



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

# What you need to know about the IB

A young girl with long blonde hair, wearing a white long-sleeved shirt and blue jeans, is climbing a thick, light-colored rope. She is smiling and looking down. The background is a gymnasium with a wooden floor and a brick wall. There are several bright lights on the ceiling. A basketball hoop is visible in the background.

## 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...*



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# IB History timeline



1968 69 70 71 72 73 74 75 76 77 78 79 1980 81 82 83 84 85 86 87 88 89 1990 91 92 93 94 95 96 97 98 99 2000 01 02 03 04 05 06 07 08 09 2010 11 12 13 14 15 16 17 18

## Directors General

Alec Peterson	Gérard Renaud	Roger Peel	Derek Blackman	George Walker	Jeffrey Beard	Siva Kumari
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# What is an IB education?

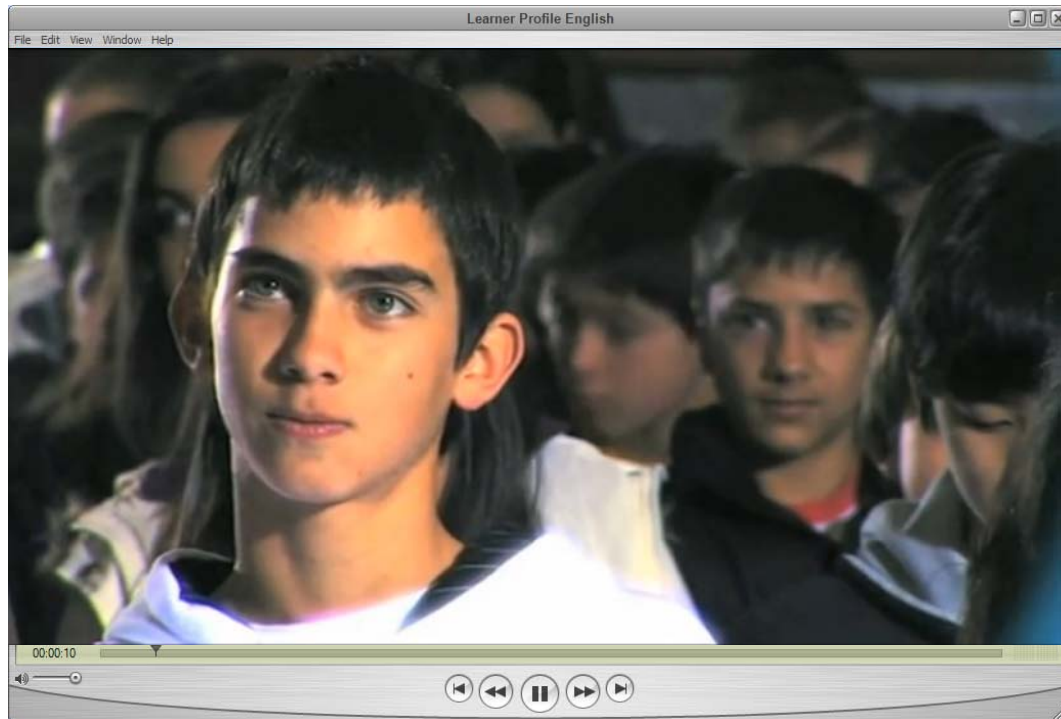


# The IB learner profile

- 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

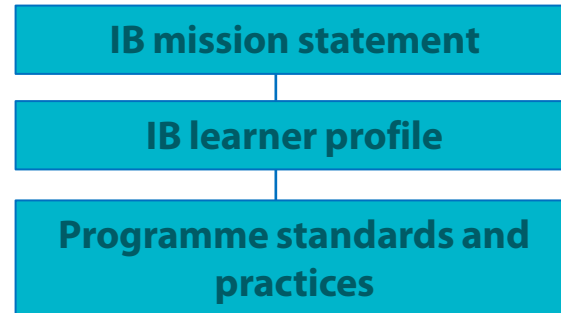


# The IB learner profile





# The IB continuum of international education



1997



1994



1968



2012



**1997**



**1994**

**1968**



**2012**



# The Continuum Graphic



Students will  
 make **Inquire**  
**Connections**  
**Think Critically**  
 Work Collaboratively  
 develop conceptual **Understanding**  
**Reflect** consider  
**Take Action** and **Multiple Perspectives**  
 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.**

