



IB CONFERENCE
OF THE AMERICAS 2013
NEW ORLEANS 18th - 21st JULY



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IB CONTINUUM

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

Christine Amiss

Head of continuum development

IB Global Centre, The Hague

21 July 2013

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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

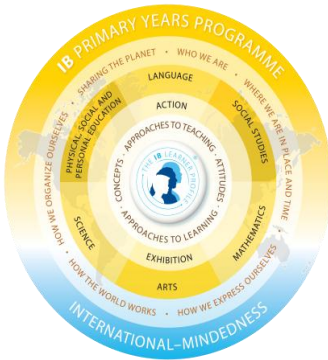
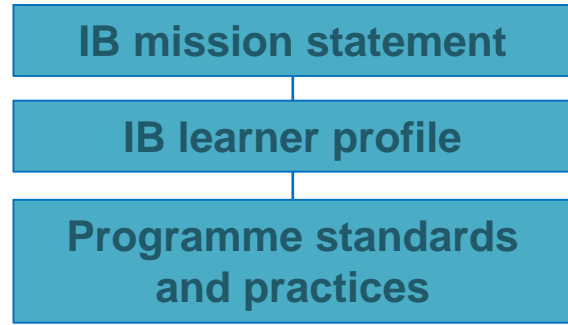


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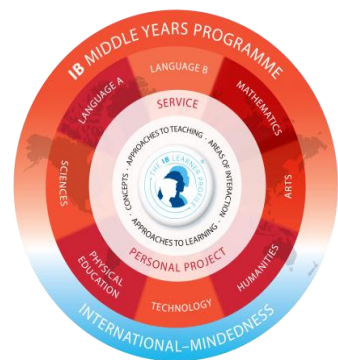


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The IB continuum of international education



 Primary Years Programme



 Middle Years Programme



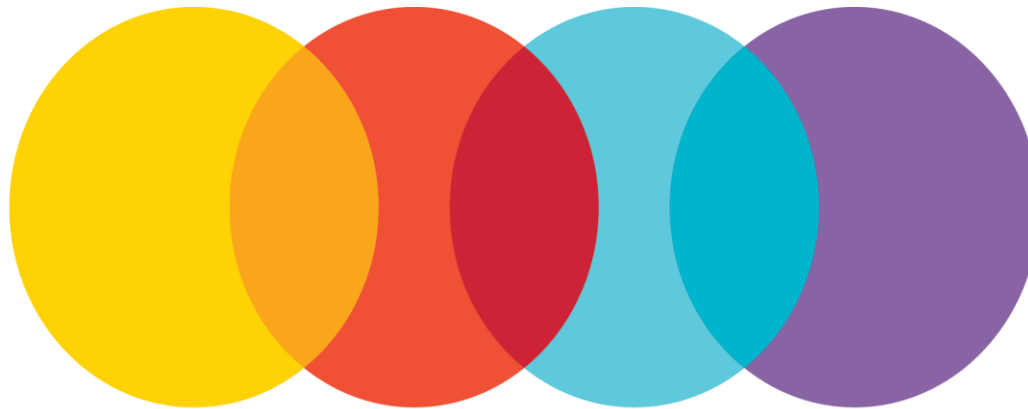
 Diploma Programme



 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



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!



