

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 IBCC 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 IBCC reflective project, depending on the programme(s) offered.