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Programme standards and practices

For use from 1 January 2014

International Baccalaureate®
Baccalauréat International
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Primary Years Programme, Middle Years Programme, Diploma Programme and Career-related Programme

Programme standards and practices

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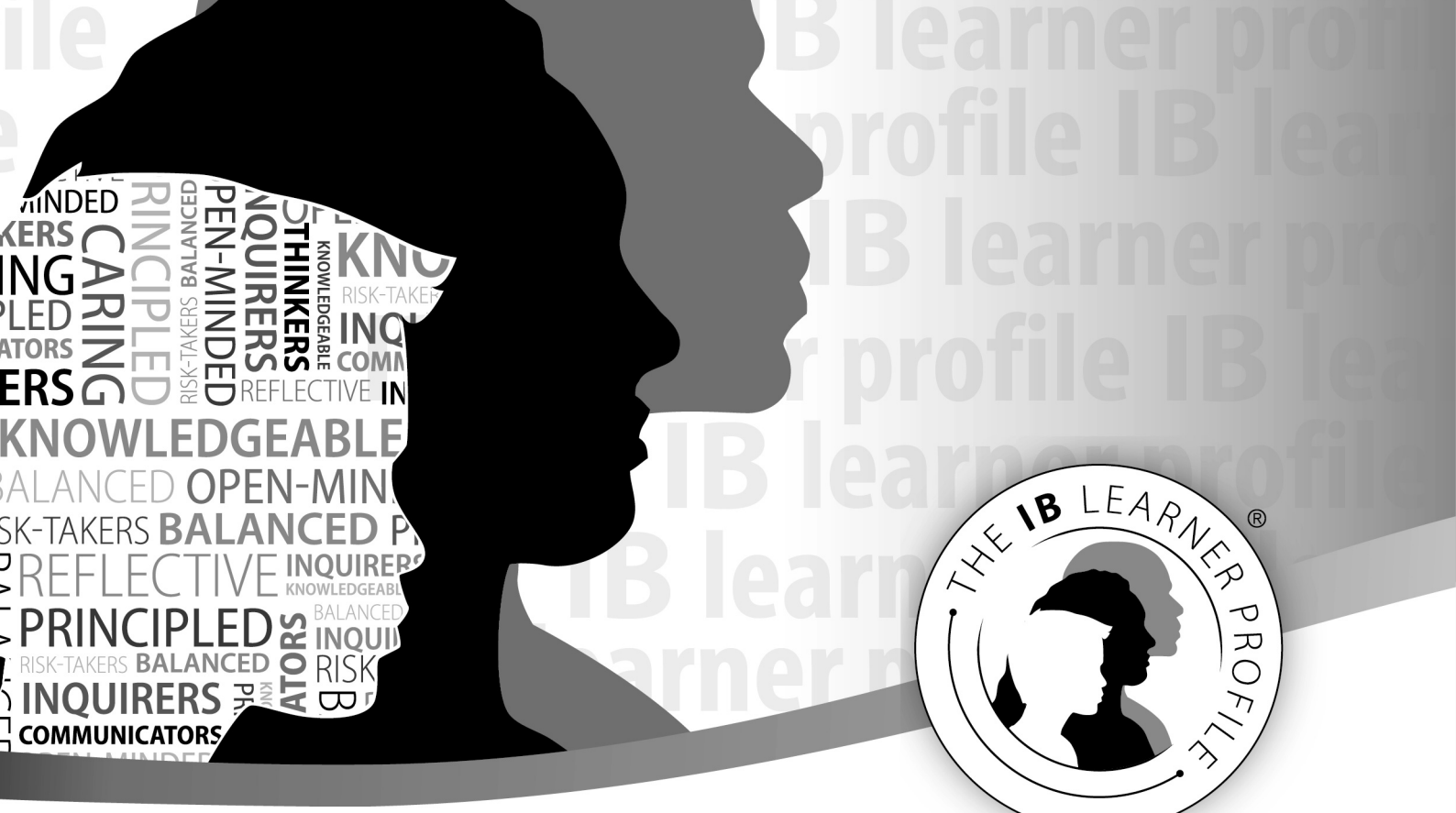
IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Introduction

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

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

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

This *Programme standards and practices* document provides a set of criteria against which both the IB World School and the IB can evaluate success in the implementation of the four programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the Career-related Programme (CP). It replaces the document published in 2010.

