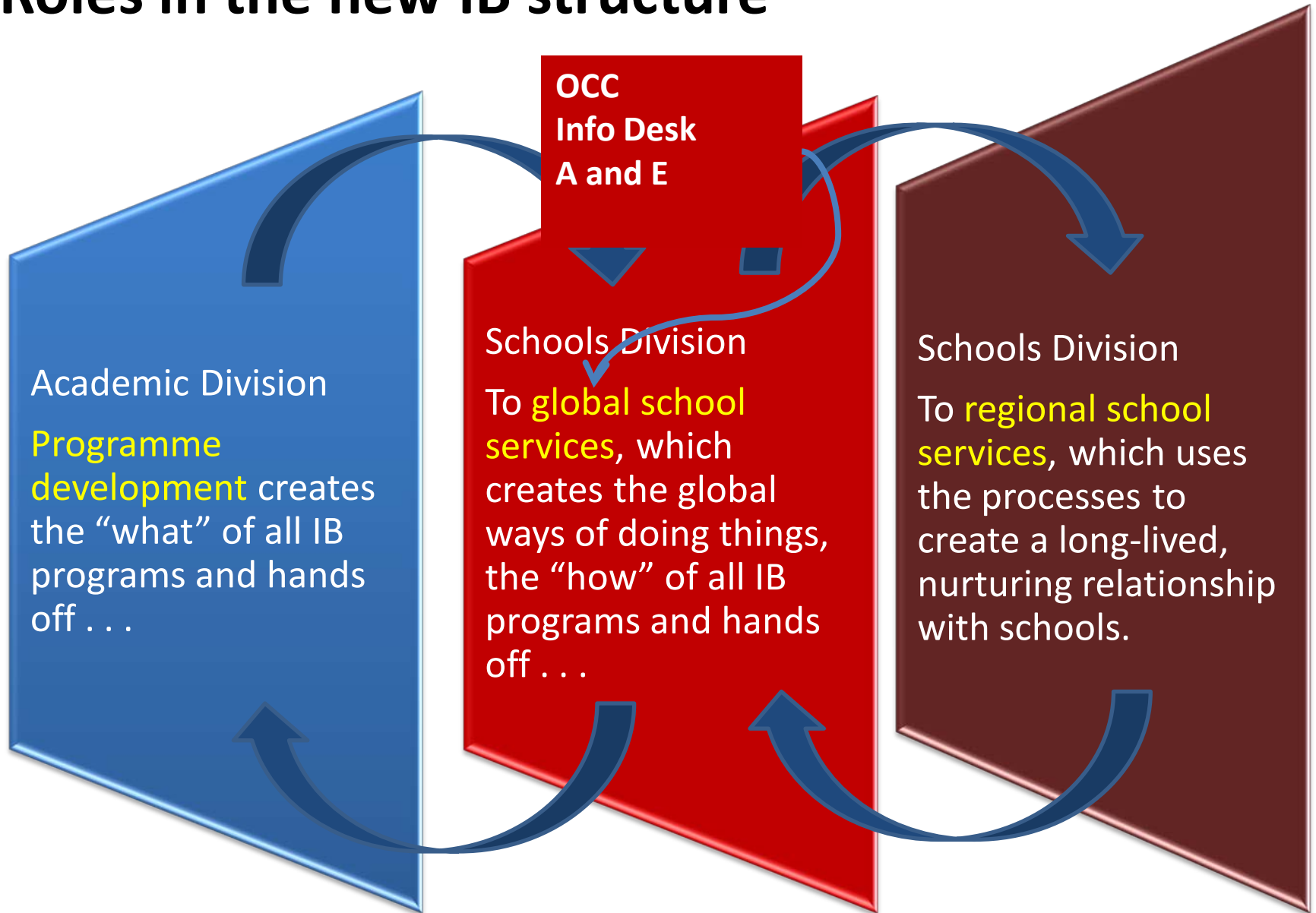
