

Programme evaluation guide and self-study questionnaire: Middle Years Programme

For use from March 2014

Middle Years Programme
Programme evaluation guide and self-study questionnaire: Middle Years Programme
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Aims of the programme evaluation process

Programme evaluation is both a requirement and a service provided by the IB Organization to IB World Schools. The aim is for the IB to ensure on a regular basis that the standards and practices of the programmes are being maintained.

The *Programme standards and practices* is the foundational document used by schools and the IB to ensure quality and fidelity in the implementation of its programmes in IB World Schools and, as such, serves as the basis for the programme evaluation process. The IB is aware that for each school the implementation of an IB programme is a journey and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements and strives to continually improve the quality of their programme implementation.

Programme evaluation engages all stakeholders within the school community in a process of formal reflection and documentation of their development. This allows the IB to provide an detailed assessment of the school's development of the programme and to identify areas where additional attention is required. It provides a broad look at the programme implementation in the school and does not seek to appraise or assess individual teachers or students.

Schools have found this process to be the source of new dynamism and momentum within the school and have incorporated it as a natural dimension of the school life, implemented continuously beyond the IB-specific requirement. It provides an opportunity to pause and reflect honestly on achievements and new initiatives in order to enhance the implementation of the Middle Years programme. It has also proved to be an opportunity for increased communication within the school.

Within this process, there are certain expectations for the school and for the IB, which are described below.

The school is expected:

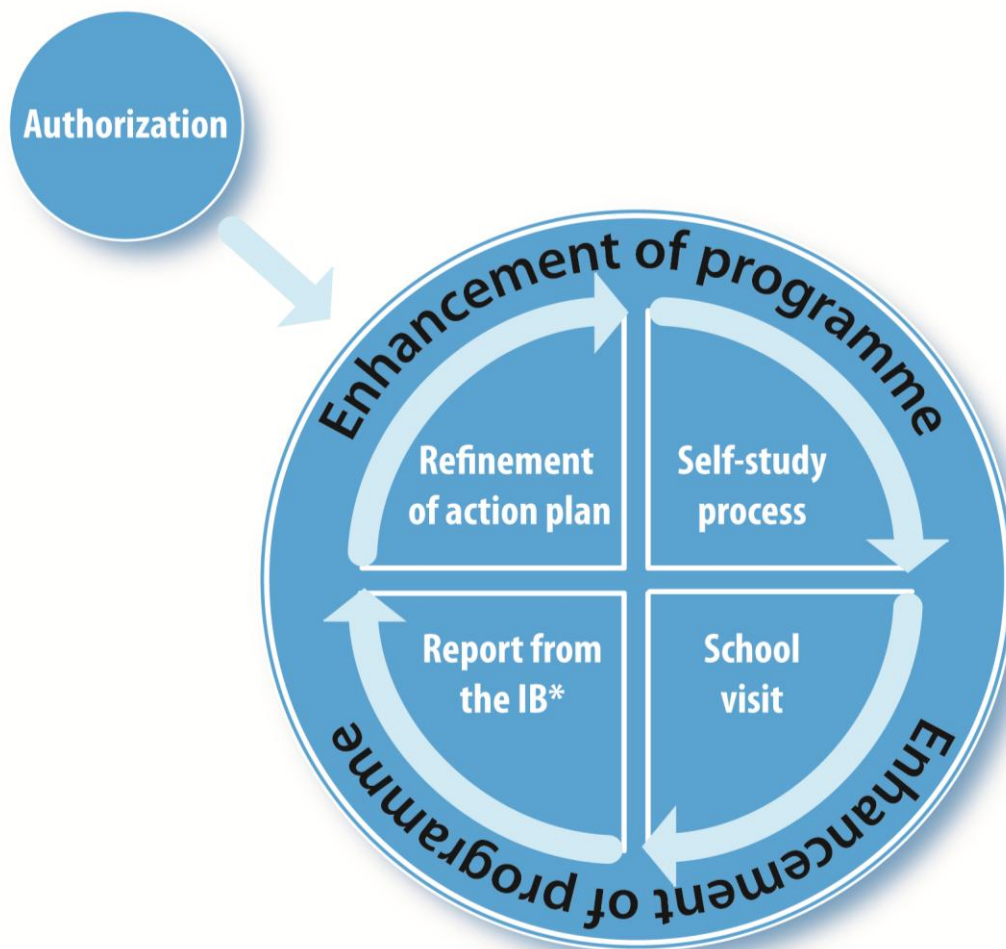
- to undertake its own assessment of the implementation of the programme, according to the *Programme standards and practices* and programme requirements
- to identify major achievements during the period under review and to identify practices that need further development.

The IB is expected:

- to analyse and evaluate the school's implementation of the programme, according to the *Programme standards and practices* and programme requirements
- to commend schools on practices that address the *Programme standards and practices* in ways that solve challenges faced by the school and/or show outstanding implementation
- to provide guidance on enhancing the implementation of the programme in the school
- to point out areas within a school's practice that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.

Overview of the evaluation process

Schools should consider programme evaluation as an ongoing process of action and reflection that aims to enhance the implementation of the programme. This process is supported by the school's ongoing action plan, which is based on the *Programme standards and practices*. The IB evaluation process should be considered as a verification of this ongoing process in the school. This is shown in the diagram below.



* If the report includes matters to be addressed, the school will be asked to respond to these matters as mentioned below.

The role of the school's action plan

While completing the applications for candidacy and authorization, the school was asked to submit an action plan based on objectives drawn from the *Programme standards and practices*. Once the school is authorized, the IB expects the school to continue developing the programme, refining and further developing its practices in order to meet, the *Programme standards and practices*. To this end, the school is expected to continue updating the action plan in line with the priorities set out by the school, which should include the IB recommendations from previous evaluation or authorization processes.

At the time of evaluation, the school is expected to incorporate the results of its self-study into the action plan. This plan is submitted as part of the supporting documentation.

After evaluation, the school is expected to incorporate the IB recommendations from the evaluation report into the action plan for the new five-year cycle. However, responses to matters to be addressed will be required within a time frame set by the relevant IB office. This will be separate from the action plan.

The action plan will help the school to define its objectives and to monitor its progress towards achieving these. It will also help to ensure that a culture of ongoing reflection and improvement permeates the school.

From March 2014 the action plan should show how the school will undertake the transition to MYP Next Chapter so that all new requirements will be in progress by 1 September 2015 and in place by 1 January, 2017. Refer to the Transition document (December 2013) for details.

Frequency

The evaluation process occurs every five years after authorization.

The relevant IB office provides information about timelines and procedures for submission of the self-study questionnaire and supporting documents, as well as date of the evaluation visit.

Professional development requirements

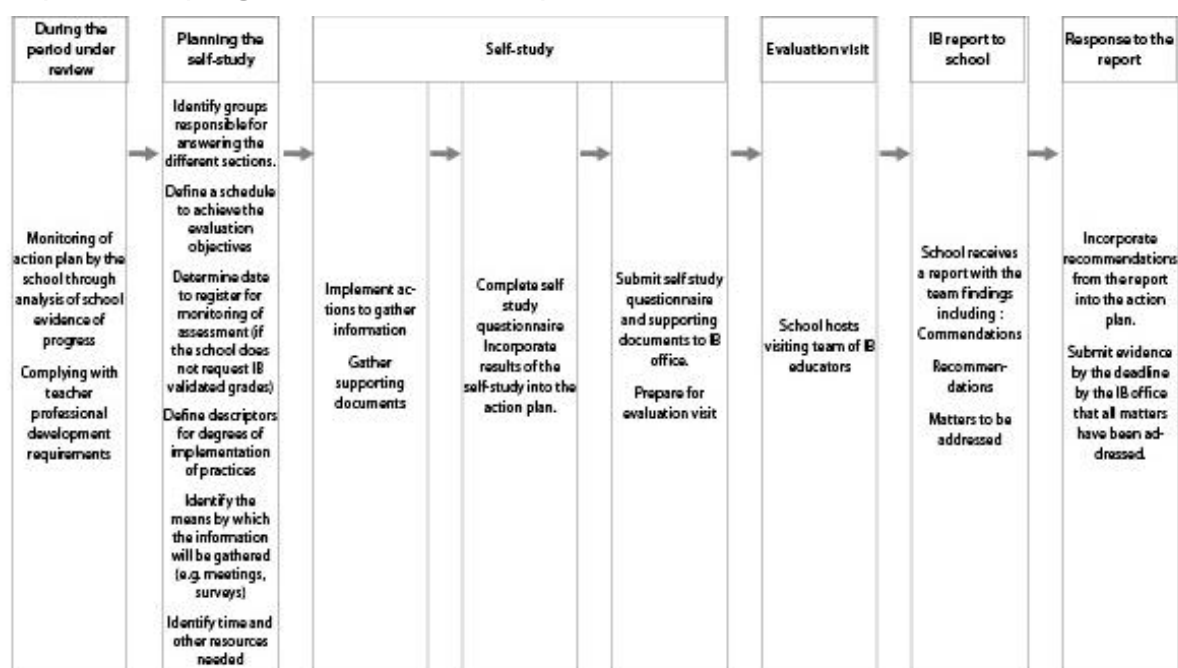
During programme evaluation, schools must provide evidence that they have met the following minimum requirements for participation in IB-recognized professional development.

For partnerships: Every school in a partnership must comply with the IB professional development requirements individually.

- The head of school (or designee) if appointed during the period under review, must participate in an appropriate IB workshop. The head of school may designate someone else to participate in the workshop if this person has decision making authority over the IB programme concerned. A head or designee who has participated in an appropriate IB workshop previously in another school meets this requirement.
- At all times, the MYP coordinator and at least one teacher per subject group must have been trained in an IB category 1 or 2 workshop.
- Following the review of a subject group, when a new guide has been published, one teacher in this subject group must complete the relevant workshop
- Every school that has been authorised as part of an MYP partnership must comply with the IB professional development requirements individually.

