



International Baccalaureate®  
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# Programme standards and practices



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## IB mission statement

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

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

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



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## What are the programme standards and practices?

Programme standards and practices is the foundational set of principles for schools and the IB to ensure quality and fidelity in the implementation of the programmes. This website is part of a suite of documents that is essential for all prospective and authorized IB World Schools. The suite provides critical information for the planning, implementation, development and evaluation of all International Baccalaureate® (IB) programmes.

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

All these documents can be found on the [IB public website](#) or the [programme resource centre](#).

The programme standards and practices provide a set of criteria that can be used to evaluate the success of IB World Schools in the implementation of the four programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the Career-related Programme (CP).

The **standards** are general principles that lie at the heart of being an IB World School, while **practices** are further definitions of the standards that include references to implementation. **Requirements** are more specific and refined measures of implementation, and include programme-specific elements known as **specifications**. The standards and practices, requirements and programme specifications are necessary for the successful implementation of the relevant IB programme.

# The standards and practices framework

## About the framework

The programme standards and practices are organized into four overarching categories: purpose, environment, culture and learning. The four categories fit into a framework, which places “learning” at the centre and is encircled by IB philosophy and the school’s unique context.

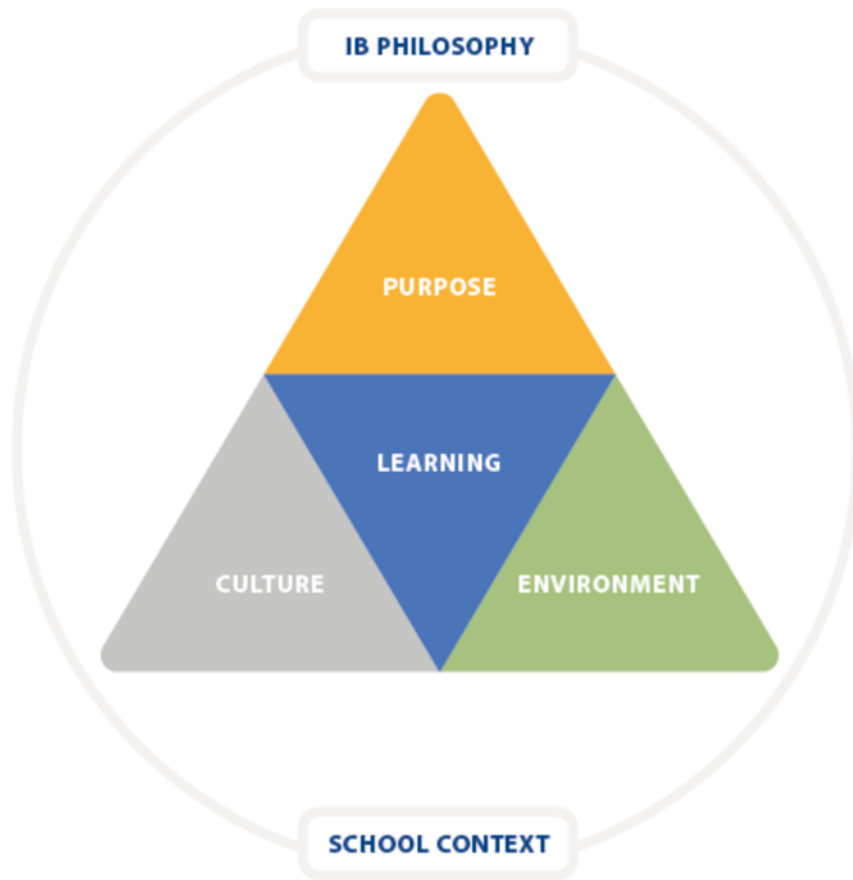
The framework describes the school community’s processes of design, development, and evolution. The framework assumes that the IB philosophy manifests in each school’s unique context, and that each of the framework’s elements are interdependent: no part of the framework can be developed without considering how other elements relate to it. The framework helps to explain both the successes and the challenges schools face when developing IB programmes.

The framework is comprehensive and places **learning** at the heart of an IB World School community that:

- successfully integrates the IB **philosophy** within their school’s unique **context**
- shares a **purpose** with the IB’s mission that builds into a solid approach to education
- develops a learning **environment** sustained by effective structures, organizational practice and resources
- fosters a dynamic school **culture** centred on holistic, inclusive learning communities
- positively influences local, national and international **contexts**
- creates student **learning** experiences of the highest quality possible.

The school community, with the IB, co-creates high-quality education that makes a better world.

More details about each of the sections and the standards therein can be found in the image below. Please consult the [glossary of terms](#) for definitions of each element within the framework.



