Guide to school authorization:
Middle Years Programme

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Introduction

In order for a school to become an IB World School, it must be authorized by the IB to implement any one of its programmes.

The authorization process is a challenging, rewarding, and worthwhile journey for the school and its community. The benefits of authorization last long after the completion of the process and equip each school with a road map for sustained success.

As a result of this process, parents and students can be confident that each IB World School, no matter where it is located, has:

o   commitment to the IB philosophy with a focus on international-mindedness

o   a rigorous, comprehensive curriculum encouraging student curiosity and inquiry

o   teachers, leaders, and staff trained in the IB programme and philosophy

o   school leadership and administrative structures that serve its mission and support the IB programme

o   a comprehensive plan for implementation and sustainability of the IB programme.

The authorization process has been designed to support schools in:

o   making the decision to become an IB World School

o   understanding the nature and requirements of the IB programme

o   defining their readiness to implement the programme

o   planning to sustain the programme in the long term.

The authorization process has a number of phases, each of which has distinctive objectives and related time frames.

The implementation of an IB programme may entail changes in the life of a school. These guidelines are intended to support schools during the process of authorization.

This guide describes the requirements for the Middle Years Programme (MYP) from the 2014 publication of *MYP: From principles into practice* and the associated guides. Schools that apply for authorization from September 2016 onwards must meet the requirements as specified in this guide.
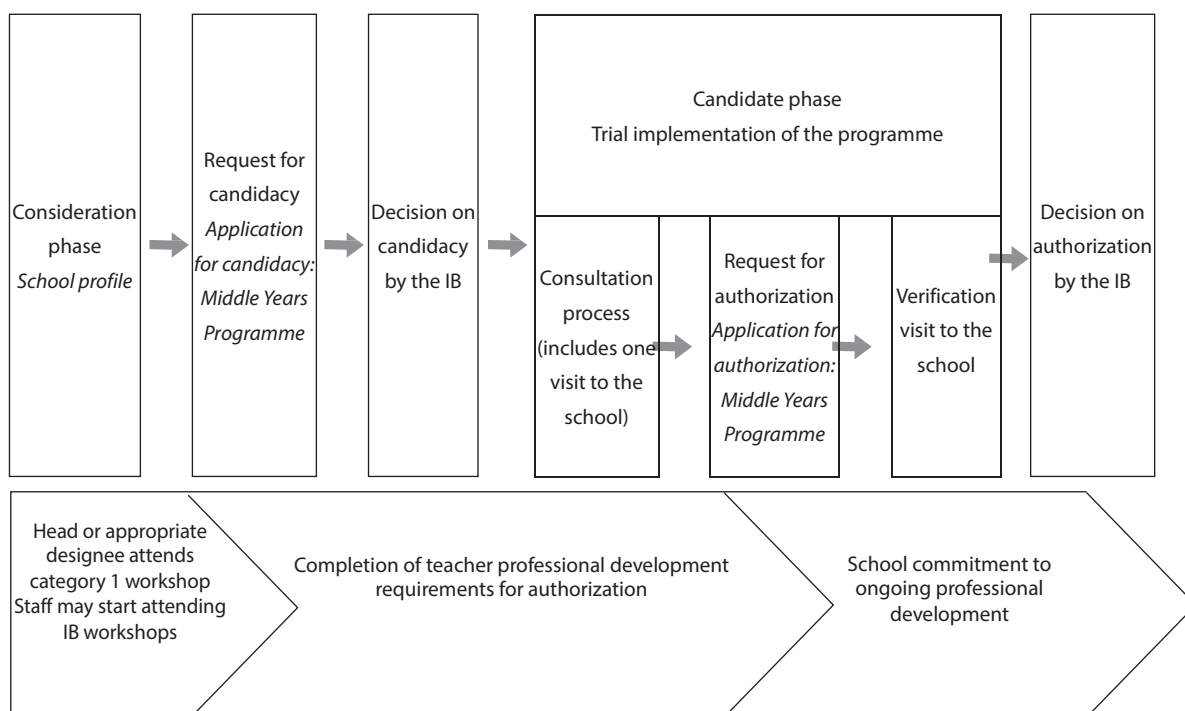
Overview of the authorization process

| Consideration phase *School profile* | Request for candidacy *Application for candidacy: Middle Years Programme* | Decision on candidacy by the IB | Candidate phase — Trial implementation of the programme | | | Decision on authorization by the IB |

The above is represented as a flow diagram with the following boxes connected by arrows:

- Consideration phase *School profile*
- Request for candidacy *Application for candidacy: Middle Years Programme*
- Decision on candidacy by the IB
- Candidate phase — Trial implementation of the programme, containing:
  - Consultation process (includes one visit to the school)
  - Request for authorization *Application for authorization: Middle Years Programme*
  - Verification visit to the school
- Decision on authorization by the IB

Below, a set of chevron arrows:
- Head or appropriate designee attends category 1 workshop. Staff may start attending IB workshops
- Completion of teacher professional development requirements for authorization
- School commitment to ongoing professional development

Figure 1
Stages of the authorization process

Consideration phase

Form the school completes: *School profile*

Schools will have accessed information on the IB public website or have received information about the IB and want to know more. They complete the *School profile* in order to inform the IB of their interest and to request additional information.

What does the school do before applying for candidacy?

Before application, the school conducts a feasibility study in which it analyses the IB philosophy, programme structure and requirements, compares its findings with the situation of the school and defines what needs to be done in order to implement the programme. As a result, the school will decide whether to apply to become an IB World School.

The IB requires that a school takes the following steps.

1. Identification of who will carry out the feasibility study. It is helpful to include in the group school experts from different academic areas, members of the school leadership team and the person(s) responsible for finance.

2. Analysis of the IB mission statement and the IB learner profile in order to see whether the school's own philosophy has the potential to be aligned with that of the IB. This is the most important decision that the school has to make, because it is related to the purpose of the school and its unique contribution to education.

3. Participation of the head of school or appropriate designee in an IB category 1 "Heads of school/ MYP coordinators: Implementing the MYP curriculum" workshop to become familiar with the IB programme and the authorization process (this is a requirement if the school decides to apply for candidacy). Schools are encouraged to participate in further IB professional development activities as early as possible to ensure that they make an informed decision regarding the future implementation of an IB programme.

4. Analysis of the requirements related to the school entity.

5. Analysis of the structure of the programme.

6. Analysis of the *Programme standards and practices* and specific programme requirements.

7. Analysis of the commitment that the IB requires from IB World Schools to ensure that the programme will be sustainable in the long term.

8. Analysis of the situation of the school with regard to IB expectations.

9. If the school were to decide to implement the programme, analysis of the human, material and financial resources that would be committed in order to align the school with IB expectations and to sustain the programme in the long term.

10. Approximate time that the school will need to align with IB expectations.

11. Analysis of the benefits that the implementation of the programme will bring to the school and its community.

12. Final decision on whether to implement the programme.

If the decision is made to implement the programme and therefore start the authorization process, during this period the school identifies the person who will become the coordinator of the programme, starts to gain support from its community, identifies resources and starts sending staff to IB-recognized professional development activities.

