



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

EDUCATION

for a **BETTER WORLD**

IB ASIA-PACIFIC

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1. WHAT IS AN INTERNATIONAL BACCALAUREATE EDUCATION?

The International Baccalaureate (IB) has been providing high-quality and challenging educational programmes for more than 50 years, aiming to create a better, more peaceful world. Through an education that fosters empathy, neurolinguistic diversity and cultural respect, the IB creates happy, well-rounded young people who have the knowledge, skills and sense of purpose they need to thrive throughout their lives.

The IB curriculum is deliberately flexible, empowering students, teachers and schools to personalize an education that is appropriate to their culture, context, needs, interests and learning ability. This flexibility enables the delivery of IB programmes alongside, and in accordance with, local requirements for assessment and academic attainment. Through this local and global context, students connect their learning experiences to their real-world experiences, taking action to make a difference in their community, building practical problem-solving skills, critical thinking and a lifelong sense of inquiry.

1.1 TEACHING AND LEARNING IN THE IB

The IB's unique learning methodology moves past knowledge transfer to knowledge use, analysis and innovation. With this solid academic foundation, an IB education develops students with transferable, future-ready skills. It uncovers and develops the best in every student, and it prepares citizens of tomorrow who are ready to step up as leaders and contribute to their world.

Inquiry

The IB programmes feature structured inquiry into established bodies of knowledge and into complex problems.

Action

Principled action, as both a strategy and an outcome, represents the IB's commitment to teaching and learning through practical, real-world experience. Action in the IB programmes may involve service learning, advocacy, and educating the self and others.

Reflection

Critical reflection is the process by which curiosity and experience can lead to deeper understanding.

Significant content

An IB education provides opportunities to develop both disciplinary and interdisciplinary understanding that meet rigorous standards set by institutions of higher learning around the world. The IB programmes offer curriculum frameworks and courses that are broad and balanced, conceptual and connected.

Broad and balanced

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects.

Conceptual

Conceptual learning focuses on broad and powerful central ideas that have relevance within and across subject areas. Primary Years Programme (PYP) and Middle Years Programme (MYP) students encounter defined sets of key concepts, and students in the Diploma Programme (DP) and Career-related Programme (CP) deepen and develop their conceptual understanding.

Connected

Students encounter many subjects simultaneously throughout their programmes of study; they learn to draw connections and pursue a rich understanding of the relationship between knowledge and experience across many fields.

1.2 GLOBAL CONTEXTS FOR EDUCATION

The IB embraces diversity and encourages schools to adapt the IB curriculum to reflect their culture, making learning relevant for students while connecting them with a global community. An IB education fosters the development of international-mindedness in a global context. International-mindedness is a view of the world in which people see themselves connected to the global community and assume a sense of responsibility to its members. It is an awareness of the interrelatedness of all nations and peoples, and a recognition of the complexity of these relationships.

An IB education develops this awareness in students and teachers by creating learning communities in which students can increase their understanding of languages, cultures and societies around the world. Through this development of international-mindedness, the IB empowers young people to be active learners who are committed to service within their local, and global, community.

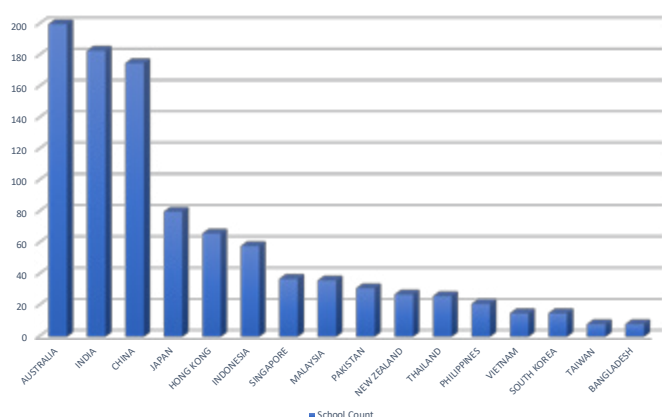


1.3 THE INTERNATIONAL BACCALAUREATE (ASIA-PACIFIC)

In 2018, the IB celebrated its 50th anniversary. Pioneering a movement of international education in 1968, the non-profit foundation now offers four high-quality and challenging educational programmes to students aged 3 to 19 years. Through a unique curriculum with high academic standards, the IB champions critical thinking and a flexibility for learning by crossing disciplinary, cultural and national boundaries. The IB currently engages with more than 1.95 million students in over 5,284 schools across 152 countries and regions (territories).

In the Asia-Pacific region, the IB supports over 960 schools offering more than 1,440 programmes in 29 countries and territories. The largest concentration of IB World Schools in the Asia-Pacific region can be found in Australia, with over 200 schools, and India, with over 180 schools, offering one or more IB programmes.

Number of schools by country or region (territory)



IB World Schools are critical in realizing the IB's mission of "education for a better world". The IB Asia-Pacific Global Centre provides ongoing support to IB World Schools in the Asia-Pacific region in curriculum development, student assessment and pedagogical leadership. Regular, ongoing and rigorous evaluations of authorized IB schools are part of the IB's commitment to keeping high-quality, consistent academic standards around the world.

To further the IB's mission, and as part of a focused effort to reduce financial barriers for students and schools to participate in its unique programmes, in 2019 the IB announced that it is eliminating the candidate registration fee that students traditionally pay (as a cost separate from individual IB subject exams).

This decision to lower per student assessment costs is intended to help more students worldwide afford additional subject examinations and/or pursue a full DP and CP, as well as help more schools join the community of IB World Schools worldwide.

The IB is growing across the Asia-Pacific region and is always looking to further partnerships to extend access to its programmes. In addition to an ongoing strategic initiative working with the Ministry of Culture, Sports, Education, Science and Technology (MEXT) in Japan to expand access to DP subjects and examinations in Japanese, the IB also recently signed a memorandum of cooperation with the Jeju and Daegu Offices of Education in South Korea to offer a select group of DP subjects in Korean.

