Inspiring international mindedness through the IB continuum

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Session outcomes

-be informed about developments in the IB continuum
-critically reflect on multilingualism and global engagement
-contribute ideas for resources to help IB World Schools deepen intercultural understanding and respect
The IB continuum of education
Need for IB programme alignment

Provide a coherent continuum of international education

Support IB’s strategic plan to strengthen leadership in international education

Support schools with multiple IB programmes

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The IB continuum of international education
International mindedness- one possible model
Education for international mindedness relies on the development of learning environments that value the world as the broadest context for learning. IB World Schools share educational standards and practices for philosophy, organization, and curriculum that can create and sustain authentic global learning communities.

http://www.psdgraphics.com/backgrounds/world-globe-background/
Internationally-minded people value multilingualism

1. Choose one or more quotations.
2. Think about how they describe the value and meaning of an IB education in which multilingualism is a fact, a right and a resource.
3. Share your quotation(s) and your thoughts with someone nearby.

Multilingualism and intercultural understanding

Global engagement
Internationally-minded people value multilingualism

The IB encourages multilingualism by building students’ self-awareness of the attitudes, perceptions, abilities and actions that are necessary for developing critical literacy and positive interpersonal relationships.

- complex, rich, dynamic learning across a range of language domains
- learning to communicate in a variety of modes in more than one language and across a range of language domains
- recognizing and reflecting on one’s own perspective—as well as the perspectives of others.
Internationally-minded people value multilingualism

Based on work of Jim Cummins
Internationally-minded people are globally engaged

1. Choose one or more quotations.

2. Think about how they describe the value and meaning of an IB education in which students and teachers work together to inquire, act and reflect on complex global challenges.

3. Share your quotation(s) and your thoughts with someone nearby.
Internationally-minded people are globally engaged

Global engagement represents a commitment to address humanity’s greatest 21st century challenges in the classroom and beyond. IB World Schools:

– develop opportunities for sustained inquiry into a wide range of locally, nationally and globally-significant issues and ideas
– explore global concerns, including the environment, development, conflicts, rights, and cooperation & governance across a variety of geographical and cultural dimensions
– critically consider power and privilege in their inquiry, action, and reflection
– recognize that the living hold the earth and its resources in trust for future generations.

Multilingualism and intercultural understanding

Global engagement
Internationally-minded people are globally engaged

http://globalengage.ibo.org
Internationally-minded people demonstrate intercultural understanding

What resources would you/your school/your country find useful for helping students and teachers develop intercultural understanding and respect?

http://blogs.e-businessinteractive.com/
IB learner profile

The learner profile will be reviewed in 2012.

School resource packs for the review will be available on the OCC in March 2012.
## Timeline

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<thead>
<tr>
<th>Year</th>
<th>Development</th>
<th>Post draft continuum overview on the OCC</th>
<th>Publication</th>
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<tr>
<td>2011</td>
<td>• Identify components of an IB education</td>
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<td>• <em>Making the PYP happen</em></td>
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<td>• Develop continuum overview</td>
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<td>• <em>MYP: Principles to practice</em></td>
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<td>• Harmonize terminology</td>
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<td>• <em>DP: principles to practice</em></td>
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<td>2012-2013</td>
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<td><strong>Develop resources</strong></td>
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<td>2014-15</td>
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