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Overview

This PYP Coordinator’s handbook contains essential information about the Primary Years Programme (PYP) that coordinators, teachers and administrators will need during the 2013–2014 academic year for schools that begin their school year in August/September, and the 2014 academic year for schools that begin their school year in January/February. The PYP coordinator should ensure that information contained in this handbook is passed on to other appropriate individuals within the school community.

Much of the information contained in this handbook can be found in other documentation. It is intended that the handbook will provide a ready reference for PYP coordinators and will help to focus attention on those aspects of the programme that the coordinator has a responsibility to know about and to act on. Throughout the handbook, references to other documents are provided. The coordinator should refer to these for more detailed information.

The handbook does not provide details of how coordinators should fulfill their responsibilities. This understanding is developed through in-service workshops dealing specifically with the role of the PYP coordinator in IB World Schools.

While much of the information contained in this handbook is not limited to this particular school year, updated versions are published annually. In addition, the PYP Coordinator’s notes, providing information on new developments in the programme, is published twice a year (in May and November) and is made available to IB World Schools offering the PYP and to candidate schools on the online curriculum centre (OCC) and—to IB World Schools only—on IBIS. Coordinators must ensure that a copy of the PYP Coordinator’s notes is given to their principal.

Paragraphs that have been added or updated this year are marked with a blue line for the convenience of PYP coordinators. Where this line covers the whole section, it indicates that the whole section is new or updated.

Please note that the forms referred to in this issue of the PYP Coordinator’s handbook are the latest versions. It is the responsibility of the PYP coordinator to ensure that these are the ones being sent to the International Baccalaureate Global Centre, The Hague. Please contact pyp.curriculum@ibo.org if you require the electronic Microsoft Word® version of a given form.

Any comments or suggestions that you may have for improving this handbook will be most welcome, and should be addressed to pyp.curriculum@ibo.org.

Please use the links in the table below or on the left of the screen to navigate around the handbook. All forms can be accessed via the link to the left of the screen.

This edition of the handbook has been produced in both PDF and HTML format. Please note that links are only active in the HTML version. Forms and publications that are accessible via links in the HTML version of the handbook are available, where possible, in the appendices of the PDF version.
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A1 The PYP and the IB continuum

A1.1 The PYP and other programmes of the IB

For over four decades the International Baccalaureate (IB) has offered its Diploma Programme (DP), an internationally recognized curriculum and assessment for students aged 16–19, in the two years preceding university entrance. The International Baccalaureate Career-related Certificate (IBCC) is a new IB programme offered from 2012. The programme’s three-part framework comprises the study of at least two Diploma Programme courses alongside career-related studies and a distinctive IBCC core. The Middle Years Programme (MYP), offered by the IB since 1994, is designed for students in the 11–16 age range. The PYP, offered by the IB since 1997, is for students aged 3–12 years. This overlap allows schools some flexibility in choosing, in consultation with their appropriate IB regional office, the age of transition from the PYP to the MYP.

Although the four IB programmes have their own unique characteristics, the educational philosophy is consistent across all of the programmes. All four programmes place a strong emphasis on the ideals of international-mindedness and responsible citizenship. As the PYP and MYP can be considered an excellent preparation for the DP, schools are encouraged to consider offering the full continuum of IB programmes.

The Programme standards and practices is the foundational document for ensuring the quality and fidelity of the four programmes. It provides a set of criteria against which both IB World Schools and the IB can measure success in the implementation of the PYP, the MYP, the DP and the IBCC.

For the PYP, MYP and DP schools may opt to offer one, or any combination, of the three programmes. However, to offer the IBCC a school must be authorized for the DP. If schools choose to offer consecutive IB programmes, the programmes must be continuous, with students moving from one programme to the next without any gap years.

In cases where schools offer more than one programme, IB regional offices will deal with each programme as a separate entity. Correspondence and documents from the IB will be sent to the relevant programme coordinator in the school. Fees will be invoiced separately.

A1.2 Publications and materials

The IB publishes official PYP documentation and materials for IB World Schools in English, French and Spanish, and some publications are also becoming available in other languages (see section D1.3 for information about the IB language policy). Publications and materials are made available on the OCC as part of the annual fee. This includes all current curriculum material, the PYP Coordinator’s handbook and the PYP Coordinator’s notes.

The following PYP publications are available for downloading from the online curriculum centre (OCC) at http://occ.ibo.org. They may also be purchased from the IB store (to access the IB store go to IB store or type http://store.ibo.org in the address bar). The scope and sequence documents are sold as a suite of documents and are no longer available to purchase individually.

Please refer to section A7 for further information about the OCC.

Note: IB publications are not available through any other organization or individual.
A1.2.1 PYP documents

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<thead>
<tr>
<th>Title</th>
<th>Publication date</th>
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<tr>
<td><em>Making the PYP happen: A curriculum framework for international primary education</em></td>
<td>2009</td>
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<td><em>Making the PYP happen: Pedagogical leadership in a PYP school</em></td>
<td>2009</td>
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<tr>
<td><em>The Primary Years Programme as a model of transdisciplinary learning</em> (available to download from the OCC only)</td>
<td>2010</td>
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<td>2008</td>
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<td><em>Language scope and sequence</em></td>
<td>2009</td>
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<td><em>Personal, social and physical education scope and sequence</em></td>
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<td><em>Science scope and sequence</em></td>
<td>2008</td>
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<tr>
<td><em>Social studies scope and sequence</em></td>
<td>2008</td>
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<tr>
<td><em>Arts scope and sequence</em></td>
<td>2009</td>
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<tr>
<td><em>Assessment in the PYP: Annotated samples</em></td>
<td>2013</td>
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<tr>
<td><em>Language scope and sequence case studies</em></td>
<td>2013</td>
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<tr>
<td><em>Mathematics scope and sequence case studies</em></td>
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<tr>
<td><em>PYP Coordinator’s handbook 2013-2014</em> (available for purchase on CD-ROM)</td>
<td>2013</td>
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<tr>
<td><em>The role of ICT in the PYP</em></td>
<td>2011</td>
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<tr>
<td><em>History of the Primary Years Programme</em></td>
<td>2013</td>
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A1.2.2 PYP curriculum support materials

Online curriculum support material for the PYP is available on the OCC. This includes:

- the PYP exhibition—a series of examples showing how schools have engaged with the exhibition
- a video introducing the *Personal, social and physical education scope and sequence*
- a video introducing the *Arts scope and sequence*
- sample units of inquiry—examples intended to support teachers in developing units of inquiry for their transdisciplinary programme of inquiry, as well as for single-subject inquiries
- a screencast that shows PYP educators how to use the PYP planner.

Additionally, the *Sharing PYP practice* blog (http://blogs.ibo.org/sharingpyp) features articles written and shared by PYP educators through network and association newsletters, school websites, class blogs or their own professional website. Articles are selected to illustrate diverse experiences in implementing the PYP and to facilitate the connections among PYP teachers around the world.
**A1.2.3 IB World magazine**

*IB World* magazine is the official magazine of the IB, published twice a year in English and Spanish. It has a circulation of approximately 30,000 in English and 5,000 in Spanish. Copies are sent to all IB World Schools. Feature articles are also available on the IB public website ([http://www.ibo.org/ibworld](http://www.ibo.org/ibworld)) in English, French and Spanish.

The magazine is aimed at the entire IB community, with articles that are accessible to all IB stakeholders. Each issue highlights a particular theme, but teachers and students, as well as other interested parties, are invited to submit articles covering all areas of international education to the editor at editor@ibo.org, who will review them and decide which are the most suitable for the magazine.

**A2 PYP framework**

**A2.1 The Primary Years Programme**

The IB Primary Years Programme (PYP), for students aged 3–12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning.

**A2.2 New PYP graphic**

In November 2012, the IB introduced new graphic designs, offering a visual representation of the similarities between the four programmes. The design is no longer hexagonal but circular, illustrating the alignment of structure and terminology across all four programmes and a seamless, holistic and integrated continuum of education for children aged 3–19 years old.

Approaches to teaching and learning are now embedded within all four programmes, which are further aligned by each one culminating in a learning experience.
This new visual representation of the PYP differs from the old graphic design in the following ways.

The core circle remains illustrative of the learner’s position at the heart of the PYP curriculum framework.

The innermost circle unites the pedagogy of the PYP with its essential elements.

- The three components of the PYP curriculum cycle (written, taught and assessed) are now embodied in **Approaches to Teaching**, which aligns more closely with the MYP, DP and IBCC programmes. It reinforces the PYP pedagogy of authentic learning that is inquiry-based and conceptually driven.
- The essential element of skills (subject-related and transdisciplinary) is represented on the new model as **Approaches to Learning**, which is also in closer alignment with MYP, DP and IBCC.
- **Concepts** features separately to show the alignment with MYP.
- **Attitudes** remains one of the PYP essential elements.

The PYP culminates in the **Exhibition**, and this features on the new design. This circle demonstrates the clear alignment with **Action**, and with the culminating activities in the MYP, DP and IBCC.

The six subject areas feature in the next inner circle. The distinction between them is now less marked in order to better represent the transdisciplinary nature of the PYP.

Similarly, the six transdisciplinary themes now feature in a more interconnected way in the second-outeriormost circle.

International-mindedness, encompassing more than just the individual learner, features in the outermost circle, as it underpins and aligns the PYP with the three other programmes.

**A2.3 A broader definition of transdisciplinary skills**

While no fundamental changes have been made to the framework of the Primary Years Programme, the programme graphics have been redesigned to better illustrate the alignment of structure and terminology across all four programmes. These include the way that Approaches to Teaching and Approaches to Learning are represented.

In the PYP, Approaches to Teaching (ATT) refers to the three components of the curriculum cycle (written, taught and assessed) and reinforces a pedagogy of authentic learning that is inquiry-based and conceptually driven. Approaches to Learning (ATL) refers to those skills that students develop when they are learning how to learn and think effectively; how to process information and manage their emotions and behaviours—those skills currently identified as “Transdisciplinary skills” in the PYP. The ultimate intention of ATL across the IB continuum is to develop self-regulated (self-managed, self-directed, independent) learners through skills-based, process-focused teaching. Using this terminology within the new PYP graphic helps promote a better sense of continuity, particularly for educators in our continuum schools.

The deliberate use of ATT strategies, combined with ATL, reinforces what lies at the heart of an IB education—an holistic experience that not only addresses students’ cognitive development but their social, emotional and physical well-being.
A3 The role of the PYP coordinator

All IB World Schools offering the PYP must appoint a coordinator, who is normally recruited from the PYP teaching staff. The coordinator should have proven teaching ability and be able to act as a pedagogical leader of the programme in the school. The IB sees the responsibility for pedagogical leadership within the school as being a shared responsibility, to include both the PYP coordinator and the primary school principal.

Correspondence and documentation sent to schools will always be addressed to the PYP coordinator identified by the school. In a multiple-campus school, it is the responsibility of the designated contact person to copy appropriate information to all of the school campuses. Correspondence will be sent in the working language identified by the school (English, French or Spanish).

A commitment to collaborative planning is central to the philosophy of the PYP. The PYP coordinator has a pivotal role in this process, taking responsibility for ensuring that pedagogical aspects are discussed; information is disseminated; and the programme is planned, taught and assessed collaboratively.

