students with learning and/or special educational needs and support for their teachers.
9. The school has systems in place to guide and counsel students through the programme(s).
10. The student schedule or timetable allows for the requirements of the programme(s) to be met.
11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
12. The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.

## Section C: Curriculum

### Standard C1: Collaborative planning

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

1. Collaborative planning and reflection addresses the requirements of the programme(s).
2. Collaborative planning and reflection takes place regularly and systematically.
3. Collaborative planning and reflection addresses vertical and horizontal articulation.
4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
5. Collaborative planning and reflection is based on agreed expectations for student learning.
6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
7. Collaborative planning and reflection is informed by assessment of student work and learning.
8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
9. Collaborative planning and reflection addresses the IB learner profile attributes.

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

## Standard C2: Written curriculum

### The school's written curriculum reflects IB philosophy.

1. The written curriculum is comprehensive and aligns with the requirements of the programme(s).
2. The written curriculum is available to the school community.
3. The written curriculum builds on students' previous learning experiences.
4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
5. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
6. The written curriculum incorporates relevant experiences for students.
7. The written curriculum promotes students' awareness of individual, local, national and world issues.
8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
10. The written curriculum integrates the policies developed by the school to support the programme(s).
11. The written curriculum fosters development of the IB learner profile attributes.

## Standard C3: Teaching and learning

### Teaching and learning reflects IB philosophy.

1. Teaching and learning aligns with the requirements of the programme(s).
2. Teaching and learning engages students as inquirers and thinkers.
3. Teaching and learning builds on what students know and can do.
4. Teaching and learning promotes the understanding and practice of academic honesty.
5. Teaching and learning supports students to become actively responsible for their own learning.
6. Teaching and learning addresses human commonality, diversity and multiple perspectives.
7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
8. Teaching and learning demonstrates that all teachers are responsible for language development of students.
9. Teaching and learning uses a range and variety of strategies.
10. Teaching and learning differentiates instruction to meet students' learning needs and styles.
11. Teaching and learning incorporates a range of resources, including information technologies.
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.
13. Teaching and learning engages students in reflecting on how, what and why they are learning.
14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.

15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.
16. Teaching and learning develops the IB learner profile attributes.

**Note:** “Teaching and learning” is used as a single concept as the two processes are interdependent.

## **Standard C4: Assessment**

### **Assessment at the school reflects IB assessment philosophy.**

1. Assessment at the school aligns with the requirements of the programme(s).
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

# Programme standards and practices with requirements for the Primary Years Programme

## Section A: Philosophy

### Standard A

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

1. The school's published statements of mission and philosophy align with those of the IB.
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
3. The school community demonstrates an understanding of, and commitment to, the programme(s).

#### Requirements for the Primary Years Programme

- a. The values of the Primary Years Programme as indicated in the curriculum documents have an explicit impact on the decision making and functioning of the school.
- b. The school as a community of learners is committed to a collaborative approach to curriculum development.
- c. The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.
- d. The school is committed to the Primary Years Programme as the framework for all planning, teaching and learning across the curriculum.
- e. The school demonstrates a commitment to transdisciplinary learning.

4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
5. The school promotes responsible action within and beyond the school community.
6. The school promotes open communication based on understanding and respect.
7. The school places importance on language learning, including mother tongue, host country language and other languages.

#### Requirements for the Primary Years Programme

- a. The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.
- b. The school supports mother tongue and host country language learning.

8. The school participates in the IB world community.
9. The school supports access for students to the IB programme(s) and philosophy.

#### Requirements for the Primary Years Programme

- a. The school implements the Primary Years Programme as an inclusive programme for all students.

## Section B: Organization

### Standard B1: Leadership and structure

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

1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).

#### Requirements for the Primary Years Programme

- a. The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the Primary Years Programme coordinator and the primary school principal.
- b. The governing body places the responsibility for the implementation of the Primary Years Programme on the pedagogical leadership team.

3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
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.
5. The school develops and implements policies and procedures that support the programme(s).

