



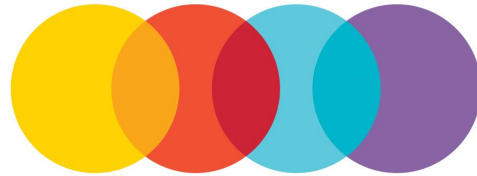
International Baccalaureate®
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IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2013



THE HAGUE 24TH - 27TH OCTOBER



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

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

Christine Amiss

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

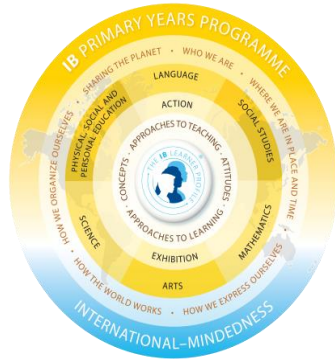
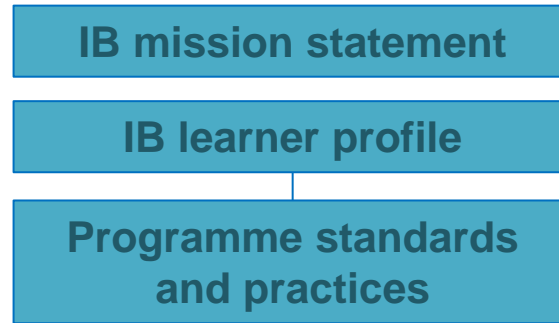


IB continuum development team

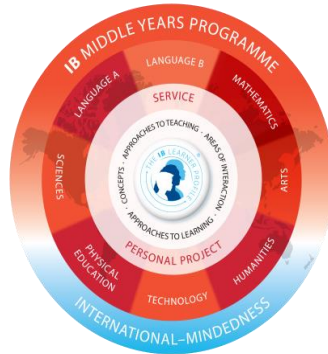


Facilitating alignment and articulation across the IB's four high-quality programmes of international education

The IB continuum of international education



ib Primary Years Programme



ib Middle Years Programme



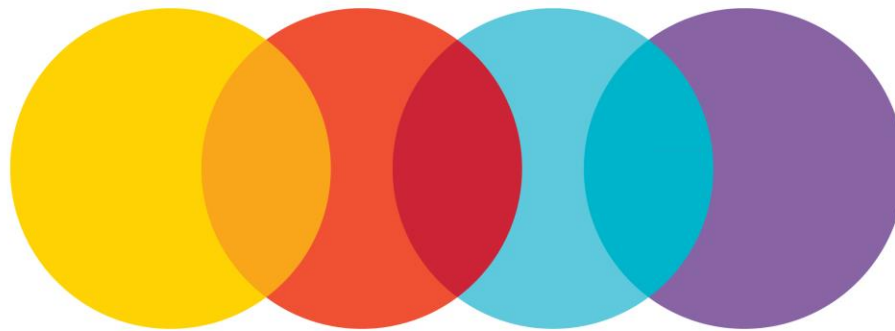
ib Diploma Programme



ib Career-related Certificate

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.



IB CONTINUUM
CONTINUUM DE L'IB
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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.”

Source: *The Changing Face of International Education: Challenges for the IB*.
Ed. George Walker p. 8 (2011)

Educating hearts and minds



Update on the IB learner profile review...

Report and executive summary now on the OCC!



