**DP Reading of the *Application for authorization* and verification visit report**

In order to become an IB World School offering the MYP, schools must demonstrate that certain practices and programme requirements are in place and that for others implementation is in progress. This information is available to schools in the *Guide to school authorization Diploma Programme*

By submitting the application for authorization, the school informs the IB that it complies with the practices and programme requirements that are expected to be in place at the time of authorization. For this purpose, the school provides evidence in the form of documents and statements. The verification visit will verify the school claim.

**Commendations, recommendations and matters to be addressed**

Both the reader and the visiting team will be asked to provide draft commendations, recommendations and matters to be addressed based on their findings. The IB will take the final decision on these.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Definition** | **When they can be used** | **How to formulate them** |
| **Commendations** | These relate to school practices that are beyond the requirements for authorization and will benefit the implementation of the programme. | **Only if the reader and/or team find that**   * **the practice or programme requirement is in place or in progress as required and** * **the schools practices are beyond the requirements** | * The template gives examples. These can be adapted to the situation of the school to make them more concrete. * Commendations should refer to specific examples that demonstrate practice beyond the requirements. * Commendations and recommendations may not refer to specific people within the school. |
| **Recommendations** | These provide guidance for the school on further developing the programme. | **Only if the reader and/or team find that**   * **the practice or programme requirement is in place or in progress as required but** * **there are areas which need consideration for further development of the programme** |
| **Matters to be addressed** | In certain cases there are areas within a school’s practice that, if not addressed immediately, will jeopardize the integrity of the programme and, thus, the school’s entitlement to be considered an IB World School for the programme | **Only if a practice or programme requirement that must be in place is not in place.** | Formulation is prescribed in the template. |

**Practices and requirements that must be in place**

* The IB has identified some practices and programme requirements that must be “in place”. The absence of these practices and requirements in a school may endanger the integrity of the programme.
* The focus of the reader and the visiting team will be on the practices and programme requirements that must be in place.
* The reader and visiting team will note their findings for each practice and programme requirement that must be in place.

**Practices and requirements which must be in progress**

* The IB has identified some practices and programme requirements for which the school must show that “implementation is in progress”. The school will show progress in their planning at the time of authorization.
* The practices and programme requirements that must be in progress are closely linked to those that must be in place at the time of authorization. Therefore, they will be in progress if the ones that must be in place are effectively in place. Thus, the reader and visiting team will not be asked to record whether those that must be in progress are effectively in progress.
* **T**he reader and visiting team will
  + Only note their findings in cases where there is a commendation or recommendation for the practice or programme requirements that must be in progress
  + Mark that they have checked the practice or programme requirement that must be in progress, in all other cases

**List of findings**

* The findings listed in the table are possible examples. The reader or visiting team can add others.
* Not all findings need to be evidenced in order for the practice of programme requirement to be in place or in progress
* The reader and visiting team will use their professional judgment in deciding on the outcome

**Findings from the *Application for authorization***

* The appropriate sections and questions are listed with each practice and programme requirement
* ‘SD’ stands for supporting document
* **The school’s action plan should be consulted on each of the practices and programme requirements**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of school** |  | **IB school code** |  |
| **Date of submission** |  | | |

**Section A: Philosophy**

**Standard A:**

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

|  |  |
| --- | --- |
|  | Practices that must be in place or contain requirements that must be in place |
|  | Practices that must be in progress |

