



INTERNATIONAL BACCALAUREATE ORGANIZATION

Middle Years Programme

Guide to school application

*Middle Years Programme
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Contents

Introduction	1
Application and authorization	2
The application process	
Programme evaluation	
Criteria and conditions for authorization	6
The head and school administration	8
The MYP coordinator	10
Subject teachers	11
Facilities and equipment	12
The library/resource centre	13
Documentation checklist	14
Supporting documents to accompany <i>MYP application form part A</i>	
Supporting documents to accompany <i>MYP application form part B</i>	
Supporting documents during the visit	
Timetable for the application process	19
Appendix 1 Proposed MYP implementation budget	20
Appendix 2 MYP teaching staff	21
Appendix 3 MYP teacher training	22

Introduction

This *MYP guide to school application* should be read in conjunction with:

- *MYP application form part A*
- *MYP application form part B*
- *MYP school guide to the authorization visit*
- *MYP implementation and development of the programme guide*
- *Programme standards and practices*
- *IB learner profile booklet*
- *MYP coordinator's handbook*.

Further information can be found in *Schools' guide to the Middle Years Programme* (<http://www.ibo.org>).

We welcome your interest in the International Baccalaureate Organization (IBO) and look forward to working with you as you seek to develop and implement the Middle Years Programme (MYP) at your school.

This document is intended to help you in preparing an application for authorization to offer the MYP. The IBO regional offices are responsible for guiding schools in examining the philosophy, standards and practices, and principles of the MYP and in implementing the programme. Any request for information or guidance should be directed to the appropriate regional office.

All schools wishing to offer the MYP are required to abide by the regulations, criteria and conditions stated in the three documents below:

- *Application procedure for candidate schools*
- *Rules for authorized schools: Middle Years Programme*
- *General regulations: Middle Years Programme*.

Official authorization to offer the MYP will be subject to the process described in this guide and to an authorization visit by an IBO visiting team. A school may not advertise itself as an IB World School authorized to offer the MYP until it has received official IBO authorization.

Application and authorization

This *MYP guide to school application* indicates the specific areas of a school's operation directly affected by the introduction of the MYP. The guide outlines:

- the issues that need to be addressed by a school proposing to implement the programme
- a timetable for implementation of the programme in a school
- a list of the documentation that must support the application for authorization.

A companion document, the *MYP school guide to the authorization visit*, provides details of the aims, processes and possible outcomes of the authorization visit.

The application process

The application process has three phases.

- A feasibility study, including identification of resources, leading to the filing of *MYP application form part A* with the regional office
- A trial implementation period as a candidate school, leading to the filing of *MYP application form part B* with the regional office
- A school visit by an IBO visiting team

Consideration phase: feasibility study and identification of resources

During phase one of the application process, the school examines the MYP philosophy and curriculum, together with the programme standards and practices, to determine how they may be interpreted and applied in the school, and how the needs of the students may be met. A thorough feasibility study should be conducted on the possible consequences of implementing the programme. The IBO regional offices provide information and guidance in this process. As part of the feasibility study, and in order to examine the programme in depth, it is essential that schools obtain the relevant MYP curriculum guides and publications. These are available from the sales and marketing department of the International Baccalaureate Curriculum and Assessment Centre (IBCA), Cardiff, UK. The IBO web site at <http://www.ibo.org> provides a list of publications, along with information on how to order online from the IB store.

Introductory seminars and training workshops, organized by the IBO regional offices, also offer important information on the programme and, on the recommendation of the regional office, schools can contact or visit authorized schools in their region.

This consideration phase is expected to take at least six months, during which time support should be obtained from teachers, the head of school, the board, administrators and parents. Should the school decide to adopt the MYP, it is expected, at this stage, to designate the future MYP coordinator, to plan the implementation of the programme and to initiate training for the MYP coordinator and teachers. At least one teacher per subject group and the MYP coordinator are required to undertake IBO-approved training, and the head(s) of section(s) must receive introductory training.

Schools will then prepare and collate the materials needed to accompany the application. The school submits the following material to the regional office.