Together with other members of the school’s pedagogical leadership team, the PYP coordinator is responsible for the development and whole-school implementation of the programme. Besides maintaining contact with the school administrator(s), the PYP coordinator should work collaboratively with all members of the teaching team and be involved in whole-school planning, as well as in-school and out-of-school professional development.

The duties performed by the coordinator will vary according to the number of students, the management structure and the type of school. The amount of time allocated to fulfill the responsibilities of the PYP coordinator varies from school to school. Sufficient time, outside specific teaching responsibilities, should be allocated to allow the coordinator to meet the requirements outlined in his or her job description in a timely and effective manner.

The following list of responsibilities is intended to provide guidelines for schools when developing the PYP coordinator’s job description to meet the needs of the school. These should be reviewed alongside “Responsibilities of the pedagogical leadership team” in Making the PYP happen: Pedagogical leadership in a PYP school (2009).

A3.1 PYP coordinator’s responsibilities

A3.1.1 Documentation

- Be familiar with and promote understanding and use of all PYP documents.
- Ensure that copies of IB publications pertaining to the PYP section of the school are available to all staff members.
- Establish and maintain a record of completed IB Primary Years Programme planners.
- Publish the school’s programme of inquiry.
- Lead the process of developing or reviewing on a regular basis the school’s curriculum documents, including the programme of inquiry and scope and sequence documents.
- Ensure that policies are formulated for teaching and learning language and for assessment.
• Ensure that agreements are developed that support access to the programme for all students.
• Ensure the development of an action plan by following the instructions on the public website (http://ibo.org/become) under “Becoming an IB World School”
• Maintain the archive of PYP records from one year to the next, including the exhibition.
• Ensure that the document entitled *General regulations: Primary Years Programme* (2011) is supplied to parents/legal guardians (available through the IB public website, IBIS and IB HeadNet).
• Ensure that the document entitled *Rules for IB World Schools: Primary Years Programme* (2011) is shared with relevant staff (available through the IB public website, IBIS and IB HeadNet).

A3.1.2 Professional development

• Ensure that staff members are made aware of professional development opportunities.
• Make recommendations regarding professional development opportunities on and off campus.
• Keep a record of workshop attendance and school visits to ensure equality of opportunity to identify ongoing needs, and to complete authorization and programme evaluation forms.
• Assist teams or individuals in developing and documenting units of inquiry and individual student inquiries.
• Support the teachers responsible for, and the students involved in, the PYP exhibition in the final year of the programme—see *Exhibition guidelines* (2008) for further information.

A3.1.3 Resource management

• Make recommendations for the purchase of suitable resources to support the implementation of the programme.
• Be responsible for the establishment of an inventory of resources to facilitate efficient collaboration.

A3.1.4 Communication

• Ensure that all requirements of the IB concerning the implementation of the programme are adhered to.
• Set up systems for communication and collaboration among all staff members involved in implementing the programme.
• Conduct parent information sessions.
• Publish articles pertaining to the programme in the school newsletter.
• Circulate all relevant information received from the IB and ensure that teachers and other staff are kept up to date with current developments in the programme.
• Prepare and submit any documentation required for authorization and evaluation.
• Respond to requests for information (for example, questionnaires) from the IB.
• Provide a liaison between the school and the IB.
• Provide outreach to the wider PYP community through OCC discussion forums, email and hosting visits from other schools.
• Promote the use of the OCC within the school community.
• Recommend exemplary teachers to participate in curriculum development meetings.

For further information regarding the role of the PYP coordinator, please refer to Making the PYP happen: Pedagogical leadership in a PYP school (2009).

A4 IB store and publications

The IB publishes a variety of resources for schools, teachers and students. These are made up of essential materials plus additional, supplementary resources that complement the IB programmes, mission and values. Programme publications are available to candidate and authorized IB schools to download from the OCC as part of their fee and are also available on the IB store website (http://store.ibo.org).

The IB store offers:

• core materials—to support the teaching of all IB programmes. These are all available to download from the OCC as part of a school’s fees. However, many of these are also available to purchase at the IB store
• supplementary publications—additional resources, such as the new Ten Tales From Different Cultures set of ten fictional tales and Ways to Learn Through Inquiry: Guiding Children to Deeper Understanding, are developed and published by the IB to support students, teachers and administrators of the IB programmes
• professional development resources—the new IB Journal of Teaching Practice and Inside IB Classrooms online video library, plus many more books and e-books
• communication documents—a range of literature designed to provide information about and promote the IB programmes offered by your school
• reference materials—a variety of publications by IB-affiliated authors
• partner publications—developed in collaboration with external partners, for example, Oxford University Press
• gift items—a range of clothing, stationery, lapel pins and presentation gifts, including an environmentally friendly range of products, for all IB stakeholders
• sign up for a quarterly IB store e-newsletter to keep you up-to-date about new publications and developments
• sign up to receive an email alert when a specific publication becomes available—see the “New publication alert” page
• the IB store news blog (http://blogs.ibo.org/ibstore/) — a place to read news and reviews, find information about authors, complete surveys to aid new publication development, post comments and more
• volume discounts—available on selected publications
• a schools jobs service—allowing IB World Schools to advertise their vacant positions to a global audience.

With so many products and publications on the market to support the IB programmes, it can be difficult to distinguish those that are approved or endorsed by the IB itself. To help you make an informed choice, please take note of the following categories.

A4.1 IB materials

Only materials produced by the IB itself should display the IB logo or “International Baccalaureate”, both of which are registered trademarks. The IB will not give permission for its
name or logo to appear on any product other than those produced by the IB. A publisher or a
supplier has to be working in cooperation with the IB to be permitted to use an IB trademark.

Examples of IB materials are:

- IB publications available from the online curriculum centre (OCC) or the IB store
- IB merchandise available from the IB store.

**A4.2 IB materials produced under licence**

The IB produces some materials in cooperation with other publishers or suppliers. The IB
endorses such products and has been involved in their development.

Examples of IB-endorsed publications carrying the IB “In cooperation with” logo are:

- *IB World Schools Yearbook* published by John Catt
- *Course Companions* published by Oxford University Press for the IB Diploma
  Programme.

**A4.3 Other products for IB programmes**

Several publishers and suppliers independently produce materials for IB programmes. While it
is reasonable for them to show that their product is intended for the IB market, it should not
feature any IB logo or trademark. Ideally, such products should say that they are intended “for
use with” the relevant IB programme.

If you have any queries concerning any materials, products or services offered by the IB,
please contact the sales department at sales@ibo.org.

**A4.4 PYP materials**

The IB store offers a variety of PYP materials, including the following.

- *Sample units of inquiry* (ongoing)
- *PYP transdisciplinary themes poster set*, available in English, French, Spanish, Arabic
  and Chinese (2010)
- *Making the PYP happen: A curriculum framework for international primary education*
  (2009)
- *Making the PYP happen: Pedagogical leadership in a PYP school* (2009)
- The PYP starter pack including:
  - *Making the PYP happen: A curriculum framework for international primary education*
  - *Making the PYP happen: Pedagogical leadership in a PYP school*
  - *PYP Coordinator’s handbook*
  - *Developing a transdisciplinary programme of inquiry*
  - *Exhibition guidelines*
  - a copy of *IB World* magazine
- Curriculum support materials
- Information for coordinators
- Information for parents and visitors to the school
- Publishing in 2013—PYP *Storytellers: Ten tales from different cultures* (a series of
  fiction titles)
To hear about new PYP resources as they are developed and published, sign up to the quarterly IB store e-newsletter at http://store.ibo.org.

For information about copyright restrictions on all formats of these materials, please refer to the document entitled Rules and policy for use of IB intellectual property, available from http://www.ibo.org/copyright/.

A4.5 Contacting the IB store

If you require further information on any of the services outlined above or would simply like to make a suggestion about future products, please contact the sales and marketing department.

Email: sales@ibo.org

A5 IB information system

The IB information system (IBIS) is a collection of web-based services that are available to coordinators. Access to the IBIS website is free to all PYP coordinators. However, the availability of services on the website will differ between schools in the authorization process and IB World Schools.

A5.1 IBIS school codes

All IB World Schools and candidate schools offering the PYP have been issued with a six-digit school code for IBIS.

A5.2 Use of IBIS

The system uses a secure, password-protected web server to provide a fast and efficient way of working with the IB.

You can access the IBIS website at https://ibis.ibo.org using your user ID, password and PIN.

All PYP coordinator news items are provided on the IBIS website.

IBIS is a portal for access to the Regis website, which will allow PYP coordinators to register participants for workshops. A coordinator accesses Regis from the Home tab on IBIS, by clicking on the Workshop Registration link found on the drop-down menu.

The IB requires PYP coordinators in IB World Schools to use IBIS to maintain accurate school details. School details can be amended on the School tab on IBIS. For further information on updating school details or changing PYP coordinator, please refer to section I2 (Frequently asked questions related to IBIS).

PYP coordinators at IB World Schools are able to access an option that allows them to create IB HeadNet accounts for their head of school or principal. Please refer to section A6.2 (IB HeadNet) for further information.

A PYP coordinator library is available to coordinators of IB World Schools via the Library tab.

A5.3 Use of IB Answers

Members of the IB community can find answers to their frequently asked questions (FAQs) by searching this online knowledge base. Coordinators and administrative assistants in authorized schools and those teachers who have also been set up with an IBIS account are
A user ID and password for IB Answers has been created for all IBIS users. For instructions on how to discover your unique username and password and begin accessing the support pages, please use the following link http://ibanswers.ibo.org/.

IB Answers is available to provide information and support on any aspect of using IBIS. Coordinators can contact IB Answers via email (ibid@ibo.org) or by submitting a question on our website (http://ibanswers.ibo.org/).

To request information or help, please email (ibid@ibo.org) with your name and school code. IBIS account queries or problems should also be directed to (ibid@ibo.org).

It is preferable that queries are sent to IB Answers by email. However, IB Answers can also be contacted by phone 24 hours a day from Monday to Friday using the following numbers.

• Argentina: + 54 11 6090 8635
• The Netherlands: + 31 70 352 6055
• Singapore: + 65 6579 5055
• Switzerland: + 41 22 309 2515
• UK: + 44 29 2054 7740
• US: + 1 301 202 3025

Calls may be monitored for training purposes.

A6 The IB websites

The following websites are managed and maintained by the PYP development team in The Hague:

• http://www.ibo.org/pyp—IB PYP public website, which illustrates the PYP curriculum contents including the programme model
• http://blogs.ibo.org/pyp—the PYP blog, which offers news and updates from the PYP development team in The Hague
• http://blogs.ibo.org/sharingpyp—the Sharing PYP practice blog, which is dedicated to sharing examples of what PYP implementation looks like in IB World Schools and candidate schools
• http://twitter.com/ibpyp—Twitter: @ibpyp

There are a number of other important websites for PYP administrators, coordinators, teachers and heads of schools, which are:

• http://www.ibo.org—IB official website (see section A6.1)
• https://ibis.ibo.org—PYP IBIS, for PYP coordinators (see section A5)
• http://occ.ibo.org—online curriculum centre (OCC), for teachers, PYP coordinators and administrators (see section A7)
• http://globalengage.ibo.org—Global Engage, which is a website where all members of the community can explore and engage on various themes such as “Sharing our humanity”
• http://store.ibo.org—IB store, for supplementary resources developed and published by the IB (see section A4)
http://ibanswers.ibo.org—IB Answers, which provides an information service to all IB stakeholders (see section A5.3).