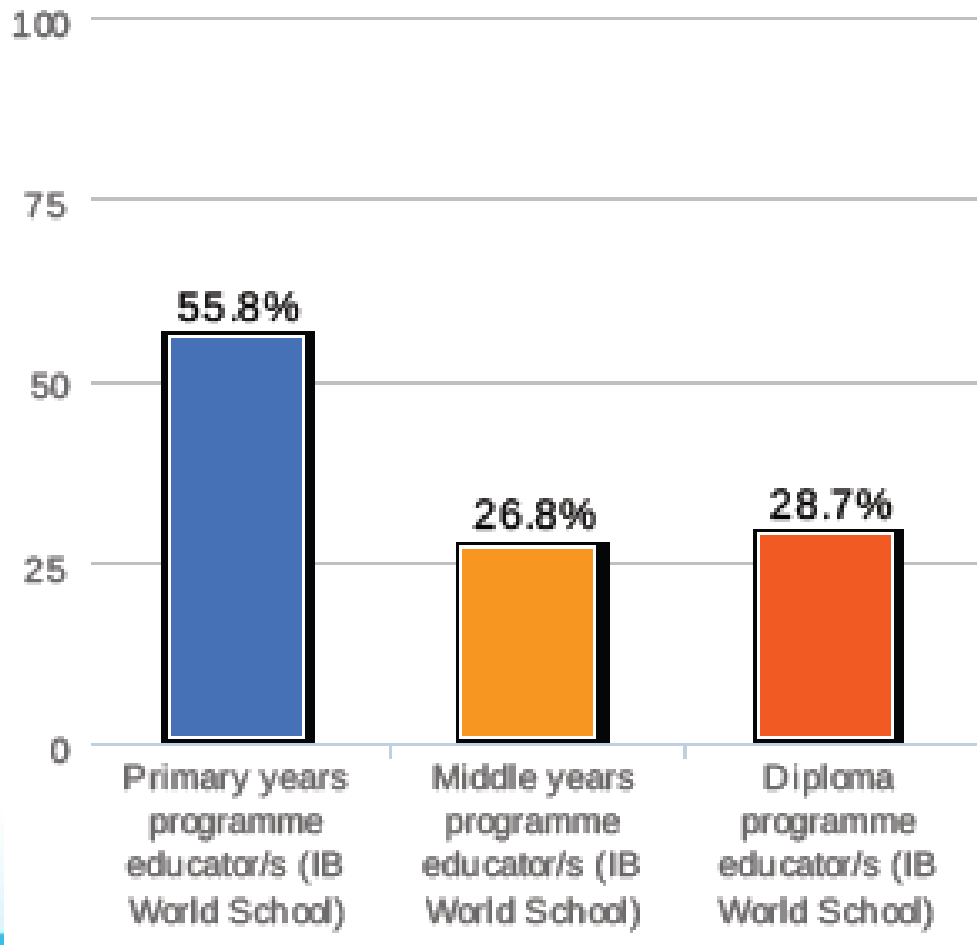
http://occ.ibo.org/ibis/documents/general/g_0_iboxx_amo_1307_1_e.pdf

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%



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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 – 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)”.

New visual representation

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](#).



IB learner profile

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<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>
<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>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>

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



- Wiki Home
- Pages and Files
- Members
- Recent Changes
- Manage Wiki

Home

Français Español

Introduction

Moving to the mission: Self-reflection

IB programme standards and practices

Background to the learner profile

IB programmes in action

- Continuum
- PYP
- MYP
- DP

Professional development

At home and in the community

FAQs

Additional IB publications

How to contribute

☆ home

Edit 95 ...

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* 2009:1)

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



This video shows the IB learner profile in action in IB World Schools. You can also view this resource from [IB's public website](#) and [IBtv](#).

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:

Learner profile in action

Material de ayuda al continuo de programas del IB

0 christineam | My Wikis | Help | Sign Out

El perfil en acción

El-perfil-en-accion

Wiki Home
Pages and Files
Members
Recent Changes
Manage Wiki

Search Wiki

Home

English Français

Introducción

Puesta en práctica de la declaración de principios: autorreflexión

Normas para la implementación de los programas y aplicaciones concretas

Información de contexto sobre el perfil de la comunidad de aprendizaje del IB

Desarrollo profesional

Los programas del IB en la práctica

- Continuo

☆ El perfil de la comunidad de aprendizaje del IB en acción

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.





IB CONTINUUM

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.



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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.

