



<p><b>Authorization Requirements of IB PYP:</b></p>	<p>As an IB Community Support Partner, The IB Library.com makes available its website, IB aligned and curated E-books, PYP Student Reflection Journal, PYP Terms Explained Book, PYP Student Reference Card and Inquiry Challenge Coin to enhance learning within the PYP programme.</p> <p><b>How our resources...</b></p> <ul style="list-style-type: none"> <li>• <i>The PYP Terms Explained: An Easy Guide for IB Parents &amp; Students (i.e. "PYP Terms")</i></li> <li>• <i>The PYP Inquiry &amp; Reflection Student Journal: A Personal Guide for Curiosity, Reflection and Action (i.e. "Journal")</i></li> <li>• <i>PYP Student Reference Card (i.e. "Card")</i></li> <li>• <i>The Inquiry Challenge Coin (i.e. "Coin")</i></li> <li>• <i>The IB Library.com (i.e. "TIBL") online Books, Teacher and Student Guides</i></li> </ul> <p><b>support the authorization requirements of IB.</b></p>
<p><b>Section A: Philosophy</b></p>	
<p><b>Standard A</b></p>	
<p>1.The school's published statements of mission and philosophy align with those of the IB.</p>	<p>The wide selection of online TIBL resources help to support students in becoming more knowledgeable and inquisitive about themselves, others and the world around them. The tags and incorporation of the PYP essential elements in the teacher guides help teachers to identify ways in which the resource can be used to build and promote intercultural understanding and respect.</p>
<p>3C. The school community demonstrates an understanding of, and commitment to, the programme(s). The school is committed to a constructivist, inquiry based approach to teaching and learning that promotes inquiry and the development of critical thinking skills.</p>	<p>By using the Journal and the Coin, the teacher and school are using an open ended, inquiry based, student lead approach to teaching and learning. It also fosters critical thinking skills.</p>
<p>3e. The school demonstrates a commitment to transdisciplinary learning.</p>	<p>On TIBL, the structure of the teacher guides show how one book can lend itself to a myriad of learning engagements from various subject and discipline domains.</p>
<p>4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.</p>	<p>The Journal, PYP Terms, Card and Coin all foster international-mindedness through reflection and discussion of the world "outside of their classroom walls". The Learner Profile is explained in depth in the Journal, PYP Terms and Card using official and child friendly language.</p> <p>On TIBL, each of the tags and teacher guides systematically highlight which learner profile attributes and attitudes can be developed and promoted through the use of the online resource.</p>

5. The school promotes responsible action within and beyond the school community.	On TIBL, each teacher and student guide provides prompts, questions and reflective thinking strategies to promote and guide practical and purposeful action that can be a follow-up to the theme, concepts, or content of the online resource.
6. The school promotes open communication based on understanding and respect.	Using the Coin, students are encouraged to communicate in a variety of ways based on understanding and respect.
7 A, B The school places importance on language learning, including mother tongues, host country language and other languages. The school supports mother tongue and host country language learning.	The IB Library's Dual Language and Single World Language books, along with Translation Activities, support mother tongue and host country language learning. On TIBL our teacher and student guides seek to promote language learning, whether as a mother-tongue or additional language. Each guide illuminates key words that help to enrich student vocabulary as well as develop and strengthen student comprehension and vocabulary.
<b>Standard B1: Leadership &amp; Structure</b>	
The school has systems in place for the continuity and ongoing development of the programme(s).	The IB Library is an online resource that could be used and adopted as a school-wide system that not only supports Units of Inquiry but it could also provide a framework for an ongoing approach to a reading programme.
<b>Standard B2: Resources and support</b>	
5. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).	The IB Library is an online and virtual resource that can provide any school with instant access to resources that specifically align to the programme. The tags and teacher guides provide teachers with ideas that specifically target each of the PYP essential elements thus not only providing a rich and reader friendly resource to educators but a resource that is specifically targeted to support the IB Programme and its essential elements.
6. The library/multimedia/resources play a central role in the implementation of the programme(s).	The PYP Terms book is of great use to students and teachers as a reference material in the classroom and library.
7. The school ensures access to information on global issues and diverse perspectives.	The online Library provides instant access to over 200 books. Many of the books promote global issues such as environmentalism, sustainability, peace/ conflict, consumerism etc. There are also books that are published by authors from around the world; each author bringing with them their own unique style and perspective.
8. The school provides support for its students with learning and/or special education needs and support for their teachers.	On TIBL, each of the teacher guides provides suggested learning experiences and engagements that have been adapted for both primary and early years classrooms. These ideas can also be used to help teachers make modifications to students who need to be challenged or further supported within the programme.
9. The school has systems in place to guide and counsel students through the programme(s).	In using the Journal, PYP terms, Card students are walked through the programme terms and elements using official IB language and student friendly language.
11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).	As an IB Community Support Partner, The IB Library.com makes available its website, IB aligned and curated E-books, PYP Student Reflection Journal, PYP Terms Explained Book, PYP Student Reference Card and Inquiry

