



**Standards and Practices that must be in Place to be authorized**  
 A school must show the following to become an IB World School offering the MYP

**Section A: Philosophy**

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

Practice	Yes	No
1. The school’s published statements of mission and philosophy align with those of the IB.		
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.		
3. The school community demonstrates an understanding of, and commitment to, the programme(s).		
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).		
7. The school places importance on language learning, including mother tongue, host country language and other languages?		
9. The school supports access for students to the IB programme(s) and philosophy.		
9a. The school strongly encourages participation for all students.		

**Section B: Organization**

**Standard B1: Leadership and structure; The school’s leadership and administrative structures ensure the implementation of the IB programme(s).**

Practice	Yes	No
2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).		
3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).		
4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.		
4a. The Middle Years Programme coordinator is part of the school leadership team.		
5a. The school has developed and implements a language policy that is consistent with IB expectations.		
5b. The school has developed and implements a special educational needs policy that is consistent with IB expectations and with the school’s admissions policy.		
5c. The school has developed and implements an assessment policy that is consistent with IB expectations.		
5d. The school has developed and implements an academic honesty policy that is consistent with IB expectations.		
6. The school has systems in place for the continuity and ongoing development of the programme(s).		
6a. the organizational structure support the implementation of all subject groups, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4).		

**Standard B2: Resources and support; The school's resources and support structures ensure the implementation of the IB programme(s).**

Practice	Yes	No
1. The governing body allocates funding for the implementation and ongoing development of the programme(s).		
2. The school provides qualified staff to implement the programme(s).		
3. The school ensures that teachers and administrators receive IB recognized professional development.		
3a. The school complies with the IB professional development requirement for the Middle Years Programme at authorization.		
4. The school provides dedicated time for teachers' collaborative planning and reflection.		
5. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).		
10. The student schedule or timetable allows for the requirements of the programme(s) to be met.		
10a. The schedule or timetable provides a minimum teaching requirement of 50 teaching hours per subject group per year.		
10b. The schedule or timetable provides a broad and balanced choice of subjects from the required subject groups.		
10c. The schedule or timetable promotes concurrency of learning.		
12. The school allocates resources to implement the Middle Years Programme personal project or community project. <b>2</b>		

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

- If the school will be implementing MYP 5 in the future, plans should be in place to develop these practices.
- 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 (see the transition document from December 2013).

**Section C: Curriculum**

**Standard C1: Collaborative planning; Collaborative planning and reflection support the implementation of the IB programme(s).**

Practice	Yes	No
1a. The school has an approach to curriculum planning that involves all Middle Years Programme teachers.		
2. Collaborative planning and reflection takes place regularly and systematically.		

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

**Standard C2: Written curriculum; The school's written curriculum reflects IB philosophy.**

Practice	Yes	No
1a. The curriculum fulfills the aims and objectives of each subject group and, where applicable, the personal project or community project.		
1b. The written curriculum includes an approaches to learning planning chart for all years of the programme.		
1c. The written curriculum includes subject group overviews for each subject group offered each year of the programme.		
1d. Unit plans are documented according to the MYP unit planning process.		
4a. The written curriculum includes the prescribed key concepts and related concepts in each subject group.		
9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).		

3. The vertical planning for the student learning expectations of each area of interaction and the horizontal planning of approaches to learning (ATL) do not have to be in place at this time, but implementation should be in progress.

The subject specific vertical planning document should be in place.

**Standard C3: Teaching and learning; Teaching and learning reflects IB philosophy.**

Practice	Yes	No
1a. Teaching and learning at the school uses global contexts for inquiry.		
4. Teaching and learning promotes the understanding and practice of academic honesty.		

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

**Standard C4: Assessment; Assessment at the school reflects IB assessment philosophy.**

Practice	Yes	No
1a. The school uses the prescribed assessment criteria for each subject group in each year of the programme.(4)		
2. The school communicates its assessment philosophy, policy and procedures to the school community.		
9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Middle Years Programme personal project or community project. (4)		

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

- If the school will be implementing MYP 5 in the future, plans should be in place to develop these practices.
- 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 (see the transition document from December 2013).