These projects mark the start of a new and exciting phase for the IB—taking the tried and tested methods that successfully engage individual schools and applying them to working within national systems. These initiatives will open up access to the IB for thousands of students and also continue to demonstrate the impact and influence of the IB on international education across the globe.

For more information, please visit ibo.org.

IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



2. IB PROGRAMMES OVERVIEW

2.1 PRIMARY YEARS PROGRAMME (AGES 3–12)

Introduced in 1997, the PYP is designed for students aged 3 to 12 and is the start of a lifelong love of learning. It is the caring and thoughtful approach of the PYP that nurtures the “whole” child, fostering international-mindedness and giving students ownership of their learning from the very beginning.

The PYP is a flexible curriculum framework that enables teachers to consider a student's unique abilities and interests, developing an inquiry-based learning environment that builds the universal skills students will need throughout life. These skills include thinking, researching and social-emotional understanding, which are developed through six transdisciplinary themes of global significance. Central to the PYP is the development of an inquiring mind in students, with a programme designed to provide students with the ability to find things out for themselves while they enjoy being able to venture deeper into their learning. By encouraging a student's voice, choice and ownership, the PYP builds confident, happy, creative, empathetic and self-motivated young people.

A flexible framework, the PYP is applicable to every school environment and enables the delivery of localized curriculum content through an inquiry-based framework. IB World Schools in the Asia-Pacific region and across the world enjoy a framework that delivers transformational outcomes, yet is flexible enough to adapt to the culture, community and national requirements.

The PYP exhibition: Encouraging in-depth, collaborative inquiry

In the final year of the PYP, students carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working together in groups to conduct an in-depth inquiry into real-life issues or problems. Students then collectively synthesize all the essential elements of the PYP in ways that can be presented and shared with the whole school community.

2.2 MIDDLE YEARS PROGRAMME (AGES 11–16)

Launched in 1994, the MYP is designed for the way adolescents learn. It provides a pedagogical framework of learning that develops students who are creative, critical and reflective thinkers, and emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate national or local curriculum requirements. It builds upon the

knowledge, skills and attitudes developed in the PYP, and prepares students to meet the academic challenges of the DP and CP.

The curriculum

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. The programme promotes interdisciplinary study that helps students make important connections between academic subjects. It provides students with valuable opportunities to develop the knowledge, attitudes and skills they need to manage complexity and take responsible action for the future.

MYP eAssessment

The MYP offers optional external assessment with its eAssessment, an innovative on-screen examination introduced in 2016. Using rich multimedia and interactive tools, the on-screen assessment provides a single assessment that evaluates the full range of MYP teaching and learning outcomes, and applies a rigorous quality model to ensure fairness and reliability. Externally moderated, the MYP eAssessment leads to the internationally recognized IB MYP certificate and IB MYP course results.

2.3 DIPLOMA PROGRAMME (AGES 16–19)

Established in 1968, the DP is a curriculum designed for students in the final two years of high school, providing world-class preparation for university and life beyond. It is a comprehensive, challenging framework that pushes students to flourish intellectually, physically, emotionally and ethically. Recognized by leading universities around the world, the DP is renowned for producing bright, confident, motivated and multilingual young people who love to learn.

The curriculum

DP students study six subjects (three at standard level and three at higher level) over two years, including: language acquisition; sciences; the arts; mathematics; individuals and societies; studies in language and literature. Students also complete three additional requirements: the theory of knowledge (TOK) course, the extended essay, and at least 150 hours of creativity, activity and service tasks (also known as CAS) outside of the classroom.

Assessment

The DP uses both internally and externally assessed components to assess student performance. For most courses, written examinations at the end of the DP form the basis of the assessment. For some of the programme areas, including the TOK and extended essay, assessment is coursework based, completed by students over an extended period under authenticated teacher supervision.

2.4 CAREER-RELATED PROGRAMME (AGES 16–19)

Established in 2012, the CP is designed for students interested in pursuing a career-related education in the final two years of high school. Combining a quality academic foundation with real hands-on career experience, the CP's unique andragogical teaching approach prepares students to launch directly into a career or excel in further study.

The curriculum

The CP requires students to complete at least two of the IB's DP courses of their choice, four unique CP core components and a career-related study offered by the school. For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning. The CP core consists of four components: personal and professional skills, service learning, language development and the reflective project.

Assessment

Students take written examinations at the end of their courses, which are marked by external IB examiners. The reflective project is assessed by the school and moderated and graded by the IB. The school is responsible for confirming with the IB that students have completed the requirements for service learning, personal and professional skills and language development.

For further information, please visit:

ibo.org/programmes





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.

2.6 IB PROFESSIONAL DEVELOPMENT

The IB is a leading provider of high-quality, innovative and affordable professional development for teachers, educators and school leaders across its global community. It provides transformative experiences for IB educators so they can do the same for students.

Professional development plays a vital role in engaging educators with IB programmes and philosophy; it encourages best practice in teaching and learning, and provides educators with lifelong learning experiences that further their professional and personal growth. IB educators who actively develop and further their qualifications through IB professional development witness a whole host of global career pathways unfold, with opportunities to enhance their careers and boost their earning potential, ultimately resulting in enormous job satisfaction.

Through a regular series of regional and in-school workshops, IB professional development supports the professional growth of teachers and administrators, transforms classroom practice and student learning, and cultivates a global community of learners who regularly connect, network and share best practice through the IB Educator Network (IBEN).

The IB understands the time pressure on educators and offers professional development as flexibly as possible, through both online and regular face-to-face events and workshops. As lifelong learners, there are options and pathways to suit IB educators at all levels, all of which are supported by a global architecture, a robust selection of workshops, consistently high-quality materials and ongoing workshop leader training.

The number of educators attending workshops continues to grow, with over 25,000 educators from across the Asia-Pacific region participating in workshops every year. The IB works with networks throughout the region, and with several partners, to deliver the workshops teachers need at a location close to them. Regional workshops are held throughout the year in an ever-growing number of accessible venues that bring together hundreds of teachers for multi-day learning events. Online workshops complement regional face-to-face workshops and expand access to materials. The IB's online environment promotes unparalleled knowledge exchange between IB teachers living and working around the world; the online learning platform is designed to promote high-value social and professional interactions.