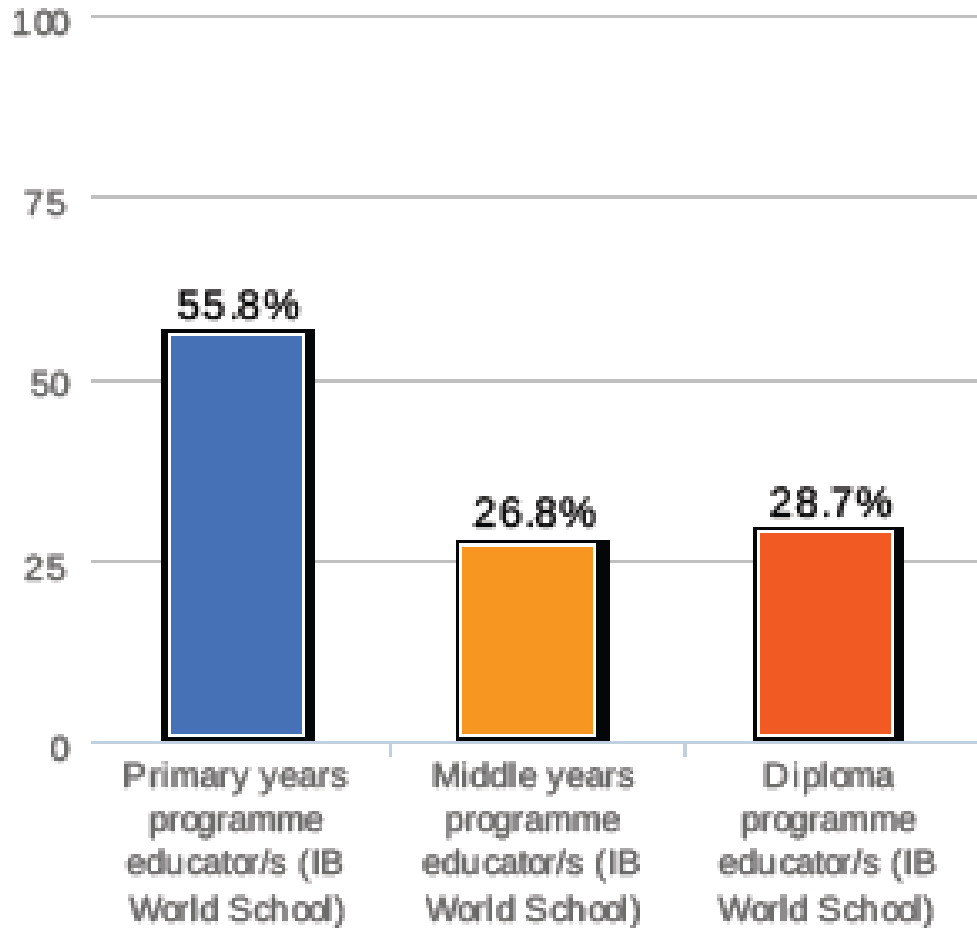
http://occ.ibo.org/ibis/documents/general/g_0_iboxx_amo_1307_1_e.pdf



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 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)”.

New visual representation

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](#).



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:

<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
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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.


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Learner profile in action

Firefox
McAfee

ibpublishing.ibo.org/server2/rest/app/tsm.xq?doc=g_0_ibox_tsm_1308_1_e&part=1&chapter=1
Google



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Learner profile in action

General guidance


- [Introduction](#)
- [Programme standards and practices](#)
- [History of the IB learner profile](#)
- [Review of the IB learner profile](#)
- [Learning about the IB learner profile](#)

IB programmes in action

- [The continuum of international education in action](#)
- [Primary Years Programme \(PYP\) in action](#)
- [Middle Years Programme \(MYP\) in action](#)
- [Diploma Programme \(DP\) in action](#)
- [Professional development](#)
- [At home and in the community](#)

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.