## Purpose: Sharing an important mission

The IB's mission is central to its work with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. 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. This powerful mission that drives learning informs the development of each IB World School—as well as the IB's larger global community of students and their families, teachers and supporters. IB World Schools strive to help realize this purpose for learning within their own local, state, national, international and global contexts.

### Standard: Purpose (0101)

Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

#### Practices

##### **Purpose 1: The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)**

Purpose 1.1: The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100)

Purpose 1.2: The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community. (0101-01-0200)

##### **Purpose 2: The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)**

Purpose 2.1: The pedagogical leadership team articulates a shared commitment to the IB's mission and philosophy. (0101-02-0100)

##### **Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)**

Purpose 3.1: The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission. (0101-03-0100)

## Environment: Providing essential structures, systems and resources

School environments include the human, natural, built and virtual resources through which learning experiences take place. They cover facilities and technology; human and financial resources; assets of culture and language; the allocation of time; and decisions about how schools divide, group and coordinate responsibilities. School environments differ widely, and a wide range of local contexts can support the successful implementation of IB programmes. The learning environment is the context in which learning happens, and the conditions the school designs and develops to enhance student learning experiences. The learning environment includes evidence of the school's culture and purpose.

### Standard: Leadership and governance (0201)

The leadership and governance of IB World Schools create and sustain high-quality learning environments.

#### Practices

#### **Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)**

Leadership 1.1: The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)

Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)

MYP 1 (if applicable): The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0221)

MYP 2 (if applicable): The school complies with the IB regulations and procedures related to the conduct of MYP eAssessment. (0201-01-0222)

MYP 3 (if applicable): The school registers all MYP year 5 students for IB-validated moderation of the personal project. (0201-01-0223)

MYP 4: The school must register at least one student as a candidate for the IB MYP certificate, or must submit unit plans for feedback as specified in programme documentation. (0201-01-0224)

DP 1: The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0231)

DP 2: The school complies with the IB regulations and procedures related to the conduct of all forms of DP assessment. (0201-01-0232)

CP 1: The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0241)

CP 2: The school complies with the IB regulations and procedures related to the conduct of all forms of DP and CP assessment. (0201-01-0242)

CP 3: The school must in all cases choose or develop career-related studies that meet IB criteria. (0201-01-0243)

**Leadership 2: The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)**

Leadership 2.1: The school appoints a programme coordinator with a job description, release time, necessary support, and an organizational position to facilitate curriculum and programme development. (0201-02-0100)

Leadership 2.2: The programme coordinator completes required professional development that is up to date with the most current version of the programme(s) under their responsibility. (0201-02-0200)

**Leadership 3: The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)**

Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)

PYP 1: The school implements a schedule that provides for the development of the required number of transdisciplinary units of inquiry. (0201-03-0111)

MYP 1: The school implements a schedule that provides for the minimum required teaching hours for each subject group. (0201-03-0121)

MYP 2: The school implements and reviews curriculum requirements as specified in programme documentation. (0201-03-0122)

DP 1: The school implements and reviews a curriculum that is balanced so that students are provided a reasonable choice of subjects. (0201-03-0131)

DP 2: The school implements a schedule that provides for the minimum required teaching hours for each standard level and higher level DP subject, and for theory of knowledge (TOK). (0201-03-0132)

DP 3: The school implements a schedule that provides for the delivery of the theory of knowledge course over two years for every student. (0201-03-0133)

DP 4: The school implements a schedule that allows for regular creativity, activity, service (CAS) experiences and projects over at least 18 months for every student. (0201-03-0134)

CP 1: The school implements a schedule that provides for the minimum required teaching hours for each standard level and higher level DP subject, and for the CP core. (0201-03-0141)

CP 2: The school implements a schedule that provides for the delivery of the personal and professional skills (PPS) course over two years for every student. (0201-03-0142)

CP 3: The school implements a schedule that allows for regular service learning experiences and projects over at least 18 months for every student. (0201-03-0143)

**Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)**

Leadership 4.1: The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation. (0201-04-0100)

Leadership 4.2: The school captures and uses data that informs the operation and sustainability of the programmes(s). (0201-04-0200)

Leadership 4.3: The school captures and uses data that informs the quality of the implementation of the programme(s). (0201-04-0300)

Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them. (0201-04-0400)

## **Leadership 5: The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)**

Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)

PYP 1: The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for transdisciplinary learning. (0201-05-0111)

MYP 1: The school allocates adequate resources for the provision of leadership for developing the curriculum in subject groups, planning approaches to learning, supporting student involvement in service as action, and implementing the personal or community project. (0201-05-0121)

DP 1: The school allocates adequate resources and provides supervision for the creativity, activity, service (CAS) core component, including designating a CAS coordinator. (0201-05-0131)

DP 2: The school allocates adequate resources and provides supervision to support the extended essay core component, including designating an extended essay coordinator. (0201-05-0132)

CP 1: The school allocates adequate resources and provides supervision for the service learning core component, including designating a service learning coordinator. (0201-05-0141)

CP 2: The school allocates adequate resources and provides supervision to support the reflective project core component, including designating a reflective project coordinator. (0201-05-0142)

CP 3: The school allocates adequate resources and provides supervision to implement the language development core component. (0201-05-0143)

CP 4: The school allocates adequate resources to implement the personal and professional skills (PPS) core component. (0201-05-0144)

## Standard: Student support (0202)

Learning environments in IB World Schools support student success.