- Completed *MYP application form part A*
- Application fee (adjusted every year—please contact your regional office for an updated scale of fees)
- The required supporting documentation (see pages 14–18 of this guide).

Note: The MYP application forms and appendices should be completed electronically and returned to the appropriate regional office. In consultation with the regional office, any supporting documentation should be sent on CD-Rom(s) wherever possible. Where this is not possible, hard copies of the documents should be provided. Please ensure that the school is clearly identified in all correspondence.

Candidate phase: trial implementation period

Once a school has received authorization from the regional office to implement the MYP as a candidate school, the school must continue its preparation to deliver the programme. This phase will involve putting in place all the necessary processes and resources to deliver the MYP, including teacher training, curriculum development, and providing opportunities for teachers to plan collaboratively for both the horizontal and vertical articulation of the curriculum. All candidate schools are required to teach the programme for at least one year on a trial basis, with appropriate guidance from the regional office, before the *MYP application form part B* is submitted.

Important guidance for implementing the MYP can be found in the *Implementation and development of the programme guide*. Regular contact should be maintained with the appropriate regional office. At this stage, schools are offered access to the IBO online curriculum centre (OCC). This provides teachers with guidance and offers opportunities for online discussion with MYP colleagues.

A consultation visit is required and may occur during this phase or the final phase. The timing of the visit is at the discretion of the appropriate regional office, but in consultation with the school.

Final phase: school visit by an IBO visiting team

After implementing the programme as a candidate school for at least one year, and having received the consultation visit, the school submits the completed *MYP application form part B*, the application fee and the required supporting documentation (see pages 14–18 of this guide) to the regional office. On completion of a favourable review of the submitted application, the regional office arranges an authorization visit by an IBO visiting team.

The authorization visit is intended to ensure that the candidate school is genuinely committed to the pursuit of excellence in international education and, in particular, to the philosophy of the MYP. The IBO visiting team also ascertains the school's preparedness to offer the programme and verifies that the school's planning has been both systematic and comprehensive.

The purpose of authorization visits, more generally, is **not** to appraise or assess individual teachers or school administrators. Rather, it is to ensure that the educational principles and standards on which the MYP is founded will be maintained and furthered by candidate schools.

The candidate school benefits from the advice of the IBO visiting team and receives feedback on its plans for implementation, while the visiting team gathers information about the school's commitment to, and ability to offer, the MYP. The *MYP school guide to the authorization visit* describes this process in detail.

Decision on authorization

After the visit, the visiting team produces a report and this is sent to the regional office. The authorization visit report makes a series of professional judgments about the preparedness of the school to offer all aspects of the MYP and, where necessary, indicates any matters to be addressed. The regional director then makes a recommendation to the IBO director general who will make the final decision and notify the school directly. In some regions, a committee is established to review the application and the report on the school visit, and to determine a formal recommendation to the IBO director general.

Authorization to teach an IB programme may be **granted** or **denied** by the IBO director general (see articles 11–15 of *Application procedure for candidate schools*).

Authorization is **postponed** if there are significant issues to attend to that may involve major changes, but it is obvious that the school is committed and has a specific plan in place to accommodate the deficiencies. Upon fulfillment of the necessary conditions, the school is required to submit, by a specified date, an extensive report to the appropriate regional office, and in some cases a return visit, at the school's expense, will be scheduled. If the IBO is satisfied that the conditions have been successfully met, authorization is granted.

The letter from the IBO director general may notify the school of any matters to be addressed within a specified timetable. These aspects must be addressed to the satisfaction of the regional office, by a specified date, or a school's authorization status will be put at risk and the withdrawal procedure (see article 9 of *Rules for authorized schools: Middle Years Programme*) will be put into effect.

Authorized schools are also expected to submit a response to any recommendations, communicated to the school by the regional office, in connection with the authorization visit and to demonstrate an ongoing commitment to professional development.

An annual subscription is payable by all authorized schools.