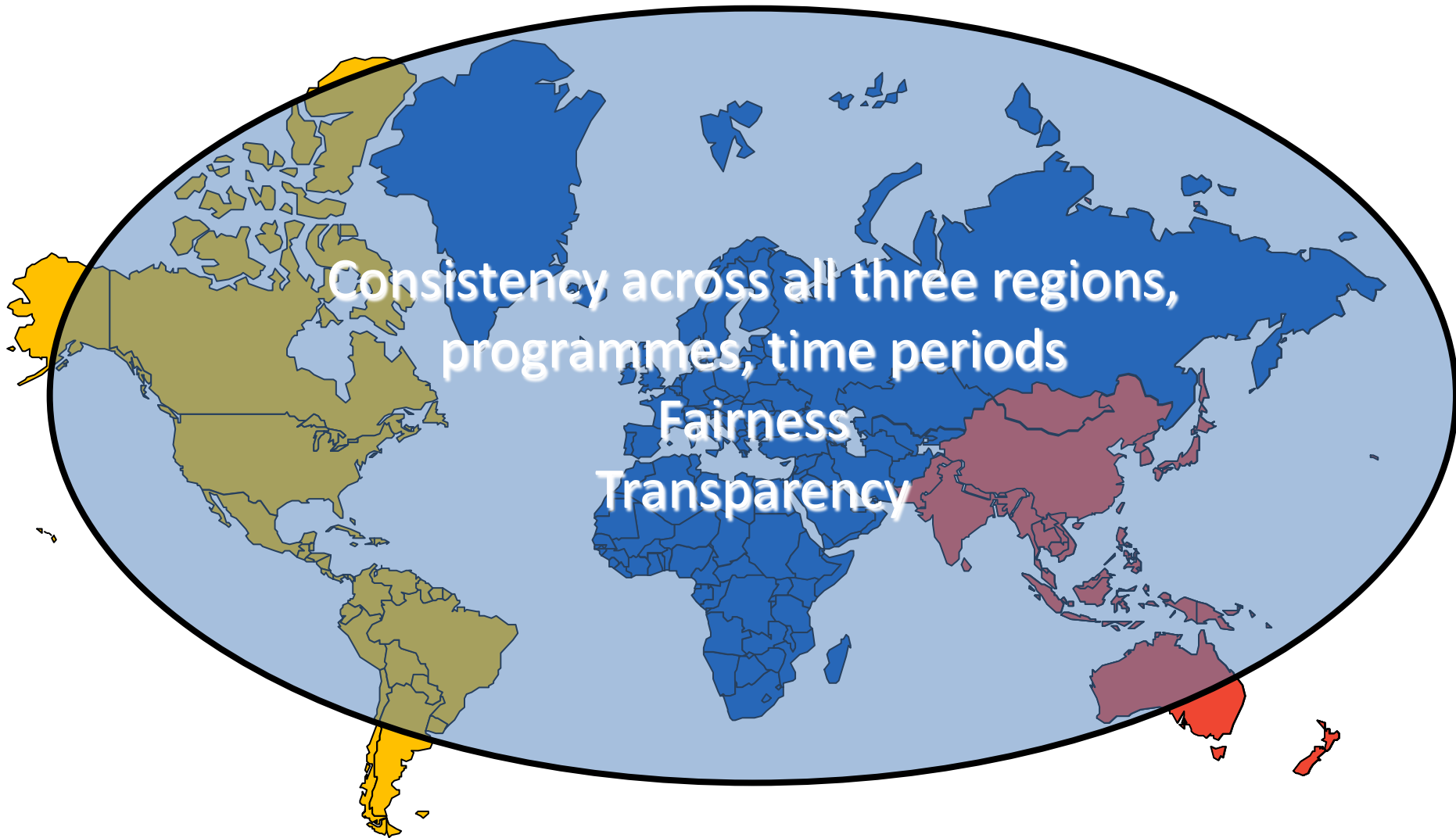