IB learner profile

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As IB learners we strive to be:

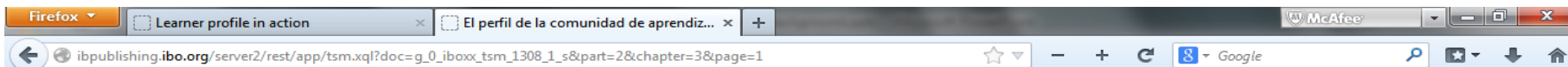
<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—physical, physical, and emotional—to achieve well-being for ourselves and others. We recognize our strengths with other people and with the world in which we live.</p> <p>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.</p>
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International
Baccalaureate
Bachillerato

innovate
educate
create

Learner profile in action



El perfil de la comunidad de aprendizaje del IB en acción

Información 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 continuo 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

Nombre y ubicación del colegio	Colegio Experimental Alberto Einstein. Quito, Ecuador.
Sitio web del colegio	www.einstein.k12.ec
Contexto de la muestra aportada	
Programa(s) del IB relacionados	PAI
Año/grado(s) que cursan los alumnos	PAI Año 2 y 4
Asignatura(s) (si corresponde)	Ciencias Naturales en Año 2
Tema transdisciplinario (PEP)	N/A
¿Curricular o extracurricular?	Extracurricular
Destinatario de la actividad de aprendizaje	Alumnos de año 2 y 4 de PAI.

Normas para la implementación de los programas y aplicaciones concretas vinculadas con esta actividad

- Norma A4. El colegio desarrolla y fomenta la mentalidad internacional y los atributos del perfil de la comunidad de aprendizaje del IB en todos los miembros de la comunidad escolar.

Objetivo de la actividad

Concientizar a los alumnos y a nuestra comunidad sobre el cuidado de la naturaleza para nuestro bienestar y el de las generaciones futuras. Reflexionar con los alumnos del 2º y 4º año sobre el valor de la gratitud hacia las personas que nos brindan su apoyo, y hacia el medio ambiente que nos sustenta.



Conversation corner: What does this look like in your school? Share with 2 people near you...

The IB learner (Who)

“...offer opportunities for students to become active and caring members of the local, national and global communities.”

Teaching & learning (How)

“...a community of learners to engage with global challenges through inquiry, action and reflection.”

Global contexts (Why)

“The goal of understanding the world’s rich cultural heritage invites the IB community to explore human commonality, diversity and interconnection.”

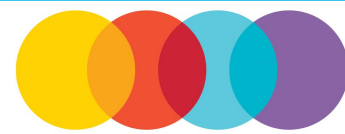
Significant content (What)

“Conceptual learning focuses on broad and powerful organizing ideas that relevance within and across subject areas.”

What is an IB education?