A school normally becomes eligible to register students for the MYP record of achievement and the certificate three years (including the year of the authorization visit) after authorization unless the letter of authorization states otherwise. A timetable for the authorization process is provided at the end of this document. Further information can be obtained, on request, from the IBO regional offices.

Programme evaluation

Authorized schools, also known as IB World Schools, are subject to a regular ongoing process of programme evaluation. The first programme evaluation visit, organized by the regional office, normally takes place four years after authorization has been granted and every five years thereafter. The process involves a thorough self-study by the school as well as a visit by an IBO visiting team.

The programme evaluation visit and report are based on the following programme standards. All authorized schools are expected to work towards achieving these standards as they continue to implement and develop the MYP. The purpose of programme evaluation is not to reauthorize a school; like the authorization process, the programme evaluation process aims to provide advice to the school and to ensure that the educational principles and standards on which the MYP is founded are maintained and developed by the school.

Philosophy

Standard A1

There is close alignment between the educational beliefs and values of the school and those of the programme.

Standard A2

The school promotes international-mindedness on the part of the adults and the students in the school community.

Organization

Standard B1

The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.

Curriculum

Standard C1

A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community.

Standard C2

The school has implemented a system through which all teachers plan and reflect in collaborative teams.

Standard C3

Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.

Standard C4

There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.

The student

Standard D1

Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.

Standard D2

In the final year of the programme, all students complete a programme-specific project [the MYP personal project] that allows them to demonstrate a consolidation of their learning.

Criteria and conditions for authorization

These criteria and conditions apply to the Middle Years Programme and are supplementary to those outlined in the legal document *Rules for authorized schools: Middle Years Programme*. (Please also refer to articles 3, 5 and 6 of *Application procedure for candidate schools*.)

1. Middle Years Programme (MYP) candidate schools shall be committed to the promotion of international understanding through education, as expressed by the objectives, and standards and practices of the IBO. In particular, they shall accept:
 - a) the primary importance of the MYP's balanced academic framework, and its fundamental concepts, and the central role of the areas of interaction and their cross-curricular implications
 - b) the emphasis given to approaches to learning and to the personal development of students
 - c) involvement in support activities such as training and professional development events and conferences for teachers and school administrators.
2. Schools shall demonstrate to the IBO that they will have the required teaching faculty, administrative staff and other resources with which to implement the MYP successfully. Since the IBO is conscious of the vast disparities in resources available to schools in different parts of the world, agreement on this issue shall be a matter of consultation and guidance, if necessary over an extended period of preparation.
3. Schools shall demonstrate their legal status and financial viability on the basis of appropriate documentation. Schools may be asked to furnish proof to the IBO that their application to participate in the MYP has the approval of their local, regional or national authorities.
4. Schools shall formally agree to bind themselves to full acceptance of all IBO requirements encompassing the effective conduct of the MYP, the appointment of an MYP coordinator and the prompt payment of all fees and other charges as billed.
5. Each school, or each campus of a school that is located on two or more sites, is admitted as a separate entity. This policy is reflected in the payment of all fees. See article 5 of *Application procedure for candidate schools* for exceptions to this rule. Schools are authorized to teach their own students only.
6. The full MYP programme is delivered over five years. Where a five-year programme is not feasible because of local circumstances, a four-year programme (MYP years 2–5) may be authorized by the IBO following consultation with the regional office. In such cases, schools must provide details of the circumstances as part of their authorization documentation, with evidence that the year 5 objectives can be reached successfully at the end of four years.
7. Where existing school structures do not allow either a four-year (MYP years 2–5) or five-year programme to be delivered within one school, two or more schools may form a partnership to offer a four-year (MYP years 2–5) or five-year MYP. Split programmes may be authorized by the IBO following consultation with the regional office. In such cases, partner schools are required to guarantee the curriculum continuum over the four or five years of the programme. Partner schools are treated as one entity and one fee is payable.
8. Where existing school structures do not allow the four-year (MYP years 2–5) or five-year MYP to be delivered on a single site, or where it is not feasible for one or more schools to form a partnership (ie in cases where schools are unable to guarantee a curriculum continuum over the four or five years of the programme), schools may be authorized by the IBO to teach the programme over a shorter period provided one of the following conditions is met:
 - the programme is at least three (3) years in length if it is offered in isolation from the Primary Years Programme (PYP) and/or Diploma Programme

- where the school wishes to offer the MYP as a continuation of the PYP, or immediately prior to the Diploma Programme, the programme is taught over at least two (2) consecutive years.

