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{school}'s published statements of mission and philosophy are aligned to the International Baccalaureate. The board, administration, faculty and staff demonstrate their understanding of the philosophy of the International Baccalaureate.

The school community understands and is committed to the programme.

International mindedness and all attributes of the IB learner profile are developed and promoted across the school community.

Open communication based on understanding and respect is promoted at {school}.

{school} places importance on the fact that students should be learning their first language.

{school} places importance on learning the host country language.

{school} places importance on learning other languages.

{school} participates in the International Baccalaureate world community. (This may include participation in regional IB World School associations/networks and in the IB Educator Network (IBEN).)

CAS is a key aspect of the IB programme in providing opportunities for students to create and build relationships with the community within and outside {school}. Responsible actions are promoted across and beyond the school in the following areas. (Select

If other, please explain:

There are systems that keep the governing body (Direction Générale) informed about the ongoing implementation and development of the programme at {school}.

The governance and leadership structure supports the implementation of the programme.

School leaders and academic leaders demonstrate pedagogical leadership aligned with the philosophy of the programme.

The program coordinator has a job description, release time, and resources and support to carry out his/her responsibilities.

{school} has policies and procedures that have been implemented to support the programme.

Conditions for admission to {school} and the Diploma Programme are clearly expressed in an admission policy.

{school} employs a language policy that is consistent with International Baccalaureate expectations.

{school} carries out requirements for inclusive/learning support that is consistent with International Baccalaureate expectations and with the school's admissions policy.

{school} employs an assessment policy that is consistent with International Baccalaureate expectations.

{school} employs an academic honesty policy that is consistent with International Baccalaureate expectations.

The administration of examinations and all forms of assessment for the Diploma Programme are consistent with the International Baccalaureate regulations and procedures at {school}.

Systems are in place for the continuity and ongoing development of the {school} programme.

{school} applies programme evaluation that involves all stakeholders.

The teachers in the IB are qualified to effectively carry out the programme.

Teachers/faculty at {school} receive professional development recognized by the International Baccalaureate

{school} complies with the International Baccalaureate professional development requirement for the Diploma Programme.

Dedicated time for teachers' to collaborate in planning and reflection is provided at {school}.

Support for the implementation of the programme is reflected in the physical and virtual learning environments, facilities, resources and specialized equipment.

{school} has safe laboratories and studios that provide effective learning environments for subjects taught in groups 4 and 6 (Sciences, Visual Arts, Theater).

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The information technology facilities are appropriate to support the programme.

Examination papers and stationary are stored securely with controlled access restricted to senior staff.

The library/multimedia/resources play a key role in the implementation of the programme.

The materials in the library/media centre adequately support the Diploma Programme.

Information on global issues and diverse perspectives is accessible.

There is support for students with learning and/or learning support requirements.

There is support for teachers of students with learning and/or learning support requirements.

{school} provides mechanisms to guide and counsel students through the programme.

Students receive guidance on post-secondary educational plans.

Community resources and expertise are used to enhance learning in the programme.

Resources are allocated to carry out the Diploma Programme extended essay.

The student schedule at {school}...

... allows enough time for the programme requirements to be met.

... includes the recommended hours for each standard and higher level subject.

... allows for the development of the theory of knowledge course over two years.

... provides for concurrency of learning in the Diploma Programme.

Requirements for the International Baccalaureate programme are addressed through collaborative planning and reflection.

Integration of Theory of Knowledge in each subject is accomplished by collaborative planning and

COLLABORATIVE PLANNING AND REFLECTION AT {SCHOOL}...

... explore connections and relations between subjects.

... reinforce knowledge, understanding and skills shared by the different disciplines.

... occurs regularly and systematically.

... address vertical and horizontal articulation. (Horizontal articulation considers subjects or departments within the same year (language, science, math, social sciences, the arts, TOK) whereas vertical articulation considers several year groups (2

... ensure that all teachers have an overview of students' learning experiences.

... is informed by agreed upon expectations for student learning.

... incorporate different learning needs and styles of students.

... is based on assessment of student work and learning.

... recognize that all teachers are responsible for language development of students.

... addresses the International Baccalaureate learner profile attributes, including international-

THE WRITTEN CURRICULUM AT {school}

... aligns with the requirements of the programme and is comprehensive.

... is made available to the school community.

... builds on previous learning experiences of the students.

... identifies the knowledge, skills, concepts, and attitudes to be developed over time.

... allows for meaningful student action in response to their own needs as well as the needs of others.
(Student action is in reference to CAS)

... includes relevant experiences for students.

... promotes awareness of individual, local, national and world issues to all students.

... provides opportunities for reflection on human diversity, commonality, and multiple perspectives.

... is reviewed regularly to incorporate developments in the programme informed by current International Baccalaureate publications.

... integrates school policies developed by {school} to support the programme.

... encourages development of the International Baccalaureate learner profile attributes.

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The curriculum fulfills the aims and objectives of the core as well as each subject group.

concurrency of learning is supported by the curriculum.

A reasonable choice of subjects are provided which allows for a balanced curriculum.

Courses of study for each subject are developed by {school}.

TEACHING AND LEARNING AT {school}...

... is aligned with the requirements of the programme.

... address all of the goals and objectives of each subject.

... engage students to be inquirers and thinkers.

... build on student knowledge and skill.

... place importance on the understanding and practice of academic honesty.

... encourage students to become actively responsible for their own learning.

... address human diversity, commonality, and multiple perspectives.

... address the diversity of student language requirements, including those for students learning in a language(s) other than their own.

... demonstrate that all teachers are responsible for language development of students.

... incorporate a variety and range of strategies.

... utilizes differentiated instruction to meet the learning needs and styles of students.

... incorporate information technologies as well as a range of resources.

... develop student skills and attitudes that allow for meaningful student action in response to their own needs and the needs of others. (This is in reference to CAS)

... encourage students to reflect on how, what and why they are learning.

... promote a stimulating learning environment based on respect and understanding.

... encourage students to demonstrate what they have learned in a variety of ways.

... develop the International Baccalaureate learner profile attributes.

Assessment at {school} is aligned to the requirements of the programme.

Assessment of student learning is informed by the objectives and assessment criteria specific to each subject.

{school}'s assessment philosophy, policy and procedures are communicated to the school community. (parents and students know what is going to be assessed, when and how)

Student learning is assessed using a range of strategies and tools.

Students receive feedback to inform and improve their learning.

Mechanisms are in place to record student progress and are aligned with the assessment philosophy of the programme.

Assessment data is analyzed in an effective way to inform teaching and learning.

Students are provided opportunities to participate in, and reflect on, the assessment of their work.

Mechanisms are in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the Diploma Programme extended essay.