Request for candidacy

Form the school completes: *Application for candidacy: Middle Years Programme*

The school will start the authorization process by completing the *Application for candidacy: Middle Years Programme* and gathering the supporting documents. By submitting the application and the supporting documents, the school formally applies for candidate status.

The *Application for candidacy: Middle Years Programme* shows that the school has carried out a preliminary analysis of the programme and of the implications of its implementation and that, as a result, an action plan has been developed reflecting the commitment of the school to make the necessary adjustments to become an IB World School. The table below lists the requirements that must be in place for the school to be recognized as a candidate school. These are based on the *Rules for candidate schools*, *Rules and policy for intellectual property*, *Programme standards and practice* and the requirements for authorization as set out further in this guide.

The table also lists areas that the school is recommended to address before applying to become a candidate school. These are areas that could have an impact on eventual authorization in terms of school structure or finances. If these are not addressed before candidacy, they will be a priority for the school to address during the candidacy period.

Requirements title	Requirements that must be in place for the school to be recognized as a candidate school	Recommended areas to address before applying to become a candidate school
Legal entity	The school is registered as a legal entity with an educational purpose.	o The school ensures that its registration as a legal entity is valid throughout its relationship with the IB. o New schools that are aiming to become authorized sooner than the normal three-year authorization process should consider the feasibility of their timeline towards authorization.
School name	There is no IB trademark in the name of the school.	
School mission and philosophy	The school's mission and philosophy align or can be aligned with those of the IB without making it necessary for the school to give up a major part of its own mission or philosophy.	The school's mission and philosophy value education that goes beyond academic development and encourages awareness beyond the individual.
Multiple-campus school (if applicable)	If the school applies to be a multiple-campus school, it meets the requirements according to the *Rules for candidate schools*.	
MYP partner schools (if applicable)	If the school applies to be a partner school: o there is an educational continuum across the partner schools o there is an MYP Coordinator who coordinates the programme across the partner schools. o collaborative planning takes place across the partner schools.	The partnership has planned to meet the professional development requirements for each partner school separately.
Length of the programme	The proposed length of MYP is in accordance with the requirements.	
Programme coordinator	The programme coordinator has been or will be appointed at the start of the trial implementation.	
Budget	The school has the written commitment of the authorities that will finance the project of implementing the programme.	The school's budget includes the correct IB fees and projected costs for professional development.

Requirements title	Requirements that must be in place for the school to be recognized as a candidate school	Recommended areas to address before applying to become a candidate school
Commitment to PD	The head of school or appropriate designee has attended the required workshop. (The head of school may designate someone else to participate in the workshop if this person has decision-making authority over the IB programme concerned.)	The school has plans to meet the professional development (PD) requirements for authorization.
Action plan	The school has designed an action plan to reflect its journey towards authorization.	
Language of instruction (if applicable)		If one of the languages of instruction is not English, French or Spanish, the school plans to ensure that at least one teacher per subject group and the programme coordinator are proficient in one of the IB working languages.
Encourage participation of all students		If the school does not involve the full cohort in the MYP, the school has provided an explanation.
Gradual implementation		If the school chooses to implement the MYP gradually, the school has planned for at least two years of consecutive implementation to be in place before authorization and the school's planning allows students to continue to participate in the MYP once they have started in the programme.
Support from the school community		The school gains the support of other stakeholders in the school community in addition to its leadership team and governing body.
Planning of subject groups		o The required number of teaching hours for each subject group for each year is met or has been planned for, while taking into account the subject groups that must be offered in each year of the programme. o The school meets or plans to meet the requirement for six subject groups, one of which must be a language from the language acquisition group (or a second language from the language and literature subject group), to be offered concurrently in each year of the programme.

If the school has shown that the above-mentioned requirements that must be in place have been fulfilled and has paid the corresponding IB fee, it will be recognized as a candidate school.

The IB has full discretion to refuse to recognize a school as a candidate school.

In all cases, the school will receive a report that will provide information regarding the application and the decision that the IB has made.

Candidate phase

During this period, the school will start trial implementation of the programme that will last no less than one academic year and will take the actions necessary to address the IB requirements for authorization. As such any work the school has done prior to being awarded candidacy does not count towards the one academic year of implementation. It is preferred that the school begins its minimum one academic year of implementation from the beginning of an academic year so as to ensure that the school has been through one complete and continuous curriculum cycle. If a school wishes to begin its minimum one academic year of implementation part way through an academic year, the remaining portion of the academic year counts towards the school's implementation time, with the remaining implementation time taking place during the next academic year.

Special attention should be given to the implementation of the professional development plan as early as possible, to ensure that teachers will be duly trained in IB-recognized professional development activities related to their subject areas or roles. The minimum requirements for professional development have been established in order that IB programmes are effectively and consistently implemented for the benefit of all students. The schedule needs to be carefully analysed so that the requirements for authorization are met in a timely manner and the implementation is carried out with enhanced knowledge during the candidate phase. It is expected that the requirements related to professional development are completed at the time of the verification visit.

In order to meet the minimum requirement related to professional development, the school must ensure that the following IB-recognized professional development activities have taken place.

1.   Head of school or appropriate designee: "Heads of school/MYP coordinators: Implementing the MYP curriculum" category 1 workshop before submission of *Application for candidacy: Middle Years Programme*.

2.   All staff: "Launching the MYP" introductory in-school workshop.

3.   Programme coordinator: "Heads of school/MYP coordinators: Implementing the MYP curriculum" category 1 workshop.

4.   At least one teacher per subject group: relevant subject-group specific "Implementing the MYP curriculum" category 1 workshop.

The school will have the support of the IB through advice—by the relevant IB office and IB-approved consultants—and through a mandatory consultation visit to the school. The timing of the visit will be established in consultation with the relevant IB office or IB consultant. As a result of the visit, a report will be sent to the school with recommendations on the implementation of the programme.

All teachers will be given access to the IB online curriculum centre (OCC), a website where teachers can obtain IB publications and teaching materials and can participate in online forums on programme-related topics with their colleagues from schools around the world.

Assessment services, including the optional certification of students, are available to schools only once the school has become authorized (in the academic year that follows upon authorization). Details of the assessment services are published in the annual *Handbook of procedures for the Middle Years Programme*.

Request for authorization

Form the school completes: *Application for authorization: Middle Years Programme*

The *Application for authorization: Middle Years Programme* and supporting documents provide evidence of the school's progress in the authorization process and of its readiness to become an IB World School. The candidate school will submit specific documents showing understanding of the programme and its implementation.

Through the *Application for authorization: Middle Years Programme* and supporting documents, the school will show that it has:

o   understood and embraced the IB philosophy

o   understood the programme requirements

o   met the major objectives of its action plan to ensure successful implementation

o   concluded that it meets the requirements to become an IB World School.

Verification visit

Upon acceptance of the *Application for authorization: Middle Years Programme*, the IB will carry out a visit to the school to verify the school's claim that it has taken all the necessary actions and is prepared to become an IB World School.

The purpose of the visit is to ensure that the educational principles, standards and practices on which the IB programme is founded will be maintained and furthered. The visit is not aimed at appraising or assessing individual teachers or school administrators. A description of the visit can be found in the appendix to this document.