In either case, schools must consult with the regional office and provide details of the circumstances as part of their authorization documentation, as these options are not available to schools where the four-year (MYP years 2–5) or five-year MYP can be delivered by a single team of teachers on a single site.

It should be noted that IBO-validated grades are only available to students in schools that are able to offer at least the final two years of the programme (ie MYP years 4 and 5) and can provide evidence that year 5 objectives can be reached successfully.

9. Schools shall be open to visits from members of the IBO administration or their delegates to advise and to review programme performance according to the programme standards; a written report will be sent to the school. Programme evaluation by the IBO is mandatory and will be carried out at regular intervals; normally four years after the date of authorization to offer the MYP and every five years thereafter.
10. Schools who offer the final two years of the programme successfully and who wish their students to be awarded IBO-validated grades leading to the MYP certificate and record of achievement are required to submit internally assessed work for external moderation. Monitoring of the school's internal assessment is required prior to programme evaluation for all schools not requesting external moderation, and may also be required at other times at the request of the regional office.
11. The programmes of the IBO should not be marginal in IB World Schools; it is expected that they will positively influence those sections of a school not following an IB programme.
12. The IBO will take into consideration factors that include:
 - a) the extent to which plans are in place for the school to achieve the standards and practices of the programme
 - b) the degree to which the teaching and learning at the school supports students in developing the attributes listed in the *IB learner profile booklet*
 - c) what the school can bring to its own community and to that of the IBO
 - d) how the school's organizational structure supports the implementation of the programme and philosophy of the IBO
 - e) the school's relationship with other schools in the local community.
13. New schools should normally have been in existence for at least three years before they can be authorized.
14. The regional office should be notified of any changes to the structure of the school from the time of authorization.

Note: The IBO reserves the right to deny participation to any school whose philosophy, policy, standards or practices are judged to be incompatible with those of the IBO.

Authorization to offer the Middle Years Programme may be withdrawn if the IBO is not satisfied that the MYP is being implemented within its pedagogical and administrative guidelines. In all such instances, due consideration shall be given to protect the interests of students already enrolled in the MYP.

Only authorized schools are entitled to use the IB World School logo, or advertise themselves as an IB World School, and only in connection with the IB programme(s) they have been authorized to teach.

The head and school administration

The head and school administration must ensure that:

- the school endorses the philosophy, standards and practices, and principles of the MYP
- the philosophy and objectives of the school are compatible with the philosophy and objectives of the MYP and they promote international-mindedness
- a formal decision with regard to the adoption of the MYP has been taken by the governing body
- the head of school is actively supportive of the MYP and is involved at an appropriate level to ensure its success
- the adoption of the MYP is generally welcomed by the teaching staff of the school
- there is a strategic plan for the implementation of the MYP, identifying responsibilities for:
 - head of school
 - MYP coordinator
 - area of interaction/grade-level leaders (where appropriate)
 - subject coordinators
 - others involved in the programme
- appropriate provision is made for the orientation and training of existing and new staff members to acquaint them with:
 - the IBO's mission statement
 - the aims and nature of the MYP and its philosophy in general
 - the *Programme standards and practices*
 - the *IB learner profile booklet*
 - the teaching of the programme within the school
 - the requirements of the subjects they will be scheduled to teach.