International[®]
Baccalaureate

Roles in the new IB structure





Programme standards and practices (2010)

The new *Programme standards and practices* were published on the OCC and the IB website in 2010.

Aims of the review were:

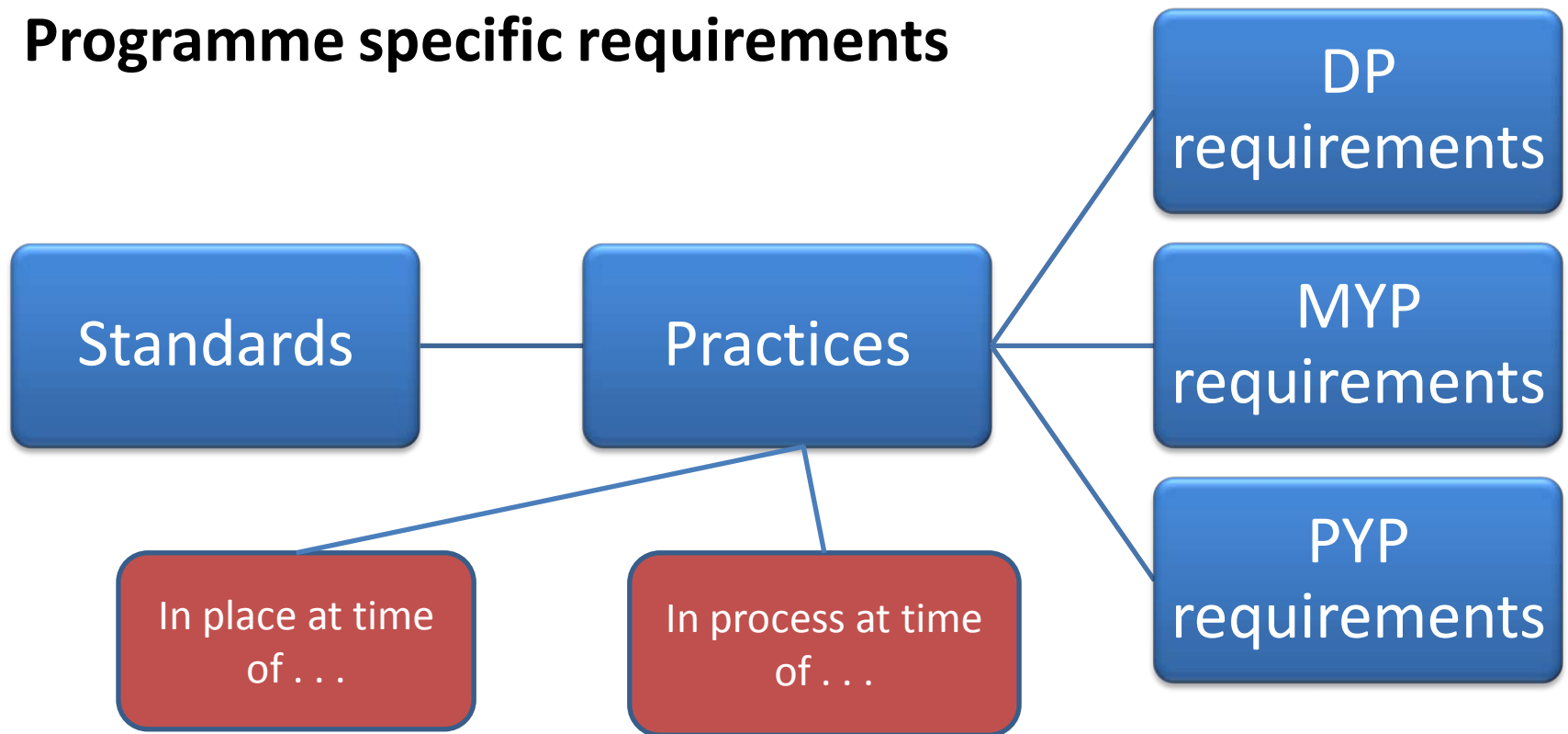
- Identify key practices to retain and sustain
- Refine and develop a more user-friendly version
- Reduce duplication and redundancy to streamline the document
- Clearly identify the requirements for authorization and evaluation

