

How international is our school?

The following are examples of IB practices and PYP requirements from <i>IB Programme standards and practices (2010)</i> that reflect a school's commitment to developing international-mindedness.	Possible evidence or sources for consideration	What are we doing well in our school?	How could we improve this in our school?
A1: The school's published statements of mission and philosophy align with those of the IB.	School's mission statement		
A4: The school develops and promotes international-mindedness and all the attributes of the learner profile across the school community.	Students All adults in community		
A5: The school promotes responsible action within and beyond the school community	Curriculum		
A6: The school promotes open communication based on understanding and respect.	Culture and climate		
A7: The school places importance on language learning, including mother tongue, host country language and other languages.	Language policy Resources		
A7a: The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.	Language policy		
A7b: The school supports mother tongue and host country language learning.	Language policy		
A8: The school participates in the IB world community	Networking OCC Participation in IB events Sharing resources		
A9a: The school implements the PYP as an inclusive programme for all students.	Policies		
B2.7: The school ensures access to information on global issues and diverse perspectives	Curriculum Library School resources Community resources		

B2.11: The school utilizes the resources and expertise of the community to enhance learning through within the programme.	Curriculum Library/ IT Staff, student, parent resources		
C2.6a: The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.	POI Planners Scope and sequences		
C2. 7: The written curriculum promotes students' awareness of individual, local, national and world issues a. 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.	POI Planners Scope and sequences		
C2.8: The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.	POI Planners Scope and sequences		
C2.11: The written curriculum fosters development of the IB learner profile attributes.	POI Planners Scope and sequences		
C3.6: Teaching and learning addresses human commonality, diversity and multiple perspectives.	Planners Classrooms		
C3.7: Teaching and learning addresses the diversity of student language needs, including those for students learning in a language other than mother tongue.	Planners Classrooms		
C3.14: Teaching and learning fosters a stimulating learning environment based on understanding and respect.	Culture Climate Policies		
C3.16: Teaching and learning develops the IB learner profile attributes.	Classroom Planners Portfolios		