| **Practices** | | **READER** | | **VERIFICATION VISIT TEAM** | | **Possible commendations** | **Possible recommendations** | **MTBA**  **The school ensures that:** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Findings of the reader** | **Practice in place?** | **Findings of the team** | **Practice in place?** |
| 1 | The school’s published statements of mission and philosophy align with those of the IB.  **Evidence in the school application:**  Questions: A:1, 2  SD: School brochure  School website | * The school has published statements of mission and philosophy   The school’s statements of mission and philosophy are aligned with those of the IB to include references that the school   * values education that goes beyond academic development * encourages awareness beyond the  individual. | YES / NO / No info | * The school has published statements of mission and philosophy   The school’s statements of mission and philosophy are aligned with those of the IB to include references that the school   * values education that goes beyond academic development * encourages awareness beyond the  individual. | YES / NO |  | The school reviews its statements of mission and philosophy to align more closely with those of the IB, further establishing clear connections between them. | The school published statements of mission and philosophy.  The school’s statements of mission and philosophy are aligned with those of the IB to include references that the school   * values education that goes beyond the academic development * Encourages awareness beyond the individual |
| 2 | The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy  **Evidence in the school application:**  **Question: A, 3**  SD: Action plan | * The school’s action plan is driven by the practices and programme requirements included in the *Programme standards and practices*. | YES / NO / No info | * The school’s action plan is driven by the practices and programme requirements included in the *Programme standards and practices*. * Conversations with the governing body, administrative and pedagogical leadership and staff show their general understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile. | YES / NO |  | The school develops further strategies to ensure a common understanding of the IB philosophy by the governing body, administrative and pedagogical leadership and staff. | The school’s action plan is driven by the practices and programme requirements included in the *Programme standards and practices.*  Actions are implemented to explain and discuss with the governing body, administrative and pedagogical leadership and staff the IB philosophy embedded in the IB mission statement and the development of the IB learner profile |
| 3 | The school community demonstrates an understanding of, and commitment to, the programmes(s).  **Evidence in the school application:**  Question: A.3, 4  SD: School brochure School website | * If the school mentions the DP in its website or other literature, it does it in accordance with the IB copyright policy and with the text provided by the IB to explain the candidate status. * Meetings with governing body, pedagogical leadership team and staff have taken place to become familiar with the IB and the programme | YES / NO / No info | * If the school mentions the DP in its website or other literature, it does it in accordance with the IB copyright policy and with the text provided by the IB to explain the candidate status. * Meetings with governing body, pedagogical leadership team and staff have taken place to become familiar with the IB and the programme   Conversations with pedagogical leadership team and staff show that they understand:   * The structure of the DP * The role that each plays in its implementation * The student-centred concept of the DP. * The implication the implementation of the DP will have in the school.   Conversations with parents and students show that there is a general understanding of the programme:   * Each student exposed to a broad and balanced curriculum * DP as academically challenging but also a programme that aims at developing the attributes of the learner profile. * General references to the core | YES / NO | All groups within the school community demonstrate understanding of and commitment to the programme. | The school develops further strategies to ensure the school community understands and is committed to the programme. | It applies the IB copyright policy to prepare communications to its school community  Actions are taken to promote the understanding and support of the implementation of the DP by the school community. |
| 4 | The school develops and promotes international-mindedness and all attributes of the IB learner profile (LP) across the school community  **Evidence in the school application:**  Question: A, 3  SD: School brochure  SD: Course outlines  School website | * Course outlines include references to varied bibliography * Meetings may have been identified where these topics have been discussed. * School brochure and website show that cultural and linguistic diversity are valued |  | * Course outlines include references to varied bibliography * Meetings may have been identified where these topics have been discussed. * School brochure and website show that cultural and linguistic diversity are valued * Conversation with pedagogical leadership team show understanding of the actions to be taken to promote international mindedness and the development of the IB learner profile in the context of the DP * Conversations with teachers validate their understanding and promotion of international-mindedness and the development of the attributes of the IB learner profiles, as shown in the course outlines. * Parents understand and value the development of the international-mindedness and have a general awareness of the IB learner profile. * Students may have a general familiarization with the concepts of international mindedness and the development of the attributes of the IB learner profile. |  |  | The school further implements strategies to develop and promote 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.  **Evidence in the school application:**  DP course outline: CAS | * CAS outline promotes responsible action and includes actions beyond the school community. * CAS outline shows that different members of the school community will be involved in the CAS activities, as advisers or supervisors |  | * CAS outline promotes responsible action and includes actions beyond the school community.   CAS outline shows that different members of the school community will be involved in the CAS activities, as advisers or supervisors   * Conversation with CAS coordinator shows understanding of the promotion of responsible action within and beyond the school community through the learning outcomes and the reflection. * Students understand the importance of responsible action within and beyond the school community and may have already had school experiences in this regard. |  |  | The school further develops and implements strategies to promote responsible action within and beyond the school community |  |
| 6 | The school promotes open communication based on understanding and respect.  **Evidence in the school application:**  Question: A. 3  SD: School brochure and promotional literature | * The school has already organized frequent meetings with different stakeholders to share the plans of implementation of the DP. | YES / NO / No info | * The school has already organized frequent meetings with different stakeholders to share the plans of implementation of the DP. * Interactions with different stakeholders are open and frequent through newsletters, meetings, publications, website, e-mail etc. * Parents are comfortable during the meeting and voice their questions and concerns openly * Teachers express themselves openly during meetings * Students express themselves openly and respectfully | YES / NO |  | The school further develops and implements strategies to promote open communication based on understanding and respect | Actions are taken to build a school culture based on understanding and respect. |
| 7 | The school places importance on language learning, including mother tongue, host country language and other languages.  **Evidence in the school application:**  SD: language policy  SD: Action plan  Chart 1: Update of DP subjects | * School has plans to provide support to students who are not proficient in the language of instruction * School has a plan or already provides opportunities for maintaining mother tongues * School plans to support or supports learning of host country language, if applicable. * The languages to be offered in the DP reflect the needs and interests of the student body. |  | * School has plans to provide support to students who are not proficient in the language of instruction * School has a plan or already provides opportunities for maintaining mother tongues * School plans to support or supports learning of host country language, if applicable. * The languages to be offered in the DP reflect the needs and interests of the student body. * Conversations with pedagogical leadership team and teachers show awareness of the importance of language learning and show awareness of plans of the school in this regard:   + School has plans to provide support to students who are not proficient in the language of instruction   + School has a plan or already provides opportunities for maintaining mother tongues   + School plans to support or supports learning of host country language, if applicable.   + The languages to be offered in the DP reflect the needs and interests of the student body.   + Conversations with parents and students show awareness of the importance of language learning |  | The school effectively supports student language learning through supporting the development of students’ mother tongues and the acquisition of other languages including the host country language. | The school investigates strategies to further emphasize the importance of language learning including mother tongue, host country language and other languages as applicable.  The school develops strategies to support students who are not proficient in the language of instruction |  |
| 8 | The school participates in the IB world community  **Evidence in the school application:**  Question C.4  Chart 2: Teaching staff, qualifications and PD | * Some members of the pedagogical leadership team or staff may have attended IB regional conferences |  | * Some members of the pedagogical leadership team or staff may have attended IB regional conferences * Conversations with school leadership show that they plan or have started to establish connections with other IB schools and/or regional associations of IB world schools * Staff members actively access the OCC * Some staff members have attended IB regional conferences |  | The school has already taken advantage of a variety of opportunities to participate in the IB world community. | The school develops and implements strategies to further participate in the IB world community |  |
| 9 + 9.a + 9.b | The school supports access for students to the IB programme(s) and philosophy   1. The school provides for the full Diploma Programme and requires some of its student body to attempt the full diploma and not only individual certificates 2. The school promotes access to the diploma and certificates for all students who can benefit from the educational experience they provide.   **Evidence in the school application:**  Questions: B1.1d and 1e | * The projections of the school show that there will be full Diploma Programme students once the school is authorized. * Access to the DP courses is transparent, whether there are selection criteria or not. * If the school offers the MYP, there will not be a gap year between the year 5 of the MYP and year 1 of the DP. | YES / NO / No info | * The projections of the school show that there will be full Diploma Programme students once the school is authorized. * Access to the DP courses is transparent, whether there are selection criteria or not. * If the school offers the MYP, there will not be a gap year between the year 5 of the MYP and year 1 of the DP. * Conversations with the pedagogical leadership team -that includes the DP coordinator- show that * access to the DP is transparent, whether there are selection criteria or not. * The school will support students in their decision to complete the full diploma or certificates. * Conversations with parents and students show their awareness of the benefit that the DP may bring to the students. * If the school offers the MYP, conversations with the different stakeholders show that there will not be a gap year between MYP year 5 and year 1 of the DP. | YES / NO | All students will follow the DP courses, whether they will register as DP candidates or Certificate candidates.  All students will be registered as DP candidates. | The school further revises the admissions criteria to ensure that it actually promotes access to diploma and certificates to the students who can benefit from the educational experience they provide. | It provides an explanation for the low projected number of DP and Certificate students in the first two years  There will be no gap year to DP for students taking part in the MYP. |
| 9.c | 1. The school has strategies in place to encourage students to attempt the full diploma | * Projections may show an increase of full DP students in the second year after authorization * The action plan includes the implementation of promotional activities to encourage students to attempt the full diploma |  | * Projections may show an increase of full DP students in the second year after authorization * The action plan includes the implementation of promotional activities to encourage students to attempt the full diploma * Conversations with the pedagogical leadership team –that includes the DP coordinator- show that there is a plan to encourage more students to attempt the full diploma. |  | The school analyses the possible reasons why students may not attempt the full diploma and acts on them to encourage more students to attempt the full diploma |  |

