IB THE CULTURE OF LEARNING MADRID 4-7 OCT 2012
IB Africa, Europe & Middle East Regional Conference
Africa, Europe and Middle East – Regional Office

Regional Director
Adrian Kearney

Head of Development & Recognition
Theresa Forbes

Head of Professional Development
Jonathon Renaudon-Smith

Head of School Services
Richard Henry

Marketing & Communications Manager
Tim Nettleton

IBEN Manager
John Nicholls

Finance Manager
Casper Mink
Regional school services

- Training consultants/school visitors
- Monitor schools’ interest (forecast)
- Authorization process
- Ongoing support and monitoring
- Evaluation
Standards and Practices

Common Standards → Common Practices → PYP requirements

Common Standards → Common Practices → MYP requirements

Common Standards → Common Practices → DP requirements
Standards and Practices for IB World Schools

Section A: Philosophy

• Standard A
The school’s educational beliefs and values reflect IB philosophy.
Section B: Organization

- Standard B1: Leadership and structure
- Standard B2: Resources and support
Section C: Curriculum

- Standard C1: Collaborative planning
- Standard C2: Written curriculum
- Standard C3: Teaching and learning
- Standard C4: Assessment
Authorization Process Overview

Interested school → Candidate school → Authorized school

Structured to take approximately three academic years
Authorization process

CONSIDERATION PHASE
School information form

REQUEST FOR CANDIDACY
Application for candidacy

IB DECISION ON CANDIDACY

CANDIDATE PHASE
CONCEPTUALIZATION PROCESS
Includes one visit to the school

REQUEST FOR AUTHORIZATION
Application for authorization

VERIFICATION VISIT

IB DECISION ON AUTHORIZATION

HEAD ATTENDS IB WKS

COMPLETION OF TEACHER PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR AUTHORIZATION
(Will include a required in-school workshop for MYP)

ONGOING COMMITMENT TO PROFESSIONAL DEVELOPMENT
Interested school

School and Regional Office
Obtain IB materials
Training: Head
School conducts feasibility study
Consideration phase

### Documentation

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ School information form</td>
<td>online</td>
</tr>
<tr>
<td>✓ Guide to the school authorization for each programme and IBCC</td>
<td>IB website</td>
</tr>
<tr>
<td>✓ New Programme standards and practices</td>
<td>IB website, OCC</td>
</tr>
<tr>
<td>✓ Rules for Candidate schools</td>
<td>IB website</td>
</tr>
</tbody>
</table>
Request for candidacy

**Online application**
(1\(^{st}\) April, 1\(^{st}\) October)

**Documentation**

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Application for candidacy</td>
<td>online</td>
</tr>
<tr>
<td>✓ Feedback on Application for candidacy</td>
<td>Excel application on IB docs</td>
</tr>
</tbody>
</table>
What does the IB check?

- Philosophy
- Legal status
- Financial planning
- School structure
- Action plan
- Training requirements
# Candidate phase

## Consultation Process

- **Includes one visit to the school**
  
  *(IBCC does not include consultation visit to school)*

## Documentation

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Availability</th>
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</thead>
<tbody>
<tr>
<td>✓ <em>Guidelines for consultants</em></td>
<td>IB docs</td>
</tr>
<tr>
<td>✓ Templates for consultant reports</td>
<td>Excel application on IB docs</td>
</tr>
<tr>
<td>• Two reports:</td>
<td></td>
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<tr>
<td>Consultation visit report</td>
<td></td>
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<tr>
<td>End of consultation report</td>
<td></td>
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### Candidate phase

<table>
<thead>
<tr>
<th>Documentation developed</th>
<th>Availability</th>
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<tbody>
<tr>
<td>✓ Application for authorization</td>
<td>online</td>
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<tr>
<td>✓ Rules for IB World Schools per programme and IBCC</td>
<td>IB website</td>
</tr>
<tr>
<td>✓ General regulations per programme and IBCC</td>
<td>IB website</td>
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</table>
## Standards and practice