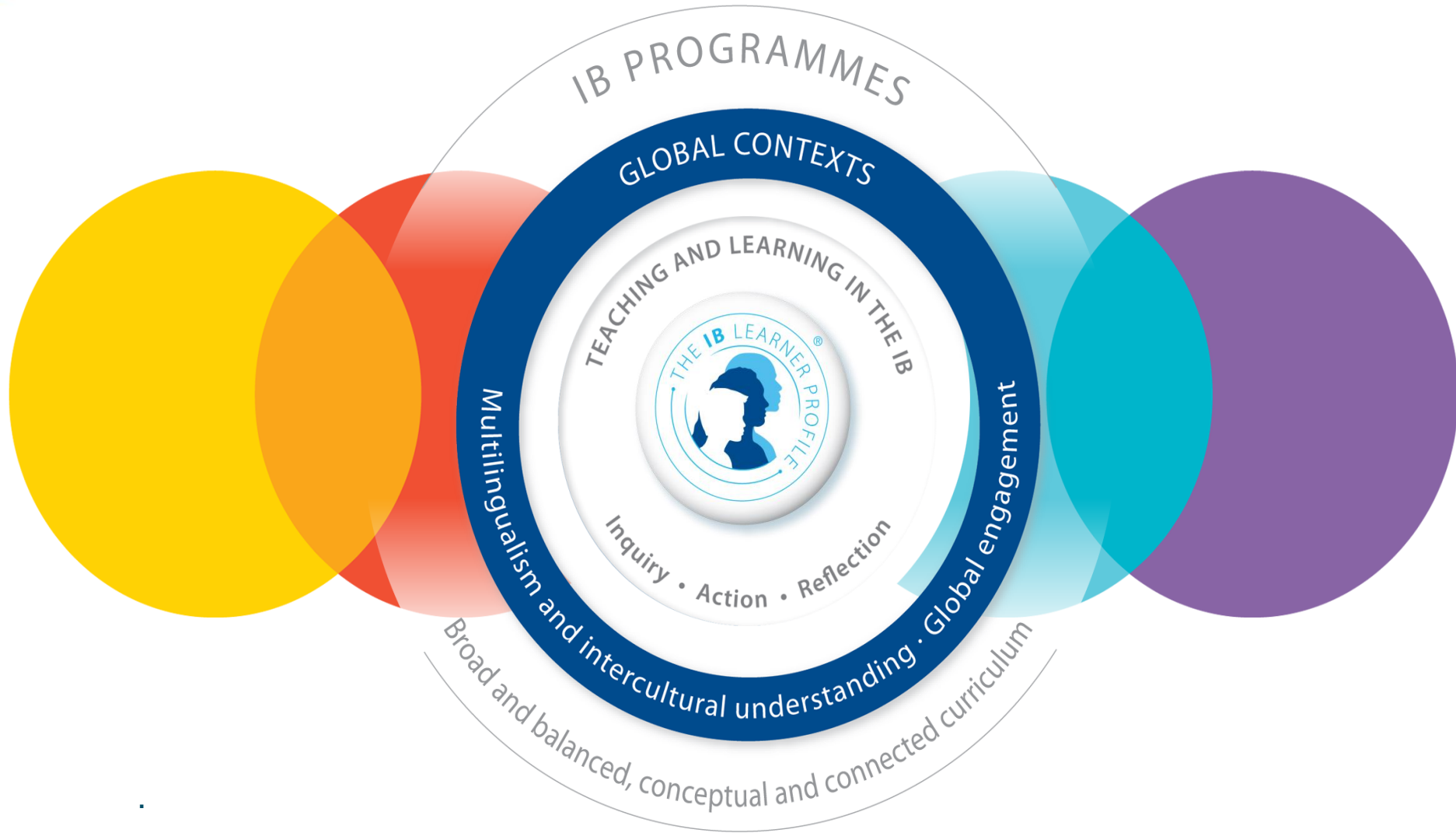
The aim of this document is to communicate clearly what lies at the heart of an International Baccalaureate (IB) education.

For educators, supporters, students and their families, it explains the ideals that underpin all IB programmes.



IB CONTINUUM
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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.*