Schools must ensure that the head(s) of section(s) involved in the MYP receive introductory training and that at least one teacher per subject group and the MYP coordinator receive IBO-approved professional development

- a professional development plan is in place to support the MYP
- adequate time is available for the collaborative planning and consultation necessary to implement the MYP
- an MYP coordinator is appointed, with responsibility for leadership across all years of the programme, a clearly formulated job description and sufficient time to carry out his or her responsibilities and to obtain appropriate professional development
- the school literature, advertisements and promotional activities accurately reflect the implications for students of participating in the MYP in terms of curriculum choices and requirements
- the qualifications and experience of MYP subject teachers are appropriate for the successful teaching of the programme
- sufficient funds are available for the purchase of necessary resources to teach the MYP as effectively as possible and for staff to receive appropriate IBO-approved professional development

- there is a whole-school approach to curriculum planning that includes a commitment to collaborative planning with the appropriate adjustments to workloads and scheduling
- if year 5 of the programme is being offered, plans are made for the organization of the personal project
- an ongoing process of programme review takes place within the school to ensure adequate preparation for regular programme evaluation visits by the IBO.

Please refer to the *Implementation and development of the programme guide* for more guidance on the requirements for delivery of the MYP.

The MYP coordinator

The MYP coordinator must ensure that:

- he/she is fully conversant with all MYP publications
- appropriate provision is made for the cooperative interaction of the entire professional staff in the implementation of the MYP, across all schools in MYP partnerships, where applicable
- teachers and students are kept informed of relevant correspondence received from the IBO
- all regulations set by the IBO concerning programmes and procedures are carried out properly and all deadlines are met
- all the areas of interaction (approaches to learning; health and social education; environment; *homo faber*; and community and service) are integrated, as far as possible, into the individual subjects to be taught and are taken into account in the planning of the curriculum and school activities
- each area of interaction is coordinated effectively over all MYP levels
- students and parents are aware of the importance of the areas of interaction and of their integration into the teaching and activities of the school
- if year 5 of the programme is being offered, teachers and students are provided with guidance concerning the personal project
- the fundamental concepts of the MYP (intercultural awareness, communication and holistic learning) permeate all subject programmes
- resources are available within the school and within the local and wider community for the implementation of the MYP
- all MYP teachers are provided with passwords to access the OCC.

Please refer to the *Implementation and development of the programme guide* for more guidance on the role and responsibilities of the MYP coordinator.

Subject teachers

The school must ensure that:

- all teachers are familiar with:
 - the IBO mission statement
 - the standards and practices of the programme
 - the contents of the *IB learner profile booklet*
- all teachers have read the relevant MYP documentation for their subject(s) and all associated documentation, and that they endorse the philosophy of the MYP
- all teachers keep up-to-date with developments in curriculum and teaching methodology relevant to the age of their students and the nature of their subject(s)
- teachers receive appropriate professional development and support in the teaching and assessment of their subject(s)
- teachers have designated/timetabled meeting time for common planning and the preparation of integrated lessons/projects
- curriculum in all subject areas; methodology; and texts used are reviewed to incorporate the aims and objectives of the MYP subject groups in a coherent progression of learning
- good quality materials and equipment such as books, newspapers and magazines, computer hardware and software, audio-visual equipment and apparatus are available in sufficient quantities in the school and department libraries to facilitate the implementation of the MYP and individual student learning
- the MYP's aims, objectives and conceptual framework are clearly addressed in those classes where the programme may be taught simultaneously with other programmes, for example, national programmes
- all MYP courses are constructed to focus on the areas of interaction and to allow adequate time to interact with other subject areas within the MYP
- all MYP courses permit and encourage the acquisition of oral, written and numeracy skills and the development of analytical and thinking skills
- the criterion-referenced assessment principles of the MYP are used to structure assessment and reporting processes at all levels of the programme
- teachers regularly visit the OCC in order to:
 - obtain information and support
 - participate in online activities.

Facilities and equipment

The school management must ensure that appropriate and safe facilities, equipment and materials are readily available to support the MYP and the practical work involved in all subject groups, according to their individual requirements:

- language A
- language B
- humanities
- sciences
- mathematics
- physical education
- arts
- technology.

The school management must ensure that appropriate equipment and appropriate training are available to include information and communication technology (ICT) as part of approaches to learning across subject groups.

The school administration and the science department staff must also ensure that the laboratories used for the teaching of MYP sciences comply with the highest professional safety and environmental standards for science education and also with local, regional or national regulations.

