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What you need to know about the IB

A young girl with long blonde hair, wearing a white button-down shirt and blue jeans, is climbing a thick yellow rope. She is in a gymnasium with a wooden floor and brick walls. The background is slightly blurred, showing a basketball hoop and other gym equipment. The lighting is bright, coming from overhead fixtures.

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”



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*...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**...*



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*...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....*



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IB History timeline



Directors General

Alec Peterson

Gérard Renaud

Roger Peel

Derek
Blackman

George Walker

Jeffrey Beard

Siva Kumari

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 continuum of international education



IB mission statement

IB learner profile

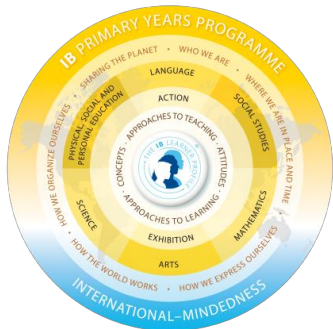
Programme standards and practices

PYP

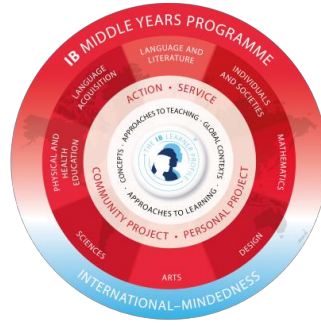
MYP

DP

IBCC



1997



1994



1968



2012



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1997



1994

1968



2013



The Continuum Graphic



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Students will
make **Inquire**

Connections
Think Critically

Work Collaboratively
develop **conceptual**

Understanding

Reflect consider
Take Action and
construct **Meaning**
Multiple Perspectives



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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.**

"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**

"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"

**Angela Riggs, Assistant
Lower School Principle,
ACS International School.**



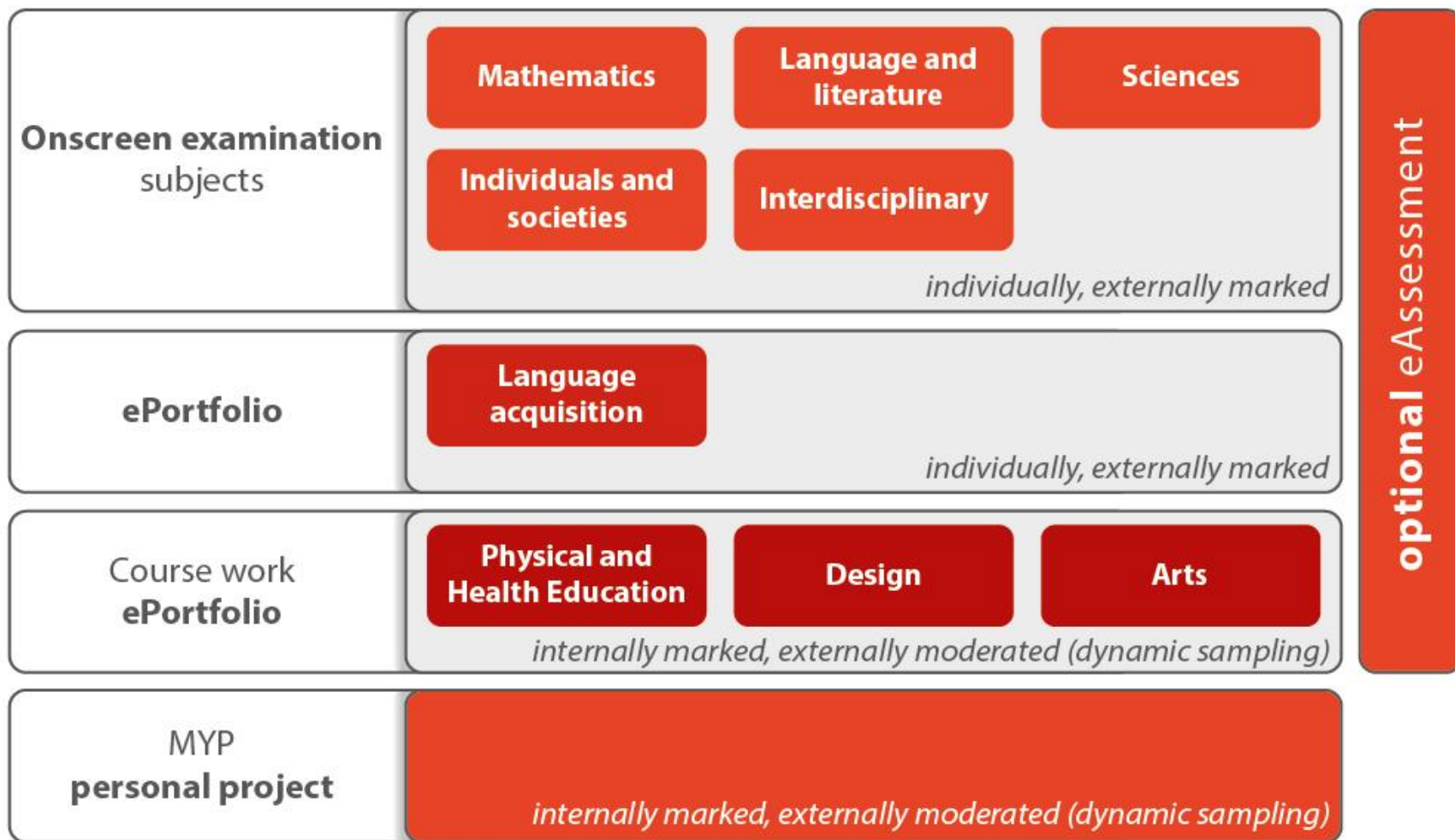
Learn how to learn
Intercultural understanding
Conceptual understanding
Concepts - big ideas
Learning in context
Community service
Creative, critical and reflective thinkers