Approximately 25–30 in-school workshops are also delivered each month on school premises for schools implementing IB programmes. These workshops are tailored to the needs of the host school staff and are proven to be a cost-effective way to strengthen the whole school community and support the IB's peer-to-peer learning philosophy.

Assuring the quality of every IB professional development experience is paramount. Data collected from participants after every workshop provides rich statistics on everything from the ability of the workshop leader and the quality of

the content to the overall satisfaction with each venue or delivery model. This type of monitoring system allows the IB to continuously improve its professional development, meeting as well as exceeding educator needs, and keeping IB professional development at the forefront of the education community.

Survey data collected from the rigorous quality assurance framework globally for IB professional development shows that after attending a workshop, 92% successfully used classroom practices discussed/shared at the workshop; 91% improved their teaching; 87% of the overall workshop met/surpassed expectations; 90% agreed that the overall workshop was high quality; 92% expressed overall workshop satisfaction across all regions. Providing feedback on the workshops, many participants comment that “experience and knowledge” and “personal communication style, energy and professionalism” are the key benefits.

Also available are supporting webinars, self-study, e-learning and other online resources to meet the learning styles of all individuals. These tools help educators focus on more specific aspects of IB programmes and offer learning that can be applied in the classroom immediately. New workshops, resources, pathways and content are added to the IB professional development programme frequently.

IB professional development offering

Regional workshops: 2.5-day face-to-face workshops where teachers from around the world gather to share knowledge, best practice and have the opportunity to network.

In-school workshops: face-to-face workshops where schools can focus on their own issues and needs.

Online workshops: provide flexibility to enjoy the learning while fitting it around other time commitments and still being able to participate in knowledge exchange with other participants around the world.

Webinars: online seminars—known as webinars—that develop expertise by providing brief, specific snapshots of different aspects of IB programmes.

For more information visit: ibo.org/pd

It was an interesting experience to have the opportunity to collaborate with people digitally. [Online workshops] have flexibility built in which allowed me to work through the learning stages at my own pace. Face-to-face workshops allow me to work with coordinators in similar situations; sharing of contexts allows me to make strong connections and focus on how the learning can happen in my school's context.

PYP Coordinator, Vietnam

2.7 THE IB EDUCATOR NETWORK

The implementation of our professional development and school services depends on a diverse and active community of educators who are passionate about our mission of education for a better world. The IBEN in Asia-Pacific is a community of IB practitioners fulfilling the roles of workshop leaders, field representatives, school visitors, consultants, readers and lead educators.

IB educators who form and contribute to the network are crucial to the growth of the IB and to ensuring the consistent quality of the delivery of the IB programmes and dedication to the IB philosophy. By bringing together IB practitioners from around the world, the IBEN works within a global quality-assurance framework, ensuring consistency in the delivery of our services. Through the contributions of the IBEN, the IB is able to provide support and training, both in-person and across virtual channels, to promote high-quality experiences in classrooms and schools.

Collaborating with educators and schools has always been a unique strength of the IB. IB educators make an invaluable contribution in the development of IB programmes and supporting the IB community. In the Asia-Pacific region, there are currently over 1,000 IB educators who contribute in various roles, such as workshop leaders, site visitors and field representatives for the four IB programmes.

Through the IBEN, schools can connect with both their local and global community of IB educators and schools, enabling them to organize school visits where IB practitioners can observe and give feedback on the implementation of the IB programmes, standards and practices in different school cultures and contexts. This provides an unprecedented opportunity for professional development for the schools and teachers.

As the name implies, the “network” aspect provides access to, and connection with, a global community of IB educator colleagues who meet regularly, and share knowledge and best practice with each other.

In a 2018 study, teachers involved in the IBEN reported accruing several benefits from participation.

IB educators view their connection to the IB as a major benefit, one that contributes to outcomes for them personally and for their schools. IB educators consistently report benefiting from the IBEN global community, using a variety of digital means to ask questions that generate immediate answers from a pool of helpful colleagues. IB educators also strongly believed their IBEN participation honed their craft as professionals (Chadwick, 2018).

The IBEN connects online via IBEN Engage, a peer-to-peer online community where IBEN members exchange ideas, information, interesting articles and best practices, supporting each other in the successful delivery of the programmes, practices and procedures of the IB. The IBEN comes together in person at regular events and professional development workshops, as well as during the IB Global Conferences throughout the year.

The importance of knowledge transfer cannot be underestimated. Within the IB community, it is the educators who truly understand the efforts needed to teach and implement the programmes.

Matthew Thomas, IBEN member

IBEN opportunities in Asia-Pacific

The regional office for Asia-Pacific manages the training activities of a number of roles across the region. These roles are managed within global guidelines.

School services roles: IBEN

There are a number of school services roles in Asia-Pacific.

- School-visit team members
- School-visit team leaders
- Consultants
- Readers
- Lead educators

Professional development roles: IBEN

The IB also has professional development roles in Asia-Pacific for educators.

- Workshop leaders
- Programme field representatives
- Lead educators

Teachers can apply for IBEN training on the IBEN Central site accessed through the IB website.

For more information, please visit: ibo.org/iben



3. IB PROGRAMMES IN DETAIL

3.1 PRIMARY YEARS PROGRAMME

The IB is a world leader in innovative early-years education, and by choosing to implement the PYP, schools will develop students' academic, social and emotional well-being, focusing on international-mindedness and strong personal values. In the PYP, learning is viewed as a continuous journey where teachers identify students' needs and use assessment data to plan the next stage of learning.

Unlike traditional models, PYP learning is active, not passive, and rather than just focusing on the development of knowledge and skills, students are encouraged to take ownership for their learning as students and teachers work together to develop a deep understanding of the world around them.