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

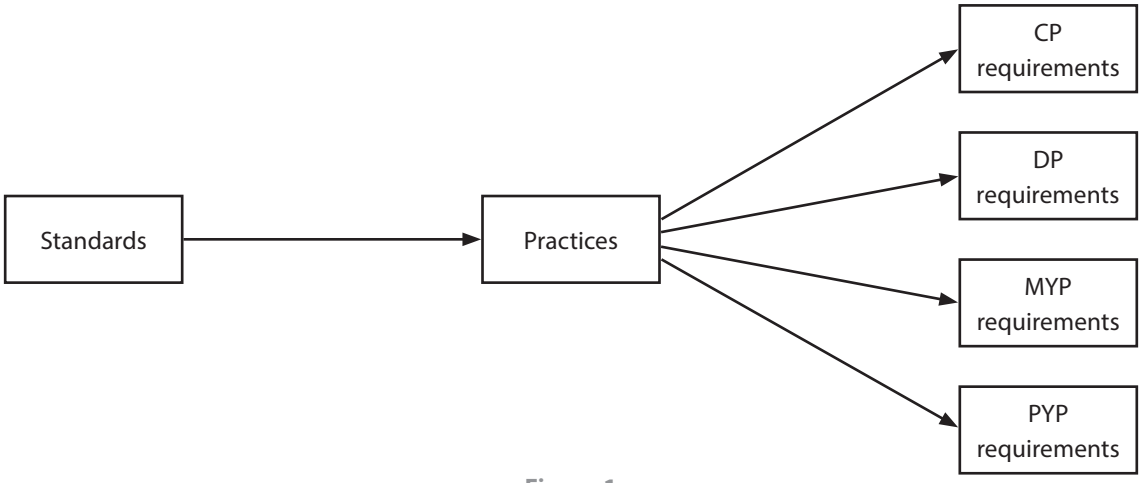

Figure 1

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

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

Note: This is an updated version of the 2010 publication. It incorporates the CP programme standards and practices—therefore, the separate publication of the *IBCC Standards, practices and requirements* (2011) is now withdrawn.

This updated version does include changes to the MYP requirements.

Programme standards and practices for all programmes

Section A: Philosophy

Standard A

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

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

Section B: Organization

Standard B1: Leadership and structure

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

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

Standard B2: Resources and support

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

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

Section C: Curriculum

Standard C1: Collaborative planning

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

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

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

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

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

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

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

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

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

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

Programme standards and practices with requirements for the Primary Years Programme

Section A: Philosophy

Standard A

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

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

PYP requirements

a. The values of the PYP as indicated in the curriculum documents have an explicit impact on decision-making and functioning of the school.

b. The school as a community of learners is committed to a collaborative approach to curriculum development.

c. The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.

d. The school is committed to the PYP as the framework for all planning, teaching and learning across the curriculum.

e. The school demonstrates a commitment to transdisciplinary learning.

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

PYP requirements

a. The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.

b. The school supports mother tongue and host country language learning.

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

PYP requirement

a. The school implements the PYP as an inclusive programme for all students.

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the PYP.

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

PYP requirements

a. The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the PYP coordinator and the primary school principal.

b. The governing body places the responsibility for the implementation of the PYP on the pedagogical leadership team.

3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.
5. The school develops and implements policies and procedures that support the programme(s).

PYP requirements

a. The school has developed and implements a language policy consistent with IB expectations.

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

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

Standard B2: Resources and support

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

1. The governing body allocates funding for the implementation and ongoing development of the programme(s).
2. The school provides qualified staff to implement the programme(s).

3. The school ensures that teachers and administrators receive IB-recognized professional development.

> **PYP requirement**
> a. The school complies with the IB professional development requirement for the PYP at authorization and at evaluation.

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

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

11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
12. The school allocates resources to implement the 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.

Section C: Curriculum

Standard C1: Collaborative planning

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

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

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

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

PYP requirements

a. There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.

b. The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.

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

PYP requirements

a. The school provides for easy access to completed PYP planners.

b. The school ensures that PYP planners are coherent records of student learning.