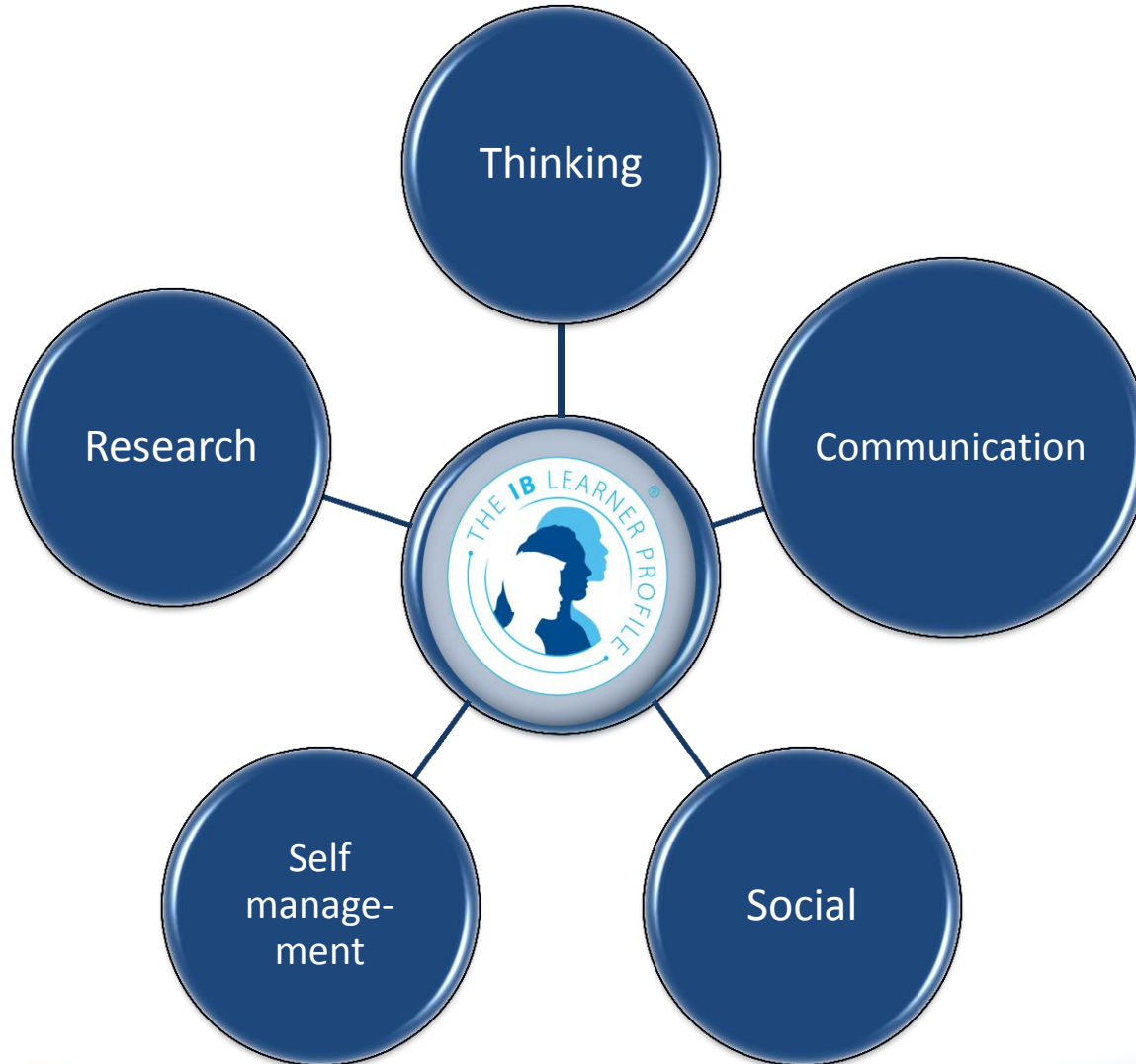


*Process of **inquiry,**
action and reflection*

*Preparing students for a **lifetime of learning,** independently and
in collaboration with others.*

Photo source: IB communications & marketing

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.