The IB expects the school to provide further opportunities for staff to attend IB-recognized professional development activities as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the programme. Specifically, it is recommended that teachers and pedagogical leaders who have been hired during the period under review should participate in appropriate IB-recognized workshops.

Steps of the programme evaluation process



Planning the self-study

For partnerships: The self-study process should be carried out as one school so that one self-study questionnaire is submitted by the contact school for the partnership as a whole. Where questions require separate responses from partner schools, these are indicated in the questionnaire.

The self-study process is the most important aspect of the entire process of programme evaluation.

When planning the self-study, consider what the school should do in order to successfully comply with this requirement. Specifically, the school should take the following steps.

- Consider that the self-study will take place over at least 12 months to allow for all those involved in the organization and implementation of the programme to contribute to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents. It involves looking at all aspects of school life that are affected by the programme.
- Identify who will be responsible for organizing the process. Normally, the IB programme coordinator fulfills this role in close collaboration with the pedagogical leadership team.
- Ensure that the leader in charge of organizing the process has the time and resources necessary to organize and coordinate the activities that the process entails.
- Determine who will be responsible for the completion of each section of the self-study questionnaire and the gathering of required documentation. The school leadership, members from the leadership body of the group of schools, if applicable and the governing body should be included as appropriate in completing Section A and B. Teachers from all subject areas must be included in completing Section C as indicated at the start of the section. See Section C for details regarding the participation of teachers and process for consolidating their input.
- Define the support that the teams will receive in order to carry out the activities (financial resources, clerical/technical support, and so on).
- Determine the date for registering for monitoring of assessment (if the school does not request IB-validated grades) in accordance with the guidelines provided in the current MYP *Handbook of procedures* (published from August 2014). The date of submission needs to be such that it will allow the school to receive the feedback from the IB and to analyse it before submitting the self-study questionnaire.

Note: The last monitoring of assessment will take place in December 2015 and will be replaced by monitoring of unit plans. Monitoring reports from samples of student work submitted before 31 December 2015 may be used for evaluation visits within 2 years of submission. Samples submitted after September 2015 must be based on the new criteria as outlined in the interim version of the Guide to e-Assessments (2014)

- Define descriptors for levels of implementation of practices.
- Determine the means by which stakeholder feedback, including students, will be gathered (for example, surveys, face-to-face meetings). Define objectives and contents.
- Reserve significant formal meeting time to carry out this process. Meetings need to be carefully organized, allowing time for reflection, discussion and collating of evidence, if applicable.
- Further clarify aspects of the process to those who will be contributing to the study, including:
 - overview of the aims of the process
 - importance of understanding the *Programme standards and practices*
 - explanation of the descriptors to be applied when deciding on levels of implementation of practices to ensure consistency

- importance of identifying and analysing school evidence to justify levels of implementation
 - importance of presenting evidence in order to verify conclusions
 - need for reflection on the gathered evidence in order to decide whether a standard shows satisfactory development or needs significant attention
 - guidelines and timelines for the completion of the sections of the questionnaire.
- Inform the wider school community about the process in order to gain their support.
 - Analyse all the findings and discuss outcomes with those involved in the process, as appropriate.
 - Finalize the self-study questionnaire and action plan for submission.
 - Verify the collection of supporting documents.
 - Submit the questionnaire and supporting documents electronically to the IB by the specified date, signed and agreed by the head of school.

Gathering evidence

The self-study should be evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review—normally the five years preceding the review.

All documents related to the self-study questionnaire, even those that are not explicitly required as part of this process by the IB (including surveys and reflections), should be kept at the school in case they are needed by the visiting team.

As part of the self-study, the school is required to include a response to the IB on recommendations from the previous evaluation or authorization report.

Deciding on the levels of implementation of each practice

When completing the self-study questionnaire, the school should indicate the level of implementation of each practice described in the document.

The self-study questionnaire section of this document contains tables that outline the MYP standards and practices. Indicate the level of implementation in the four columns to the right of each practice. The school must develop descriptors showing gradation from low level of implementation to high level of implementation. In order to ensure consistency it is essential that all participants in this process have a common understanding of these descriptors.

Meeting the standards

After carefully analysing the practices currently in place at the school and the evidence that was gathered to show their implementation, the school must carry out a reflective process to decide whether it is meeting the standards and how it will plan the next five-year period based on the outcomes of the evaluation process that has taken place.

Submission of the self-study questionnaire and supporting documents

The relevant IB office will provide schools with details on how to submit the self-study questionnaire and supporting documents electronically.

The evaluation visit

Upon submission of the self-study questionnaire, a visit to the school will be arranged by the regional office to verify the school's assessment of its implementation of the programme.

The purpose of the visit is to verify this assessment in order to ensure that the standards and practices on which the IB programme is founded are maintained and furthered. A description of the visit can be found in this document. The findings of the visit will inform the final evaluation report sent to the school.

First teaching using from MYP: From Principles into practice (2014) and all 2014 subject guides begins September 2014. Evaluation reports from visits after that date will reflect schools' progress toward implementation of new curriculum frameworks and programme requirements.

The evaluation report

After analysis of the self-study questionnaire, the supporting documents and the findings of the school visit, the IB will send a final report to the head of school. It is the head's responsibility to share the findings of this report with the school community.

The report may include:

- commendations: these relate to school practices that address the *Programme standards and practices* in ways that solve challenges faced by the school and/or outstanding implementation
- recommendations: these provide guidance for the school on further developing the programme
- matters to be addressed: these are areas within a school's practice that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.

Response to recommendations

If the report includes recommendations, these must be incorporated in the school's action plan. During the school's next evaluation it will be asked to submit evidence that the recommendations have been addressed.

Response to matters to be addressed

If the report includes matters to be addressed, the relevant IB office will prescribe a deadline by which the school is required to submit a response to these. The response will include evidence that the matters have been addressed or that an acceptable plan has been made for their accomplishment, as applicable. The pertinent articles from the *Rules for IB World Schools: Middle Years Programme* will apply when schools do not fulfill these requirements.

The evaluation visit

Once the school has submitted the self-study questionnaire and its supporting documents, an IB visiting team will conduct a visit to the school.

Aims of the visit

The visit will verify the school's self-assessment as reflected in the self-study questionnaire.

For this purpose, the visiting team will:

- gather evidence and describe findings with regard to the progress of the implementation of the programme in relation to the *Programme standards and practices* since the last evaluation process or since authorization
- identify practices that are beyond the requirements and those whose further development will contribute to the effective implementation of the programme.

The aim of the visit is to ascertain the effectiveness of the programme implemented in the school as described in the school's self-study. The process does not appraise or assess individual teachers or school administrators.

Description of the visit

When and how long?

The IB will arrange the visit with the school at an appropriate time. Each visit normally lasts two to three days, but the IB may decide on a longer time frame depending on the size of the school, or the programme structure.

Who is involved?

The IB visiting team

The IB visiting team normally comprises two to three experienced IB educators who have been duly trained according to global IB policies to become site visitors. The IB may decide on a greater number according to the size of the school. The team is selected by the appropriate IB office.

Staff from the school being visited cannot be members of the visiting team. Normally, members of the team may not visit schools where they have recently taught or with which they otherwise have, or have had, a close relationship. If it presents a potential conflict of interest, team members should not visit a school in close proximity to their own.

The school community

The visiting team will have meetings with different members of the school community (members of the governing body, pedagogical leadership team, IB coordinator, IB teachers, students and parents), will visit the school facilities and will observe classes.

How is it organized?

School's responsibilities

- Defining an agenda with the IB
- Funding the visit, according to IB procedures established for this purpose which will be provided by the regional office.

- Providing the IB with information about nearby hotels to book for site visitors or making hotel reservations, if applicable
- Providing transportation for site visitors from and to the airport and from and to the school, if applicable
- Making available, in the school, a secure room for the use of the team throughout the visit where all necessary documentation required by the team will be available

As meetings will normally take place in the allocated room, it is the school's responsibility to see that it is quiet and conducive to private conversations.

- Providing meals during the school day
- Providing the assistance of an external translator if meetings need to be conducted in a language other than the IB working language identified by the school as its language of communication with the IB (English, French or Spanish)

IB's responsibilities

- Providing the school with dates for the visit, with enough time for the school to organize it
- Appointing the members of the visiting team and informing the school of their names in a timely manner
- Approving the final agenda, after consultation with the school (This will normally be carried out by the leader of the visiting team).

Visiting team's responsibilities

- Read all documents related to the school they visit.
- Carry out the visit following established IB procedures

The agenda for the visit

The visiting team leader decides which visiting team members and representatives of the school should attend which meetings.

The agenda will be drafted to ensure that the different stakeholders will be able to attend at specific times. Decisions about school staff attending meetings outside normal school hours are left to the school: the IB cannot insist that the staff attend.

Any visits to classes will be carried out with the consent of the teacher(s) concerned.

Agenda items

The agenda for the visit will normally include the following items.

- Formal interviews with the school administration, governors/board members (if applicable), the MYP programme coordinator, the school pedagogical leadership team, teachers, librarians, groups of students, parents and others who are involved in the programme

These interviews will be individual and in groups, as decided by the visiting team leader, and will adhere to the local legal framework.

- Informal dialogues with teachers, students, administrators and other staff members who are involved in the programme
- Observation of classes
- Tour of school facilities emphasizing the areas that support the implementation of the programme (library, laboratories, and so on)

Details of the agenda are determined and confirmed before the visit. The precise agenda will depend on factors such as the size of the school and the information provided by the school prior to the visit. Sample agendas are available electronically.

The visiting team leader may revise the agenda on-site if the need arises and if the school is able to accommodate the request.

