



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

Primary Years Programme

# PYP coordinator's handbook 2009–2010

Northern hemisphere: September 2009–August 2010

Southern hemisphere: January 2010–December 2010







International Baccalaureate®  
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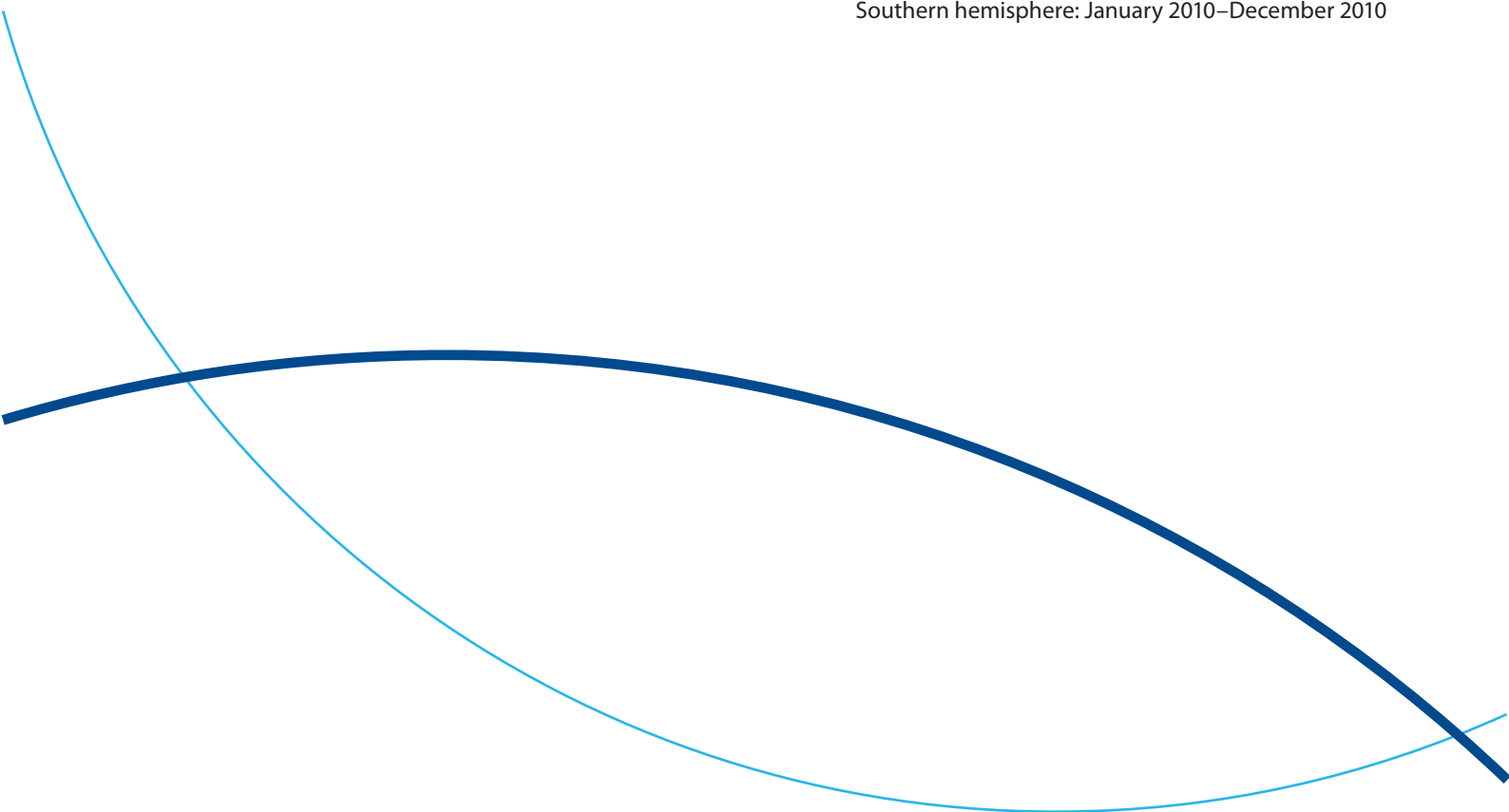
Primary Years Programme

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Northern hemisphere: September 2009–August 2010

Southern hemisphere: January 2010–December 2010



**Primary Years Programme**  
**PYP coordinator's handbook 2009–2010**

Published August 2009

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# IB mission statement

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

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

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

## IB learner profile

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

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



# Contents

<b>Overview</b>	<b>1</b>
<b>Section A: Introduction</b>	<b>2</b>
A1 The PYP and the IB continuum	2
A2 IB store and publications	5
A3 The role of the PYP coordinator	7
A4 IB information system	9
A5 The IB public website	10
A6 The online curriculum centre	11
A7 Rules and policy for use of IB intellectual property	12
A8 Property and copyright on student material submitted to the IB	13
<b>Section B: IB governance and management</b>	<b>14</b>
B1 IB offices	14
B2 PYP committee	19
<b>Section C: Curriculum development</b>	<b>20</b>
C1 Process of curriculum development	20
C2 Participation in curriculum development	21
C3 Curriculum development meetings	22
<b>Section D: General information and programme implementation</b>	<b>23</b>
D1 General information	23
D2 Programme implementation	26
<b>Section E: Authorization</b>	<b>30</b>
E1 The authorization process	30
<b>Section F: Programme evaluation</b>	<b>31</b>
F1 Principles and aims of programme evaluation	31
F2 The programme evaluation self-study questionnaire	32
F3 The evaluation visit	33

---

**Section G: Other essential documents** **34**

G1	Programme standards and practices	34
G2	General regulations: Primary Years Programme	35
G3	Rules for IB World Schools: Primary Years Programme	36

---

**Section H: PYP fees** **37**

H1	Assigned currencies	37
H2	Billing offices	38

---

**Section I: Frequently asked questions** **39**

I1	Frequently asked questions related to the programme	39
I2	Frequently asked questions related to IBIS	44

---

**Forms** **45**

Forms for use in the PYP	45
--------------------------	----

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**Appendices** **51**

<i>Programme standards and practices</i>	51
<i>General regulations: Primary Years Programme</i>	75
<i>Rules for IB World Schools: Primary Years Programme</i>	81



## Overview

This *PYP coordinator's handbook* contains essential information about the Primary Years Programme (PYP) that coordinators, teachers and administrators will need during the 2009–2010 academic year for schools that begin their school year in August/September, and the 2010 academic year for schools that begin their school year in January/February. The PYP coordinator should ensure that information contained in this handbook is passed on to other appropriate individuals within the school community.

Much of the information contained in this handbook can be found in other documentation. It is intended that the handbook will provide a ready reference for PYP coordinators and will help to focus attention on those aspects of the programme that the coordinator has a responsibility to know about and to act on. Throughout the handbook, references to other documents are provided. The coordinator should refer to these for more detailed information.

The handbook does not provide details of how coordinators should fulfill their responsibilities. This understanding is developed through in-service workshops dealing specifically with the role of the PYP coordinator in IB World Schools.

While much of the information contained in this handbook is not limited to this particular school year, updated versions are published annually. In addition, twice a year (in January and June) the publication of the *PYP coordinator's notes*, providing information on new developments in the programme, is made available to IB World Schools offering the PYP and to candidate schools on the online curriculum centre (OCC) and, to IB World Schools only, on IBNET. Coordinators must ensure that a copy of the *PYP coordinator's notes* is given to their principal.

For the convenience of PYP coordinators, paragraphs that have been added or updated this year are marked with a ►. Where this sign is placed at the start of a section, it indicates that the **whole** section is new or updated.

Any comments or suggestions that you may have for improving this handbook will be most welcome and should be sent to [pyp@ibo.org](mailto:pyp@ibo.org).

This edition of the handbook has been produced in both PDF and HTML format. Please note that links are only active in the HTML version. Forms and publications that are accessible via links in the HTML version of the handbook are available, where possible, in the appendices of the PDF version.

## A1 The PYP and the IB continuum

### A1.1 The PYP and other programmes of the IB

For over four decades the International Baccalaureate (IB) has offered its Diploma Programme (DP), an internationally recognized curriculum and assessment for students aged 16–19, in the two years preceding university entrance. The Middle Years Programme (MYP), offered by the IB since 1994, is designed for students in the 11–16 age range. The PYP, offered by the IB since 1997, is for children aged 3–12 years. This overlap allows schools some flexibility in choosing, in consultation with their regional office, the age of transition from the PYP to the MYP.

Although the three IB programmes have their own unique characteristics, the educational philosophy is consistent across all of the programmes. All three place a strong emphasis on the ideals of international-mindedness and responsible citizenship. As the PYP and MYP can be considered an excellent preparation for the DP, schools are encouraged to consider offering the full continuum of IB programmes.

The three programmes are free-standing; schools may opt to offer one, or any combination, of the three programmes. However, if schools choose to offer consecutive IB programmes, the programmes must be continuous, with students moving from one programme to the next without any gap years.

In cases where schools offer more than one programme, IB offices will deal with each programme as a separate entity. Correspondence and documents from the IB will be sent to the relevant programme coordinator in the school. Fees will be invoiced separately.

### A1.2 Publications and materials

The IB publishes official PYP documentation and materials for IB World Schools in English, French and Spanish and some publications are also becoming available in other languages (see section D1.3 for information about the IB language policy). Publications and materials are made available on the OCC as part of the annual fee. This includes all current curriculum material, the *PYP coordinator's handbook* and the *PYP coordinator's notes*.

The following PYP publications are available for purchase from the IB store on the IB public website (to access the IB store go to **IB store** or type <http://store.ibo.org> in the address bar) and for downloading from the OCC (<http://occ.ibo.org>). Please refer to section A6 for further information about the OCC.

**Note:** IB publications are not available through any other organization or individual.

### A1.2.1 PYP documents

Title	Publication date
<i>*Making the PYP happen: A curriculum framework for international primary education</i>	2007
<i>Making the PYP happen: Pedagogical leadership in a PYP school</i>	2007
<i>Developing a transdisciplinary programme of inquiry</i>	2008
<i>Exhibition guidelines</i>	2008
<i>**Drama scope and sequence</i>	2004
<i>Language scope and sequence</i>	2009
<i>Mathematics scope and sequence</i>	2009
<i>**Music scope and sequence</i>	2004
<i>**Personal and social education scope and sequence</i>	2003
<i>**Physical education scope and sequence</i>	2003
<i>Science scope and sequence</i>	2008
<i>Social studies scope and sequence</i>	2008
<i>**Visual arts scope and sequence</i>	2004
<i>A basis for practice—the Primary Years Programme</i>	2009
<i>PYP coordinator's handbook 2009–2010</i> (Available for purchase on CD-Rom)	2009

\*Please note that a revised, rebranded version of this document will be published in December 2009. The main purpose of this revised document is to reflect changes in the content of the subject annexes that have occurred as a result of the subject-specific scope and sequence reviews.

\*\*This publication is currently being reviewed and the revised document will be available in November 2009.

### **A1.2.2 PYP teacher support materials**

Online teacher support material for the PYP is available on the OCC. This includes:

- the PYP exhibition—a series of examples showing how schools have engaged with the exhibition
- the IB's musical journey project—a showcase of IB students' musical expression throughout the three programmes.

### **A1.2.3 Documents to support programme implementation**

The PYP coordinator needs to be familiar with the following publications at various stages of programme implementation. Please note that all of these documents are currently under review and are due to be republished during 2010.

*Rules for IB World Schools: Primary Years Programme* (2006, 2007)

Available on the IB public website, IBNET and IB HeadNet

*General regulations: Primary Years Programme* (2006, 2007)

Available on the IB public website, IBNET and IB HeadNet

*Application procedure for candidate schools* (2005)

Available on the IB public website

*PYP guide to school application* (2006)

Available on the OCC and the IB public website

*PYP school guide to the authorization visit* (2006)

Available on the OCC and the IB public website

*Guide to programme evaluation* (2005)

Available on the OCC

*Programme evaluation self-study questionnaire* (2005)

Available on the OCC

*Programme standards and practices* (2005)

Available on the OCC

### **A1.2.4 IB World magazine**

*IB World* magazine is the official magazine of the IB, published three times a year in English and Spanish. It has a circulation of approximately 30,000 in English and 5,000 in Spanish. Copies are sent to all IB World Schools. Feature articles are also available on the IB public website (<http://www.ibo.org/ibworld>) in French.

The magazine is aimed at the entire IB community with articles that are accessible to all IB stakeholders. Each issue highlights a particular theme, but teachers and students, as well as other interested parties, are invited to submit articles covering all areas of international education to the editor at [editor@ibo.org](mailto:editor@ibo.org) who will review them and decide which are the most suitable for the magazine.

## ► A2 IB store and publications

The IB store (<http://store.ibo.org>) is the official IB online store and offers a range of IB-related publications, products and services suited to a wide variety of IB stakeholders. It is managed by the sales and marketing department of the publishing department at IB Cardiff. The IB store offers:

- communication documents—a range of literature designed to provide information about and promote the IB programmes offered by your school
- programme publications—core materials to support the teaching of IB programmes
- supplementary publications—additional resources published by the IB to support students, teachers and administrators of the IB programmes
- gift items—a range of clothing, stationery and lapel pins, including an environmentally friendly range of gifts, for all IB stakeholders
- reference materials—a variety of publications by IB-affiliated authors
- partner publications—new publications developed in collaboration with external partners, for example, Oxford University Press.

Also accessible through the IB store is a schools' jobs service, which allows IB World Schools to advertise their vacant positions to a global audience, as well as a subscription service for the *IB World* magazine.

With so many products and publications on the market to support the IB programmes, it can be difficult to distinguish those that are approved or endorsed by the IB itself. To help you make an informed choice, please take note of the following categories.

