



Application for authorization: Primary Years Programme

Name of the school

School code

Date of submission

Note to the user

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

Request to the IB Organization for authorization to offer the Primary Years Programme

Name of the school

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On behalf of the above-named school, we request official authorization to implement the Primary Years Programme of the IB Organization. Information about the school is supplied on the accompanying application form and documents.

We understand this application is submitted after at least one full year of trial implementation of the Primary Years Programme in the school following official confirmation of its candidate status by the IB Organization. If, after careful review of this application and the accompanying documentation, the appropriate IB office accepts it, a verification visit to the school will be arranged before a final decision on the authorization process is reached by the director general.

We confirm again that:

- a. We have read the following documents published on the IB website or purchased from the IB store, made them available to the relevant constituencies of the school and agree to abide by the regulations therein:
 - *Programme standards and practices*
 - *Making the PYP happen: A curriculum framework for international primary education*
 - *Making the PYP happen: Pedagogical leadership in a PYP school*
 - *Rules for candidate schools*
 - *Rules for IB World Schools: Primary Years Programme*
 - *General regulations: Primary Years Programme*
 - *Guide to school authorization: Primary Years Programme*
 - *Rules and policy for use of IB intellectual property*
- b. The school has prepared itself to meet the authorization requirements following the current IB documents published for the purpose of implementing the programme.
- c. The appropriate financial authorities of the school/public school district know of the schedule of IB Primary Years Programme fees and currency as assigned by the IB and have agreed to their timely payment.
- d. The school will not advertise or otherwise imply that it is authorized to offer the IB Primary Years Programme. The final decision on the application for authorization is reached by the director general of the IB Organization after acceptance of the *Application for authorization: Primary Years Programme* and after a verification visit to the school by an IB team has taken place.
- e. The school will only use the IB World School logo if and when the school is authorized to offer the IB Primary Years Programme. No IB logo is available to candidate schools.
- f. We enclose the supporting documents as requested in this application.

- g. We agree that this electronic application form, whether signed electronically or not, will be understood by the IB Organization to have been read and endorsed by the head of school, the superintendent of the school (if applicable) and the chair of the governing body (if applicable), without a signed hard copy being necessary.
- h. We understand and accept that any dispute arising from, or in connection with, the *Application for candidacy: Primary Years Programme*, the *Application for authorization: Primary Years Programme*, or any other document relating to the authorization process, shall be finally settled by arbitration, taking place in and in accordance with the rules applicable in Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

We further declare that, to the best of our knowledge, the information given on this form is correct.

Name and title of head of school (1)

Signature

Date

Name and title of superintendent of school (if applicable)

Signature

Date

Name and title of chair of the governing body (2)

Signature

Date

1. **Head of school (director/principal in some systems)** is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.
2. **Governing body** is the duly constituted individual or group that has the ultimate legal authority to make decisions on behalf of the school.

Update of school information

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

1. CONTACT DETAILS				
Legal registered name of school <i>(if different from the name of the school)</i>				
Postal address <i>(include city, state, country and postal or zip code)</i>				
Street address <i>(if different from above) (include city, state, country and postal or zip code)</i>				
Telephone <i>(include country and area codes)</i>				
Fax <i>(include country and area codes)</i>				
	Title <i>(Mr, Mrs, Ms)</i>	Name	Position (3)	Email address
Head of school				
Head of primary section <i>(if different from above)</i>				
PYP coordinator				
School public website				

3. **Position:** Name of the post of employment at the school

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

2. SCHOOL INFORMATION

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

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

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

MYP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input type="text"/>
DP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input type="text"/>

Language(s) of instruction at the school *(language through which the curriculum is taught at the school)*

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

English

French

Spanish

Implementation of the PYP

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

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

A: Philosophy

1. Transcribe the mission statement of the school.

2. Has the school made any changes to its mission statement to align it to that of the IB? How did the process take place and who was involved?

3. In order to successfully implement the PYP, the school community should be aware of and understand the IB philosophy as well as demonstrate commitment to the implementation of the programme. Complete the chart below with a description of what the school has done since it was recognised as a candidate school to achieve this goal with the following groups within its community.

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

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

B: Organization

B1: Leadership and structure

1. PYP structure

- a. The PYP is an inclusive programme for all students. All students aged 3 to 12 years old in all the grades/year levels in the school should be engaged in the PYP. Complete the following chart.

Student age	Name of grades/years as identified in the school	Name of school section to which each grade/year belongs	Number of classes	Total number of students in each PYP year
3–4 years				
4–5 years				
5–6 years				
6–7 years				
7–8 years				
8–9 years				
9–10 years				
10–11 years				
11–12 years (4)				
Total number of PYP students				

4. Include this year when it belongs to the school primary section.

- b. Do students have to meet admissions or selection criteria to be enrolled in the school? Yes No

If the answer is yes, describe the policy that the school applies.