Exit interview

At the end of the visit, the visiting team will conduct an exit interview with members of the school administration. Based on the visit and school documentation submitted for the evaluation process, the team will orally communicate the findings made during the visit. The team will take this opportunity to check their facts and to ensure that the subsequent report that they have to write and submit to the IB relevant office accurately depicts the findings.

At this time the visiting team will not provide the school with the outcome of the evaluation, as the visit is but one part of a larger process. The visiting team will continue discussions among themselves after the visit, and adjustments to their report may be made. The visiting team will then submit their report to the relevant IB office for review. The school will be notified of the final decision of the IB in a written report following this review.

Requirements related to the implementation of the programme

Requirements related to the implementation of the programme are laid down in the *Programme standards and practices document*. Although the standards and practices are common to all IB programmes, some practices have been described in more detail in relation to the MYP. At the time of authorization not all requirements must be fully in place. Some may be “in progress.” However, at programme evaluation, the school must meet all requirements

Not all practices and programme requirements have an associated matter to be addressed at the time of programme evaluation. In cases where no direct matter is indicated, the practice or requirement is greyed out in the table and a reference to a related practice with a matter to be addressed is included.

Section A: Philosophy

Standard A The school's educational beliefs and values reflect IB philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
1	The school's published statements of mission and philosophy align with those of the IB.	<ul style="list-style-type: none"> it has published statements of mission and philosophy. its statements of mission and philosophy are aligned with those of the IB to include references that the school values education that goes beyond academic development. its statements of mission and philosophy are aligned with those of the IB to include references that the school encourages students to develop awareness beyond the individual and his or her immediate community. 	X	X	"Compatibility with other systems"
2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.	<ul style="list-style-type: none"> its action plan is driven by the practices and programme requirements included in the <i>Programme standards and practices</i>. the governing body, administrative and pedagogical leadership and staff have an understanding of the IB philosophy. 	X	X	"Leadership and management for change"
3	The school community demonstrates an understanding of, and commitment to, the programme(s).	<ul style="list-style-type: none"> actions are taken to promote the understanding and support of the implementation of the MYP by the school community. it applies the IB copyright policy when communicating to its community. 	X	X	"IB learners and the IB learner profile" "Whole-school curricular planning"
3 a	The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP year 3 or 4).	<ul style="list-style-type: none"> it has provided opportunities for parents and students to understand the central importance of the personal project (or community project for programmes that end in MYP year 3 or 4). 	X	X	"The community project and the personal project"
4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.	<ul style="list-style-type: none"> it implements strategies to promote and develop international-mindedness and the attributes of the IB learner profile within its community. 		X	"IB learners and the IB learner profile"

Standard A The school's educational beliefs and values reflect IB philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
5	The school promotes responsible action within and beyond the school community.			C2.5a	"Service and action in IB programmes"
6	The school promotes open communication based on understanding and respect.			A.4	"IB learners and the IB learner profile"
7	The school places importance on language learning, including mother tongue, host country language and other languages.	<ul style="list-style-type: none"> provisions are in place to: <ul style="list-style-type: none"> support mother tongue development as applicable support the learning of the host country or regional language and culture as applicable support students who are not proficient in the language of instruction encourage learning of languages already present in the student body as applicable. <p><i>Note: at authorization the plans for these provisions are expected to be in place.</i></p>	X	X	"Language and identity"
8	The school participates in the IB world community			B2.3	
9	The school supports access for students to the IB programme(s) and philosophy.	<ul style="list-style-type: none"> there is no gap year to the Diploma Programme (DP) for students taking part in the MYP. there is no gap year to the MYP for students taking part in the Primary years Programme (PYP). 	X	X	"MYP in the IB continuum" See also: <i>Rules for IB World Schools: MYP</i>
9 a	The school strongly encourages participation for all students.	<ul style="list-style-type: none"> it provides an explanation for not being able to include the full cohort in the MYP. 	X	X	"Inclusion in the MYP"

Section B: Organization

Standard B1: Leadership and Structure The school's leadership and administrative structures ensure the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
1	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).	<ul style="list-style-type: none"> there are systems in place to keep the governing body informed to ensure ongoing implementation and development of the MYP. 		X	<i>"Whole-school planning for learning"</i> <i>"School leadership structures and responsibilities"</i>
2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).	<ul style="list-style-type: none"> the governance and leadership structure reflects their responsibilities in supporting the implementation of the MYP. 	X	X	<i>"School leadership structures and responsibilities"</i> <i>"Key roles"</i>
3	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).	<ul style="list-style-type: none"> there is a review of the roles and responsibilities of the head of school/school principal and MYP coordinator to ensure the pedagogical leadership supports the development of the MYP at the school. the pedagogical leadership team has developed plans to ensure the consistent implementation and development of the MYP. <i>In cases where the school does not have one of the working languages of the IB (English, French or Spanish) as a language of instruction: plans explain how this language difference is addressed to ensure the consistent implementation and development of the MYP.</i> 	X	X	<i>"School leadership structures and responsibilities"</i> <i>"Key roles"</i>
4	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.	<ul style="list-style-type: none"> an MYP coordinator is appointed. the coordinator who has been identified by the school is proficient in one of the IB working languages (English, French or Spanish). 	X	X	<i>"Key roles- The MYP coordinator"</i> <i>"Schools with languages of instruction other than English, French or Spanish"</i>
4a	The MYP coordinator is part of the school pedagogical leadership team.	<ul style="list-style-type: none"> the MYP coordinator is part of the school pedagogical leadership team. 	X	X	<i>"Key roles-The MYP coordinator"</i>
5	The school develops and implements policies and procedures that support the programme(s).			B1.5a, b,c,d	<i>"Implementation"</i>

Standard B1: Leadership and Structure The school's leadership and administrative structures ensure the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
					policies"
5 a	The school has developed and implements a language policy that is consistent with IB expectations.	<ul style="list-style-type: none"> it has documented and implemented a language policy. the language policy includes (as applicable): <ul style="list-style-type: none"> support for mother tongues support for students who are not proficient in the language of instruction learning of the host country or regional language and culture. the language policy takes into account the needs of students in the provision of courses from the language and literature, and language acquisition subject groups. 	X	X	"Developing a language policy"
5 b	The school has developed and implements an inclusion / special educational needs policy that is consistent with IB expectations and with the school's admissions policy.	<ul style="list-style-type: none"> the school has documented and implemented an inclusion / special educational needs policy. the inclusion / special educational needs policy is aligned with the school's admissions policy. 	X	X	"Developing an inclusion/special educational needs policy"
5 c	The school has developed and implements an assessment policy that is consistent with IB expectations.	<ul style="list-style-type: none"> it has documented and implemented an assessment policy. the assessment policy includes: <ul style="list-style-type: none"> a philosophy of assessment that supports student learning common practices in using the MYP assessment criteria and determining achievement levels common practices in recording and reporting MYP assessment implementation of formative and summative assessment consistent with IB expectations. <i>In cases where the school has to meet local/state/national requirements:</i> the assessment policy describes how the school implements MYP assessment taking into account local/state/national requirements. 	X	X	"Developing an assessment policy"
5 d	The school has developed and implements an academic honesty policy that is consistent with IB expectations.	<ul style="list-style-type: none"> it has documented and implemented an academic honesty policy. the academic honesty policy includes: <ul style="list-style-type: none"> appropriate reference to the IB learner profile, particularly to striving to be principled the IB definitions of academic misconduct and its different categories advice on and/or examples of what constitutes academic misconduct, intellectual property, and authentic authorship examples of conventions for citing and acknowledging original authorship guidance on the distinction between legitimate collaboration and unacceptable collusion. <p><i>Note: at authorization the documented policy must be in place and implementation must be in progress.</i></p>	X	X	"Developing an academic honesty policy"

Standard B1: Leadership and Structure		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in <i>MYP From principles into practice</i>
The school's leadership and administrative structures ensure the implementation of the IB programme(s).			Authori- zation	Evalu- ation	
6	The school has systems in place for the continuity and ongoing development of the programme(s).	<ul style="list-style-type: none">the action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the MYP at the school.	X	X	"School leadership structures and responsibilities"
6 a	The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4).	<ul style="list-style-type: none">the organizational structure includes leadership for curriculum development in subject groups.the organizational structure supports the implementation of approaches to learning, service and the personal project (or community project if the programme at the school ends with MYP year 3 or 4).	X	X	"Key roles- Subject group leadership, ATL leadership, Personal project supervision, Community project supervision"
7	The school carries out programme evaluation involving all stakeholders.	<ul style="list-style-type: none">the school carries out programme evaluation involving all stakeholders.the school completes monitoring of unit plans according to the requirements.		X	"School leadership structures and responsibilities"

Standard B2: Resources and support		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
The school's resources and support structures ensure the implementation of the IB programme(s).			Authori- zation	Evalu- ation	
1	The governing body allocates funding for the implementation and ongoing development of the programme(s).	<ul style="list-style-type: none">the school budget includes allocated funds for the IB fees and the resources necessary for the implementation of the MYP.	X	X	"Resources"
2	The school provides qualified staff to implement the programme(s).	<ul style="list-style-type: none">there are teachers who are qualified to teach the courses offered by the school.	X	X	"Resources"
3	The school ensures that teachers and administrators receive IB-recognized professional development.	<ul style="list-style-type: none">In cases where the school does not have one of the working languages of the IB (English, French or Spanish) as a language of instruction: the school has planned that at least one teacher per subject group is proficient in one of the working languages of the IB.	X	X	"Schools with languages of instruction other than English, French or Spanish"