New Programme standards and practices

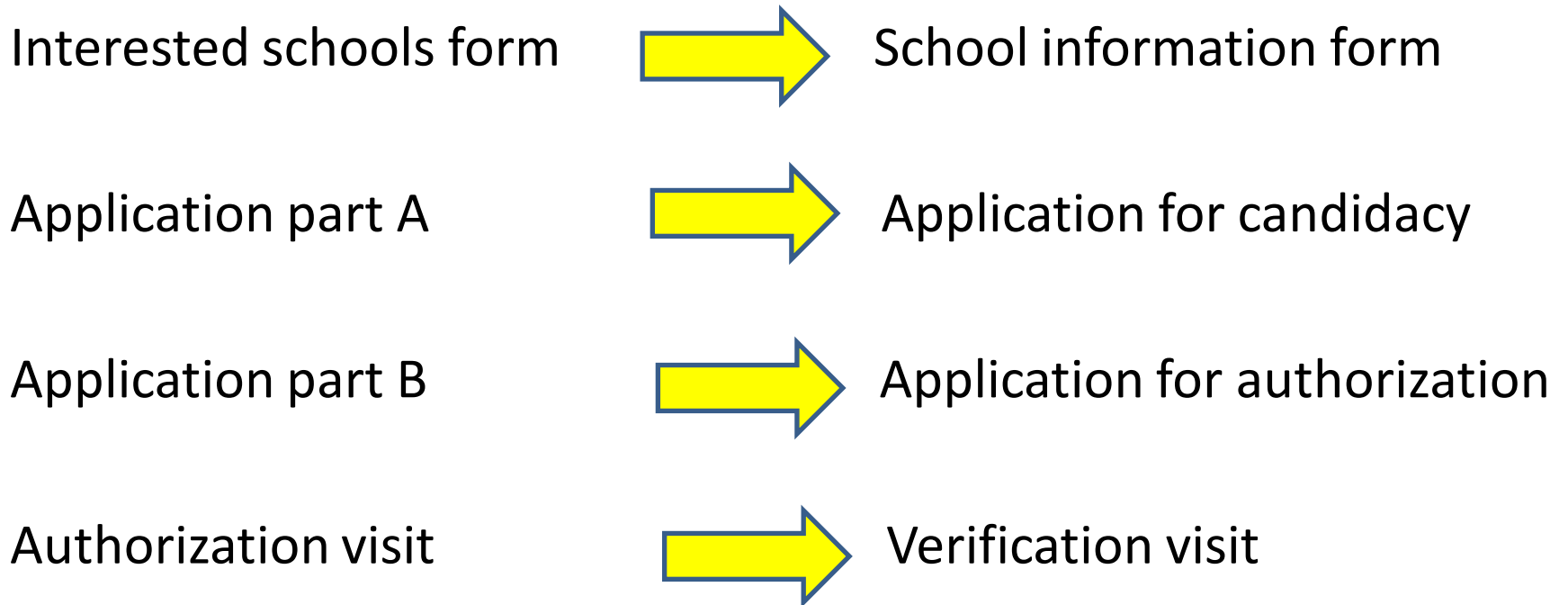
| Standards | Practices |
|--|------------------|
| A: Philosophy | 9 |
| B1: Organization: Leadership and structure | 7 |
| B2: Organization: Resources and support | 12 |
| C1: Curriculum: Collaborative planning | 9 |
| C2: Curriculum: Written curriculum | 11 |
| C3: Curriculum: Teaching and learning | 16 |
| C4: Curriculum: Assessment | 9 |
| Total practices | 73 [93] |

New *Programme standards and practices*

Programme specific requirements



New documents – new terminology



[Where to find them?](#) The IB website 'Become an IB World School'

Timeline for implementation of new processes

2011 Transition year

- Applications for candidacy: according to new process
- Authorization: according to the old process with a gradual phasing in of the new process
- Evaluation: schools starting the evaluation in 2011 use the new documents
- Revised legal documents will be published in March 2011 to become effective as from September 2011/January 2012.



2012

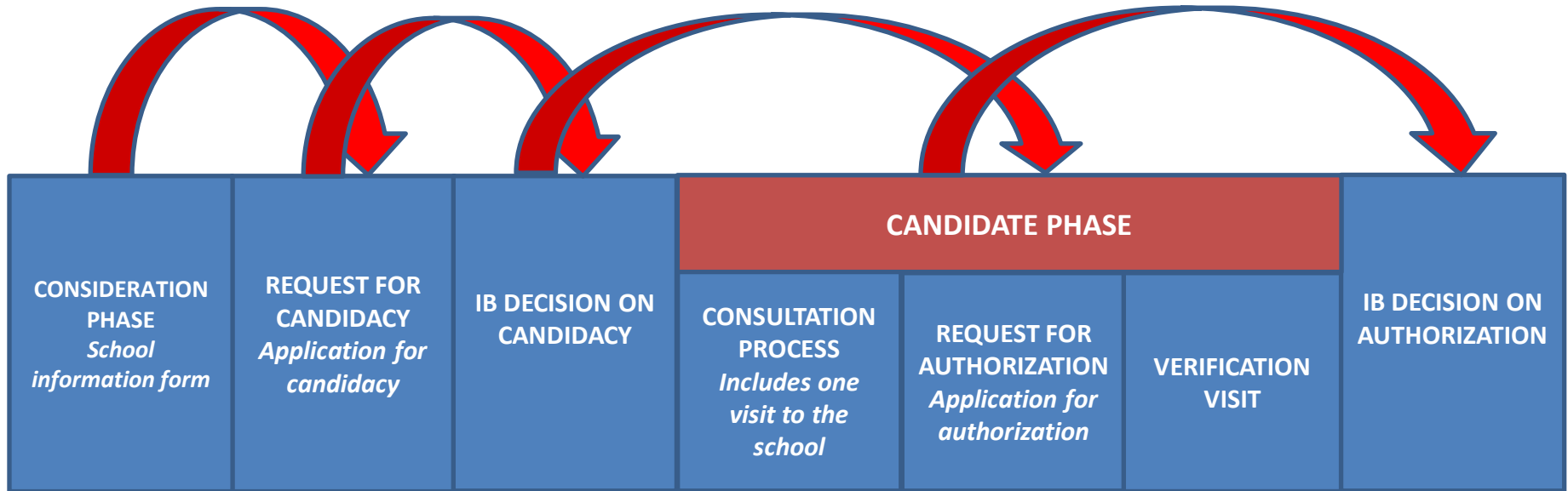
- All schools use new documents for all processes