Following the visit, the relevant IB office will produce a report regarding the authorization process. This report will be based on the findings of the visit and the data from the application forms. It will normally include the following elements.

o   Commendations: These relate to school practices that are beyond the requirements for authorization and will benefit the implementation of the programme.

o   Recommendations: These provide guidance for the school on further developing the programme.

o   Matters to be addressed: In certain cases, there are areas within a school's practice that, if not addressed immediately, will jeopardize the integrity of the programme and, thus, the school's entitlement to be considered as an IB World School.

Decision on authorization

The director general is responsible for deciding the outcome of all applications made by candidate schools. This decision is based on the documents submitted by the relevant IB office.

Authorization to teach an IB programme may be granted or denied by the director general. The decision will have one of the following outcomes.

Authorization

If the director general considers that the application by the candidate school meets IB requirements and that there are no matters to be addressed, authorization to teach the relevant IB programme will be granted

under condition of accordance with the *Rules for IB World Schools: Middle Years Programme*. A letter of authorization from the IB will be sent to the school.

Commendations and recommendations are sent to the candidate school in conjunction with the letter advising the school of the authorization decision.

The school becomes eligible to register students for personal project moderation and MYP eAssessment immediately upon being authorized as an IB World School for the MYP. Schools with MYP year 5 students at the time of authorization are required to register students for mandatory moderation of the personal project in the academic year that follows the year in which the school becomes authorized as an IB World School for the MYP. For schools that use a gradual model of implementation, where MYP year 5 is implemented at a point after the school has been authorized, mandatory moderation of the personal project begins with their first cohort of MYP year 5 students. Details of the assessment services are published in the annual *Handbook of procedures for the Middle Years Programme.*

Continuation of candidacy

There are times when the IB considers that certain changes or improvements must be implemented by the candidate school before authorization. In such cases, the relevant IB office will write to the candidate school listing in detail those matters to be addressed. The letter will prescribe a deadline by which evidence must be submitted showing that these changes have been made or that an acceptable plan has been made for their accomplishment, if applicable.

The relevant IB office will then determine whether the candidate school may be recommended for authorization or whether additional work must be done prior to authorization. A return visit to the candidate school may also be scheduled, at the candidate school's expense. Under no circumstances may a school be authorized without the matters to be addressed being addressed by the candidate school to the satisfaction of the IB.

Refusal of authorization

The IB has full discretion to refuse to authorize a candidate school to teach an IB programme. If authorization is refused, the director general will give summary reasons for this decision. The decision is final: it is not subject to reconsideration or appeal.

However, a school may reapply for candidacy after a period of at least two years has elapsed since the date of the letter sent by the IB with the above-mentioned decision. The normal process and fees will apply.

Quality assurance framework

In order for the IB to gather information about the quality of its processes, the school will be asked to complete short questionnaires in different phases of the process to capture the school's perception of the authorization process. The feedback from schools is analysed in order to inform future changes.

Requirements to become an IB World School offering the Middle Years Programme

Introduction

A school wishing to implement the MYP should consider the requirements described below to ensure that they can comply with all of them. They are classified as follows.

o   Requirements related to the school entity

o   Requirements related to the structure of the MYP

o   Requirements related to the implementation of the programme

The school will be asked to show evidence of some of these requirements when submitting the *Application for candidacy: Middle Years Programme*, others when submitting the *Application for authorization: Middle Years Programme*, and others will be verified when the school is visited. They must all be evident if a school wants to become an IB World School authorized to offer the MYP.

Requirements related to the school entity

Requirements related to the school entity need to be in place for the IB to recognize it as a candidate school. They are stated in the IB document *Rules for candidate schools*.

Name and status of the school

In various forms, combinations and logos, the names "International Baccalaureate", "IB" and "IB World School" are registered as trademarks worldwide by the IB Organization. Furthermore, the right to use the term "IB World School" and the related logo is provided under licence exclusively to IB World Schools that have been granted authorization by the director general to teach one or more of the IB programmes.

Consequently, no school whose name includes the words "International Baccalaureate", "IB" or "World School" in any form or language—or that has any trademarks or pending applications containing such words—shall be accepted by the IB Organization as a candidate school.

The school must be duly registered as a legal entity—either for profit or not for profit, privately or publicly funded—that is fit for the purposes of providing educational services and has the required accreditation by the local authorities and/or independent recognized accreditation agencies, if applicable.

New schools should normally have been in existence for at least three years before they can be authorized.

Multiple campus schools

If a school is divided between two or more campuses, each campus is normally deemed a separate candidate school and must individually fulfill all of the conditions of authorization stipulated in the *Guide to school authorization: Middle Years Programme*.

In some cases, the IB Organization recognizes that a single programme may, for logistical reasons, be taught in a school with two or more different campuses, perhaps a short distance apart. If such a multiple-campus school is to be regarded as one unit for the purposes of recognition and fees, the school must provide evidence that the following criteria are all satisfied.

a. All campuses are recognized as comprising a single school according to legal and local registrations.

b. One person is responsible for the day-to-day educational leadership of the school across campuses and is formally recognized as such by the staff and, if applicable, also by the local authorities.

c. The campuses are governed by the same rules and regulations—including organizational structure and, if applicable, school fee tariff.

d. One IB programme coordinator will be responsible for the day-to-day functioning of the combined programme across the campuses.

e. There can and will be horizontal and vertical articulation of the programme across the campuses. The staff across campuses can and will meet frequently for collaborative planning.

For the purposes of programme authorization, the IB Organization reserves the right to decide what constitutes a multiple-campus school.

The MYP in partnership

In cases where there is an educational continuum between schools—where one or more offer the earlier years of the MYP, leading to the final years in another school (without any gap years), and a significant proportion of students move from one to the other—schools can apply to offer the MYP in partnership. The IB will recognize this cluster of schools as one programme offered in partnership under the following conditions.

a. The partner schools appoint an MYP coordinator, who will coordinate the programme across the partner schools and be the contact person for the IB for the partnership. The school where the MYP coordinator sits will be identified as the contact school. Generally, the MYP coordinator would be appointed from the school that offers the final years of the programme.

b. The continuity of the curriculum is guaranteed across the partner schools and across all years of the programme.

c. The professional development requirements at the time of authorization and at the time of evaluation are fulfilled by each partner school separately.

d. The staff across the partner schools will meet frequently for collaborative planning, ensuring vertical articulation towards the final MYP objectives and a common understanding and practice of MYP assessment.

e. For the application for candidacy and authorization, as well as for the purposes of programme evaluation, the partnership will be regarded as one entity. Although documentation may be requested from all partner schools, there will be one report from the IB, which will address the partnership as a whole.

When authorized, each partner school of the partnership will be registered as an IB World School in its own right. The MYP coordinator for the partnership will be regarded as the MYP coordinator for all partner schools.

Requirements related to the structure of the Middle Years Programme

General

Schools need to consider the following requirements related to the structure of the programme to ensure that its implementation is possible. This information and other details are included in IB publications such as: *Rules for IB World Schools: Middle Years Programme*; *General regulations: Middle Years Programme*; *Handbook of procedures for the Middle Years Programme*; *MYP: From principles into practice*.