Standard B2: Resources and support The school's resources and support structures ensure the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
3a	The school complies with the IB professional development requirement for MYP at authorization and at evaluation.	<ul style="list-style-type: none"> the requirements for staff participation in IB-recognized professional development at authorization or evaluation have been met. <i>In cases where the school is part of an MYP partnership:</i> the professional development requirements have been met individually for each school in the partnership. 	X	X	"Resources"
4	The school provides dedicated time for teachers' collaborative planning and reflection.	<ul style="list-style-type: none"> dedicated meeting time is provided for teachers' collaborative planning. <i>In cases where the school is a multiple-campus school:</i> collaborative planning takes place across the campuses. <i>In cases where the school is part of an MYP partnership:</i> collaborative planning takes place across the partner schools. 	X	X	"Resources"
5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).	<ul style="list-style-type: none"> the facilities for physical and health education/sciences/arts/design allow for the MYP subject group aims and objectives, and requirements of the MYP, to be met. the students have easy access to a library in the school. 	X	X	"Resources"
6	The library/multimedia/ resources play a central role in the implementation of the programme(s).	<ul style="list-style-type: none"> the library is equipped to support the programme, and there is a plan to keep improving its resources. the library resources support languages offered by the school. the library has resources on global issues and diverse perspectives. 		X	"Resources"
7	The school ensures access to information on global issues and diverse perspectives.			B2.6	"Resources"
8	The school provides support for its students with learning and/or special educational needs and support for their teachers.			B1.5b	"Inclusion in the MYP"
9	The school has systems in place to guide and counsel students through the programme(s).	<ul style="list-style-type: none"> it has systems in place to guide and counsel students through the MYP and towards further studies. 		X	"Key roles – counsellor"
10	The student schedule or timetable allows for the requirements of the programme(s) to be met.	<ul style="list-style-type: none"> in MYP years 1 to 3, arts course structures include a minimum of one visual art discipline and one performing art discipline any introductory MYP language acquisition courses offered as a 'language carousel' meet the stated requirements. MYP physical and health education courses engage students in physical education activities for at least 50% of the total 	X ²	X	<p>"Concurrency and subject group flexibility"</p> <p>See also: <i>Handbook of procedures for</i></p>

Standard B2: Resources and support The school's resources and support structures ensure the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
		<p>teaching time allocated to this subject.</p> <ul style="list-style-type: none"> In MYP years 1 to 3, if a subject group is not offered independently but teaching and learning of this subject group is combined into other regularly timetabled / scheduled subject groups—due to local/state/national constraints—the applicable requirements are met. students learn the same language in their language acquisition course in each year of the MYP, or achieve a satisfactory proficiency in phase 4 in order to transfer to another language. 			the MYP and the MYP subject guides
10a	The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.	<ul style="list-style-type: none"> the schedule or timetable provides teaching and learning in each of the eight subject groups in each year of the programme, unless the school is implementing the subject group flexibility in MYP year 4 and/or 5. if the school implements the subject group flexibility in MYP year 4 and/or 5, the applicable requirements are met 	X ²	X	"Concurrency and subject group flexibility"
10b	The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.	<ul style="list-style-type: none"> the schedule or timetable provides the minimum of 50 required teaching hours per year for each subject group offered. 	X ²	X	"Concurrency and subject group flexibility"
10c	The schedule or timetable promotes concurrency of learning.	<ul style="list-style-type: none"> the schedule or timetable provides teaching and learning that is sustained throughout each year of the MYP in at least six subject groups which must include at least one language from the language acquisition group (or a second language from the language and literature subject group). 	X ²	X	"Concurrency and subject group flexibility"
11	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).			B2.5 and B2.12	
12	The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project for all students, depending on the programme(s) offered.	<ul style="list-style-type: none"> it has allocated resources to supervise and coordinate the personal project (or community project for programmes that end in MYP year 3 or 4). 	X ¹	X	"Resources"

¹ The practices for MYP 5 and the personal project should be in place if the school is implementing MYP 5 at the time of authorization. In other cases:

- if the school will be implementing MYP 5 in the future, plans should be in place to develop these practices
- if the programme ends with MYP year 3 or 4, the school will be implementing or have plans in place to start implementing the collaborative project.

² Note: where some years of the programme are not yet in place at the time of authorization, plans are in place to meet these requirements

Section C: Curriculum

Standard C1: Collaborative planning Collaborative planning and reflection supports the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
1	Collaborative planning and reflection addresses the requirements of the programme(s).			C1.1a and b	"Whole-school curricular planning"
1a	The school has an approach to curriculum planning that involves all MYP teachers.	<ul style="list-style-type: none"> all MYP teachers are involved in collaborative planning of the curriculum to meet the requirements of the MYP. 	X	X	"Whole-school curricular planning"
1b	Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.	<ul style="list-style-type: none"> teachers plan collaboratively to create interdisciplinary units that strengthen cross-curricular skills and deepen disciplinary understanding. 		X	"Planning for interdisciplinary learning"
2	Collaborative planning and reflection takes place regularly and systematically.	<ul style="list-style-type: none"> allocated meeting time is used regularly and systematically for collaborative planning and reflection. 	X	X	"Whole-school curricular planning"
3	Collaborative planning and reflection addresses vertical and horizontal articulation.	<ul style="list-style-type: none"> allocated meeting time is used to plan and reflect upon the vertical articulation of the curriculum. allocated meeting time is used to plan and reflect upon the horizontal articulation of the curriculum. allocated meeting time is used to plan and reflect upon the vertical and horizontal planning of approaches to learning skills. 		X	"Whole-school curricular planning"
4	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.			C1.1a and b	"Subject group overviews"
5	Collaborative planning and reflection is based on agreed expectations for student learning.			C1.3	"Whole-school curricular planning"
6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.			C1.3	"Description of learning process – Differentiation"
7	Collaborative planning and reflection is informed by assessment of student work			C4.7	"Description of learning"

Standard C1: Collaborative planning Collaborative planning and reflection supports the implementation of the IB programme(s).		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
	and learning.				process”
8	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.			C3.7	“The role of the teacher”
9	Collaborative planning and reflection addresses the IB learner profile attributes.			A.4	“The learner and the IB World School”

Standard C2: Written curriculum The school's written curriculum reflects IB philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
1	The written curriculum is comprehensive and aligns with the requirements of the programme(s).	<ul style="list-style-type: none"> In cases where the school has to fulfill local, state or national requirements: the written curriculum demonstrates how the school addresses the requirements of the MYP while taking into account the local, state, or national requirements. 		X	“Compatibility with other systems” ‘The written curriculum’
1a	The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4).	<ul style="list-style-type: none"> the published MYP objectives are used for all subjects in all years of the MYP at the school. the published MYP final objectives are used for the personal project (for programmes that end in MYP year 5). the published MYP objectives are used for the community project (for programmes that end in MYP year 3 or 4). 	X	X	“Subject group overviews” “MYP unit planner-subject group objectives” “The community project and the personal project”
1b	The written curriculum includes an approaches to learning planning chart for all years of the programme.	<ul style="list-style-type: none"> it has documented the planning of approaches to learning skills throughout the years of the MYP taught at the school. <p><i>Note: At authorization schools must demonstrate that the documented planning of approaches to learning skill is in development.</i></p>	X	X	“ATL planning” “Approaches to learning (ATL)”

Standard C2: Written curriculum The school's written curriculum reflects IB philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
1c	The written curriculum includes subject group overviews for each subject group offered for each year of the programme.	<ul style="list-style-type: none"> the subject group overview for each subject group identifies the units to be taught in each year of the MYP, indicating unit title, key and related concepts, global contexts, statement of inquiry, MYP subject group objectives, approaches to learning skills and content (topics, knowledge, skills). 	X	X	"Subject group overviews"
1d	Unit plans are documented according to the MYP unit planning process.	<ul style="list-style-type: none"> each subject offered (in all subject groups) uses the MYP unit planning process to document units to plan and document curriculum. unit plans demonstrate that students encounter all six global contexts over the course of their study. 	X	X	"MYP unit planner"
1e	The curriculum fosters disciplinary and interdisciplinary understanding.	<ul style="list-style-type: none"> there is at least one collaboratively planned interdisciplinary unit that includes more than one subject group in each year of the MYP. 		X	"Planning for interdisciplinary learning"
1f	There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.	<ul style="list-style-type: none"> it has put in place the necessary systems for the regular review of the written curriculum, including individual units as well as the planning of approaches to learning, through reflection upon the subject group overviews. 		X	"Review of the written curriculum"
2	The written curriculum is available to the school community.			A.3	
3	The written curriculum builds on students' previous learning experiences.			C2.1b and c	"The nature of inquiry"
4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.	<ul style="list-style-type: none"> the subject group overviews demonstrate the progression of subject content, key and related concepts and the prescribed objectives for each year of the MYP. 		X	"Subject group overviews"
4a	The written curriculum includes the prescribed key concepts and related concepts in each subject group.	<ul style="list-style-type: none"> the prescribed key and related concepts are included in unit plans in each subject group. 	X	X	"Concepts"
5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.	<ul style="list-style-type: none"> unit plans demonstrate that students are provided with opportunities, through inquiry, to participate in service as action in each year of the MYP. 		X	"Planning for service as action"
5a	The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.	<ul style="list-style-type: none"> opportunities for student involvement in and reflection on service are aligned with the MYP learning outcomes for service. opportunities for student involvement in and reflection on 		X	"Planning for service as action" "MYP learning outcomes for