A6.1 The IB public website

The IB public website (http://www.ibo.org) is aimed at a broad range of IB stakeholders, including IB World Schools, prospective schools, parents and students, universities, governments, donors, researchers and the media. Features of the site include:

- user-friendly navigation with drop-down menus
- detailed information about the four IB programmes and the IB in general
- detailed information on the authorization process
- a useful school search facility with a page for every school
- a powerful site search engine, an A–Z index and the most widely used features given prominence from the home page
- online access to the IB store with shopping cart facilities and online credit card clearance at http://store.ibo.org
- dedicated pages for each stakeholder group, with links to helpful information
- a calendar of professional development workshops and conferences with links to online registration
- a schools’ jobs service, where schools can advertise teaching posts at their school
- password-protected areas for universities, governments and heads of schools
- a powerful search facility for more than 2,000 universities worldwide with IB recognition policies.

A6.2 IB HeadNet

IB HeadNet (https://www.ibo.org/es/heads/headnet/) is a password-protected section of the IB public website, available to heads of IB World Schools only.

Note: Pending replacement of HeadNet platform—this site is only to be used to connect to Heads Conference website, existing content will be removed or archived.

A7 The online curriculum centre

The online curriculum centre (OCC) (http://occ.ibo.org) is available to IB World Schools upon successful completion of the PYP Application for candidacy. This service is also available to candidate schools that are implementing the programme in preparation for authorization. The OCC provides support for teachers and administrators implementing and developing the programme.

The OCC is a password-protected website and allows teachers and administrators to:

- view and download selected IB publications
- view PYP teacher support materials, such as the PYP exhibition
- share useful teaching resources with other IB teachers
- communicate with other IB teachers on relevant issues in the discussion forums
- participate in the consultation process of current curriculum reviews through online questionnaires
- contact online faculty members to answer curriculum and assessment queries
- read the latest news from the IB
• receive notifications of messages posted to the discussion forums.

**Note:** PYP coordinators in IB World Schools have an important role to play in providing access to the OCC for teachers in their schools. This can be done on IBIS, using the “OCC account management” function, which can be found under the “school” tab. For any questions, please contact OCC support (occ@ibo.org). PYP coordinators in candidate schools can obtain usernames and passwords for their teachers by emailing a list of teachers’ names to occ@ibo.org. PYP coordinators must issue usernames and passwords to teachers in confidence and ensure that any old accounts are deleted on a regular basis. Coordinators should remind all users that they must have a valid email address in their OCC profile. PYP coordinators must ensure that when teachers/administrators leave the school their OCC accounts are deleted.

If coordinators have any queries relating to the OCC, including difficulty accessing it or introducing colleagues to it, they should email occ@ibo.org.

### A8 Rules and policy for use of IB intellectual property

The IB’s *Rules and policy for use of IB intellectual property* can be found at [http://www.ibo.org/copyright/](http://www.ibo.org/copyright/). This document explains the logos and materials that can be used by schools and the rules that must be followed when doing so. It is the responsibility of the PYP coordinator and the school’s senior management team to ensure that the rules are being obeyed. Please ensure that you and the teachers in your school are familiar with this document.

The IB’s digital communications toolkit is recommended for schools to use alongside your own marketing materials. This online resource contains brand guidelines that enable IB World Schools to promote themselves and the IB programmes in a consistent manner, fully complying with the IB brand and ensuring that messages are consistent and clear. It also gives details of other promotional materials available for use. The digital toolkit can be downloaded from the IB website ([http://www.ibo.org/myib/digitaltoolkit](http://www.ibo.org/myib/digitaltoolkit)) and is also available via the IB store ([http://store.ibo.org](http://store.ibo.org)).

The IB allows IB World Schools and candidate schools to copy, in whole or in part: guides, other materials found on the OCC and official PYP documentation for use within their IB community only.

If IB World Schools want to use IB documents originated from the secure OCC site, they will be able to access, download and reproduce these electronically or physically. However, all use of the materials taken from the OCC must be non-commercial and must only be made for use within the school community (on a secure website if for online use), in particular:

- Copies of materials from the OCC may be posted on a school’s own website or internal intranet for use by the school community provided that they are not accessible by people outside the school community (they cannot be seen or accessed by the general public).


• Copies of these documents may also be placed on external websites, wikis or cloud services where a school uses these in place of its own website to communicate information and materials to the school community; however, these copies, sites or wikis must not be accessible by people outside the school community.
• Schools must not upload material from the OCC to any type of electronic file sharing or document sharing service (for example, Scribd).

Schools are required to notify the IB if they want to translate IB documents from the OCC or the IB public website into non-IB languages. Translation of the non-fee-covered materials for sale through the IB store is prohibited. Any local translation of IB documents for internal use within a school must be clearly labelled as such.

A9 Property and copyright on student material submitted to the IB

From time to time the IB asks schools to send in student material, including all forms of written work and audio and visual materials, for educational or promotional purposes.

In order for the IB to use the material submitted, the permission of parents is required and, in practice, it is much easier for schools to supply materials if they already have parents’ views on record. The IB has prepared a Sample parental permission form (see the Forms section in this handbook) that explains to parents how their child’s work or visual image might be used by the IB. Parents sign this form to either grant or withhold their permission, and it is suggested that the school keep the form in each child’s personal file.
B1 IB offices

Information about IB Foundation Office, IB Assessment Centre, and IB Global Centres is to be found in this section.

**B1.1 IB Foundation Office**

The organization was founded in Geneva, Switzerland, in 1968. This office oversees and supports the regional offices.

<table>
<thead>
<tr>
<th>IB Foundation Office</th>
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<tbody>
<tr>
<td>Mr Jeffrey R Beard</td>
</tr>
<tr>
<td>Director General</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Organisation du Baccalauréat International</td>
</tr>
<tr>
<td>Route des Morillons 15</td>
</tr>
<tr>
<td>Grand-Saconnex, Geneva</td>
</tr>
<tr>
<td>CH-1218</td>
</tr>
<tr>
<td>Switzerland</td>
</tr>
<tr>
<td>Phone: +41 22 309 2515</td>
</tr>
<tr>
<td>Fax: +41 22 791 0277</td>
</tr>
<tr>
<td>Email: <a href="mailto:ibhq@ibo.org">ibhq@ibo.org</a></td>
</tr>
</tbody>
</table>

**B1.2 IB Assessment Centre**

The IB Assessment Centre is based in Cardiff, United Kingdom, and comprises the assessment function of the organization.

The work of the assessment function includes the design of assessment systems, production and administration of examination papers, checking of examination script marking and supporting programme coordinators worldwide.

<table>
<thead>
<tr>
<th>IB Assessment Centre</th>
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<tbody>
<tr>
<td>Ms Carolyn Adams</td>
</tr>
<tr>
<td>Chief Assessment Officer</td>
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<tr>
<td></td>
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<tr>
<td>International Baccalaureate Organization</td>
</tr>
<tr>
<td>Peterson House</td>
</tr>
<tr>
<td>Malthouse Avenue</td>
</tr>
<tr>
<td>Cardiff Gate</td>
</tr>
<tr>
<td>Cardiff, Wales</td>
</tr>
<tr>
<td>GB CF23 8GL</td>
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<tr>
<td>United Kingdom</td>
</tr>
<tr>
<td>General inquiries:</td>
</tr>
<tr>
<td>Phone: + 44 29 2054 7777</td>
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<tr>
<td>Fax: + 44 29 2054 7778</td>
</tr>
<tr>
<td>Email: <a href="mailto:ibca@ibo.org">ibca@ibo.org</a></td>
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</table>
B1.3 IB Global Centres

There are three Global Centres, which cover Africa, Europe and the Middle East (IBAEM), the Americas (IBA) and Asia Pacific (IBAP). Each centre contains a regional office.

The services that a regional office provides are grouped under the following activities: authorization and evaluation processes of IB World Schools, professional development of teachers and administrators for IB World Schools, recognition of the IB programmes by universities and national authorities, and promotion. The regional offices also endeavour to anticipate and meet the future needs of our IB World Schools and advocate for the needs of IB schools within the IB.

B1.3.1 For prospective IB schools

- Introductory workshops
- Consultation, advice and materials on the process of application and authorization
- Teacher-training workshops
- Arrangement of verification visits

B1.3.2 For IB World Schools

- Teacher-training programmes
- Regional conferences
- Evaluations of schools’ IB programmes
- Consultation on student assessment procedures
- Anticipating and meeting the future needs of our IB World Schools and advocating for the needs of IB schools within the IB

B1.3.3 For universities

- The philosophy, structure and requirements of the DP and the IBCC
- The content and requirements of DP and IBCC courses
- Any requested information on the PYP

B1.3.4 For governments

- Advice on how to integrate IB programmes into state educational systems
- Consultation regarding recognition of the IB diploma

Note: IB World Schools are asked to keep their IB regional office informed of any changes within the school structure that may affect the implementation of the IB programme. The IB regional office will advise the school on the necessary course of action and, if required, organize a school visit.

The IB Global Centres located in each of the regions also organize in-school workshops and professional development workshops. It is the school’s responsibility to keep teachers updated on programme developments through attendance at workshops. A timetable for IB workshops can be viewed on the IB public website (http://www.ibo.org) by going to News and events>Workshops and conferences, or by contacting your IB regional office for further information.
<table>
<thead>
<tr>
<th><strong>IB Global Centres</strong></th>
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<tbody>
<tr>
<td><strong>IB Africa, Europe, Middle East</strong></td>
</tr>
<tr>
<td>Mr Adrian Kearney</td>
</tr>
<tr>
<td>Regional Director</td>
</tr>
<tr>
<td>IB Africa, Europe, Middle East Global Centre</td>
</tr>
<tr>
<td>Churchillplein 6</td>
</tr>
<tr>
<td>2517 JW The Hague</td>
</tr>
<tr>
<td>The Netherlands</td>
</tr>
<tr>
<td>Phone: + 31 70 352 6000</td>
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<tr>
<td>Fax: + 31 70 352 6003</td>
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<tr>
<td>Web: <a href="http://www.ibo.org/ibaem/">http://www.ibo.org/ibaem/</a></td>
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<tr>
<td>Email: <a href="mailto:ibid@ibo.org">ibid@ibo.org</a></td>
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<tr>
<th><strong>IB Americas</strong></th>
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<tbody>
<tr>
<td>Mr Drew Deutsch</td>
</tr>
<tr>
<td>Regional Director</td>
</tr>
<tr>
<td>IB Americas Global Centre</td>
</tr>
<tr>
<td>7501 Wisconsin Avenue</td>
</tr>
<tr>
<td>Suite 200 West</td>
</tr>
<tr>
<td>Bethesda</td>
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<tr>
<td>Maryland 20814</td>
</tr>
<tr>
<td>USA</td>
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<tr>
<td>Phone: +1 301 202 3000</td>
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<tr>
<td>Fax: +1 301 202 3003</td>
</tr>
<tr>
<td>Email: <a href="mailto:iba@ibo.org">iba@ibo.org</a></td>
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<tr>
<td>Web: <a href="http://www.ibo.org/iba/">http://www.ibo.org/iba/</a></td>
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<thead>
<tr>
<th><strong>IB Buenos Aires Office</strong></th>
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<tbody>
<tr>
<td>San Vladimiro 3056–2do.piso</td>
</tr>
<tr>
<td>San Isidro B1642GMB</td>
</tr>
<tr>
<td>Provincia de Buenos Aires</td>
</tr>
<tr>
<td>Argentina</td>
</tr>
<tr>
<td>Phone: +54 11 6090 8600</td>
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<tr>
<td>Fax: +54 11 6090 8603</td>
</tr>
<tr>
<td>Email: <a href="mailto:buenosaires@ibo.org">buenosaires@ibo.org</a></td>
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<tr>
<th><strong>IB Asia Pacific</strong></th>
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<tbody>
<tr>
<td>Mr Ian Chambers</td>
</tr>
<tr>
<td>Regional Director</td>
</tr>
<tr>
<td>IB Asia Pacífic Global Centre</td>
</tr>
<tr>
<td>600 North Bridge Road</td>
</tr>
<tr>
<td>Singapore</td>
</tr>
<tr>
<td>089316</td>
</tr>
<tr>
<td>Republic of Singapore</td>
</tr>
<tr>
<td>Phone:+65 6 579 5000</td>
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<tr>
<td>Fax:+65 6 579 5003</td>
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<tr>
<td>Email: <a href="mailto:ibid@ibo.org">ibid@ibo.org</a></td>
</tr>
<tr>
<td>Web: <a href="http://www.ibo.org/ibap/">http://www.ibo.org/ibap/</a></td>
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The IB Global Centre, The Hague, also comprises the academic function of the organization. The academic function incorporates the programme development division, responsible for the continued development and articulation of the four programmes offered by the IB.