**Section B: Organization**

**Standard B1 Leadership and structure:**

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Practices** | | **READER** | | **VERIFICATION VISIT TEAM** | | **Possible commendations** | **Possible recommendations** | **MTBA**  **The school ensures that:** |
| **Findings of the reader** | **Practice in place?** | **Findings of the team** | **Practice in place?** |
| 1 | The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s)  **Evidence in the school application:**  Question: A.3 and B1.2b  SD: action plan | * Meetings with the governing body have taken place and more are planned in the future. |  | * Meetings with the governing body have taken place and more are planned in the future. * Conversations with the governing body show that : * It is aware of the authorization process of the school. * There are plans to develop systems to keep the governing body informed about the ongoing implementation and development of the programme * Conversations with the pedagogical leadership team show that: * It has kept the governing body informed about the authorization process. * There are plans to develop systems to keep the governing body informed about the ongoing implementation of the programme. |  |  | The school further revises its plans to develop systems that will keep the governing body informed about the ongoing implementation of the programme |  |
| 2 | The school has developed a governance and leadership structure that supports the implementation of the programme(s).  **Evidence in the school application:**  Questions B1.2 and B2.3a  SD: School organization chart | * Descriptions of the structure and role of the governing body and pedagogical leadership team indicate responsibilities for supporting the implementation of the programme. | YES / NO / No info | * Descriptions of the structure and role of the governing body and pedagogical leadership team indicate responsibilities for supporting the implementation of the programme. * Conversations at the school (board, leadership, coordinator, staff) reflect the support given the future implementation of the programme. | YES / NO | The governance and the leadership structure supports all aspects of the future implementation of the programme. | The school reviews the governance and leadership structure to support the implementation of the programme | The governance and leadership structure reflects their responsibilities in supporting the implementation of the programme  The governance and leadership structure supports teachers in the implementation of the programme |
| 3 | The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).  **Evidence in the school application:**  Q B1.3a  SD: School organization chart | * The pedagogical leadership team has defined roles and responsibilities which are evident in the organization chart. | YES / NO / No info | * The pedagogical leadership team has defined roles and responsibilities which are evident in the organization chart. * Conversations with teachers reflect * understanding of each one’s roles in the leadership team, especially the role of the DP coordinator * the support and guidance that the pedagogical leadership team, especially the DP coordinator, has given. | YES / NO |  | The school reviews the roles and responsibilities of the head of school/school principal and programme coordinator to ensure pedagogical leadership further supports the future development of the programme at the school. | There is a review of the roles and responsibilities of the head of school/school principal and programme coordinator to ensure the pedagogical leadership supports the development of the programme at the school. |
| 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.  **Evidence in the school application:**  Q B1.3b  SD: School organization chart | * The responsibilities of the DP coordinator are supported by release time, and resources. | YES / NO / No info | * The responsibilities of the DP coordinator are supported by release time, and resources. * Conversation with coordinator indicates sufficient time and resources * Conversation with teachers indicates that the DP coordinator devotes time to support them. | YES / NO |  | The school reviews the DP coordinator’s responsibilities to ensure sufficient time and resources are allocated to carry them out.  The school reviews the role of the DP coordinator and its situation within the leadership team to ensure that the leadership role is recognized and supported | A DP Coordinator is appointed.  The DP coordinator has responsibilities as member of the pedagogical leadership team |
| 5 | The school develops and implements policies and procedures that support the programme(s). |  |  |  |  |  |  |  |
| 5.a | The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme  **Evidence in the school application:**  Q B1.1b | * The admissions policy will include clear reference to the admission of students in the DP | YES / NO / No info | * The admissions policy will include clear reference to the admission of students in the DP * Conversations with school staff indicate awareness and/or participation in the design of admissions criteria to the DP, to be included in the school admissions policy. * Conversation with parents indicates awareness of conditions to participate in the DP * Students are aware of criteria the school will apply to access the DP courses. | YES / NO |  | The school further revises the admission criteria to the DP to be included in the school admissions policy. | The school ensures that the admissions policy includes clear reference to the admission to the DP. |
| 5.b | The school has developed and implements a language policy that is consistent with IB expectations.  **Evidence in the school application:**  Question B1.4a  SD: Preliminary language policy | * The draft language policy includes (as applicable): * support for mother tongues * support for students who are not proficient in the language of instruction * learning of the host country language * reflection of needs of students in group 1 and group 2 course offerings |  | * The draft language policy includes (as applicable): * support for mother tongues * support for students who are not proficient in the language of instruction * learning of the host country language * reflection of needs of students in group 1 and group 2 course offerings * Conversations with leadership team and teachers reflect the process by which the language policy review/development took place that included different stakeholders. * Conversations with teachers show that they are aware of the draft language policy, in which they may have participated and their future role in the support to students in this regard. |  | The school provides extensive support for   * a diversity of mother tongues. * students who are not proficient in the language of instruction.   The school provides learning in the host country language which infuses students with a sense of the host country culture.  The school provides an extensive selection of languages in groups 1 and 2 aligned with the needs of students. | The school explores further possibilities to support the development of mother tongues, within its possibilities.  The school further develops support for students who are not proficient in the language of instruction.  The school explores strategies to support learning of host country language.  The school explores possibilities to open more options in group 1 and group 2 languages to address the needs of the student population.  The school ensures all teachers are aware of the language policy and participate in its different reviews. | It develops a draft language policy. |
| 5c | The school has developed and implements a special educational needs policy that is consistent with IB expectations and with the school’s admissions policy.  **Evidence in the school application:**  Comments may have been included in QB1.1b  References may have been included in the SD: preliminary assessment policy | * The school may have included references in the admission criteria and/or in the assessment policy |  | * DP coordinator is aware of the possibilities that the IB can offer to students with special needs. * Teachers are aware of the possibilities that the DP offers to include students with special needs * Conversations with school staff indicate that there may be practices in the school to support students with special educational needs as per the school admissions policy. |  | The school has developed the context to implement an inclusive programme with policies and practices that effectively support special educational needs. | The school further analyses the possibilities that the DP offers to students with special needs.  The school implements actions so that teachers are aware of the possibilities that the DP offers to students with special needs.  The school includes reference to the DP in its special needs policy as applicable. |  |
| 5d | The school has developed and implements an assessment policy that is consistent with IB expectations.  **Evidence in the school application:**  Question B1.4b  SD: Preliminary Assessment policy | * Draft assessment policy includes most of the following: * a philosophy of assessment that supports student learning * understanding of the use of DP assessment criteria * processes for recording and reporting DP assessment * processes for standardization of student work’s assessment * frequency of formative and summative assessment * how the school will combine DP assessment with national requirements (where applicable) |  | Draft assessment policy includes most of the following:   * a philosophy of assessment that supports student learning * understanding of the use of DP assessment criteria * processes for recording and reporting DP assessment * processes for standardization of student work’s assessment * frequency of formative and summative assessment * how the school will combine DP assessment with national requirements (where applicable) * Teachers are aware of the preliminary assessment policy and they have contributed to its production, |  |  | The school further develops the following aspects in the assessment policy:   * a philosophy of assessment that supports student learning * understanding of the use of DP assessment criteria * processes for recording and reporting DP assessment * processes for standardization of student work’s assessment * frequency of formative and summative assessment * how the school will combine DP assessment with national requirements (where applicable)   The school implements different strategies to ensure that teachers are aware of and apply the assessment policy. | It develops a draft assessment policy. |
| 5e | The school has developed and implements an academic honesty policy that is consistent with IB expectations.  **Evidence in the school application:**  Question B1.4c  SD: Academic honesty policy | * The school submits current academic honesty policy with the changes envisaged as a consequence of the implementation of the DP. * Policy includes monitoring processes and sanctions. * Resources which support the policy (i.e software to check plagiarism, student guides etc). | YES / NO / No info | * The school submits current academic honesty policy with the changes envisaged as a consequence of the implementation of the DP. * Policy includes monitoring processes and sanctions. * Resources which support the policy (i.e software to check plagiarism, student guides etc). * Conversations with teachers show that: * they may have participated in the design and apply current school academic honesty policy * they are able to identify its IB specific elements and understand that the responsibility to detect academic dishonesty lies in them and not in the IB. * The school supports the implementation of the policy through the use of IT resources or school specific documents and training. * Conversations with students show that they are aware of the academic honesty policy and consequences. | YES / NO |  | The school further develops the draft policy to include description of monitoring processes and sanctions.  The school further develops strategies to ensure all teachers understand and apply the academic honesty policy. | The school has a documented academic honesty policy consistent with IB expectations. |
| 5f | The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the DP  **Evidence in the school application:**  **Q B2.5** | * The school has planned for the implementation of the regulations and procedures related to the different forms of assessment in the DP |  | * The school has planned for the implementation of the regulations and procedures related to the different forms of assessment in the DP * DP coordinator   + is familiar with IB requirements and expected conduct related to all forms of assessment.   + has plans to inform the candidates about the conduct of all forms of assessment in meetings, individual interviews, etc. * Teachers   + are aware of the requirements and expected conduct related to all forms of assessment   + have plans to apply the rules of conduct to their assessment activities, as applicable |  | The school has already included regulations and procedures consistent with the IB in their assessment practices | The school implements actions (such as meetings) to ensure that all staff who will be involved in the implementation of the DP understands the IB regulations and procedures related to the conduct of all forms of assessment for the DP |  |
| 6 | The school has systems in place for the continuity and ongoing development of the programme(s).  **Evidence in the school application:**  **SD: action plan** | * The school’s action plan includes clear timelines, accountabilities and outcomes |  | * The school’s action plan includes clear timelines, accountabilities and outcomes * The pedagogical leadership team describes plans for the future ongoing development of the programme |  | The school’s action plan shows that the school has considered different aspects to enhance the implementation of the programme over time | The school reviews the action plan to ensure it includes clear timelines, accountabilities and outcomes. |  |
| 7 | The school carries out programme evaluation involving all stakeholders. |  |  |  |  |  |  |  |