Continuum of IB programmes

The four programmes developed by the IB are free-standing; schools may opt to offer one or any combination of the four programmes.

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.

o   The programme is at least two consecutive years in length.

In some cases, schools may also offer a six-year MYP, where local circumstances require an extra year to ensure that the transition from PYP to MYP, MYP to DP or MYP to CP is continuous. In these cases, the last year of MYP will still be referred to as MYP year 5.

Subject-group requirements

The subject groups provide a broad and balanced foundation of knowledge in subject disciplines. The MYP requires at least 50 hours of teaching time for each subject group offered in each year of the programme. In practice more time is often necessary to meet subject-group aims and objectives and to provide for the sustained, concurrent teaching that enables interdisciplinary study. For students pursuing MYP course results that can contribute to the awarding of the MYP certificate, the IB recommends at least 70 teaching hours in each of the final two years of the programme (MYP year 4 and MYP year 5).

Combined subject groups in MYP years 1–3

In MYP years 1–3, if local circumstances impose scheduling constraints that prevent the programme's designed implementation, schools can combine teaching and learning for a subject group into one or more other regularly timetabled/scheduled subject groups. Any subject group that is not taught independently must continue to meet MYP and professional development requirements as specified in *MYP: From principles into practice* (2014).

Subject-group flexibility in MYP years 4 and 5

Whenever possible, schools should continue to provide all students with opportunities to engage in the study of eight subject groups in MYP years 4 and 5. If students are better served in years 4 and 5 by studying fewer than eight subject groups, schools may offer subject-group flexibility, provided conditions are met as specified in *MYP: From principles into practice* (2014).

Further information can be found in the annual *Handbook of procedures for the Middle Years Programme*.

Implementation to be eligible for authorization

When starting trial implementation of the MYP in the candidate phase, schools may choose to start implementation in all years simultaneously, or they may choose to phase in the implementation gradually.

At the time of authorization, the school must have implemented at least two consecutive years of the programme.

Inclusivity of the programme

The MYP is intended to be an inclusive programme that can cater for all students aged 11–16. However, there may be legitimate reasons why a school cannot offer the programme to all students. These will be considered by the IB when analysing the submission of *Application for candidacy: Middle Years Programme*. The general principle remains that schools are strongly encouraged to include all students within the relevant age range in the programme.

Language of instruction

The MYP may be taught in any language, provided the school has systems in place to ensure that teachers and students fully understand all aspects of the programme.

Where one of the IB working languages (English, French or Spanish) is not included as a language of instruction, the school must contact the relevant IB office to seek advice. In this case, it is expected that at least one teacher per subject group has proficiency in one of the IB working languages.

For the purposes of moderation of the personal project and the external eAssessment from May 2016, information can be found in the annual *Handbook of procedures for the Middle Years Programme*.

Appointment of an MYP coordinator

Schools must have an MYP coordinator. This person will act as pedagogical leader of the programme and will be the person to whom the IB will send relevant information and communications related to the programme. The programme coordinator must show proficiency in one of the IB working languages (English, French or Spanish).

In the case of a programme that involves school partnerships, an MYP coordinator is required to coordinate the programme across the partner schools. The MYP coordinator is the only contact person for the IB for purposes of programme specific correspondence, receipt and distribution of information, registration of students and so on.

Mandatory teacher professional development

A school wishing to implement the MYP needs to make a commitment to ongoing teacher professional development. Specifically, schools must meet the following requirements.

o   Head of school or appropriate designee: "Heads of school/MYP coordinators: Implementing the MYP curriculum" category 1 workshop. Before submission of *Application for candidacy: Middle Years Programme*, the head of school may designate someone else to participate in the workshop if this person has or will have decision-making authority over the IB programme concerned.

o All staff: "Launching the MYP" introductory in-school workshop organized through the relevant IB office.

o Programme coordinator: "Heads of school/MYP coordinators: Implementing the MYP curriculum" category 1 workshop.

o At least one teacher per subject-group: relevant subject group specific "Implementing the MYP curriculum" category 1 workshop.

It is expected that the professional development has taken place before the verification visit. The required professional development is a minimum only, ensuring that IB programmes are effectively and consistently implemented for the benefit of all students. Having more teachers trained in the MYP would certainly be beneficial for the school in creating further understanding and moving the programme forward.

The school's commitment to IB professional development would allow as many teachers and staff as possible to participate in IB activities.

Requirements related to the implementation of the programme

Requirements related to the implementation of the programme are stated in the *Programme standards and practices* document. Although the standards and practices are common to all IB programmes, some practices have been described in more detail in relation to the MYP to allow for a better understanding from the perspective of the 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, at the time of authorization certain expectations must be met as follows.

o The IB has identified some practices and programme requirements that must be "in place" before the school can be authorized. The absence of these practices and requirements in a school may endanger the integrity of the programme, and can result in matters that must be addressed by the school before it can be authorized.

o For all other practices* and programme requirements the school must show that "implementation is in progress". The school will show progress in its planning and implementation at the time of authorization. (*Excluding practice B1.7, which relates to programme evaluation).

The tables below identify the practices and programme requirements that must be in place at authorization and the matters to be addressed that may arise from them. In addition, the tables show the progress the school is expected to make after it has become an IB World School for the MYP by the time of programme evaluation.

It is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements at the time of evaluation of the programme and will show evolution in time, which will be evidenced at every cycle of the programme evaluation. Not all practices and programme requirements have an associated matter to be addressed at the time of programme evaluation. In cases where no direct matter is indicated, the practice or requirement is greyed out in the table and a reference to a related practice with a matter to be addressed is included.

The tables describe the requirements for the MYP from the 2014 publication of *MYP: From principles into practice* and the associated guides.

Schools that apply for authorization from September 2016 onwards must meet the requirements as specified in this guide and the tables below. .

Section A: Philosophy

Standard A The school's educational beliefs and values reflect IB philosophy.		**A school offering the Middle Years Programme must ensure that:**	**Requirements that must be in place at**		**Source documents** Section headings in *MYP: From principles into practice* (2014)
			Authorization	**Evaluation**	
1	The school's published statements of mission and philosophy align with those of the IB.	o it has published statements of mission and philosophy. o its statements of mission and philosophy are aligned with those of the IB to include references that the school values education that goes beyond academic development. o its statements of mission and philosophy are aligned with those of the IB to include references that the school encourages students to develop awareness beyond the individual and his or her immediate community.	X	X	*"Compatibility with other systems"*
2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.	o its action plan is driven by the practices and programme requirements included in the *Programme standards and practices*. o the governing body, administrative and pedagogical leadership and staff have an understanding of the IB philosophy.	X	X	*"Leadership and management for change"*
3	The school community demonstrates an understanding of, and commitment to, the programme(s).	o actions are taken to promote the understanding and support of the implementation of the MYP by the school community. o it applies the IB copyright policy when communicating to its community.	X	X	*"IB learners and the IB learner profile"* *"Whole-school curricular planning"*
3a	The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP year 3 or 4)	o it has provided opportunities for parents and students to understand the central importance of the personal project (or community project for programmes that end in MYP year 3 or 4).	X	X	*"The community project and the personal project"*