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

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

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

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

PYP requirements

a. The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under "Who we are" and "How we express ourselves".

b. The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.

c. The PYP exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.

d. There is documented evidence that the curriculum developed addresses the five essential elements of the PYP.

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

PYP requirements

a. The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each PYP subject area.

b. The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the PYP scope and sequence documents.

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

PYP requirement

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

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

PYP requirement

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

8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

PYP requirement

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

10. The written curriculum integrates the policies developed by the school to support the programme(s).
11. The written curriculum fosters development of the IB learner profile attributes.

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

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

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

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

> **PYP requirement**
>
> a. The school ensures that inquiry is used across the curriculum and by all teachers.

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

> **PYP requirement**
>
> a. Teaching and learning addresses the competencies, experiences, learning needs and styles of students.

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

> **PYP requirement**
>
> a. The school provides for grouping and regrouping of students for a variety of learning purposes.

11. Teaching and learning incorporates a range of resources, including information technologies.
12. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

13. Teaching and learning engages students in reflecting on how, what and why they are learning.
14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.

PYP requirements

a. The school provides environments in which students work both independently and collaboratively.

b. Teaching and learning empowers students to take self-initiated action as a result of the learning.

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

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

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

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

PYP requirements

a. Assessment at the school is integral with planning, teaching and learning.

b. Assessment addresses all the essential elements of the programme.

c. The school provides evidence of student learning over time across the curriculum.

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

PYP requirement

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

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

PYP requirement

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

8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate 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.

Programme standards and practices with requirements for the Middle Years Programme

Section A: Philosophy

Standard A

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

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

> **MYP requirement**
>
> a. 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).

4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
5. The school promotes responsible action within and beyond the school community.
6. The school promotes open communication based on understanding and respect.
7. The school places importance on language learning, including mother tongue, host country language and other languages.
8. The school participates in the IB world community.
9. The school supports access for students to the IB programme(s) and philosophy.

> **MYP requirement**
>
> a. The school strongly encourages participation for all students.

Section B: Organization

Standard B1: Leadership and structure

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

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

3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

MYP requirement

a. The MYP coordinator is part of the school pedagogical leadership team.

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

MYP requirements

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

b. 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.

c. The school has developed and implements an assessment policy that is consistent with IB expectations.

d. The school has developed and implements an academic honesty policy that is consistent with IB expectations.

6. The school has systems in place for the continuity and ongoing development of the programme(s).

MYP requirement

a. 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).

7. The school carries out programme evaluation involving all stakeholders.

Standard B2: Resources and support

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

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

MYP requirement

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

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

MYP requirements

a. The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.

b. The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.

c. The schedule or timetable promotes concurrency of learning.

11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
12. The school allocates resources to implement the 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.

Section C: Curriculum

Standard C1: Collaborative planning

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

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

MYP requirements

a. The school has an approach to curriculum planning that involves all MYP teachers.

b. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.

2. Collaborative planning and reflection takes place regularly and systematically.
3. Collaborative planning and reflection addresses vertical and horizontal articulation.
4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
5. Collaborative planning and reflection is based on agreed expectations for student learning.
6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

7. Collaborative planning and reflection is informed by assessment of student work and learning.
8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
9. Collaborative planning and reflection addresses the IB learner profile attributes.

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

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

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

> **MYP requirements**
>
> a. 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).
>
> b. The written curriculum includes an approaches to learning planning chart for all years of the programme.
>
> c. The written curriculum includes subject group overviews for each subject group offered for each year of the programme.
>
> d. Unit plans are documented according to the MYP unit planning process.
>
> e. The curriculum fosters disciplinary and interdisciplinary understanding.
>
> f. There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.

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

> **MYP requirement**
>
> a. The written curriculum includes the prescribed key concepts and related concepts in each subject group.

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

> **MYP requirement**
>
> a. The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.

6. The written curriculum incorporates relevant experiences for students.
7. The written curriculum promotes students' awareness of individual, local, national and world issues.

8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
10. The written curriculum integrates the policies developed by the school to support the programme(s).
11. The written curriculum fosters development of the IB learner profile attributes.

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

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

> **MYP requirements**
>
> a. Teaching and learning at the school uses global contexts as contexts for inquiry.
>
> b. Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.

