

Programme standards and practices



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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

Table of contents

Copyright	4
IB mission statement	6
Programme standards and practices	7
What are the programme standards and practices?	7
The standards and practices framework	8
Purpose (01)	10
Sharing an important mission	10
Purpose (0101)	10
Environment (02)	12
Providing essential structures, systems and resources	12
Leadership and governance (0201)	12
Student support (0202)	14
Teacher support (0203)	16
Culture (03)	17
Creating positive school cultures	17
Culture through policy implementation (0301)	17
Learning (04)	21
Ensuring effective education	21
Coherent curriculum (0401)	21
Students as lifelong learners (0402)	23
Approaches to teaching (0403)	25
Approaches to assessment (0404)	27
Appendices	30
Glossary of terms	30
Additional resources	38

Copyright

Programme standards and practices

Published October 2018

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

International Baccalaureate Organization (UK) Ltd
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales CF23 8GL United Kingdom

Website: ibo.org

© International Baccalaureate Organization 2018

The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

The IB may use a variety of sources in its work and checks information to verify accuracy and authenticity, particularly when using community-based knowledge sources such as Wikipedia. The IB respects the principles of intellectual property and makes strenuous efforts to identify and obtain permission before publication from rights holders of all copyright material used. The IB is grateful for permissions received for material used in this publication and will be pleased to correct any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the IB's prior written permission, or as expressly permitted by the [Rules for use of IB Intellectual Property](#).

IB merchandise and publications can be purchased through the [IB Store](#) (email: sales@ibo.org). Any commercial use of IB publications (whether fee-covered or commercial) by third parties acting in the IB's ecosystem without a formal relationship with the IB (including but not limited to tutoring organizations, professional development providers, educational publishers and operators of curriculum mapping or teacher resource digital

Copyright

platforms etc) is prohibited and requires a subsequent written license from the IB. License requests should be sent to copyright@ibo.org. More information can be obtained on the [IB public website](#).

International Baccalaureate, Baccalauréat International, Bachillerato Internacional and IB logos are registered trademarks of the International Baccalaureate Organization.

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.

Programme standards and practices

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.

Programme standards and practices

The standards and practices framework

About the framework

The programme standards and practices are organized into four overarching categories: learning, purpose, environment, and culture. 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.