#### Requirements for the Primary Years Programme

- a. The school has developed and implements a language policy that is consistent with IB expectations.
- b. The school has developed and implements an assessment policy that is consistent with IB expectations.

6. The school has systems in place for the continuity and ongoing development of the programme(s).
7. The school carries out programme evaluation involving all stakeholders.

### Standard B2: Resources and support

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

1. The governing body allocates funding for the implementation and ongoing development of the programme(s).
2. The school provides qualified staff to implement the programme(s).
3. The school ensures that teachers and administrators receive IB-recognized professional development.

#### Requirements for the Primary Years Programme

- a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.

4. The school provides dedicated time for teachers' collaborative planning and reflection.
5. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

6. The library/multimedia/resources play a central role in the implementation of the programme(s).
7. The school ensures access to information on global issues and diverse perspectives.
8. The school provides support for its students with learning and/or special educational needs and support for their teachers.
9. The school has systems in place to guide and counsel students through the programme(s).
10. The student schedule or timetable allows for the requirements of the programme(s) to be met.

### Requirements for the Primary Years Programme

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

11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
12. The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.

## Section C: Curriculum

### Standard C1: Collaborative planning

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

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

### Requirements for the Primary Years Programme

- a. The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.
- b. Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers.
- c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.

2. Collaborative planning and reflection takes place regularly and systematically.
3. Collaborative planning and reflection addresses vertical and horizontal articulation.

### Requirements for the Primary Years Programme

- a. There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.
- b. The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.

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

**Requirements for the Primary Years Programme**

- a. The school provides for easy access to completed Primary Years Programme planners.
- b. The school ensures that Primary Years Programme planners are coherent records of student learning.

5. Collaborative planning and reflection is based on agreed expectations for student learning.
6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
7. Collaborative planning and reflection is informed by assessment of student work and learning.
8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
9. Collaborative planning and reflection addresses the IB learner profile attributes.

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

**Standard C2: Written curriculum**

**The school's written curriculum reflects IB philosophy.**

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

**Requirements for the Primary Years Programme**

- a. The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under "Who we are" and "How we express ourselves".
- b. The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.
- c. The Primary Years Programme exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.
- d. There is documented evidence that the curriculum developed addresses the five essential elements of the Primary Years Programme.

2. The written curriculum is available to the school community.
3. The written curriculum builds on students' previous learning experiences.
4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

**Requirements for the Primary Years Programme**

- a. The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each Primary Years Programme subject area.
- b. The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the Primary Years Programme scope and sequence documents.

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

6. The written curriculum incorporates relevant experiences for students.

**Requirements for the Primary Years Programme**

- a. The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.

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

**Requirements for the Primary Years Programme**

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

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

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

**Requirements for the Primary Years Programme**

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

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

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

## Standard C3: Teaching and learning

### Teaching and learning reflects IB philosophy.

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

**Requirements for the Primary Years Programme**

- a. The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.
- b. The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the Primary Years Programme model of transdisciplinary teaching and learning.
- c. The school ensures that personal and social education is the responsibility of all teachers.

2. Teaching and learning engages students as inquirers and thinkers.

**Requirements for the Primary Years Programme**

- a. The school ensures that inquiry is used across the curriculum and by all teachers.

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

**Requirements for the Primary Years Programme**

- a. Teaching and learning addresses the competencies, experiences, learning needs and styles of students.

4. Teaching and learning promotes the understanding and practice of academic honesty.
5. Teaching and learning supports students to become actively responsible for their own learning.
6. Teaching and learning addresses human commonality, diversity and multiple perspectives.
7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
8. Teaching and learning demonstrates that all teachers are responsible for language development of students.
9. Teaching and learning uses a range and variety of strategies.
10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

#### Requirements for the Primary Years Programme

- a. The school provides for grouping and regrouping of students for a variety of learning purposes.

11. Teaching and learning incorporates a range of resources, including information technologies.
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.
13. Teaching and learning engages students in reflecting on how, what and why they are learning.
14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.