	Challenge Coin to enhance learning within the PYP programme.
<b>Section C: Curriculum</b>	
<b>Standard C1: Collaborative Planning</b>	
1b. Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers.	Our teacher guides not only reflect the language of the PYP but the teacher guide also uses the key terms used in the PYP planner. Thus, teachers can continue to instinctively use and follow the terms, 'what is our purpose, what do we know/want to know, how best might we learn.'
1c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.	Our teacher guides use and refer to the essential elements to help teachers identify the possible links a resource may provide. The teacher guides suggest which concepts, learner profile attributes, attitudes and key content the online resource may support.  Our experienced IB staff who write the teacher guides also suggest learning experiences that foster transdisciplinary learning, skill development as well as promote student action and reflection. Any one of our online books can provide a wonderful platform in which to explore content and concepts from a range of disciplines.
3b. The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.	Our teacher guides support Units of Inquiry by succinctly identifying possible links with the transdisciplinary themes, key concepts as well as the attributes of the learner profile and attitudes. The guides also support other content areas and skill development. For instance, our comprehensive teacher guides offer mathematical as well as Language arts activities that can easily support subject-specific skills and content.
9. Collaborative planning and reflection addresses the IB learner profile attributes.	Our online books are curated and tagged so that teachers can see the potential links to the attributes of the learner profiles and attitudes. The reflection and action section of our guides specifically enable students to develop the attributes of being reflective and principled.
<b>Standard C2: Written curriculum</b>	
1A. The written curriculum is comprehensive and aligns with the requirements of the programme(s). The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.	Each of the Transdisciplinary Themes / Units of Inquiry is discussed in the Journal, Terms and Card. By using the Terms the students and teachers discuss the unique elements of their TT/UOIs as they progress through them over the course of time. They have the opportunity to write and reflect as the unit progresses.
3. The written curriculum builds on students' previous learning experiences.	In the Journal there are opportunities for continued, ongoing and guided self-reflection which can build on previous learning experiences.

<p>4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.</p>	<p>The Journal helps to develop knowledge, concepts, skills and attitudes over time by helping the students to reflect in all of these areas.</p>
<p>5. The written curriculum allows for meaningful student action in response to students' own needs and needs of others.</p>	<p>The journal encourages ongoing self-reflection and action.</p>
<p>6.A The written curriculum incorporates relevant experiences for students. The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.</p>	<p>The Coin actively engages students. It provides opportunities for significant, relevant, engaging and challenging student lead inquiry.</p> <p>On TIBL, our online books and accompanying teacher guides help to support the content of the school's written curriculum but also provide instant access to online books that help to address significant and relevant issues with teacher guides to challenge student ideas in relation to the key content.</p>
<p>7. A The written curriculum promotes students' awareness of individual, local, national and world issues. The programme of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.</p>	<p>By using the Journal for the Units of Inquiry, the students are able to reflect on their acquired knowledge and document their wonderings based on the cultures of others.</p>
<p>9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).</p>	<p>The Journal, Terms, Card, Teacher and Student Guides and all aligned and curated PYP E-books on TheIBLibrary.com are all up to date with the 2018 programme change recommendations.</p>
<p>11. The written curriculum fosters development of the IB learner profile attributes.</p>	<p>The Journal, Terms and Card fully and easily explain all of the IB Learner Profile Attributes and encourage reflection of such attributes on an ongoing basis.</p>
<p><b>Standard C3: Teaching and learning</b></p>	
<p>2. Teaching and learning engages students as inquirers and thinkers.</p>	<p>The Journal and Terms engage students as inquirers and thinkers through the areas for daily reflection and interaction. The Coin encourages student lead inquiry and encourages the development of the student as inquirers and thinkers.</p> <p>Our teacher and student guides specifically use open-ended questions, critical thinking prompts as well as practical suggestions on how to engage students in real-life issues at a local and global level.</p>
<p>5. Teaching and learning supports students to become actively responsible for their own learning.</p>	<p>The Journal provides ongoing areas for reflection of the student as a learner and thoughts to drive the inquiry as the Units of Inquiry progress. It also provides areas to reflect throughout the entire day, separate from the Unit of Inquiry Studies. This encourages students to become actively involved and responsible for their own learning. The Coin encourages student driven Inquiry based learning experiences and challenges supported by the teacher in a</p>