- c. Do PYP students have to fulfill other mandated requirements (for example, national, local requirements)? Yes No

If the answer is yes, specify what type of requirements and in which year(s) of the PYP these requirements need to be fulfilled.

- d. If the school has to comply with other requirements, as stated above, identify and explain how the school faced any challenges regarding the implementation of the PYP (for example, curriculum content, pedagogy, mandatory division of school time, mandatory text books or other resources).

- e. What language(s) are taught in the school? Identify the one(s) that is/are considered language(s) of instruction and why. Also identify at what age languages are introduced to students.

2. Governance

- a. Briefly explain whether there have been changes in the governance model of the school. Additionally, explain how new members of the governing body (or the educational authorities) have been informed about the PYP.

- b. What are the reporting relationships between the governing body (or the educational authorities) and the senior leaders at the school?

3. Pedagogical leadership

- a. Describe the structure and responsibilities of the pedagogical leadership team in charge of the implementation of the PYP. Indicate any changes that have occurred since the school started trial implementation of the programme.

- b. Who is responsible for hiring and appointing the PYP staff at the school?

- c. Does the school have challenges in hiring and retaining staff? If so, what are they and how are they addressed? Describe the turnover of staff in the last three years.

- d. If the school staff does not have a common language, or if the languages of instruction are different from the IB working languages (English, French, Spanish), how will the pedagogical leadership team ensure the consistent implementation and development of the programme?

4. Policies

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

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

B2: Resources and support

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

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

Note: When completing the chart, use the following definitions:

- classroom teacher: teachers who takes responsibility at least for the language of instruction, mathematics, social studies and science (to support the PYP model of transdisciplinary teaching and learning)
- teaching assistants: teaching staff who assist in the classroom teaching and learning process
- single-subject teachers: teachers with subject-specific expertise or credentials who focus on the teaching and learning process in their specific subject areas (for example, physical education, music)
- other staff involved in the PYP teaching and learning process: practitioners who fulfill roles related to special educational needs, counselling, and so on (it does not include clerical/administrative support).

	Full-time	Part-time
Number of classroom teachers		
Number of teaching assistants		
Number of single-subject teachers		
Number of other staff involved in the PYP teaching and learning process		

b. Indicate the subjects taught by the single-subject teachers.

c. Indicate the main roles of other staff members who are involved in the PYP, included in the chart above (for example, counsellors).

d. Maximum PYP class size

students

e. How does the school ensure that all staff new to the PYP are:

- i. inducted
- ii. trained to implement the programme?

2. Collaborative planning and reflection

Identify the types and objectives of staff and pedagogical leadership team meetings, giving details of participants and frequency. Indicate the time scheduled for teachers to meet for collaborative curricular planning purposes. Use the table below.

Name of meeting	Who attends	Frequency of meeting	Objectives

3. Information technology (IT) facilities that support the PYP

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

a. IT in classrooms

Yes

No

If the answer is yes, describe them.

b. IT laboratories

Yes

No

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

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

4. Other school facilities that support the implementation of the PYP

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

Facility <i>(eg art room, gymnasium, sports fields)</i>	Describe the current situation	Developments under way/ future development <i>(if applicable)</i>

5. Library/multimedia centre

a. Describe the library/multimedia centre at the school. Include the following aspects:

- i. Physical environment (indicate whether students can access books/resources directly, for what purposes the library space is used, whether it has room for students to work on their own, and so on)

- ii. Groups it caters for (for example, primary school only, all school)

- iii. How it is managed (include the professional qualifications of the person who is in charge of the library/multimedia centre and his/her responsibilities, whether it is a full-time or part-time position, library hours, and so on)

- iv. Types of resources PYP students may access (include approximate percentages of material in different languages and identify the languages)

- v. Loan arrangements

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

b. Do the classrooms have libraries/resource centres?

Yes

No

If the answer is yes, describe them.

6. Teaching time

Has the school made adjustments to the student's weekly schedule to ensure that it provides adequate time for an in-depth study of each unit of inquiry?

Yes No

If the answer is yes, explain.

7. Funding

a. Do IB students pay tuition fees?

Yes No

b. Do IB students receive any government subsidy?

Yes No

C: Curriculum

1. The PYP planner is the tool that is to be used by all teachers (as appropriate) as part of their collaborative planning and reflection process. Indicate whether the PYP planner is used by teachers to document their teaching outside the programme of inquiry.

