High quality international education for a better world

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.
Challenges to Educational Systems in the 21\textsuperscript{st} Century:

- Inequality
- Complexity
- Diversity

\textit{Proposed by George Walker, former IB Director General}
Inequality – the IB supports school communities which are involved in world affairs and community service and develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Complexity – the IB encourages students to develop critical-thinking and encourages students of all ages to be actively engaged in their learning and to this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

Diversity – the IB provides a network of schools and its programmes where students develop cultural awareness striving to present a broad vision of the world so that its students understand that other people, with their differences, can also be right.

Elaborated by Monique Seefried, Chair of the IB Board of Governors
Where we work
Regional Offices

IBCA Curriculum & Assessment Centre: Cardiff, Wales

IB North America Offices: Vancouver & New York

IB Latin America Office: Buenos Aires

IB Asia Pacific Office: Singapore

IB Headquarters & IB Africa, Europe & the Middle East Regional Office: Geneva
Located in New York and Vancouver

Functions

• Application process
• Authorization process
• Evaluation process
• School counseling
• Teacher training
• Regional university & government recognition
Number of Diploma Programme Schools

IB North America: 749
IB Latin America: 209
IB Africa, Europe & the Middle East: 563
IB Asia Pacific: 232
121 Canadian Schools in 9 provinces

617 US Schools in 45 States

11 Schools in Bermuda, Dominican Republic, Curaçao, Cuba, Jamaica, Netherlands Antilles & the Bahamas

1,755 Diploma Programme schools in 128 countries
What we offer
All IB programs share these common elements:

- Promote international-mindedness
- Draw on content from educational cultures around the world
- Require study across a range of subjects
- Establish links among individual subjects
- Require the learning of a second language
- Focus on developing a variety of learning skills
- Provide opportunities for individual and collaborative planning and research
- Encourage students to become responsible and active members of their community
The IB does not own or manage any schools. Instead, we work with schools that share our commitment to international education. These schools:

- share the mission and commitment of the IB to quality international education
- play an active and supporting role in the worldwide community of IB schools
- share their knowledge and experience in the development of the IB programs
- are committed to the professional development of teachers and administrators
“The International Baccalaureate (IB) provides rigorous academic programs and assessments and an unwavering commitment to prepare students to be citizens in an international community. IB is to be commended for its visionary approach to promoting a more peaceful world by engaging students, staff and community in a greater awareness of, and appreciation for, differences between and among the peoples of the world.”

Dr. Gerald Tirozzi, Executive Director, National Association of Secondary School Principals
Features of an international education

- Meaning and importance of culture, starting with one’s own but leading to that of others
- The study of issues of global concern
- An exploration of different dimensions of the human condition

Proposed by George Walker, former IB Director General
IB Learner Profile
IB Learner Profile

• The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.
• The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.
IB Learner Profile

Inquirers

• Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

• They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.
IB Learner Profile

Critical thinkers
• They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.

Communicators
• They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.
IB Learner Profile

Risk-takers
• They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

Principled
• They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.
Caring

• They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.

Open-minded

• Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
IB Learner Profile

Balanced

• They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.

Reflective

• They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.
The IB Diploma Programme
Diploma Programme Overview

Challenging, rigorous, balanced and rewarding!

The IB Diploma Programme is an academically challenging and balanced two-year programme of education with final examinations that prepares students, normally aged 16-19, for success at university and in life beyond. The programme is normally taught over two years and has gained recognition and respect from the world’s leading universities.
Subject Groups

Group 1 and Group 2 – Best language/additional language
  • Students select two languages: one from group 1 and an additional language normally from group 2.