Developing lifelong communication skills is an important element that runs throughout the PYP. In the final year of the PYP, the students undertake the PYP exhibition. The exhibition is a showcase of the culmination of the students' learning journey throughout the PYP, and focuses on a topic of their own choosing. PYP teachers have reported observing unprecedented levels of collaboration and teamwork from their students during the exhibition. The communication skills students have developed also come under the spotlight as they work with their mentors and share their experiences with the wider community.



What we've really noticed through the PYP is the way our students are engaged in real-life experiences. The PYP offers a ready-made curriculum framework which we are able to adapt to our local context. Because the issues students explore through the curriculum are highly relevant, their engagement levels and passion for learning is far beyond what you would expect in a typical early-years education setting. The authenticity of the learning is something that is very prominent. Because the PYP's framework is concept-based, and because we are looking at transferable ideas, we're not teaching things for the sake of teaching them—we're teaching worthy, valuable, transdisciplinary skills that are needed to be a successful learner in today's world.

*Felicity Hutton, Head of Junior School,
St Leonard's College, Australia*



PYP teachers are empowered as architects of learning, with the freedom to design lessons that incorporate diverse cultures, topics, learning styles and ability levels. The IB supports teachers' career development through global seminars, professional development opportunities and a community of peers who share their success. Throughout the programme, teachers use a wide range of assessment strategies to collect information on each of the elements represented in the curriculum: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action.

The PYP is a recognized and renowned programme that is very attractive to parents. The programme offers in-built parental engagement, including the opportunity to attend the exhibition, and parents can get additional information on the programme directly from the IB and through their community peer group of other parents. This recognition is valuable when profiling the school to the local community.

3.2 MIDDLE YEARS PROGRAMME

The MYP is designed for the way adolescents learn, to give them ownership of their studies and learning. Several studies have confirmed that MYP students outperform both their non-MYP peers and the average scores of the OECD Programme for International Student Assessment (PISA). The programme's visionary reputation also delivers recognition for the schools that offer it. The MYP is fundamentally inclusive, geared to support students of all abilities and interests. Students are encouraged to connect their studies with real-world experiences, making learning feel real and authentic while developing their agency as learners. This develops important future-ready skills, including inquiry, identity, empathy, esteem, purpose and self-reflection.

The programme spans five years, implemented in partnership between schools, or it can be abbreviated in two-, three- or four-year formats. The curriculum offers eight subject areas, with interdisciplinary learning and personal projects that allow students to combine, contrast, and direct their learning and interest in personally relevant ways.



The freedom offered by the MYP's flexible framework means teachers are not just delivering curriculum, they are designing it. Through the same self-directed inquiry that begins in the PYP, teachers can personalize learning for different needs, cultures and contexts. And, just as teachers build up their students, the IB fully supports teachers with training, workshops, conferences and a global community that shares successful ideas. Teachers also benefit from the common thread between the MYP and DP and CP, which makes it easier to bridge middle school to high school. In fact, research shows that MYP students achieve a higher final mark in the DP compared to students coming from other programmes.

For more information, please visit: ibo.org/research/key-findings

A feature of the MYP that I personally adore is integrity and academic honesty. This feature provides our students with the room to practise creativity and challenge their own thinking process. They learn skills like ensuring they are not plagiarizing their work, which sets them up for success when studying the DP and when they go to university too.

*Hina Chaudhry, MYP Coordinator,
TNS Beaconhouse DHA, Pakistan*

MYP eAssessment

Increasingly, it is recognized that technology can add real value for students, and MYP schools offering the eAssessment say that it has enabled them to participate in an exciting innovation in education. Feedback from schools, via an IB survey conducted with educators all over the globe, illustrates the natural connection between eAssessment and what is being learned and taught in the classroom.

Schools have said that through digital assessment they are able to assess skills, concepts and thinking in context, rather than knowledge recall. Drawing from the IB's research, it is clear that schools understand that eAssessment supports conceptual teaching and learning and is not something that can be crammed for—only good MYP practice supports good preparation. Unlike other education environments, MYP educators do not teach to test, but their teaching does align with assessment requirements and this brings enrichment and focus to their students' learning.

The IB is always pursuing improved accessibility to its programmes and philosophy. The accessibility features of the MYP eAssessment include the ability to change font size, background colour, a clock that counts down or up depending on candidate preference, and subtitles for all videos. These features are built into the software to meet the needs of students without requiring additional variants to be produced. The packages for each school are preconfigured so that examinations for individual students with registered access requirements automatically configure to meet that student's needs.

The eAssessment is inclusive of all authorized MYP IB World Schools regardless of location—although on-screen, the examinations are installed locally so that no internet connection is required. Local delivery from candidate machines allows for uninterrupted video, animation and simulation without competing for bandwidth. Submission of responses is automatic for machines with an internet connection during the examination, or they can be entered manually through the School Admin Console. This allows the platform to be infinitely scalable, which means it can continue to respond and adapt to advances in technology—a relevant model for generations to come.

Introducing eAssessment was a wonderful opportunity for our school to equip students with 21st-century skills. Before eAssessment, every piece of stimulus material in exams was printed for students. Now students can access rich media, animations, virtual labs and on-screen calculators, which links their learning with their real-life experience much more effectively. As they are engaging with technology in this way in their lives, it's much more connected than when they are given a printed paper. MYP eAssessment means students learn by doing, rather than learn by repeating, which is why it's so valuable.

Mrs Monika Bajaj, Principal, Pathways World School

3.3 DIPLOMA PROGRAMME

The DP is renowned for producing bright, confident, motivated and multilingual young people who love to learn. DP students join a global community of exceptional individuals, nurtured with a rich depth and breadth of knowledge that serves them throughout their lives. DP students have the flexibility to pursue the subjects they are passionate about, and graduate in a strong position to enter the university of their choice.

We're looking for students who are prepared to be international, think creatively and to think across academic and country borders. The IB adequately prepares students in all of those regards.

Richard Harvey, Academic Director of Admissions, University of East Anglia

The DP is unique in comparison to other programmes; students study six subjects in total throughout the duration of the two-year programme, as well as the DP core. Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements comprise the following.