*"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



# Programmes: Middle Years Programme





# What are people saying about the MYP?

*"... 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**

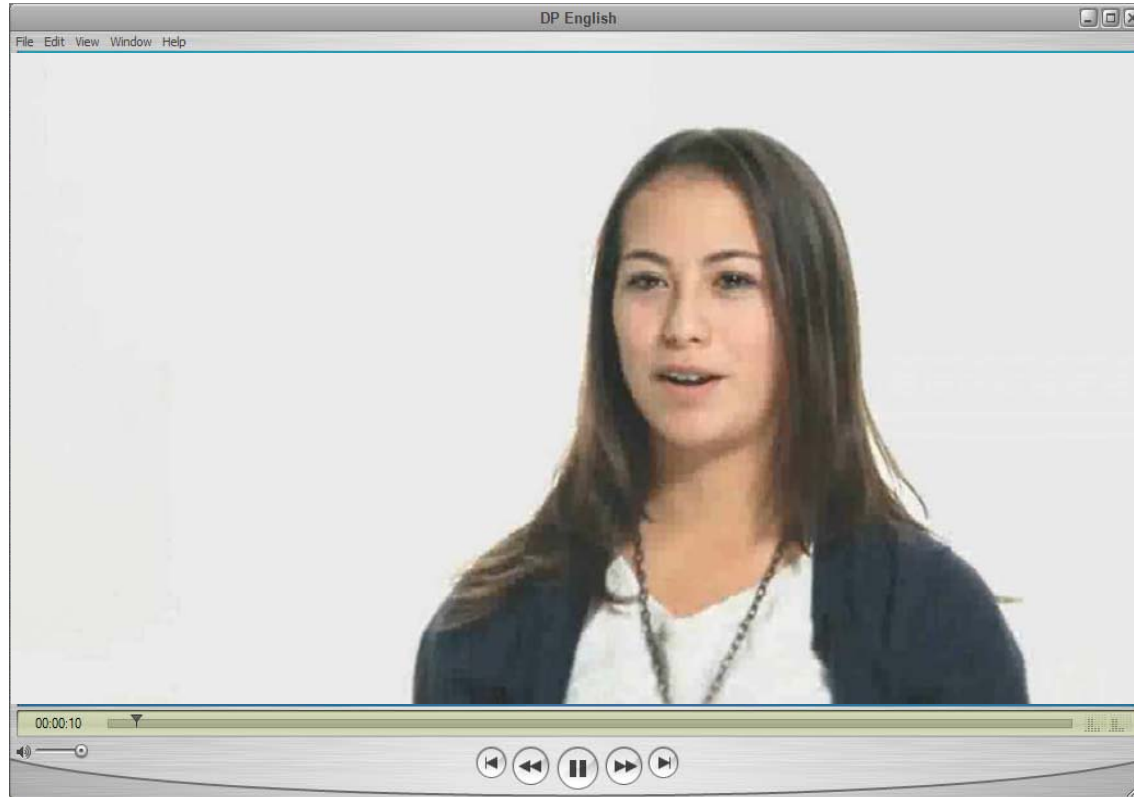
*"... Our parents are excited because students are becoming well-rounded and they're getting that classic liberal arts-minded education..."*

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

**Broad** Rigorous Assessment  
 Reflection Inquiry Community Service  
**Flexible**  
 Critical Thinking  
 Develops **Research** skills  
 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.**