2. Which scope and sequence documents are being used?

a. Local/national

Yes No

b. PYP

Yes No

c. Other (*specify*)

3. Describe what support the school provides to students whose most proficient language is not the schools language(s) of instruction.

4. Indicate what provisions the school has to support students' mother tongues, if different from the language(s) of instruction of the school. Indicate whether this support takes place during school time.

5. It is a PYP requirement that the classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the PYP model of transdisciplinary teaching and learning. Explain any actions that were carried out to comply with this requirement, if any.

6. Describe how the school reports to parents on the IB learner profile.

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

8. What aspects of the implementation of the programme have been most challenging for the school so far?

List of supporting documents to attach to this form

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

Philosophy

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

Organization

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

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

Job description of the primary school principal

Language policy

Assessment policy

Sample class schedules (include one per year/grade level)

Curriculum

PYP programme of inquiry

Three completed unit planners (stages 1–9) for each year/grade level

Examples of school reports to parents from three different grade levels

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

Samples of work completed by students (this should be student work that indicates the process of/progress in learning, includes teacher feedback and student reflection and self assessment, and reflects learning within and outside of the transdisciplinary programme)

A current version of the school's programme of inquiry

Updated and newly developed transdisciplinary units of inquiry for each year/grade level

Unit planners for each year/grade level from outside of the programme of inquiry

Subject-specific scope and sequence documents

Samples of completed report cards from each grade/year level

Any policies/essential agreements regarding the implementation of the programme the school may have adopted or developed, if appropriate

Complete the charts that appear in the following pages.

Chart 1: Update of organization of teaching time

Year/grade	Total teaching time in hours per week/cycle Length of cycle: <input data-bbox="580 338 768 408" type="text"/>	Percentage of teaching time with classroom teacher	Percentage of teaching time with single-subject teachers *	Other <i>(assemblies, special events)</i>
3–4 years				
4–5 years				
5–6 years				
6–7 years				
7–8 years				
8–9 years				
9–10 years				
10–11 years				
11–12 years				

* This percentage includes teaching time with teachers in charge of specific subjects such as physical education, music or other subjects.

Chart 2: Update of PYP teaching staff, qualifications and IB-recognized professional development

- **IB-recognized professional development** is activities as listed on the IB events calendar on the IB public website (<http://www.ibo.org>) or in-school professional development activities organized by the relevant IB office.
- **Location:** In the chart below, indicate where the training took place or will take place.
 - For IB regional workshops attended or to be attended name the city.
 - For IB workshops organized in the school use "IS".
 - For IB online workshops use "Online".
- Add rows as necessary.

Teacher/role	Name	Qualifications of each teacher (degrees, diplomas)	Number of years at this school	Full/part-time (use FT/PT)	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
					Location	Date	Workshop name and category	Location	Date	Workshop name and category
Year/grade 3–4 years										
Year/grade 4–5 years										
Year/grade 5–6 years										
Year/grade 6–7 years										
Year/grade 7–8 years										
Year/grade 8–9 years										
Year/grade 9–10 years										

Teacher/role	Name	Qualifications of each teacher (degrees, diplomas)	Number of years at this school	Full/part-time (use FT/PT)	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
					Location	Date	Workshop name and category	Location	Date	Workshop name and category
Year/grade 10–11 years										
Year/grade 11–12 years										
Head of section/ principal										
PYP coordinator										
Others (physical education, music, administrators)										

Chart 3: Update of action plan

- Schools are required to use this template in planning their submission for authorization. It is organized according to the headings of the *Programme standards and practices*.
- School objectives will be defined in relation to the IB requirements for authorization to offer the PYP, as stated in the document *Guide to school authorization: Primary Years Programme*. At this stage, it will also show school objectives to be developed beyond the planned authorization of the school.
- Add rows as necessary.

A: Philosophy

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

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

B: Organization

B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the Primary Years Programme.

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

B2: Resources and support

The school's resources and support structures ensure the implementation of the Primary Years Programme.

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

C: Curriculum

C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the Primary Years Programme.

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

C2: Written curriculum

The school's written curriculum reflects IB philosophy

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

C3: Teaching and learning

Teaching and learning reflects IB philosophy.

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

C4: Assessment

Assessment at the school reflects IB assessment philosophy.

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

Chart 4: Update of implementation budget

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

USD = US dollars GBP = Great British pounds CHF = Swiss francs CAD = Canadian dollars

	Candidate school	IB World School year 1	IB World School year 2	IB World School year 3	IB World School year 4
Academic year					
Candidate school fee					
Annual school fee					
Resources <i>(specify)</i>					
IB professional development <i>(specify)</i>					
Other					
TOTAL					

Approved by

Position