- **The extended essay** (4,000 words) asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying.
- **Theory of knowledge** offers students and teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge. Students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, activity, service (CAS)** involves students in a range of activities alongside their academic studies throughout the DP. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value.

Students mature and thrive through this core curriculum that builds their skills to value and comprehend different viewpoints and express their own with confidence, while further building and developing their capacity for self-directed learning. The extended essay provides an outlet for students to explore their passions and apply their independent research skills in preparation for future studies at university and beyond. The CAS element of the programme provides a structured way for students to give back to their local community and pursue their creative and sporting passions.



DP teachers around the world report their pride in their ability to deliver an internationally recognized education that still gives them the flexibility to design and innovate learning.

IB World Schools offering the DP enjoy a reputation for turning out well-rounded students who are well prepared to enroll in the world's best universities and thrive once they get there. The DP is also a great way to attract students who appreciate the ability to study in a multilingual environment, and schools benefit from being able to connect and collaborate with the global community of IB World Schools.

3.4 CAREER-RELATED PROGRAMME

The CP is the best of both worlds—it combines a quality academic foundation with real hands-on career experience. With its unique andragogical teaching approach, it prepares students to launch directly into a career or excel in further study. The CP enables students to learn about their chosen career path through doing, meaning they graduate with the confidence, skills and experience they need to thrive in their chosen career and be proud of their contributions to the world.

The CP is comprised of three elements designed to combine vocational learning with a solid academic foundation.

- **Academic courses from the DP:** Students complete at least two DP courses in any of the subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. CP students should choose DP courses that are relevant to their career-related studies. DP courses provide and enhance the theoretical underpinnings and academic rigour of the CP.
- **The CP core components:** Students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The CP core components give context to the DP courses and the career-related study, and draw all aspects of the framework together.
- **Career-related studies:** Students are provided with practical, real-world approaches to learning designed to prepare them for higher education, an internship or apprenticeship, or a position in a designated field of interest. Career-related studies are offered by the school and should be aligned with student needs and progress



toward further study or direct employment. Each school chooses the career-related studies most suited to local conditions and the needs of the students.

What is unique about the CP is the development of workplace skills through the programme's personal and professional skills (PPS) element of the core. It encourages students to think about ethics and develop an appreciation of identity, as well as key skills such as responsibility and resilience and an understanding of the complexity of the modern world.

Beyond the development of the core PPS, the focus on language acquisition in the CP (from a linguistic and cultural perspective) and the service-learning element of the programme combine to support the development of the whole learner that is characteristic to IB programmes. The culmination of the programme is a two-week work experience placement for every student in their chosen area of study, which is completed with a reflective project (an extended piece of writing) on an ethical issue that is linked to the industry of their work experience. This project leaves the students with a combination of real-world experience in their desired career pathway and the experience of critically reflecting on their chosen industry from an academic perspective.

The CP is highly individualized; a unique trait which means that a student really can pursue their career goals during high school. With every aspect of the programme built around their career interest, students are thoroughly engaged with their learning.

Kellie Doulin, IB Coordinator at Montessori International College (MIC), Queensland, Australia

CP teachers are at the forefront of innovation in their industry. Part of the pioneering vocational education movement, CP teachers benefit from the programme's flexible hybrid framework, which allows learning to be designed or tailored to specific contexts, cultures and student interests.

For schools, the CP is a popular IB offering and an exciting growth area. CP schools can take advantage of the opportunity to serve career-focused students who might otherwise leave or struggle to maintain interest. The schools are able to move from a traditional school to a future-focused school that caters to every student's needs, and they can enjoy increased recognition for the school's relevance and innovation from local industry and business through establishing partnerships.

3.5 UNIVERSITY RECOGNITION

The DP is one of the world's most innovative educational courses for 16- to 19-year-olds. It focuses on personal, professional and academic development, and is globally recognized by universities for the holistic and rigorous education it provides. The IB works continuously to make sure the DP is globally recognized by universities, with its students gaining competitive offers for further study.

All DP subjects are reviewed on a seven-year teaching cycle to ensure that each is fit for purpose in a changing world and incorporates the latest educational research and lessons learned from a thorough evaluation of the existing curriculum. The DP curriculum review is a collaborative process that aims to produce excellent, internationally minded, research-based curriculums and support material that enable students to develop the attributes of the learner profile and the IB mission, thereby providing an excellent preparation for life in the 21st century.

There are IB World Schools in 152 countries globally, and students send examination results to higher education institutions in nearly 90 countries annually. The IB has published official recognition policies from universities around the world, including top universities from Asia-Pacific. The number of higher education institutions that officially recognize the DP also continues to grow every year, backed by a proactive campaign of engagement, including a range of professional materials made available on the official IB website: ibo.org/university-admission

Over the past five years, more than half of the DP student population who studied at school in the Asia-Pacific region sent their transcripts to universities and colleges within the region. Institutions in Australia received the most transcripts, closely followed by Hong Kong and India.

In Australia, universities in the exclusive Group of Eight (go8.edu.au/) are among the most popular destinations, including University of Melbourne and University of Sydney. Prestigious universities, such as University of Hong Kong, National University of Singapore and Nanyang Technological University, are also popular destinations. These universities all have excellent ratings from influential organizations like Quacquarelli Symonds (QS) and Times Higher Education (THE), both of which publish world university rankings every year.



In India, the IB Asia-Pacific team has a longstanding partnership with the Association of Indian Universities (AIU), and the DP has been recognized as an entry qualification to all universities in India since 1983. Since 2012, the MYP has been recognized as having equivalence to the local board's Year 10 qualification.

Universities in the UK are also attractive to students from the Asia-Pacific region, with institutions from the respected Russell Group, including University College London, King's College London and University of Manchester, often on top of the list. The United States and Canada are home to a number of popular university options outside of Asia-Pacific too, with top destinations including University of California, New York University, University of Toronto and University of British Columbia.

Other countries that are also major transcript destinations for students in Asia-Pacific include South Korea, Japan and New Zealand.