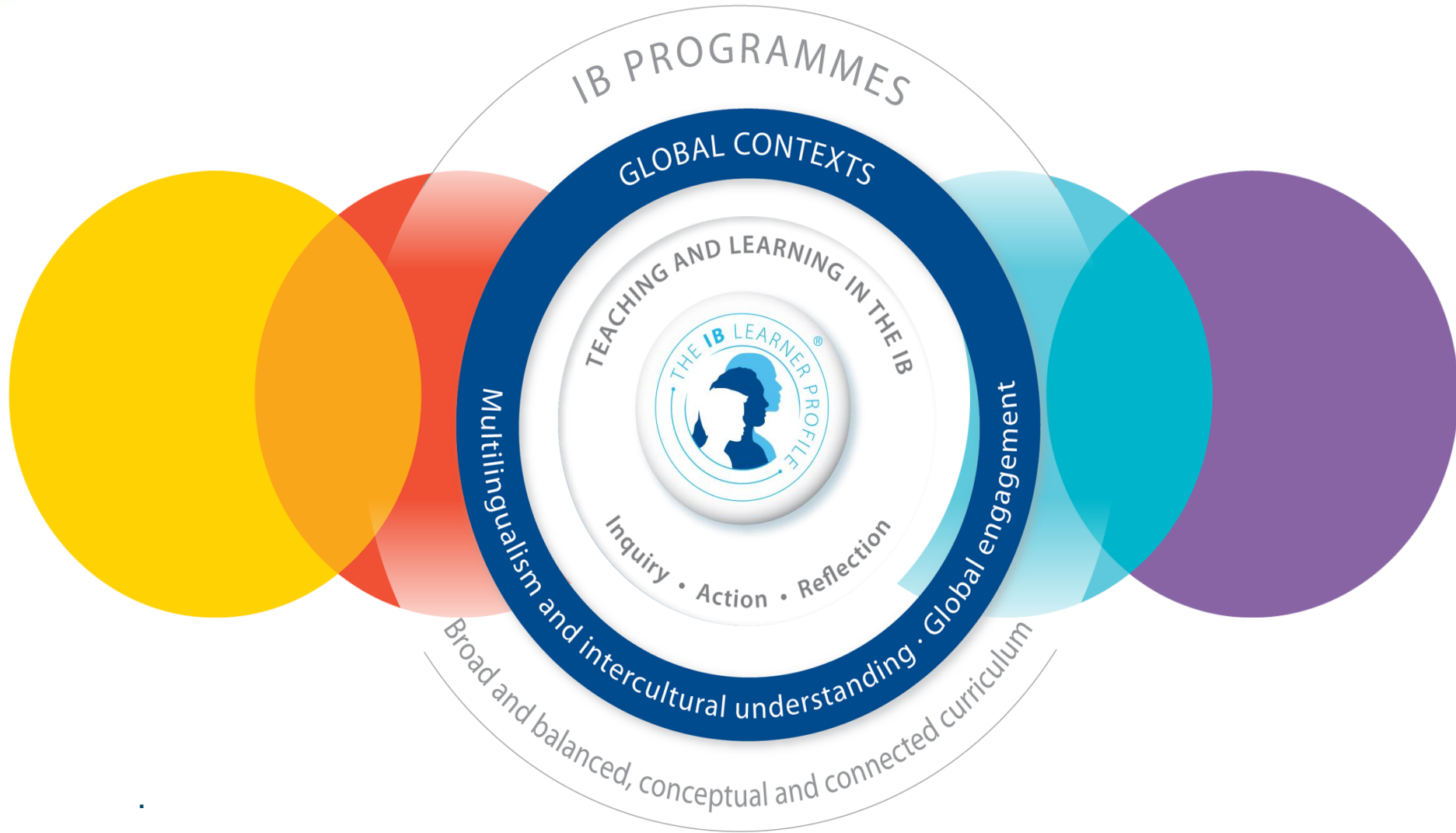


Broad and balanced....meeting university standards for rigour in depth and breadth.

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?



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>



Photo source: Approved IB video

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?

Consider the following excerpts from the video...
what do they look like in your school?

Who?

“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.”

How?

“Teaching and learning celebrates the many ways people work together to construct meaning and make sense of the world.”

Why?

“Global engagement represents a commitment to address humanity’s greatest challenges in the classroom and beyond.”

What?

“IB programmes offer curriculum frameworks and courses that are broad and balanced, conceptual and connected.”