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

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

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

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

> **MYP requirements**
>
> a. The school uses the prescribed assessment criteria for each subject group in each year of the programme.
>
> b. Teachers standardize their understanding and application of criteria before deciding on achievement levels.

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

> **MYP requirement**
>
> a. The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.

6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate 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.

Programme standards and practices with requirements for the Diploma Programme

Section A: Philosophy

Standard A

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

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

DP requirements

a. The school provides for the full DP and requires some of its student body to attempt the full diploma and not only individual diploma courses.

b. The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide.

c. The school has strategies in place to encourage students to attempt the full diploma.

Section B: Organization

Standard B1: Leadership and structure

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

1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).
3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.
5. The school develops and implements policies and procedures that support the programme(s).

DP requirements

a. The school has an admissions policy that clarifies conditions for admission to the school and the DP.

b. The school develops and implements a language policy consistent with IB expectations.

c. The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

d. The school develops and implements an assessment policy that is consistent with IB expectations.

e. The school has developed and implements an academic honesty policy that is consistent with IB expectations.

f. The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the administration of examinations for the DP.

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

Standard B2: Resources and support

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

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

DP requirements

a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator.

b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.

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

DP requirement

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

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

DP requirements

a. The laboratories and studios needed for DP sciences courses and DP the arts courses provide safe and effective learning environments.

b. There are appropriate information technology facilities to support the implementation of the programme.

c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.

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

DP requirement

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

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

DP requirement

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

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

DP requirements

a. The schedule provides for the recommended hours for each standard and higher level subject.

b. The schedule provides for the development of the theory of knowledge course over two years.

c. The schedule respects concurrency of learning in the DP.

11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
12. The school allocates resources to implement the 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.

Section C: Curriculum

Standard C1: Collaborative planning

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

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

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

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

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

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

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

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

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

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

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

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

> **DP requirement**
> a. Teaching and learning at the school addresses all of the aims and objectives of each subject.

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

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

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

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

> **DP requirement**
>
> a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.

2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate 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.

Programme standards and practices with requirements for the Career-related Programme

Below you will find the standards, practices and requirements for all schools offering the Career-related Programme (CP). Please be aware that expectations regarding these standards, practices and requirements for candidacy and authorization vary for schools seeking to offer the CP as a standalone programme and for schools seeking to offer the CP in conjunction with a previously authorized Diploma Programme. Specific details on the requirements at candidacy and for authorization can be found in the *Guide to school authorization: Career-related Programme* and *Guide to school authorization: Career-related Programme* for schools already authorized to offer the Diploma Programme, available on the IB website.

Section A: Philosophy

Standard A

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

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

CP requirements

a. The school demonstrates commitment to learner-centred education and an inquiry-based approach to teaching and learning, which promotes student inquiry and the development of critical-thinking skills.

b. The school demonstrates commitment to the process of experiential learning in the provision of the CP core.

c. The school acknowledges the important role that both holistic education and international-mindedness play in curriculum development..

4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
5. The school promotes responsible action within and beyond the school community.
6. The school promotes open communication based on understanding and respect.
7. The school places importance on language learning, including mother tongue, host country language and other languages.
8. The school participates in the IB world community.
9. The school supports access for students to IB programme(s) and its philosophy.

CP requirement

a. The school promotes access to the CP for students who can benefit from the educational experience it provides.

Section B: Organization

Standard B1: Leadership and structure

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

1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).
3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.
5. The school develops and implements policies and procedures that support the programme(s).

CP requirements

a. The school has an admission policy that clarifies conditions for admission to the school and the CP.

b. The school develops and implements a language policy that is consistent with IB expectations.

c. The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

d. The school develops and implements an assessment policy that is consistent with IB expectations.

e. The school has developed and implements an academic honesty policy that is consistent with IB expectations.

f. The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the administration of examinations for the DP courses.

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

Standard B2: Resources and support

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

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

> **CP requirements**
>
> a. The allocation of funds includes adequate resources and supervision for the service learning programme and the appointment of a service learning coordinator.
>
> b. The allocation of funds includes adequate resources for the personal and professional skills course over two years.

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

> **CP requirement**
>
> a. The school complies with the IB professional development requirement for CP at authorization and at evaluation.