### Section A: Philosophy

**Standard A**
The school’s educational beliefs and values reflect IB philosophy.

<table>
<thead>
<tr>
<th>Practice</th>
<th>A school must show the following to become an IB World School offering the MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In place</td>
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<tr>
<td>1. The school’s published statements of mission and philosophy align with those of the IB.</td>
<td>✓</td>
</tr>
<tr>
<td>2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.</td>
<td>✓</td>
</tr>
<tr>
<td>3. The school community demonstrates an understanding of, and commitment to, the programme(s).</td>
<td>✓</td>
</tr>
<tr>
<td>a. The school shows evidence of developing the fundamental concepts of the Middle Years Programme.</td>
<td>✓</td>
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</table>
Application for authorization

Online application (1st July, 1st November)
Verification visit to the school
Report: commendations & recommendations
Candidate phase

Documentation developed

- Verification visit report template

<table>
<thead>
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<tbody>
<tr>
<td>Verification visit report template</td>
<td>Internal</td>
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</table>
Improvement cycle

Authorization

Programme development

Refinement of action plan

Self-Study Process

Report from the IB*

School visit
Evaluation processes

• Emphasis on ongoing development through the school’s action plan

• Frequency: every five years (except the PYP first cycle: 4 years after authorization)

• Self-study process

• Standards and Practices to be met (at varying degrees)
Evaluation processes (cont.)

• Specific **PD requirements** to complete during the period

• Evaluation visits are compulsory in MYP and PYP. Introduction of some evaluation visits in the DP

• IBCC evaluation will be aligned with the DP evaluation process
<table>
<thead>
<tr>
<th></th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
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<tbody>
<tr>
<td>Before application for candidacy</td>
<td>Head of school or designee</td>
<td>Head of school or designee</td>
<td>Head of school or designee</td>
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<tr>
<td>By the verification visit</td>
<td>Category 1 all teachers + IBC</td>
<td>Onsite general MYP workshop for all staff and head Category 1: 1 teachers per subject group + IBC</td>
<td>Category 1: all DP teachers, IBC, CAS coordinator</td>
</tr>
<tr>
<td>By programme evaluation</td>
<td>Category 1 or 2: All teachers and heads or designees hired during period under review</td>
<td>Head (or designee) if hired during the period under review Category 1 or 2: At all times at least one teacher per subject group must have been trained Subject specific seminar: At least one teacher per revised subject group during period under review</td>
<td>Category 1 or 2: All teachers, head (or designee), CAS, IBC hired during period under review Subject specific seminar: At least one teacher per revised subject group during the period under review</td>
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Q&A
Mandatory teacher professional development

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

- The head of school or designee must attend an IB category 1 workshop before submission of Application for candidacy: Primary Years Programme.
- The pedagogical leadership and all faculty who work with PYP students full- or part-time must all be trained in IB category 1 workshops.

It is expected that the professional development has taken place before the verification visit.
All PYP teachers and pedagogical leadership team

- Face to face workshop
- Online training
- 2 day in-school workshop
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.

- The head of school or designee must attend an IB category 1 workshop before submission of Application for candidature: Middle Years Programme.
- At least one teacher per subject group and the MYP coordinator must attend IB category 1 workshops related to their subject areas/responsibilities.
- Additionally, an on-site general MYP workshop aimed at all MYP teachers must be organized through the relevant IB office.

It is expected that the professional development has taken place before the verification visit.

The school’s commitment to IB professional development would allow as many teachers and staff as possible to participate in IB activities.
Subject training (8 subject areas) + coordinator

1 day in-school training

Face to face or Online
## Action plan

### A: Philosophy
The school’s educational beliefs and values reflect IB philosophy.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
<th>Date to be achieved</th>
<th>Person/group responsible for achieving this objective</th>
<th>Budgetary implications</th>
<th>Evidence of achievement or of progress towards achievement of the objective</th>
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### B: Organization
**B1: Leadership and structure**
The school’s leadership and administrative structures ensure the implementation of the Diploma/Middle Years/Primary Years Programme.

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