Standard C2: Written curriculum The school's written curriculum reflects IB philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
		service are planned throughout the years of the MYP.			service"
6	The written curriculum incorporates relevant experiences for students.	<ul style="list-style-type: none"> unit plans in all subject groups demonstrate an understanding of global contexts. 		X	"Global contexts"
7	The written curriculum promotes students' awareness of individual, local, national and world issues.	<ul style="list-style-type: none"> unit plans include learning experiences that promote students' awareness of local, national and world issues. 		X	"Global contexts"
8	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.			C2.7	"Global contexts"
9	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).	<ul style="list-style-type: none"> the written curriculum is based on current IB publications. teachers have access to current IB publications. In cases where the school does not have one of the working languages of the IB (English, French or Spanish) as a language of instruction: the school develops strategies to ensure that all teachers have access to information from current IB publications. 	X	X	"Review of the written curriculum"
10	The written curriculum integrates the policies developed by the school to support the programme(s).			C2.1d and f	
11	The written curriculum fosters development of the IB learner profile attributes.			A.4 and C3.16	"Reflection: Considering the planning, process and impact of the inquiry"

Standard C3: Teaching and learning Teaching and learning reflects IB philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
1	Teaching and learning aligns with the requirements of the programme(s).	<ul style="list-style-type: none"> MYP units of inquiry are put into practice in teaching and learning. 		X	"Description of learning process"
1a	Teaching and learning at the school uses global contexts as contexts for inquiry.	<ul style="list-style-type: none"> learning experiences use global contexts as contexts for inquiry. 	X	X	"Global contexts"
1b	Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied	<ul style="list-style-type: none"> learning experiences address the appropriate objectives in each year of the MYP. 		X	"Subject group objectives" "Description of learning process"
2	Teaching and learning engages students as inquirers and thinkers.	<ul style="list-style-type: none"> MYP statements of inquiry are used to engage students in inquiry. 		X	"Statement of inquiry""Inquiry questions"
3	Teaching and learning builds on what students know and can do.			C3.1b	"Content" "Description of learning process"
4	Teaching and learning promotes the understanding and practice of academic honesty.	<ul style="list-style-type: none"> students and teachers have a common understanding of academic honesty and adhere to the associated practices. 	X	X	"Teaching academic honesty"
5	Teaching and learning supports students to become actively responsible for their own learning.			C3.1	"The role of the teacher" "Using good classroom practice"
6	Teaching and learning addresses human commonality, diversity and multiple perspectives.			C3.1a	"Global contexts for education"
7	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s)	<ul style="list-style-type: none"> learning experiences address the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue. 		X	"Language and identity"

Standard C3: Teaching and learning Teaching and learning reflects IB philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
	other than mother tongue.				
8	Teaching and learning demonstrates that all teachers are responsible for language development of students.			C3.7	"The role of the teacher"
9	Teaching and learning uses a range and variety of strategies.			C3.1	"Using good classroom practice" "Inclusion in the MYP"
10	Teaching and learning differentiates instruction to meet students' learning needs and styles.			C3.1	"Description of learning process"
11	Teaching and learning incorporates a range of resources, including information technologies.			B2.5	"Appendix 1: ATL skills framework"
12	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.			C2.5 and 5a C3.16	"Service and action in IB programmes"
13	Teaching and learning engages students in reflecting on how, what and why they are learning.			C3.1 and 1a	"Assessment strategies – process journals"
14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.			C3.16	"Creating learning environments"
15	Teaching and learning encourages students to demonstrate their learning in a variety of ways.			C3.1	"Using good classroom practice"
16	Teaching and learning develops the IB learner profile attributes.	<ul style="list-style-type: none"> learning experiences promote the development of the IB learner profile attributes. 		X	"The role of the teacher"

Standard C4: Assessment Assessment at the school reflects IB assessment philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
1	Assessment at the school aligns with the requirements of the programme(s).			C4.1a and 1b	
1a	The school uses the prescribed assessment criteria for each subject group in each year of the programme.	<ul style="list-style-type: none"> the prescribed assessment criteria are being used for each subject group in each year of the MYP. the prescribed criteria are being used for the assessment of the community project/personal project as applicable. all criteria for each subject group are used to assess student work in each year of the MYP. summative assessments use the MYP assessment criteria. 	X	X	<i>"Principles of MYP assessment"</i> <i>"Using MYP assessment criteria"</i>
1b	Teachers standardize their understanding and application of criteria before deciding on achievement levels.	<ul style="list-style-type: none"> standardization of assessment takes place within each subject group. teachers in each subject group have a common understanding of the assessment criteria and the determination of achievement levels. 		X	<i>"Building shared understanding of the MYP criteria – Internal standardization"</i>
2	The school communicates its assessment philosophy, policy and procedures to the school community.	<ul style="list-style-type: none"> the school provides opportunities for the school community, including parents, to understand the philosophy of MYP assessment. the school provides opportunities for the school community, including parents, to become aware of the school's assessment policy. 	X	X	<i>"Developing an assessment policy"</i>
3	The school uses a range of strategies and tools to assess student learning.			B1.5c	<i>"Assessment strategies"</i> <i>"Assessment tools"</i>
4	The school provides students with feedback to inform and improve their learning.	<ul style="list-style-type: none"> formative assessment is used to provide regular feedback to students on their learning. 		X	<i>"Description of learning process – formative assessment"</i>
5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).			C4.6	<i>"Recording assessment data"</i>
5a	The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.	<ul style="list-style-type: none"> a final judgement on students achieving the service learning expectations is determined in MYP year 5, based on the qualitative monitoring of student involvement in service. 		X	<i>MYP: From principles into practice</i>

Standard C4: Assessment Assessment at the school reflects IB assessment philosophy.		A school offering the Middle Years Programme must ensure that:	Requirements that must be in place at		Source documents Section headings in MYP From principles into practice
			Authori- zation	Evalu- ation	
6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).	<ul style="list-style-type: none"> the school's system for reporting on student progress includes achievement levels for the MYP assessment criteria. if grades are included in reports, MYP grades must be included that are based on MYP criterion totals and determined using grade boundary guidelines. 		X	"Reporting student achievement"
7	The school analyses assessment data to inform teaching and learning.	<ul style="list-style-type: none"> teachers use the data from moderation reports for the personal project, from monitoring reports for the subjects and from (optional) eAssessment to inform teaching and learning. 		X	"Moderation of the personal project" "Monitoring of curriculum"
8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.			B1.5c	"Principles of MYP assessment"
9	The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered.	<ul style="list-style-type: none"> it has procedures in place for standardizing assessment of the personal project (or community project if the programme at the school ends with MYP year 3 or year 4). it has procedures in place to ensure that all students in MYP year 5 demonstrate consolidation of their learning through the personal project. if the programme at the school ends with MYP year 3 or year 4, it has procedures in place to ensure that all students in the last year of the programme at the school demonstrate consolidation of their learning through the community project. all students in MYP year 5 are registered for moderation of the personal project and a sample of personal projects is submitted annually for moderation as directed by the IB. the majority of the work on the personal project is completed during MYP year 5. 	X ³	X	"Moderation of the personal project"

³ The practices for MYP 5 and the personal project should be in place if the school is implementing MYP 5 at the time of authorization. In other cases:

- if the school will be implementing MYP 5 in the future, plans should be in place to develop these practices.
- if the programme ends with MYP year 3 or 4, the school will be implementing or have plans in place to start implementing the community project (see the transition document from December 2013).

ONLY PAGES 26 to 69 IN THIS GUIDE NEED TO BE SUBMITTED TO THE IB

Note to the user

- This questionnaire and supporting documentation must be submitted in one of the IB working languages: English, French or Spanish. Translations of official documents should be duly certified.
- The self-study questionnaire should be completed and submitted along with supporting documentation following the guidelines and deadlines provided by the relevant IB office.
- Insert your responses in the boxes provided for each question. The boxes will expand as you type your responses. Add rows as necessary.

For partnerships: The self-study process should be carried out as one school so that one self-study questionnaire and one set of supporting documents are submitted by the contact school for the partnership as a whole. Where questions require separate responses or separate documentation from partner schools, this is indicated in the questionnaire.

Self-study questionnaire

School information

1. Update of school information (This update to school information may be completed online through IB Docs. The regional office provides access to IB Docs for schools undertaking programme evaluation.)

For partnerships: Each partner school must complete the contact details and school information tables individually.

1. CONTACT DETAILS				
Name of school		IB school code		
Legal registered name of school (if different from above)				
Postal address (include city, state, country and postal or zip code)				
Street address (if different from above) (include city, state, country and postal or zip code)				
Telephone (include country and area codes)				
Fax (include country and area codes)				
	Title (Mr, Mrs, Ms)	Name	Position (2)	Email address
Head of school (1)				
Head(s) of section where the MYP is implemented (if different from above)				
MYP coordinator				
School public website				

1. **Head of school (director/principal in some systems)** is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.
2. **Position:** Name of the post of employment at the school

2. SCHOOL INFORMATION

Date school founded or opened

month	year

Legal status of the school

Note:

- A **government/state/publicly funded school** is a government or national school where the employees are paid by the state either at a local or national level; usually there are no tuition fees (as distinct from examination or other fees).
- A **private school** is an independent (not-for-profit or for-profit) institution whose main revenue comes from tuition fees; they may or may not have government subsidies, but these are only part of their income.

Government/state/publicly funded

☐

Private

☐

Other
(specify)

Indicate whether the school is recognized as such by the local educational system.

Yes

☐

No

☐

Include school's accreditation status with other organizations, if any (eg CIS, WASC).

Does the school belong to a group of schools gathered in a foundation, district or common project in relation to the IB? If this is so, identify the group/project.

Type of school

Boys

☐

Girls

☐

Coeducational

☐

Additional information (eg coeducational in primary, boys and girls in secondary)

Boarding only

☐

Day only

☐

Boarding and day

☐

Academic year dates (indicate month only)

Starts

Ends

Age range of students across the whole school

From

years old

To

years old

2. SCHOOL INFORMATION

Name the grades or years that comprise the different sections of the school and indicate the total number of students in each.

Name of the section in the school (eg kindergarten, primary)	Grades/years as identified in the school	Age range of students	Total number of students in each section
Total number of students in the whole school			

What other IB programmes does the school implement or plan to implement?