### 1. IB materials

Only materials produced by the IB itself should display the IB logo or "International Baccalaureate", both of which are registered trademarks. The IB will not give permission for its name or logo to appear on any products other than those produced by the IB. A publisher or a supplier has to be working in cooperation with the IB to be permitted to use an IB trademark.

Examples of IB materials are:

- IB publications available from the OCC or the IB store
- IB merchandise available from the IB store.

### 2. IB materials produced under licence

The IB produces some materials in cooperation with other publishers or suppliers. The IB endorses such products and has been involved in their development.

An example of an IB-endorsed publication carrying the IB "In cooperation with" logo is:

- *IB World Schools Yearbook* published by John Catt.

### 3. Other products for IB programmes

Several publishers and suppliers independently produce materials for IB programmes. While it is reasonable for them to show that their product is intended for the IB market, the product should not display any IB logo or trademark. Ideally, such products should say that they are intended “for use with” the relevant IB programme.

If you have any queries concerning any materials, products or services offered by the IB, please contact the sales department at [sales@ibo.org](mailto:sales@ibo.org).

## A2.1 PYP materials

The IB store offers a variety of PYP materials including the following.

- *Making the PYP happen: A curriculum framework for international primary education* (2007)
- *Making the PYP happen: Pedagogical leadership in a PYP school* (2007)
- The PYP starter pack including:
  - *Making the PYP happen: A curriculum framework for international primary education*
  - *Making the PYP happen: Pedagogical leadership in a PYP school*
  - *PYP coordinator's handbook*
  - *Developing a transdisciplinary programme of inquiry*
  - *Exhibition guidelines*
  - a copy of *IB World*.
- Curriculum support materials
- Information for coordinators
- Information for parents and visitors to the school

For information about copyright restrictions on all formats of these materials, please refer to the document entitled *Rules and policy for use of IB intellectual property*, available on the IB public website (<http://www.ibo.org/copyright/>) and on IBNET.

## A2.2 Contacting the IB store

If you require further information on any of the services outlined above or would simply like to make a suggestion about future products, please contact the sales and marketing department.

Phone: +44 29 2054 7746

Fax: +44 29 2054 7779

Email: [sales@ibo.org](mailto:sales@ibo.org)

## A3 The role of the PYP coordinator

All IB World Schools offering the PYP must appoint a coordinator, who is normally recruited from the PYP teaching staff. The coordinator should have proven teaching ability and be able to act as a pedagogical leader of the programme in the school. The IB sees the responsibility for pedagogical leadership within the school as being a shared responsibility, to include both the PYP coordinator and the primary school principal.

Correspondence and documentation sent to schools will always be addressed to the PYP coordinator identified by the school. In a multiple campus school, it is the responsibility of this designated contact person to copy appropriate information to all of the school campuses. Correspondence will be sent in the working language identified by the school (English, French or Spanish).

A commitment to collaborative planning is central to the philosophy of the PYP. The PYP coordinator has a pivotal role in this process, taking responsibility for ensuring that pedagogical aspects are discussed, information is disseminated and the programme is planned, taught and assessed collaboratively.

Together with other members of the school's pedagogical leadership team, the PYP coordinator is responsible for the development of the programme and the whole-school implementation of the programme. Besides maintaining contact with the school administrator(s), the PYP coordinator should work collaboratively with all members of the teaching team and be involved in whole-school planning, as well as in-school and out-of-school professional development.

The duties performed by the coordinator will vary according to the number of students, the management structure and the type of school. The amount of time allocated to fulfill the responsibilities of the PYP coordinator varies from school to school. Sufficient time, outside specific teaching responsibilities, should be allocated to allow the coordinator to meet the requirements outlined in his or her job description in a timely and effective manner.

The following list of responsibilities is intended to provide guidelines for schools when developing the PYP coordinator's job description to meet the needs of the school.

### **PYP coordinator's responsibilities**

#### **Documentation**

- Be familiar with and promote understanding and use of all PYP documents.
- Ensure that copies of IB publications pertaining to the PYP section of the school are available to all staff members.
- Establish and maintain a record of completed planners.
- Publish the school's programme of inquiry.
- Lead the process of developing or reviewing the school's curriculum documents, including the programme of inquiry and scope and sequence documents.
- Ensure that agreements are formulated for assessment and for teaching and learning language.
- Participate in the formation of the school's strategic development plan.
- Maintain the archive of PYP exhibition records from one year to the next.
- Ensure that the document entitled *General regulations: Primary Years Programme* is supplied to parents (available on the IB public website, IBNET and IB HeadNet).
- Ensure that the document entitled *Rules for IB World Schools: Primary Years Programme* is shared with relevant staff (available on the IB public website, IBNET and IB HeadNet).

### **Professional development**

- Ensure that staff members are made aware of professional development opportunities.
- Make recommendations regarding professional development opportunities on and off campus.
- Keep a record of workshop attendance and school visits to ensure equality of opportunity and to identify ongoing needs.
- Assist teams or individuals in developing and documenting student inquiries.
- Support the teachers responsible for, and the students involved in, the PYP exhibition in the final year of the programme (see *Exhibition guidelines* (2008) for further information).

### **Resource management**

- Make recommendations for the purchase of suitable resources to support the implementation of the programme.
- Be responsible for the establishment of an inventory of resources to facilitate efficient management.

### **Communication**

- Set up systems for communication and collaboration among all staff members involved in implementing the programme.
- Conduct parent information sessions.
- Publish articles pertaining to the programme in the school newsletter.
- Circulate all relevant information received from the IB and ensure that teachers and other staff are kept up to date with current developments in the programme.
- Prepare and submit any documentation required for authorization and evaluation.
- Ensure that all requirements of the IB concerning the implementation of the programme are adhered to.
- Respond to requests for information (for example, questionnaires) from the IB.
- Provide a liaison between the school and the IB.
- Provide outreach to the wider PYP community through OCC discussion forums, email and school visits.
- Promote the use of the OCC within the school community.
- Recommend exemplary teachers to participate in curriculum development meetings.

For further information regarding the role of the PYP coordinator, please refer to *Making the PYP happen: Pedagogical leadership in a PYP school* (published in 2007).



## A4 IB information system

With the aim of introducing a more flexible database and an improved web-based service for coordinators, the IB is gradually replacing IBNET with the IB information system (IBIS). Coordinators are now able to log in directly to IBIS. However, some of the documents and functions mentioned may not be available on IBIS at the time of publication of this handbook. The IB would like to apologize for this inconvenience and remind coordinators that, until a further announcement is made, any form or function that cannot be found on IBIS will still be available via IBNET.

### A4.1 IBIS school codes

All IB World Schools offering the PYP have been issued with a six-digit school code for IBIS.

### A4.2 Use of IBIS by PYP coordinators

IBIS is a collection of services available to PYP coordinators in IB World Schools only. The system uses a secure, password-protected web server to provide a fast and efficient way of working with the IB.

The process for access is being revised and although IBNET is currently used to create IB HeadNet and OCC accounts, it is expected to be superseded by a new system on IBIS in the near future. A communication will be sent to all coordinators when changes are introduced.

The IB requires PYP coordinators to use IBIS to maintain accurate school details. IBNET still provides news and information at the moment, in addition to the *PYP coordinator's notes*. IBIS currently only displays "downtime news".

IBIS is a free service to IB World Schools offering the PYP. Each time a new PYP coordinator is appointed, the school must **either** amend its details on IBIS (go to **School>Contact information** and select the role from the drop-down menu), **or** must send a fax signed by the principal of the primary school or by the head of school, addressed to the IBIS administration team at IB Cardiff (fax: + 44 (29) 2054 7778). Upon receipt of this updated information, an email will be sent to the new coordinator containing a link to the new account creation system. Please refer to section I2 for further information.

To request information or help, please email [pyp@ibo.org](mailto:pyp@ibo.org) with your name and school code. IBIS account queries or problems should be directed to [ibisaccounts@ibo.org](mailto:ibisaccounts@ibo.org).

The PYP help desk at IB Cardiff is available to provide information and support on any aspect of using IBIS. Coordinators can contact the help desk by:

Phone: +44 (29) 2054 7777

Fax: +44 (29) 2054 7778

Email: [pyp@ibo.org](mailto:pyp@ibo.org)

Post: PYP department, International Baccalaureate Organization, Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff, Wales GB CF23 8GL, United Kingdom.

## A5 The IB public website

The IB public website (<http://www.ibo.org>) is aimed at a broad range of IB stakeholders, including IB World Schools, prospective schools, parents and students, universities, governments, donors, researchers and the media. There are many features on the site, including:

- user-friendly navigation with easy-to-use drop-down menus
- detailed information about the three IB programmes and the IB in general
- a useful school search facility with a page for every school
- a powerful site search engine, an A–Z index, and the most widely used features given prominence from the home page
- an online store with shopping cart facilities and online credit card clearance
- dedicated pages for each stakeholder group with links to the information most likely to help them
- a calendar of professional development workshops and conferences with links to online registration
- a schools' jobs service, where schools can advertise teaching posts at their school
- password-protected areas for universities, governments and heads of schools
- a powerful search facility for more than 2,000 universities worldwide with IB recognition policies.

### A5.1 IB HeadNet

IB HeadNet (<https://www.ibo.org/heads/headnet/>) is a password-protected section of the IB public website, available to heads of IB World Schools only. It contains a range of information, such as official documents, minutes of meetings, conference papers, electoral papers and membership lists. IB HeadNet allows for only one password to be allocated to each school. If the school head wishes a principal to have access to IB HeadNet, the school head can issue their login details to that principal.

Coordinators can issue their school head with a password for IB HeadNet via IBNET by following the instructions listed below. A password will then automatically be sent to the school head's email account. Please bear in mind that the password may take up to 24 hours to become active.

- Log on to IBNET.
- In the left-hand menu go to **Account management>IB HeadNet on <http://www.ibo.org>**.
- Select **Directory** and check that the email address for the school head is current.
- Select **Continue**.

The process for creating IB HeadNet accounts on IBNET is currently being revised and is expected to be superseded shortly by a new system on IBIS. All coordinators will be informed when changes are introduced.

## A6 The online curriculum centre

The online curriculum centre (OCC) (<http://occ.ibo.org>) is available to IB World Schools and candidate schools (schools that have completed the *PYP application form part A* and have been given permission to implement the programme in preparation for authorization). The OCC provides support for teachers and administrators on the implementation of the programme.

The OCC is a password-protected website and allows teachers and administrators to:

- view and download selected IB publications
- view PYP teacher support materials, such as the musical journey and the PYP exhibition
- share useful teaching resources with other IB teachers
- communicate with other IB teachers on relevant issues in the discussion forums
- participate in the consultation process of current curriculum reviews through online questionnaires
- contact online faculty members to answer curriculum and assessment queries
- read the latest news from the IB
- take part in online training and professional development
- receive email notifications of messages posted to the discussion forums.

Please note:

- PYP coordinators in **candidate** schools should obtain usernames and passwords for their teachers by emailing a list of teachers' names to [occ@ibo.org](mailto:occ@ibo.org).
- PYP coordinators in **IB World Schools** may generate usernames and passwords for teachers in their schools by creating individual accounts through IBNET. PYP coordinators should issue usernames and passwords to teachers in confidence.

Coordinators must ensure that when teachers/administrators leave the school their OCC accounts are deleted.

The process for creating OCC accounts on IBNET is currently being revised and is expected to be superseded shortly by a new system on IBIS. All coordinators will be informed when changes are introduced.

For all queries relating to the OCC, please email [occ@ibo.org](mailto:occ@ibo.org).

## A7 Rules and policy for use of IB intellectual property

The document *Rules and policy for use of IB intellectual property* can be found at <http://www.ibo.org/copyright/>. It explains the rules that schools must follow when they want to use IB materials. Please ensure that you are familiar with this document and check how it applies to your school. In particular, note the guidance on the use of the IB trademarks “International Baccalaureate” and “IB World School”, the latter being reserved for use by schools that have been authorized to offer one or more IB programmes.

The IB allows **only IB World Schools** and **candidate schools** to copy guides and other official PYP documentation for their teachers. The section “Schedule 1: IB materials” contains an updated list of IB document types and the section “Schedule 2: translating IB materials” requires schools to notify the IB if they want to translate IB documents into non-IB languages. These will not be official IB-approved publications, and any local translation of IB documents for internal use within a school must be clearly labelled as such.

Permission request forms are available at <http://www.ibo.org/copyright/> for uses beyond those permitted through the policy. It is the responsibility of the PYP coordinator and the school’s senior management team to ensure that the rules are being obeyed.

## A8 Property and copyright on student material submitted to the IB

From time to time the IB asks schools to send in student material, including all forms of written work, audio and visual materials, for educational or promotional purposes.

The permission of parents is required and, in practice, it is much easier for schools to supply materials if they already have parents' views on record. The IB has prepared a *Sample parental permission form* (see the forms section in this handbook) that explains to parents how their child's work or visual image could be used by the IB. Parents may sign this form to give or withhold their permission, and it is suggested that the school keep the form in each child's personal file.

## ► B1 IB offices

The functions of the IB headquarters, the curriculum and assessment centre (IB Cardiff) and the three regional offices are detailed in this section.

### B1.1 Headquarters

The functions and responsibilities of the IB headquarters are currently divided between two sites: Geneva, Switzerland and Cardiff, United Kingdom. Schools that successfully fulfill the requirements of the authorization process will receive formal authorization to deliver the programme from the office of the director general at IB Geneva.

The IB headquarters are responsible for:

- liaison with regional directors
- granting of school authorization
- legalization
- finance and business administration
- corporate relations
- human resources
- information and communication technology.