#### Requirements for the Primary Years Programme

- a. The school provides environments in which students work both independently and collaboratively.
- b. Teaching and learning empowers students to take self-initiated action as a result of the learning.

15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.
16. Teaching and learning develops the IB learner profile attributes.

**Note:** "Teaching and learning" is used as a single concept as the two processes are interdependent.

## Standard C4: Assessment

**Assessment at the school reflects IB assessment philosophy.**

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

#### Requirements for the Primary Years Programme

- a. Assessment at the school is integral with planning, teaching and learning.
- b. Assessment addresses all the essential elements of the programme.
- c. The school provides evidence of student learning over time across the curriculum.

2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

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

**Requirements for the Primary Years Programme**

- a. Student learning and development related to all attributes of the IB learner profile are assessed and reported.

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

**Requirements for the Primary Years Programme**

- a. The school ensures that students' knowledge and understanding are assessed prior to new learning.

8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

# Programme standards and practices with requirements for the Middle Years Programme

## Section A: Philosophy

### Standard A

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

1. The school's published statements of mission and philosophy align with those of the IB.
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
3. The school community demonstrates an understanding of, and commitment to, the programme(s).

#### Requirements for the Middle Years Programme

- a. The school shows evidence of developing the fundamental concepts of the Middle Years Programme.
  - b. Teachers and students demonstrate an understanding and awareness of the areas of interaction.
  - c. 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.
4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
  5. The school promotes responsible action within and beyond the school community.
  6. The school promotes open communication based on understanding and respect.
  7. The school places importance on language learning, including mother tongue, host country language and other languages.
  8. The school participates in the IB world community.
  9. The school supports access for students to the IB programme(s) and philosophy.

#### Requirements for the Middle Years Programme

- a. The school strongly encourages participation for all students.

## Section B: Organization

### Standard B1: Leadership and structure

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

1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).

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

**Requirements for the Middle Years Programme**

- a. The Middle Years Programme coordinator is part of the school pedagogical leadership team.

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

**Requirements for the Middle Years Programme**

- a. The school has developed and implements a language policy that is consistent with IB expectations.
- b. The school has developed and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
- c. The school has developed and implements an assessment policy that is consistent with IB expectations.
- d. The school has developed and implements an academic honesty policy that is consistent with IB expectations.
- e. The school's organizational structures support the implementation of all subject groups, of the areas of interaction and of the personal project.

6. The school has systems in place for the continuity and ongoing development of the programme(s).
7. The school carries out programme evaluation involving all stakeholders.

## **Standard B2: Resources and support**

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

1. The governing body allocates funding for the implementation and ongoing development of the programme(s).
2. The school provides qualified staff to implement the programme(s).
3. The school ensures that teachers and administrators receive IB-recognized professional development.

**Requirements for the Middle Years Programme**

- a. The school complies with the IB professional development requirement for the Middle Years Programme at authorization and at evaluation.

4. The school provides dedicated time for teachers' collaborative planning and reflection.
5. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
6. The library/multimedia/resources play a central role in the implementation of the programme(s).
7. The school ensures access to information on global issues and diverse perspectives.
8. The school provides support for its students with learning and/or special educational needs and support for their teachers.
9. The school has systems in place to guide and counsel students through the programme(s).
10. The student schedule or timetable allows for the requirements of the programme(s) to be met.

**Requirements for the Middle Years Programme**

- a. The schedule or timetable provides a minimum requirement of 50 teaching hours per subject group per year.
- b. The schedule or timetable provides a broad and balanced choice of subjects, including at least one subject from each of the eight subject groups, and promotes concurrency of learning.

11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
12. The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.

## Section C: Curriculum

### Standard C1: Collaborative planning

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

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

**Requirements for the Middle Years Programme**

- a. The school has an approach to curriculum planning that involves all Middle Years Programme teachers.
- b. The school follows the Middle Years Programme planning process.
- c. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.