### **Practices**

#### **Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)**

Student support 1.1: The school provides adequate resources and facilities in accordance with programme documentation. (0202-01-0100)

Student support 1.2: The school is responsible for its teachers meeting the local and legal requirements for the roles to which they are appointed. (0202-01-0200)

Student support 1.3: The school provides effective learning spaces and learning environments. (0202-01-0300)

Student support 1.4: The school provides technologies that facilitate effective communication with the IB community and ensure access to current resources that support engagement with local, national, international and global contexts. (0202-01-0400)

Student support 1.5: The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration. (0202-01-0500)

MYP 1: (if applicable) The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0521)

DP 1: The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0531)

CP 1: The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0541)

Student support 1.6: The school maintains a functioning and active library consisting of adequate combinations of people, places, collections and services that aid and extend learning and teaching. (0202-01-0600)

**Student support 2: The school identifies and provides appropriate learning support. (0202-02)**

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

**Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)**

Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)

Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)

Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

Student support 3.4: The school promotes open communication based on understanding and respect. (0202-03-0400)

**Student support 4: The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)**

Student support 4.1: The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100)

**Student support 5: The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)**

Student support 5.1: The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. (0202-05-0100)

Student support 5.2: The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s). (0202-05-0200)

## Standard: Teacher support (0203)

Learning environments in IB World Schools support and empower teachers.

## Practices

### **Teacher support 1: The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)**

Teacher support 1.1: The school ensures that all teachers have access to current and relevant IB content. (0203-01-0100)

Teacher support 1.2: The school demonstrates that teachers have used current and relevant programme documentation to implement the programme in their classroom teaching. (0203-01-0200)

MYP 1: The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum. (0203-01-0221)

DP 1: The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum. (0203-01-0231)

CP 1: The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum. (0203-01-0241)

### **Teacher support 2: The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)**

Teacher support 2.1: The school complies with IB-mandated professional development requirements, as outlined in IB documentation. (0203-02-0100)

### **Teacher support 3: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)**

Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)

MYP 1: The school allocates adequate time for teachers to collaborate and ensures that they use that time effectively to plan and implement the MYP in accordance with programme documentation. (0203-03-0121)

CP 1: The school allocates adequate time and resources to plan for the integration of elements of the CP framework. (0203-03-0141)

## Culture: Creating positive school cultures

School culture refers to the written and unwritten rules that define how a school functions. It also encompasses personal and collective well-being, the effective utilization of physical and human resources, and the extent to which a school acknowledges and celebrates diversity.

### Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

#### Practices

##### **Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)**

Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

PYP 1: The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311)

PYP 2: The school implements the PYP across all early years and/or primary grade levels offered at the school. (0301-01-0312)

MYP 1: The school monitors and evaluates its efforts to provide students with equal opportunities to undertake the MYP. (0301-01-0321)

DP 1: The school provides for the full DP, ensures that some of its students attempt the full diploma, then monitors and evaluates its efforts to provide students with equal opportunities to undertake the full diploma. (0301-01-0331)

DP 2: The school implements and reviews strategies to encourage students to pursue the full IB diploma. (0301-01-0332)

CP 1: The school monitors and evaluates its efforts to provide students equal opportunities to undertake the CP, and implements strategies to encourage students to pursue the full CP. (0301-01-0341)

##### **Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)**

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

**Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)**

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

**Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)**

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

**Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)**

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

**Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)**

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the IB learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

## Learning: Ensuring effective education

Learning in the IB community celebrates the many ways people work together to construct meaning and make sense of the world. Through the interplay of asking, doing and thinking, this constructivist approach leads towards open, democratic classrooms. IB students and teachers are lifelong learners, independently and in collaboration with others. Learning communities in IB World Schools engage in cycles of inquiry, action and reflection that lead to deeper understanding and a lifetime of learning. Learning is the central tenet, as well as the outcome, of developing purpose, culture, and environment in IB schools.

### Standard: Designing a coherent curriculum (0401)

Learning in IB World Schools is based on a coherent curriculum.