IB headquarters	
Mr Jeffrey R Beard Director general	Organisation du Baccalauréat International Route des Morillons 15 Grand-Saconnex, Geneva CH-1218 Switzerland  Phone: +41 22 791 7740 Fax: +41 22 791 0277 Email: <a href="mailto:ibhq@ibo.org">ibhq@ibo.org</a>
Dr Ian Hill Deputy director general	

IB headquarters	
	<p>International Baccalaureate Organization          Peterson House          Malthouse Avenue          Cardiff Gate          Cardiff, Wales          GB CF23 8GL          United Kingdom</p> <p>General inquiries:          Phone: +44 29 2054 7777          Fax: +44 29 2054 7778          Email: <a href="mailto:ibca@ibo.org">ibca@ibo.org</a></p> <p>Communications:          Phone: +44 29 2054 7936          Fax: +44 29 2054 7808          Email: <a href="mailto:communications@ibo.org">communications@ibo.org</a></p>

## B1.2 Curriculum and assessment centre

The IB curriculum and assessment centre is based in Cardiff, United Kingdom, and comprises the academic and assessment functions.

### Academic

The academic function incorporates:

- the programme development division, responsible for the continued development and articulation of the three programmes offered by the IB
- the language services department, which provides a quality-control service for IB material produced in French, Spanish and Chinese. The main activities undertaken by the department are translating, editing, and maintaining bilingual and multilingual glossaries.

### Assessment (MYP, DP)

The work of the assessment function includes the design of assessment systems, production and administration of Diploma Programme (DP) examination papers, checking of examination script marking and supporting programme coordinators worldwide. The moderation and monitoring of MYP assessment is also managed.

All requests for information regarding curriculum development in the PYP should be directed to PYP staff based at IB Cardiff (email: [pyp@ibo.org](mailto:pyp@ibo.org)).

IB curriculum and assessment centre	
Ms Judith Fabian Chief academic officer	International Baccalaureate Organization Peterson House
Mrs Jacqueline Harris Assessment director	Malthouse Avenue Cardiff Gate, Cardiff, Wales GB CF23 8GL United Kingdom
Ms Jennifer Giddings Head of Primary Years Programme development	General inquiries: Phone: +44 29 2054 7777 Fax: +44 29 2054 7778 Email: <a href="mailto:ibca@ibo.org">ibca@ibo.org</a>
Mr Malcolm Nicolson Head of Middle Years Programme development	PYP inquiries: Fax: +44 29 2054 6072 Email: <a href="mailto:pyp@ibo.org">pyp@ibo.org</a>
To be appointed Head of Diploma Programme development	
Ms Christine Amiss Head of continuum development	

## B1.3 Regional offices

The regional offices provide the following services.

### For prospective IB schools

- Introductory workshops
- Consultation, advice and materials on the process of application and authorization
- Professional development
- Arrangement of authorization visits

### For IB World Schools

- Professional development
- Regional conferences
- Evaluations of a school's IB programmes
- Consultation on student assessment procedures

### For universities

- The philosophy, structure and requirements of the Diploma Programme
- The content and requirements of Diploma Programme courses

### For governments

- Advice on how to integrate IB programmes into state educational systems
- Consultation regarding recognition of the IB diploma

IB World Schools are asked to keep in contact with their regional office, and to inform it of any changes within the school structure that may affect the implementation of the PYP. The regional office will advise the school on the necessary course of action and, if required, organize a visit by an office representative or a consultant.



The regional offices also organize in-school workshops and professional development workshops in their region. It is the **school's responsibility to keep teachers updated on programme developments through attendance at workshops**. A timetable for IB workshops can be viewed on the IB public website (<http://www.ibo.org>) by going to **News and events>Workshops and conferences**, or by contacting your regional office for further information.

IB regional offices	
<b>IB Africa/Europe/Middle East</b>  To be appointed Regional director	IB Geneva Route des Morillons 15 Grand-Saconnex, Geneva CH-1218 Switzerland  Phone: +41 22 791 7740 Fax: +41 22 791 0277 Web: <a href="http://www.ibo.org/ibaem/">http://www.ibo.org/ibaem/</a>  General regional office inquiries: Email: <a href="mailto:ibaem@ibo.org">ibaem@ibo.org</a>  PYP inquiries: Email: <a href="mailto:pypibaem@ibo.org">pypibaem@ibo.org</a>
<b>IB Americas</b>  Mr Drew Deutsch Regional director	IB New York 475 Riverside Drive Suite 240 New York, NY US 10115 USA  Phone: +1 212 696 4464 Fax: +1 212 889 9242 Email: <a href="mailto:iba@ibo.org">iba@ibo.org</a> Web: <a href="http://www.ibo.org/iba/">http://www.ibo.org/iba/</a>  IB Buenos Aires San Vladimiro 3056–2do.piso San Isidro B1642GMB Provincia de Buenos Aires Argentina  Phone: + 54 11 4766 3900 Fax: + 54 11 4766 3900  General regional office inquiries: Email: <a href="mailto:buenosaires@ibo.org">buenosaires@ibo.org</a>  PYP inquiries: Email: <a href="mailto:ibapyp@ibo.org">ibapyp@ibo.org</a>

IB regional offices	
<b>IB Asia-Pacific</b>  Ms Siva Kumari Regional director	IB Singapore 15 Hoe Chiang Road # 11-04/05/06 Tower Fifteen Singapore 089316 Republic of Singapore  Phone: +65 6 776 0249 Fax: +65 6 776 4369 Web: <a href="http://www.ibo.org/ibap/">http://www.ibo.org/ibap/</a>  General regional office inquiries: Email: <a href="mailto:ibap@ibo.org">ibap@ibo.org</a>  PYP inquiries: Email: <a href="mailto:ibappyp@ibo.org">ibappyp@ibo.org</a>

## ► B2 PYP committee

The PYP committee forms part of the IB's academic committee structure.

### B2.1 Structure of the PYP committee

The membership of the PYP committee is as follows.

Permanent members:

- Chair (head or principal of an IB World School)
- Three global PYP heads: global head of PYP professional development; global head of PYP school services; global head of PYP development
- Three schools representatives (programme coordinators or principals of IB World Schools)

The following will attend when possible but are not permanent members.

- Chief academic officer
- Head of continuum development
- Global director of school services
- Global director of professional development

## C1 Process of curriculum development

All PYP curriculum documentation is produced at IB Cardiff. The head of programme development and the curriculum managers are responsible for the authorship of curriculum documents, with the support of the PYP committee. Other IB Cardiff staff are involved in writing, editing, translating and publishing materials to be distributed to schools. Curriculum documentation is published simultaneously in English, French and Spanish, with some publications becoming available in other languages (see section D1.3 for information about the IB language policy). The OCC (<http://occ.ibo.org>) and the IB store (<http://store.ibo.org>) list the titles available in the IB's working languages. When a new document is published a news item is placed on the PYP home page of the OCC.

Curriculum development in the PYP consists of a regular review cycle of the principles and practices of the programme and of the corresponding curriculum documents. Schools are consulted during this process in a variety of ways. Global trends in education are considered and the revision is also supported by available research.

## C2 Participation in curriculum development

The process of curriculum development in the PYP relies on input from teachers, administrators, consultants and IB staff. All participants have a valuable role to play.

- Participants in PYP curriculum development activities normally come from IB World Schools offering the PYP. However, outside consultants and individuals with relevant expertise are invited to participate at the discretion of the IB. Participants may also be asked to contribute material at the curriculum development meetings that they, or their colleagues, have produced for their school. The IB may request permission from the school to modify such material for inclusion in curriculum documents or teacher support materials.
- Questionnaires, requesting comments on existing materials and suggestions for changes/improvements, are either posted on the OCC or emailed to PYP coordinators.
- Schools are invited to comment on draft materials, or may be asked to trial new documents. They may also be asked to send original pieces of student work to the IB offices in Cardiff. In such cases, parents of students whose work is submitted must give their permission for its possible inclusion in PYP curriculum or professional development documents (see section A8).

## C3 Curriculum development meetings

Curriculum development groups meet to address specific issues. Examples include:

- curriculum development in the transdisciplinary areas or subject areas
- the production of sample materials
- aspects of pedagogy and assessment
- aspects of planning.

Curriculum development meetings usually take place at IB Cardiff. Travel and accommodation for participants in curriculum development meetings are arranged and/or reimbursed by the IB. A daily fee is paid according to the current IB scale of payment.

Schools are invited to recommend exemplary teachers to participate in curriculum development meetings. However, as there are many such teachers and the opportunities to participate in such meetings are limited, the selection of nominees must be very carefully considered to ensure a high level of expertise, and that, where possible, all IB regions are represented.

Please use the *Teacher recommendation form* (available in the forms section of this handbook and on the OCC) to recommend teachers for participation in curriculum development.

## D1 General information

### D1.1 School information

The IB requires all IB World Schools offering the PYP to maintain accurate school-specific information and address details, and to update these whenever changes take place. This process must be done via IBIS. (Please refer to section I2 for further information on how to update information via IBIS.)

Many fields, such as a school's legal name, cannot be changed on IBIS. If any details in these fields must be changed, please inform your regional office.

The IB will refer to these details when sending any correspondence and when updating the school directory, therefore the information should be verified regularly.

### D1.2 Changes in school circumstances

If a school undergoes a major change in structure, curriculum or administration after authorization, it must contact the appropriate regional office with regard to the continuing validity of its authorization.

### ► D1.3 Languages of the IB

The IB language policy can be found on the public website. Please refer to this document for clarification of services provided by the IB in its working and access languages. The IB language policy states that there are five levels of service or support. Level one refers to full services and support in the working languages; level five refers to the provision of bilingual glossaries only.

Services provided by regional offices and IB Cardiff will be available only in the IB working languages (currently English, French and Spanish). Consequently, the PYP coordinator of the school must be able to communicate with IB offices in one of these three languages.

Selected curriculum materials in Turkish, which is currently a level 4 access language for the PYP, and a bilingual English–Chinese glossary of PYP terms, are available on the OCC. There are also plans to produce Indonesian and Arabic glossaries of PYP terms during 2009.

If schools are offering the PYP in a language other than one of the PYP working languages, they must ensure that all relevant documentation to support their application for authorization and regular programme evaluation is translated into one of these languages. In addition, it is a requirement that all correspondence with the IB is written or translated into a PYP working language. Schools should consult their regional office for guidance.

## ► D1.4 PYP workshops

The regional offices organize professional development opportunities for new and experienced schools in the programme. A timetable for these events can be viewed on the IB public website (<http://www.ibo.org>) by going to **News and events > Workshops and conferences**. The PYP coordinator is responsible for checking the criteria for eligibility when registering people for regional workshops.

Schools may request in-school workshops to meet their particular needs and should contact their regional office for further information about these workshops.

## D1.5 Training of workshop leaders

Workshop leaders for regional and in-school workshops are selected from teachers and administrators in IB World Schools offering the PYP. Coordinators should contact regional offices for details of workshop leader training opportunities.

## ► D1.6 The IB teacher award scheme

The IB is working with a growing number of universities worldwide to establish postgraduate courses aimed at developing teachers' understanding of each of the three IB programmes.

This initiative also involves the creation of an award framework to formally acknowledge this understanding and the commitment that teachers make to their professional learning. Those who successfully complete an IB-recognized postgraduate course of study will be eligible to apply and register for an IB teacher award at level 1 or level 2.

Courses linked to the level 1 award focus on developing a practical understanding of curriculum, pedagogical and assessment issues related to the implementation of the IB programme and the underpinning educational principles. Courses associated with the level 2 award involve a significant element of rigorous and systematic investigative work at masters level or higher.

More information about the IB teacher award and the courses of study linked to it can be found on the IB public website (<http://www.ibo.org/programmes/pd/award>).

## D1.7 School visits

The IB conducts three types of visit to schools involved in the PYP.

- A **consultation visit** is a requirement for authorization. It may take place before or after submission of *PYP application form part A* at the discretion of the regional office. In addition, IB World Schools may request a visit at any time during the delivery of the programme, including as part of the self-study that precedes the actual programme evaluation visit.  
  
Requests for consultation visits should be made to the appropriate regional office, specifying the nature of the consultation required.
- The **authorization visit**, organized by the regional office, is a required part of a school's application to deliver the programme. Further preparation and a second visit may be required before full authorization is granted, depending on the recommendations of the visiting team.
- The **programme evaluation visit** is part of the mandated evaluative process for all IB World Schools offering the PYP.

Further information about school visits can be found in official IB documentation (see section A1.2.3) or by contacting your regional office.



### **D1.7.1 Participation in authorization and programme evaluation visits**

The IB frequently solicits help from experienced PYP educators to participate in its authorization or programme evaluation visits. Experienced practitioners from IB World Schools may be invited to participate in such visits, following a process of training organized by the regional office. IB World Schools offering the PYP should be prepared to release invited personnel to take part in training and a specified number of school visits.

The IB will invite individuals, whom they know to be proven practitioners, to participate in authorization and programme evaluation visits. In turn, these individuals may recommend other good practitioners. Coordinators and/or heads of IB World Schools that offer the PYP and are interested in such collaboration with the IB should contact their regional office for details.

Travel, accommodation and subsistence costs incurred by visiting team members are reimbursed by the IB. No daily fee is paid.

## D2 Programme implementation

### D2.1 General conditions

*Making the PYP happen: A curriculum framework for international primary education* (published in 2007) and *Making the PYP happen: Pedagogical leadership in a PYP school* (published in 2007) are the core documents that provide information and guidance for teachers, coordinators and heads of schools implementing the PYP. An IB World School offering the PYP must meet the criteria for authorization as defined in the following documents, all of which can be found on the IB's public website (<http://www.ibo.org/pyp/become/>).

- *Programme standards and practices* (2005\*)
- *Application procedure for candidate schools* (2005\*)
- *Rules for IB World Schools: Primary Years Programme* (2006, 2007\*)
- *General regulations: Primary Years Programme* (2006, 2007\*)

\*Please note that these documents are currently under review and are due to be republished in 2010.

The following conditions, most of which can be found in the listed documents, have been further clarified and must be effectively addressed in schools implementing the programme.