Teaching and learning in the IB (how)

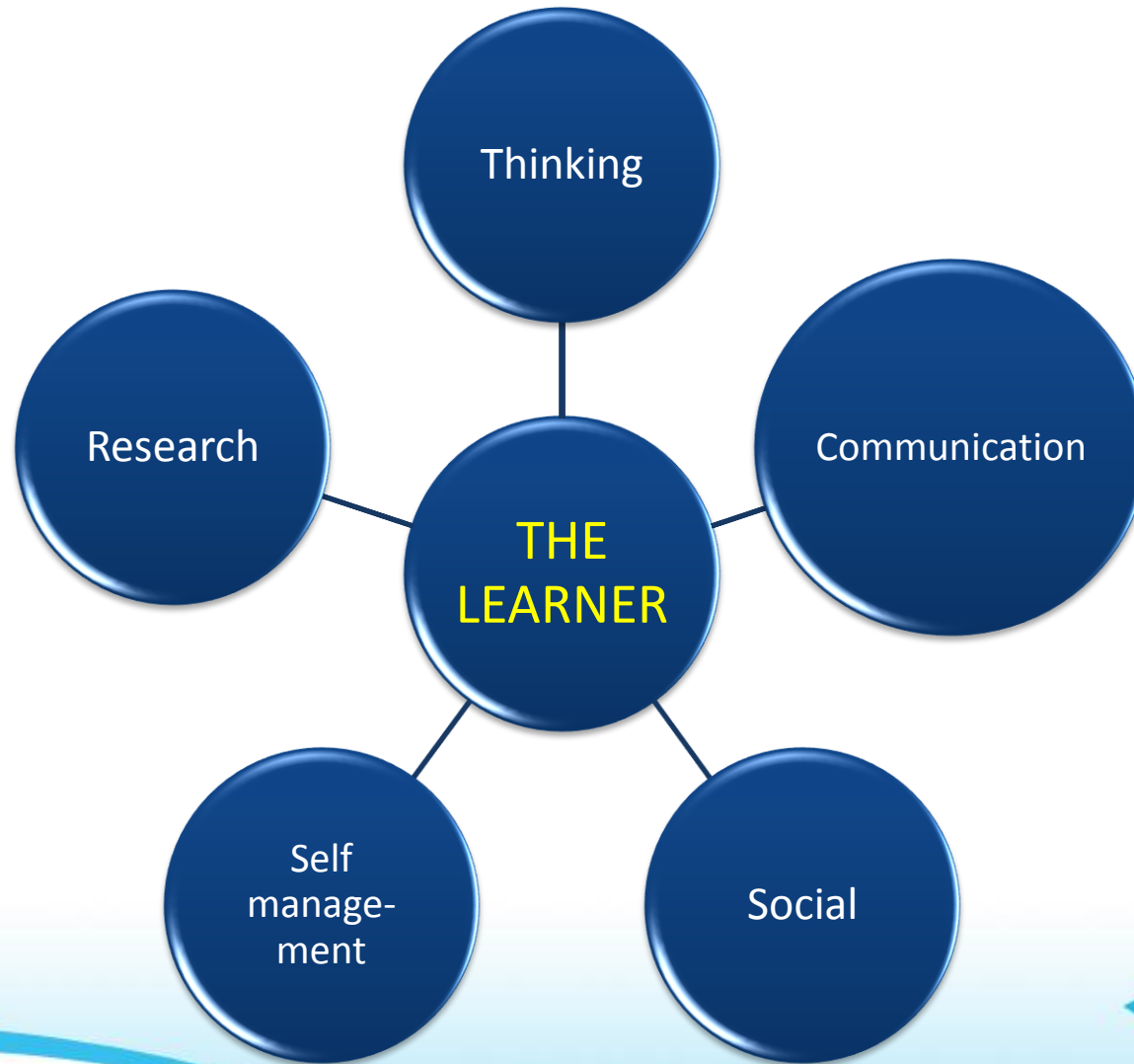
*Enabling students to **construct meaning** and make sense of the world.*



*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



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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...

Who?

The IB learner

“...students to become active, compassionate and life long learners.”

How?

Teaching & learning

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

Why?

Global contexts

“...students to develop the agility and imagination they need for living productively in a complex world.”

What?

Significant content

“Concepts to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, allow transfer of learning to new contexts.”

Global contexts for teaching and learning



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?