	collaborative environment.
6. Teaching and learning addresses human commonality, diversity and multiple perspectives.	Our curated online materials provide a spotlight and platform in which to further explore content and concepts based around human commonality, diversity and multiple perspectives.
7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.	We know the needs of International and national schools and have included key vocabulary with child-friendly definitions to help the development of English language learners.
9. Teaching and learning uses a range and variety of strategies.	The Journal and Coin are both unique learning strategies.  Our teacher and student guides are written by experienced IB teachers all of which work/worked at IB PYP schools. The guides provide busy teachers with ideas and teaching strategies that help to reinforce key concepts, content and develop critical thinking skills. Each teacher guide contains at least 3-4 suggested learning experiences based around the content and theme of the online book.
10A. The school provides for grouping and regrouping of students for a variety of learning purposes. Teaching and learning differentiates instruction to meet students' learning needs and styles.	The Coin encourages many ways of grouping and regrouping of students as the students provide "inquiry" and "challenge" collaboration and learning invitations to each other.
10B. Teaching and learning differentiates instruction to meet students' learning needs and styles.	Our teacher guides are written to reflect the broad range of ages and classes at your school. Each guide contains a modified activity that can be applicable to an Early years classroom or for a student or group who need modified tasks.
11. Teaching and learning incorporates a range of resources, including information technologies.	The Journal, Terms, Card, Coin and the E-books on TheIBLibrary.com provide a range of learning resources using information technologies.
12. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.	The Journal provides for student attitudes development and student action. Each teacher guide provides prompts, questions and reflective thinking strategies to promote and guide practical and purposeful action that can be a follow-up to the theme, concepts, or content of the online resource. Our guides also contain ideas that relate to real life connections and help to provoke students to think beyond the classroom.
13. Teaching and learning engages students in reflecting on how, what, and why they are learning.	The Journal provides a unique, ongoing, scaffold approach to student self-reflection throughout all areas of the IB PYP Programme elements.
14 A, B. Teaching and learning fosters a stimulating learning environment based on understanding and respect. The school provides environments in which students work both independently and collaboratively. Teaching and learning empowers students to take self-initiated action as a result of	The Journal and Coin encourage independent and collaborative reflection and interactions, as well as self-initiated action as a result of learning. Students are empowered by the use of the Coin because it leads to truly student lead inquiry and challenges. Our teacher and student guides are written to provoke student

the learning.	reflection and action. Each guide has open-ended questions and tasks that can lead students toward sustainable action. Our guides also contain a prompt that invites students to take broader action and share it with us!
15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.	<p>The Journal provides many areas of reflection to show what they have learned. The Coin process also provides another way to show what they know and have learned.</p> <p>Use our teacher created guides as a tool for differentiation by using specific suggested tasks for different students. Which of your students is a visual learner and would rise to the challenge of a task that appeals to their aesthetic domain? Alternatively, use the range of suggested tasks to specifically challenge students in a style that needs further development.</p>
16. Teaching and learning develops the IB learner profile attributes.	The Journal, Terms and Card work to develop the IB Learner Profile Attributes. Our online books are curated and tagged so that teachers can see the potential links to the attributes of the learner profiles and attitudes. The reflection and action section of our guides specifically enable students to develop the attributes of being reflective and principled.
<b>Standard C4: Assessment</b>	
1a, C. Assessment at the school is integral with planning, teaching and learning.	<p>Each guide contains formative and summative assessment ideas that can assist teachers with the collection of content and skill data that either correlates with a Unit of Inquiry or single-subject.</p> <p>Our teacher guides can be used as a practical reference tool to help provide teachers with suggested strategies for evidence of learning over time and in specific learning areas.</p>
3. The school uses a range of strategies and tools to assess student learning.	<p>The Coin and Journal are two unique strategies and tools used to informally assess student learning through observation, interaction and reflection.</p> <p>Our guides offer a comprehensive list of assessment strategies to help teachers collect evidence and data in relation to student learning.</p>
6.A The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s). Student learning and development related to all attributes of the IB learner profile are assessed and reported.	The Journal fully documents this understanding through entire sections devoted to the IB Learner Profile and it's development in each student. This tool can also be kept as evidence of learning in the student portfolio.
7.A The school ensures that students' knowledge and understanding are assessed prior to new learning.	The Journal starts Unit of Inquiry by asking the students for their prior knowledge reflections to help guide the inquiry going forward.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.	The Journal provides a student self-assessment area so they may reflect on their work, participation and growth as a learner.

Source: IBO.org/ OCC Guide to school authorization: Primary Years Programme

Disclaimer: The IB Library is not affiliated with the IBO. All materials created for learning on our sites were created by IB teachers