2. Collaborative planning and reflection takes place regularly and systematically.
3. Collaborative planning and reflection addresses vertical and horizontal articulation.
4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
5. Collaborative planning and reflection is based on agreed expectations for student learning.
6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
7. Collaborative planning and reflection is informed by assessment of student work and learning.
8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
9. Collaborative planning and reflection addresses the IB learner profile attributes.

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

## Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

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

### Requirements for the Middle Years Programme

- a. The curriculum fulfills the aims and objectives of each subject group and, where applicable, the personal project.
- b. The school uses the prescribed Middle Years Programme objectives to develop and document interim subject-specific objectives.
- c. The written curriculum includes the following: a subject-specific vertical planning document; vertical planning for the student learning expectations of each area of interaction; horizontal planning for approaches to learning.
- d. The units of work are documented on unit planners and follow the Middle Years Programme unit planning process.
- e. The curriculum develops the student learning expectations for the areas of interaction within and across subjects to foster disciplinary and interdisciplinary relationships.
- f. The curriculum defines expectations for involvement in service in each year of the programme.
- g. There is a system for the regular review of individual units of work, vertical and horizontal subject documentation and documentation of the areas of interaction.

2. The written curriculum is available to the school community.
3. The written curriculum builds on students' previous learning experiences.
4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

### Requirements for the Middle Years Programme

- a. The school documents the curriculum in terms of subject content, including conceptual understanding and skills that will allow students to reach the prescribed objectives.

5. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
6. The written curriculum incorporates relevant experiences for students.
7. The written curriculum promotes students' awareness of individual, local, national and world issues.
8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
10. The written curriculum integrates the policies developed by the school to support the programme(s).
11. The written curriculum fosters development of the IB learner profile attributes.

## Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

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

### Requirements for the Middle Years Programme

- a. Teaching and learning at the school addresses the students' learning expectations for each area of interaction.
  - b. Teaching and learning at the school uses the areas of interaction as contexts.
  - c. Teaching and learning allows students to meet the Middle Years Programme objectives in each subject group.
  - d. Teaching and learning creates opportunities for involvement in service in every year of the programme and ensures its qualitative monitoring.
2. Teaching and learning engages students as inquirers and thinkers.
  3. Teaching and learning builds on what students know and can do.
  4. Teaching and learning promotes the understanding and practice of academic honesty.
  5. Teaching and learning supports students to become actively responsible for their own learning.
  6. Teaching and learning addresses human commonality, diversity and multiple perspectives.
  7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
  8. Teaching and learning demonstrates that all teachers are responsible for language development of students.
  9. Teaching and learning uses a range and variety of strategies.
  10. Teaching and learning differentiates instruction to meet students' learning needs and styles.
  11. Teaching and learning incorporates a range of resources, including information technologies.
  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.
  13. Teaching and learning engages students in reflecting on how, what and why they are learning.
  14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.
  15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.
  16. Teaching and learning develops the IB learner profile attributes.

**Note:** "Teaching and learning" is used as a single concept as the two processes are interdependent.

## Standard C4: Assessment

### Assessment at the school reflects IB assessment philosophy.

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

#### Requirements for the Middle Years Programme

- a. The school uses the prescribed assessment criteria for each subject group in year 5 of the programme.
  - b. The school implements a coherent framework of assessment criteria aligned with the school's interim objectives.
  - c. Teachers standardize their understanding and application of criteria before deciding on achievement levels.
  - d. The school provides students with task-specific clarifications for assessment.
2. The school communicates its assessment philosophy, policy and procedures to the school community.
  3. The school uses a range of strategies and tools to assess student learning.
  4. The school provides students with feedback to inform and improve their learning.
  5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
  6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
  7. The school analyses assessment data to inform teaching and learning.
  8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
  9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

# Programme standards and practices with requirements for the Diploma Programme

## Section A: Philosophy

### Standard A

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

1. The school's published statements of mission and philosophy align with those of the IB.
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
3. The school community demonstrates an understanding of, and commitment to, the programme(s).
4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
5. The school promotes responsible action within and beyond the school community.
6. The school promotes open communication based on understanding and respect.
7. The school places importance on language learning, including mother tongue, host country language and other languages.
8. The school participates in the IB world community.
9. The school supports access for students to the IB programme(s) and philosophy.