#### Practices

#### **Coherent curriculum 1: The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)**

Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)

Coherent curriculum 1.2: The school articulates its curriculum horizontally and vertically. (0401-01-0200)

Coherent curriculum 1.3: The school demonstrates that all applicable IB curriculum frameworks are fully integrated with the requirements for school, local, state or provincial and national education authorities. (0401-01-0300)

Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)

Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500)

PYP 1: The school designs a programme of inquiry that consists of six units of inquiry—one for each transdisciplinary theme—at each year or grade level, with the exception of students who are 3-6 years where the requirement is at least four units at each year or grade level, two of which must be under “Who we are” and “How we express ourselves”. (0401-01-0511)

PYP 2: The school commits to the PYP as the framework for planning, teaching, and learning across the curriculum. (0401-01-0512)

PYP 3: The school ensures that all subjects are represented within the programme of inquiry at each year or grade level. (0401-01-0513)

MYP 1: The school develops subject group overviews and an approaches to learning planning chart in accordance with programme documentation. (0401-01-0521)

Coherent curriculum 1.6: The school demonstrates that the curriculum is influenced by an understanding of students’ prior knowledge, identities, backgrounds, needs and contexts. (0401-01-0600)

#### **Coherent curriculum 2: Teachers collaborate to design, plan and deliver the school’s IB programme(s). (0401-02)**

Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)

PYP 1: Teachers use the PYP planner template(s) or otherwise document the way that they use the PYP planning process to collaboratively design, plan and deliver the programme. (0401-02-0111)

PYP 2: The school demonstrates a commitment to transdisciplinary learning by ensuring that the programme of inquiry is collaboratively designed, planned and facilitated between the classroom teacher and specialist teachers to deliver the subjects included in each unit of inquiry. (0401-02-0112)

MYP 1: The school provides opportunities for teachers to use collaborative planning and reflection to develop interdisciplinary understanding. (0401-02-0121)

MYP 2: Teachers use the MYP planning process to collaboratively design, plan, deliver and document student inquiry. (0401-02-0122)

DP 1: The school provides opportunities for teachers to use collaborative planning and reflection to integrate theory of knowledge into each subject. (0401-02-0131)

CP 1: The school provides opportunities for the IB teachers to collaborate with the career-related studies (CRS) staff to ensure balance and articulation of the students' full educational experience. (0401-02-0141)

Coherent curriculum 2.2: Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200)

Coherent curriculum 2.3: Teachers use human, physical and virtual resources to aid and extend their collaboration. (0401-02-0300)

Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400)

### **Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)**

Coherent curriculum 3.1: The school informs the school community of ongoing developments in the programme(s) and incorporates these into curriculum development. (0401-03-0100)

Coherent curriculum 3.2: The school ensures that all teachers and pedagogical leadership teams have access to relevant communities that support the development of the programme(s). (0401-03-0200)

Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

Coherent curriculum 3.4: The school regularly reviews required and supporting IB content. (0401-03-0400)

Coherent curriculum 3.5: The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500)

MYP 1: Teachers follow the MYP review cycles and associated IB communications. (0401-03-0521)

DP 1: Teachers follow the DP review cycles and associated IB communications. (0401-03-0531)

CP 1: Teachers follow the DP and CP review cycles and associated IB communications. (0401-03-0541)

## Standard: Students as lifelong learners (0402)

Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

### **Practices**

#### **Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills. (0402-01)**

Lifelong learners 1.1: The school implements and reviews the development of the IB's approaches to learning. (0402-01-0100)

Lifelong learners 1.2: The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200)

**Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)**

Lifelong learners 2.1: Students understand the IB learner profile and can reflect on it effectively. (0402-02-0100)

Lifelong learners 2.2: Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their IB learner profile attributes. (0402-02-0200)

Lifelong learners 2.3: Students understand the connections between the IB learner profile and international-mindedness. (0402-02-0300)

**Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)**

Lifelong learners 3.1: Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100)

Lifelong learners 3.2: The school demonstrates that collaboration and effective relationship building are featured explicitly within the curriculum. (0402-03-0200)

Lifelong learners 3.3: Pedagogical leaders provide opportunities for student voice to be represented in the school. (0402-03-0300)

**Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)**

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

**Lifelong learners 5: Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)**

Lifelong learners 5.1: The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100)

Lifelong learners 5.2: Students demonstrate a commitment to service with and for the community throughout their learning, in accordance with programme documentation. (0402-05-0200)

MYP 1: Students take opportunities to develop, act and reflect on MYP learning outcomes for service in each year of the programme. (0402-05-0221)

**Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)**

Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100)

Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)

PYP 1: Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years. (0402-06-0211)

MYP 1: The school provides opportunities for students to take ownership of their learning through the personal project and community project. (0402-06-0221)

DP 1: The school provides opportunities for students to take ownership of their learning through the DP core. (0402-06-0231)

CP 1: The school provides opportunities for students to take ownership of their learning through the CP core. (0402-06-0241)

### **Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)**

Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities. (0402-07-0100)

Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200)

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)

## Standard: Approaches to teaching (0403)

IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.