#### D2.1.1 International-mindedness

Schools participating in the PYP shall be committed to the promotion of international-mindedness through education, as expressed by the mission statement of the IB, and they shall accept the primary importance of the IB learner profile.

#### D2.1.2 IB learner profile

The attributes and descriptors of the IB learner profile define the type of learner the IB hopes to develop through its programmes. They are applicable to all students and adults involved in the implementation of the IB continuum of programmes. In IB World Schools offering the PYP teachers are required, on behalf of all students, to assess and report on progress in the development of the attributes of the IB learner profile. This is done by using the learner profile for self- and peer-assessment, as the basis for teacher/student/parent conferences, and when reporting to parents.

#### D2.1.3 Number of consecutive grades/year levels

A school must have at least two consecutive grades/year levels to be eligible for authorization. This would allow an early childhood centre consisting of only two consecutive grade levels to be eligible for authorization as an IB World School offering the PYP. This would also allow a new school of only two consecutive grade levels that intends to add more grades over time to be eligible for authorization to offer the PYP.

#### D2.1.4 Inclusivity

An IB World School offering the PYP is to implement the programme in an inclusive manner, so that all students in all the grades/year levels in the school, or in the primary division of a school (3–12 years), are engaged with the PYP to the fullest extent possible.

The PYP curriculum includes all student activities for which the school takes responsibility since they all have an impact on student learning.

### D2.1.5 Language(s) of instruction

The PYP may be taught in any language, provided certain important conditions are met, allowing teachers and students to understand fully all aspects of the programme. Where one of the IB working languages (English, French and Spanish) is not included as a language of instruction, schools must seek guidance from their regional office to ensure that the necessary conditions are satisfied.

### D2.1.6 Transdisciplinary curriculum

The PYP is a transdisciplinary curriculum for learners in the 3–12 age range. To support the transdisciplinary nature of the programme, it is important that the classroom teacher, that is, the teacher with whom the students spend most of their time, takes responsibility for mathematics, language(s) of instruction, social studies and science. Single-subject teaching of these areas is not consistent with the PYP model of transdisciplinary learning—learning that transcends the confines of the subject areas, but is supported by them. Personal and social education is the responsibility of all PYP teachers.

### D2.1.7 Curriculum documents

The content of the sample programme of inquiry, published in *Developing a transdisciplinary programme of inquiry* (published in 2008), and the scope and sequence documents is not mandated. These are seen as sample materials, particularly useful to schools that do not have their own programme of inquiry or scope and sequence documents. If a school develops its own scope and sequence documents, the school must check that the overall expectations in these documents are at least as rigorous as the ones stipulated in the PYP scope and sequence documents (see the *Programme standards and practices* document—C1.23).

### D2.1.8 Professional development

Prior to the authorization visit, and in most cases prior to the submission of *PYP application form part B*, all teaching staff and other pedagogical leaders working with students in the PYP section of the school must have been trained by the IB to deliver the programme. An IB World School offering the PYP must designate funding to enable all teachers and other pedagogical leaders to participate in ongoing professional development to support the philosophy and implementation of the programme. To ensure the continuity and development of the programme, a combination of in-school and regional workshops should be planned for. The PYP coordinator is responsible for checking the criteria for eligibility when registering people for regional workshops.

## D2.2 Assessment

There is a written assessment policy in place that is available to all sections of the school community.

*Programme standards and practices: C4.1 (IBO, 2005)*

Assessment is integral to all teaching and learning. All IB World Schools offering the PYP are expected to develop assessment procedures and methods of reporting that reflect the philosophy and objectives of the programme. The PYP perspective on assessment, as well as information regarding the development of a school assessment policy, can be found in *Making the PYP happen: A curriculum framework for international primary education* (2007).

At the point of the authorization visit, a school should be able to show evidence that the assessment policy is under development.

## D2.3 Language policy

Every IB World School offering the PYP is required to develop a language policy.

The school has a written language policy (including its provision for second-language teaching and mother-tongue language support) that meets the needs of the students and reflects the principles of the programme.

*Programme standards and practices: B1.20 (IBO, 2005)*

Developing a language policy is often the catalyst for schools to focus on their philosophy for language teaching and learning, and achieve a common understanding of their aims and objectives. The document *Guidelines for developing a school language policy* (published in April 2008) is aimed at supporting schools through this process. In addition, the document *Learning in a language other than mother tongue in IB programmes* (published in April 2008) provides further information and support for schools. Both of these documents are available on the OCC.

All schools that were candidate schools prior to 1 May 2008 will be expected to submit their language policy at the point of authorization. All schools that became or will become candidate schools after 1 May 2008 will be expected to submit their language policy along with *PYP application form part B*.

It is recognized that the process of development of a school's language policy is as significant as the product itself, and that the difficulty of accomplishing the task may vary depending on the circumstances of the school. The regional offices will advise new candidate schools on how well developed their language policy has to be at the point of submission of *PYP application form part B*.

## D2.4 Learning needs in the PYP

As stated in *Making the PYP happen: A curriculum framework for international primary education* (published in 2007), the PYP is founded on a belief that students bring to the learning situation their own prior knowledge and engage with the curriculum through a range of experiences. Clearly, there is an expectation that teachers will differentiate learning experiences to meet the diverse range of prior experiences of their students.

It is also expected that all students should be able to learn and demonstrate their ability under conditions that are fair and equitable. The IB learner profile provides a set of desirable attributes that apply to all learners and it is expected that all students will participate in all aspects of the programme. However, it is acknowledged that some students will require different strategies and extra learning support to achieve their potential.

All IB World Schools offering the PYP are expected to respect the general principles below when planning and implementing the programme to meet individual learners' needs.

1. Students should receive a level of support that enables them to succeed within the range of their abilities. Schools should provide appropriate resources and staffing to implement teaching strategies that address individual learning needs.
2. Assessment strategies should allow all students to demonstrate the extent of their understanding. When necessary, individual needs should be accommodated and/or alternative assessment administered. Technology should be used where this can help to provide more equitable experiences in learning and assessment. The range of assessment methods used by the school should enable students to show growth and demonstrate the extent of their understanding and ability. Assessment should provide appropriate and honest information about the students' development in all aspects of the programme, as well as their levels of attainment.

3. A school's admission policy should take into consideration the responsibility to address the learning needs of all students enrolled in the school. Where a student's needs are outside the range of provision available within the school, alternative arrangements need to be considered.
4. In many cases, local and national legislation mandates adjustments to methods of curriculum delivery and assessment to accommodate diagnosed specific learning needs. It is recognized that special arrangements vary according to cultural and legal differences among schools in different settings.

Practice C3.12 of the *Programme standards and practices* (2005) document states: "Teaching at the school provides for grouping and regrouping of students for a variety of learning situations." The intent of this practice is to create a dynamic learning situation that will serve best the needs of all students in an IB World School implementing the PYP. It could be argued that occasionally withdrawing exceptional students for remediation, extension or enrichment experiences is in keeping with this practice. Under these circumstances the continual "regrouping" of students, including into mixed ability groups, is pivotal to the successful school-wide implementation of the programme, and also to the success of all students within the programme.

Streaming or setting, most often in a subject area such as mathematics, is a practice not supported by the PYP understanding of inclusion that is referred to in *General regulations: Primary Years Programme* (2007), Article 3.1, "A primary school ... must offer the PYP as an inclusive programme for all students." However, it is understood that students periodically may be ability-grouped or interest-grouped within what may be a mixed ability class.

Please note that, in *Making the PYP happen: A curriculum framework for international primary education*, in the section "What is curriculum?" it is stated that:

"The IBO believes that:

- all students should be supported to participate in the programme to the fullest extent possible
- the school's curriculum includes all those student activities, academic and non-academic, for which the school takes responsibility, since they all have an impact on student learning.

A PYP school needs to demonstrate that all teaching and learning for which it is responsible is seen as an interpretation of the PYP in action. The influence of the PYP is pervasive within a school and has an explicit impact on all aspects of the functioning of the school community. The school community needs to accept that the effect of the PYP will be systemic and all encompassing, so that change takes place within the school for the betterment of all students. One of the aims of the PYP is to ensure that students experience coherence in their learning, regardless of which teacher has responsibility for them at any particular point in time."

As indicated in the above statements, it would not be appropriate for an IB World School to be running another programme alongside the PYP. Learning about human commonalities, as exemplified in the transdisciplinary themes, and developing the attributes of the IB learner profile, and the PYP attitudes that support them, are best done when students learn together. As stated in *Making the PYP happen: A curriculum framework for international primary education*, in the section "How does a PYP school develop international-mindedness within its community of learners?", the community of learners that is created allows students to explore "common ground collaboratively, from the multiple perspectives of their individual experiences and backgrounds".

5. It is expected that all PYP teachers will use a balance of teaching strategies that are designed to meet the range of learning needs of their students and enable all students to experience growth and satisfaction within the programme.

Schools may wish to visit the special educational needs section on the OCC (<http://occ.ibo.org>) for further information.

## E1 The authorization process

The IB has identified three distinct phases leading to authorization:

- consideration phase—feasibility study, including identification of resources, leading to the filing of *PYP application form part A*
- candidate phase—trial implementation period, leading to the filing of *PYP application form part B*
- final phase—school visit by an IB visiting team.

Information about becoming an IB World School can be found on the IB public website (<http://www.ibo.org/pyp/become/>). The relevant documents providing details of activities during each phase are available on this website and from the regional offices. Schools should refer to this information early in the process, so that they are able to make a realistic assessment of their ability to progress through the phases outlined. Please note that new schools should normally have been in existence for at least **three years** before they can be authorized to offer the PYP.

A candidate school, in order to be authorized, must meet the criteria for authorization as defined in the following documents.

- *Making the PYP happen: A curriculum framework for international primary education* (2007)
- *Making the PYP happen: Pedagogical leadership in a PYP school* (2007)
- *Application procedure for candidate schools* (2005\*)
- *PYP guide to school application* (2006\*)
- *General regulations: Primary Years Programme* (2006, 2007\*)
- *Rules for IB World Schools: Primary Years Programme* (2006, 2007\*)

\*Please note that these documents are currently under review and are due to be republished in 2010.

A number of general conditions for programme implementation have been further clarified in section D2 of this document and should be carefully considered and effectively addressed as part of the process leading towards authorization.

A guide for publicizing a school's plans for implementing the PYP can be found on the IB public website (<http://www.ibo.org/school/candidate/>).

### E1.1 Costs

Schools should consult the appropriate regional page on the IB public website or their regional office about the costs involved in the authorization process.

## F1 Principles and aims of programme evaluation

Programme evaluation is mandatory for all IB World Schools offering the PYP. It is a means of ensuring the ongoing quality of the programme in schools, while assisting schools in their own self-evaluation and curriculum development procedures. Programme evaluation occurs at regular, predetermined intervals, normally three years after the date of full authorization to teach the programme, then every five years thereafter.

The documents *Guide to programme evaluation* and *Programme evaluation self-study questionnaire* are available to PYP coordinators from the time of authorization on the OCC, on IBNET (*Guide to programme evaluation* only) and from regional offices. These documents aim to help the school conduct its own self-study and to prepare for the evaluation visit. They should be used well ahead of the time of the evaluation visit, as tools for discussion and as opportunities to prepare the school curriculum documentation.

As part of the preparation for the programme evaluation visit, schools are asked to submit supporting documentation according to the guidelines given in the *Guide to programme evaluation*.

## F2 The programme evaluation self-study questionnaire

The school embarks on a process of self-study, to which all those involved in the organization and the implementation of the programme should contribute (board members, administrators, teaching and non-teaching staff, students, parents). This process is guided by the detailed *Programme evaluation self-study questionnaire* and involves looking at all aspects of school life that are affected by the programme.

As directed by the regional office, the school forwards the completed self-study questionnaire and all supporting documentation in the required format and by the required deadline.



## F3 The evaluation visit

The evaluation process, including the evaluation visit, is organized by the appropriate regional office. Schools will be notified of an upcoming evaluation visit well ahead of time, normally a year in advance. Well before the visit takes place, the *Guide to programme evaluation* and *Programme evaluation self-study questionnaire* will be sent to the school to assist in its self-assessment of the programme. The responses to the questionnaire will be used to inform the evaluation visit and will also be incorporated into the evaluation report if this is considered appropriate.

The visit normally lasts two to three days, depending on the size of the school. The focus of the visit will be interviews with those in the school responsible for developing and implementing the programme, and with students participating in the programme. Parents and representatives of governance may also be interviewed. Short class visits also form part of the evaluation process.

### F3.1 Joint PYP/MYP evaluation visits

The IB is piloting joint PYP/MYP evaluation visits. Schools may request to participate in this pilot scheme. A team of evaluators consisting of members with appropriate PYP and/or MYP experience will visit the school. In addition to evaluating the implementation of each programme, the team will consider the transition from one programme to another.

In a school where all three IB programmes are offered, the joint visiting team will also respond to the school's evaluation report on the Diploma Programme (DP) and consider the transition between the MYP and DP.

### F3.2 PYP evaluation and CIS accreditation visits

The IB and the Council of International Schools (CIS) have agreed to collaborate on a joint process of PYP evaluation and CIS accreditation. IB World Schools offering IB programmes throughout the school and seeking accreditation or reaccreditation by CIS may apply to both organizations for a joint visit. Although schools always have the right to opt for separate evaluation procedures and visits, the integrated process may present a number of advantages. Schools are requested to contact their regional office for guidance on the conditions and the procedures for this joint process. Please note that although the regional office will do its best to arrange joint visits, there may be instances when such visits are not possible.

Although some schools have already participated in such a joint visit, the procedures and documents to be used have been revised in line with the introduction of the seventh edition of the CIS' *Guide to school evaluation and accreditation*.

### F3.3 Costs

Schools should consult the appropriate regional page on the IB public website or their regional office about the costs involved in the evaluation process.