**Standard B2 Resources and support:**

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

| **Practices** | | **READER** | | **VERIFICATION VISIT TEAM** | | **Possible commendations** | **Possible recommendations** | **MTBA**  **The school ensures that:** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Findings of the reader** | **Practice in place?** | **Findings of the team** | **Practice in place?** |
| 1 + 1a+1b | The governing body allocates funding for the implementation and ongoing development of the programme(s).  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.  **Evidence in the school application:**  Chart 1: Update of subjects proposal and sequencing chart  Chart 2: Teaching staff, qualifications and PD  Chart 3: Implementation budget  DP programme outline –CAS: question 5  B2: question 7d  DP course outline -TOK | * The school budget and description of programme show reasonable allocation of funds so that: * IB fees can be paid * facilities improvement as described in application and action plan can be covered * Subjects are offered according to the requirements as well as the extended essay, CAS and TOK * ongoing professional development can take place * there is meeting time for teachers * a CAS coordinator has been appointed * TOK is taught over two years * Subject teachers’ judgement on resources as per course outlines has been addressed * CAS outline includes all the requirements and mentions how budget is produced. * TOK outline shows that it will be taught over two years | YES / NO / No info | * The school budget and description of programme show reasonable allocation of funds so that: * IB fees can be paid * facilities improvement as described in application and action plan can be covered * Subjects are offered according to the requirements as well as the extended essay, CAS and TOK * ongoing professional development can take place * there is meeting time for teachers * a CAS coordinator has been appointed * TOK is taught over two years * Subject teachers’ judgement on resources as per course outlines has been addressed * CAS outline includes all the requirements and mentions how budget is produced. * TOK outline shows that it will be taught over two years * Conversation with governing body shows understanding and support of the financial requirements of the programme * Conversation with teachers shows that resources to start implementing the programme are in place or have been approved to be in place at the time of starting to offer the programme * Conversation with CAS coordinator shows that resources will be available for the implementation of the programme * Conversation with TOK teacher shows that the course will be implemented over two years. | YES / NO | The governing body has planned the allocation of resources to ensure that all requirements are in place well before the offering of the programme, for example……. *Specify what the additional funding was for.* | The governing body reviews the school budget to ensure the projected expenses and investments related to the programme are realistic.  The governing body reviews the school budget to ensure that all identified costs related to the implementation of the programme are included. | The school budget includes allocated funds for the IB fees and the resources necessary for the implementation of the programme |
| 2 | The school provides qualified staff to implement the programme(s).  **Evidence in the school application:**  Chart 2: Teaching staff, qualifications and PD | * Qualification of teachers according to chart 2.   A qualified teacher is a teacher who has been appropriately prepared to teach the subject or the grade level according to the criteria of a formal body or of the school. | YES / NO / No info | * Qualification of teachers according to chart 2. * Conversation with pedagogical leadership team shows that teachers have the qualifications required locally to be in charge of their subjects. * There are teachers responsible for each subject | YES / NO |  | The school supports teachers in the development of their knowledge of the DP subject areas. | There are teachers qualified to teach the DP subjects/core offered by the school. |
| 3 + 3a | The school ensures that teachers and administrators receive IB-recognized professional development.  a. The school complies with the IB professional development requirements for the DP at authorization and at evaluation.  **Evidence in the school application:**  Question B2.1c  Chart 2: Teaching staff, qualifications and PD | * School demonstrates that staff participation at IB recognized professional development meets the requirements for authorization: * All Diploma Programme subject teachers must attend IB category 1 workshops in their subject. * TOK teacher(s) must attend IB category 1 TOK course workshops. * CAS coordinators must attend IB category 1 CAS workshops. * The Diploma Programme coordinator must attend IB category 1 Diploma Programme coordination workshops. * Teachers with experience in the DP have been trained in IB recognized professional development within the previous 3 years * The school’s professional development plan and/or action plan demonstrate ongoing commitment to professional development after authorization. | YES / NO / No info | * School demonstrates that staff participation at IB recognized professional development meets the requirements for authorization: * All Diploma Programme subject teachers must attend IB category 1 workshops in their subject. * TOK teacher(s) must attend IB category 1 TOK course workshops. * CAS coordinators must attend IB category 1 CAS workshops. * The Diploma Programme coordinator must attend IB category 1 Diploma Programme coordination workshops. * Teachers with experience in the DP have been trained in IB recognized professional development within the previous 3 years * The school’s professional development plan and/or action plan demonstrate ongoing commitment to professional development after authorization. * Teachers can express impact of workshops on their understanding of their subject/roles | YES / NO | The school has planned professional development beyond the requirements.  The school has provided professional development beyond the requirements for authorization. | The school plans its ongoing professional development taking into consideration the requirements to be met at evaluation and the needs of staff. | The requirements for staff participation at IB recognized professional development at authorization have been met. (*the following teachers must attend IB professional development activities before the DP is offered: ……(Identify subject or role or core)*  . |
| 4 | The school provides dedicated time for teachers’ collaborative planning and reflection.  **Evidence in the school application:**  Question B2.2 | * The school’s meeting schedule shows collaborative planning times for DP teachers in horizontal and vertical teams. | YES / NO / No info | * The school’s meeting schedule shows collaborative planning times for DP teachers in horizontal and vertical teams. * Conversations with teachers reflect the collaborative planning times allocated by the school. | YES / NO |  | Collaborative meeting time includes planning in vertical teams.  Collaborative meeting time includes planning in horizontal teams. | Dedicated meeting time is provided for teachers’ collaborative planning. |
| 5 +  5.a +  5.b + | The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).  a. The laboratories and studios needed for group 4 and group 6 subjects 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 stationary with controlled access restricted to senior staff  **Evidence in the school application:**  Question B2.3, 4 and 5  SD: Course outlines | * Facilities described/and or plans included indicate that the school understands and will be ready to address the requirements of the subjects and the core.   **LABS FOR GROUP 4**   * The school describes labs that are consistent with the chosen group 4 subject(s) * Teachers consider the lab(s) appropriate to start offering the group 4 subject(s) or mentioned an approved improvement plan in the course outlines (feedback from subject readers)   **STUDIOS FOR GROUP 6**   * School describes facilities/or plans to build or improve facilities consistent with requirements of the group 6 subject(s) chosen. * Teachers consider the facilities appropriate to start offering the group 6 subject(s) or mentioned an approved improvement plan in the course outlines (feedback from subject readers)   **IT EQUIPMENT**   * School describes IT equipment that will support work of DP coordinator, staff and students. * Teachers of Group 4 subject(s) and other subjects with IT requirements judge that they can start the implementation of the subject or mention approved improvement plans   **SECURE LOCATION OF EXAMS**   * The school has planned a safe and secure location for the exams. (B.2: Q5) | YES / NO / No info | * Facilities described in the form are visited. Conversation with different stakeholders validate written statements.   **LABS FOR GROUP 4**   * Visit to lab for group 4 validates documents * Conversation with group 4 teachers validate written statements.   **STUDIOS FOR GROUP 6**   * Visit to group 6 facilities validates documents * Conversation with group 6 teachers validate written statements.   **IT EQUIPMENT**   * Visit to IT facilities validates documents * Conversation with teachers whose subjects have IT requirements validates written statements. * Conversation with DP coordinator shows that IT resources are available for his/her role.   **SECURE LOCATION OF EXAM PAPERS AND STATIONARY**   * Identification of location –if available at this time- indicates school will provide a safe location for exam papers. * Conversation with DP coordinator indicates awareness of the importance of the safe location, process that needs to be in place in terms of access and plans the school has if not completed yet.   **OTHER SPECIALIZED EQUIPMENT**   * Conversations with DP teachers, TOK teacher and CAS coordinator validate the written statements. * In the languages, teachers are familiar with the requirements for the oral IA and have plans to comply with the requirements. * Math teachers are aware of the IB regulations related to calculators. | YES / NO | The school has allocated funding to facilities that will enhance the implementation of the programme at the school above what is required. | The school reviews the facilities for Sciences / Arts/ IT equipment to further support the implementation of the programme. (*Specify target of the recommendation)*  The school revises its plans for secure exam location to ensure that IB requirements are met. | The facilities for Sciences / Arts/ Technology allow for the DP subject group aims and objectives, and requirements of the programme to be met. *(Identify the subject or area)*  The laboratory(ies) is/are equipped to ensure that students can work individually and in groups  The laboratory(ies) are equipped with basic safety measures that are known by all staff and students  There is a dedicated room for.......(insert name of subject of group 6)  The group 4 subjects are provided with IT resources to ensure they can comply with IB requirements  It identifies a secure location for the storage of examination papers and examination stationary with controlled access restricted to senior staffs |
