

Programme standards and practices with requirements for the Diploma Programme

# Section A: Philosophy

## Standard A

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

1. The school’s published statements of mission and philosophy align with those of the IB.
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
3. The school community demonstrates an understanding of, and commitment to, the programme(s).
4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
5. The school promotes responsible action within and beyond the school community.
6. The school promotes open communication based on understanding and respect.
7. The school places importance on language learning, including mother tongue, host country language and other languages.
8. The school participates in the IB world community.
9. The school supports access for students to the IB programme(s) and philosophy.

**DP requirements**

1. The school provides for the full DP and requires some of its student body to attempt the full diploma and not only individual diploma courses.
2. The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide.
3. The school has strategies in place to encourage students to attempt the full diploma.

# Section B: Organization

## Standard B1: Leadership and structure

### The school’s leadership and administrative structures ensure the implementation of the IB programme(s).

1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).
3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

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Requirements for the Diploma Programme

1. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.
2. The school develops and implements policies and procedures that support the programme(s).

**DP requirements**

1. The school has an admissions policy that clarifies conditions for admission to the school and the DP.
2. The school develops and implements a language policy consistent with IB expectations.
3. The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school’s admissions policy.
4. The school develops and implements an assessment policy that is consistent with IB expectations.
5. The school has developed and implements an academic honesty policy that is consistent with IB expectations.
6. The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the administration of examinations for the DP.
7. The school has systems in place for the continuity and ongoing development of the programme(s).
8. The school carries out programme evaluation involving all stakeholders.

## Standard B2: Resources and support

### The school’s resources and support structures ensure the implementation of the IB programme(s).

1. The governing body allocates funding for the implementation and ongoing development of the programme(s).

**DP requirements**

1. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator.
2. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.
3. The school provides qualified staff to implement the programme(s).
4. The school ensures that teachers and administrators receive IB-recognized professional development.

**DP requirement**

a. The school complies with the IB professional development requirement for the DP at authorization and at evaluation.