## G1 Programme standards and practices

The *Programme standards and practices* document (published in 2005) provides a set of criteria against which both the IB World School and the IB can measure success in the implementation of the three programmes: the PYP, MYP and Diploma Programme. The school must make a commitment to work towards meeting all the standards and practices. They form the basis of a self-study, which schools undertake as part of the programme evaluation process. The evaluation report will contain commendations, recommendations and matters to be addressed based on the school's achievement according to these standards and practices.

For each standard there is a list of practices that are common to all programmes, followed by a list of programme-specific practices.

The IB is aware that, for each school, the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. Nevertheless, there is a need for the IB to ensure quality in the implementation of its programmes.

The standards are also found on the OCC and on the IB public website.

## G2 General regulations: Primary Years Programme

The *General regulations: Primary Years Programme* document (published in 2006) was revised and republished in August 2007. This document explains the relationship between the IB and students together with their legal guardians.

When students enter the programme, schools have a duty to supply all legal guardians with a copy of the *General regulations: Primary Years Programme*. This is important because it is a means of better ensuring that students and guardians are fully informed of the conditions governing the students' participation in the programme.

The revised document came into force on 1 September 2007 for schools that begin their school year in August/September, and on 1 January 2008 for schools that begin their school year in January/February.

The *General regulations: Primary Years Programme* can be found on the IB public website, on IBNET and on IB HeadNet. If you have any queries about this document, please contact your regional office in the first instance.

## G3 Rules for IB World Schools: Primary Years Programme

The *Rules for IB World Schools: Primary Years Programme* document (published in 2006) was revised and republished in August 2007. This document sets out the relationship between the IB and IB World Schools. The revised document came into force on 1 September 2007 for schools that begin their school year in August/September, and on 1 January 2008 for schools that begin their school year in January/February.

The *Rules for IB World Schools: Primary Years Programme* can be found on the IB public website, on IBNET and on IB HeadNet. If you have any queries about this document, please contact your regional office in the first instance.

## ► H1 Assigned currencies

In order to ensure that the IB has the resources it needs in each currency, every IB World School has a nominated payment currency (usually USD, CAD, GBP or CHF). This is assigned when the school applies to become an IB World School. All fees are invoiced in and must be paid in the nominated currency. This reduces the financial risk and currency exchange costs for both schools and the IB.

Unless the billing office has authorized a change in the assigned currency, an administrative charge will be levied on payments that do not conform to the assigned currency. The IB reserves the right to apply penalties and interest for late payments.

## ► H2 Billing offices

There are two billing offices. For schools located in North America, the billing office is the IB Americas office in New York. For schools located in Asia–Pacific, Africa, Europe, the Middle East and Latin America, the billing office is the finance department at IB Cardiff.

When a billing office invoices a school for fees payable, an automated invoice will be sent directly to the school via email.

### H2.1 Payment

For details about how to make payments please pay close attention to the invoice you receive from the IB.

Scale of fees (1 September 2009 to 31 August 2010)	Currency			
	USD	CHF	GBP	CAD
Annual school fee	7,000	9,095	4,000	8,400

#### Notes

1. The regional office will provide details of fees associated with candidate school status.
2. There will no longer be additional fees for programme evaluation in schools; the routine evaluation costs will be covered by the annual school fee.

### H2.2 The annual school discount fee

IB World Schools pay an annual school fee for each programme they are authorized to teach. These fees are invoiced separately for each programme. If schools offer two or more programmes they pay a reduced fee to reflect their greater commitment. The discount is calculated as follows.

- Schools offering two programmes receive a 10% discount, which is calculated on the single lowest fee.
- Schools offering all three programmes receive a 10% discount, which is calculated on the combined two lowest fees.

The discount is shared between the respective programmes. One exception is in the case of a newly authorized school where the applicable discount is applied to the programme being authorized. For subsequent years, the discount is shared.

# I1 Frequently asked questions related to the programme

Answers to many of the following questions can be further clarified by becoming familiar with information presented in:

- *Making the PYP happen: A curriculum framework for international primary education* (2007)
- *Making the PYP happen: Pedagogical leadership in a PYP school* (2007)
- *Exhibition guidelines* (2008)
- *Developing a transdisciplinary programme of inquiry* (2008)
- *Programme standards and practices* (2005).

## **What constitutes collaborative planning in the PYP?**

All teachers who teach PYP students are required to participate in structured collaborative planning and reflection. Each planning team ideally consists of all teachers teaching students within any particular grade/year level. Vertical planning will also need to take place to revise and strengthen the articulation within the programme of inquiry.

## **How much time does a PYP coordinator need to do the role?**

Each school must acknowledge that the coordinator will need non-contact time to meet with teachers for planning, to strengthen the implementation of the programme, to carry out administration and to share information with the head of school/principal and parents. This should be clearly designated as non-teaching time in advance. The IB does not recommend or require a set time allowance for a PYP coordinator to carry out the responsibilities of the position as the time allocation will reflect each school's particular needs.

## **Can a school have a PYP coordinator and a curriculum coordinator?**

It is difficult to imagine why an IB World School offering the PYP would need both a programme coordinator, who is a member of the pedagogical leadership team, and a separate curriculum coordinator. The PYP coordinator is responsible for the understanding and development of the programme and the whole-school implementation of the programme. In a school where there is more than one programme offered (for example, in a K-12 school where more than one IB programme is offered), it is feasible that a curriculum coordinator might be appointed to articulate the curriculum throughout the school, in collaboration with the programme coordinators.

## **Does an IB World School offering the PYP have to offer visual arts and performing arts at each year/grade level?**

Arts are an essential curriculum component of the PYP, and it is important that students are provided with a range of learning experiences in visual arts and performing arts. Class teachers need to be mindful of the relevance of learning through arts throughout the programme. It is not a requirement that students have specialist arts teachers at every grade/year level. Issues related to school size, organization and staffing will determine the structuring of the arts component of the programme.

### **Can the PYP planner be altered?**

The PYP planner (see figure 13 in *Making the PYP happen: A curriculum framework for international primary education* (2007)) is the tool to be used by all PYP teachers as part of their collaborative planning and reflection. Please note that no revision of the PYP planner by an individual school is acceptable (for example, removing the IB logo) apart from changing the format to a linear one if there are problems with the electronic version provided by the IB. Also, a school may choose to attach another page to document any additional section considered to be particularly pertinent in that school.

### **Who should be using the PYP planner?**

Practice C2.10 of the *Programme standards and practices* document (2005) states: "Planning at the school makes effective use of the PYP planning process across the curriculum and by all teachers." With this practice in mind, the PYP planner published in *Making the PYP happen: A curriculum framework for international primary education* (2007) has been developed for use by all teachers whose teaching is organized around the exploration of a central idea. For this reason all classroom and single-subject teachers should be moving towards using the planner to facilitate the collaborative planning process, thereby ensuring that the pedagogy of inquiry is pervasive throughout the school and in all areas of the curriculum. It is understood that the planner is not to be considered a document for planning individual lessons, but rather is to be used to facilitate more extensive inquiries.

### **How many units of inquiry do we have to teach?**

Six units of inquiry, one for each of the transdisciplinary themes, are to be covered in depth each year, each within a three- to six-week time frame. Each unit must be documented on a PYP planner and the units may **not** run simultaneously. Discretion concerning some overlap at the beginning and end of the units may be used by IB World Schools only.

Exceptions to the above requirements are:

- to provide the opportunity for the presentation of the PYP exhibition in the final year of the programme (see *PYP exhibition guidelines* (2008))
- in the planning of the school's PYP programme of inquiry for 3–5 year olds (please refer to *Making the PYP happen: A curriculum framework for international primary education* (2007))
- in the implementation of the six units for the 5–6 year olds, where the time allocation flexibility is the same as for the four units per year for the 3–5 year olds (please refer to *Making the PYP happen: A curriculum framework for international primary education* (2007)).

### **How many units do we have to teach 3–6 year olds?**

Each grade/year/class level in the PYP is designated by an age range of two consecutive numbers, 3–4 years, 4–5 years, 5–6 years and so on, because, statistically, most children will have a birthday during the course of the school year. When we refer to early childhood as 3–5 we mean the 3–4 year olds and the 4–5 year olds. This is clearly indicated in *Making the PYP happen: A curriculum framework for international primary education* (2007).

Therefore, in a class where most of the children are 4 years old at the beginning of the year, those children will turn 5 during the course of the school year. This class may do four units only.

In a class where most of the children are 5 years old at the beginning of the year, those children will turn 6 during the school year. This class is required to do six units.

Should you have an unusual situation where most of the students have their birthday in the vacation time prior to the beginning of the school year, then they will obviously be that age for the duration of the school year. Using northern hemisphere schools as the example, if most of the children have their birthdays in July and they enter the class in August as 4 year olds they will do four units; if they enter as 5 year olds they will do six units.



### How long do the units of inquiry have to be for 3–6 year olds?

In the early childhood years, a substantial degree of flexibility in terms of the length of the four units to be taught is indicated in *Making the PYP happen: A curriculum framework for international primary education* (2007). It is acknowledged that some units may be year-long and, consequently, more than one unit may be addressed at the same time. Please note that a planner must be completed for each unit of inquiry.

The same degree of flexibility regarding the length of the units is considered appropriate for 5–6 year olds. However, for 5–6 year olds, **all six** transdisciplinary themes need to be addressed during the year.

### Should unit titles and subject focuses be included in a school's programme of inquiry?

The sample programme of inquiry published in *Developing a transdisciplinary programme of inquiry* (2008) includes units where the central ideas, key concepts, related concepts and lines of inquiry are listed. The units have not been given titles, nor have subject focuses been included. There is evidence in some cases that, over time, the titles used to label the units may obscure the articulation between the central idea and the transdisciplinary theme. It is acknowledged that schools may find it convenient to add a title to each unit of inquiry after the planning stage in order to facilitate discussion about the units. The subject focuses have also been removed to ensure that coverage of subject areas is not the driver in the collaborative planning process, resulting in a cohesive, articulated programme of inquiry. However, after the development of the programme of inquiry, it is appropriate to identify when a unit has provided the opportunity for teaching about or through a particular subject area in order to address the balance between transdisciplinary and disciplinary learning in the PYP.

### Does every school have to do a PYP exhibition?

In the final year of the programme, there are five units of inquiry and the exhibition. All IB World Schools offering the PYP are expected to present a PYP exhibition, provided the school's programme is at least three years in length. For example, in a PYP school that has only years 1 to 3, the exhibition would take place during year 3; in a PYP school that goes from years 1 to 6 the exhibition will take place during year 6. Clearly, the exhibition will reflect the developmental characteristics of the students who participate in it regardless of the age of the students.

Candidate schools are **not** expected to present a PYP exhibition, although they may choose to do so.

Monitoring of a school's engagement with the exhibition will take place during the normal process of IB evaluation visits. Evidence of completed exhibitions should be available to members of an IB visiting team. Therefore, schools should keep appropriate records of the exhibitions. It is recommended that the PYP coordinator be responsible for maintaining this archive of exhibition records.

Schools interested in sharing their experiences of an exhibition may email the PYP department at IB Cardiff ([pyp@ibo.org](mailto:pyp@ibo.org)) for further information.

### Do all students have to inquire into the same central idea for their exhibition?

There is a range of acceptable ways to group students for participation as long as the essential features of the exhibition are included and all students participate fully. Examples of different grouping strategies include the following.

- The whole grade level/year group selects one exhibition issue or problem and the same central idea.
- The whole grade level/year group selects one exhibition issue or problem, with a different central idea for each class or cluster of students within the larger group.
- Each class or cluster of students in the whole grade level/year group selects a different exhibition issue or theme and corresponding central idea.

Whichever grouping strategies are employed, students should be aware that the exhibition is a collaborative inquiry involving all students in the grade level/year group. There should be regular sharing of work in progress and students should show a genuine sense of participation in a collaborative effort.

### **Does the exhibition have to take place under the transdisciplinary theme “Sharing the planet”?**

In the students’ final year there are five units of inquiry plus the exhibition. The exhibition unit takes place under any transdisciplinary theme at the discretion of the school. The central idea selected may have global significance but should be based on local experiences.

### **Does a school have to use the PYP scope and sequence documents?**

The scope and sequence documents and the sample programme of inquiry included in *Developing a transdisciplinary programme of inquiry* (2008) produced by the IB are to be considered sample material that a school may adopt, modify or use as reference. However, when a school “adapts, or develops, its own scope and sequence documents for each PYP subject area, the level of overall expectation regarding student achievement expressed in these documents at least matches that expressed in the PYP scope and sequence documents” (*Programme standards and practices*—C1.23).

### **How may a PYP coordinator or teacher have access to the latest versions of all PYP curriculum documents?**

All latest versions of PYP curriculum documentation are available on the OCC (please refer to section A6). All documents can be downloaded and printed out.

### **What is the professional development requirement for IB World Schools offering the PYP?**

To meet the PYP professional development requirement for authorization and programme evaluation, all teachers and administrators working with PYP students must have participated in workshops organized by or through the IB regional offices.

### **Are schools expected to have an ICT policy?**

Schools are not requested to send information and communication technology (ICT) policies to the IB. However, good practice suggests that schools should “collaboratively identify and agree on the need for, and aims of, the use of ICT” (see *Making the PYP Happen: A curriculum framework for international primary education* (2007), section “The role of ICT”). The documentation of these agreements contributes to the development of an ICT policy.

### **How are schools meant to report on the IB learner profile in written reports to parents? Does every attribute of the profile have to be reported on? Is it the teacher who must report or can it be the student?**

It is expected that an IB World School offering the PYP will include commentary on student progress in the context of the IB learner profile in its reporting.

The IB does **not** say that:

- you need to include the feedback on a report card
- you need to report on each attribute of the IB learner profile at the end of every reporting period
- the teacher has the sole responsibility for assessing or reporting on the profile.