January 2014

- All requirements for the new processes are fully in place

Authorization process



HEAD
ATTENDS
IB WKS

COMPLETION OF TEACHER PROFESSIONAL DEVELOPMENT
REQUIREMENTS FOR AUTHORIZATION
(Will include a required in-school workshop for MYP)

ONGOING COMMITMENT
TO PROFESSIONAL
DEVELOPMENT

Changes in the authorization process

- Submission of applications online
- Introduction of a consultation process to support schools through the candidate phase (not new to the former IBNA).
- Reading and reporting by IBE's of the *Application for candidacy* and the *Application for authorization*
- Verification visit
- No authorization with matters to be addressed

Changes in PD requirements

- ✓ Required workshop attendance for Head of school or designee before candidacy
- ✓ For MYP: Required in-school workshop for all teachers during the candidate phase
- ✓ Expectation of fulfillment of PD requirements at the time of the verification visit

PD requirements at authorization

| PYP | MYP | DP |
|--|---|--|
| <ul style="list-style-type: none">• Before application for candidacy: Head of school or designee to category 1• By the verification visit: all teachers and IBC to category 1 | <ul style="list-style-type: none">• Before application for candidacy: Head of school or designee to category 1• By the verification visit:<ul style="list-style-type: none">○ One teacher per subject group and IBC to category 1○ On-site general MYP workshop for all teachers and Head | <ul style="list-style-type: none">• Before application for candidacy: Head of school or designee to category 1• By the verification visit: all DP teachers, IBC and CAS coordinator to category 1 |

Changes in the evaluation process

- Guide and self-study questionnaire in one document per programme
- Reading of the self-study questionnaire by members of IBEN
- Emphasis on development through the school's action plan
- Frequency: every five years (except the PYP first cycle: 4 years after authorization)
- More detailed explanation of self-study process
- More focused questions under each standard
- Specific PD requirements to complete during the period
- Evaluation visits are compulsory in MYP and PYP.
Introduction of some evaluation visits in the DP

PD requirements at evaluation

| PYP | MYP | DP |
|---|---|--|
| <ul style="list-style-type: none"> Category 1 or 2: All teachers and heads or designees hired during period under review | <ul style="list-style-type: none"> Head (or designee) if hired during the period under review Category 1 or 2: At all times at least one teacher per subject group must have been trained <i>Subject specific seminar.</i> At least one teacher per revised subject group during period under review | <ul style="list-style-type: none"> Category 1 or 2: All teachers, heads (or designees), CAS, IBC hired during period under review <i>Subject specific seminar.</i> At least one teacher per revised subject group during the period under review |

Note: all schools are expected to comply with these requirements as from January 2014



International[®]
Baccalaureate

OUR MISSION

OUR STRATEGIC VISION: IMPACT THROUGH LEADERSHIP IN INTERNATIONAL EDUCATION

GOAL 1:

Strengthen our leadership in international education

- Programme development
- Professional development design
- IB advocacy

GOAL 2:

Evolve and improve our services and support to schools

- School support
- Assessment
- Professional development
- Authorization & evaluation

GOAL 3:

Develop a more diverse, inclusive IB community by enabling access to an IB education

- Specific segments
- Growth in existing schools
- Additional ways of accessing IB education



Research, Recognition

Brand, communications and marketing

Educator network

Quality assurance

Fundraising and partnerships

GOAL 4:

Build a sustainable, responsible and efficient organization for the future

- Capability and capacity of IB leadership and staff
 - Technology infrastructure
 - Internal organization
 - Capacity, scalability
- Finance
- SR

Motivated by a mission | Partnerships and Participation

Quality | Pedagogical leadership | International mindedness