Group 3 – Individuals and societies
  • Business and management; Economics; Geography; History; ITGS; Philosophy; Psychology; Social and cultural anthropology

Group 4 – Experimental sciences
  • Biology; Chemistry; Design Technology; Physics; Environmental systems and societies (interdisciplinary subject groups 3 and 4)

Group 5 – Mathematics and computer science
  • Mathematics Studies; Mathematics; Further Mathematics; Computer Science

Group 6 – The arts
  • Music; Theatre arts; Visual arts; Film
Core Requirements

Extended Essay (EE)
- 4000 word essay, on a topic of student interest
- Provides excellent preparation for independent study at university level

Theory of Knowledge (TOK)
- Critical reflection on how we know and what we know
- Develops awareness of cultural perspectives and biases
- Allows for connections to be established between disciplines

Creativity, Action, Service (CAS)
- A framework for experiential learning, involving students in new and active roles
- Develops awareness and a sense of responsibility towards the community
Students must take three higher level (HL) and three standard level (SL) courses – all two year courses

One course from groups 1-5, and a 6th subject from either group 6 or any other group

• Higher Level
  • 240 recommended hours
  • Exams taken in senior year
• Standard Level
  • 150 recommended hours
  • A maximum of two subjects may be anticipated by Diploma Programme students

Complete core requirements: EE, CAS, TOK
Assessment and Curriculum Review
Underlying philosophy:

- Criterion-related performance – students are assessed against criteria not against one another
- Formative — many of the assessment instruments (particularly the internal assessment tasks) can be used formatively
- Summative — a record of student achievement at or towards the end of the course of study (external)
- Attention is given to high-order skills as well as more fundamental cognitive skills
Assessment promotes the cross-cultural dimension of the programme.

*The following are some examples:*

- In the literature course (A1) students must study works originally written in a language different from the one being followed for their course.

- In second-language courses (language B) the language should be studied in a strong cultural and practical setting.

- The history course includes a compulsory section on world history.

- In the music course, students must carry out an investigation into the relationship between two musical genres from different cultures.
The Assessment Model

Internal assessment
• recognizes the role of the teacher
• gives students a chance to show what they can do over time
• moderated by external examiners
• usually 20-30% of the final grade

External assessment
• Completed by students over an extended period under supervision
• Marked by external examiners
• Examinations chosen for high levels of objectivity and reliability.
• Conventional techniques chosen from short response, text responses, essays, etc.
Assessment

Assessment of each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed. These include:

- Short-response questions
- Extended-response questions
- Essays
- Projects
- Portfolios of pieces of work
- Reports
- Performances
- Exhibitions
Curriculum Review

To make sure that the curriculum for each subject is relevant and current, a curriculum review process exists:

• Each curriculum is revised, every seven years, by committees made up of teachers and educators from around the world.

• Curriculum reviews are announced ahead of time and teacher support material and training are made available.

• Assessment instruments are revised with every curriculum review.
Become an IB World School
Become an IB World School

FEASIBILITY STUDY
Become an IB World School

Feasibility Study:
Begins a minimum of 2 years and 6 months prior to implementation as an authorized school

Activities:
✓ Contact the IB North America Regional office
✓ Identify resources
✓ Gain the support of the entire school community
✓ Gain the support of relevant authorities
✓ Order IB publications
✓ Visit authorized IB World Schools (optional)

Action:
✓ Submit Interested Schools Form (Intent to Apply)
Become an IB World School

- **Feasibility Study**
- **Seeking Candidacy**
Become an IB World School

Seeking Candidacy:
2 years prior to implementation as an authorized school (May – October)

Activities:
✓ Appoint a Diploma Programme coordinator designate
✓ Begin sending staff to Level 1 workshops
✓ Work with consultant (2 days onsite 20 remote hours)
✓ Develop a strategic plan for implementation
✓ Organize collaborative planning and teaming

Actions:
✓ Submit consultant request form – upon receipt
✓ Prepare and submit application form, part A by 1 October
Application and Authorization Workshops (Level 1)

Where:
  • IB North America Regional Workshops
  • IB Contracted Workshops

Who must attend:
  • Designated coordinator
  • Head of school
  • All subject area teachers

Recommended:
  • CAS and EE Coordinators
  • Librarians
  • Counselors
Become an IB World School

- Seeking Candidacy
- Feasibility Study
- Candidate Phase
Become an IB World School