University readiness

Research-based evidence overwhelmingly indicates that studying the DP prepares students to thrive at university. The breadth and depth of learning that the DP facilitates provides students with a solid academic foundation for their future studies, as well as preparing students as independent learners.

The DP encourages holistic development, curiosity, effective time management and presentation techniques—all essential life skills that are highly valued by university admissions teams as they allow students to “hit the ground running” when they begin their undergraduate studies.

Numerous research studies have revealed that one of the most positive impacts of the DP is how well prepared and confident students feel in undertaking further studies (ACS International Schools 2006–2017; HESA 2016).

DP students from the IB's vast global alumni network report feeling pride in undertaking the programme and that it has contributed to them developing into well-rounded people who value education.

DP students commonly report feeling well equipped to engage and succeed in university-level work, and they are more comfortable and academically adjusted during their first year at university than their peers. Benefits of the DP that alumni cite include:

- motivation
- work habits, organization, time management
- high levels of academic self-concept
- familiarity with an interest in research
- the ability to take multiple perspectives
- strong analytical writing and comfort with college-level writing
- a deeper understanding of the structure of knowledge, large concepts and how content connects across disciplines.

DP alumni also reported higher capacities for a variety of critical-thinking skills compared to their non-IB peers. DP graduates were particularly confident in their capacity for cultural sensitivity, global-mindedness, critical thinking, leadership and time management.

Kellie Doulin, IB Coordinator at Montessori International College (MIC), Queensland, Australia

Academic strength of students at IB World Schools

Several studies in a variety of contexts, including the US, UK, Australia, Mexico and China, provide strong evidence that more DP students go on to higher education and enter into more selective institutions than their peers (Lee et al 2013; Caspary and Bland 2011).

In addition to enrolling in top-tier institutions, DP students are more likely to graduate from those institutions, and evidence suggests they have stronger academic performance while enrolled. There is also substantial evidence that participation in the DP is positively associated with post-secondary grade performance. DP students have been shown to earn higher marks than their peers while at university, and performance in the DP has emerged as a strong predictor of tertiary performance and a tendency to enroll in more advanced courses.

For more information, please visit: ibo.org/university-admission/

Diploma students seem to be better able to cope with the transition from school to university than are many of our other students.

University Admissions Officer from Australia



4. IB ASIA-PACIFIC AND GLOBAL RESEARCH

The IB Global Research department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes. Areas of inquiry include, but are not limited to: student, school and systemic outcomes; programme implementation; and programme standards and alignment.

The following findings come from a sample of recent research reports commissioned by the IB in Asia-Pacific.

To read more in-depth summaries of the studies or the complete reports, as well as projects currently under way, please visit: ibo.org/research

Key findings from research on the impact of IB programmes in the Asia-Pacific region

A global study on the employability skills developed in the DP and CP curriculums concluded that the unpredictable context of our global future requires educators to make a deliberate effort to develop innovative pedagogies to address the challenges and needs of the 21st-century labour market. The study indicated that an increased number of occupations in the future will involve a diverse set of competencies such as complex problem-solving and creative thinking. Curriculum-content mapping by researchers from the Centre for Curriculum Redesign found that many of these competencies are well integrated in the DP and CP curriculums (Horvathova 2019).

A study by Murdoch University examined perspectives from teachers, coordinators and principals on the benefits of the MYP for learning and teaching in Australia. Participants valued how the MYP promotes student inquiry, critical thinking, and both academic and non-scholastic skills. The focus on concept-driven, inquiry-based and interdisciplinary learning make the MYP a desirable option in Australian schools. As the principal of one of the schools noted:

The world class thing about IB is the actual pedagogy; it's not focused on content. Content's important and we need to know stuff, but it's how we manipulate it and it's the enquiring model. It's about challenging kids to think critically, to have to come to a point of view. For us, it's a much better proposition than the Australian curriculum ... which is a whole bunch of content when all of the research is saying, 'Reduce the content, increase the thinking, increase the creativity, increase the problem-solving!'

(Perry et al 2018)

A combined study by University of Canberra, University of Hong Kong and University of Virginia explored the post-secondary experiences and outcomes of DP alumni at three leading universities in the Asia-Pacific region. Within the findings, DP alumni reported higher capacities for a variety of 21st-century skills compared to their non-DP counterparts. DP graduates were particularly confident in their capacity for cultural sensitivity, global-mindedness, critical thinking, leadership and time management (Lee et al 2017).

The IB commissioned the National Recognition Information Centre for the United Kingdom (UK NARIC) to undertake a comparative analysis of two of its programmes—the PYP and the MYP—within the context of the Indian education system. The findings demonstrated clear similarities between the PYP and MYP and the Indian education system. Moreover, there are many shared principles and aims, as well as framework compatibility, that enable IB World Schools in India to deliver the PYP and MYP in a way that is well matched with the aims, values and curriculum requirements of the Indian National Curriculum Framework (NCF) and central education boards (UK NARIC 2015).

A study by the University of Melbourne investigated longer-term outcomes of participation in IB programmes on the lives of former IB students. The findings from this study suggest a multiplicity of influences for the majority of former IB students interviewed, including profound and long-lasting effects for some. These encompass impacts on academic and career trajectories, the development of international-mindedness, critical thinking, analytical and writing skills, and positive dispositions towards lifelong learning. University admission and the gaining of advanced credits were also frequently mentioned, as was the benefit of IB studies for university preparedness (Wright 2015).

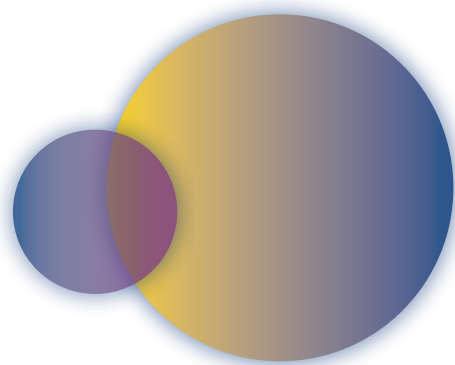
A study in New Zealand examined student performance in 14 state and private schools in addition to curriculum alignment between the PYP and the New Zealand Curriculum (NZC). Standardized test analysis indicated that performance in the PYP schools generally exceeded performance in similar non-IB schools. The study also found that the PYP and NZC are largely compatible, although there were a few points of difference, specifically the PYP's emphasis on international-mindedness, inquiry and action (Kushner et al 2015).

