



Application for candidacy: Primary Years Programme

Name of the school

School code

Date of submission

Note to the user

1. A school must have conducted a feasibility study before submitting this *Application for candidacy: Primary Years Programme*.
2. This application form and supporting documentation must be submitted in one of the IB working languages: English, French or Spanish. Translations of official documents should be duly certified.
3. This *Application for candidacy: Primary Years Programme* should be completed electronically and submitted with the supporting documentation following the guidelines and deadlines provided by the relevant IB office.
4. Insert your responses in the boxes provided for each question. The boxes will expand as you type your responses.

Request to the IB Organization for acceptance as candidate school to prepare for authorization to offer the Primary Years Programme

Name of the school

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On behalf of the above-named school, we request permission from the IB Organization to start trial implementation of the Primary Years Programme (PYP) of the IB Organization as a candidate school preparing for authorization. Information about the school is supplied on the accompanying application form and documents.

We understand that after submission of *Application for candidacy: Primary Years Programme*, if the required conditions are fulfilled, the school will be recognized as a candidate school. Furthermore, we understand that the *Application for authorization: Primary Years Programme* must be submitted to the relevant IB office according to IB timelines and regulations.

We confirm that:

- a. We have read the following documents published on the IB website or purchased from the IB store, made them available to the relevant constituencies of the school and agree to abide by the regulations stated therein:
 - *Programme standards and practices*
 - *Making the PYP happen: A curriculum framework for international primary education*
 - *Making the PYP happen: Pedagogical leadership in a PYP school*
 - *Rules for candidate schools*
 - *Rules for IB World Schools: Primary Years Programme*
 - *General regulations: Primary Years Programme*
 - *Guide to school authorization: Primary Years Programme*
 - *Rules and policy for use of IB intellectual property*
- b. The school has purchased relevant IB publications from the IB store and will prepare itself to meet the authorization requirements following the current IB documents published for the purpose of implementing the programme.
- c. The appropriate financial authorities of the school/public school district know of the schedule of IB Primary Years Programme fees and currency as assigned by the IB and have agreed to their timely payment.
- d. The school will not advertise or otherwise imply that it is authorized to offer the IB Primary Years Programme. The final decision on the application for authorization is reached by the director general of the IB Organization after acceptance of the *Application for authorization: Primary Years Programme* and after a verification visit to the school by an IB team has taken place.
- e. The school will only use the IB World School logo if and when the school is authorized to offer the IB Primary Years Programme. No IB logo is available for candidate schools.
- f. The acceptance as a candidate school by the IB Organization does not guarantee future authorization to offer the Primary Years Programme. If the school is recognized as a candidate school by the IB Organization, the school will present itself as a candidate school preparing for authorization.

- g. If this application is accepted, the IB Organization will provide a text that the school will be able to use in school publications, newsletters, brochures, staff recruitment advertisements and websites in this regard.
- h. We enclose the supporting documents as requested in this application.
- i. We agree that this electronic application form, whether signed electronically or not, will be understood by the IB Organization to have been read and endorsed by the head of school, the superintendent (if applicable) and the chair of the governing body (if applicable) without a signed hard copy being necessary.
- j. We understand and accept that any dispute arising from, or in connection with, the *Application for candidacy: Primary Years Programme*, the *Application for authorization: Primary Years Programme*, or any other document relating to the authorization process, shall be finally settled by arbitration, taking place in and in accordance with the rules applicable in Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

We further declare that, to the best of our knowledge, the information given on this form is correct.

Name and title of head of school (1)

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Signature

Date

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Name and title of superintendent of school (if applicable)

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Signature

Date

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Name and title of chair of the governing body (2)

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Signature

Date

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1. **Head of school (director/principal in some systems)** is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.
2. **Governing body** is the duly constituted individual or group that has the ultimate legal authority to make decisions on behalf of the school.

Update of school information

In order to keep the school file updated, complete the following chart. Note that it keeps almost the same structure as the *School information form* so that unchanged information may be copied directly.