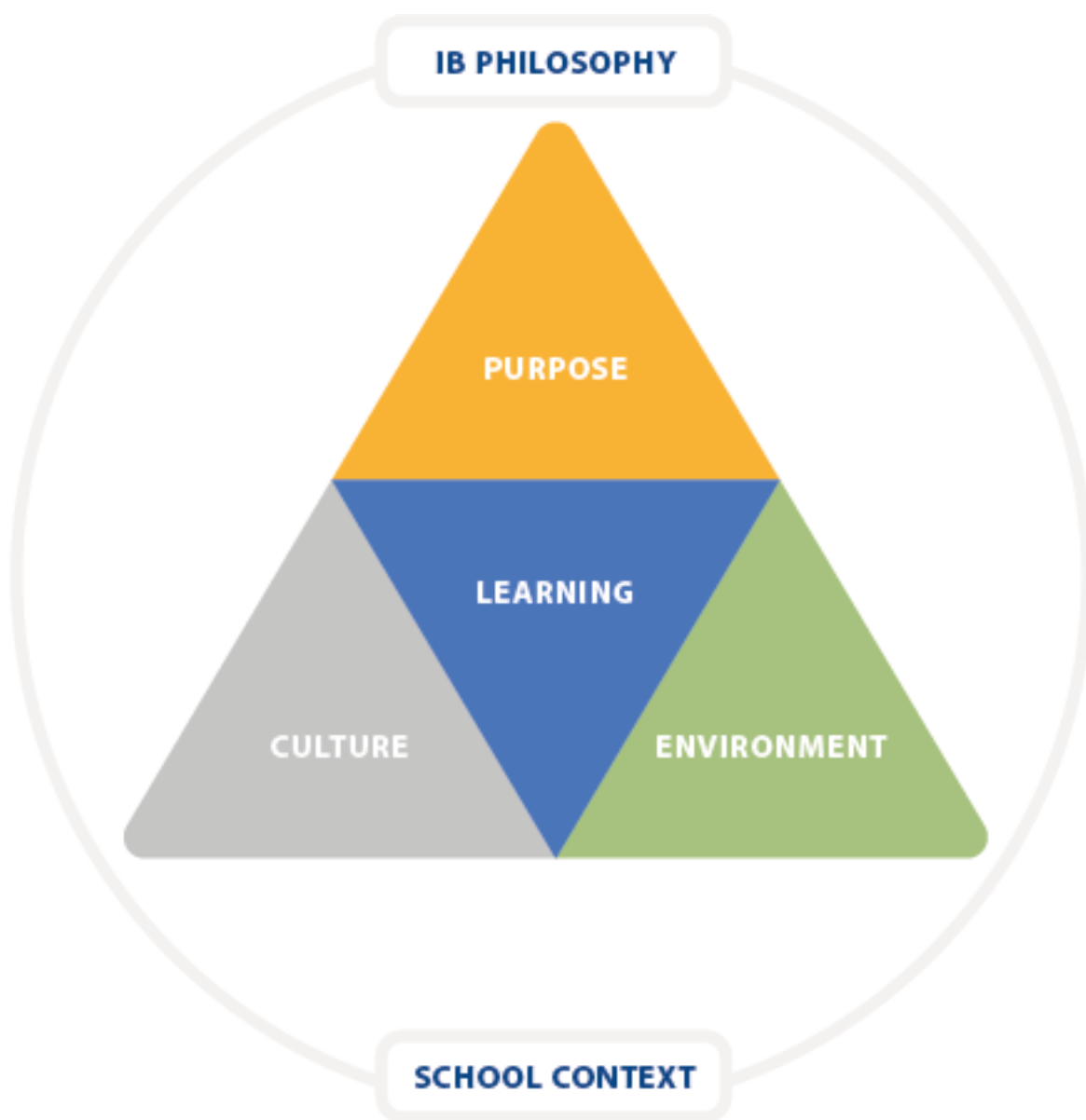
The framework is comprehensive and places **learning** at the heart of an IB World School community that:

- 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, international **contexts** and
- 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.

Programme standards and practices



Purpose (01)

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.

Purpose (0101)

Standard

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

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

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

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)

The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)

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

Purpose (01)

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

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 (02)

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.

Leadership and governance (0201)

Standard

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

Practices

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

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)

PYP: The school demonstrates that PYP classroom teachers' primary responsibility is to implement the programme in accordance with programme documentation. (0201-01-0111)

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

Environment (02)

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

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)

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)

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)

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

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

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

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

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

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

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)

Environment (02)

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

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

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

Student support (0202)

Standard

Learning environments in IB World Schools support student success.

Practices

The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

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

The school verifies that teachers meet the local and legal requirements for the roles to which they are appointed. (0202-01-0200)

The school provides safe and effective learning spaces and learning environments. (0202-01-0300)

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)

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

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)

Environment (02)

The school identifies and provides appropriate learning support. (0202-02)

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

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

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

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)

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

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)

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)

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

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

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)

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)

Environment (02)

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)

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)

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

Teacher support (0203)

Standard

Learning environments in IB World Schools support and empower teachers.

Practices

The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)

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

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

The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)

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

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

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

Culture (03)

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.

Culture through policy implementation (0301)

Standard

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

Practices

The school secures access to an IB education to the broadest possible range of students. (0301-01)

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)

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)

The school provides opportunities for all students to access the programme(s). (0301-01-0300)

PYP: The school articulates and demonstrates that the PYP is accessible to interested students, regardless of learner variability. (0301-01-0311)

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

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

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

Culture (03)

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

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)

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

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)

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)

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)

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

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)

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)

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

Culture (03)

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)

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

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: 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 at least two languages can but are not required to offer additional languages. (0301-04-0411)

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

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)

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)

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)

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

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

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

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

Culture (03)

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

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

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

The school considers the Learner Profile in all its IB-mandated policies. (0301-06-0500)

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

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

Learning (04)

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.