The library/resource centre

The school management and the library/resource centre staff must ensure that:

- the library is well designed and equipped to serve the requirements of the MYP and that it encourages both student and staff use
- library staff have appropriate training in librarianship and that they maintain an awareness of current thinking and new developments
- library staff and MYP teachers have been involved in assessing the MYP needs of the library and media centre
- library staff and teachers collaborate effectively in helping students develop research skills
- the collection of books, periodicals and reference materials meets the needs of the MYP, including all subject groups and the personal project (if year 5 of the programme is being offered)
- there is an annual library budget that provides for the maintenance of, and additions to, the library's collection and equipment
- a proportion of the library collection is devoted to books and periodicals for the professional support and education of the teaching staff
- audio-visual equipment is sufficient in quantity, appropriate in type, in good repair, and readily available so as to be of effective use
- students and staff have access to documentation made available through information technology
- Internet access is available for reference purposes
- the library has a central role in the implementation of the MYP by facilitating both student and adult inquiry.

Documentation checklist

Note: The MYP application forms and appendices should be completed electronically and returned to the appropriate regional office. In consultation with the regional office, any supporting documentation should be supplied on CD-Rom(s) wherever possible. Where this is not possible, hard copies of the documents should be provided. Please ensure that the school is clearly identified in all correspondence.

Supporting documents to accompany *MYP application form part A*

For the *MYP application form part A* to be considered complete, it must be accompanied by an original set, and appropriate number of copies (as specified by the regional office), of the supporting documents listed below. This condition also applies when information is sent on CD-Rom(s). Please consult with the appropriate regional office when compiling your application. The deadlines vary, and the regional office will be pleased to supply its schedule and any additional information that may be appropriate.

If any items are not available or applicable, please provide an explanation.

School presentation

- Completed *MYP application form part A* and any additional information requested on the form**
- Proof of payment of non-refundable relevant fee**
Please see the fee schedule for your region. This can be obtained from your regional office.
- Proof of purchase of MYP documentation and guides**
- Description of the legal terms under which the school has been authorized or accredited by the local authorities**
Please attach a copy of the original documentation, translated and certified, if applicable.
- Copy of the policy decision to implement the programme, as taken by the governing body**
- Educational philosophy or mission statement of the school**
- Five-year budget showing how the implementation and development of the MYP will be funded**
Please complete appendix 1 of the *MYP application form part A*.

MYP organization

A three-year strategic plan for implementation of the MYP

This should identify staff responsibilities for the head of school, the MYP coordinator and the sharing of other responsibilities (areas of interaction, personal project, grade-level/year and subjects).

Justification for forming a partnership between schools, if applicable

This should consist of separate signed statements by the heads of schools involved and include an explanation of the reasons with a description of the circumstances. To determine whether or not this option is applicable to your situation, please refer to “Criteria and conditions for authorization”, item 7, in this document and seek advice from the regional office.

Justification for implementing a shorter programme, if applicable

This should include a signed statement by the head of school and include an explanation of the reasons together with a description of the circumstances, for wishing to implement:

- a four-year programme
- a three-year programme
- a two-year programme.

To determine whether or not one of the above options is applicable to your school situation, please refer to “Criteria and conditions for authorization”, items 6 to 8, in this document and seek advice from the regional office.

Supporting documents to accompany *MYP application form part B*

For the *MYP application form part B* to be considered complete, it must be accompanied by an original set, and appropriate number of copies (as specified by the regional office), of the supporting documents listed below. This condition also applies when information is sent on CD-Rom(s). Please consult with the appropriate regional office when compiling your application. The deadlines vary, and the regional office will be pleased to supply its schedule and any additional information that may be appropriate.

If any items are not available or applicable, please provide an explanation.

School presentation

Completed *MYP application form part B* and any additional information requested on the form

Proof of payment of non-refundable fee

Please see the fee schedule for your region. This can be obtained from your regional office.

Updated five-year budget showing how the development of the MYP will be funded

Please complete appendix 1 of the *MYP application form part B*.