1. CONTACT DETAILS				
Postal address <i>(include city, state, country and postal or zip code)</i>				
Street address <i>(if different from above) (include city, state, country and postal or zip code)</i>				
Telephone <i>(include country and area codes)</i>				
Fax <i>(include country and area codes)</i>				
	Title <i>(Mr, Mrs, Ms)</i>	Name	Position (3)	Email address
Head of school				
Head of primary section <i>(if different from above)</i>				
PYP coordinator				
School public website				

3. **Position:** Name of the post of employment at the school

2. BILLING DETAILS	
Name of organization for billing purposes	
Address <i>(indicate with X or give an alternative address)</i>	Use postal address above <input type="checkbox"/> Use street address above <input type="checkbox"/>
	Use the following address
Code to be included in invoice for tax purposes <i>(if applicable)</i>	
Name and job title of contact for billing purposes	
Email address	

3. SCHOOL INFORMATION

Date school founded or opened

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month

year

Legal status of the school

Note:

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

Government/state/
publicly funded

Private

Other (*specify*)

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

Yes

No

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

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

Type of school

Boys

Girls

Coeducational

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

Boarding only

Day only

Boarding and day

Academic year dates (*indicate month only*)

Starts

Ends

Age range of students across the whole school

From

years
old

To

years
old

3. SCHOOL INFORMATION

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

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

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

MYP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input style="width: 100%;" type="text"/>	<input type="checkbox"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input style="width: 100%;" type="text"/>	<input type="checkbox"/>
DP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input style="width: 100%;" type="text"/>	<input type="checkbox"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input style="width: 100%;" type="text"/>	<input type="checkbox"/>

Language(s) of instruction at the school *(language through which the curriculum will be taught at the school)*

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Description of the school and its community

In order for the IB to know the school better, write brief paragraphs that address the following aspects of the school and its community:

1. A summary of the history and major characteristics of the school that make it attractive for students and parents

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

3. A description of the student body and staff, including their national, cultural and linguistic backgrounds

Consideration phase

Before submitting this application, the school must have carried out a feasibility study to compare its current practices with those that the IB requires for the successful implementation of the PYP. As a result, the school must have developed an action plan that outlines the work needed to successfully complete the authorization process.

1. Indicate who led the feasibility study, who was involved and their positions in the school.

2. Briefly describe the process of the feasibility study.

3. In order to successfully implement the PYP, the school must have the support of its community. Complete the chart below with a description of what the school has done so far to gain the support of the following groups within its community.

	Actions taken by the school	Major outcomes	Additional comments
Governing body			
Local educational authorities <i>(if applicable)</i>			
Pedagogical leadership team			
Teachers and other members of staff who will be involved in the implementation of the programme			
Parents			
Others <i>(identify, adding rows as necessary)</i>			

Preparation for the implementation of the PYP

Whilst studying the possibility of implementing the PYP, the school has read the relevant IB documents. The following questions are organized according to the headings of the *Programme standards and practices*.

A: Philosophy

1. Transcribe the mission statement of the school.

2. To what extent does it align with the IB mission statement? Where necessary, what procedure has the school established to revise it in order to further align it with that of the IB?

3. Describe the contribution that the implementation of the PYP will make to the school.

B: Organization

BI: Leadership and structure

1. PYP structure

- a. The PYP is an inclusive programme for all students. All students aged 3 to 12 years old in all the grades/year levels in the school should be engaged in the PYP. Complete the following chart.

Student age	Name of grades/years as identified in the school	Name of school section to which each grade/year belongs	Number of classes	Total number of students in each PYP year
3–4 years				
4–5 years				
5–6 years				
6–7 years				
7–8 years				
8–9 years				
9–10 years				
10–11 years				
11–12 years (4)				
Total number of PYP students				

4. Include this year when it belongs to the school primary section.

- b. Will students have to meet admissions or selection criteria to be enrolled in the school? Yes No

If the answer is yes, describe the policy that the school will apply.

- c. Will PYP students have to fulfill other mandated requirements (for example, national, local requirements)? Yes No

If the answer is yes, specify what type of requirements and in which year(s) of the PYP these requirements will be fulfilled.

- d. If the school has to comply with other requirements, as stated above, identify and explain what challenges the school envisages regarding the implementation of the PYP (for example, curriculum content, pedagogy, mandatory division of school time, mandatory text books or other resources).

- e. What language(s) is/are taught in the school? Identify the one(s) that is/are considered languages of instruction and why. Also identify at what age languages are introduced to students.

2. Governance

- a. Briefly explain how the school is governed. Who is eligible to become a member of the governing body? If the school does not have a governing body, indicate what educational authority governs it.