| 5.c |
| 6. + 6.a | The library/multi-media/resources play a central role in the implementation of the programme(s)   1. The library/media centre has enough appropriate materials to support the implementation of the DP   **Evidence in the school application:**  B2: question 6  SD: Course outlines | * There are library resources in different languages, that cater for the needs of the DP languages, languages of instruction, etc. * There are different titles available in the different areas (fiction, non fiction, etc) * The set up of the library allows for students to work independently and for teachers to work with group of students (if applicable) * The schedule promotes the ongoing use of the library during school time. * Librarian is involved in the DP * Course outlines indicate there are sufficient resources to start implementing the programme, or a plan to achieve this goal. | YES / NO / No info | Visit to the library shows:   * The librarian is available and has been informed about the DP, understands and may play a role in planning and supporting the DP. There may be agreements with other nearby libraries. * Library resources are catalogued to allow easy access to all students and teachers * There are library resources in different languages, that cater for the needs of the DP languages, language of instruction, etc. * There are different titles for the different subject areas (not exclusively number of books of the same title) * The set up of the library allows for students to work independently and for teachers to work with groups of students (if applicable) * The schedule promotes the ongoing use of the library during school time, and sometimes beyond. * There are students working in the library during the visit.   Conversations with teachers   * validate their written statements, whether the resources are enough or not to start offering the programme, and the school’s plans to build the resources as needed. * Indicate their understanding that text books are but one resource and teaching to a textbook is not acceptable. | YES / NO | The librarian’s role includes responsibilities related to the development and support of the DP. | The school explores the possibility of increasing the time that the library is open to promote its use by teachers and students.  The school revises its purchase of material to ensure that the library is updated.  The school implements actions to ensure that the librarian is informed about the DP and makes contributions to its implementation  The school introduces a cataloguing system of its resources to facilitate student’s research  The library resources reflect languages offered by the school. | The students have easy access to a library.  The library is equipped to start offering the programme, and there is a plan to keep on building its inventory *(specify areas that are totally lacking materials)* |
| 7. | The school ensures access to information on global issues and diverse perspectives  **Evidence in the school application:**  B2: question 6.e  Course outlines | * Description of the library may mention purchase of updated books * Teachers indicate bibliography showing different perspectives in course outlines, as appropriate |  | * Description of the library may mention purchase of updated books * Course outlines indicate bibliography showing different perspectives, as appropriate * Visit to the library shows that there are updated books, materials and subscriptions that deal with different perspectives, global issues, etc. * Conversation with teachers indicates that there are resources on global issues and different perspectives or there is a plan to increase them. * Students have internet access in the library and/or other locations in the school |  | The pedagogical leadership team has established an ongoing process of revision of school resources focused on access to information on global issues and diverse perspectives. | The school further develops 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  **Evidence in the school application:** |  |  | * Conversations with the DP coordinator indicates that he/she is aware of the support the IB may give to students with special needs and where to find the information. * Conversations with the DP coordinator indicates that the school has a special needs policy that will support access to students to the DP. |  | The school has a policy of special l needs well established in the school that will support access to students into the DP | The school further analyzes the IB position regarding students with special needs in regards to the DP to ensure that it can provide adequate guidance and support to parents and students. |  |
| 9+ 9a | The school has systems in place to guide and counsel students through the programme(s).  The school provides guidance to students on post-secondary educational options  **Evidence in the school application:**  Update of school information: Name of advisor on post-secondary education. | * The school has plans in which the DP coordinator or school counsellor or other member(s) of staff will advise the students on choices in the last years of secondary education, as applicable |  | * The school has plans in which the DP coordinator or school counsellor or other member(s) of staff will advise the students on choices in the last years of secondary education, as applicable * Students’ and staff’s oral descriptions of the counselling process * The school has or has planned systems to advise students on post-secondary educational options and DP recognition. |  | The school has a system of counselling connected with local and international organizations that will provide detailed support to the DP students. | The school further develops support to students through the programme and in their plans for post-secondary education. |  |
| 10 +  10a +  10b+  10c | The student schedule or timetable allows for the requirements of the programme(s) to be met.   1. The schedule provides for the recommended hours for each standard and higher level subject. 2. The schedule provides for the development of the theory of knowledge course over two years 3. The schedule respects concurrency of learning in the Diploma Programme   **Evidence in the school application:**  Question B2.6a and b  SD: DP schedule  Chart 1: DP subject proposal | * The schedule demonstrates that the students will have 150 hours for SL distributed in 2 years or in 1 year if the school has stated that a subject is completed in one year (see regulations to this respect in *Handbook of procedures*) * The schedule demonstrates that students will have 240 hours for HL subjects distributed over two years. * The schedule demonstrates that TOK will be taught for 100 hours over two years. * The schedule respects concurrency of learning. * The schedule demonstrates that DP candidates can take up to 4 HL DP courses and the rest at SL, and TOK. * The subject options comply with IB regulations (eg no school based syllabus) | YES / NO / No info | * The schedule demonstrates that the students will have 150 hours for SL distributed in 2 years or in 1 year if the school has stated that a subject is completed in one year (see regulations to this respect in *Handbook of procedures*) * The schedule demonstrates that students will have 240 hours for HL subjects distributed over two years. * The schedule demonstrates that TOK will be taught for 100 hours over two years. * The schedule respects concurrency of learning. * The schedule demonstrates that DP candidates can take up to 4 HL DP courses and the rest at SL, and TOK. * The subject options comply with IB regulations (eg no school based syllabus) * Conversations with DP coordinator validates the schedule * Conversation with TOK teacher verifies that the course will be offered over two years * Conversations with DP teachers validates the schedule | YES / NO |  | The school explores possibilities to offer double periods in group 6 subjects /group 4 lab hours to allow for a more efficient use of the teaching time. | The schedule includes the recommended hours for SL and HL subjects and TOK.  The schedule includes the TOK teaching hours distributed over the two years of the DP.  The schedule shows concurrency of learning. |
| 11 | The school utilizes the resources and expertise of the community to enhance learning within the programme(s)  **Evidence in the school application:**  **Course outlines**  **CAS outline** | * Course outlines may include references to resources from the community, especially in group 6 subjects. * CAS outline may include references to resources from the community. |  | * Course outlines may include references to resources from the community, especially in group 6 subjects. * CAS outline may include references to resources from the community. * Conversations with teachers may include references to the resources that can be found in the community, especially in group 6 subjects and CAS. |  | The school has already developed close links with experts from the community that will contribute to the implementation of the DP in......... | The school further searches possibilities to use the expertise of the community to enhance the implementation of the programme |  |
| 12 | The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered. 2  **Evidence in the school application:**  Question C.2 | * The process described respects the IB requirements related to the EE. | YES / NO / No info | * The process described respects the IB requirements related to the EE. * Conversations with teachers show that   + they are aware of the EE and its requirements,   + The process submitted in *Application for authorization* is known by all.   + They will have time dedicated to the supervision, as applicable.   + Conversation with DP coordinator show awareness of resources to comply with EE | YES / NO |  | The school review the resources allocated to the extended essay to ensure supervision and coordination meet the requirements of the programme. | Resources to supervise and coordinate the extended essay have been allocated or planned. |

