What you need to know about the IB
So what exactly is the International Baccalaureate?

“... The International Baccalaureate (IB) is a not-for-profit foundation, motivated by its mission to create a better world through education”
...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...
...Our 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....
The IB learner profile

- The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century
- As IB learners we strive to be:
  - inquirers
  - knowledgeable
  - thinkers
  - communicators
  - principled
  - open-minded
  - caring
  - risk-takers
  - balanced
  - reflective
The IB learner profile
The IB continuum of international education

- IB mission statement
- IB learner profile
- Programme standards and practices

PYP, MYP, DP, IBCC

The Continuum Graphic
Students will inquire, make connections, think critically, work collaboratively, develop conceptual understanding, reflect, consider multiple perspectives, take action, and construct meaning.
Primary Years Programme
What are people saying about the PYP?

“.... By creating an environment where students make connections between what they are learning in the classroom and the world around them, we are creating global citizens who will be well prepared to take leading roles in the world...”

Head of School, Dr, Brooke Carroll, Seneca Academy, USA.

“I believe that the IB PYP is a superb curriculum for any school that wants to implement an inquiry-based model for young children. During my teaching career, I’ve seen that the IB programme imbues students with a real passion for learning that gives them a strong foundation for their academic future, their careers and their lives”


“In the PYP, I learned and practised essential skills in life. I learned how to manage my behaviour and control my temper; I learned how to cooperate and make friends wherever I go; I learned how to communicate, I learned how to think, I learned how to conduct research, I learned and learned, and I am still learning to be a better person in life.”

Reem Zayter, student, Makassed Houssam Eddine High School Lebanon
Learn how to learn
Intercultural understanding
Conceptual understanding
Concepts - big ideas
Learning in context
Community service
Creative, critical and reflective thinkers
New MYP assessment

Onscreen examination subjects
- Mathematics
- Language and literature
- Sciences
- Individuals and societies
- Interdisciplinary

individually, externally marked

Optional eAssessment

ePortfolio
- Language acquisition

individually, externally marked

Course work ePortfolio
- Physical and Health Education
- Design
- Arts

internally marked, externally moderated (dynamic sampling)

MYP personal project

internally marked, externally moderated (dynamic sampling)
What are people saying about the MYP?

“.... We’re talking about an international qualification which is the best in the world... Why are we not bringing it in...?”

- Dr Anthony Seldon, Headmaster of Wellington College

“.... It allows students to explore their passions and do something powerful with it. It involves third or fourth level thinking where students really have to go beyond the surface and dig deeper into more abstract and conceptual thinking. ...”

Dr Vincent Chian, Principle of Fairview International School, Malaysia

“.... Our parents are excited because students are becoming well-rounded and they’re getting that classic liberal arts-minded education...”

Dr. John Waller, director, secondary curriculum and special programs, Marietta City Schools, USA.
Broad

Rigorous Assessment

Balanced

Inquiry

Community Service

Flexible

Critical Thinking

Develops

Research skilss

Choice within structure

Pre-university
Programmes: Diploma Programme
What are people saying about the Diploma Programme?

“…It not only gives children an international perspective to their education, but also focuses on how to be a learner. I am not just delivering them facts but how they will best learn what they want to know…”

- Sarah Pepper ISD Principal, Ireland.

“…I have absolutely no doubt that the IB is better than the national curriculum. The breadth of subjects allows students to be much better prepared for life beyond school…”

- Paul Coates, CAS coordinator and House Master, Sidcot International School, UK.

“…Skills I learned through IB will continue to put me in good stead for the rest of my life. IB gave me the peace of mind and confidence in my abilities. University is still a lot of work, but I know no matter how high the bar is set, I will be able to make the jump…”

- Lindsey Fielding Croft, former student at Park View Education Centre, Canada.
International Diploma programme Courses
Approaches to Learning
Community and Service
Career related
Flexible Reflective Project

IB CAREER-RELATED CERTIFICATE
CAREER-RELATED STUDIES
APPROACHES TO LEARNING
LANGUAGE DEVELOPMENT
COMMUNITY AND SERVICE
Reflective Project
INTERNATIONAL-MINDEDNESS

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Bachillerato Internacional
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What are people saying about the IBCC?

“...The IBCC enables a school to open up the IB experience to a much wider range of students. I think part of why our first cohort was so successful when applying to university was because they stood out from other candidates. Most universities value breadth and these students show they have it. It is also ideal for students considering applying for European universities, as having the IBCC will give them a distinct head start”

- David Barrs, Head Teacher, The Anglo European School in Essex, UK

“...I like the fact that it gives us other opportunities instead of only focusing on university, and helped with career ideas. Before I came to Sixth Form and started the IBCC I was indecisive about whether to go to university or straight into work. But now, at this stage I have decided I want to go to university to study event management, and pursue that as a career...”

- Lindsey Fielding Croft, former student at Park View Education Centre, Canada

“...One of my favourite aspects of the IBCC is it meets not one of the needs, but all of the needs of the student...”

- Robert Gazda, Director of Curriculum, New York Binghamton school district, USA
How is a school authorized and reviewed?

**Consideration phase**

School investigates the IB and its programmes and completes the School information form to express its interest and to request additional information.

**Request for candidacy**

School submits online application form with the corresponding supporting documents to formally apply for candidate status.

**IB decision on candidacy**

The IB makes a decision on candidacy and sends feedback on the Application for candidacy to the school.

**Consultation process**

The IB will visit the school for consultation purposes. This does not apply to schools requesting to offer the IBCC.

**Request for authorization**

The school will be contacted by the IB to either schedule the verification visit or to address certain issues first before moving forward in the process.

**Verification visit**

Verification visit takes place and lasts for two days.

**IB decision on authorization**

Possible outcomes of the verification visit: (a) DG letter of authorization and report, or (b) report and request to address certain matters/issues.

**Review**

After 3-4 years the school does self-study and is then visited every 5 years thereafter.
How the IB develops its curriculum:

- The education committee of the Board of Governors manages overall academic policy across the four programmes.
- Each programme has a programme committee, which is responsible for supervising the quality and development of the programme.
- A published review cycle and timetable aims to ensure that the curriculum is relevant and up to date without the need for unexpected change.
- Schools worldwide are encouraged to contribute by completing questionnaires and surveys, testing new materials, supplying experienced teachers to attend curriculum review meetings, and commenting on draft guides.
- The IB also produces teacher support materials such as sample exam papers, lessons, projects and samples of assessed student work.

The process of review is ongoing. Each IB subject is at a particular point in the review cycle in order to balance the overall workload.
What makes IB assessment special?

- The Diploma Programme is graded over 45 points giving ample scope to differentiate student ability.
- Diploma Programme assessment includes both final examinations and internal assessment undertaken by the teacher to IB criteria and then externally moderated by the IB.
- All examiners are ‘quality checked’ through a process of moderation.
- The IB undertakes random inspections of schools during exams.
- Results are published on 5 July for May exams (predominantly northern hemisphere schools) and 5 January for November exams (predominantly southern hemisphere schools).
The move to E-marking

- 16,500 examiners in 155 countries
- Senior examiners set grade boundaries according to established criteria
- For transparency, observers are invited to meetings
- E-marking provides greater reliability
- Consistency of assessment outcome regardless of examiner, session, language, etc.
- Examiners ‘qualify’ to mark and are quality assured during marking