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

> **CP requirements**
>
> a. The laboratories and studios needed for DP sciences courses and DP the arts courses, if offered, provide safe and effective learning environments.
>
> b. There are appropriate information technology facilities to support the implementation of the programme.
>
> c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff..

6. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

> **CP requirement**
>
> a. The library/media centre has enough appropriate materials/resources to support the implementation of the CP.

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

CP requirement

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

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

CP requirements

a. The schedule provides for the recommended hours for each standard level and higher level DP course.

b. The schedule provides for each component of the CP core.

c. The schedule respects concurrency of learning in the CP.

11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

12. The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), DP extended essay and the CP reflective project for all students, depending on the programme(s) offered.

Section C: Curriculum

Standard C1: Collaborative planning

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

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

CP requirements

a. The CP curriculum is the product of sustained collaborative work involving all the appropriate staff.

b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.

c. The school's IB teaching staff works closely with the career-related studies staff to ensure balance and articulation of the students' full educational experience.

2. Collaborative planning and reflection takes place regularly and systematically.

3. Collaborative planning and reflection addresses vertical and horizontal articulation.

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

5. Collaborative planning and reflection is based on agreed expectations for student learning.

6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

7. Collaborative planning and reflection is informed by assessment of student work and learning.

8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
9. Collaborative planning and reflection addresses the IB learner profile attributes.

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

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

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

CP requirements

a. The curriculum fulfils the aims and objectives of each DP subject and the components of the CP core.
b. The curriculum facilitates concurrency of learning.
c. The school develops its own courses of study for each DP subject on offer.
d. The school develops its own course of study for personal and professional skills.
e. The school develops its own implementation plan for the service learning programme.
f. The school develops its own implementation plan to support language development.
g. The school develops its own implementation plan to support the reflective project.
h. All school-chosen career-related studies meet the IB criteria for a career-related study.

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

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

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

> **CP requirements**
>
> a. Teaching and learning at the school addresses all of the aims and objectives of each DP subject.
>
> b. Teaching and learning addresses the aims and objectives of the CP core.

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

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

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

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

> **CP requirements**
>
> a. Assessment of student learning is based on the objectives and assessment criteria specific to each DP course.
>
> b. Assessment of student learning is based on the objectives and assessment criteria of the reflective project.
>
> c. Teachers engage in the process of standardization in assessing student work.
>
> d. Formative and summative assessment are an integral part of the teaching and learning process in language development, personal and professional skills and service learning.

2. The school communicates its assessment philosophy, policy, and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning

> **CP requirements**
>
> a. The school incorporates formative assessment techniques when assessing the personal and professional skills component of the CP core.

5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress that are aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), DP extended essay and the CP reflective project, depending on the programme(s) offered.

Glossary

Concurrency of learning	A principle promoted in the MYP, the DP and the CP. Students deal with a balanced curriculum each year in which the required subjects are studied simultaneously.
Curriculum	All aspects of the teaching and learning process for students in the programme, namely its design, implementation, assessment and review.
Evidence	The observation or documentation that verifies a practice. It demonstrates that a practice is in place at the school.
Governing body	The duly constituted individual or group that has the ultimate legal authority to make decisions on behalf of the school.
Head of school (principal in some systems)	The person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.
IB philosophy	The IB's set of beliefs and values that guides the development and delivery of its educational programmes. It is reflected in the mission statement, the learner profile and the programme-specific documents that describe and explain each individual programme—for example, *Making the PYP happen: A curriculum framework for international primary education* (January 2009); *MYP: From principles into practice* (May 2014); *The Diploma Programme: From principles into practice* (April 2015); and the CP-specific documents.
IB-recognized professional development	Activities listed on the IB events calendar on the IB public website (http://www.ibo.org/en/professional-development/find-events-and-workshops/) or school professional development activities organized by the relevant IB office.
Language learning	A generic term in this document that may or may not include the ideas of language development and acquisition, depending on context.
Pedagogical leadership	The effective management of resources, systems or structures to ensure that teaching and learning at the school addresses the overarching mission of the school and the IB programme standards; or those responsible for its management.
Practices	Further definitions of standards. Implementing a practice will result in an outcome that can be identified with evidence. Practices will be implemented to varying degrees over time as a result of the growth and development of an IB programme at the school.

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