IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2013

THE HAGUE 24\textsuperscript{TH} - 27\textsuperscript{TH} OCTOBER
What is an IB education? An update of developments in the IB continuum

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Head of continuum development
IB Global Centre, The Hague
Session Outcomes

• **Inquiry** – into IB continuum developments

• **Action** – on continuum resources

• **Reflection** – on application to your school
Facilitating alignment and articulation across the IB’s four high-quality programmes of international education
The IB continuum of international education

IB mission statement

IB learner profile

Programme standards and practices

1997

1994

1968

2012
Continuum visual identity

The recently developed IB continuum visual identity with overlapping spheres connecting the PYP, MYP, DP and IBCC represents the alignment and articulation of IB programmes.
The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.
The beginnings...

“Each of the three IB programmes had a different provenance. None had been designed with the others in mind was a job to be done in making them internally consistent and logically contiguous.

The result was a crucial publication entitled *The IB learner profile*, which lists 10 descriptors that distinguish the internationally minded person, student or teacher.”

Educating hearts and minds

Update on the IB learner profile review…

Report and executive summary now on the OCC!

http://occ.ibo.org/ibis/documents/general/g_0_iboxx_amo_1307_1_e.pdf
The review process

• The IB learner profile was collaboratively reviewed with approx. 1000 people from the IB community and external consultants

• Results from an online survey, available from March-October 2012, reflected the perspectives of approximately 6,000 people from 61 countries and 272 cities.

• Information gathered from these sources formed the basis for recommendations and suggested revisions in the final report.

• The Education Committee approved the revisions in April 2013.
Survey respondents by programme & role

By roles

- Educators - 72%
- Parents - 8%
- Students - 8%
- IB Staff - 8%
- Alumni - 3%
IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsibility action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
# Principled

| We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. | They 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. |

This descriptor strengthens the dimension and discussion of human rights, reflecting the heritage and continuing commitment of international educators to explore our common humanity.
Implementation options for schools

The IB now provides more flexibility to help schools meet the needs of their communities.

Schools can:

• Use the published *IB learner profile* including the title and the IB’s copyright

• Replace the attribute ‘risk-taker’ with ‘courageous’.

Note the official IB version continues to use risk-taker.
Implementation options for schools
(continued)

Schools can:

• Within the descriptor of the attribute ‘balanced’, include the word ‘spiritual’ as follows:

  We understand the importance of balancing different aspects of our lives--intellectual, physical, spiritual and emotional-- to achieve well-being for ourselves and others.

Note the official IB version does not add ‘spiritual’
Implementation options for schools
(continued)

Schools can:

• Adopt the published IB learner profile and add one or more attributes (with explanatory descriptors) that are aligned with the IB’s mission.

• The resulting document should be titled “[Name of School] Learner Profile (based on the IB learner profile © International Baccalaureate Organization 2013)”. 
An enhanced visual representation illustrates the dynamic nature of the attributes.

Posters are available from the IB store.

Schools can download the design from the digital toolkit.
Introduction

Welcome to the Learner profile in action. This teacher support material provides examples of how IB World Schools are putting the theory into practice.
El perfil de la comunidad de aprendizaje del IB en acción

Informe general

Introducción
Normas para la implementación de los programas y aplicaciones concretas
Historia del perfil de la comunidad de aprendizaje del IB
Revisión del perfil de la comunidad de aprendizaje del IB
Aprender sobre el perfil de la comunidad de aprendizaje del IB

Los programas del IB en la práctica

El continuum de programas de educación internacional en acción
El Programa de la Escuela Primaria (PEP) en acción
El Programa de los Años Intermedios (PAI) en acción
El Programa del Diploma (PD) en acción
Desarrollo profesional
En casa y en la comunidad

El proyecto Eco-escuela

<table>
<thead>
<tr>
<th>Nombre y ubicación del colegio</th>
<th>Colegio Experimental Alberto Einstein, Quito, Ecuador.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sitio web del colegio</td>
<td><a href="http://www.einstein.k12.ec">www.einstein.k12.ec</a></td>
</tr>
<tr>
<td>Contexto de la muestra aportada</td>
<td></td>
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<tr>
<td>Programa(s) del IB relacionados</td>
<td>PAI</td>
</tr>
<tr>
<td>Ano/ grado(s) que cursan los alumnos</td>
<td>PAI Año 2 y 4</td>
</tr>
<tr>
<td>Asignatura(s) (si corresponde)</td>
<td>Ciencias Naturales en Año 2</td>
</tr>
<tr>
<td>Tema transdisciplinario (PEP)</td>
<td>N/A</td>
</tr>
<tr>
<td>¿Curricular o extracurricular?</td>
<td>Extracurricular</td>
</tr>
<tr>
<td>Destinatario de la actividad de aprendizaje</td>
<td>Alumnos de año 2 y 4 de PAI</td>
</tr>
</tbody>
</table>
**Conversation corner: What does this look like in your school? Share with 2 people near you...**

<table>
<thead>
<tr>
<th>The IB learner <strong>(Who)</strong></th>
<th>Teaching &amp; learning <strong>(How)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“…offer opportunities for students to become active and caring members of the local, national and global communities.”</td>
<td>“…a community of learners to engage with global challenges through inquiry, action and reflection.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global contexts <strong>(Why)</strong></th>
<th>Significant content <strong>(What)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“The goal of understanding the world’s rich cultural heritage invites the IB community to explore human commonality, diversity and interconnection.”</td>
<td>“Conceptual learning focuses on broad and powerful organizing ideas that relevance within and across subject areas.”</td>
</tr>
</tbody>
</table>
What is an IB education?