<table>
<thead>
<tr>
<th>IB Global Centre, The Hague</th>
<th>International Baccalaureate Organization Churchillplein 6 2517 JW The Hague The Netherlands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Judith Fabian</td>
<td>PYP curriculum development related inquiries: Email: <a href="mailto:pyp.curriculum@ibo.org">pyp.curriculum@ibo.org</a></td>
</tr>
<tr>
<td>Chief Academic Officer</td>
<td>PYP review process related inquiries: Email: <a href="mailto:pyp-review@ibo.org">pyp-review@ibo.org</a></td>
</tr>
<tr>
<td>Mrs Helen Barrett</td>
<td>All other inquiries: Email: <a href="mailto:ibid@ibo.org">ibid@ibo.org</a></td>
</tr>
<tr>
<td>Head of Primary Years Programme development</td>
<td></td>
</tr>
<tr>
<td>Mr Robert Harrison</td>
<td></td>
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<tr>
<td>Head of Middle Years Programme development</td>
<td></td>
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<tr>
<td>Mr Malcolm Nicolson</td>
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<tr>
<td>Head of Diploma Programme development</td>
<td></td>
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<tr>
<td>Mr Chris Mannix</td>
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<tr>
<td>Head of IB Career-related Certificate</td>
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<tr>
<td>Ms Denise Perrault</td>
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<td>Head of Online Learning</td>
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<tr>
<td>Ms Christine Amiss</td>
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<tr>
<td>Head of Continuum development</td>
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**B1.4 Language Services**

The Language Services department, based in The Hague, Bethesda and Cardiff, provides a quality-control service for IB documents produced in all IB languages other than English. The main activities undertaken by this department are translation, editing and terminology management.

**B2 Primary Years Programme committee**

The Primary Years Programme (PYP) committee forms part of the IB management advisory structure. It allows for IB World School representation and is advisory in function.

**B2.1 Terms of reference for the PYP committee**

**B2.1.1 Purpose**

The purpose of the Primary Years Programme committee is to support the development and implementation of the Primary Years Programme by providing differing perspectives and guidance on programme content and policy, in accordance with the IB mission and in the light of IB values and principles.

By sharing its knowledge, experience and expertise related to education in general and to the Primary Years Programme in particular, the committee will strengthen the capacity of the IB to keep the Primary Years Programme at the forefront of international education.
B2.1.2 Function

The main functions of the PYP committee are to advise and make recommendations to the Head of the Primary Years Programme development in the following areas:

1. Strategic thinking and planning for the development of the PYP
2. Assuring the quality of curriculum changes, including approaches to assessment
3. Policies related to the authorization and evaluation of the programme
4. IB initiatives to support the schools in the implementation of the programme, for example, professional development or any new services
5. Issues that impact the effective implementation of the PYP in schools.

Recommendations from this committee are presented to the Chief Academic Officer, Director of Global School Services and Director of Professional Development, who then escalate them to the Schools Division Leadership Team and/or Senior Leadership Team as appropriate.

B2.1.3 Membership

The membership of the PYP committee is as follows.

1. Chair (head or principal of an IB World School offering the PYP)
2. Three school representatives, one from each of the IB regions, bringing the experience of a variety of IB World Schools (they can be heads, coordinators or experienced teachers)
3. The Head of Global Professional Development of the PYP
4. The Head of Pre/Post Authorization services
5. The Head of Programme Development of the PYP (host and logistics organizer)
6. The three PYP regional school services managers

B2.1.4 Appointment of the chair

The Chair, unlike the school representatives, is appointed by the Chief Academic Officer upon recommendation by the Head of Primary Years Programme development following consultation with the global heads team (Head of Programme Development, Head of Professional Development and the designated School Services head). The Chair will be a head of an IB World School or principal of the appropriate division of the school. The appointment is communicated by the Chief Academic Officer to the Heads Council.

The appointment of the chair will rotate among the three IB regions.

The Head of Primary Years Programme development will invite applications from heads of schools or principals through regional newsletters and the regional pages of the IB’s public website. The global heads team will select a head as chair from a shortlist assembled in consultation with the IB Educator Network (IBEN) managers.

B2.1.5 Appointment of the school representatives

The Head of Programme Development PYP will request applications from interested heads or principals of schools and/or programme coordinators recommended by their heads of school through the different global communications channels and through the relevant IB regional office, ensuring diversity in the committee. The global heads team will select from a short list assembled, in consultation with regional staff, as appropriate.

The school representatives are invited by the Head of the Primary Years Programme following consultation with the regional offices.
B2.1.6 Terms of office

The period of the chair is three calendar years, renewable for one year upon mutual agreement.

In order to allow as large a number of school representatives to contribute to the committee as possible, the period of tenure for the school representatives is two calendar years, renewable for one year upon mutual agreement. They will not be eligible to become Chair of the committee after they have served as school representatives.
C1 Process of curriculum development

All PYP curriculum documentation is produced by the programme development team at the IB Global Centre, The Hague. The head of programme development and the curriculum managers are responsible for the authorship of curriculum documents. Curriculum documentation is published simultaneously in English, French and Spanish, with some publications becoming available in other languages (see section D1.3 for information about the IB language policy). The OCC (http://occ.ibo.org) and the IB store (http://store.ibo.org) list the titles available in the IB’s working languages. When a new document is published, a news item is placed on the PYP home page of the OCC and communicated through the PYP blog (http://blogs.ibo.org/pyp) as well as the PYP twitter account @ibpyp (http://twitter.com/ibpyp).

Curriculum development in the PYP consists of a regular review cycle of the principles and practices of the programme and of the corresponding curriculum documents. Schools are consulted during this process in a variety of ways. Global trends in education are considered and the revision is also supported by available research.

For further information on the review, see questions related to the review in section I1 Frequently asked questions related to the programme or go to the PYP blog.

C2 Curriculum development meetings

Curriculum development groups meet to address specific issues. Examples include:

- curriculum development in the transdisciplinary areas or subject areas
- the production of curriculum support materials
- aspects of pedagogy and assessment
- aspects of planning.

Curriculum development meetings usually take place at IB The Hague. Travel and accommodation for participants in curriculum development meetings are arranged and/or reimbursed by the IB. A daily fee is paid according to the current IB scale of payment. Virtual meetings, which require no travel on the part of participants, are being explored in order to draw on the rich experience of educators worldwide who otherwise might not be able to attend a face-to-face meeting.

Opportunities to take part in curriculum development activities are promoted in IB communication channels such as the newsletters: IB Global News, IB in Practice or IB News update, OCC news items and the PYP academic blog (http://blogs.ibo.org/pyp/) when the IB is looking for curriculum developers to take part in these activities. However, as there are many such teachers and the opportunities to participate in such meetings are limited, the selection of nominees must be very carefully considered to ensure a high level of expertise and that, where possible, all IB regions are represented.

Teachers who express interest in participating in curriculum development meetings will be asked to fill in the Teacher recommendation form available in the Forms section of this handbook and on the OCC (http://occ.ibo.org).
C3 Participation in curriculum development

The process of curriculum development in the PYP relies on input from teachers, administrators, consultants and IB staff. All participants have a valuable role to play.

- Participants in PYP curriculum development activities normally come from IB World Schools offering the PYP. However, outside consultants and individuals with relevant expertise are invited to participate at the discretion of the IB. Participants may also be asked to contribute material at the curriculum development meetings that they, or their colleagues, have produced for their school. The IB may request permission from the school to modify such material for inclusion in curriculum documents or curriculum support materials.
- Questionnaires or requests to comment on existing materials as well as suggestions for changes/improvements are either posted on the OCC (http://occ.ibo.org) or emailed to PYP coordinators.
- Schools may be invited to comment on draft materials or asked to trial new documents. They may also be asked to send original pieces of student work to the IB Global Centre, The Hague. In such cases, parents of students whose work is submitted must give their permission for its possible inclusion in PYP curriculum or professional development documents (see section A9). It should be noted, however, that submission of work or participation in a curriculum development activity is not a guarantee that work and ideas are going to be published by the IB.
D1 General information

D1.1 School information

The IB requires all IB World Schools offering the PYP to maintain accurate school-specific information and address details, and to update these whenever changes take place. This process must be done via IBIS. (Please refer to section I2 for further information on how to update information via IBIS.)

A school that wants to know more about the IB and its programmes is invited to complete the School information form in order to inform the IB of their interest and to request additional information. The School information form is available in the “Become an IB World School” section of the IB public website (http://www.ibo.org).

Many fields, notably a school’s legal name, cannot be changed on IBIS. If a school wants to change any details in these fields, please inform the appropriate IB regional office and the change, once confirmed, will be made.

The IB will refer to these details when sending any correspondence and when updating the school directory, and so the information should be verified regularly.

D1.2 Changes in school circumstances

If a school undergoes a major change in structure, curriculum or administration after authorization, it must contact the appropriate IB regional office with regard to the continuing validity of its authorization.

D1.3 Languages of the IB

The IB language policy can be found on the IB public website (http://www.ibo.org/mission/languagepolicy/). Please refer to this document for clarification of services provided by the IB in its working and access languages. The IB language policy states that there are five levels of service or support. Level one refers to full services and support in the working languages; level five refers to the provision of bilingual glossaries only.

Services provided by IB regional offices will be available only in the IB working languages (currently English, French and Spanish). Consequently, the PYP coordinator of the school must be able to communicate with IB regional offices in one of these three languages.

If schools are offering the PYP in a language other than one of the PYP working languages, they must ensure that all relevant documentation to support their application for authorization and regular programme evaluation is translated into one of these languages. In addition, it is a requirement that all correspondence with the IB is written or translated into a PYP working language. Schools should consult their appropriate IB regional office for guidance.

Selected curriculum materials in Arabic, Turkish, Bahasa Indonesia and Chinese—which are currently PYP level 3 and 4 access languages—and bilingual English-Arabic, -Chinese, -Bahasa Indonesia, -French, -Spanish, and -Turkish glossaries of PYP terms are available on the OCC (http://occ.ibo.org).
D1.4 PYP workshops

The IB organizes professional development opportunities for new and experienced schools in the programme. A timetable for these events can be viewed on the IB public website (http://www.ibo.org) by going to News and events>Workshops and conferences. The PYP coordinator is responsible for checking the criteria for eligibility when registering people for IB workshops.

