

education  
for a better  
world

## Introduction

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### **Thank you for taking the time to learn about the IB**

The International Baccalaureate has developed this Parent Action Kit to provide IB World Schools in the United States with information for parents on each of our three programmes:

**The IB Primary Years Programme**, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes. These themes are about issues that have meaning for, and are important to, all of us. The six themes of global significance create a transdisciplinary framework that allows students to “step up” beyond the confines of learning within subject areas: *who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet.*

Students aged 10 to 12 who are in their final year of the programme are expected to carry out an extended, collaborative inquiry project, known as the exhibition, under the guidance of their teachers. The exhibition represents a significant event in the life of both the school and student, synthesizing the essential elements of the programme and sharing them with the whole school community.

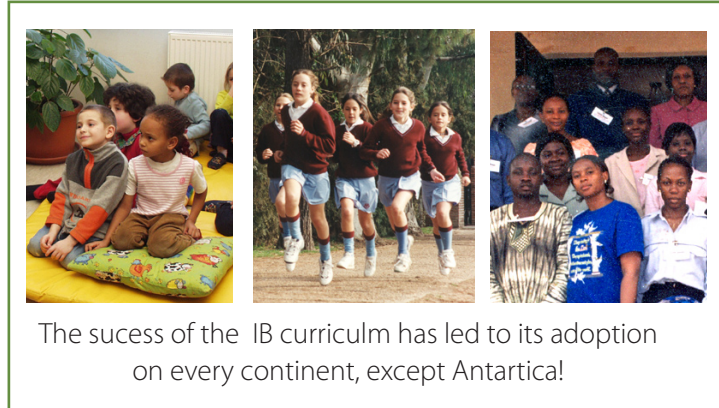
For more information on the IB Primary Years Programme, please visit the IB website: <http://www.ibo.org/pyp/>

**The IB Middle Years Programme**, for students 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The programme consists of eight subject groups integrated through five areas of interaction (*approaches to learning, community and service, human ingenuity, environments, and health and social education*) that provide a framework for learning within and across the subjects. Students are required to study their

mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, a significant piece of work that is the product of the student's own initiative and creativity. The personal project allows them to demonstrate the understandings and skills they have developed throughout the programme.

For more information on the IB Middle Years Programme, please visit the IB website: <http://www.ibo.org/myp/>



**The IB Diploma Programme**, for students 16 to 19, is an academically challenging and balanced programme of education with final examinations that prepares students for success at university and in life beyond.

The curriculum contains six subject groups together with a core made up of three separate parts. The six subject groups are: language A1, second language, experimental sciences, the arts, mathematics and computer science, and individuals and societies.

Over the course of the two-year programme, students study six subjects chosen from the six subject groups, complete an extended essay, follow a theory of knowledge course (TOK), and participate in creativity, action, service (CAS).

All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Programme.

For more information on the IB Diploma Programme, please visit the IB website: <http://www.ibo.org/diploma/>

## A tradition of the highest academic standards

Designed more than 40 years ago for internationally-mobile students, the IB today provides a common curriculum worldwide. All of our programmes emphasize global understanding, world history and literature, and foreign language study.

Our integrated programme will provide your child with knowledge and skills that go well beyond typical high school programs. At each grade level and in each content area, we offer detailed and sequenced standards that are continuously tested and refined. In addition, the IB provides teachers with a wealth of high-quality materials while still allowing them considerable flexibility to adapt the curriculum to local interests and needs.

# The IB learner profile

Perhaps the most concise expression of our core values, the IB learner profile is a collection of attributes that we believe best describe the internationally-minded, lifelong learners the IB seeks to develop through our three programmes.

## **IB learners are:**

### **Inquirers**

IB learners develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

### **Knowledgeable**

IB learners explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

### **Thinkers**

IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

### **Communicators**

IB learners understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

### **Principled**

IB learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

### **Open-minded**

IB learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

### **Caring**

IB learners show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference in the lives of others and to the environment.

### **Risk-takers**

IB learners approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

### **Balanced**

IB learners understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

### **Reflective**

IB learners give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## An acclaimed, popular programme in the US

IB programmes have gained a reputation for high academic standards as we prepare students for life in a globalized 21st century. All across the world, IB programmes encourage students to become active, compassionate, lifelong learners.

Today, IB programmes can be found in 47 states and the District of Columbia. More than 1,000 US schools have implemented at least one IB programme. In Canada, IB programmes can be found in 9 provinces and in over 280 schools. There are also nearly 150 colleges and universities that offer scholarships to IB Diploma students, and over 1,000 that offer recognition of IB achievement.

IB World Schools serve a diverse range of students in public, private, magnet, charter, international, parochial, and secular schools.

### **An exciting, challenging programme that will stimulate and invigorate your child**

Memorizing facts and formulas isn't enough to help your child succeed in life. In an IB programme, your child will be engaged in compelling topics and real-world problems in all subject areas. Your child will learn to read critically, write persuasively, debate big ideas, design experiments, and present work regularly to peers and teachers.

### **Active, enthusiastic involvement from administrators, teachers, students and parents**

At the IB, we believe that educating students is an all-encompassing process that requires active involvement from the entire community, including parents like you. That's why we encourage and support a wide range of parent forums and organizations that help us shape and adapt our programme to the needs of each community's children.

One example of strong parent involvement occurs in Robinson High School's IB Diploma Programme in Tampa, Florida. Parents formed the Robinson IB Link, or RIBLI. The group performs a wide range of services, including connecting parents in car pools, producing an IB directory, helping host freshman orientation and offering student and faculty mini-grants. As IB guidance counselor Betsy Arizu commented, "to be linked with the parents creates a vital partnership that is a crucial component to student success in the IB."