	Standard A The school's educational beliefs and values reflect IB philosophy.	**A school offering the Middle Years Programme must ensure that:**	**Requirements that must be in place at**		**Source documents** Section headings in *MYP: From principles into practice* (2014)
			Authorization	**Evaluation**	
4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.	o it implements strategies to promote and develop international-mindedness and the attributes of the IB learner profile within its community.		X	*"IB learners and the IB learner profile"*
5	The school promotes responsible action within and beyond the school community.			C2.5a	*"Service and action in IB programmes"*
6	The school promotes open communication based on understanding and respect.			A.4	*"IB learners and the IB learner profile"*
7	The school places importance on language learning, including mother tongue, host country language and other languages.	o provisions are in place to: – support mother tongue development as applicable – support the learning of the host country or regional language and culture as applicable – support students who are not proficient in the language of instruction – encourage learning of languages already present in the student body as applicable. *Note: at authorization the plans for these provisions are expected to be in place.*	X	X	*"Language and identity"*
8	The school participates in the IB world community			B2.3	

	Standard A The school's educational beliefs and values reflect IB philosophy.	A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
9	The school supports access for students to the IB programme(s) and philosophy.			A9.a	
9a	The school strongly encourages participation for all students.	o it provides an explanation for not being able to include the full cohort in the MYP.	X	X	*"Inclusion in the MYP"*

Section B: Organization

	Standard B1: Leadership and structure The school's leadership and administrativ structures ensure the implementation of the IB programme(s).	A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
1	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).	o there are systems in place to keep the governing body informed to ensure ongoing implementation and development of the MYP.		X	*"Whole-school planning for learning"* *"School leadership structures and responsibilities"*
2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).	o the governance and leadership structure reflects their responsibilities in supporting the implementation of the MYP.	X	X	*"School leadership structures and responsibilities"* *"Key roles"*

	Standard B1: Leadership and structure The school's leadership and administrativ structures ensure the implementation of the IB programme(s).	**A school offering the Middle Years Programme must ensure that:**	**Requirements that must be in place at**		**Source documents** Section headings in *MYP: From principles into practice* (2014)
			Authorization	**Evaluation**	
3	The head of school/ school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).	o there is a review of the roles and responsibilities of the head of school/ school principal and MYP coordinator to ensure the pedagogical leadership supports the development of the MYP at the school. o the pedagogical leadership team has developed plans to ensure the consistent implementation and development of the MYP. o *In cases where the school does not have one of the working languages of the IB (English, French or Spanish) as a language of instruction*: plans explain how this language difference is addressed to ensure the consistent implementation and development of the MYP.	X	X	*"School leadership structures and responsibilities"* *"Key roles"*
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.	o an MYP coordinator is appointed. o the coordinator who has been identified by the school is proficient in one of the IB working languages (English, French or Spanish).	X	X	*"Key roles: The MYP coordinator"* *"Schools with languages of instruction other than English, French or Spanish"*
4a	The MYP coordinator is part of the school pedagogical leadership team.	o the MYP coordinator is part of the school pedagogical leadership team.	X	X	*"Key roles: The MYP coordinator"*
5	The school develops and implements policies and procedures that support the programme(s).			B1.5a, b, c, d	*"Implementation policies"*

Standard B1: Leadership and structure The school's leadership and administrativ structures ensure the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	

5a	The school has developed and implements a language policy that is consistent with IB expectations.	o it has documented and implemented a language policy.
		o the language policy includes (as applicable):
		  – support for mother tongues
		  – support for students who are not proficient in the language of instruction
		  – learning of the host country or regional language and culture.
		o the language policy takes into account the needs of students in the provision of courses from the language and literature, and language acquisition subject groups.
			X	X	*"Developing a language policy"*

5b	The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.	o the school has documented and implemented an inclusion/special educational needs policy. o the inclusion/special educational needs policy is aligned with the school's admissions policy.	X	X	*"Developing an inclusion/special educational needs policy"*

Standard B1: Leadership and structure	A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents
The school's leadership and administrativ structures ensure the implementation of the IB programme(s).		Authorization	Evaluation	Section headings in *MYP: From principles into practice* (2014)

5c The school has developed and implements an assessment policy that is consistent with IB expectations.	o it has documented and implemented an assessment policy.
	o the assessment policy includes:
	  – a philosophy of assessment that supports student learning
	  – common practices in using the MYP assessment criteria and determining achievement levels
	  – common practices in recording and reporting MYP assessment
	  – implementation of formative and summative assessment consistent with IB expectations.
	o *In cases where the school has to meet local/state/ national requirements*: the assessment policy describes how the school implements MYP assessment taking into account local/state/national requirements.
		X	X	*"Developing an assessment policy"*

Standard B1: Leadership and structure The school's leadership and administrativ structures ensure the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	

5d	The school has developed and implements an academic honesty policy that is consistent with IB expectations.	o it has documented and implemented an academic honesty policy.
		o the academic honesty policy includes:
		  – appropriate reference to the IB learner profile, particularly to striving to be principled
		  – the IB definitions of academic misconduct and its different categories
		  – advice on and/or examples of what constitutes academic misconduct, intellectual property, and authentic authorship
		  – examples of conventions for citing and acknowledging original authorship
		  – guidance on the distinction between legitimate collaboration and unacceptable collusion.
		Note: at authorization the documented policy must be in place and implementation must be in progress.
			X	X	*"Developing an academic honesty policy"*

6	The school has systems in place for the continuity and ongoing development of the programme(s).	o the action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the MYP at the school.	X	X	*"School leadership structures and responsibilities"*

Standard B1: Leadership and structure — The school's leadership and administrativ structures ensure the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents — Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
6a	The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4).	o the organizational structure includes leadership for curriculum development in subject groups. o the organizational structure supports the implementation of approaches to learning, service and the personal project (or community project if the programme at the school ends with MYP year 3 or 4).	X	X	*"Key roles: Subject group leadership, ATL leadership, Personal project supervision, Community project supervision"*
7	The school carries out programme evaluation involving all stakeholders.	o the school carries out programme evaluation involving all stakeholders. o the school completes monitoring of unit plans according to the requirements.		X	*"School leadership structures and responsibilities"*

Standard B2: Resources and support — The school's resources and support structures ensure the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents — Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
1	The governing body allocates funding for the implementation and ongoing development of the programme(s).	o the school budget includes allocated funds for the IB fees and the resources necessary for the implementation of the MYP.	X	X	*"Resources"*
2	The school provides qualified staff to implement the programme(s).	o there are teachers who are qualified to teach the courses offered by the school.	X	X	*"Resources"*