**Section C: Curriculum**

**Standard C1 Collaborative planning:**

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

Note: ‘Collaborative planning and reflection’: used as a single concept as the two processes are interdependent

| **Practices** | | **READER** | | **VERIFICATION VISIT TEAM** | | **Possible commendations** | **Possible recommendations** | **MTBA**  **The school ensures that:** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Findings of the reader** | **Practice in place?** | **Findings of the team** | **Practice in place?** |
| 1+  1a + | Collaborative planning and reflection addresses the requirements of the programme(s).   1. collaborative planning and reflection includes the integration of theory of knowledge in each subject 2. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.   **Evidence in the school application:** | * There are meetings scheduled to plan collaboratively within the same subject and across subjects. * Course outlines include reference to the teaching of TOK. | YES / NO / No info | * There are meetings scheduled to plan collaboratively within the same subject and across subjects. * Course outlines include reference to the teaching of TOK. * Conversation with teachers show that:   + They have already met within subjects to plan and produce the course outline, if more than one teacher per subject.   + they have already started to meet to understand each other’s subjects, their aims and objectives.   + They may have started to identify the topics from each other that may support each other’s teaching.   + They may have had meetings with the TOK teacher to discuss the scope and aims of the course.   + They are familiar with the topics of TOK that they will include in their subjects. | YES / NO | Teachers have planned collaboratively to address the TOK topics.  Teachers have planned collaboratively within and across subjects to ensure that students will have a coherent learning experience. | The school reviews the aims of the collaborative planning to allow teachers to address their subject requirements but also identify the relations between subjects to reinforce knowledge, understanding and skills shared by the different disciplines. | All DP teachers are involved in collaborative planning to meet the requirements of the programme.  All DP teachers integrate TOK in their planning. *(or indicate areas that are lacking TOK approach)* |
| 1b |
| 2 | Collaborative planning and reflection takes place regularly and systematically.  **Evidence in the school application:** | * The meeting schedule shows systematic meetings aimed at collaborative planning and reflection and dedicated time for the planning of the DP. | YES / NO / No info | * The meeting schedule shows systematic meetings aimed at collaborative planning and reflection and dedicated time for the planning of the DP. * Conversations with teachers show that: * Meetings of DP teachers aimed at planning and reflection are taking place/are planned to take place regularly and systematically to plan and enhance the documentation of the DP. | YES / NO | The school has developed and is implementing systems to ensure that planning and reflection takes place within and across subjects | The school further develops the planning of meetings to ensure clear goals and timelines. | Allocated meeting time is used systematically for collaborative planning and reflection. |
| 3. | Collaborative planning and reflection addresses vertical and horizontal articulation. | * The meeting schedule shows meeting within subjects and across subjects. They may indicate horizontal or vertical articulation as an objective |  | * The meeting schedule shows meeting within subjects and across subjects. They may indicate horizontal or vertical articulation as an objective * Conversations with teachers indicate the presence of vertical and horizontal articulation in the planning meetings. |  | Teachers have already met and have produced documents that address vertical articulation beyond the DP. | The school further works on the planning meetings agendas to ensure vertical and horizontal articulation are addressed. |  |
| 4. | Collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences |  |  | * Conversations with DP coordinator and teachers demonstrate that they are aware of the need to take into consideration each student’ needs in the planning process. |  | The school has developed plans with a clear focus on each student’s needs in the area of....../in all areas | The school implements actions to ensure that DP teachers take consideration of each student’s needs when planning and reflecting. |  |
| 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 their students |
| 9. | Collaborative planning and reflection addresses the IB learner profile attributes  **Evidence in the school application:**  SD: Course outlines | * Course outlines include reference to attributes of the learner profile | YES / NO / No info | * Course outlines include reference to attributes of the learner profile * Conversations with teachers show that they are aware of the learner profile when planning | YES / NO | Teachers have not only planned for the development of the IB learner profile but they have also produced a document on how they model the attributes of the profile. | Teachers further develop plans to enhance their contribution to the development of the IB learner profile | Teachers include reflection and plan their contribution to the development of the IB learner profile. |

**Standard C2 Written curriculum:**

**The school’s written curriculum and reflects IB philosophy.**

| **Practices** | | **READER** | | **VERIFICATION VISIT TEAM** | | **Possible commendations** | **Possible recommendations** | **MTBA**  **The school ensures that:** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Findings of the reader** | **Practice in place?** | **Findings of the team** | **Practice in place?** |
| 1+ 1.a 1.b 1.c 1.d | The written curriculum is comprehensive and aligns with the requirements of the programme(s).   1. The curriculum fulfils the aims and objectives of each subject group and the core. 2. The curriculum facilitates concurrency of learning. 3. The curriculum is balanced so that students are provided with a reasonable choice of subjects. 4. The school develops its own courses of study for each subject on offer and theory of knowledge.   **Evidence in the school application:** | * Course outlines show that subject requirements are understood and addressed. * Course outline of TOK shows that requirements are understood and addressed. * Course outline of CAS shows that requirements are understood and addressed. * The process of the EE shows that requirements are understood. * The proposal of subjects give some choice to students in levels or subjects | YES / NO / No info | * Course outlines show that subject requirements are understood and addressed. * Course outline of TOK shows that requirements are understood and addressed. * Course outline of CAS shows that requirements are understood and addressed. * The process of the EE shows that requirements are understood.   The proposal of subjects give some choice to students in levels or subjects   * Conversation with teachers verifies that they are aware of subject requirements, concurrency of learning. * Conversation with TOK teacher verifies that he/she is aware of course requirements and provides support to teachers in this area * Conversation with DP coordinator verifies that the school is aware of the need of choices for students and plans they have for the future if they start with a small offer. | YES / NO | * The school has planned to offer a variety of subjects and levels to students | DP teachers meetings include discussions about how to facilitate concurrency of learning.  The school explores further possibilities to increase options to address students’ interests and needs. | There are course of studies for each DP subject, TOK and CAS  There will be an analysis to include more options to address students’ interests and needs. |