### **Practices**

#### **Approaches to teaching 1: Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)**

Approaches to teaching 1.1: Teachers use inquiry-based teaching strategies and learning engagements. (0403-01-0100)

Approaches to teaching 1.2: The school monitors and evaluates inquiry-based teaching strategies and learning engagements. (0403-01-0200)

Approaches to teaching 1.3: The school provides opportunities for students to actively engage in interactive and exploratory learning environments and/or play in accordance with programme documentation. (0403-01-0300)

Approaches to teaching 1.4: Teachers encourage student choice in appropriate places in the curriculum. (0403-01-0400)

Approaches to teaching 1.5: Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500)

#### **Approaches to teaching 2: Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)**

Approaches to teaching 2.1: Teachers demonstrate strategies focused on conceptual understanding. (0403-02-0100)

Approaches to teaching 2.2: Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings. (0403-02-0200)

Approaches to teaching 2.3: Students take opportunities to explore and develop their own conceptual understandings in appropriate places in the curriculum. (0403-02-0300)

#### **Approaches to teaching 3: Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)**

Approaches to teaching 3.1: Teachers ensure that there are clear examples of connections to local and global contexts in the curriculum. (0403-03-0100)

Approaches to teaching 3.2: Teachers encourage students to transfer their conceptual understandings to unfamiliar contexts. (0403-03-0200)

### **Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)**

Approaches to teaching 4.1: Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation. (0403-04-0100)

Approaches to teaching 4.2: Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning. (0403-04-0200)

Approaches to teaching 4.3: The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)

PYP 1: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (0403-04-0311)

### **Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)**

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

## Standard: Approaches to assessment (0404)

Learning, teaching, and assessment effectively inform and influence one another.

### **Practices**

#### **Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)**

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

#### **Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)**

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)

MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)

DP 1: The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)

DP 2: The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation. (0404-02-0132)

CP 1: The school uses the objectives and assessment tools for each DP subject, and component of the CP core, to build summative assessments of student learning. (0404-02-0141)

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Approaches to assessment 2.3: The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)

### **Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)**

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

CP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0141)

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

MYP 1: (if applicable) The school communicates accurate and honest predicted grades for MYP on-screen examination subjects to the IB. (0404-03-0321)

DP 1: The school communicates predicted grades to institutes of higher education, and IB predicted grades to the IB as part of IB-validated assessment, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)

CP 1: The school communicates predicted grades to institutes of higher education, and IB predicted grades to the IB as part of IB-validated assessment, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0341)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

### **Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)**

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

MYP 1: All students in MYP year 5 complete the personal project, and all students finishing the programme in year 3 or 4 complete the community project. (0404-04-0121)

DP 1: The school ensures that students submit the extended essay toward the end of the DP, and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)

CP 1: The school records and submits required IB-validated assessments and the evidence of completion of the components of the CP core in accordance with programme documentation. (0404-04-0141)

# Annotations

## Primary Years Programme

### Additional language learning

#### Does the PYP specify the number of hours necessary for learning an additional language?

##### **Specification**

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

##### **Annotation**

The IB intentionally does not specify how many hours are necessary for a successful language development programme. Schools can determine the number of hours based on their language profile.

When reviewing or establishing an additional language programme, PYP schools take into account the language profile of the school and the wider community context in order to decide what languages should be available to students. Additional languages are part of the school day and not an after school or extracurricular programme (0301).

Additional language programmes aim to support international mindedness through multilingualism, by understanding others through an awareness of language and culture. This requires a commitment by the school to understanding how languages are learned, and to scheduling appropriately. As school language profiles are complex and varied, the IB PYP does not specify the number of hours per week or year that is required to learn an additional language and it is expected that schools base their decisions on language learning practices that both sustain language learning and are current.

For further information, refer to *PYP: From principles into practice* sections titled “Learning and teaching” and “Language”.

### Planning and the subject specialist

#### What are the planning expectations for subject specialists?

##### **Specification**

PYP 1: Teachers use the PYP planner template(s) or otherwise document the way that they use the PYP planning process to collaboratively design, plan and deliver the programme. (0401-02-0111)

##### **Annotation**

Subject specialists are required to collaborate to plan and design a coherent experience for learners (0401). This collaboration is ongoing. When planning *within* a programme of inquiry, subject specialists and classroom teachers collaborate in the documentation of learning using one of the planners provided by the PYP or they develop their own planner based on the PYP planning process. When learning falls *outside* the programme of inquiry, subject specialists are guided by the PYP planning process and document planning in a way that is best suited to the expectations of their learning community.