Consequently, you could:

- give feedback to parents in ways other than on the report card, for example, parent conferences, as part of the record of student learning (student portfolio)
- collect evidence of and give feedback on different attributes at different times in the year, for example, some attributes could be included on every report card, while the remainder could be divided into subsets to be reported on during different parent conferences
- decide, together with the student, which attributes the student would collect evidence of and how he or she would give the feedback to his or her parents.

The issue is that the parents need to know about the IB learner profile and that the school community attaches the utmost importance to it, such that it influences the valued practices and cultural norms within the school. This is also an example of the process being more important than the product, and of the student's role in the process being strengthened and made explicit.

#### **How does a head of school obtain access to IB HeadNet?**

IB HeadNet pages are password protected. Coordinators can issue their school head with a password via IBNET by following the instructions below.

- Log on to IBNET.
- In the left-hand menu go to **Account management>IB HeadNet on <http://www.ibo.org>**.
- Select **Directory** and check that the email address for the school head is current.
- Select **Continue**.
- A password will automatically be sent to the school head's email account.

To view the secure pages on the IB public website, school heads need to do the following.

- Visit the IB public website (<http://www.ibo.org>).
- Go to **Information for ...>Educators>Heads and principals**.
- Select **IB HeadNet**, which will take them to an introductory page. If they wish to proceed further, they will be prompted to enter their email address and password.
- When they have entered this information, they will have access to the secure pages.

The process for creating IB HeadNet accounts on IBNET is currently being revised and is expected to be superseded shortly by a new system on IBIS. All coordinators will be informed when changes are introduced.

#### **What is the role of PYP coordinator's notes?**

*PYP coordinator's notes* is currently published twice a year, and provides schools with information on new developments in the programme, and other IB news and information. This publication is the IB's formal means of communication with administrators and teachers.

*PYP coordinator's notes* can be found on the OCC and on IBNET.

#### **How can a coordinator obtain answers to further questions they may still have?**

If a coordinator still has questions they may choose to add an item to the discussion forums on the OCC. The OCC is currently supported by three online faculty members. In addition, coordinators may contact the PYP help desk directly on [pyp@ibo.org](mailto:pyp@ibo.org).

## I2 Frequently asked questions related to IBIS

### How do I access IBIS?

Coordinators are currently redirected to IBIS via IBNET: once in IBNET, select **Directory** in the left-hand menu. The window will contain the following text: "School information is now on IBIS. If you would like to be redirected to IBIS please press here." Alternatively, coordinators can access IBIS via the link above the Primary Years sub-heading on the left-hand side of the screen.

Please contact the PYP help desk (pyp@ibo.org) if you receive the following error message: "Error: Your IBIS account has not been activated. Please contact IB."

### Which school code should coordinators use?

To log in to IBNET, use your old four-digit school code. Your new school code will then be displayed on IBIS. This code is unique to the school and covers all IB programmes, should the school offer more than one.

### How do schools/PYP coordinators amend their details on IBIS?

Details can be amended by going to **School**.

**To update address information, telephone number, email address**, and so on, go to **Programme options>Contact information**. Using the drop-down menu, choose the person whose details need amending (for example, "PYP coordinator"). The contact details already entered for this person will be displayed, which can then be amended. Amend the appropriate field(s) and select **Submit** to submit the data. If changes affect all roles, then repeat this operation for all, as this will not automatically be done.

**To update the personal details** (for example, change a person's surname or title) of the PYP coordinator, head of school, emergency contact, and so on, go to **Programme options>Contact information**. Using the drop-down menu, choose the person whose details need amending (for example, "PYP coordinator"), and select **Edit**. The personal details already entered for this person will be displayed, which can then be amended. Amend the appropriate field(s) and select **Continue** to submit the data. Make further changes in the **Contact Details** section if necessary, and then select **Submit**.

**To add a new contact** (for example, a new PYP coordinator), go to **Programme options>Contact information**. Using the drop-down menu, choose the relevant contact role. Select **Add** to add the person's personal details, complete each field, and select **Continue**. Make further changes in the **Contact Details** section and then select **Submit**.

**Note:** When making changes to contact details, an email is automatically sent to notify IB Cardiff of the change. The changes will appear on the screen once IB Cardiff has accepted them.

**If you do not have access to IBIS** please send a fax signed by the principal of the primary school or by the head of school, addressed to the IBIS administrator at IB Cardiff (fax: + 44 (29) 2054 7778). The fax should include the PYP coordinator's full name, email address and date of birth. Upon receipt of this updated information, an email will be sent to the new coordinator containing a link to the new account creation system.

### How do schools recommend teachers for curriculum reviews and so on through IBIS?

This is currently done via IBNET by filling in the electronic *Teacher recommendation form* (select **Forms** in the left-hand menu, then **Teacher recommendation form**).

## Forms for use in the PYP

The following table lists the forms that are available in this handbook. They are also available on the OCC, PYP e-library.

Form	Use of form
<i>Sample parental permission form</i>	This sample permission form explains to parents how their child's work or visual image could be used by the IB. The form can be adapted or personalized for individual school use. Parents may sign this form to give or withhold their permission, and it is suggested that the school keep the form in each child's personal file.
<i>Teacher recommendation form</i>	Schools are invited to recommend exemplary teachers to participate in curriculum development meetings. The completed form should be submitted to IB Cardiff using the addresses supplied on the form.



## PRIMARY YEARS PROGRAMME

### Sample parental permission form

School: \_\_\_\_\_

Name of child: \_\_\_\_\_

Date of entry to school: \_\_\_\_\_

The International Baccalaureate Organization (IB Organization) is committed to improving and promoting its educational programmes and the teaching and learning that take place in its IB World Schools. It runs teacher-training workshops and publishes promotional materials such as the magazine *IB World*. It also publishes training materials, both in printed form and on CD-Rom, for schools and for sale, and on its password-protected website for teachers. These training materials are greatly improved if samples of student work are shown. The IB Organization would much appreciate your permission for the future possible use of samples of your child's work or of images of him/her engaged in class work or school activities, should the school select them for submission.

Please check one box in each section below to give the school the necessary authority. Then sign and date the form. It will be retained by the school and kept with your child's school record.

#### Section 1: Child's school work

- ☐ On behalf of my child, **I grant** the IB Organization a **non-exclusive worldwide licence** to use any of my child's work that the school chooses to submit, in whatever medium (including written work, audio and visual materials).  
I note that this means that the IB Organization may reproduce and publish the materials in any medium for training, promotional or other purposes in relation to the IB Organization's activities or those related activities of which it approves.  
I note also that these materials may be modified, translated or otherwise changed to meet the IB Organization's purposes **and that all names will be removed along with any information that may lead to the identification of the child or of the school.**

- ☐ On behalf of my child, **I do not give permission** to the school to submit his/her work, in whatever medium, to the IB Organization for the purposes described above.

#### Section 2: Child's visual image

- ☐ On behalf of my child, **I give permission** to the IB Organization to reproduce photographic and video images of my child in whatever medium, as described above. I understand that these pictures will have been taken in the course of approved school activities and in circumstances under the control of the school. **I note that the identity of my child will not be revealed.**
- ☐ On behalf of my child, **I refuse permission** to the IB Organization to reproduce photographic and video images of my child in whatever medium and, therefore, ask the school not to include my child in any activity that will be photographed or videoed for submission to the IB Organization.

Parent's name: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Date: \_\_\_\_\_





# Primary Years Programme

## Teacher recommendation form

Teacher's name: \_\_\_\_\_

School name: \_\_\_\_\_ School code: \_\_\_\_\_

Area(s) of expertise/interest: \_\_\_\_\_

Professional qualification(s): \_\_\_\_\_

Language(s) spoken: \_\_\_\_\_

Teacher's home address:

\_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

On the following page, please provide a **reflective position statement** written and signed by the teacher. In addition, a **professional reference** should also be attached.

This recommendation is endorsed by:

PYP coordinator ☐ Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Primary school principal ☐ Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Head of school ☐ Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**Note:** If the recommendation is being made by the PYP coordinator, the signatures of the primary school principal and/or head of school must also be included.

Please return to:

Gill Paul

PYP senior academic administrative officer

International Baccalaureate

Peterson House, Malthouse Avenue

Cardiff Gate, Cardiff, Wales

GB CF23 8GL, UNITED KINGDOM

Fax: +44 2920 546 066

Email: [gill.paul@ibo.org](mailto:gill.paul@ibo.org)

## **Reflective position statement**

This statement (of approximately 300 words) should include:

- length of time working with the PYP and where
- impact of the PYP on personal teaching practice
- participation in IB workshops/training
- experience with curriculum development
- other relevant experience.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## *Programme standards and practices*





# **Programme standards and practices**

Programme standards and practices

International Baccalaureate Organization, Geneva, CH-1218, Switzerland

Published September 2005

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Tel: +44 29 2054 7746  
Fax: +44 29 2054 7779  
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**Contents**

Introduction		1
Section A: philosophy	Standard A1	2
	Standard A2	3
Section B: organization	Standard B1	4
Section C: curriculum	Standard C1	7
	Standard C2	10
	Standard C3	12
	Standard C4	13
Section D: the student	Standard D1	15
	Standard D2	16





# Introduction

This *Programme standards and practices* document provides a set of criteria against which both the authorized school and the International Baccalaureate Organization (IBO) can measure success in the implementation of the three programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme. The school must make a commitment to work towards meeting all the standards and practices. These form the basis of a self-study, which schools undertake as part of the programme evaluation process. The evaluation report will contain commendations, recommendations and matters to be addressed based on the school's progress towards achieving these standards and practices.

For each standard there is a list of practices that are common to all programmes, followed by a list of programme-specific practices.

The IBO is aware that for each school, the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. Nevertheless, there is a need for the IBO to ensure quality in the implementation of its programmes.

## Section A: philosophy

<b>Standard A1</b>
<b>There is close alignment between the educational beliefs and values of the school and those of the programme.</b>

<b>Practices</b>
<b>Common:</b>
1. The school is committed to the principles defined in the IBO mission statement.
2. The school is committed to developing in students the qualities, attitudes and characteristics described in the IB learner profile.
3. There are clear and close connections between the school's published statements of mission and philosophy, and the beliefs and values of the programme.
4. The beliefs and values that drive the programme are shared by all sections of the school community (including students, teachers, administrators, members of the governing body and others, as appropriate).
5. The school is committed to continuous improvement.
6. The school promotes student inquiry and the development of critical-thinking skills.
7. The school provides a climate that encourages positive innovation in implementing the philosophy of the programme.
<b>MYP:</b>
8. The school works to strengthen holistic learning, communication and intercultural awareness within the programme.
9. The school ensures that teachers coordinate the curriculum to develop the areas of interaction, within and across subject groups, so that students acquire an understanding of each.
10. The school ensures concurrency of learning for each student across all subject groups.
<b>Diploma Programme:</b>
11. The school promotes concurrency of learning for each student.

<b>Standard A2</b>
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<b>The school promotes international-mindedness on the part of the adults and the students in the school community.</b>
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<b>Practices</b>
------------------

<b>Common:</b>
----------------

- |     |  |
|-----|--|
| 1.  | The school values and makes productive use of the diversity of cultures and perspectives that exist in the school and in the local, national and global communities to enhance learning.                               |
| 2.  | The school expects and promotes a commitment to international understanding and responsible citizenship on the part of the adults in the school community.   |
| 3.  | The school encourages learning that fosters responsible citizenship and international-mindedness.  |
| 4.  | The school encourages student learning that strengthens the student's own cultural identity, and celebrates and fosters understanding of different cultures.   |
| 5.  | The school provides students with opportunities for learning about issues that have local, national and global significance, leading to an understanding of human commonalities.                                       |
| 6.  | The school develops a climate of open communication and careful expression of ideas, attitudes and feelings.   |
| 7.  | The school provides resources that offer access to different cultures, perspectives and languages.   |
| 8.  | The school provides a safe, secure and stimulating environment based on understanding and respect.   |
| 9.  | The school attaches importance to language learning through the development of each student's mother tongue and the acquisition of other languages, including the host country language.                               |
| 10. | The school supports members of its community for whom the school's language of instruction is not their mother tongue.   |
| 11. | Where possible, the school ensures access to global information and recognizes the potential for wider communication through the availability and use of appropriate information and communication technologies (ICT). |
| 12. | The school takes advantage of the international network of IB schools teaching the same programme through e-mail or personal exchanges and attendance at conferences and workshops.                                    |

## Section B: organization

<b>Standard B I</b>
<b>The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.</b>

<b>Practices</b>
<b>Common:</b>
1. The governing body is explicitly supportive of the programme, and has allocated sufficient funding for the effective implementation and ongoing development of the programme.
2. Senior management regularly informs the governing body about the ongoing implementation and development of the programme.
3. The school has systems for implementing and monitoring the programme with input from all constituencies, including students.
4. The school's goals, strategies, time lines and accountabilities are available in written form to all members of the school community.
5. The school builds an understanding of, and support for, the programme throughout the school community.
6. The head of school/the school principal, programme coordinator, teaching staff and non-teaching professionals demonstrate an understanding of, and commitment to, the programme.
7. The school has appointed a programme coordinator with sufficient support and resources to carry out the responsibilities of the position.
8. The head of school/the school principal and programme coordinator have a good understanding of the principles of the programme and demonstrate pedagogical leadership.
9. There is a process for monitoring the work of the programme coordinator in accordance with the programme coordinator's job description.
10. The programme coordinator ensures that questionnaires and other requests for information sought by IB working groups and committees are completed by the appropriate members of staff.
11. The school provides staff who are appropriately qualified and trained to teach the programme.
12. The school contributes to the ongoing development of the programme by encouraging teachers to participate in appropriate IB activities (for example, applying to be members of IB working groups/committees, responding to requests for samples of student work).
13. Time for collaborative planning and reflection is built into all teachers' schedules.