#### Requirements for the Diploma Programme

- a. The school provides for the full Diploma Programme and requires some of its student body to attempt the full diploma and not only individual subject certificates.
- b. The school promotes access to the diploma and certificates for all students who can benefit from the educational experience they provide.
- c. The school has strategies in place to encourage students to attempt the full diploma.

## Section B: Organization

### Standard B1: Leadership and structure

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

1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).

3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
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.
5. The school develops and implements policies and procedures that support the programme(s).

### Requirements for the Diploma Programme

- a. The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.
- b. The school develops and implements a language policy that is consistent with IB expectations.
- c. The school develops and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
- d. The school develops and implements an assessment policy that is consistent with IB expectations.
- e. The school has developed and implements an academic honesty policy that is consistent with IB expectations.
- f. The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.

6. The school has systems in place for the continuity and ongoing development of the programme(s).
7. The school carries out programme evaluation involving all stakeholders.

## Standard B2: Resources and support

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

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

### Requirements for the Diploma Programme

- a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator.
- b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.

2. The school provides qualified staff to implement the programme(s).
3. The school ensures that teachers and administrators receive IB-recognized professional development.

### Requirements for the Diploma Programme

- a. The school complies with the IB professional development requirement for the Diploma Programme at authorization and at evaluation.

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

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

**Requirements for the Diploma Programme**

- a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments.
- b. There are appropriate information technology facilities to support the implementation of the programme.
- c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.

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

**Requirements for the Diploma Programme**

- a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.

7. The school ensures access to information on global issues and diverse perspectives.
8. The school provides support for its students with learning and/or special educational needs and support for their teachers.
9. The school has systems in place to guide and counsel students through the programme(s).

**Requirements for the Diploma Programme**

- a. The school provides guidance to students on post-secondary educational options.

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

**Requirements for the Diploma Programme**

- a. The schedule provides for the recommended hours for each standard and higher level subject.
- b. The schedule provides for the development of the theory of knowledge course over two years.
- c. The schedule respects concurrency of learning in the Diploma Programme.

11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
12. The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.

## Section C: Curriculum

### Standard C1: Collaborative planning

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

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

#### Requirements for the Diploma Programme

- a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.
- b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.

2. Collaborative planning and reflection takes place regularly and systematically.
3. Collaborative planning and reflection addresses vertical and horizontal articulation.
4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
5. Collaborative planning and reflection is based on agreed expectations for student learning.
6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
7. Collaborative planning and reflection is informed by assessment of student work and learning.
8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
9. Collaborative planning and reflection addresses the IB learner profile attributes.

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

### Standard C2: Written curriculum

**The school's written curriculum reflects IB philosophy.**

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

#### Requirements for the Diploma Programme

- a. The curriculum fulfills the aims and objectives of each subject group and the core.
- b. The curriculum facilitates concurrency of learning.
- c. The curriculum is balanced so that students are provided with a reasonable choice of subjects.
- d. The school develops its own courses of study for each subject on offer and for theory of knowledge.

2. The written curriculum is available to the school community.
3. The written curriculum builds on students' previous learning experiences.

4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
5. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
6. The written curriculum incorporates relevant experiences for students.
7. The written curriculum promotes students' awareness of individual, local, national and world issues.
8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
10. The written curriculum integrates the policies developed by the school to support the programme(s).
11. The written curriculum fosters development of the IB learner profile attributes.

## Standard C3: Teaching and learning

### Teaching and learning reflects IB philosophy.

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

#### Requirements for the Diploma Programme

- a. Teaching and learning at the school addresses all of the aims and objectives of each subject.
2. Teaching and learning engages students as inquirers and thinkers.
  3. Teaching and learning builds on what students know and can do.
  4. Teaching and learning promotes the understanding and practice of academic honesty.
  5. Teaching and learning supports students to become actively responsible for their own learning.
  6. Teaching and learning addresses human commonality, diversity and multiple perspectives.
  7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
  8. Teaching and learning demonstrates that all teachers are responsible for language development of students.
  9. Teaching and learning uses a range and variety of strategies.
  10. Teaching and learning differentiates instruction to meet students' learning needs and styles.
  11. Teaching and learning incorporates a range of resources, including information technologies.
  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.
  13. Teaching and learning engages students in reflecting on how, what and why they are learning.
  14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.
  15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.
  16. Teaching and learning develops the IB learner profile attributes.