To investigate the impact of middle years curriculums on student outcomes in the DP, researchers compared students from 22 schools across China, Hong Kong, India, Indonesia and Japan. Former MYP students performed significantly better than non-MYP students in the total DP points earned, as well as in subject exams in language and literature, language acquisition, individuals and societies, and mathematics. The MYP students also reported using higher-order thinking skills, such as critical thinking and analytical skills, more frequently than their non-MYP peers (ACER 2015).

In 2011, the Japanese government announced plans to implement a dual language DP course (Japanese and English) in 200 secondary schools in Japan. In comparison to non-DP students, DP students had higher self-ratings for being “internationally minded” and had higher expectations of acquiring problem-solving and leadership skills while in high school (Yamamoto et al 2016).

Researchers conducted a curricular comparison of four DP mathematics courses along with five mathematics qualifications from around the world, including two from the Asia-Pacific region—Singapore-Cambridge GCE A levels and Gāokāo. Of the curriculums investigated in this study, the DP offered the greatest number of mathematical course options for students with different needs. Additionally, based on the criteria used in this analysis, the IB’s further mathematics HL was determined to be the most cognitively demanding course of the five curriculums examined (Alcántara 2015; UK NARIC 2015).

A large-scale study that took place across two regions—Asia-Pacific and Africa, Europe, Middle East—explored the impact of creativity, activity, service (CAS) on DP students and schools. The study suggested that CAS contributes to changes in DP students in terms of their personal dispositions, behaviour and interpersonal relationships. In particular, coordinators, students and alumni believed that CAS helps students to become better at “taking on new challenges”, “learning to persevere and “developing better interpersonal skills” (Hayden et al 2017).



5. HOW IS A SCHOOL AUTHORIZED AND REVIEWED?

It takes a great deal of commitment and professional integrity to become an authorized IB World School. Becoming an IB World School means joining over 5,000 schools and a community of educators that is growing and developing constantly. The IB maintains relationships with schools, governments and international organizations around the world. The IB closely monitors and evaluates the practical implementation of its programmes and philosophy across varied global contexts, to ensure the programmes are strengthened and developed continuously in a way which actively involves its community.

The authorization process

The authorization process is school-focused and aims to promote a culture of school readiness by allowing schools to determine their own schedule, based on the satisfactory completion of authorization process milestones.

1. Interested phase

Consideration: An interested school investigates the IB and its programmes. The school then completes the *School Information form* via the IB's public website to express its interest and request additional information.

Request for candidacy: A school submits an online application form for each programme it is interested in, along with the corresponding supporting documents to formally apply for candidate status.

IB decision on candidacy: The IB then makes a decision on candidacy and communicates the decision on the application for candidacy to the school.

2. Candidate phase

Consultation process: The school is assigned an IB consultant. The consultant will provide 20 hours of remote consultation and will visit the school to support its preparation for authorization. For CP schools that are already authorized for the DP, the consultancy includes 10 hours of remote consultation.

Request for authorization: Once the school has met the required milestones and is ready to apply for authorization, the school will proceed with submitting its application for authorization. The application will be read and the IB will contact the school to either schedule the verification visit or to address certain issues before moving forward in the process.

Verification visit: The verification visit takes place over two consecutive days. The purpose of the verification visit is to confirm the school's readiness for authorization.

3. Authorization phase

IB decision on authorization: There are two possible outcomes of the verification visit.

1. Formal letter of authorization and report
2. Report and request to address certain matters/issues.

Evaluation cycle: Once a programme is authorized, the school then enters its evaluation cycle, which includes a school self-assessment and a visit by the IB (depending on the programme).

Conclusion

The IB puts its values at the heart of everything it does, and its values are the foundations on which the organization is built. The authorization process aligns the school with the IB's mission to create a better world through education, and, paired with IB professional development, supports teachers and school communities in understanding IB philosophy, its programmes and pedagogical approaches as they implement IB programmes with integrity.

For more information, please visit: ibo.org/become-an-ib-school



6. CASE STUDIES AND TESTIMONIALS

6.1 PRIMARY YEARS PROGRAMME

The PYP's framework has enabled our students to communicate more confidently. Ever since we introduced the PYP, the school has placed greater emphasis on each child and their independence; we have children who have discovered that this is their best way of learning. They have to decide for themselves, for example, whether they need to use the internet for research or whether they need to do a survey. For this reason, there is an emphasis on going out and speaking to people, facing an audience, standing up and expressing their views, and this is incredibly valuable in the development of their communication skills.

PYP Practitioner, Uttar Pradesh, India (2019)

Part of the PYP that is most important to us is the collaboration. At all levels of learning, students are collaborating and constructing meaning together. As human beings, we learn through socialization and through constructing knowledge together, and the PYP takes an understanding of how humans learn and applies it to classroom learning. So much of our learning is about moving children together in groups so as to develop social skills and knowledge that is co-constructed.

PYP Principal and Coordinator, Cebu City, Philippines (2018)



For me, an area of huge gain is the level of face-to-face networking time we have with fellow practitioners. As IB teachers, we have to undertake a certain level of professional development each year to ensure we are continuing to provide a high-quality, dynamic learning environment. Some of this is undertaken in school; however, it also enables us to reach out and network with the global community of PYP teachers. The realm of the IB network is almost limitless, enabling you to learn from PYP practitioners from all over the world. We are also very fortunate that South Australia already has a healthy group of PYP schools, meaning we don't have to travel far to find like-minded schools to collaborate with.

