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What is an IB education?
An update of developments in the IB continuum

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Session Outcomes

• **Inquiry** – into IB continuum developments

• **Action** – on continuum resources

• **Reflection** – on application to your school/school district
IB continuum development team

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 responsible 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 experiences. 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 – an example of review**

| 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. (2013) |
| 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. (2006) |

*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 will be available from the IB store in August 2013.

Schools can download the design from the digital toolkit.
Welcome to the Learner profile in action

"The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century... The attributes and descriptors of the learner profile define the type of learner the IB hopes to develop through its programmes... The learner profile is a profile of the whole person as a lifelong learner."

(IB learner profile booklet 2009/10)

This teacher support material provides examples of how IB World Schools are putting the theory into practice.

The learner profile has been translated by the IB into eight languages:

English French Spanish Chinese German Russian Turkish Arabic

These translations are published together in the following document, which you can download for your use:
El perfil de la comunidad de aprendizaje del IB en acción

"El perfil de la comunidad de aprendizaje del IB es la declaración de principios del Bachillerato Internacional (IB)." Traducida en un conjunto de objetivos de aprendizaje para el siglo XXI. [...] Los atributos y descriptores del perfil de la comunidad de aprendizaje definen el tipo de persona que el IB espera desarrollar a través de sus programas. [...] Los atributos del perfil de la comunidad de aprendizaje son los de la persona que aprende durante toda la vida" (Presentación del perfil de la comunidad de aprendizaje del IB, 2009, p. 1-2).

En este material de ayuda al profesor se dan ejemplos de cómo los Colegios del Mundo del IB ponen en práctica la teoría.
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.
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

THE LEARNER

- Thinking
- Communication
- Research
- Self management
- Social
Pedagogical principles of IB programmes (draft)

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)

...both 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.
Conversation corner: Think about practices in your school promoting the following and share with 2 people near you...

<table>
<thead>
<tr>
<th>Who?</th>
<th>The IB learner</th>
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<tr>
<td>“...students to become active, compassionate and life long learners.”</td>
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<tr>
<th>How?</th>
<th>Teaching &amp; learning</th>
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<tr>
<td>“...a community of learners to engage with global challenges through inquiry, action and reflection”</td>
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<table>
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<tr>
<th>Why?</th>
<th>Global contexts</th>
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<tr>
<td>“...students to develop the agility and imagination they need for living productively in a complex world.”</td>
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<tr>
<th>What?</th>
<th>Significant content</th>
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<tr>
<td>“Concepts to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, allow transfer of learning to new contexts.”</td>
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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.
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?
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...
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.
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.
Reflection

How have or will you use *What is an IB Education* in your school/school district?
Thank you...

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