PYP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input type="text"/>
	<input type="text"/>	<input type="text"/>
DP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input type="text"/>
	<input type="text"/>	<input type="text"/>

2. SCHOOL INFORMATION	
IBCC	<div> <div>Candidate school</div> <div><input type="text"/></div> <div>IB World School authorized to offer the programme</div> <div><input type="text"/></div> </div> <div> <div>(add IB school code if you know it)</div> <div><input type="text"/></div> <div>(add IB school code)</div> <div><input type="text"/></div> </div>
What educational programmes are currently taught in each section of the school? (eg national syllabus, AP)	
Name of the section	Educational programme
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
Name of qualification(s) or credential(s) a student can gain upon finishing/graduating from the aforementioned programmes	<input type="text"/>
Language(s) of instruction at the school (language through which the disciplines are taught at the school)	
<input type="text"/>	

2. Structure of the MYP at the school

Structure of MYP years that the school implements in accordance with local educational structures						Indicate with X
Y1	Y2	Y3	Y4	Y5		
	Y2	Y3	Y4	Y5	Possible provided MYP 1 does not exist at the school*	
		Y3	Y4	Y5	Possible provided MYP 1 and MYP 2 do not exist at the school	
			Y4	Y5	Only if the school offers the Diploma Programme	
Y1	Y2	Y3	Y4		Possible if the school ends at MYP4	
Y1	Y2	Y3			Possible if the school ends at MYP 3	

Structure of MYP years that the school implements in accordance with local educational structures						Indicate with X
Y1	Y2				Only if the school offers the PYP	
	Y2	Y3			Only if the school offers the PYP until age 12	
	Y2	Y3	Y4		Possible provided MYP 1 and MYP 5 do not exist at the school	

*An MYP programme starting with MYP year 2 is also permitted in cases where primary education in local educational structures continues until the start of MYP 2 or the school has implemented the PYP until the start of MYP 2.

- ☐ Check here if the school implements the MYP as a six-year programme.

Is this a change that occurred after authorization or previous evaluation? Y/N : (If yes) Provide a short explanation of the reasons.

3. **For partnerships:** Please complete the following table in order to identify the partnership. Indicate the name of the contact school (school where the MYP coordinator for the partnership is located) and of each partner school. Indicate the MYP years that each implement by putting an X in the relevant boxes.

Names of the schools in the partnership	Contact school (school where the MYP coordinator is located) Indicate with X	MYP years implemented in each partner school (indicate with X)				
		MYP 1	MYP 2	MYP 3	MYP 4	MYP 5

4. Write brief paragraphs that describe the following aspects of the school and its community, and highlight any changes that have taken place during the period under review.

- a. The major characteristics of the school that make it attractive for students and parents

- b. The context in which the school is located: socio-economic and cultural aspects of the surrounding community, interactions of the school with it

- c. Student body and staff, including their national, cultural and linguistic backgrounds

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5. Identify any changes to the school legal entity that occurred in the period under review.

For partnerships: Each partner school should answer this question individually, including its name.

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Self-study

The subsequent questionnaire follows the structure of the *Programme standards and practices*, with programme requirements for the MYP.

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

1. Identify who was involved in the completion of this part of the questionnaire.

The school leadership, school group leadership and governing body, wider school community including parents and teachers should be included as appropriate in completing Section A.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (eg leader, contributors)

2. Transcribe the school's mission statement.

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3. Has the school revised its philosophy/mission statement since authorization/the last evaluation? If yes, describe the process by which this was done and who was involved.

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4. The MYP is intended to be an inclusive programme for all students. Does the school involve the full cohort of students in every year that the MYP is offered?

Yes

☐

No

☐

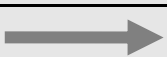
- a. If the answer is no, provide a detailed explanation of the reasons for not involving the full cohort in the programme including how many students do not participate in the MYP, whether there are students who only participate in parts of the MYP and how many, and what alternative curriculum the school offers to non-MYP students.

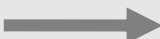
- b. If the answer is no, describe how the school has sought to widen access during the period under review.

5. Include a brief summary of the perceptions of the parent community regarding the implementation of the programme at the school and its impact on their children.

6. Include a brief summary of the perception of the students regarding the implementation of the programme and its impact on them. Include the perceptions of students who have completed the programme if the school has had the opportunity of involving them in the process.

7. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low			High
1.	The school's published statements of mission and philosophy align with those of the IB.				
2.	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.				

Practice		Level of implementation			
		Low		High	
3.	The school community demonstrates an understanding of, and commitment to, the programmes(s).				
	a. The school ensures that all staff, students and parents understand the central importance of the personal project for students in the year 5 of the programme (or community project for schools that end in MYP year 3 or 4).				
4.	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.				
5.	The school promotes responsible action within and beyond the school community.				
6.	The school promotes open communication based on understanding and respect.				
7.	The school places importance on language learning, including mother tongue, host country language and other languages.				
8.	The school participates in the IB world community.				
9.	The school supports access for students to the IB programme(s) and philosophy.				
	a. The school strongly encourages participation for all students.				

8. Conclusions on the standard

a. Complete the table. (Indicate with X.)

Standard A	Requires significant attention	Shows satisfactory development
The school's educational beliefs and values reflect IB philosophy.		

b. Describe any major achievement(s) related to this standard during the period under review.

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- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

--

- d. As a result of this self-study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

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Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the Middle Years Programme.

The school leadership, school group leadership and governing body should be included as appropriate in completing Section B.

1. Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (eg leader, contributors)

2. Update the following information. Indicate the age range and number of students to whom the MYP is offered.

MYP years	Name of grades/years as identified in the school	Age range	Name of school section to which each grade/year belongs	Number of classes	Total number of students in each MYP year	If there is a partnership of schools, give the name of the school that implements each MYP year
Year 1						
Year 2						
Year 3						

MYP years	Name of grades/years as identified in the school	Age range	Name of school section to which each grade/year belongs	Number of classes	Total number of students in each MYP year	If there is a partnership of schools, give the name of the school that implements each MYP year
Year 4						
Year 5						
Total number of MYP students						

3. Do MYP students have to fulfill other mandated requirements (for example, national, local requirements)?

Yes ☐ No ☐

If the answer is yes, provide the following information.

- a. Specify what type of requirements and in which year(s) of the MYP they need to be fulfilled.

- b. If the requirements were introduced or changed in the period under review, how did the school address them in order to comply with them and with the IB requirements?

4. Do students have to meet admissions or selection criteria to be enrolled in the IB programme?

Yes ☐ No ☐

- a. If the answer is yes, describe the policy that the school applies.

- b. Are the current criteria for enrollment of students in the IB programme a result of a change of policy in the period under review? If yes, explain the reasons for the change.

5. Governance

- a. Briefly describe the governance structure at the school and highlight any changes that have been made to it during the period under review.

- b. Describe how the governing body (or the educational authorities) is kept informed about the implementation of the MYP.

- c. Describe how the governance and leadership structure supports the implementation of the MYP.

6. Pedagogical leadership

Describe any changes in the structure and responsibilities of the pedagogical leadership team in charge of the implementation of the MYP that have occurred during the period under review and why they were implemented.

7. Policies

Describe the process of revising the language, assessment, academic honesty and inclusion/special educational needs policies at the school, including who was involved. Indicate when they were last revised.

- a. Language policy


- b. Assessment policy

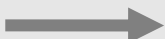
- c. Academic honesty policy

d. Inclusion/Special educational needs policy

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8. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low			High
1.	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).				
2.	The school has developed a governance and leadership structure that supports the implementation of the programme(s).				
3.	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).				
4.	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.				
	a. The MYP coordinator is part of the school pedagogical leadership team.				
5.	The school develops and implements policies and procedures that support the programme(s).				
	a. The school has developed and implements a language policy that is consistent with IB expectations.				
	b. The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.				
	c. The school has developed and implements an assessment policy that is consistent with IB expectations.				
	d. The school has developed and implements an academic honesty policy that is consistent with IB expectations.				
6.	The school has systems in place for the continuity and ongoing development of the programme(s).				

Practice		Level of implementation			
		Low			High
	a. The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4).				
7.	The school carries out programme evaluation involving all stakeholders.				

9. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard B1: Leadership and structure	Requires significant attention	Shows satisfactory development
The school's leadership and administrative structures ensure the implementation of the MYP.		

- b. Describe any major achievement(s) related to this standard during the period under review.

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- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

--

- d. As a result of this self-study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

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Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the Middle Years Programme.

1. Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (eg leader, contributors)

2. Teachers and other staff who are involved in the implementation of the MYP

Update the following information.

- a. Number of full-time teachers
- b. Number of part-time teachers
- c. Maximum MYP class size students
- d. Describe the turnover of the staff involved in the implementation of the MYP in the period under review and how the school addressed any challenges in this area.

- e. If the school staff does not have a common language, or if the languages of instruction are different from the IB working languages (English, French, Spanish):

- i. how does the pedagogical leadership team address the impact of language differences to ensure consistent implementation and development of the MYP?

- ii. how does the school meet the requirement for the MYP coordinator to be proficient in one of the IB working languages?

- iii. how does the school ensure that at least one teacher per subject group is proficient in one of the IB working languages?

- f. What plans has the school made to provide updated MYP professional development for staff for the 2014 revised MYP?

--

3. Collaborative planning and reflection

Identify the types and objectives of meetings that support the MYP implementation. Identify participants (for example, year 1 subject teachers, all MYP subject teachers, MYP leadership team) and frequency. Use the table below.