Coherent curriculum (0401)

Standard

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

Practices

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)

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

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

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)

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

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

PYP: 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

Learning (04)

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

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

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

Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

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

PYP: 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: 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)

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

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

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

Learning (04)

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

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

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)

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

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

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

Students as lifelong learners (0402)

Standard

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

Practices

Students actively develop thinking, research, communication, social and self-management skills. (0402-01)

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

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

Learning (04)

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

Students understand the Learner Profile, and can reflect on it effectively. (0402-02-0100)

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

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

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

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

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

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

Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

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

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

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

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

Learning (04)

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

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

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

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

Students take opportunities to develop personal learning goals. (0402-06-0100)

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

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

Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

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

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

Students take opportunities to develop their language profiles. (0402-07-0300)

Approaches to teaching (0403)

Standard

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

Learning (04)

Practices

Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)

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

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

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)

Teachers encourage student choice in appropriate places in the curriculum. (0403-01-0400)

Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500)

Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)

Teachers demonstrate strategies focused on conceptual understanding. (0403-02-0100)

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

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

Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)

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

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

Learning (04)

Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)

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

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

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

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

Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

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

Teachers use IB-mandated policies to support students. (0403-05-0300)

Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

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

Approaches to assessment (0404)

Standard

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

Learning (04)

Practices

Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

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

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)

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

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

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

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

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

The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

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

The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Learning (04)

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)

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)

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

Students take opportunities to consolidate their learning through assessment.
(0404-04)

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

Appendices

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.

Administration	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.
Administrate	To distribute and supervise based on specific rules and/or regulations. Tends to refer to assessment. Also see “administration”.
Appoint	To give a formal title, responsibilities, and sometimes remuneration for a specific purpose.
Articulate	To define or outline in a shareable format (usually written).
Communicate	To actively disseminate to the school and/or wider community.
Community	<p>Learning community: 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>School community: 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>Wider community: 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>

Appendices

Comply	To follow explicitly written rules, guidelines or other compliance-based documentation provided by another entity, usually the IB.
Content	Any products that could be used to support programme or curriculum implementation that is not documentation. This can include video, applications, or other media.
Consider	To think carefully about and be able to indicate in relevant evidence.
Context	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.
Culture	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 learner profile. The school culture should be reinforced through its policies, environment, and operational procedures.
Demonstrate	To evidence through some combination of submitted evidence and a visit or face-to-face interaction.
Designate	To assign responsibilities for an activity or project, but not necessarily a title or remuneration.
Develop	To form and improve over time. Tends to denote an ongoing process.
Effective	Having a clear and positive impact on evidencing and sustaining a practice, principle or policy.
Embody	To regularly evidence in thought, expression, action and practice.
Embrace	To widely accept, support and evidence in policy, practice, and school culture.
Empower	To provide the resources, systems and processes, and authority required to enable members of the school community to do their work.

Appendices

Encourage	To support and appeal to change or implement.
Ensure	To guarantee as having in place or in operation at described intervals.
Environment	<p>A combination of people, spaces, infrastructure and processes within a school.</p> <p>The school environment refers to human, natural, built and virtual resources that support and inform the school’s purpose and culture.</p> <p>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.</p>
Evidence	To provide artifacts or narratives that articulate or demonstrate a standard, practice, requirement or specification, or the artifacts and narratives themselves.
Framework	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.
Governance	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.
Guidelines	Content that directs schools in a process, action or development, but are not necessarily rules, regulations or programme documentation.
IB-mandated	Prescribed by the IB.
IB mission and philosophy	Official IB mission statement and philosophy as outlined in <i>What is an IB Education</i> .

Appendices

IB philosophy	The set of beliefs and values that guides the development and delivery of IB educational programmes. It is reflected in the mission statement, the learner profile, <i>What is an IB education?</i> , and within documents that describe and outline each programme's principles and practices.
IB-validated assessments	External assessments distributed by the IB and administered by the school.
Identity	<p>The combination of background, dispositions and experiences of people.</p> <p>Personal identity: the combination of background, dispositions and experiences that an individual states as being unique to them.</p> <p>Cultural identity: the combination of background, dispositions and experiences that an individual attributes to an ethnicity, place of origin, nationality or social group.</p>
Implement and review	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.
Implement, communicate and regularly review	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.
Innovative	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.
Leadership	<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.</p> <p>Leadership teams are responsible for any or all aspects of this establishment and development. There are three types of leadership.</p>

Appendices

Pedagogical leadership is responsible for the development of the curriculum, policies, purpose, culture and learning of the school.