Standard B2: Resources and support The school's resources and support structures ensure the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
3	The school ensures that teachers and administrators receive IB-recognized professional development.	o *In cases where the school does not have one of the working languages of the IB (English, French or Spanish) as a language of instruction:* the school has planned that at least one teacher per subject group is proficient in one of the working languages of the IB.	X	X	"*Schools with languages of instruction other than English, French or Spanish*"
3a	The school complies with the IB professional development requirement for MYP at authorization and at evaluation.	o the requirements for staff participation in IB-recognized professional development at authorization or evaluation have been met. o *In cases where the school is part of an MYP partnership:* the professional development requirements have been met individually for each school in the partnership.	X	X	"*Resources*"
4	The school provides dedicated time for teachers' collaborative planning and reflection.	o dedicated meeting time is provided for teachers' collaborative planning. o *In cases where the school is a multiple-campus school*: collaborative planning takes place across the campuses. o *In cases where the school is part of an MYP partnership*: collaborative planning takes place across the partner schools.	X	X	"*Resources*"
5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).	o the facilities for physical and health education/ sciences/arts/design allow for the MYP subject-group aims and objectives, and requirements of the MYP, to be met. o the students have easy access to a library in the school.	X	X	"*Resources*"

Standard B2: Resources and support The school's resources and support structures ensure the implementation of the IB programme(s).		**A school offering the Middle Years Programme must ensure that:**	**Requirements that must be in place at**		**Source documents** Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
6	The library/ multimedia/ resources play a central role in the implementation of the programme(s).	o the library is equipped to support the programme, and there is a plan to keep improving its resources. o the library resources support languages offered by the school. o the library has resources on global issues and diverse perspectives.		X	*"Resources"*
7	The school ensures access to information on global issues and diverse perspectives.			B2.6	*"Resources"*
8	The school provides support for its students with learning and/or special educational needs and support for their teachers.			B1.5b	*"Inclusion in the MYP"*
9	The school has systems in place to guide and counsel students through the programme(s).	o it has systems in place to guide and counsel students through the MYP and towards further studies.		X	*"Key roles: counsellor'"*

Standard B2: Resources and support The school's resources and support structures ensure the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
10	The student schedule or timetable allows for the requirements of the programme(s) to be met.	o in MYP years 1 to 3, arts course structures include a minimum of one visual art discipline and one performing art discipline o any introductory MYP language acquisition courses offered as a "language carousel" meet the stated requirements. o 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. o In MYP years 1 to 3, if a subject group is not offered independently but teaching and learning of this subject group is combined into other regularly timetabled/scheduled subject groups—due to local/state/national constraints—the applicable requirements are met. o students learn the same language in their language acquisition course in each year of the MYP, or achieve a satisfactory proficiency in phase 4 in order to transfer to another language	X^2	X	*"Concurrency and subject-group flexibility"* See also: *Handbook of procedures for the Middle Years Programme* and the MYP subject guides
10a	The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.	o the schedule or timetable provides teaching and learning in each of the eight subject groups in each year of the programme, unless the school is implementing the subject group flexibility in MYP year 4 and/or 5. o if the school implements the subject group flexibility in MYP year 4 and/or 5, the applicable requirements are met.	X^2	X	*"Concurrency and subject-group flexibility"*

Standard B2: Resources and support The school's resources and support structures ensure the implementation of the IB programme(s).	A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
		Authorization	Evaluation	
10b The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject-groups.	o the schedule or timetable provides the minimum of 50 required teaching hours per year for each subject group offered.	X^2	X	*"Concurrency and subject group flexibility"*
10c The schedule or timetable promotes concurrency of learning.	o the schedule or timetable provides teaching and learning that is sustained throughout each year of the MYP in at least six subject groups which must include at least one language from the language acquisition group (or a second language from the language and literature subject group).	X^2	X	*"Concurrency and subject group flexibility"*
11 The school utilizes the resources and expertise of the community to enhance learning within the programme(s).			B2.5 and B2.12	
12 The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project for all students, depending on the programme(s) offered.	o it has allocated resources to supervise and coordinate the personal project (or community project for programmes that end in MYP year 3 or 4).	X^1	X	*"Resources"*

[1] The practices for MYP year 5 and the personal project should be in place if the school is implementing MYP year 5 at the time of authorization. In other cases:

o if the school will be implementing MYP year 5 in the future, plans should be in place to develop these practices

o if the programme ends with MYP year 3 or 4, the school will be implementing or have plans in place to start implementing the community project.

[2] Note: where some years of the programme are not yet in place at the time of authorization, plans are in place to meet these requirements.

Section C: Curriculum

Standard C1: Collaborative planning Collaborative planning and reflection supports the implementation of the IB programme(s).		**A school offering the Middle Years Programme must ensure that:**	**Requirements that must be in place at**		**Source documents** Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
1	Collaborative planning and reflection addresses the requirements of the programme(s).			C1.1a and b	*"Whole-school curricular planning"*
1a	The school has an approach to curriculum planning that involves all MYP teachers.	o all MYP teachers are involved in collaborative planning of the curriculum to meet the requirements of the MYP.	X	X	*"Whole-school curricular planning"*
1b	Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.	o teachers plan collaboratively to create interdisciplinary units that strengthen cross-curricular skills and deepen disciplinary understanding.		X	*"Planning for interdisciplinary learning"*
2	Collaborative planning and reflection takes place regularly and systematically.	o allocated meeting time is used regularly and systematically for collaborative planning and reflection.	X	X	*"Whole-school curricular planning"*
3	Collaborative planning and reflection addresses vertical and horizontal articulation.	o allocated meeting time is used to plan and reflect upon the vertical articulation of the curriculum. o allocated meeting time is used to plan and reflect upon the horizontal articulation of the curriculum. o allocated meeting time is used to plan and reflect upon the vertical and horizontal planning of approaches to learning skills.		X	*"Whole-school curricular planning"*

Standard C1: Collaborative planning Collaborative planning and reflection supports the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
4	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.			C1.1a and b	*"Subject-group overviews"*
5	Collaborative planning and reflection is based on agreed expectations for student learning.			C1.3	*"Whole-school curricular planning"*
6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.			C1.3	*"Description of learning process: Differentiation"*
7	Collaborative planning and reflection is informed by assessment of student work and learning.			C4.7	*"Description of learning process"*
8	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.			C3.7	*"The role of the teacher"*
9	Collaborative planning and reflection addresses the IB learner profile attributes.			A.4	*"The learner and the IB World School"*

Standard C2: Written curriculum The school's written curriculum reflects IB philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
1	The written curriculum is comprehensive and aligns with the requirements of the programme(s).	o *In cases where the school has to fulfill local, state or national requirements:* the written curriculum demonstrates how the school addresses the requirements of the MYP while taking into account the local, state or national requirements.		X	*"Compatibility with other systems"* *"The written curriculum"*
1a	The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4).	o the published MYP objectives are used for all subjects in all years of the MYP at the school. o the published MYP final objectives are used for the personal project (for programmes that end in MYP year 5). o the published MYP objectives are used for the community project (for programmes that end in MYP year 3 or 4).	X	X	*"Subject group overviews"* *"Inquiry: Establishing the purpose of the unit—subject-group objectives"* *"The community project and the personal project"*
1b	The written curriculum includes an approaches to learning planning chart for all years of the programme.	o it has documented the planning of approaches to learning skills throughout the years of the MYP taught at the school. *Note: At authorization schools must demonstrate that the documented planning of approaches to learning skill is in development.*	X	X	*"ATL planning"* *"Approaches to learning (ATL)"*
1c	The written curriculum includes subject group overviews for each subject-group offered for each year of the programme.	o the subject-group overview for each subject group identifies the units to be taught in each year of the MYP, indicating unit title, key and related concepts, global contexts, statement of inquiry, MYP subject-group objectives, approaches to learning skills and content (topics, knowledge, skills).	X	X	*"Subject group overviews"*