14.	The school has systems in place to ensure the continuity of the programme; this includes an induction system for new staff and ongoing staff professional development.
15.	The school provides professional development opportunities for the head/principal, programme coordinator and teaching staff, including attendance at appropriate IB conferences, meetings and/or workshops, and access to the online curriculum centre (OCC).
16.	The school provides learning environments and opportunities for learning that support the pedagogy of the programme.
17.	The school allocates appropriate print and electronic resources to support the teaching of the programme.
18.	The school recognizes and promotes the role of the library/media centre in the implementation of the programme.
19.	The school provides specialist equipment (for example, scientific, technological) where needed to implement the programme safely and effectively.
20.	The school has a written language policy (including its provision for second-language teaching and mother-tongue language support) that meets the needs of the students and reflects the principles of the programme.
21.	The school provides effective support for students with learning and/or physical disabilities, as well as support for the professional development of their teachers.
22.	The school has systems in place to guide and counsel students whenever the need arises.
<b>PYP:</b>	
23.	The school offers a language, in addition to the language of instruction, to students from the age of seven. (Bilingual/dual language schools are not required to offer a third language to their students.)
<b>MYP:</b>	
24.	The school provides the necessary structures to ensure the effective implementation of the areas of interaction and the personal project.
25.	The school allocates adequate time for each subject group according to MYP requirements and the needs of the students.
26.	The school puts in place an organizational structure allowing coordination of the curriculum within MYP subject groups.
27.	Where there are partner schools, the MYP coordinator ensures that communication and common planning between individual members of the partnership are regularly maintained.
28.	The MYP coordinator facilitates meaningful interdisciplinary initiatives.

<b>Diploma Programme:</b>	
29.	The school provides an appropriate number of hours for all higher level (HL) courses, standard level (SL) courses and the theory of knowledge (TOK) course.
30.	The school provides appropriate resources and staff to support the delivery of creativity, action, service (CAS).
31.	The school provides appropriate and adequate space, supervision and security arrangements for examinations.

## Section C: curriculum

<b>Standard C1</b>
<b>A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community.</b>

<b>Practices</b>
<b>Common:</b>
1. A comprehensive, coherent curriculum is available in written form to all sections of the school community (including students, teachers, parents, administrators and members of the governing body).
2. The curriculum is developed with consideration for students' previous learning experiences and future educational needs.
3. The curriculum clearly identifies the skills, concepts, knowledge and attitudes to be taught over time.
4. The curriculum places appropriate demands on students according to their age and stage of development, and incorporates issues that are relevant to them.
5. The curriculum encourages students to become aware of individual, local, national and global issues.
6. The curriculum promotes all the attributes of the IB learner profile.
7. The curriculum encourages students to develop strategies for their own learning and assessment, and to assume increasing levels of responsibility in this respect.
8. The curriculum provides ample opportunity for student inquiry and the presentation of ideas.
9. The curriculum provides opportunities for students to work both independently and collaboratively.
10. The curriculum is sensitive to cultural, gender, linguistic, ethnic and religious differences.
11. The curriculum is regularly reviewed in the light of programme developments.
12. The school takes advantage of local community organizations and the expertise of other adults to foster learning within the scope of the curriculum.
13. Where appropriate, the curriculum provides for learning experiences to be made visible to others through displays, posters, public performances etc.
14. The school actively supports the development of the mother-tongue language of all students.

15.	The school provides opportunities for students to learn at least one language in addition to their mother tongue.
<b>PYP:</b>	
16.	There is a coherent, articulated programme of inquiry.
17.	The programme of inquiry and corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.
18.	The programme of inquiry allows for a balanced inclusion of the subject areas.
19.	There is a system for regular review and refinement of individual units of inquiry and the programme of inquiry.
20.	Adequate time is allocated for each unit of inquiry to allow for extensive in-depth inquiry, according to the requirements of the programme.
21.	The curriculum includes the required number of units per year.
22.	For each subject area the school has adopted or developed a scope and sequence document that indicates the planned development of skills, knowledge and conceptual understanding.
23.	If the school adapts, or develops, its own scope and sequence documents for each PYP subject area, the level of overall expectation regarding student achievement expressed in these documents at least matches that expressed in the PYP scope and sequence documents.
24.	There is a systematic approach to integrating the subject-specific scope and sequences with the programme of inquiry, where such integration clearly enhances student learning.
25.	There is a carefully considered balance between disciplinary and transdisciplinary planning and teaching.
26.	There is adequate provision for the study of the host/home country, the culture of individual students, and the culture of others, including their belief systems.
<b>MYP:</b>	
27.	The school fosters holistic education by ensuring that teachers consider the curriculum as a coherent experience, through the areas of interaction, in every year of the programme.
28.	The areas of interaction are developed within and across the academic disciplines, so that students acquire an understanding of each.
29.	Each area of interaction involves all subject teachers in raising awareness and providing appropriate learning experiences.
30.	Clear objectives and learning strategies have been developed for each area of interaction.
31.	The curriculum fulfills the aims and objectives of each subject group.



<b>Diploma Programme:</b>	
32.	The school provides appropriate information about the programme to potential students and advises them in their choice of courses.
33.	There is a balance of subjects on offer in the school as well as an appropriate student schedule that provides for student access to the full diploma.
34.	The school supports the central role of TOK by assigning adequate staffing and time for student learning and assessment, and establishing links to other subjects.
35.	There is an appropriate and varied CAS programme.
36.	The school provides guidance to students on progression to higher education and other career opportunities.

<b>Standard C2</b>
<b>The school has implemented a system through which all teachers plan and reflect in collaborative teams.</b>

<b>Practices</b>
<b>Common:</b>
1. All teachers are provided with the appropriate documentation, including relevant IBO publications, in preparation for all planning activities.
2. Planning at the school takes place collaboratively.
3. Planning at the school enables all teachers to gain an overview of the students' whole learning experience.
4. Planning at the school is based on agreed expectations for student learning and in the context of a coherent programme.
5. Planning at the school accommodates a range of learning needs and styles, as well as varying levels of competencies.
6. Planning at the school addresses assessment issues throughout the planning process.
7. Planning at the school recognizes that, in practice, all teachers are language teachers and consequently appropriate consideration is given to their responsibility in facilitating communication.
<b>PYP:</b>
8. Planning at the school focuses on strengthening the transdisciplinary nature of the curriculum and on ensuring that the pedagogy of the PYP is pervasive throughout the entire programme.
9. Planning at the school addresses all the essential elements (concepts, skills, knowledge, attitudes and action).
10. Planning at the school makes effective use of the PYP planning process across the curriculum and by all teachers.
11. Planning at the school includes provision for easy access to completed PYP planners.
12. Planning at the school provides opportunities for students to be involved in planning for their own learning and assessment.
13. Planning at the school is documented on PYP planners that are coherent records of the learning experiences of students in developing their understanding of central ideas.

<b>MYP:</b>	
14.	Planning at the school facilitates interdisciplinary learning to strengthen cross-curricular skills and deepen the understanding of wider concepts.
15.	Planning at the school includes the coordination of the five areas of interaction from years 1 to 5 to ensure progression of learning.
16.	Planning at the school includes the coordination of the curriculum within each subject group that is taught to all MYP students.
<b>Diploma Programme:</b>	
17.	Planning at the school includes the discussion and use of teaching and learning strategies appropriate to the objectives of the separate components of the Diploma Programme.

<b>Standard C3</b>
<b>Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.</b>

<b>Practices</b>
<b>Common:</b>
1. Teaching and learning at the school builds on what students know and can do.
2. Teaching at the school allows students to become actively responsible for their own learning.
3. Teaching at the school uses a range and balance of teaching strategies to meet the objectives of the programme.
4. Teaching and learning at the school recognizes and reflects multiple perspectives.
5. Teaching and learning at the school addresses the needs of students who have reached different stages in their development and those who have different learning styles.
6. Teaching and learning at the school is supported by a range of appropriate resources, including ICT.
7. Teaching at the school engages students as critical thinkers with developing views of their own.
8. Teaching and learning at the school encourages students to take appropriate action in response to their own needs and the needs of others.
9. Teaching at the school meets the needs of students who are not proficient in the language(s) of instruction.
10. Teaching and learning at the school promotes the understanding and practice of academic honesty.
<b>PYP:</b>
11. Teaching at the school uses inquiry across the curriculum, and by all the teachers.
12. Teaching at the school provides for grouping and regrouping students for a variety of learning situations.
13. Evidence is collected of each student's engagement with inquiry in its various forms.
14. Students are shown how to reflect on their development and understanding through careful consideration of their work over time, and are able to articulate this development to others.

<b>Standard C4</b>
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<b>There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.</b>
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<b>Practices</b>
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<b>Common:</b>
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| 1. There is a written assessment policy in place that is available to all sections of the school community.                            |
| 2. Assessment at the school is viewed as being integral with planning, teaching and learning.  |
| 3. Learning expectations and integral assessment strategies are made clear to students and parents.                                    |
| 4. The school uses a balanced range of strategies for formative and summative assessment, which are reviewed regularly.                |
| 5. Learning at the school involves students in both peer- and self-assessment.   |
| 6. The levels of students' current knowledge and experience are assessed before embarking on new learning.                             |
| 7. Students are provided with regular and prompt feedback to inform and improve their learning.  |
| 8. Assessment at the school provides students with regular opportunities for reflection on their own learning.                         |
| 9. There are efficient systems for recording data about student learning, which are in keeping with the requirements of the programme. |
| 10. The assessment process allows for meaningful reporting to parents about students' progress.  |
| 11. Assessment data is analysed to provide information about the individual needs of students.   |
| 12. Assessment data is analysed to inform the evaluation and subsequent modification of teaching and learning strategies.              |

<b>PYP:</b>
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| 13. Assessment addresses all the essential elements of the programme.  |
| 14. Data, including evidence of development in terms of the IB learner profile, is reported to all participants in the learning process: students, parents, teachers and school administrators, and other schools at the time of transfer. |
| 15. Assessment at the school requires the storage of and easy access to student work showing evidence of the process of learning and progress over time.   |

<b>MYP:</b>	
16.	Assessment is a continuous process and is designed to address the MYP objectives in each of the eight subject groups and the personal project, according to a criterion-referenced approach.
17.	The assessment focuses on process as well as product.
18.	Teachers/supervisors participate in the standardization of assessment, where appropriate.
<b>Diploma Programme:</b>	
19.	Student learning is regularly assessed against the objectives and assessment criteria specific to each subject.

## Section D: the student

<b>Standard D I</b>
<b>Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.</b>

<b>Practices</b>
<b>Common:</b>
1. The school provides a climate in which students learn to respect and value self-initiated action.
2. Opportunities are provided for students to develop the skills and attitudes that lead to taking action.
3. The school supports students in learning how to reflect on their experiences and make more informed, independent choices.
4. The school provides opportunities for student action to be an integral part of the curriculum and/or an extension of the curriculum.
<b>MYP:</b>
5. Community and service is part of all students' MYP experience in every year of the programme.
6. Community and service is coordinated through every year of the programme to ensure progression of learning.
7. Community and service involves all subject teachers in raising awareness of community issues.
8. Community and service is monitored for each student and is reflected in the portfolio of achievement.
<b>Diploma Programme:</b>
9. The school provides opportunities for students to choose their own CAS activities and to undertake activities in a local or international environment as appropriate.

<b>Standard D2</b>
<b>In the final year of the programme, all students complete a programme-specific project that allows them to demonstrate a consolidation of their learning, in the case of the PYP and MYP, and to demonstrate the extension and development of their learning in the Diploma Programme.</b>

<b>Practices</b>
<b>Common:</b>
1. Teachers/supervisors understand the requirements of the exhibition/personal project/extended essay and how to assess it.
2. Teachers/supervisors guide students through each phase of the process.
3. Students are provided with formative feedback throughout the process.
4. Parents are informed about the nature of the exhibition/personal project/extended essay, its role in the programme and the work expected from the students.
<b>PYP:</b>
5. The exhibition is thoroughly planned well in advance and records are kept of the process.
6. All students are actively and productively involved in the exhibition from planning stages to the final presentation.
7. The exhibition reflects all major features of the programme including evidence of the five essential elements.
8. The exhibition incorporates a range of media and forms of expression (for example, written work, oral presentations, performances).
9. The exhibition is shared with members of the wider school community (for example, governing body, parents, secondary school colleagues and students).
10. There is adequate assessment of and reflection on the exhibition, with opportunity provided for input from students, parents and teachers.
11. There is appropriate monitoring of the exhibition, and adequate records are kept of teacher collaboration and reflection.
<b>MYP:</b>
12. Students are fully briefed on the nature, objectives and assessment criteria of the personal project.
13. Students have been adequately prepared for the process of the personal project through approaches to learning.



14.	Students are allowed to choose from a variety of projects according to the guidelines provided in the <i>Personal Project</i> guide.
15.	Students are provided with adequate individual supervision in the school.
16.	Students keep a process journal, and are aware that the process is as important as the product itself.
17.	Students have access to adequate resources in the school and community.
18.	Students are given the chance to present their project and its significance to an audience (for example, through an interview, class presentation or special event).
19.	All supervisors are fully briefed about the nature of their responsibilities and the work expected from the students.
20.	All supervisors participate in the standardization of assessment, where appropriate.
<b>Diploma Programme:</b>	
21.	The school promotes the value of the extended essay as a research exercise.
22.	Appropriate provision is made for the supervision of the extended essay.
23.	Students are fully briefed on the nature, objectives and assessment criteria of the extended essay.
24.	Students have access to adequate resources in the school and community.
25.	All supervisors are fully briefed about the nature of their responsibilities and the work expected from the students.



## *General regulations: Primary Years Programme*



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# General regulations: Primary Years Programme

For students and their legal guardians





## Article 1: Scope

The International Baccalaureate Organization (hereinafter “the IB Organization”) is a foundation that has developed and offers three programmes of international education entitled the “Primary Years Programme” (PYP), the “Middle Years Programme” (MYP) and the “Diploma Programme”. It authorizes schools to offer one or more of these programmes to its students.