- School brochure and general information document**
- Copies of all promotional literature produced by the school concerning the implementation of the MYP**
- Letters indicating financial and philosophical support for the MYP from:**
 - the principal or head of school(s)
 - the superintendent (particularly for public, separate, or state-funded schools in North America)
 - the president of the school board or other governing body.
- Composition of the governing body of the school**

Philosophy

- Statement on how the school promotes the principles of international education**

This should be as reflected in the MYP's fundamental concepts.
- School's admission policy**
- A language policy**

This should reflect the nature of the student body and be consistent with the MYP fundamental concept of communication.

Organization

- School organizational chart**

This should show staff responsibilities and reporting lines.
- Updated three-year plan for implementation of the MYP**

This should identify staff responsibilities for the head of school, the MYP coordinator and the sharing of other responsibilities (areas of interaction, personal project, grade-level/year and subjects).
- Justification for a partnership between schools**

Where an MYP partnership exists, a thorough plan should delineate the following:

 - the pathways for students to complete the programme
 - the strategic planning undertaken among the partner schools
 - the plan for MYP coordination among the partner schools.
- Justification for implementing a shorter programme (if applicable)**

This should include an explanation of the reasons together with a description of the circumstances, for implementing:

 - a four-year programme
 - a three-year programme
 - a two-year programme.

- Teaching staff**
 - A list of all teachers scheduled to teach the MYP and the subjects taught, stating teachers' qualifications and experience: please complete appendix 2 of the *MYP application form part B*.
 - MYP professional development undertaken during the previous three years: please complete appendix 3 of the *MYP application form part B*.
 - A professional development plan for the next academic year for MYP teachers.
- Job description and time allocation of the MYP coordinator**

Please include any other responsibilities he/she may have.
- Documents describing the structures in place to ensure the implementation of the areas of interaction**
 - Within subjects
 - Across the school
- Information on school services**

Please provide information on services such as counselling, support programmes (for example, special educational needs, support language programme).

Curriculum

- The following curriculum documents**
 - Brief description of the planning done by each subject group to incorporate the MYP programme model, in particular the assessment component, over all five years of the programme
 - Description of each subject group and/or subjects within them across the five years, including a brief course outline
 - A unit of work for each subject group showing clear focus on at least one area of interaction
 - A unit of work or project derived from interdisciplinary planning
- Curriculum planning documents**

Please include documents that have been developed for horizontal planning across subject groups.
- Information about the school's assessment, recording and reporting policies /strategies**

The student

- Long-term implementation plan for the introduction of the personal project (if applicable)**

This information is required only if year 5 of the programme is being offered.

Miscellaneous attachments

- Relevant application fee**
Please see the fee schedule for your region. This can be obtained from your regional office.
- Names and signatures of all who participated in the preparation of documents on curriculum, assessment and the personal project for this application**

Note: You may provide the IBO visiting team with further documents that you may consider useful for the purposes of this application. However, these documents should not be sent ahead of the visit.

Supporting documents during the visit

The following should be made available in the room set aside for the use of the IBO visiting team. Please refer to the *MYP school guide to the authorization visit* for more details.

- Samples of work completed by students**
This should be work completed in all subject groups during the trial implementation phase of the MYP.
- Samples of interdisciplinary projects or units developed, where appropriate**
- Samples of textbooks or resource materials used in subject teaching**
- Information and documentation about academic programmes and student activities**
- Samples of students' reflection and/or process journals**
- Samples of completed report cards**
- Information on the school's community and service activities, and supporting structures**
- List of resources that could be used in the implementation of the areas of interaction**
This applies to both within the school and the local and wider community.
- Library/ICT resources and documentation**
 - Description of the role of the library/ICT in the implementation of the programme
 - Details of online and other computer services available in the school library or elsewhere in the school
 - Programmes designed to acquaint students with the use of the library/ICT
 - Policy related to student and staff access to these resources

Timetable for the application process

The IBO must officially authorize any school wishing to offer the Middle Years Programme to its students. Authorization is granted to schools that successfully complete the application process, by which schools present detailed plans and evidence that they are prepared and equipped to offer the MYP. This application process has three phases, the duration of which may vary slightly from region to region. If successful, the application process results in the authorization of the school.