Standard C2: Written curriculum The school's written curriculum reflects IB philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	**Evaluation**	
1d	Unit plans are documented according to the MYP unit planning process.	o each subject offered (in all subject groups) uses the MYP unit planning process to document units to plan and document curriculum. o unit plans demonstrate that students encounter all six global contexts over the course of their study.	X	X	*"MYP unit planner"*
1e	The curriculum fosters disciplinary and interdisciplinary understanding.	o there is at least one collaboratively planned interdisciplinary unit that includes more than one subject group in each year of the MYP.		X	*"Planning for interdisciplinary learning"*
1f	There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.	o it has put in place the necessary systems for the regular review of the written curriculum, including individual units as well as the planning of approaches to learning, through reflection upon the subject group overviews.		X	*"Review of the written curriculum"*
2	The written curriculum is available to the school community.			A.3	
3	The written curriculum builds on students' previous learning experiences.			C2.1b and c	*"The nature of inquiry"*
4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.	o the subject-group overviews demonstrate the progression of subject content, key and related concepts and the prescribed objectives for each year of the MYP.		X	*"Subject group overviews"*
4a	The written curriculum includes the prescribed key concepts and related concepts in each subject group.	o the prescribed key and related concepts are included in unit plans in each subject group.	X	X	*"Concepts"*

Standard C2: Written curriculum The school's written curriculum reflects IB philosophy.		**A school offering the Middle Years Programme must ensure that:**	**Requirements that must be in place at**		**Source documents** **Section headings in *MYP: From principles into practice* (2014)**
			Authorization	**Evaluation**	
5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.	o unit plans demonstrate that students are provided with opportunities, through inquiry, to participate in service as action in each year of the MYP.		X	*"Planning for service as action"*
5a	The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.	o opportunities for student involvement in and reflection on service are aligned with the MYP learning outcomes for service. o opportunities for student involvement in and reflection on service are planned throughout the years of the MYP.		X	*"Planning for service as action"* *"MYP learning outcomes for service"*
6	The written curriculum incorporates relevant experiences for students.	o unit plans in all subject groups demonstrate an understanding of global contexts.		X	*"Global contexts"*
7	The written curriculum promotes students' awareness of individual, local, national and world issues.	o unit plans include learning experiences that promote students' awareness of local, national and world issues.		X	*"Global contexts"*
8	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.			C2.7	*"Global contexts"*

Standard C2: Written curriculum The school's written curriculum reflects IB philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
9	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).	o the written curriculum is based on current IB publications. o teachers have access to current IB publications. o *In cases where the school does not have one of the working languages of the IB (English, French or Spanish) as a language of instruction*: the school develops strategies to ensure that all teachers have access to information from current IB publications.	X	X	*"Review of the written curriculum"*
10	The written curriculum integrates the policies developed by the school to support the programme(s).			C2.1d and f	*"Implementation policies"*
11	The written curriculum fosters development of the IB learner profile attributes.			A.4 and C3.16	*"Reflection: Considering the planning, process and impact of the inquiry'"*

Standard C3: Teaching and learning Teaching and learning reflects IB philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
1	Teaching and learning aligns with the requirements of the programme(s).	o MYP units of inquiry are put into practice in teaching and learning.		X	*"Description of learning process"*
1a	Teaching and learning at the school uses global contexts as contexts for inquiry.	o learning experiences use global contexts as contexts for inquiry.	X	X	*"Global contexts"*

Standard C3: Teaching and learning Teaching and learning reflects IB philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
1b	Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.	o learning experiences address the appropriate objectives in each year of the MYP.		X	*"Subject-group objectives"* *"Description of learning process"*
2	Teaching and learning engages students as inquirers and thinkers.	o MYP statements of inquiry are used to engage students in inquiry.		X	*"Statement of inquiry"* *"Inquiry questions"*
3	Teaching and learning builds on what students know and can do.			C3.1b	*"Content"* *"Description of learning process"*
4	Teaching and learning promotes the understanding and practice of academic honesty.	o students and teachers have a common understanding of academic honesty and adhere to the associated practices.	X	X	*"Teaching academic honesty"*
5	Teaching and learning supports students to become actively responsible for their own learning.			C3.1	*"The role of the teacher"* *"Using good classroom practice"*
6	Teaching and learning addresses human commonality, diversity and multiple perspectives.			C3.1a	*"Global contexts for education"*
7	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.	o learning experiences address the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue.		X	*"Language and identity"*
8	Teaching and learning demonstrates that all teachers are responsible for language development of students.			C3.7	*"The role of the teacher"*

Standard C3: Teaching and learning		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents
Teaching and learning reflects IB philosophy.			Authorization	Evaluation	Section headings in *MYP: From principles into practice* (2014)
9	Teaching and learning uses a range and variety of strategies.			C3.1	*"Using good classroom practice"* *"Inclusion in the MYP"*
10	Teaching and learning differentiates instruction to meet students' learning needs and styles.			C3.1	*"Description of learning process"*
11	Teaching and learning incorporates a range of resources, including information technologies.			B2.5	*"Appendix 1: ATL skills framework"*
12	Teaching and learning develops student attitudes and skills that allow for meaningful studentaction in response tostudents' own needsand the needs ofothers.			C2.5 and 5a C3.16	*"Service and action in IB programmes"*
13	Teaching and learning engages students in reflecting on how, what and why they are learning.			C3.1 and 1a	*"Assessment strategies – process journals"*
14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.			C3.16	*"Creating learning environments"*
15	Teaching and learning encourages students to demonstrate their learning in a variety of ways.			C3.1	*"Using good classroom practice"*
16	Teaching and learning develops the IB learner profile attributes.	o learning experiences promote the development of the IB learner profile attributes.		X	*"The role of the teacher"*

Standard C4: Assessment Assessment at the school reflects IB assessment philosophy.	A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
		Authorization	Evaluation	
1 Assessment at the school aligns with the requirements of the programme(s).			C4.1a and 1b	
1a The school uses the prescribed assessment criteria for each subject group in each year of the programme.	o the prescribed assessment criteria are being used for each subject group in each year of the MYP. o the prescribed criteria are being used for the assessment of the community project/personal project as applicable. o all criteria for each subject group are used to assess student work in each year of the MYP. o summative assessments use the MYP assessment criteria.	X	X	*"Principles of MYP assessment"* *"Using MYP assessment criteria"*
1b Teachers standardize their understanding and application of criteria before deciding on achievement levels.	o standardization of assessment takes place within each subject group. o teachers in each subject group have a common understanding of the assessment criteria and the determination of achievement levels.		X	*"Building shared understanding of the MYP criteria: Internal standardization"*
2 The school communicates its assessment philosophy, policy and procedures to the school community.	o the school provides opportunities for the school community, including parents, to understand the philosophy of MYP assessment. o the school provides opportunities for the school community, including parents, to become aware of the school's assessment policy.	X	X	*"Developing an assessment policy"*
3 The school uses a range of strategies and tools to assess student learning.			B1.5c	*"Assessment strategies"* *"Assessment tools"*
4 The school provides students with feedback to inform and improve their learning.	o formative assessment is used to provide regular feedback to students on their learning.		X	*"Description of learning process: formative assessment"*