Name of meeting	Who attends	Frequency of meeting	Objectives

4. Teaching time

- a. Number of weeks of instruction in the school year

--

- b. Number of instructional periods students receive in a week

--

- c. Length (in minutes) of each instructional period

--

- d. Has the school made adjustments to the student's weekly schedule in the period under review to ensure that:

<p>i. for MYP from the start through year 3 the minimum teaching requirement of 50 hours per subject group per year is complied with for each of the eight subject groups?</p>	Yes		No	
<p>ii. for MYP 4–5 the minimum teaching requirement of 50 hours per subject group per year is complied with for each of the eight subject groups or the requirements for subject-group flexibility have been met?</p>	Yes		No	
<p>iii. the teaching hours for a minimum of six subject groups will be sustained over the course of each year of the programme for every student to ensure concurrency of learning?</p>	Yes		No	
<p>iv. Language B/language acquisition is sustained across the entire year in each year of the programme? Students learn the same Language B/language acquisition course in each year of the MYP, or achieve a satisfactory proficiency in phase 4 in order to transfer to another language.</p>	Yes		No	

- v. In MYP years 1-3, arts course structures include a minimum of one visual art discipline and one performing arts discipline.

Yes

☐

No

☐

- vi. MYP physical education/physical and health education courses engage students in physical education activities for at least 50 percent (50%) of the total teaching time allocated to this subject.

Yes

☐

No

☐

Please explain any changes that were implemented during the period under review.

Does the school use subject group flexibility in MYP years 4 and/or 5?

If yes,

- complete the table below with the number of students that participate in six, seven or eight subject groups:

Student choices	MYP 4	MYP 5
Number of MYP subject groups taken by students (with a minimum of 50 teaching hours per year):	Number of students	Number of students
• Exactly six subject groups		
• Exactly seven subject groups		
• Exactly eight subject groups		


- complete the table below with the requirements or options the school offers with regard to technology/design, arts and physical education/physical and health education?

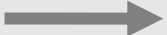
	Technology/Design	Arts	PE/PHE
MYP 4	Required for all students Option Not offered	Required for all students Option Not offered	Required for all students Option Not offered
MYP 5	Required for all students Option Not offered	Required for all students Option Not offered	Required for all students Option Not offered

5. Counselling

- Describe the systems the school has put in place to guide and counsel students through the MYP and towards further studies.

6. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low			High
1.	The governing body allocates funding for the implementation and ongoing development of the programme(s).				
2.	The school provides qualified staff to implement the programme(s).				
3.	The school ensures that teachers and administrators receive IB-recognized professional development.				
	a. The school complies with the IB professional development requirement for the MYP at authorization and at evaluation.				
4.	The school provides dedicated time for teachers' collaborative planning and reflection.				
5.	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).				
6.	The library/multimedia/resources play a central role in the implementation of the programme(s).				
7.	The school ensures access to information on global issues and diverse perspectives.				
8.	The school provides support for its students with learning and/or special educational needs and support for their teachers.				
9.	The school has systems in place to guide and counsel students through the programme(s).				
10.	The student schedule or timetable allows for the requirements of the programme(s) to be met.				
	a. The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.				
	b. The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.				
	c. The schedule or timetable promotes concurrency of learning.				
11.	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).				

Practice		Level of implementation			
		Low			High
12.	The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project for all students, depending on the programme(s) offered.				

7. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard B2: Resources and support	Requires significant attention	Shows satisfactory development
The school's resources and support structures ensure the implementation of the Middle Years Programme.		

- b. Describe any major achievement(s) related to this standard during the period under review.

- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

- d. As a result of this self-study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

Section C: Curriculum

How to complete this section:

1. The teachers of each MYP subject group must meet and, after reaching a consensus, must complete the whole of Section C: Curriculum, which includes standards C1, C2, C3 and C4, for each subject group. If there is only one teacher from a subject group, he or she will complete the whole of Section C for that subject group.
2. When the first step has been completed, a group formed by one representative of each subject group must meet with the MYP coordinator and complete the whole of Section C, which will be included in the self-study questionnaire to be sent to the IB.
3. The documents completed by the subject group teachers, as described in 1 above, must be kept by the school because they may be requested by the IB as further evidence of the process. The overview of the achievement of the standards, as identified by each of these groups, should be provided in Chart 5.

Identify who was involved in the completion of this part of the questionnaire (C1, C2, C3 and C4).


Add rows as necessary.

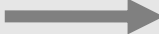
Name or group	Position	Role in the completion of this part of the questionnaire (eg leader, contributors)

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the Middle Years Programme.

1. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low		High	
1.	Collaborative planning and reflection addresses the requirements of the programme(s).				
	a. The school has an approach to curriculum planning that involves all MYP teachers.				
	b. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.				
2.	Collaborative planning and reflection takes place regularly and systematically.				
3.	Collaborative planning and reflection addresses vertical and horizontal articulation.				

Practice		Level of implementation			
		Low		High	
4.	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.				
5.	Collaborative planning and reflection is based on agreed expectations for student learning.				
6.	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.				
7.	Collaborative planning and reflection is informed by assessment of student work and learning.				
8.	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.				
9.	Collaborative planning and reflection addresses the IB learner profile attributes.				

2. Indicate the practice(s) that produced more diverse answers in the group. In one or two paragraphs, identify the differing views and how the consensus was reached.

3. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard C1: Collaborative planning	Requires significant attention	Shows satisfactory development
Collaborative planning and reflection supports the implementation of the Middle Years Programme.		

- b. Describe any major achievement(s) related to this standard during the period under review.

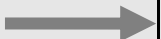
- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

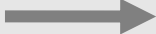
- d. As a result of this self-study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

1. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low		High	
1.	The written curriculum is comprehensive and aligns with the requirements of the programme(s).				
	a. The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and, and the personal project (or community project for programmes that end in MYP year 3 or 4).				
	b. The written curriculum includes an approaches to learning planning chart for all years of the programme..				
	c. The written curriculum includes subject group overviews for each subject group offered for each year of the programme.				
	d. Unit plans are documented according to the MYP unit planning process.				
	e. The curriculum fosters disciplinary and interdisciplinary understanding.				
	f. There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.				
2.	The written curriculum is available to the school community.				
3.	The written curriculum builds on students' previous learning experiences.				

Practice		Level of implementation			
		Low		High	
4.	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.				
	a. The written curriculum includes the prescribed key concepts and related concepts in each subject group.				
5.	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.				
	a. The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.				
6.	The written curriculum incorporates relevant experiences for students.				
7.	The written curriculum promotes students' awareness of individual, local, national and world issues.				
8.	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.				
9.	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).				
10.	The written curriculum integrates the policies developed by the school to support the programme(s).				
11.	The written curriculum integrates the IB learner profile attributes.				

2. Indicate the practice(s) that produced more diverse answers in the group. In one or two paragraphs, identify the differing views and how consensus was reached.

3. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard C2: Written curriculum	Requires significant attention	Shows satisfactory development
The school's written curriculum reflects IB philosophy.		

- b. Describe any major achievement(s) related to this standard during the period under review.

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- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

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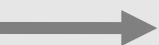
- d. As a result of this self-study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

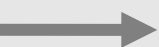
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Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

- Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low		High	
1.	Teaching and learning aligns with the requirements of the programme(s).				
	a. Teaching and learning at the school uses global contexts as contexts for inquiry.				
	b. Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.				
2.	Teaching and learning engages students as inquirers and thinkers.				
3.	Teaching and learning builds on what students know and can do.				
4.	Teaching and learning promotes the understanding and practice of academic honesty.				
5.	Teaching and learning supports students to become actively responsible for their own learning.				
6.	Teaching and learning addresses human commonality, diversity and multiple perspectives.				
7.	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.				
8.	Teaching and learning demonstrates that all teachers are responsible for language development of students.				
9.	Teaching and learning uses a range and variety of strategies.				
10.	Teaching and learning differentiates instruction to meet students' learning needs and styles.				
11.	Teaching and learning incorporates a range of resources, including information technologies.				
12.	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and needs of others.				

Practice		Level of implementation			
		Low			High
13.	Teaching and learning engages students in reflecting on how, what and why they are learning.				
14.	Teaching and learning fosters a stimulating learning environment based on understanding and respect.				
15.	Teaching and learning encourages students to demonstrate their learning in a variety of ways.				
16.	Teaching and learning develops the IB learner profile attributes.				

2. Indicate the practice(s) that produced more diverse answers in the group. In one or two paragraphs, identify the differing views and how consensus was reached.

3. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard C3: Teaching and learning	Requires significant attention	Shows satisfactory development
Teaching and learning reflects IB philosophy.		

- b. Describe any major achievement(s) related to this standard during the period under review.

- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

- d. As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

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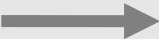
Standard C4: Assessment

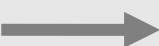
Assessment at the school reflects IB assessment philosophy.

1. Include a brief analysis of the results from moderation or monitoring of assessment within the period under review, and any action taken as a consequence.

--

2. Complete the chart below with the results of the self-study process.

Practice		Level of implementation			
		Low			High
1.	Assessment at the school aligns with the requirements of the programme(s).				
	a. The school uses the prescribed assessment criteria for each subject group in each year of the programme.				
	b. Teachers standardize their understanding and application of criteria before deciding on achievement levels.				
2.	The school communicates its assessment philosophy, policy and procedures to the school community.				
3.	The school uses a range of strategies and tools to assess student learning.				
4.	The school provides students with feedback to inform and improve their learning.				
5.	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).				
	a. The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.				

Practice		Level of implementation			
		Low			High
6.	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).				
7.	The school analyses assessment data to inform teaching and learning.				
8.	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.				
9.	The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered.				

3. Indicate the practice(s) that produced more diverse answers in the group. In one or two paragraphs, identify the differing views and how consensus was reached.

4. Conclusions on the standard

- a. Complete the table. (*Indicate with X.*)

Standard C4: Assessment	Requires significant attention	Shows satisfactory development
Assessment at the school reflects IB assessment philosophy.		