It is essential that the PYP coordinator ensure that the details of participants registered through REGIS are correct. Errors lead to delays in the quality assurance survey process.

Schools may request in-school workshops to meet their particular needs and should contact their appropriate IB regional office for further information about these workshops.

A current catalogue containing descriptors of all workshops is available at http://ecatalogue.ibo.org/i/103807.

D1.5 Training of workshop leaders

Workshop leaders for in-school and IB-organized workshops are selected from teachers and administrators in IB World Schools offering the PYP. Coordinators should contact their appropriate IB regional office for details of workshop leader training opportunities.

D1.6 IB certificate in education

The IB partners with a growing number of universities worldwide to establish undergraduate and graduate courses aimed at developing teachers’ understanding of each of the four IB programmes.

IB educator certificates acknowledge formally this understanding and the commitment that teachers make to their professional learning. Those who successfully complete an IB-recognized undergraduate or graduate course of study will be eligible to apply and register for an IB certificate in teaching and learning or an IB advanced certificate in teaching and learning research.

Courses linked to the certificate in teaching and learning focus on developing practical understanding of curriculum, pedagogical and assessment issues related to the implementation of the IB programme and the underpinning educational principles. Courses associated with advanced certificate in teaching and learning research involve a significant element of rigorous and systematic investigative work at masters level or higher. More information about IB educator certificates and the associated courses of study can be found on the IB public website (http://www.ibo.org/programmes/pd/award/).

In addition, to meet the professional development needs of current and future IB leaders, the IB is introducing the IB Certificate in leadership practice and the IB Advanced certificate in leadership research. Currently, these leadership courses are being piloted at Royal Roads University (British Columbia), Institute of Education University of London (UK), Hong Kong Institute of Education (Hong Kong, China), Flinders University (Australia), Oakland University (USA) and California State University San Marcos (USA). Find out more about the IB leadership certificates at http://www.ibo.org/programmes/pd/certificates/.
D1.7 IB Educator Network (IBEN)

Since its beginning, the IB has collaborated with educators in all aspects of curriculum development, workshop delivery, school visits and the preparation and marking of examinations. In recent years, there has been considerable expansion in the number of roles that IB educators, who are not IB employees, carry out. This collaboration is important to the IB as it involves practitioners in its core business and maintains links with schools and their practices. At the same time, having teachers and administrators becoming part of the IB Educator Network (IBEN) provides professional development opportunities that can be of benefit to their schools.

IB educators in the IBEN database are invaluable to the IB in successfully fulfilling a number of roles. Roles within **professional development and school services** include: workshop leaders, field representatives, site visitors, consultants, application readers and report reviewers. These roles are supported and managed regionally according to global guidelines. Coordinators and/or heads of IB World Schools and candidate schools offering the PYP who are interested in such collaboration with the IB should refer to the relevant regional IB Educator Network page on the IB public website or contact the appropriate IB regional office for more information.

Roles within **curriculum development** include participation in a variety of PYP curriculum development events such as the development of curriculum content and support materials. The PYP curriculum development team will inform schools through IB communication channels such as the newsletters: *IB Global News, IB in Practice or IB News update*, OCC news items and the PYP academic blog (http://blogs.ibo.org/pyp/) when the IB is looking for curriculum developers to take part in these activities. Teachers who express interest in participating will be asked to fill in a **Teacher recommendation form** found in the Forms section and on the OCC (http://occ.ibo.org/).

D1.8 School visits

The IB conducts various types of visits to schools implementing the PYP.

Process:

- The mandatory **consultation visit** takes place during the candidate phase. The timing of the visit will be established in consultation with the relevant IB regional office or IB consultant. As a result of the visit, a report will be sent to the school with recommendations on the implementation of the programme.

- The **verification visit** is carried out once a candidate school has successfully submitted the Application for authorization: Primary Years Programme and its supporting documents. An IB visiting team is appointed to conduct a visit to the school. Following the visit, the relevant IB regional office will produce a report regarding the authorization process. This report, in combination with the application for authorization, informs the decision regarding the school’s authorization. Details can be found in Guide to school authorization: Primary Years Programme available on the IB public website at http://www.ibo.org/become.

- The **programme evaluation visit** is part of the evaluation process that occurs normally three years after authorization (for schools authorized before 2012) or four years after authorization (for schools authorized in 2012 and onwards) and every five years thereafter. Once the school has submitted the self-study questionnaire
and its supporting documents, an IB visiting team is appointed to conduct a visit to the school. Following the visit, the relevant IB regional office will produce a report with an analysis of the self-study questionnaire, the supporting documents and the findings of the school visit. Details can be found in section F2 of this handbook and in the Programme evaluation guide and self-study questionnaire: Primary Years Programme available on the OCC (http://occ.ibo.org/).

Further information about school visits can be found in official IB documentation or by contacting your IB regional office.

D1.8.1 Participation in verification and programme evaluation visits

The IB frequently solicits help from experienced IB educators to participate in its verification or programme evaluation visits. Experienced practitioners from IB World Schools may be invited to participate in such visits, following a process of training organized by the appropriate IB regional office.

Coordinators and/or heads of IB World Schools and candidate schools offering the PYP are encouraged to support experienced PYP educators to become site visitors. Participating in verification and programme evaluation visits provides authentic professional development to those involved. Coordinators should contact the appropriate IB regional office for details on training opportunities as indicated in section D1.7 IB Educator Network.

D2 Programme implementation

D2.1 General conditions

Making the PYP happen: A curriculum framework for international primary education (2009) and Making the PYP happen: Pedagogical leadership in a PYP school (2009) are the core documents that provide information and guidance for teachers, coordinators and heads of schools implementing the PYP. An IB World School offering the PYP must meet the criteria for authorization. Detailed information regarding the authorization process can be found on the IB’s public website (http://www.ibo.org/become/).

The following conditions, clarified below, must be effectively addressed in schools implementing the programme.

D2.1.1 International-mindedness

Schools participating in the PYP shall be committed to the promotion of international-mindedness through education, as expressed by the mission statement of the IB, and they shall accept the primary importance of the IB learner profile.

D2.1.2 IB learner profile

The attributes and descriptors of the IB learner profile define the type of learner the IB hopes to develop through its programmes. They are applicable to all students and adults involved in the implementation of the IB continuum of programmes. In IB World Schools offering the PYP, teachers are required, on behalf of all students, to assess and report on progress in the development of the attributes of the IB learner profile. This is done by using the learner profile for self- and peer-assessment, as the basis for teacher/student/parent conferences, and when reporting to parents.
D2.1.3 Number of consecutive grades/year levels
A school must have at least two consecutive grades/year levels to be eligible for authorization. This would allow an early childhood centre consisting of only two consecutive grade levels to be eligible for authorization as an IB World School offering the PYP. This would also allow a new school of only two consecutive grade levels that intends to add more grades over time to be eligible for authorization to offer the PYP.

D2.1.4 Inclusivity
An IB World School offering the PYP must implement the programme in an inclusive manner, so that all students in all the grades/year levels in the school, or in the primary division of a school, are engaged with the PYP to the fullest extent possible.

The PYP curriculum includes all student activities for which the school takes responsibility since they all have an impact on student learning.

D2.1.5 Language(s) of instruction
The PYP may be taught in any language, provided certain important conditions are met, allowing teachers and students to understand fully all aspects of the programme. Where one of the IB working languages (English, French and Spanish) is not included as a language of instruction, schools must seek guidance from their IB regional office to ensure that the necessary conditions are satisfied.

D2.1.6 Transdisciplinary curriculum and single-subject teaching
The PYP is a transdisciplinary curriculum for learners in the 3–12 age range. To support the transdisciplinary nature of the programme, it is important that the classroom teacher, that is, the teacher with whom the students spend most of their time, takes responsibility for mathematics, language(s) of instruction, social studies and science. Single-subject teaching of these areas is not consistent with the PYP model of transdisciplinary learning—learning that transcends the confines of the subject areas, but is supported by them. Personal and social education is the responsibility of all PYP teachers. For further understanding, coordinators should refer to The Primary Years Programme as a model of transdisciplinary learning (2010).

When a candidate or IB World School implementing the PYP wishes to introduce a model of single-subject or disciplinary teaching by single-subject teachers into the top grade/year levels of the primary school it may do so only in accordance with MYP standards, practices and requirements. It would be necessary for the following circumstance to be adhered to:

- Students starting in the MYP must be at least in the school year when most students are 10 turning 11.

Additionally:

- Schools that are not yet an IB World School, authorized to offer the MYP, will need to follow the appropriate regulations and procedures in order to become authorized to offer the MYP. This includes the regulations concerning programme length, which do not allow for a one-year MYP. Schools in this situation would need to form a partnership with another school in order to offer an MYP that meets the requirements of the programme. The Guide to school authorization: Middle Years Programme (2010) provides further information for schools wishing to become an MYP school.
D2.1.7 Curriculum documents

The content of the sample programmes of inquiry, published in Developing a transdisciplinary programme of inquiry (2012), and the scope and sequence documents is not mandated. These are seen as sample materials, particularly useful to schools that do not have their own programme of inquiry or scope and sequence documents. It is to be noted that the PYP subject scope and sequence documents have been produced as developmental continuum and are not aligned with year/grade levels. If a school develops its own scope and sequence documents, the school must check that the overall expectations in these documents are at least as rigorous as the ones stipulated in the PYP scope and sequence documents.

D2.1.8 Professional development

There are specific professional development requirements for each of the phases in the authorization and evaluation processes. Before applying for candidacy, the head of school or designee must participate in an IB category 1 workshop to become familiar with the IB programme and authorization process. Schools are encouraged to participate in IB professional development activities as early as possible to ensure that they make an informed decision regarding the future implementation of an IB programme. Professional development requirements for authorization and evaluation are outlined in sections E and F of this handbook.

An IB World School offering the PYP must designate funding to enable all teachers and other pedagogical leaders to participate in ongoing professional development to support the philosophy and implementation of the programme. To ensure the continuity and development of the programme, schools should plan a combination of in-school and regional workshops. The PYP coordinator is responsible for checking the criteria for eligibility when registering people for IB workshops.

D2.2 Language policy

The PYP requirement under standard B1 states that:

- 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

*Programme standards and practices: Practice B1.5a (IB 2010)*

Developing a language policy is often the catalyst for schools to focus on their philosophy for language teaching and learning and to achieve a common understanding of their aims and objectives. The document Languages and learning in IB Programmes (2011) is aimed at supporting schools through this process, and provides further information and support for schools. This document is available on the OCC (http://occ.ibo.org/).

All schools that became candidate schools after 1 May 2008 will be expected to submit their language policy along with PYP Application for authorization. During the required consultation
process, as part of the candidacy, the consultant will advise the candidate schools on how well developed their language policy has to be at the point of submission of PYP Application for authorization.

It is recognized that the process of developing a school’s language policy is as significant as the product itself, and that the difficulty of accomplishing the task may vary depending on the circumstances of the school.

**D2.3 Assessment**

The PYP requirement under standard B1 states that:

1. The school develops and implements policies and procedures that support the programme(s).
2. The school has developed and implements an assessment policy that is consistent with IB expectations.