Standard C4: Assessment Assessment at the school reflects IB assessment philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).			C4.6	*"Recording assessment data"*
5a	The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.	o a final judgement on students achieving the service learning expectations is determined in MYP year 5, based on the qualitative monitoring of student involvement in service.		X	*"Planning for service as action"*
6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).	o the school's system for reporting on student progress includes achievement levels for the MYP assessment criteria. o if grades are included in reports, MYP grades must be included that are based on MYP criterion totals and determined using grade boundary guidelines.		X	*"Reporting student achievement"*
7	The school analyses assessment data to inform teaching and learning.	o teachers use the data from moderation reports for the personal project, from monitoring reports for the subjects and from (optional) eAssessment to inform teaching and learning.		X	*"Moderatipn of the personal project"* *"Monitoring of curriculum"*
8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.			B1.5c	*"Principles of MYP assessment"*

Standard C4: Assessment Assessment at the school reflects IB assessment philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in *MYP: From principles into practice* (2014)
			Authorization	Evaluation	
9	The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.	o it has procedures in place for standardizing assessment of the personal project (or community project if the programme at the school ends with MYP year 3 or year 4). o it has procedures in place to ensure that all students in MYP year 5 demonstrate consolidation of their learning through the personal project. o if the programme at the school ends with MYP year 3 or year 4, it has procedures in place to ensure that all students in the last year of the programme at the school demonstrate consolidation of their learning through the community project. o all students in MYP year 5 are registered for moderation of the personal project and a sample of personal projects is submitted annually for moderation as directed by the IB. o the majority of the work on the personal project is completed during MYP year 5.	X[3]	X	*"Moderation of the personal project"*

[3] Schools undergoing the authorization process are not required to register students for personal project moderation. Schools with MYP year 5 students at the time of authorization are required to register students for mandatory moderation of the personal project in the academic year that follows the year in which the school becomes authorized as an IB World School for the MYP. For schools that use a gradual model of implementation, where MYP year 5 is implemented at a point after the school has been authorized, mandatory moderation of the personal project begins with their first cohort of MYP year 5 students. Details of the assessment services are published in the annual *Handbook of procedures for the Middle Years Programme.*

[4] The practices for MYP year 5 and the personal project should be in place if the school is implementing MYP year 5 at the time of authorization. In other cases:

o   if the school will be implementing MYP year 5 in the future, plans should be in place to develop these practices.

o   if the programme ends with MYP year 3 or 4, the school will be implementing or have plans in place to start implementing the community project.

Once a candidate school has successfully submitted the *Application for authorization: Middle Years Programme* and its supporting documents, an IB visiting team will conduct a visit to the school.

Appendix: The verification visit

Aims of the visit

The visit will verify the school's claim that it has taken all the necessary actions and is prepared to become an IB World School. For this purpose, the visiting team will:

o   gather evidence showing that the school has met all the requirements for authorization

o   identify practices that are beyond the requirements and those whose further development will contribute to the effective implementation of the programme.

Description of the visit

When and how long?

Following the acceptance of the completed *Application for authorization: Middle Years Programme* and supporting documents by the relevant IB office, the IB will arrange the school visit with the school. Each visit normally lasts two days, but the IB may decide on a greater length depending on the size of the school.

Who is involved?

The IB visiting team

Composition

The IB visiting team normally comprises two to three experienced IB educators who have been duly trained according to global IB policies to become site visitors. The IB may decide on a greater number according to the size of the school. The team is selected by the appropriate IB office.

Staff from the school being visited cannot be members of the visiting team. Normally, members of the team may not visit schools where they have recently taught or with which they otherwise have, or have had, a close relationship. If it presents a potential conflict of interest, team members should not visit a school in close proximity to their own.

Responsibilities of the visiting team

Members of the visiting team are aware of the aims of the visit and should follow specific procedures for conducting the visit. They have read the documents related to the school they visit.

The school community

The visiting team will have meetings with different members of the school community (members of the governing body, leadership team, IB coordinator, IB teachers, students and parents), visit the school facilities and observe classes.

How is it organized?

School's responsibilities

o   Defining an agenda with the IB.

o   Funding the visit, according to IB procedures established for this purpose.

o   Providing the IB with information about nearby hotels to book for site visitors or making hotel reservations, if applicable.

o   Providing transportation for site visitors from and to the airport and from and to the school, if applicable.

o   Making available, in the school, a room for the use of the team throughout the visit where all necessary documentation required by the team will be available. As meetings will normally take place in the allocated room, it is the school's responsibility to see that it is quiet and conducive to private conversations.

o   Providing meals during the school day.

o   Providing the assistance of an external translator if meetings need to be conducted in a language other than the IB working language identified by the school as its language of communication with the IB (English, French or Spanish).

IB's responsibilities

o   Providing the school with dates for the visit, with enough time for the school to organize it.

o   Appointing the members of the visiting team, whose names will be informed to the school in a timely manner.

o   Approving the final agenda, after consultation with the school. This will normally be carried out by the leader of the visiting team.

The agenda for the visit

The visiting team leader decides which visiting team members and representatives of the school should attend which meetings.

The agenda will be drafted to ensure that the different stakeholders will be able to attend at specific times. Decisions about school staff attending meetings outside normal school hours are left to the school: the IB cannot insist that the staff attend.

Any visits to classes will be carried out with the consent of the teacher(s) concerned.

Agenda items

The agenda for the visit will normally include the following items:

o   Formal interviews with the school administration, governors/board members (if applicable), the IB programme coordinator, the school pedagogical leadership team, teachers, librarians, groups of students, parents and others who will be involved in the programme. These interviews will be individual and in groups, as decided by the visiting team leader, and will adhere to the local legal framework.

o   Informal dialogues with teachers, students, administrators and other staff members who will be involved in the programme.

o   Observation of classes.

o   Tour of school facilities, emphasizing the areas that will support the implementation of the programme (library, laboratories, and so on).

o   Access to displays, presentations and student works (as appropriate), and conversations with those involved in their production.

Details of the agenda are determined and confirmed before the visit. The precise agenda will depend on factors such as the size of the school and the information provided by the school prior to the visit. Sample agendas are available electronically.

The visiting team leader may revise the agenda slightly on site if the need arises and if the school is able to accommodate the request.

Exit interview

At the end of the visit, the visiting team will conduct an exit interview with members of the school administration. Based on the visit and school documentation submitted for the authorization process, the team will orally communicate the observations made during the visit. The team will take this opportunity to check their facts and to ensure that the subsequent report that they have to write and submit to the relevant IB office accurately depicts the findings.

At this time, the visiting team will not provide the school with a response regarding its prospects for authorization, as the visit is but one part of a larger process, the outcome of which will be notified to the school by the IB.

The visiting team will continue discussions among themselves after the visit, and adjustments to their oral report may be made. The visiting team will then complete a written report to be submitted to the relevant IB office.