An IB World School® is a school that has been authorized by the IB Organization to offer one or more of its programmes.

This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the PYP.

When used herein the term “legal guardians” encompasses parents and individuals with guardianship of any IB student enrolled in the PYP.

## Article 2: Role and responsibilities of schools

- 2.1 The IB Organization has established a curriculum framework and requirements, as well as standards and practices for the implementation of the PYP, which is an inclusive programme aimed at students in the 3–12 age group.
- 2.2 Because the IB Organization is not a teaching institution and does not provide teaching services to students, the PYP is implemented and taught by IB World Schools (hereinafter “school(s)”). The schools are private or state entities, all of which are entirely independent from the IB Organization and solely responsible for the implementation and quality of teaching of the PYP.
- 2.3 The schools are responsible for informing legal guardians regarding the general characteristics of the PYP and how the school implements it.
- 2.4 The IB Organization cannot guarantee that a school will remain capable and willing to implement the PYP. Consequently, the schools bear sole responsibility towards students and legal guardians if a school's authorization to implement the PYP is withdrawn by the IB Organization or a school decides to terminate its authorization.

## Article 3: Content and implementation of the programme

- 3.1 A primary school, or primary section of a school, must offer the PYP as an inclusive programme for all students.
- 3.2 The schools must implement the PYP in conformity with *Making the PYP happen: A curriculum framework for international primary education*, which is the curriculum framework issued by the IB Organization for schools, and the current *PYP coordinator's handbook*, which is the procedures manual issued by the IB Organization for schools.
- 3.3 The teaching and learning in the PYP are predominantly in the context of transdisciplinary themes and through the pedagogy of inquiry that promotes the construction of meaning by students.
- 3.4 Schools must provide instruction in the learning of a language other than the principal language of instruction of the school from the age of at least seven. Bilingual/dual-language schools are not required to offer a third language to their students.
- 3.5 The schools carry out all teaching and assessment alone without any intervention or supervision from the IB Organization. This includes the assessment of each student's development in the areas described in the IB learner profile and of each student's learning as demonstrated during the PYP exhibition in the final year of the programme.
- 3.6 The IB Organization does not award any form of diploma or certificate in connection with the PYP.
- 3.7 Legal guardians must use the school's PYP coordinator as the intermediary for any communication with the IB Organization.
- 3.8 If legal guardians have any questions regarding the general content (curriculum and philosophy) of the PYP or how a school implements it, they must address themselves to the school's PYP coordinator.

#### **Article 4: Use of materials produced by students**

- 4.1 Students produce materials in a variety of forms during the course of their schoolwork. These materials (hereinafter “the materials”) include all forms of written work, audio and visual materials and, in certain cases, materials containing images of the students. From time to time, the IB Organization may ask schools for samples of these materials to use for educational, training, and/or promotional purposes relating to the IB Organization’s activities, or to those related activities of which it approves.
- 4.2 Upon students entering the PYP, schools should ask legal guardians to indicate in writing whether they agree to their child’s materials being submitted to the IB Organization from time to time for educational, training and/or promotional purposes relating to the IB Organization’s activities, or to those related activities of which it approves.
- 4.3 By providing written consent to the schools, legal guardians are granting the IB Organization a non-exclusive, charge-free, worldwide licence, for the duration of the statutory copyright protection, to reproduce submitted materials in any medium for the uses outlined in article 4.1.
- 4.4 Where the IB Organization uses these materials, it may modify, translate or otherwise change them to meet particular needs and, in order to protect the identity of the student and of the school, will anonymize them before publication in print or in electronic form.

#### **Article 5: Governing law**

Swiss law governs these *General regulations: Primary Years Programme*.

#### **Article 6: Arbitration**

Any dispute arising from or in connection with these *General regulations: Primary Years Programme* shall be finally settled by one arbitrator in accordance with the *Swiss Rules of International Arbitration* of the Swiss Chambers of Commerce. The seat of the arbitration shall be Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

#### **Article 7: Entry into force and transitory rules**

This version shall enter into force on 1 September 2007 for PYP schools whose school year begins in August/September or on 1 January 2008 for PYP schools whose school year begins in January/February. The IB Organization may amend these *General regulations: Primary Years Programme* from time to time.

Geneva, 1 August 2007



## *Rules for IB World Schools: Primary Years Programme*



# Rules for IB World Schools: Primary Years Programme





## Article 1: Scope

The International Baccalaureate Organization (hereinafter “the IB Organization”) is a foundation that has developed and offers three programmes of international education entitled the “Primary Years Programme” (PYP), the “Middle Years Programme” (MYP) and the “Diploma Programme”. It authorizes schools to offer one or more of these programmes to its students.

An IB World School® is a school that has been authorized by the IB Organization to offer one or more of its programmes.

This document describes the rules that apply to those schools that have been authorized as IB World Schools to offer the PYP.

When used herein the term “legal guardians” encompasses parents and individuals with guardianship of any IB student enrolled in the PYP.

## Article 2: Acceptance of IB Organization regulations and procedures

IB World Schools (hereinafter “school(s)”) agree to comply with the *General regulations: Primary Years Programme* and with the procedures as set out in the current *PYP coordinator’s handbook* that governs the administration of the PYP.

## Article 3: Reference to the IB Organization’s function and its programmes

- 3.1 The IB Organization is independent from schools. Schools must make it clear to the relevant authorities and legal guardians that:
  - a. the sole responsibility for the implementation and quality of teaching of the PYP rests with the school
  - b. the sole responsibility for any shortcomings in the implementation or quality of teaching of the PYP is borne by the school.
- 3.2 A school is entitled to present itself as an IB World School and to use the “IB World School” logo only in connection with the IB programme(s) that it has been authorized to teach. This right lapses immediately if authorization is withdrawn.

## Article 4: Responsibilities of the IB Organization

The IB Organization will allow IB World Schools to deliver the PYP and to use the related materials under the conditions provided in these *Rules for IB World Schools: Primary Years Programme*.

## Article 5: Responsibilities of schools

- 5.1 Schools are responsible for ensuring that they can implement the PYP in conformity with the school’s obligations under local and national laws.
- 5.2 Schools are responsible for the quality of teaching of the PYP, and they undertake to hold the IB Organization harmless with regard to any legal action taken by legal guardians as a result of any shortcomings.
- 5.3 Schools must ensure that the PYP is properly funded, is effectively delivered and is administered according to the regulations and procedures of the IB Organization. Each school must appoint a PYP coordinator to administer the programme and give him or her the opportunity to attend training workshops that have been approved by the IB Organization.
- 5.4 Schools must ensure that teachers of the PYP are knowledgeable about the curriculum framework and requirements, including the standards and practices for the implementation of the programme as set out in *Making the PYP happen: A curriculum framework for international primary education*, the current *PYP coordinator’s handbook* and all other PYP supporting materials. To this end, it is the school’s responsibility to obtain all relevant up-to-date PYP supporting materials from the IB Organization and to provide opportunities for teachers of the PYP to attend training workshops that have been approved by the IB Organization.
- 5.5 Schools are responsible for ensuring that legal guardians are properly informed of the curriculum framework, assessment guidelines and requirements of the programme.

- 5.6 When students enter the programme, schools have the duty to supply legal guardians with a copy of the *General regulations: Primary Years Programme*. Schools undertake to hold the IB Organization harmless with regard to any legal action taken by students or their legal guardians in which non-receipt of the *General regulations: Primary Years Programme* constitutes one of the grounds of such action.
- 5.7 Upon students entering the PYP, schools must ask legal guardians for written permission to be able to submit their child's work to the IB Organization if requested. This, in effect, grants the IB Organization a non-exclusive, charge-free, worldwide licence, for the duration of the statutory copyright protection, to reproduce submitted materials in any medium for educational, training and/or promotional purposes relating to the IB Organization's activities, or to those related activities of which it approves. Schools must not submit a child's work if such written permission is not given.
- 5.8 Schools must ensure that all fees are paid in accordance with the scales of fees and timetable for payments currently set by the IB Organization.
- 5.9 For use of the IB Organization's secure online services, notably IBNET, IBIS and the online curriculum centre (OCC), schools must control the allocation and use of usernames and passwords and ensure that teachers are aware of the terms and conditions.

## Article 6: Review and evaluation procedures

- 6.1 Schools must be open to visits from representatives of the IB Organization for reviews of a school's implementation of the PYP. These visits can be made at any time with reasonable advance notice.
- 6.2 A general evaluation of a school's implementation of the PYP, which includes a visit, normally occurs three years after the initial authorization and then at five-year intervals. Schools are expected to conduct a self-study in preparation for this evaluation process.
- 6.3 Schools are expected to have a mechanism in place to respond to the recommendations and, where appropriate, matters to be addressed in the evaluation report.

## Article 7: Property and copyright of the IB Organization

- 7.1 The content of the curriculum and its assessment for all of the IB Organization's academic programmes (PYP, MYP and the Diploma Programme), as well as all materials produced by the IB Organization in any form relating thereto, remain the sole property of the IB Organization and are protected by copyright. Consequently, a school is not entitled to create any courses of its own, **over and above the programme of inquiry within the framework of the PYP**, that are derived from an IB curriculum and/or materials, no matter whether the courses are deemed by the school to be ancillary to or preparatory to an academic programme of the IB Organization.
- 7.2 Furthermore, the IB Organization is the owner of internationally registered trademarks, including its logos and the word devices in its official languages of "International Baccalaureate", "IB World School" and "IB" in various forms. Consequently, a school is not entitled to use the terms "International Baccalaureate" or "IB" (in any language) to identify its own courses and may only make reference to the "International Baccalaureate" or "IB" in relation to its own courses if the school clearly explains in its communications and marketing materials that such courses are not developed or endorsed by the IB Organization.
- 7.3 A school's authorization hereunder encompasses a non-exclusive right to teach the programme and to use the related materials supplied by the IB Organization within the limits and in the form defined in the *Rules and policy for use of the IB's intellectual property* (hereinafter "IB Organization's IP policy"), as updated from time to time. This right is limited to the delivery of the programme within that school alone.
- 7.4 Subject to the conditions of the IB Organization's IP policy, a school's authorization to teach the PYP also encompasses a non-exclusive right to:
  - a. use the "IB World School" logo on its school's stationery, publications, website and non-commercial promotional material in connection with the IB programme it is authorized to offer
  - b. request from the IB Organization and use the IB Organization's graphic of the PYP model

- c. make copies of official programme documentation in part, or whole, for use by their teachers; or post on the school's access-restricted website for their school community the electronic file of such documentation if published by the IB Organization on IBNET, IBIS or the OCC for teaching or information purposes
  - d. make copies of official programme documentation, as above, for use within the school community, including materials prepared by the IB Organization specifically for student use or to inform legal guardians.
- 7.5 Schools must not otherwise reproduce any materials from the IB Organization or use its logos in any form (paper or electronic) without prior written consent from the IB Organization.
- 7.6 All the rights granted in articles 7.3 and 7.4 are granted only for the period of validity of the school's authorization and lapse automatically when the authorization ends.

### **Article 8: Copyright in materials submitted to the IB Organization**

- 8.1 Students retain copyright in all material they produce that, subject to article 5.7, is sent in to the IB Organization from time to time. Schools will generally hold the copyright in lesson sheets, assessment tasks and other materials that have been created by teachers within the terms of their contract of employment.
- 8.2 Where these materials are submitted to the IB Organization, the student and/or the school is thereby deemed to be granting a non-exclusive, charge-free, worldwide licence to the IB Organization, for the duration of the statutory copyright protection, to reproduce submitted materials in any medium for educational, training and/or promotional purposes relating to the IB Organization's activities, or to those related activities of which it approves.
- 8.3 Where materials submitted to the IB Organization contain third-party copyright material, information about the source should be included in the submission to enable the IB Organization, if necessary, to seek permission from the copyright holder to use the material.

### **Article 9: Withdrawal of authorization**

- 9.1 A school's authorization to teach the PYP may be withdrawn if:
- a. a school has breached any of its duties under these rules
  - b. the IB Organization is not satisfied that the school is implementing the programme according to the *Programme standards and practices* document
  - c. the school has failed to observe the requirements for administering the programme as described herein and in the relevant IB Organization documentation
  - d. the school fails to take reasonable steps to protect the IB Organization's intellectual property rights and to prevent any use that is contrary to the IB Organization's IP policy
  - e. fees remain unpaid to the IB Organization despite reminders having been sent
  - f. a school refuses to accept any standard amendment to these *Rules for IB World Schools: Primary Years Programme*, that is, any amendment that is decided by the IB Organization and is applicable to all schools.
- 9.2 In all cases the school will receive written notice that it has six months to remedy the situation, failing which the authorization will be withdrawn.
- 9.3 Any decision to withdraw authorization to teach the PYP is taken by the director general of the IB Organization. The director general's decision is not subject to appeal and will take effect from the beginning of the school year following the decision.

### **Article 10: Termination by schools**

A school may terminate its authorization to teach the PYP by giving six months' notice, to take effect from the beginning of the next school year. Fees remain payable to the IB Organization until the teaching has ended.

### **Article 11: Entry into force and duration**

This version of the *Rules for IB World Schools: Primary Years Programme* shall enter into force on 1 September 2007 for PYP schools whose school year begins in August/September or on 1 January 2008 for PYP schools whose school year begins in January/February, and shall remain applicable to all schools until amended.

### **Article 12: Governing law**

Swiss law governs these *Rules for IB World Schools: Primary Years Programme* and all other documents relating to authorization to teach the PYP.

### **Article 13: Arbitration of disputes**

Any dispute arising from or in connection with these *Rules for IB World Schools: Primary Years Programme* or any other document relating to the authorization to teach the PYP shall be finally settled by one arbitrator in accordance with the *Swiss Rules of International Arbitration* of the Swiss Chambers of Commerce. The seat of the arbitration shall be Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

Geneva, 1 August 2007