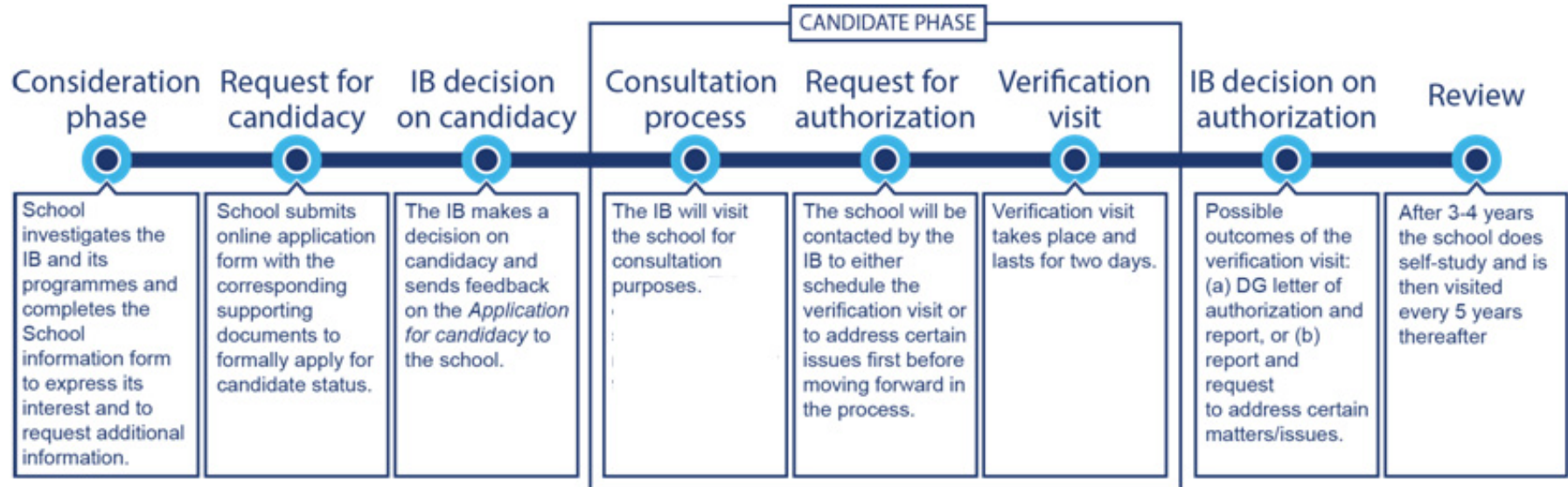


**International**  
**Career-related**  
**Language** development  
**Personal** and **professional skills**  
**Service learning**  
**Academic** courses from  
**Diploma Programme**

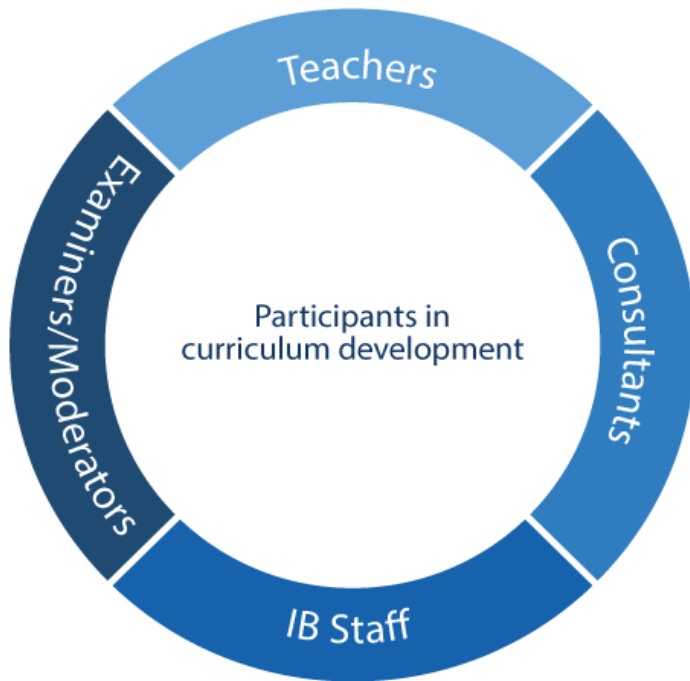


Curriculum model for teaching from  
September 2016/January 2017

# How is a school authorized and reviewed?



# How the IB develops its curriculum:



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.

- 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



# 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

- 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	28%
IBAM	46%



# Q & A



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