For further information, refer to *PYP: From principles into practice* sections titled “The learning community” and the “The collaborative planning process” in “Collaboration”. The teacher support material, *PYP planner templates* may also be helpful.

## Coherent curriculum and the early years

### How might a programme of inquiry look in a mixed age group of early years and primary years?

#### Specification

PYP 1: The school designs a programme of inquiry that consists of six units of inquiry—one for each transdisciplinary theme—at each year or grade level, with the exception of students who are 3–6 years when the requirement is at least four units at each year or grade level, two of which must be under “Who we are” and “How we express ourselves”. (0401-01-0511)

#### Annotation

In classes where the majority of students reach the age of seven during the school year, six units of inquiry will normally be undertaken. If there are one or two students out of the normal age group then they would follow the number of units along with the group.

In classes of mixed age groups (for example, combined five to seven years), schools will need to ensure their students aged over seven years engage with six units of inquiry. Flexibility in how the units of inquiry are organized over the course of the year can support schools to achieve this.

Figure 1

An example of a staggered approach to units for mixed age groups



The teacher support materials, “*Flexible time frames for units of inquiry (Early Years)*” and “*Flexibility in the programme of inquiry*”, may also be helpful.

## Cross-programme

### IB stance on environments in IB schools

*Environments* in IB schools are combinations of people, spaces, infrastructure and processes that are treated systemically rather than developed as separate elements. *Programme standards and practices* refers to two types of environments: *school environments* and *learning environments*.

School environments indirectly support learning. School environments include physical and virtual facilities; human and fiscal resources, and the organizational structure and operations of the school.

*Learning environments* directly support learning. Learning environments should include safe spaces that foster well-being and intellectual development, thoughtful learning support, and a school environment that supports the learning that takes place.

School and learning environments can look very different depending on a school’s context, but should always be designed and managed thoughtfully with the goal of maximizing learning as their primary aim.

School and learning environments are the result of careful policy development, resource and space management, and a strong school philosophy that evolves from collaboration between leaders, teachers and learners.

## **How schools might approach designing environments in practice**

**Conditions:** 0101-02

The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners.

**Who:** 0202-01, 0203-03

The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s).

**How:** 0202-02, 0202-03, 0301-06

The school identifies and provides appropriate learning support. The school fosters the social, emotional and physical well-being of its students and teachers.

The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy.

**Why:** 0402-01, 0402-06

Students actively develop thinking, research, communication, social and self-management skills. Students take ownership of their learning by setting challenging goals and pursuing personal inquiries.

## Glossary of terms

Please note that these definitions are only intended as clarifications for terms used specifically within the *Programme standards and practices*. Many terms are also used in programme documentation, and are applied across these contexts as appropriate. The IB recognizes that schools must to some degree identify and interpret how the practices are evidenced in their context. Some terms have very general definitions, which must then be refined and further articulated by the school.

<b>Administration</b>	The individuals or groups responsible for the operations of the school. Administrators may also have governance privileges, as well as pedagogical leadership or teaching responsibilities.
<b>Administrate</b>	To distribute and supervise based on specific rules and/or regulations. Tends to refer to assessment. Also see “administration”.
<b>Appoint</b>	To give a formal title, responsibilities, and sometimes remuneration for a specific purpose.
<b>Articulate</b>	To define or outline in a shareable format (usually written).
<b>Communicate</b>	To actively disseminate to the school and/or wider community.
<b>Community</b>	<p><b>Learning community:</b> everyone who is involved with learning and teaching at the school, including students, their families, school staff members, and other important sources of learning for students and teachers.</p> <p><b>School community:</b> the students, guardians, teaching and non-teaching staff, pedagogical leadership, governing body and external bodies who influence the school’s operation and governance.</p> <p><b>Wider community:</b> People and entities who affect the school community, or who are affected by it, even if they are not directly involved. Local businesses, councils, governments and community organizations are examples. The wider community could also involve virtual or extra-local entities.</p>
<b>Comply</b>	To follow explicitly written rules, guidelines or other compliance-based documentation provided by another entity, usually the IB.
<b>Content</b>	Any products that could be used to support programme or curriculum implementation that is not documentation. This can include video, applications, or other media.
<b>Consider</b>	To think carefully about and be able to indicate in relevant evidence.
<b>Context</b>	The conditions, demographics, and dynamics of a school community. A school’s context affects how the IB philosophy is manifested in the school’s educational approaches and operation.
<b>Culture</b>	The collection of values, mindsets and attitudes that are nurtured in a school community. A school community may identify multiple subcultures. For example, IB World Schools will have a “culture of learning,” which must exemplify the IB learner profile. The school culture should be reinforced through its policies, environment, and operational procedures.
<b>Demonstrate</b>	To evidence through some combination of submitted evidence and a visit or face-to-face interaction.