*Programme standards and practices: Practice B1.5b (IB 2010)*

Assessment is integral to all teaching and learning. All IB World Schools offering the PYP are expected to develop assessment procedures and methods of reporting that reflect the philosophy and objectives of the programme. The PYP perspective on assessment, as well as information regarding the development of a school assessment policy, can be found in *Making the PYP happen: A curriculum framework for international primary education* (2009).

**D2.4 Learning needs in the PYP**

As stated in *Making the PYP happen: A curriculum framework for international primary education* (2009), the PYP is founded on a belief that students bring to the learning situation their own prior knowledge and engage with the curriculum through a range of experiences. Clearly, there is an expectation that teachers will differentiate learning experiences to meet the diverse range of prior experiences of their students.

It is also expected that all students should be able to learn and demonstrate their ability under conditions that are fair and equitable. The IB learner profile provides a set of desirable attributes that apply to all learners, and it is expected that all students will participate in all aspects of the programme. However, it is acknowledged that some students will require different strategies and extra learning support to achieve their potential.

All IB World Schools offering the PYP are expected to respect the general principles below when planning and implementing the programme to meet individual learners’ needs.

1. Students should receive a level of support that enables them to succeed. Schools should provide appropriate resources and staffing to implement teaching strategies that address individual learning needs.
2. Assessment strategies should allow all students to demonstrate the extent of their understanding. When necessary, individual needs should be accommodated and/or alternative assessment administered. Technology should be used where this can help to provide more equitable experiences in learning and assessment. The range of assessment methods used by the school should enable students to show growth and demonstrate the extent of their understanding and ability. Assessment should
provide clear and accurate information about the students’ development in all aspects of the programme, as well as their levels of attainment.

3. Once a student is enrolled in the school it is the responsibility of the school to meet the student’s learning needs. This includes students with learning support requirements.

4. In many cases, local and national legislation mandates adjustments to methods of curriculum delivery and assessment to accommodate specific learning needs. It is recognized that special arrangements vary according to cultural and legal differences among schools in different settings.

Practice C3.10 of the *Programme standards and practices* (2010) document states: “Teaching and learning differentiates instruction to meet students’ learning needs and styles.” The intent of this practice is to create a dynamic learning situation that will best serve the needs of all students in an IB World School implementing the PYP. It could be argued that occasionally withdrawing students for remediation, extension or enrichment experiences is in keeping with this practice. Under these circumstances, the continual “regrouping” of students, including into mixed-ability groups, is pivotal to the successful school-wide implementation of the programme, and also to the success of all students within the programme.

Streaming or setting, most often in a subject area such as mathematics, is a practice not supported by the PYP understanding of inclusion that is referred to in *General regulations: Primary Years Programme* (2011), Article 3.1, “A primary school ... must offer the PYP as an inclusive programme for all students.” However, it is understood that students periodically may be ability-grouped or interest-grouped within what may be a mixed-ability class.

Please note that, in *Making the PYP happen: A curriculum framework for international primary education* (2009), in the section “What is curriculum?” it is stated that:

The IBO believes that:

- all students should be supported to participate in the programme to the fullest extent possible
- the school’s curriculum includes all those student activities, academic and non-academic, for which the school takes responsibility, since they all have an impact on student learning.

An IB World School offering the PYP needs to demonstrate that all teaching and learning for which it is responsible is seen as an interpretation of the PYP in action. The influence of the PYP is pervasive within a school and has an explicit impact on all aspects of the functioning of the school community. The school community needs to accept that the effect of the PYP will be systemic and all encompassing, so that change takes place within the school for the betterment of all students. One of the aims of the PYP is to ensure that students experience coherence in their learning, regardless of which teacher has responsibility for them at any particular point in time.

As indicated in the above statements, it is not acceptable for an IB World School to be running another programme alongside the PYP. However, it is understood that state schools may be required to integrate local, state or national curriculum requirements into the implementation of the PYP. Learning about human commonalities, as exemplified in the transdisciplinary
themes, and developing the attributes of the IB learner profile and the PYP attitudes that support them, are best done when students learn together. As stated in *Making the PYP happen: A curriculum framework for international primary education* (2009), in the section “How does a PYP school develop international-mindedness within its community of learners?”, the community of learners that is created allows students to explore “common ground collaboratively, from the multiple perspectives of their individual experiences and backgrounds”.

5. It is expected that all PYP teachers will use a balance of teaching strategies that are designed to meet the range of learning needs of their students and enable all students to experience growth and satisfaction within the programme.

Schools may wish to visit the inclusion/special educational needs page in the “Support areas” section on the OCC (http://occ.ibo.org) for further information.
E1 Programme standards and practices

The *Programme standards and practices* (2010) provides a set of criteria against which both the IB World School and the IB can measure success in the implementation of the four programmes: the PYP, the MYP, the DP and the IBCC.

The standards apply to the implementation of any IB programme. Practices define the standards more particularly. The follow-on requirements are programme-specific as each programme has unique features in place to support the development of students in a particular age group. These programme requirements are detailed under the related practice and are also referenced in other programme-specific documents. The common standards and practices and the programme-specific requirements direct the successful implementation of the relevant IB programme.

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, the IB expects the school to make commitment towards meeting all the standards, practices and programme requirements. The *Programme standards and practices* (2010) is the document used for schools and the IB to ensure quality and fidelity in the implementation of its programmes.

E2 The authorization process

In order for a school to become an IB World School, it must be authorized by the IB to implement any one of its programmes.

The authorization process has been designed to support schools in:

- making the decision to become an IB World School
- understanding the nature and requirements of the IB programme
- defining their readiness to implement the programme
- planning to sustain the programme in the long term.

For further information concerning the authorization process please consult the IB public website at [http://www.ibo.org/become/](http://www.ibo.org/become/).

E2.1 Mandatory teacher professional development

A school wishing to implement the PYP needs to make a commitment to ongoing teacher professional development. Specifically, schools must meet the following requirements.

- The head of school or designee must attend an IB category 1 workshop before submission of *Application for candidacy: Primary Years Programme*.
- The pedagogical leadership and all faculty who work with PYP students full- or part-time must be trained in IB category 1 workshops.

It is expected that the professional development will have taken place before the verification visit. Coordinators must ensure that teachers are registered for the appropriate workshop category. If in doubt regarding the prerequisites of a particular workshop, please contact the relevant IB Global Centre for advice.
F1 Principles and aims of programme evaluation

Programme evaluation is both a requirement and a service provided by the IB 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* (2010) 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. 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 will make a commitment towards meeting all the standards, practices and programme requirements.

The programme evaluation process allows the IB to work closely with schools in their ongoing development of the programmes. It does not seek to appraise or assess individual teachers or students. It is a process of formal reflection involving all stakeholders within the school community.

Programme evaluation normally occurs at regular intervals.

- For schools authorized before 2012, the first programme evaluation takes place three years after authorization and every five years thereafter.
- For schools authorized from 2012 onwards, the first programme evaluation takes place four years after authorization and every five years thereafter.

The *Programme evaluation guide and self-study questionnaire: Primary Years Programme* (2011) is available on the OCC (http://occ.ibo.org).

This document is aimed at helping the school conduct its self-study and prepare for the evaluation visit. 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* (2010). The IB evaluation process should be considered as a verification of this ongoing process in the school. The school should consider that the self study will take place over at least 12 months because all those involved in the organization and implementation of the programme should 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.

In the case of schools offering the programme in a language other than English, French or Spanish, sufficient time and resources must be allocated to allow the translation of supporting documentation by the school into one of the IB working languages. We also remind schools that the IB requires that the PYP coordinator has proficiency in one of the working languages of the IB (see section D1.3). The school is expected to provide an external interpreter during the visit, as appropriate.

The administrative costs of programme evaluation are covered within the annual fees. However, the costs associated with the team visit are not. Schools should consult the appropriate IB regional office about the costs involved in the evaluation visit.
F1.1 Professional development requirements at evaluation

From January 2014 onwards, at the time of programme evaluation schools will be expected to meet the following requirement related to IB-recognized professional development. Until that time, schools will be expected to demonstrate efforts they have undertaken in attempting to meet this requirement.

- All heads/principals and teachers hired during the period under review are required to participate in IB category 1 or category 2 workshops, as applicable.

In addition to the above-mentioned requirement, 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.

Coordinators must ensure that their teachers are registered for the appropriate workshop category.

F2 The evaluation visit

The relevant IB global centre provides information about timelines and procedures for submission of the self-study questionnaire and supporting documents, as well as the date of 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. Each visit normally lasts two to three days, but the IB may decide on extending the visit depending on the size of the school.

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 (2010) 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 not to appraise or assess individual teachers or school administrators. It is an aspect of the evaluation process that seeks to ascertain the effectiveness of the programme implemented in the school, as described in the school’s self-study.

F2.1 Multi-programme evaluation visits

Schools may request a multi-programme evaluation visit. The guiding principles for a multi-programme evaluation process will be as for the single programme process with some additional elements that address the continuum of IB programmes. Schools that choose a multi-programme evaluation will need to establish a process to allow the school community involved in the IB programmes to share knowledge, understanding and implementation practices.

Before starting the multi-programme evaluation process, the school should contact the appropriate IB regional office to seek permission and request the necessary information. The school can submit a request at least 18 months before the submission of the self-study. If the
request cannot be granted, the IB will write to the head of school explaining the reasons for this decision.

A team of evaluators with the necessary PYP, MYP and/or DP experience, as appropriate, will visit the school.

**F2.2 PYP evaluation and CIS accreditation synchronized visits**

The IB and the Council of International Schools (CIS) have agreed to collaborate on a coordinated process of IB evaluation and CIS accreditation. IB World Schools offering IB programmes throughout the school and seeking accreditation or reaccreditation by CIS may apply to both organizations for a synchronized process. Although schools always have the right to opt for separate evaluation procedures and visits, the synchronized process may present a number of advantages. Schools are requested to contact the appropriate IB regional office for guidance on the conditions and the procedures at least 18 months before the submission of the self-study. Please note that although the IB regional office will do its best to arrange synchronized visits, such visits are not always possible.

The procedures and documents to be used are revised in order to be in line with the current CIS Guide to school evaluation and accreditation.

**F3 Participation in verification and programme evaluation visits**

As with the process of curriculum development, the IB frequently solicits help from experienced PYP educators in the conduct of its verification and programme evaluation visits. Experienced practitioners from IB World Schools may be invited to participate in such visits, following a process of training organized by the appropriate IB regional office. Coordinators and heads/principals of IB World School and candidate schools offering the PYP are encouraged to support experienced PYP educators to become site visitors as participating in verification and programme evaluation visits provides authentic professional development to those involved. Coordinators should contact the appropriate IB regional office for details on training opportunities as indicated in section D1.7 IB Educator Network.
G1 General regulations: Primary Years Programme

The *General regulations: Primary Years Programme* (2011) document explains the relationship between the IB and students together with their legal guardians. The document can be found on the IB public website at http://www.ibo.org/pyp/.

G2 Rules for IB World Schools: Primary Years Programme

H1 Assigned currencies

In order to ensure that the IB has the resources it needs in each currency, every IB World School has a nominated payment currency—usually US dollars (USD), Canadian dollars (CAD), UK pounds sterling (GBP) or Swiss francs (CHF). This is assigned when the school is authorized. All fees are invoiced in and must be paid in the nominated currency. This reduces the financial risk and currency exchange costs for both schools and the IB.

Any change in billing currency will require approval according to the IB Global policy and procedures.