Candidate Phase:
20 months prior to implementation as an authorized school (October – April)

Activities:
✓ Set up teacher accounts to the Online Curriculum Centre
✓ Continue working with IB appointed consultant
✓ Continue sending staff to Level 1 workshops
✓ Development curriculum – course outlines

Actions:
✓ Prepare and submit application form, part B by 1 April
Become an IB World School

- **Authorization Visit**
- **Seeking Candidacy**
- **Feasibility Study**
- **Candidate Phase**
Become an IB World School

Authorization Visit
1 year prior to implementation as an authorized school

Activities:
✓ Prepare and review documentation for the authorization visit
✓ Continue all teacher IB professional development

The visit will take place in the Fall subsequent to the submission of Application Form, Part B.
Become an IB World School

Authorization:

The authorization visit is intended to ensure that the candidate school is genuinely committed to the pursuit of excellence in international education. The IB visiting team also ascertains the school’s preparedness to offer the programme and verifies that the school’s planning has been both systematic and comprehensive.
## Authorization Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Date</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Intent to Apply</td>
<td>1 May 2008</td>
<td>No Fee</td>
</tr>
<tr>
<td>Consultant Agreement Form</td>
<td>1 May 2008</td>
<td>No Fee</td>
</tr>
<tr>
<td>Application Form, Part A</td>
<td>1 October 2008</td>
<td>$7,000 US</td>
</tr>
<tr>
<td>• Access to the OCC</td>
<td></td>
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<tr>
<td>• Includes all consultant expenses</td>
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<tr>
<td>Application Form, Part B</td>
<td>1 April 2009</td>
<td>$7,000 US</td>
</tr>
<tr>
<td>• Access to the OCC</td>
<td></td>
<td></td>
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<tr>
<td>• Site visit expenses</td>
<td></td>
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<tr>
<td>Continuation Fee (optional)</td>
<td>n/a</td>
<td>$5,000 US</td>
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<td>• Access to the OCC</td>
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*Please note that all fees are subject to change*
## Annual School and Assessment Fees

Please note that all fees are subject to change.

<table>
<thead>
<tr>
<th>Fee</th>
<th>Date</th>
<th>Cost</th>
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<tbody>
<tr>
<td><strong>Annual School Fee</strong></td>
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<tr>
<td>• Access to the OCC</td>
<td>1 September</td>
<td>$9,150 US</td>
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<tr>
<td>• Support and advice</td>
<td></td>
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<tr>
<td><strong>Student Registration Fee (per candidate)</strong></td>
<td>15 December</td>
<td>$129 US</td>
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<tr>
<td><strong>Student Subject Fee (per candidate/per subject)</strong></td>
<td>15 December</td>
<td>$88 US</td>
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*Please note that all fees are subject to change*
In addition to the application fees, schools will need to budget funds for the following:

<table>
<thead>
<tr>
<th>Budget Items</th>
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<tbody>
<tr>
<td>Continued IB professional development</td>
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<tr>
<td>Regular collaborative planning time</td>
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<tr>
<td>Add’l planning time for implementation phases</td>
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<tr>
<td>IB publications</td>
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<tr>
<td>IB coordinator position</td>
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<tr>
<td>CAS supervision and coordination</td>
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<tr>
<td>Extended Essay supervision</td>
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<tr>
<td>Resources (int’l library books/textbooks/ict)</td>
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<tr>
<td>Postage for examination mailings</td>
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The cost of the above items will vary dependent on available resources and the size of the proposed program. Costs are ongoing after authorization.
To find out more about becoming and IB World School please visit the International Baccalaureate website at:

- http://www.ibo.org/diploma/become/
- http://www.ibo.org/ibna/educators/
Got Questions?
We’ve Got Answers!

Contact the IB North America Support Desk by phone at (212) 696 4464 ext. 1 or by email at ibna@ibo.org
We at IB North America
Thank You for Attending!

International Baccalaureate: North America & Caribbean
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