| 2. | The written curriculum is available to the school community  **Evidence in the school application:**  B1.1f and g | * Action plan may make reference to the availability of the written curriculum to the school community |  | * Action plan may make reference to the availability of the written curriculum to the school community * Conversations with DP coordinator and teachers make reference to the plans regarding the availability of the written curriculum to the school community |  |  | The school plans to ensure that the school community can have access to the written curriculum |  |
| 3. | The written curriculum builds on students’ previous learning experiences.  **Evidence in the school application:**  **Chart 1 Update of subject proposal and sequencing chart** | * DP courses builds on previous courses taken by students, when applicable. * Course outlines show sequence of topics |  | * DP courses builds on previous courses taken by students, when applicable. * Course outlines show sequence of topics * Conversation with DP coordinator identifies systems that the school will implement to ensure that the written curriculum builds on students’ previous learning experiences * Conversations with teachers make reference to their reviews of their courses according to students’ prior learning experiences |  |  | The school has plans so that 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.  **Evidence in the school application:**  **Course outlines** | * Course outlines identifies some or all of these aspects | YES / NO / No info | * Course outlines identifies some or all of these aspects * Conversations with teachers show that they are familiar with the subject requirements. | YES / NO | Teachers have already developed a detailed written course that includes skills and attitudes to be developed over time, in collaboration with teachers from other subjects. | Teachers revise and enhance their course outlines to include knowledge, concepts, skills and attitudes to be developed over time. | 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 student’s own needs and the needs of others.  **Evidence in the school application:**  **CAS outline** | * CAS outline shows opportunities for students to act in response to own needs and the needs of others. |  | * CAS outline shows opportunities for students to act in response to own needs and the needs of others. * Conversation with CAS coordinator validates CAS outline. |  | The school has developed a service learning programme that will be integrated to the CAS programme | The school further reviews its CAS course to ensure that the students are exposed to opportunities to act in response to the needs of others. |  |
| 6 | The curriculum incorporates relevant experiences for students  **Evidence in the school application:**  **Course outlines** | * Course outlines include topics relevant to students * Subjects offered reflect students’ interests |  | * Course outlines include topics relevant to students * Subjects offered reflect students’ interests * Conversation with DP coordinator and teachers show that they are aware of students’ interests and relevant learning experiences to include in their courses |  |  |  |  |
| 7. | The written curriculum promotes students’ awareness of individual, local, national and world issues  **Evidence in the school application:**  **Course outlines** | * Course outlines include topics related to individual, local, national and world issues and promotes connections/awareness | YES / NO / No info | * Course outlines include topics related to individual, local, national and world issues and promotes connections/awareness * Conversations with teachers reveal that they have included or plan to further include topics to promote awareness of individual, local, national and world issues. | YES / NO |  | The school further develops the written curriculum to promote individual, national, and world issues | The 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.  **Evidence in the school application:**  **Course outline** | * Course outlines include topics and bibliography that may provide for opportunities for reflection on human commonality, diversity and multiple perspectives. | YES / NO / No info | * Course outlines include topics and bibliography that may provide for opportunities for reflection on human commonality, diversity and multiple perspectives * Teachers are aware of the opportunities that their courses will provide students to reflect on human commonality, diversity and multiple perspectives. | YES / NO |  | Course outlines are further reviewed to include opportunities to reflect on human commonality, diversity and multiple perspectives | Course outlines include opportunities to reflect 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).  **Evidence in the school application:**  Question C.4 | * Course outlines were designed based on current IB publications. * Teachers are familiar with the OCC and use it | YES / NO / No info | * Course outlines were designed based on current IB publications. * Teachers are familiar with the OCC and use it * Conversation with DP coordinator reveals that he/she is aware of the IB review cycle of subjects and core. * Conversations with teachers verify that   + they are knowledgeable about current IB documents.   + they are familiar with the OCC and use it. | YES / NO |  | The school further encourages teachers to make use of the OCC. | The written curriculum is based on current IB publications.  Teachers have access to current IB publications. |
| 10. | The written curriculum integrates the policies developed by the school to support the programme(s)  **Evidence in the school application:**  **Course outlines** | * At this stage, course outlines will show principles of assessment included in the assessment policy |  | * At this stage, course outlines will show principles of assessment included in the assessment policy * Conversation with teachers show that they are aware of school draft policies and the impact they will have in their courses. |  |  |  |  |
| 11. | The written curriculum fosters development of the IB learner profile attributes | * Course outlines include references to the development of the IB learner profile attributes | YES / NO / No info | * Course outlines include references to the development of the IB learner profile attributes * Conversation with DP coordinator reveals awareness and plans to develop the IB learner profile atrtributes. * Conversation with teachers show that they are aware of their role in fostering the development of the IB learner profile attributes. | YES / NO |  | Course outlines are reviewed to enhance the references to the development to the learner profile | Course outlines include references to the development of the learner profile. |