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

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Idioma y aprendizaje Educación inicial Competencia global Colaborar con el mundo

Los miembros de aprendizaje del colegio de programas del IB aportan ejemplos de buenas prácticas de las Colecciones del Planeta del IB a fin de promover el aprendizaje, la acción y la reflexión por parte de los educadores y las comunidades de aprendizaje de los colegios. Los miembros de los colegios incluidos en el libro serán reconocidos con un sello de distinción de desarrollo y aplicación de los miembros para la implementación de los programas del IB y actividades concretas.

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 medio mexicano cuyas 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 tiene un proyecto educativo humanista-holístico 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-maternal (1 año de edad a 12º grado (16 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 5º 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 otras instancias, 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 reconocieron las diferencias y las dificultades individuales. De este 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 públicos, 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 totalmente más. 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 las necesidades especiales, lo que permite adaptar las metas, los 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.

IB CONTINUUM

LEARNING STORIES

THE IB CONTINUUM

Language and learning Inclusive education Global engagement Multi-programme schools

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.

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, the Philippines and the ISM community
- To develop genuine compassion leading to life-long involvement in community service
- To develop responsible citizens, individuals who avoid thinking in black and white terms and instead seek to understand the complex nature of issues
- To develop local 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* promotes cooperation to address critical challenges involving water management, climate change, environmental sustainability, global health and extreme poverty.

Illustration by educator

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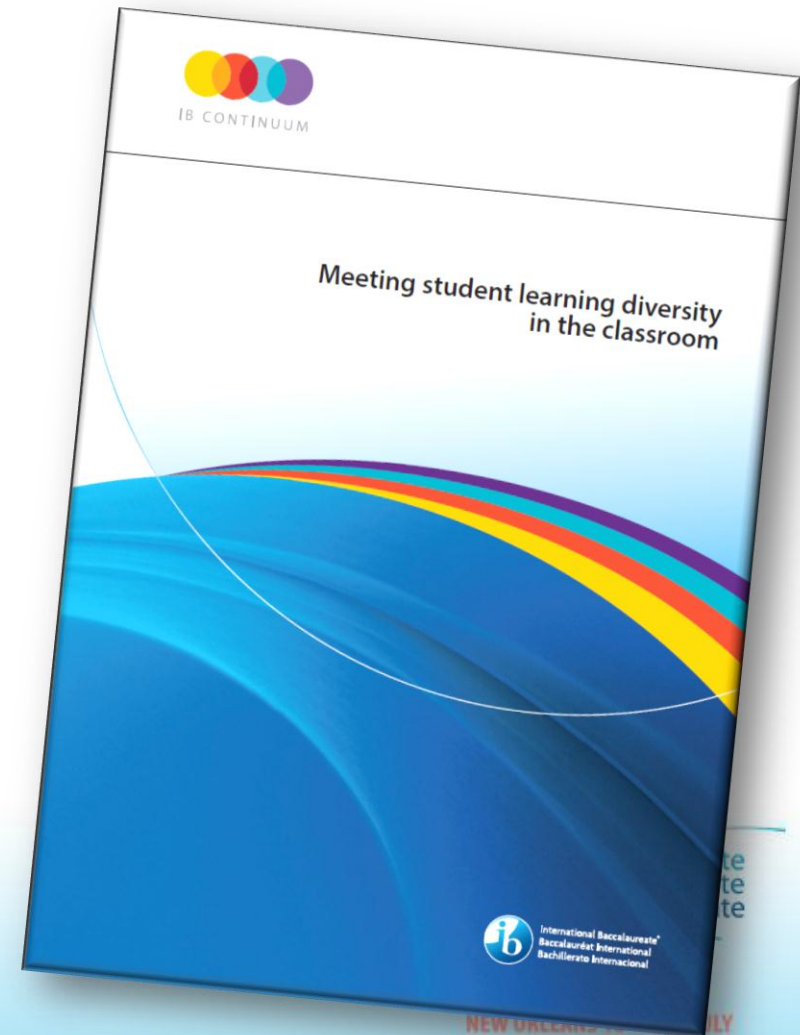
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Useful publications on the OCC...



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.



Video resources – IBtv

<http://blip.tv/play/gvNWgvXZKQA.html?p=1>



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?