The aim of this document is to communicate clearly what lies at the heart of an International Baccalaureate (IB) education.

For educators, supporters, students and their families, it explains the ideals that underpin all IB programmes.
What is an IB education?
IB learners (who)

The IB encourages students to become active, compassionate, lifelong learners.

IB programmes are holistic in nature – concerned with the whole person.

The attributes of the IB learner profile represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

Photo source: IB communications & marketing
Teaching and learning in the IB (how)

Enabling students to construct meaning and make sense of the world.

Process of inquiry, action and reflection

Preparing students for a lifetime of learning, independently and in collaboration with others.
Approaches to learning skills across the continuum
Pedagogical principles of IB programmes

Teaching in IB programmes is:

- based on inquiry
- focused on developing conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative)

*These principles inform approaches to teaching*
Global contexts for education (why)

Developing learning environments that value the world as the **broadest context for learning**.

In school, students learn about the world from the curriculum and from their interactions with other people.

An IB education creates teaching and learning opportunities that help students increase their understanding of **language and culture** and become more **globally engaged**.
**Significant content (what)**

...disciplinary and interdisciplinary or transdisciplinary.

Broad and balanced...meeting university standards for rigour in depth and breadth.

**Conceptual and connected**: focusing on broadly powerful ideas that have relevance within and across subject areas. Broad ideas that reach beyond national and international boundaries.

Photo source: IB communications & marketing
What is an IB education?

IB PROGRAMMES

GLOBAL CONTEXTS

TEACHING AND LEARNING IN THE IB

Multilingualism and intercultural understanding • Global engagement

Inquiry • Action • Reflection

Broad and balanced, conceptual and connected curriculum
Global contexts for education

International mindedness

Multilingualism and Intercultural understanding

Global engagement

Intercultural understanding involves recognizing and reflecting on one’s own perspective, as well as the perspectives of others.

To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences and ways of knowing.
Film: *Global engagement in IB programmes* (2012)

http://player.vimeo.com/video/60732061

What excites the students and leaders in Segovia?

How would you describe the international-mindedness of these IB students?

What attributes of the IB learner profile can you see in action?

Photo source: Approved IB video
Consider the following excerpts from the video... what do they look like in your school?

<table>
<thead>
<tr>
<th>Who?</th>
<th>How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Challenging learning environments help students to develop the imagination and motivation they need in order to meet their own needs and the needs of others.”</td>
<td>“Teaching and learning celebrates the many ways people work together to construct meaning and make sense of the world.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Global engagement represents a commitment to address humanity’s greatest challenges in the classroom and beyond.”</td>
<td>“IB programmes offer curriculum frameworks and courses that are broad and balanced, conceptual and connected.”</td>
</tr>
</tbody>
</table>
Multilingualism in IB programmes (2012)

Semillas del Pueblo promotes indigenous education, preserving the heritage of American peoples whose heritage includes the Nahuatl language. This community-based model, developed to meet the needs of a specific community in a diverse urban setting, serves as a hub for linguistic and cultural revival.
Continuum video resources for schools...

- What is an IB education? short animation (due Feb 2014)
- What is an IB education? (published 2013)
- Multilingualism in IB programmes (2012)
- Global engagement in IB programmes (2012)
Learning stories

Learning stories from the IB continuum share examples of good practice from IB World Schools in order to promote inquiry, action and reflection by educators and school learning communities.

School samples in this series represent a range of development and application of IB programme standards and practices.
Useful publications on the OCC...
Academic Honesty

• The ‘academic honesty film competition’ winner available on the IB website
  http://www.ibo.org/announcements/2013/academic honestywinner.cfm

• Academic honesty in IB programmes position paper by Jude Carroll (OCC and www.ibo.org )

• Celina Garza, academic honesty manager
  celina.garza@ibo.org
Meeting student learning diversity in the classroom (2013)

- Identifies specific learning needs and discusses them in alphabetical order.

- Summary of the learning need is given under the heading of each section, followed by information about possible challenges, suggested teaching strategies and ideas for resources.
IB guidelines for inclusive education (2015)

Self review resource for whole school development designed to support IB school leaders and their communities to increase:

• access and engagement.
• awareness and knowledge in the field of inclusive education.

*Presentation IB and Inclusive Education (Saturday 11:15-12:15)*
Reflection
How will you use
What is an IB Education
in your school?
Thank you...

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