Video resources

<http://vimeo.com/70468776>

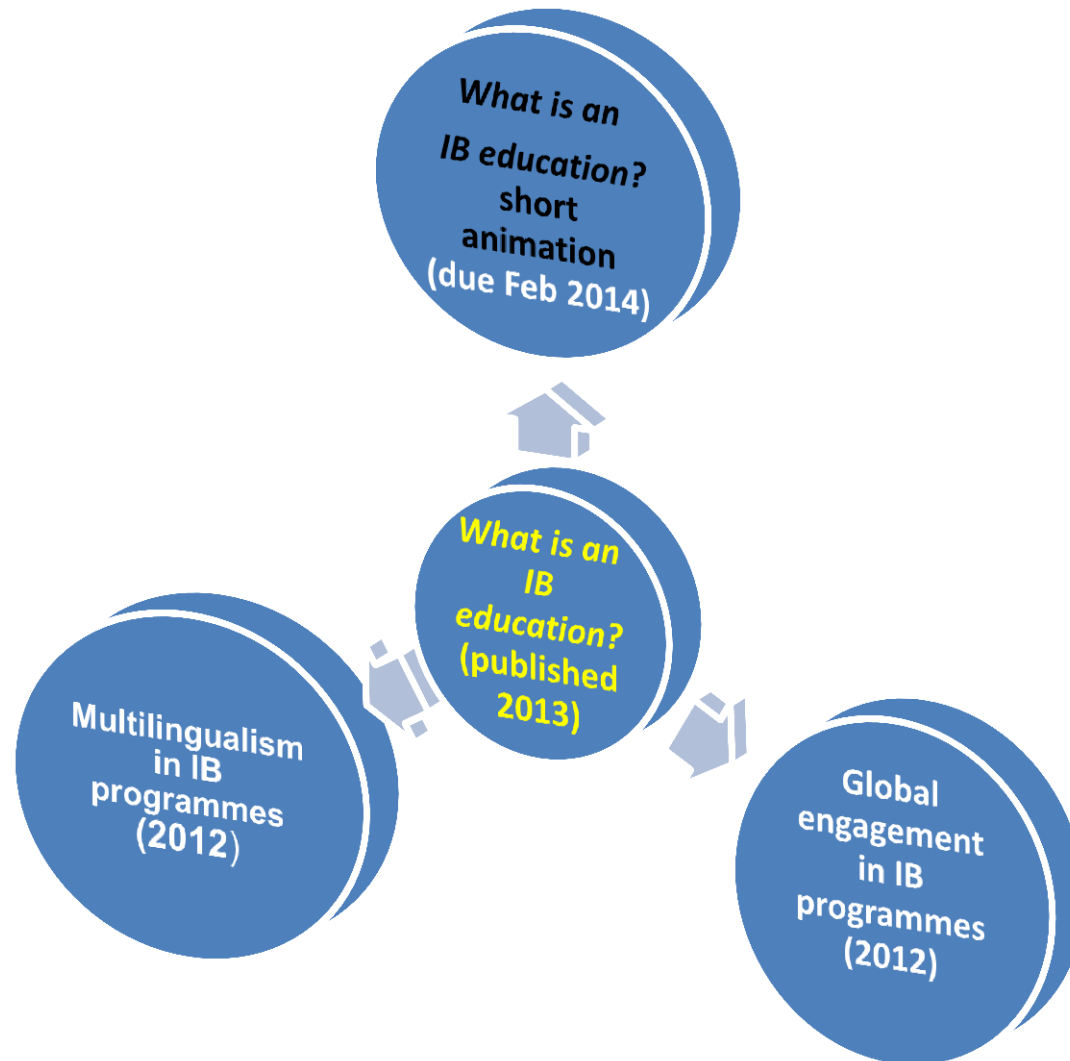


Photo source: Approved IB video

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...



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.



HISTORIAS DE APRENDIZAJE

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Language and learning | Education and learning | Global citizenship | Multiple perspectives

Una historia de aprendizaje sobre la educación inclusiva

Esta historia muestra cómo una cultura de colaboración ayudó a un colegio a apoyar la inclusión de un alumno con autismo, lo que sirvió de catalizador para generar un cambio en todo el colegio.