**Note:** "Teaching and learning" is used as a single concept as the two processes are interdependent.

## Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

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

### Requirements for the Diploma Programme

- a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.
2. The school communicates its assessment philosophy, policy and procedures to the school community.
  3. The school uses a range of strategies and tools to assess student learning.
  4. The school provides students with feedback to inform and improve their learning.
  5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
  6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
  7. The school analyses assessment data to inform teaching and learning.
  8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
  9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

# Glossary

<b>Concurrency of learning</b>	A principle promoted in the Middle Years Programme and the Diploma Programme. Students deal with a balanced curriculum each year in which the required subjects are studied simultaneously.
<b>Curriculum</b>	All aspects of the teaching and learning process for students in the programme, namely its design, implementation, assessment and review.
<b>Evidence</b>	The observation or documentation that verifies a practice. It demonstrates that a practice is in place at the school.
<b>Governing body</b>	The duly constituted individual or group that has the ultimate legal authority to make decisions on behalf of the school.
<b>Head of school (director/principal in some systems)</b>	The person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.
<b>IB philosophy</b>	The IB's set of beliefs and values that guides the development and delivery of its educational programmes. It is reflected in the mission statement, the IB learner profile and the programme-specific documents that describe and explain each individual programme (for example, <i>Making the PYP happen: A curriculum framework for international primary education</i> (January 2007), <i>MYP: From principles into practice</i> (August 2008), <i>The Diploma Programme: From principles into practice</i> (April 2009).
<b>IB-recognized professional development</b>	Activities listed on the IB events calendar on the IB public website ( <a href="http://www.ibo.org">http://www.ibo.org</a> ) or in-school professional development activities organized by the relevant IB office.
<b>Language learning</b>	A generic term in this document that may or may not include the ideas of language development and acquisition, depending on context.
<b>Pedagogical leadership</b>	The effective management of resources, systems or structures to ensure that teaching and learning at the school addresses the overarching mission of the school and the IB programme standards; or those responsible for its management.
<b>Practices</b>	Further definitions of standards. Implementing a practice will result in an outcome that can be identified with evidence. Practices will be implemented to varying degrees over time as a result of the growth and development of an IB programme at the school.

<b>Programme(s)</b>	The three educational programmes offered by the IB (the Primary Years Programme, the Middle Years Programme and the Diploma Programme). A school may have authorization to offer one or more.
<b>Programme requirements</b>	These provide programme-specific detail on some common practices. Both the requirements and practices are necessary for the successful implementation of the respective IB programme.
<b>Resources</b>	This can include people, time, materials and money.
<b>School community</b>	All stakeholders of the school—students, parents, school staff, school managers and the governing body. The IB anticipates its educational programme(s) will have a positive influence upon the entire school community.
<b>Staff</b>	All school personnel involved in the programme(s), including those with managerial roles, those with academic roles (teachers/faculty) and those with support roles.
<b>Standards</b>	The general requisites established for schools to implement any IB programme. They indicate what schools must have in place to implement the Primary Years Programme, the Middle Years Programme and the Diploma Programme. The standards must be met at the point of authorization and at each programme evaluation. Programme standards are what schools demonstrate in order to maintain authorization; they can be reached by implementing the practices identified for each standard.
<b>Teaching hours</b>	The number of clock hours of contact time with students.
<b>The school</b>	A holistic term referring to the entity established for implementing the programme(s), the decision makers and its stakeholders.
<b>Written curriculum</b>	The documentation identifying in detail what is to be taught, such as planners, units, outlines, lesson plans and syllabuses.