Unless the billing office has authorized a change in the assigned currency, an administrative charge will be levied on payments that do not conform to the assigned currency. The IB reserves the right to apply penalties and interest for late payments.

H2 Billing offices

There are two billing offices:

- For schools in the USA and Canada the billing office is the IB Americas office in Bethesda, Maryland, USA.
- For schools in other countries, billing is the responsibility of the Asia Pacific Global Centre (Shared Service Centre).

For schools located in the United States and Canada, all queries should be directed to ibabilling@ibo.org. For schools located in Asia Pacific, Africa, Europe, the Middle East and Latin America all queries should be directed to creditcontrol@ibo.org. Please contact Credit Control at creditcontrol@ibo.org if there is any change in the billing contact or coordinator.

When a billing office invoices a school for fees payable, a copy of the invoice is sent directly to either the billing contact or the coordinator as an attachment to an email.

H2.1 The annual school fee

For June session schools, the annual school fee is payable by 1 September each year to cover the period from September to August. For December session schools, the annual fee is payable by 1 March each year to cover the period from March to February.

For newly authorized schools, the fee is calculated on a pro rata basis from the first of the month following authorization up to the point of full annual billing dependent on the school’s main session (June or December).

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**H2.1.1 Payment by schools in Canada and the USA**

It is highly recommended and encouraged that all payments to the IB are made via Bank Transfer with payment remittances emailed to ibabilling@ibo.org.

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### H2.1.2 Payment by schools in other countries

It is highly recommended and encouraged that all payments to the IB are made via Bank Transfer, with payment remittances emailed to creditcontrol@ibo.org.

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Payment by cheque

If you must pay by cheque, this should be made out to the “International Baccalaureate Organization” and sent to the following address:

International Baccalaureate
PO Box 4507
Dunstable LU6 9PW
United Kingdom

Note: Kindly issue cheques to “International Baccalaureate IB Publishing Ltd” for any e-commerce online purchases.

- Cheques must be accompanied by a clear remittance advice stating what fees or invoices are being paid, and including the school account number and contact details in case of a query.
- Cheques in Swiss francs (CHF) must be drawn on a bank in Switzerland.
- Cheques in US dollars (USD) may be drawn on any bank.
- Cheques in pounds sterling (GBP) must be drawn on a bank in the UK.

H2.2 The annual school discount fee

IB World Schools pay an annual school fee for each programme they are authorized to teach. These fees are invoiced separately for each programme. If schools offer two or more programmes, other than the IBCC, they pay a reduced fee to reflect their greater commitment. The discount is calculated as follows.

- Schools offering two programmes (excluding the IBCC) receive a 10% discount, which is calculated on the single lowest fee.
- Schools offering three programmes (excluding the IBCC) receive a 10% discount, which is calculated on the combined two lowest fees.

The discount is shared between the respective programmes. One exception is in the case of a newly authorized programme in a school where the applicable discount is applied to the programme being authorized. For subsequent years, the discount is shared.

Schools receive the following core services for each programme they are authorized to teach:

- full access to a world-class curriculum that is comprehensively researched and regularly reviewed and updated according to a published plan
- secure access to the online curriculum centre (OCC) for every teacher
- programme evaluation in schools
- communication and marketing support
- governance, representation and networking
- assistance with university and government recognition
- support and advice.
H3 IB grants

The International Baccalaureate (IB) provides short-term grants for schools experiencing temporary financial challenges or schools that are demonstrably increasing access to IB programmes.

**Who can apply?**

This fund offers grants to schools or education districts in two categories.

- **Category 1:** IB World Schools experiencing temporary financial difficulties owing to unpredictable circumstances beyond their control.
- **Category 2:** IB World Schools or implementing schools that can clearly demonstrate that they are significantly widening access to IB programme(s) and/or that they will be significantly contributing to a more diverse, inclusive IB community.

**Nature of the grants**

Grants are short term, valid for one year with a possible extension to two years maximum. Funds can be used for the training of teachers and administrators, the payment of the IB annual school fee for one or more programmes, or to support creative schemes to widen access and diversity.

Grants will take the form of a credit to the school’s IB account. This will enable a rebate in annual fees or payment of workshop expenses in lieu of reimbursement of costs incurred through schemes to widen access and diversity. Schools will be expected to submit a report after the funds have been expended.

The ongoing sustainability of an IB programme in the school is a key consideration in the award of a grant. Schools will not normally be eligible for more than two awards.

**Applications**

The deadline for receipt of applications is **5 September 2013**.

The application form should be completed and emailed to the Access and Advancement Office in the IB Global Centre, Singapore at ibgrant@ibo.org.

The forms are available on the IB public website. Updates or changes regarding the IB grant will be posted periodically on the IB public website at [http://www.ibo.org/accessandadvancement/ibgrants/](http://www.ibo.org/accessandadvancement/ibgrants/) or please check on **About the IB>Access and Advancement>IB Grants**. Schools will be notified of the outcome of their grant application about one month after the application deadline. Please address any queries to the Access and Advancement Office at ibgrant@ibo.org.
I1 Frequently asked questions related to the programme

Answers to many of the following questions can be further clarified by becoming familiar with information presented in:

- *Making the PYP happen: Pedagogical leadership in a PYP school* (2009)
- *Exhibition guidelines* (2008)
- *The PYP as a model of transdisciplinary learning* (2010)
- *Programme standards and practices* (2010)
- *Developing a transdisciplinary programme of inquiry* (2012)

**Do you have to have a teacher to teach the school’s additional language or can you use a commercial resource?**

The school places importance on language learning, including mother tongue, host country language and other languages.

Requirements for the Primary Years Programme:

1. The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.
2. The school supports mother tongue and host country language learning.

*Programme standards and practices: Practice A7.a and b (IB 2010)*

Research evidence indicates that the context of learning contributes to successful outcomes of the learning. In the case of students in primary schools, conducive learning environments are best created by teachers who are steeped in the knowledge of the academic and social development of their students. The teacher of the school’s additional language needs to be committed to PYP pedagogy, especially inquiry, as is the case for all other single-subject teachers in the PYP. They need to be involved, to some degree, in the collaborative planning process, in order to help students make connections across their learning when engaged in the learning of the additional language.

**Is it acceptable for an IB World School, authorized to implement the PYP, to be simultaneously advertising its commitment to another educational “school of thought”?**

As indicated in section D2.4, “... it is not acceptable to be running another programme alongside the PYP”. However, there are a variety of perspectives that can inform the implementation of the PYP and better support the successful achievement of the PYP standards, practices and requirements. For example, there is a lot to be learned from the teaching and learning practices demonstrated in early years centres in Reggio Emilia, in Italy, which can enrich teaching and learning in the PYP, and a school is entitled to make such a
What constitutes collaborative planning in the PYP?

All teachers are required to participate in structured collaborative planning and reflection. Each planning team ideally consists of all teachers teaching students within any particular grade/year level. Vertical planning will also need to take place to revise and strengthen the articulation within the programme of inquiry.

How much time does a PYP coordinator need to do the role?

Each school must acknowledge that the coordinator will need non-contact time to meet with teachers for planning, to strengthen the implementation of the programme, to carry out administration and to share information with the head of school/principal and parents. This should be clearly designated as non-teaching time in advance. The IB does not recommend or require a set time allowance for a PYP coordinator to carry out the responsibilities of the position as the time allocation will reflect each school’s particular needs.

Can a school have more than one PYP coordinator?

Depending on the size of its student population, a school may choose to put more than one coordinator in place in order to assist teachers in implementing the PYP. In cases where there is more than one PYP coordinator, the school must designate one of the coordinators to be the contact person with the IB in order to facilitate communication between the IB and the school.

Can a school have a PYP coordinator and a curriculum coordinator?

The PYP coordinator is responsible for the understanding and development of the programme and the whole-school implementation of the programme. In a school where there is more than one programme offered (for example, in a K-12 school where more than one IB programme is offered), it is feasible that a curriculum coordinator might be appointed to articulate the curriculum throughout the school, in collaboration with the programme coordinators.

Does an IB World School offering the PYP have to offer visual arts and performing arts at each year/grade level?

Arts are an essential curriculum component of the PYP. Class teachers need to be mindful of the relevance of learning through arts throughout the programme. It is a requirement that students have the opportunity to experience creating and responding (arts strands) in both the performing (dance, drama and music) and visual arts at each year level. It is not a requirement that students have specialist arts teachers, although some teachers may have specific responsibilities in each of the arts. Issues related to school size, organization and staffing will determine the structuring of the arts component of the programme.

Can the PYP planner be altered?

The PYP planner (see figure 13 in Making the PYP happen: A curriculum framework for international primary education (2009)) is the tool to be used by all PYP teachers as part of their collaborative planning and reflecting. Please note that schools may make only minor changes to the planner, as reflected in the sample planners included in the Sample units of inquiry HTML publication and in the sample planners included in the HTML version of the IB scope and sequences for mathematics, arts and PSPE. The compact nature of the PYP planner is purposeful and the relationship between the different boxes included on the planner must be
maintained as this upholds the iterative nature of the planning process used in planning the units of inquiry. Consequently, the planning and reflecting needs to be documented as follows:

- Page 1 consists of the title label, which must include the IB logo and boxes 1 and 2.
- Page 2 consists of boxes 3, 4 and 5.
- Page 3 consists of boxes 6 and 7.
- Page 4 consists of boxes 8 and 9.

It is understood that not everything that may need to be documented to scaffold a unit of inquiry can sit on the planner; therefore, supplementary documentation, decided upon the school, may well be appropriate.

**Who should be using the PYP planner?**

Practice C1.1b of the *Programme standards and practices document* (2010) states: “Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers.” With this practice in mind, the PYP planner published in *Making the PYP happen: A curriculum framework for international primary education* (2009) has been developed for use by all teachers whose teaching is organized around the exploration of a central idea. For this reason all classroom and single-subject teachers should use the planner to facilitate the collaborative planning process, thereby ensuring that the pedagogy of inquiry is pervasive throughout the school and in all areas of the curriculum. It is understood that the planner is not to be considered a document for planning individual lessons, but rather is to be used to facilitate more extensive inquiries.

**How many units of inquiry do we have to teach?**

Six units of inquiry, one for each of the transdisciplinary themes, are to be covered in depth each year, each within a three- to six-week time frame. Each unit must be documented on a PYP planner and the units may not run simultaneously. Discretion concerning some overlap at the beginning and end of the units may be used by IB World Schools only.

Exceptions to the above requirements are:

- to provide the opportunity for the presentation of the PYP exhibition in the final year of the programme (see *Exhibition guidelines* (2008))
- in the planning of the school’s PYP programme of inquiry for 3–5 year olds (please refer to *Making the PYP happen: A curriculum framework for international primary education* (2009))
- in the implementation of the six units for the 5–6 year olds, where the time allocation flexibility is the same as for the four units per year for the 3–5 year olds (please refer to *Making the PYP happen: A curriculum framework for international primary education* (2009)).

**How many units do we have to teach 3–6 year olds?**

Each grade/year/class level in the PYP is designated by an age range of two consecutive numbers, 3–4 years, 4–5 years, 5–6 years and so on, because, statistically, most children will have a birthday during the course of the school year. When we refer to early childhood as 3–5 we mean the 3–4 year olds and the 4–5 year olds. This is clearly indicated in *Making the PYP happen: A curriculum framework for international primary education* (2009).
Therefore, in a class where most of the children are 4 years old at the beginning of the year, those children will turn 5 during the course of the school year. This class may do four units only.