**Standard C3 Teaching and learning:**

*At this stage, the reader and the team will make a holistic verification of this standard, based on evidence from practices included in C.1*

**Teaching and learning reflects IB philosophy.**

Note: ‘Teaching and learning’: used as a single concept as the two processes are interdependent

| **Practices** | | **READER** | | **VERIFICATION VISIT TEAM** | | **Possible commendations** | **Possible recommendations** | **MTBA**  **The school ensures that:** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Findings of the reader** | **Practice in place?** | **Findings of the team** | **Practice in place?** |
| 1+ 1.a | Teaching and learning aligns with the requirements of the programme(s).   1. Teaching and learning at the school addresses all of the aims and objectives of each subject.   **Evidence in the school application:**  Course outlines | * Course outlines reflect requirements of the programme |  | * Course outlines reflect requirements of the programme * Conversations with teachers allow for a discussion on teaching strategies to comply with IB aims and objectives. * Teachers may mention any of the practices of the standard and reflect on how they will implement actions to reflect them. |  |  | Teachers further reflect on their own practices to ensure that teaching and learning will reflect IB philosophy, as per practices identified in Standard C3 of the *Programme standards and practices* |  |
| 2. | Teaching and learning engages students as inquirer 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 technology. |
| 12. | Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to student’s own needs and 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 learning develops the IB learner attributes. |

**Standard C4 Assessment:**

**Assessment at the school reflects the IB assessment philosophy.**

| **Practices** | | **READER** | | **VERIFICATION VISIT TEAM** | | **Possible commendations** | **Possible recommendations** | **MTBA**  **The school ensures that:** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Findings of the reader** | **Practice in place?** | **Findings of the team** | **Practice in place?** |
| 1+ 1.a | Assessment at the school aligns with the requirements of the programme(s).   1. Assessment of student learning is based on the objectives and assessment criteria specific to each subject   **Evidence in the school application:**  SD: Course outlines | * Course outlines show understanding of IA and EA components. * Course outlines include examples of assessment tools consistent with IB assessment | YES / NO / No info | * Course outlines show understanding of IA and EA components. * Course outlines include examples of assessment tools consistent with IB assessment * Conversations with teachers show that   + they are familiar with the IB criterion-referenced assessment.   + they are familiar with the internal and external assessment components of their subjects. | YES / NO | The school has already started implementing assessment procedures based on criteria to prepare students for the DP assessment approach. | Teachers further reflect on the IB assessment requirements to allow for a more in-depth understanding of their impact on students’ teaching and learning. | Teachers understand and implement the IB assessment requirements for each subject and the core. |
| 2 | The school communicates its assessment philosophy, policy and procedures to the school community.  **Evidence in the school application:**  **Preliminary assessment policy** |  |  | * Conversations with DP coordinator show understanding of the different aspects of the process of assessment as described in the practices C4.2 to C4. 8 * Teachers are aware of the process of assessment as described in the practices C4.2 to C4.8 and can describe progress in this respect.   At this stage, the visiting team will consider these practices in a holistic way, as they must be in progress. |  |  | The school further develops agreements on the different aspect s of the assessment process and documents its implementation.  The school further analyses *........(identify an area if was recognized as totally non known)* to enhance assessment practices |  |
| 3. | The school uses a range of strategies and tools to assess student learning.  **Evidence in the school application:**  SD: Course outlines | * Course outlines show different tools for assessment consistent with IB philosophy. |  |  | . |  |
| 4. | The school provides students with feedback to inform and improve their learning.  **Evidence in the school application:**  SD: Assessment policy | * Assessment policy includes reference to formative assessment * Course outlines include references to formative assessment |  |  |  |  |
| 5. | The school has systems for recording student progress, aligned with the assessment philosophy of the programme(s).  **Evidence in the school application:**  SD: Assessment policy | * Assessment policy may include references to reporting student progress. |  |  |  |  |
| 6. | The school has systems for reporting student progress, aligned with the assessment philosophy of the programme(s).  **Evidence in the school application:**  SD: Assessment policy | * .Assessment policy may include references to reporting student progress. |  |  |  |  |
| 7. | The school analyses assessment data to inform teaching and learning  **Evidence in the school application:**  SD: Assessment policy | * Assessment policy may include references to analysis of data to inform teaching and learning. |  |  |  |  |
| 8. | The school provides opportunities for students to participate in, and reflect on, the assessment of their work..  **Evidence in the school application:**  SD: Course outlines | * Course outlines may include reference to peer or self assessment * Assessment policy may include reference to peer or self assessment |  |  |  |  |
| 9. | The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.4  **Evidence in the school application:** | * The school submitted a process for the completion of EE that is consistent with IB regulations. | YES / NO / No info | * The school submitted a process for the completion of EE that is consistent with IB regulations. * Conversations with teachers show their understanding of the process to complete the EE | YES / NO |  | Teachers further analyse the EE process to ensure that all agree on a common approach to IB requirements. | Teachers develop a process to supervise the EE consistent with IB requirements. |