<b>Designate</b>	To assign responsibilities for an activity or project, but not necessarily a title or remuneration.
<b>Develop</b>	To form and improve over time. Tends to denote an ongoing process.
<b>Effective</b>	Having a clear and positive impact on evidencing and sustaining a practice, principle or policy.
<b>Embody</b>	To regularly evidence in thought, expression, action and practice.
<b>Embrace</b>	To widely accept, support and evidence in policy, practice, and school culture.
<b>Empower</b>	To provide the resources, systems and processes, and authority required to enable members of the school community to do their work.
<b>Encourage</b>	To support and appeal to change or implement.
<b>Ensure</b>	To guarantee as having in place or in operation at described intervals.
<b>Environment</b>	<p>A combination of people, spaces, infrastructure and processes within a school.</p> <p>The <b>school environment</b> refers to human, natural, built and virtual resources that support and inform the school's purpose and culture.</p> <p>The <b>learning environment</b> is the context in which learning happens, and the conditions the school designs and develops to enhance student learning experiences. The learning environment includes evidence of the school's culture and purpose.</p>
<b>Evidence</b>	To provide artifacts or narratives that articulate or demonstrate a standard, practice, requirement or specification, or the artifacts and narratives themselves.
<b>Framework</b>	A description of the processes and elements that influence implementation, as well as the connections between those processes and elements. The standards and practices framework helps schools describe and design their developmental journeys, and provides guidance on presenting evidence for authorization and evaluation.
<b>Governance</b>	The act of making decisions on behalf of the school and carrying out the duties of the governing body. "Governance" includes the duly constituted individuals that have the ultimate legal authority to make decisions on behalf of the school.
<b>Guidelines</b>	Content that directs schools in a process, action or development, but are not necessarily rules, regulations or programme documentation.
<b>IB-mandated</b>	Prescribed by the IB.
<b>IB mission and philosophy</b>	Official IB mission statement and philosophy as outlined in <i>What is an IB Education</i> .
<b>IB philosophy</b>	The set of beliefs and values that guides the development and delivery of IB educational programmes. It is reflected in the mission statement, the IB learner profile, <i>What is an IB education?</i> , and within documents that describe and outline each programme's principles and practices.
<b>IB-validated assessments</b>	External assessments distributed by the IB and administered by the school.
<b>Identity</b>	<p>The combination of background, dispositions and experiences of people.</p> <p><b>Personal identity:</b> the combination of background, dispositions and experiences that an individual states as being unique to them.</p> <p><b>Cultural identity:</b> the combination of background, dispositions and experiences that an individual attributes to an ethnicity, place of origin, nationality or social group.</p>
<b>Implement and review</b>	To put into action a policy or process, then return to evaluate its impact and value at intervals described by the IB or by the school.

<b>Implement, communicate and regularly review</b>	To put into action a policy, widely disseminate information on it to the school community, then return to evaluate it regularly according to relevant documentation.
<b>Innovative</b>	An approach or design that is acknowledged as new or unique, with reference to the school's context as well as the wider community. The IB recognizes that innovation is often associated with new technologies and systems, but schools are encouraged to innovate in all categories of the framework.
<b>Leadership</b>	<p>The establishment and development of school philosophy, purpose, culture, environment, resources, systems and structures to ensure that effective learning takes place across the school community. <b>Leadership teams</b> are responsible for any or all aspects of this establishment and development. There are three types of leadership.</p> <p><b>Pedagogical leadership</b> is responsible for the development of the curriculum, policies, purpose, culture and learning of the school.</p> <p><b>School leadership</b> is responsible for the environment, policies, resources, communications, and administration of the school.</p> <p><b>Community leadership</b> is responsible for managing the influence a school has on the wider community.</p> <p>Leadership roles usually overlap, and individuals or teams may share pedagogical and school leadership duties.</p>
<b>Learning</b>	The outcome of evidencing a school community's context, purpose, environment and culture. The foremost objective of any IB World School is to facilitate and improve students' learning experiences. Learning happens throughout the entire school community, so schools must also demonstrate that student learning is enhanced by the school community's learning and development.
<b>Learning support</b>	Pedagogical approaches, processes and tools that support learners in reaching their full potential.
<b>Legal guardian</b>	Parents and individuals with legal guardianship of any student enrolled in an IB programme. In some cases, when a student is of legal age, the school's obligations towards legal guardians also apply towards the student.
<b>Meaningful</b>	Clearly evidenced as important to the school community's purpose, and impacting the school's environment and/or culture. Ideally, this implies that it directly and positively affects student learning.
<b>Meaningful access</b>	The result of creating conditions that positively influence and impact the school's programme(s) and students. "Access" is considered meaningful when it is equal and fair for all relevant members of the school community.
<b>Monitor and evaluate</b>	To collect and use data regularly to determine the quality of, or inform the development of, an intervention or process.
<b>Pastoral care</b>	The development and implementation of compassionate systems and processes within the school, including the fostering of relationships and curriculum elements that explicitly teach social and emotional learning. Pastoral care can take many forms, depending on the school's context as well as local and national requirements.
<b>Programme</b>	<p>The term "programme" can be used in two ways.</p> <p>The programme framework, created by the IB, that is implemented by schools.</p> <p>The articulated entity within a school that implements the programme framework and teaches, and learns the IB curriculum. This includes the leadership, staff, students, and wider community members who support the programme, as well as all resources designated for learning and teaching the curriculum.</p>