PHASE	DESCRIPTION	TIME REQUIRED	REQUIRED ACTIVITIES DURING THIS PHASE
Phase 1 Consideration phase: feasibility study and identification of resources	Phase 1 begins with the first contact with the regional office, continues through the various listed activities, and concludes with the school making an informed decision to pursue an application. The school sends the <i>MYP application form part A</i> , supporting documentation and application fee to the regional office to request candidate school status and to start implementing the programme on a trial basis.	6 months to a year	<ul style="list-style-type: none"> Order relevant publications from sales and marketing department, IBCA. Head of school/coordinator/teachers attend MYP introductory workshop. Contact or visit IB World Schools authorized to offer the MYP, after consultation with the regional office. Identify potential MYP coordinator. Gain support from teachers, head of school, board, parents (as applicable). Start training activities. Develop curriculum documentation for the trial implementation period. Submit <i>MYP application form part A</i> and supporting documentation.
Phase 2 Candidate phase: trial implementation period	This phase assumes that there is an understanding of the requirements of the programme and a positive commitment to seek authorization. It involves teaching the MYP for one year prior to submitting the <i>MYP application form part B</i> , and the preparation of all supporting documents. This phase involves the submission of the <i>MYP application form part B</i> , the required supporting documentation and the application fee.	1–2 years	<ul style="list-style-type: none"> Organize further IBO-approved professional development (teachers, MYP coordinator, head of division). Continue to develop appropriate curriculum documentation in each MYP subject group. Prepare application materials using this guide and the <i>MYP school guide to the authorization visit</i>. Receive consultation visit organized by the regional office.
Phase 3 Final phase: school visit by an IBO visiting team	A school visit is carried out by an IBO visiting team.	Second year of teaching the MYP	<ul style="list-style-type: none"> Submit formal application, <i>MYP application form part B</i>, and plan visit. On-site visit by IBO delegation following review by the regional office of completed application package. Visit report submitted to the regional office, reviewed and sent to the director general of the IBO for final decision.
Authorization	The school offers the MYP and is normally eligible to register students for the record of achievement and the MYP certificate after three years (including the year of the authorization visit), provided years 4 and 5 of the programme are being offered successfully.		<ul style="list-style-type: none"> Submit report to the regional office in response to matters to be addressed and recommendations arising from authorization. Demonstrate an ongoing commitment to professional development. Continue curriculum development and implement strategic plan.

Appendix 1 Proposed MYP implementation budget

	Consideration	Candidate	Participation year 1	Participation year 2	Participation year 3
ACADEMIC YEAR					
Application fee					
Annual fee					
Resources					
Professional development					
Other					
TOTAL					

Appendix 3 MYP teacher training

Please indicate when your teachers, in every one of the eight subject groups, have received training. For partnerships*, at least one teacher from every site must be trained at an IBO-approved workshop in each subject group. We are also interested in which teachers, if any, have visited IB World schools authorized to offer the MYP. Please indicate this on the chart.

	Name of teacher	MYP course and grade levels	Training at IBO-approved workshops: place and date	IB World School visits: place and date
Language A				
				<i>(add rows as necessary)</i>
Language B				
				<i>(add rows as necessary)</i>
Humanities				
				<i>(add rows as necessary)</i>
Sciences				
				<i>(add rows as necessary)</i>
Mathematics				
				<i>(add rows as necessary)</i>
Arts				
				<i>(add rows as necessary)</i>
Physical education				
				<i>(add rows as necessary)</i>

Technology									
									<i>(add rows as necessary)</i>
Head of school									
									<i>(add rows as necessary)</i>
Coordinator									
									<i>(add rows as necessary)</i>
Others (administrators, counsellors, librarians, etc)									
									<i>(add rows as necessary)</i>

*Note: Please complete one chart for each site in the partnership.