- b. What are the reporting relationships between the governing body (or educational authorities) and the senior leaders at the school?

3. Pedagogical leadership

- a. Describe the pedagogical leadership structure that will lead the implementation of the PYP.

- b. Who will be responsible for hiring and appointing the PYP staff at the school?

- c. Does the school have challenges in hiring and retaining staff? If so, what are they and how are they addressed? Describe the turnover of staff in the last three years.

- d. If the school staff does not have a common language, or if the languages of instruction are different from the IB working languages (English, French, Spanish), how will the pedagogical leadership team ensure the consistent implementation and development of the programme?

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- e. If the PYP coordinator will have other responsibilities beside the PYP coordination, indicate:

- i. additional responsibilities

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- ii. percentage of his/her weekly schedule that will be devoted to complying with his/her IB responsibilities as coordinator.

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B2: Resources and support

1. Teachers and other staff who will be involved in the implementation of the PYP

- a. Indicate the number of staff who will be involved in the implementation of the PYP.

Note: When completing the chart, use the following definitions:

- classroom teacher: teachers who will take responsibility at least for the language of instruction, mathematics, social studies and science (to support the PYP model of transdisciplinary teaching and learning)
- teaching assistants: teaching staff who assist in the classroom teaching and learning process
- single-subject teachers: teachers with subject-specific expertise or credentials who focus on the teaching and learning process in their specific subject areas (for example, physical education, music)
- other staff involved in the PYP teaching and learning process: practitioners who will fulfill roles related to special educational needs, counselling, and so on (it does not include clerical/administrative support).

	Full-time	Part-time
Number of classroom teachers		
Number of teaching assistants		
Number of single-subject teachers		
Number of other staff involved in the PYP teaching and learning process		

b. Indicate the subjects taught by the single-subject teachers.

c. Indicate the main roles of other staff members who will be involved in the PYP, included in the chart above (for example, counsellors).

d. Maximum PYP class size

students

e. How will the school ensure that all staff new to the PYP are:

- i. inducted
- ii. trained to implement the programme?

2. Collaborative planning and reflection

Identify the types and objectives of staff and pedagogical leadership team meetings, giving details of participants and frequency. Indicate the time scheduled for teachers to meet for collaborative curricular planning purposes. Use the table below.

Name of meeting	Who attends	Frequency of meeting	Objectives

3. Information technology (IT) facilities that will support the PYP

Describe what IT facilities the students and teachers will have access to in order to support the PYP and indicate where they are located.

a. IT in classrooms

Yes

No

If the answer is yes, describe them.

b. IT laboratories

Yes

No

If the answer is yes, describe them (for example, computers/laptops, internet connection, student access to the laboratory).

c. Other comments on IT provision (*Note: A description of the IT provision in the library/multimedia centre will be included in question 5 below.*)

4. Other school facilities that will support the implementation of the PYP

Describe the other facilities (for example, sports fields) that the school currently has to support the implementation of the PYP. (Do not include the library/multimedia centre in this chart.) Indicate the areas that are in the process of improvement and/or that the school needs to add. Add rows as necessary.

Facility <i>(eg art room, gymnasium, sports field)</i>	Description of current situation	Developments under way/ future development <i>(if applicable)</i>

5. Library/multimedia centre

a. Describe the library/multimedia centre at the school. In your description include the following aspects:

i. Physical environment (indicate whether students can access books/resources directly, for what purposes the library space is used, whether it has room for students to work on their own, and so on)

- ii. Groups it caters for (for example, primary school only, all school)

- iii. How it is managed (include the professional qualification of the person who is in charge of the library/multimedia centre and his/her responsibilities, whether it is a full-time or part-time position, library hours, and so on)

- iv. Types of resources PYP students may access (include approximate percentages of material in different languages and identify the languages)

- v. Loan arrangements

- vi. IT provision in the library/multimedia centre (for example, computers, laptops, internet access)

- b. Do the classrooms have libraries/resource centres?

Yes

No

If the answer is yes, describe them.

6. Teaching time

Will the school need to make adjustments to the student's weekly schedule to ensure that it provides adequate time for an in-depth study of each unit of inquiry?

Yes

No

If the answer is yes, explain.

7. Funding

a. Will IB students pay tuition fees?