School leadership is responsible for the environment, policies, resources, communications, and administration of the school.

Community leadership is responsible for managing the influence a school has on the wider community.

Leadership roles usually overlap, and individuals or teams may share pedagogical and school leadership duties.

Learning

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.

Learning support

Pedagogical approaches, processes and tools that support learners in reaching their full potential.

Legal guardian

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.

Meaningful

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.

Meaningful access

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.

Appendices

Monitor and evaluate	To collect and use data regularly to determine the quality of, or inform the development of, an intervention or process.
Pastoral care	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.
Principled action	Making responsible choices, which sometimes includes decisions not to act. Principled action is taken after exploring the ethical dimensions of personal, local and global challenges.
Programme	<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>
Programme documentation	Content produced or sponsored by Learning and Teaching Division teams regarding school-wide, programme, curriculum, or course implementation.
Programme specifications	Programme-specific descriptions or additions to requirements that explain in part how requirements are fulfilled.
Promote	To actively encourage and disseminate to the school community.
Provide	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.

Appendices

Purpose	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.
Pursue	To actively seek out engagement and action and create opportunities for oneself within the school. Usually refers to students.
Reasonable	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.
Regularly	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.
Requirements	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.
Resources	<p>The elements necessary to establish and sustain an IB programme. Resources may include the following:</p> <p>Funding: the monies allocated to programme implementation.</p> <p>Human resources: the people employed or introduced by the school to support the development of the school community.</p> <p>Natural resources: materials or substances occurring in nature that are used in learning and teaching.</p> <p>Built resources: 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.</p>

Appendices

Virtual resources: applications, software or online spaces, used to contribute to learning and teaching, school operations, or interactions with the wider community.

Rules and/or regulations

Obligations for the school as prescribed by the IB, usually produced by Schools Division or Assessment Division.

School

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.

Student success

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 learner profile attributes and international-mindedness.

Supervision

Acting as an appointed or designated supervisor for a specific purpose within the school.

Systems and processes

Systems 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.

Processes are recognized sequences of events that affect how a school community functions.

Systems and processes tend to work together, so they are treated in most instances as one entity.

Takes opportunities

Accepts chances in the school to perform or complete an action, process or product. Tends to refer to students.

Appendices

Teacher	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.
Understand	To show awareness and knowledge in response to a visit, question, or other prompt.
Use	To employ or utilize for a specific purpose or process.
Wisdom	The combination of experience, expertise, and emotional investment in the school community that provides insight to help it grow.

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.

Career-related Programme. *Career-related Programme: From principles into practice*. December 2015.

Barth, RS. 2006. "Improving Relationships Within the Schoolhouse." *Educational Leadership*. 63(6), 8-13.

Calvert, M. 2009. "From 'pastoral care' to 'care': meanings and practices". *Pastoral Care in Education*. 27:4, Pp 267-277, DOI: 10.1080/02643940903349302

Gedera, D and Williams, P. 2016. "Activity Theory in Education: Research and Practice". Rotterdam, Netherlands. Sense Publishers.

Grove, M. 2004. "The Three R's of Pastoral Care: Relationships, Respect and Responsibility." *Pastoral Care in Education*, 22:2, Pp34-38.

Appendices

Nilsen, P. 2015. "Making sense of implementation theories, models and frameworks." *Implementation Science*. Vol 10.

School Councils UK. 2015. "Getting Involved in The Wider Community." *Ipswich: Council Schools*. <http://www.schoolcouncils.org/dl/SchoolCouncilsAndTheCommunity.pdf>

Thomas, D and Seely Brown, J. 2011. *A New Culture of Learning: Cultivating the Imagination for a World of Constant Change*. Lexington, Kentucky, USA. CreateSpace.

Thomson, P and Blackmore J. "Beyond the power of one: redesigning the work of school principals." *Journal Of Educational Change* [serial online]. October 11, 2006;7(3):161-177. Available from: E-Journals, Ipswich, Massachusetts, USA. Accessed December 21, 2016.