- b. Describe any major achievement(s) related to this standard during the period under review.

- c. Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

- d. As a result of this self-study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

Conclusions of the self-study process

After analysing the outcomes of the self-study process, the school has established the priorities used to create the school action plan included with this questionnaire (see Chart 6).

We agree that this electronic questionnaire, whether signed electronically or not, and supporting documents will be understood by the IB Organization to have been read and endorsed by the head of school, without a signed hard copy being necessary.

Name of head of school

--

Signature

Date

--	--

Name of head of section where MYP is implemented *(if different from head of school)*

--

Signature

Date

--	--

Name of MYP coordinator

--

Signature

Date

--	--

List of supporting documents to uploaded to IB Docs

The list below reflects the requirements for schools submitting a self-study between March 2014 and September 2015. Please see the MYP NC Transition document published on the OCC in December 2013 which details the gradual phase in of new MYP requirements. Schools submitting a self-study between September 2015 and January 2017 will be expected to show further progress in the transition. As of 1 January 2017 schools will be expected to have all requirements in place as listed earlier in this guide.

For partnerships: Schools belonging to a partnership should supply the documents below for the partnership as a whole, unless otherwise stated. Partnership documents will be submitted by the contact school.

Place an X in the box to indicate that you have attached the document to the form.

Self-study process

A description of the self-study process implemented in the school, including:

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- timeline
- means used to gather feedback from the different stakeholders
- meeting schedule for the self-study
- the school-developed descriptors for assessing the practices

Philosophy

1. **School brochure and promotional literature** produced by the school concerning the implementation of the MYP and information about the school's MYP curriculum

☐

For partnerships Each partner school submits its own literature.

Organization

2. School **organization chart** showing the MYP pedagogical leadership team (including the MYP coordinator and any other positions of responsibility with regard to the MYP) and reporting lines

☐

For partnerships: Each partner school submits its own, as well as an overview of the leadership of the programme across partner schools.

3. **Job description** of the MYP coordinator, including all additional responsibilities besides the MYP coordination. Indicate the percentage of the coordinator's weekly schedule that is devoted to complying with the coordination responsibilities.
4. **Language policy**
5. **Assessment policy**
6. **Academic honesty policy**
7. **Inclusion/special educational needs policy**
8. Full MYP class **schedules**. Include one per MYP year, with clear identification of subjects and duration of class periods.

☐
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☐
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For partnerships: Each school submits its own class schedule related to the MYP years that each implements.

9. **For partnerships:** Description of the structures and meetings that have been created/implemented across the partner schools and across all years of the programme to ensure the continuity of the curriculum and the consolidation of the MYP as one programme across the schools.

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Curriculum

10. Subject-specific vertical planner/subject group overview for each subject. This should:

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- demonstrate how the school has aligned the subject content with the MYP objectives
- identify the content that is taught in each year of the programme in order to meet the MYP objectives (approximately two pages per subject).

Where possible use the new format for subject group overviews or show how elements of this format have been introduced into the subject-specific vertical planners.

11. Learning expectations for approaches to learning/approaches to learning chart to show progression through the MYP years

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Include any links to the 2014 approaches to learning skills framework that have been developed.

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12. One unit plan for each subject according to the MYP unit planning process, preferably from different year levels. Where possible, the samples should show the use of (or transitioning to) the 2014 unit planning process.

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13. One interdisciplinary unit plan

Where possible, the unit plan shows alignment with the guidance offered in the *Guide for interdisciplinary learning. (2014)*

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14. Report card formats used by the school. Include any examples that the school has developed of report card formats that show transitioning to the assessment criteria from the 2014 MYP subject guides.

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For partnerships: Each partner school submits its own report card formats.

15. Personal project or community project description

(For schools with a programme ending in MYP year 3, 4 or 5) Schools ending their programme in MYP year 3 or 4 must plan to start the implementation of the community project from 1 September 2015.

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- Provide a description of how the personal project is organized and managed or the plans for organizing and managing the community project including
 - the structures in place to ensure coordination of the project
 - a description of how students and supervisors are or will be briefed
 - the process for standardization of assessment
 - the timeline for completion of the project
 - a list of the current or previous year's personal projects, indicating the type of projects involved

16. A description of how **standardization of assessment in subjects and in the personal project or community project is being developed or takes place in the school**

17. Reports from moderation or monitoring for each subject group.

Documentation to be available at the school at the time of the evaluation visit

1. Samples of **assessed student work** covering the MYP criteria for each subject, preferably from different year levels (four samples per subject should normally be sufficient)
Where possible, examples should show the use of the criteria from the 2014 MYP subject guides. For the Arts, the samples should be accompanied by the developmental workbook/process journal.
2. **Further samples of unit plans** for each subject from different year levels (three samples per subject. Where possible, the samples should show the use of or transition to the 2014 unit planning process.
3. Samples of **student reflection on service** involvement (four samples that include different years of the programme is sufficient)
4. **Samples of personal projects/community projects**, if applicable (four samples is sufficient)

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Complete the charts that appear in the following pages.

For partnerships:

- Each partner school will submit charts 1, 2, 3 and 4 individually.
- The contact school will submit charts 5 and 6 for the partnership as a whole.

Chart 1: MYP subjects

Update of MYP subjects and sequencing

For partnerships: Each partner school must complete this chart individually and include its name here.

MYP subjects			Hours of instruction per year (1 hour = 60 minutes)				
Subject group	Name of subject <ul style="list-style-type: none"> • Include all subjects per subject group that are taught in the MYP. • In the case of languages please identify the language (eg Spanish). • Add as many rows as needed. • At the end, include any subject that may not be part of the MYP. 	Language(s) of instruction <i>Use different rows for the same subject if taught in more than one language.</i>	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
Language A/Language and literature							
Language B/Language acquisition							

Humanities/Individuals and societies							
Sciences							
Mathematics							
Arts							
Physical education/Physical and health education							
Technology/Design							

Subjects that are not part of the MYP							

Chart 2: MYP teaching staff,

Update of MYP teaching staff, qualifications and IB-recognized professional development

- **IB-recognized professional development** refers to activities as listed on the IB events calendar on the IB public website (www.ibo.org) or in-school professional development activities organized by the regional IB office.
- **Location:** In the chart below, indicate where the training took place.
 - For IB regional workshops attended name the city.
 - For IB workshops organized in the school use "IS".
 - For IB online workshops use "Online".
- Add rows as necessary.
- **For partnerships:** Each partner school must complete this chart individually and include its name here.

Subject group/role	Name of subject	Teacher's name	Qualifications of each teacher (degrees, diplomas)	Number of years at this school	Full/part-time (Use FT/PT)	IB activities in which teacher is or has been involved in period under review (eg moderator, workshop leader, site visitor)	IB-recognized professional development attended during the period under review		
							Location	Date	Workshop name and category
Language A/Language and literature									
Language B/Language acquisition									

Humanities/Individuals and Societies									
Sciences									
Mathematics									
Arts									
Physical education/Physical and health education									
Technology/Design									

MYP coordinator									
Head of school/head of section									
Other staff (identify role below)									

Chart 3: School facilities

Update of school facilities that support the implementation of the MYP

Describe the changes that the school has made, if any, during the period under review, regarding its physical resources (for example, sports fields, science laboratories) to support the implementation of the MYP. Indicate the areas that are still in the process of improvement.

- Add rows as necessary.
- **For partnerships:** Each partner school must complete this chart individually and include its name here.

Resource	Changes since authorization/last evaluation	Developments under way/future development (if applicable)
Library/multimedia centre		
Arts provision		
Information technology provision		
Other (<i>identify</i>)		

Chart 4: Budget

Update of implementation budget

For partnerships: Each partner school must complete this chart individually and include its name here.

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Indicate the currency the school uses. If possible, use USD, GBP, CHF or CAD.

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USD = US dollars GBP = Great British pounds CHF = Swiss francs CAD = Canadian dollars

	IB World School current year	Year 2 after evaluation	Year 3 after evaluation	Year 4 after evaluation	Year 5 after evaluation
Academic year					
Annual fee					
Resources (specify)					
IB professional development (specify)					
Other					
TOTAL					

Approved by

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Position

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Chart 5: Overview of standard C

Overview of levels of achievement of the standards in section C

- Indicate with X the levels of achievement for the standards as identified by each subject group in the table below.
- Include the levels of achievement included in the self-study.

	C1		C2		C3		C4	
	Requires significant attention	Shows satisfactory development	Requires significant attention	Shows satisfactory development	Requires significant attention	Shows satisfactory development	Requires significant attention	Shows satisfactory development
General <i>(as declared in the self study to be submitted to the IB)</i>								
Language A/Languages and literature								
Language B/Language acquisition								
Humanities/Individuals and societies								
Science								
Mathematics								
Arts								
Physical education/Physical and health education								
Technology/Design								

Chart 6: Action plan

Update on action plan

- Schools are required to use this template to submit their plan in order to continue implementing the programme for the next five years. It is organized according to the headings of the IB *Programme standards and practices*.
- Include objectives drawn from the outcomes of the self-study.
- All recommendations from the authorization or previous evaluation must be addressed in the action plan. Indicate clearly which objectives address recommendations. In addition, if the school has continued efforts to improve in an area in which they received a Matter to be addressed in the authorization or previous evaluation, this should be indicated.
- Add rows as necessary.
- **For partnerships:** The action plan needs to be completed by all partner schools together. Within the plan, identify the actions that individual partner schools need to do on their own.

A: Philosophy

The school's educational beliefs and values reflect IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

B: Organization

B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the Middle Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

B2: Resources and support

The school's resources and support structures ensure the implementation of the Middle Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

C: Curriculum

C1: Collaborative planning

Collaborative planning and reflection support the implementation of the Middle Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

Approved by

Position