Yes

No

b. Will IB students receive any government subsidy?

Yes

No

C: Curriculum

1. Describe the support the school will provide to students whose most proficient language is not the school's language(s) of instruction.

2. Indicate the provisions the school has or will have to support students' mother tongues, if different from the language(s) of instruction of the school. Indicate whether this support will take place during school time.

3. It is a PYP requirement that the classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the PYP model of transdisciplinary teaching and learning. Explain whether the school needs to make arrangements to address this requirement.

4. Describe the school's current assessment system/policy and indicate any differences you have found when comparing it with the PYP perspective on assessment.

5. What challenges would the implementation of a transdisciplinary programme entail for the school?

List of supporting documents to attach to this form

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

Documentary confirmation of the legal status of the school and confirmation from the local/provincial/state authorities that the school is recognized as an educational institution, with a certified translation into English, French or Spanish if written in any other language. Translations of official documents should be duly certified.

Written confirmation of support from the authorities that will finance the implementation of the PYP in the school

School organization chart showing the pedagogical leadership team (including the PYP coordinator) and reporting lines

Documentary evidence of payment of non-refundable fee to the IB Organization

Complete the charts that appear in the following pages.

Chart I: Organization of teaching time

Year/grade	Total teaching time in hours per week/cycle Length of cycle: <input data-bbox="580 331 768 403" type="text"/>	Percentage of teaching time with classroom teacher	Percentage of teaching time with single-subject teachers *	Other <i>(assemblies, special events)</i>
3–4 years				
4–5 years				
5–6 years				
6–7 years				
7–8 years				
8–9 years				
9–10 years				
10–11 years				
11–12 years				

* This percentage includes teaching time with teachers in charge of specific subjects such as physical education, music or other subjects.

Chart 2: PYP teaching staff, qualifications and IB-recognized professional development

- **IB-recognized professional development** is activities as listed on the IB events calendar on the IB public website (<http://www.ibo.org>) or in-school professional development activities organized by the relevant IB office.
- **Location:** In the chart below, indicate where the training took place or will take place.
 - For IB regional workshops attended or to be attended name the city.
 - For IB workshops organized in the school use 'IS'.
 - For IB online workshops use 'Online'.
- Add rows as necessary.

Teacher/role	Name	Qualifications of each teacher (degrees, diplomas)	Number of years at this school	Full/part-time (use FT/PT)	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
					Location	Date	Workshop name and category	Location	Date	Workshop name and category
Year/grade 3–4 years										
Year/grade 4–5 years										
Year/grade 5–6 years										
Year/grade 6–7 years										
Year/grade 7–8 years										
Year/grade 8–9 years										
Year/grade 9–10 years										

Teacher/role	Name	Qualifications of each teacher <i>(degrees, diplomas)</i>	Number of years at this school	Full/part-time <i>(use FT/PT)</i>	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
					Location	Date	Workshop name and category	Location	Date	Workshop name and category
Year/grade 10–11 years										
Year/grade 11–12 years										
Head of section/principal										
PYP coordinator										
Others <i>(physical education, music, administrators)</i>										

Chart 3: Action plan

- Schools are required to use this template in planning their submission for authorization. It is organized according to the headings of the *Programme standards and practices*.
- School objectives will be defined considering the IB requirements for authorization to offer the PYP, as stated in the document *Guide to school authorization: Primary Years Programme*.
- Add rows as necessary.

A: Philosophy

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

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

B: Organization

BI: Leadership and structure

The school’s leadership and administrative structures ensure the implementation of the Primary Years Programme.

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

B2: Resources and support

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

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

C: Curriculum**CI: Collaborative planning**

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

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

C2: Written curriculum

The school's written curriculum reflects IB philosophy.

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

C3: Teaching and learning

Teaching and learning reflects IB philosophy.

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

C4: Assessment

Assessment at the school reflects IB assessment philosophy.

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

Chart 4: Implementation budget

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

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

	Candidate year 1	Candidate year 2	Candidate year 3 or IB World School year 1	IB World School year <input style="width: 20px; height: 20px;" type="text"/>	IB World School year <input style="width: 20px; height: 20px;" type="text"/>
Academic year					
Candidate school fee					
Annual school fee					
Resources <i>(specify)</i>					
IB professional development <i>(specify)</i>					
Other					
TOTAL					

Approved by

Position