IB World School Principal, South Australia (2020)



6.2 MIDDLE YEARS PROGRAMME

My school is 16 years old and we have been doing the PYP and DP ever since the school was founded. In 2014, the moment we heard about MYP: Next chapter, we took the opportunity to apply to offer it at our school. We felt that it was a wonderful opportunity for our school to have the students equipped with skills for the 21st century.

IB World School Principal, Gurgaon, India (2019)

The students themselves, as well as the parents and the community, have all changed their mindsets as a result of the MYP. At the beginning, when we started to offer the MYP, it took time for parents to understand why we weren't just using textbooks. However, when our students graduated from the MYP, the same group of parents could recognize the importance of the journey and the relationships the students had built within the programme. They see their kids growing in independence, being able to research and work on individual projects, being able to negotiate and collaborate. MYP students take ownership of their own learning, so, over time, the parents learned to appreciate the values of the MYP.

MYP Coordinator, China (2018)



The MYP eAssessment aids students in selecting their DP and CP subject choices, they know in what subjects their strengths lie and this supports them in deciding what subjects to study at higher and standard level. The MYP brings in “vocational” learning early on and, as a whole, is a skills-focused programme, meaning when students come to finish the MYP, they will have maintained and improved upon these skills. This is really useful for them when moving forward into the CP, for example.

MYP and CP Coordinator, Dubai (2020)

6.3 DIPLOMA PROGRAMME

The DP was the best two years of my life. Today, when I look back, I realize that my values, and a lot of what I've learned, especially when it comes to compassion and empathy, were built by my experience with the IB. The DP gives schools and students the flexibility to work really well within the context of our country. Indian culture is so rich, students can learn so much from it. The IB framework gives us, as educators, the opportunity to share that experience with students in the context of their learning, which is really important.

*Managing Director, JBCN Education,
IB alumnus, India (2019)*

Our moral purpose as educators is to inspire every student to develop their potential as a responsible world citizen and to set them up to thrive in the 21st-century world beyond school. Implementing the IB's philosophy has helped us to achieve this goal. Our school was the second government school in South Australia to become an IB World School, and our accreditation has enabled us to make international education accessible to our local community for the last 20 years. The way the DP helps to broaden students' perspectives is very unique in my experience as an educator, and it is entirely due to the holistic approach of the DP.

*IB World School Principal,
South Australia (2019)*

All of the IB students I have met after graduation, especially in my university, are all really hard-working. They are used to putting in a lot of effort and hard work to get things completed. They are used to crunching knowledge and thinking outside of the box, so, when they come to college, they tend to be much more prepared, they are sharp, and ready for the university lifestyle.

IB student, Chandigarh, India (2019)

The DP is so exciting because of the personal journey our students take whilst learning. The programme has the capacity to take in a student, regardless of what their background is, and for them to grow and to learn. It's not just about learning knowledge but it's also about getting to know themselves, to learn about the place that they occupy within society and to make rational thoughts about where they want to be within society as well. The programme offers that huge opportunity for an individual student, regardless of what their starting point is. We are an inclusive school, so we take students that, on the face of it, may not be natural IB students—they're not open-minded, they're not globally aware—but by the end of two years they really are, and they really do excel in everything that the IB stands for in terms of attributes; that's the real magic of the DP.

DP Coordinator, Brunei (2018)

6.4 CAREER-RELATED PROGRAMME

Initially, Montessori International College looked at starting with the DP, however the flexibility of the CP was a deciding factor in the programme that was ultimately chosen. The CP could be adapted for students from a range of academic capabilities, and caters to a variety of career interests, which is why the school chose to offer it.

One key strength of the CP is the earning potential it offers our graduates in the field of their interest. The CP enables students to gain experience in their field whilst pursuing further study if they choose to. Another strength is the chance it offers for students to experience an authentic view into a career of interest to them. A CP graduate will leave year 12 with a much better idea of their career path than graduates from other programmes, as CP students have not had to wait until after school to see if they actually like, or will be successful in, their field of interest.

The CP is highly individualized; a unique trait which means that a student really can pursue their career goals during high school. With every aspect of the programme built around their career interest, students are thoroughly engaged with their learning. The CP core is what gives the CP its heart and is such a worthwhile aspect of the programme. Service learning in particular is a great opportunity for CP students to use the skills they are learning in their career-related study to help their community. The holistic nature of the core helps CP students grow to become more than just graduates with a vocational qualification.

IB Coordinator, Queensland, Australia (2020)

6.5 MULTIPLE IB PROGRAMMES

Parents in our school community really value the IB. We first introduced the DP, and parents and students saw that the programme delivered on what it promised as an excellent preparation for university. Because the vast majority of our students will attend Australian universities, the fact that the DP is so well recognized by the top Australian universities is really important for our students.

Since we began offering the DP, even though the students found it to be challenging, both personally and intellectually, the students also realized how well prepared for higher education they were, which led to consistently significant take-up of the programme in our school.

Because of this success, when the PYP and MYP became available in New South Wales, we immediately investigated introducing these programmes to offer an all-through IB education. We find that by offering multiple IB programmes we provide an advantage to the students through the common approaches to teaching and learning which run through the school. Students are taught using a common language and there is consistency in the classroom environment which successfully prepares them as they transition from one programme into the next. By offering multiple programmes, we have established a common approach to teaching and learning, and classroom pedagogy, right across the school, from pre-K to the end of year 12.

Director of Learning Services, New South Wales, Australia (2019)

The school was built as an all-through IB school, so from day one all of the decisions since the school was founded—five years ago—until now have been driven by the desire to have the best educational model for children. The answer is always: go with the IB.

Every year we reflect on our practices; on the state of the learning environment for the children, on the kind of relationships that we have built with the community, and on the professional learning that we have provided for our teachers. The IB has given us more energy and more impetus to grow beyond what would normally be considered a good standard. We want to offer more and we are constantly re-evaluating our practices and aiming for the unattainable, the unreachable—always beyond, never settling for one good standard. The programmes remain relevant in how they stay abreast of the changes and the vast complexities of the times, being research-based and driven by data.

PYP Coordinator, Selangor, Malaysia (2018)



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