**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 life-long 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)

**Standard: Leadership and governance (0201)**

**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)

**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)

**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)

**Standard: Student support (0202)**

**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)

**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)**

**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)

**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)

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

**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)

**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 then 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 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)

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

**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)

**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)

**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)

**Standard: Students as lifelong learners (0402)**

**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 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 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)

**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)

**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)**

**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)**

**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 analyze student learning over time to design learning experiences based on data. (0404-02-0111)

**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)

**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)

**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)