Información de contexto

Colegio Williams de Cuernavaca es un colegio privado mixto mexicano cuya raíces se remontan a 1899, fecha en que un pedagogo británico fundó el primero de los Colegios Williams en la Ciudad de México. El colegio surge un proyecto educativo humanístico-humanista que promueve el desarrollo de las lenguas y lenguajes, con un matiz socio-ambiental y con marcado compromiso con el ser humano y con el desarrollo de la ciencia pedagógica. Existe una población escolar fluctuante de 800 alumnos de pre-material (1 año de edad) a 12 grado (18 a 19 años de edad). La lengua materna es el español aunque se da inglés en todos los niveles y el francés se incorpora desde 5° de primaria. El colegio está autorizado en tres programas del IB.

Contexto cultural

Antes del año 2000, el colegio tenía muy poca experiencia en la enseñanza de alumnos con necesidades específicas de aprendizaje. No se había desarrollado ninguna política ni procedimiento antes de esa fecha. La inclusión y el amor eran los principios rectores para el desarrollo de la educación inclusiva. En última instancia, con la ayuda del asesoramiento de especialistas y prácticas basadas en la investigación, se desarrollaron políticas y procedimientos, y la integración se convirtió en una inclusión total. Los profesores aprovecharon todas las oportunidades para evaluar la diversidad, y reconocer las diferencias y las dificultades individuales. De ese modo, crearon un clima de aceptación y colaboración en el aula.

En México, la legislación respecto del desarrollo de entornos inclusivos es innovadora y se enfoca en el futuro. Sin embargo, no siempre se pone en práctica. Por ejemplo, en los colegios privados, a los niños con dificultades se los mantiene aparte, en clases de "educación especial". Los colegios privados deben cumplir con las normas nacionales, y la ayuda que reciben del gobierno es muy poca o totalmente nula. Como consecuencia, los colegios han pospuesto el desarrollo de estrategias, y muchos de ellos se han quedado en la etapa inicial del camino hacia la inclusión. La legislación mexicana apoya la evaluación de los objetivos de aprendizaje y criterios de desempeño personales. Sin contenidos y las calificaciones en función de objetivos de aprendizaje y criterios de desempeño personales. Sin embargo, a los fines de la certificación, se requiere documentar las necesidades especiales.

LEARNING STORIES

THE IB CONTINUUM

Language and learning | Education and learning | Global citizenship | Multiple perspectives

A global learning story about responsible action

Background information

The International School Manila (ISM) is an independent international school in the Philippines whose structures and traditions reflect an educational heritage from the United States. ISM has offered the IB Diploma programme since 1975. The school's mission is to "build a vibrant learning community" where people live "positively, joyfully and ethically". Every age group participates in service learning—a particular focus on education for all as the key to creating a better world. The school's service learning goals are:

- To develop awareness of injustices in the world.
- To develop genuine compassion leading to life-long involvement in community service.
- To develop responsible citizens, individuals who instead seek to understand the complex nature of issues.
- To develop critical thinkers, individuals who avoid thinking in black and white terms and have the same potential as advantaged children, they only lack opportunity.
- To think globally but live more locally.

ISM put these principles into practice and demonstrated its strong commitment to collaborative planning by hosting a student conference in partnership with the Global Issues Network (GIN). GIN was launched in 2007 by teachers and students from six international schools in Europe, who were inspired by the IB Community Theme "Sharing our humanity" and by Jean-François Riichard, former World Bank Vice-President for Europe, whose book *Twenty Global Problems and Twenty Years to Solve Them* proposes cooperation to address critical challenges involving water management, climate change, environmental sustainability, global health and extreme poverty.

Illustration by educator

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

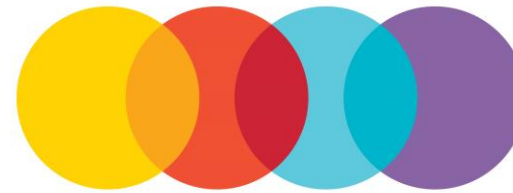
How will you use

What is an IB Education
in your school?





Thank you...



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

christine.amiss@ibo.org