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New MYP assessment



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
Reflection Community Service
Flexible
Critical Thinking
Develops **Research** skills
Choice within structure
Pre-university



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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
Language Development
Flexible
Reflective Project

Career
related



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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...”

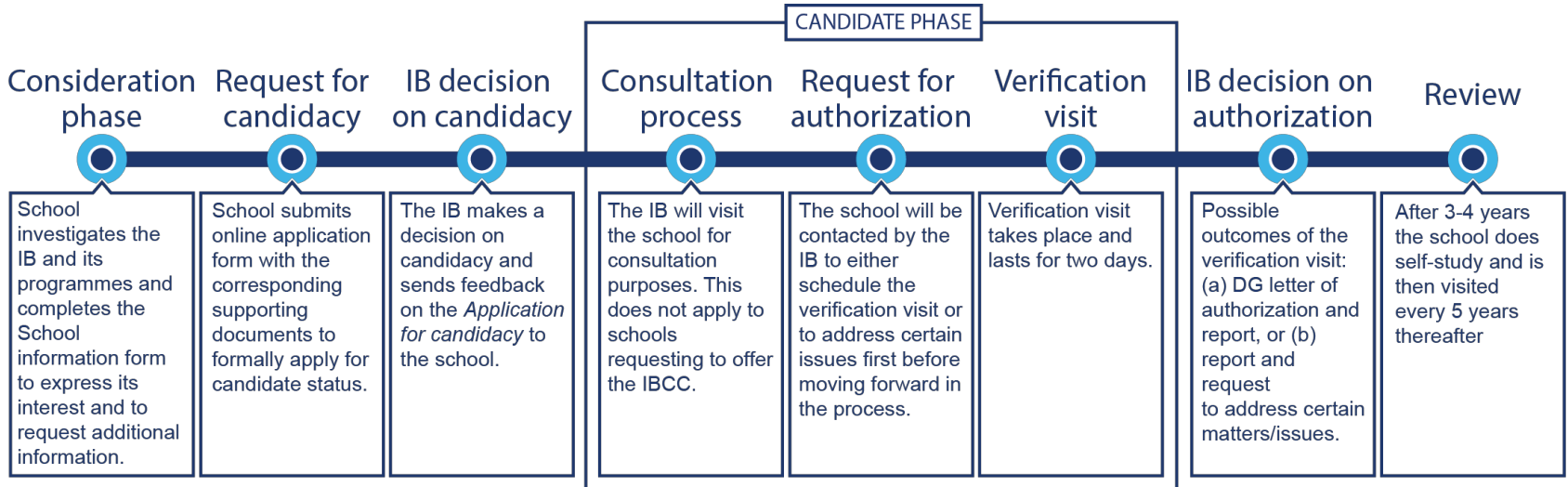
- Lindsey Fielding Croft, former student at Park View Education Centre, Canada

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

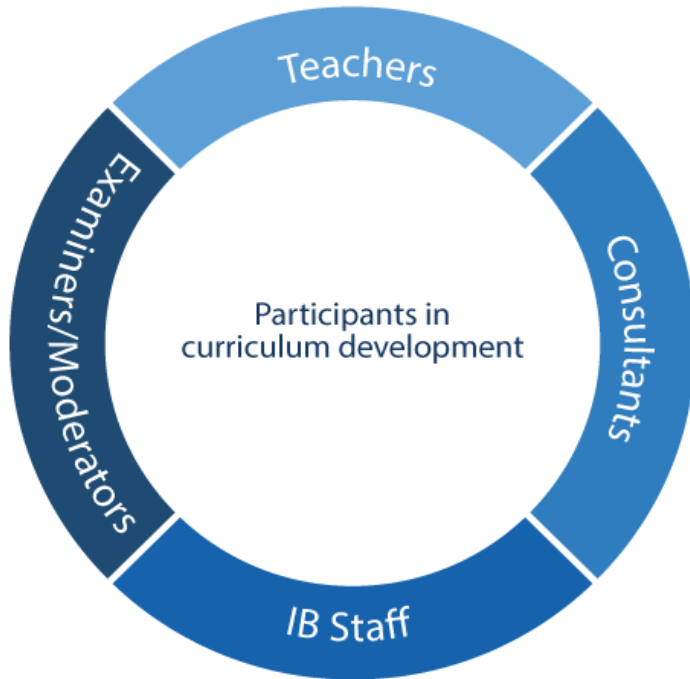
- Robert Gazda, Director of Curriculum, New York Binghamton school district, USA



How is a school authorized and reviewed?



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

Examiners by region 2014

IBAP	26%
IBA	29%
IBAEM	45%





Q & A



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