<b>Programme documentation</b>	Content produced or sponsored by Learning and Teaching Division teams regarding school-wide, programme, curriculum, or course implementation.
<b>Programme specifications</b>	Programme-specific descriptions or additions to requirements that explain in part how requirements are fulfilled.
<b>Promote</b>	To actively encourage and disseminate to the school community.
<b>Provide</b>	To create opportunities, resources or support in the school to perform or complete an action, process or product. Tends to be a responsibility on the part of the school.
<b>Purpose</b>	A school's efforts to enact an educational philosophy that accounts for the school community's context and aligns with IB philosophy. A school's purpose should influence its environment and culture.
<b>Pursue</b>	To actively seek out engagement and action and create opportunities for oneself within the school. Usually refers to students.
<b>Reasonable</b>	Adequate to ensure quality, choice, and/or sustainability in the programme(s). Schools may have to define when they have "reasonably" fulfilled a standard, practice, or requirement as it relates to their context, or show that they have created the conditions necessary to meet a standard, practice or requirement in a "reasonable" way.
<b>Regularly</b>	With a frequency that satisfies the rules and regulations, as well as school-based needs and policies or local and national requirements. Schools should determine and evidence the regularity of a practice.
<b>Requirements</b>	Required actions, submissions or processes within the <i>Programme standards and practices</i> that a school must fulfil to become and remain an IB World School.
<b>Resources</b>	The elements necessary to establish and sustain an IB programme. Resources may include the following: <b>Funding:</b> the monies allocated to programme implementation. <b>Human resources:</b> the people employed or introduced by the school to support the development of the school community. <b>Natural resources:</b> materials or substances occurring in nature that are used in learning and teaching. <b>Built resources:</b> the facilities or structures that are utilized across the school community. Examples include learning spaces, gym facilities, vehicles, furniture, computers and mobile devices, and so on. <b>Virtual resources:</b> applications, software or online spaces, used to contribute to learning and teaching, school operations, or interactions with the wider community.
<b>Rules and/or regulations</b>	Obligations for the school as prescribed by the IB, usually produced by Schools Division or Assessment Division.
<b>School</b>	The entity that implements the programme(s), including both IB World Schools and candidate schools. This term covers all decision-makers and staff who ensure the operation and development of the programme(s), as well as resources and systems.
<b>Student success</b>	The combination of outcomes based on a student's personal goals and expectations that are reasonably defined and communicated by the school community. Student success is not determined solely by external assessments or evaluations that do not include the student's voice. Any definition of student success should also align with IB philosophy—it is therefore holistic, including referring to and acknowledging the embodiment of the IB learner profile attributes and international-mindedness.
<b>Supervision</b>	Acting as an appointed or designated supervisor for a specific purpose within the school.

<b>Systems and processes</b>	<p><b>Systems</b> are deliberate and consistent approaches, physical, virtual and social, applied to a school to resolve issues, implement, refine or execute policy, or provide structure to school community interactions.</p> <p><b>Processes</b> are recognized sequences of events that affect how a school community functions.</p> <p>Systems and processes tend to work together, so they are treated in most instances as one entity.</p>
<b>Takes opportunities</b>	<p>Accepts chances in the school to perform or complete an action, process or product. Tends to refer to students.</p>
<b>Teacher</b>	<p>Anyone directly responsible for learning and teaching in the school community. For some practices, schools will need to define who they consider teachers, including those outside of the classroom. Examples might include librarians, technology integration specialists, and learning support specialists.</p>
<b>Understand</b>	<p>To show awareness and knowledge in response to a visit, question, or other prompt.</p>
<b>Use</b>	<p>To employ or utilize for a specific purpose or process.</p>
<b>Wisdom</b>	<p>The combination of experience, expertise, and emotional investment in the school community that provides insight to help it grow.</p>

## Additional resources

*Programme standards and practices*. January 2014.

Primary Years Programme. *PYP Principles into practice*. October 2018.

Middle Years Programme. *MYP: From principles into practice*. May 2014.

Diploma Programme. *Diploma Programme: From principles into practice*. April 2015.

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