In a class where most of the children are 5 years old at the beginning of the year, those children will turn 6 during the school year. This class is required to do six units.

Should you have an unusual situation where most of the students have their birthday in the vacation time prior to the beginning of the school year, then they will obviously be that age for the duration of the school year. Using northern hemisphere schools as the example, if most of the students have their birthdays in July and they enter the class in August as 4 year olds they will do four units; if they enter as 5 year olds they will do six units.

**How long do the units of inquiry have to be for 3-6 year olds?**

In the early years, a substantial degree of flexibility in terms of the length of the four units to be taught is indicated in *Making the PYP happen: A curriculum framework for international primary education* (2009). It is acknowledged that some units may be year-long and, consequently, more than one unit may be addressed at the same time. Please note that a planner must be completed for each unit of inquiry.

The same degree of flexibility regarding the length of the units is considered appropriate for 5-6 year olds. However, for 5-6 year olds, all six transdisciplinary themes need to be addressed during the year.

**Should unit titles and subject focuses be included in a school’s programme of inquiry?**

The sample programme of inquiry published in the revised *Developing a transdisciplinary programme of inquiry* (2012) includes units where the central ideas, key concepts, related concepts and lines of inquiry are listed. The units have not been given titles, nor have subject focuses been included. There is evidence in some cases that, over time, the titles used to label the units may obscure the articulation between the central idea and the transdisciplinary theme. It is acknowledged that schools may find it convenient to add a title to each unit of inquiry after the planning stage in order to facilitate discussion about the units. The subject focuses have also been removed to ensure that coverage of subject areas is not the driver in the collaborative planning process, resulting in a cohesive, articulated programme of inquiry. However, after the development of the programme of inquiry, it is appropriate to identify when a unit has provided the opportunity for teaching about or through a particular subject area in order to address the balance between transdisciplinary and disciplinary learning in the PYP.

**Does every school have to do a PYP exhibition?**

In the final year of the programme, there are five units of inquiry and the exhibition. All IB World Schools offering the PYP are expected to present a PYP exhibition provided the school’s programme is at least three years in length. For example, in a PYP school that has only years 1 to 3, the exhibition would take place during year 3; in a PYP school that goes from years 1 to 6 the exhibition will take place during year 6. Clearly, the exhibition will reflect the developmental characteristics of the students who participate in it regardless of the age of the students.

Candidate schools are **not** expected to present a PYP exhibition, although they may choose to do so.
Monitoring of a school’s engagement with the exhibition will take place during the normal process of IB evaluation visits. Evidence of completed exhibitions should be available to members of an IB visiting team. Therefore, schools should keep appropriate records of the exhibitions. It is recommended that the PYP coordinator be responsible for maintaining this archive of exhibition records.

Schools interested in sharing their experiences of an exhibition may email the PYP department (pyp.curriculum@ibo.org) for further information.

**How should a school record the PYP exhibition on its programme of inquiry?**

In the exhibition grade/year, it is advisable that the school develops six units of inquiry (one for each of the transdisciplinary themes) and records these on the programme of inquiry.

The practice of developing a unit of inquiry under each transdisciplinary theme leads to a balanced programme of inquiry where understanding of each transdisciplinary theme is developed as fully as possible across the school. Every year, the school (with student involvement) replaces one of the six units with the PYP exhibition. The transdisciplinary theme under which the exhibition sits may differ from year to year depending on the issue selected (the exhibition may strongly reflect one particular theme, but it is more likely that it will synthesize aspects of some or all of the transdisciplinary themes).

**Do all students have to inquire into the same central idea for their exhibition?**

There is a range of acceptable ways to group students for participation as long as the essential features of the exhibition are included and all students participate fully. Examples of different grouping strategies include the following.

- The whole grade level/year group selects one exhibition issue or problem and the same central idea.
- The whole grade level/year group selects one exhibition issue or problem, with a different central idea for each class or cluster of students within the larger group.
- Each class or cluster of students in the whole grade level/year group selects a different exhibition issue or theme and corresponding central idea.

Whichever grouping strategies are employed, students should be aware that the exhibition is a collaborative inquiry involving all students in the grade level/year group. There should be regular sharing of work in progress and students should show a genuine sense of participation in a collaborative effort.

**Does the exhibition have to take place under the transdisciplinary theme “Sharing the planet”?**

In the students’ final year there are five units of inquiry plus the exhibition. The exhibition unit takes place under any transdisciplinary theme at the discretion of the school. The central idea selected may have global significance but should be based on local experiences.

**Does a school have to use the PYP scope and sequence documents?**

The scope and sequence documents and the sample programme of inquiry included in the revised *Developing a transdisciplinary programme of inquiry* (2012) produced by the IB are to be considered sample material that a school may adopt, modify or use as reference. However, when a school adapts, or develops, its own scope and sequence documents for each PYP subject area, “The overall expectations of student achievement ... are aligned with those
expressed in the Primary Years Programme scope and sequence documents” (Programme standards and practices (2010)—C2.4b).

**How may a PYP coordinator or teacher have access to the latest versions of all PYP curriculum documents?**

All latest versions of PYP curriculum documentation are available on the OCC (please refer to section A7). All documents, with the exception of the Sample units of inquiry publication, can be downloaded and printed out. The Sample units of inquiry publication is available only as an HTML version and can be viewed online.

**Are schools expected to have an ICT policy?**

Schools are not required to create an information and communication technology (ICT) policy. However, good practice suggests that schools should “collaboratively identify and agree on the need for, and aims of, the use of ICT” (see Making the PYP happen: A curriculum framework for international primary education (2009), section “The role of ICT”). The documentation of these agreements contributes to the development of an ICT policy. Additionally, the IB document The role of ICT in the PYP (2011), offers a sample process for developing a school’s ICT policy.

**How are schools meant to report on the IB learner profile in written reports to parents? Does every attribute of the profile have to be reported on? Is it the teacher who must report or can it be the student?**

Student learning and development related to all attributes of the learner profile are assessed and reported.

Programme standards and practices: Practice C4.6a (IB 2010)

The IB does not say that:

- you need to include the feedback on a report card
- you need to report on each attribute of the IB learner profile at the end of every reporting period
- the teacher has the sole responsibility for assessing or reporting on the profile.

Consequently, you could:

- give feedback to parents in ways other than on the report card, for example, parent conferences, as part of the record of student learning (student portfolio)
- collect evidence of and give feedback on different attributes at different times in the year, for example, some attributes could be included on every report card, while the remainder could be divided into subsets to be reported on during different parent conferences
- decide, together with the student, which attributes the student would collect evidence of and how he or she would give the feedback to his or her parents.

The issue is that the parents need to know about the IB learner profile and that the school community attaches the utmost importance to it, such that it influences the valued practices and cultural norms within the school. This is also an example of the process being more important than the product, and of the student’s role in the process being strengthened and made explicit.
What is the role of PYP Coordinator’s notes?

The PYP Coordinator’s notes is published twice a year and provides schools with information on new developments in the programme, and other IB news and information. This publication is the IB’s formal means of communication with administrators and teachers. The PYP coordinator is responsible for sharing the Coordinator’s notes with all members of the pedagogical leadership team and with all teachers.

PYP Coordinator’s notes can be found on the OCC and on IBIS.

Note: As we strive towards more effective and concise communication with IB World Schools, we will be undertaking a review of the Coordinator’s notes for all IB programmes in 2013.

How can a coordinator obtain answers to further questions they may still have?

For inquiries regarding PYP curriculum development, please contact pyp.curriculum@ibo.org.

For inquires regarding PYP review process, please contact pyp-review@ibo.org.

For all other inquiries, including implementation issues, please contact ibid@ibo.org.

A coordinator may also add an item to the discussion forums on the OCC. The OCC is currently supported by three online faculty members.

I2 Frequently asked questions related to IBIS

How do I access IBIS?

Coordinators can access IBIS at https://ibis.ibo.org, using their user ID, password and PIN. If you are unable to remember your password or PIN, please use the Reset your password and PIN link on the login screen.

If you are unsure of your user ID or if you receive the following error message: “Error: Your IBIS account has not been activated. Please contact IB”, please contact ibid@ibo.org.

How do schools/PYP coordinators amend their details on IBIS?

Details can be amended by going to the School tab.

To update address information, telephone number, email address, and so on, go to Programme options> Contact information. Using the drop-down menu, choose the person whose details need amending (for example, “PYP coordinator”). The contact details already entered for this person will be displayed, which can then be amended. Amend the appropriate field(s) and select Submit contact details to submit the data. If changes affect all roles, then repeat this operation for all, as this will not automatically be done.

To update the personal details (for example, change a person’s surname or title) of the PYP coordinator, head of school, emergency contact, and so on, go to Programme options> Contact information. Using the drop-down menu, choose the person whose details need amending (for example, “PYP coordinator”), and select Edit contact. The personal details already entered for this person will be displayed, which can then be amended. Amend the appropriate field(s) and select Continue. Make further changes to the contact details section if necessary, and then select Submit contact details to submit the data.

To add a new contact (for example, a new PYP coordinator), go to Programme options> Contact information. Using the drop-down menu, choose the relevant contact
Select **Add contact** to add the person’s personal details, complete each field, and select **Continue**. Make further changes to the contact details section if necessary, and then select **Submit contact details** to submit the data.

**Note:** When making changes to contact details, an email is automatically sent to notify the IB Assessment Centre of the change. The changes will appear on the screen once the IB Assessment Centre has accepted them.

**To add a new PYP coordinator if you do not have access to IBIS** please send a scanned copy of a letter signed by the principal of the primary school or by the head of school, by email to ibid@ibo.org. The letter should include the new PYP coordinator’s full name, email address and date of birth. If it is not possible to provide a scanned copy of a letter, please fax the letter to the IB Assessment Centre (+44 (29) 2054 7778). Upon receipt of this information, an email will be sent to the new coordinator containing a link to the IBIS account creation system.

**How do I register teachers for workshops through Regis?**

A coordinator accesses Regis from the **Home** tab on IBIS, by clicking on the **Workshop Registration** link found on the drop-down menu.

At this point the details being used to access IBIS will be confirmed (user ID, user’s role, programme, school code and language) and Regis will also open in a separate window. If Regis does not open, the user will need to ensure that their pop-up blockers are set to allow our pop-up windows to appear.

If you are experiencing problems registering for a workshop, please contact the Regis team at ibid@ibo.org.
Forms for use in the PYP

The following table lists the forms that are available in this handbook. They are also available on the OCC, in the PYP e-library.

<table>
<thead>
<tr>
<th>Form</th>
<th>Use of form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample parental permission form</td>
<td>This sample permission form explains to parents how their child’s work or visual image could be used by the IB. The form can be adapted or personalized for individual school use. Parents may sign this form to give or withhold their permission, and it is suggested that the school keep the form in each child’s personal file.</td>
</tr>
<tr>
<td>Teacher recommendation form</td>
<td>After the PYP curriculum development team sends out a call for practitioners (see section C2 “Curriculum development meetings”), educators who expressed interest in participating should fill in the Teacher recommendation form. The completed form should be submitted to the PYP curriculum development team at the IB Global Centre, The Hague, using the address supplied on the form. For more information, please refer to section C3 “Participation in curriculum development” and D1.7 “IB Educator Network (IBEN)”.</td>
</tr>
</tbody>
</table>