



International  
Baccalaureate<sup>®</sup>

**September 23, 2011**



## Outcomes

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- Discuss and explore the meaning of international-mindedness in the IB programme
- Collaborate with programme alike IB Schools

# Welcome and Introductions

Asheesh Misra, President of  
IB Mid-Atlantic

# Updates

- Programming focus for 2011-2012
- Faculty Email list
- Academy
- Survey Results
- Budget
- 2012 Academy Proposals
- College Task Group
- Virginia/Maryland College Fair



# Continuum Programme Professional Development



**Standard A4: The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.**

## How do we put IB principles into practice?

mission statement Fundamental concepts  
learner profile inquiry ethics  
values  
Criterion-related assessment areas of interaction

# Intercultural awareness

Development of,  
attitudes,  
knowledge,  
concepts and skills

Learning about own  
and others' cultures

Impact on school's  
organizational  
structure

Tolerance and  
respect

Empathy and  
understanding

Self-reflection

# Content Statement

The attempt to define international-mindedness in increasingly clear terms and to move closer to that ideal in practice are central to the mission of IB World Schools. (Principles into Practice p. 7)

## Activator:

To what extent does the Learner Profile relate to the curriculum?

- Form small groups
- Review the descriptors of the Learner Profile.
- Add at least one statement per descriptor to show how students (and teachers) demonstrate this descriptor in your class and your curriculum.



| Attribute            | Humanities   |
|----------------------|--|
| <b>Caring</b>        | Is it important that we should care about our history? Is it important to care about one's heritage? How much do you care about your environment? Why should we learn about the history of others or the geography of places we'll never visit? Are you able to help others in your group learn and understand about Humanities better?  |
| <b>Principled</b>    | Why is it important to be honest in Humanities? Is it possible to be honest in Humanities? What does being honest mean with respect to humanities? Are you able to accept advice when you make mistakes in your work? Does the study of issues in humanities leave you with a responsibility? Does everyone have the right to interpret their own history as they please? Where do ethics fit into humanities? |
| <b>Open-minded</b>   | How open-minded are you when others have different interpretations of history? How open-minded are you when it comes to the exploitation of natural resources? How open-minded are you when it comes to others sharing their religious views with you and others? Choose an issue/conflict that you feel passionately about - do you really understand the issue from both sides?                              |
| <b>Risk-takers</b>   | History is all about facts that happened in the past - where is there any chance of being a risk-taker in history topics? Collecting all the information you can about an issue, are you confident enough to put forward your own ideas about it openly?   |
| <b>Balanced</b>      | Do you compare different sources before coming to a conclusion about a humanities issue? How balanced are your views? How do you make sure you are in the best condition you can be for learning in humanities? How do you learn best in humanities? Are there better ways?  |
| <b>Inquirers</b>     | Does history have any relevance to my life? How does (geographically) where I live affect who I am? Do we learn from history? What is important to learn from history? How do I deal with the religious certainty of others? Could everyone have an advanced lifestyle that is sustainable? How well can we know the truth about the past?   |
| <b>Knowledgeable</b> | What do I need to know in Humanities that is truly relevant to me? How does what I know from Humanities define who I am? Does knowing information in Humanities help me become a better person? How sure can you be about the past? How sure do you need to be? Can understanding my environment make for a better life?   |

## What does an “IB World School” look like and sound like

- **Remain in your groups.**
- **What is your view of an IB world school?**
- **Create a colorful representation of "your world school" on poster paper.**
- **Display and be ready to share**

## Learners without Borders: A curriculum for global citizenship

| Global - What is it? | International - What is it? |
|----------------------|-----------------------------|
| Example-             | Example-                    |
| Non-example-         | Non-example-                |

## International education is:

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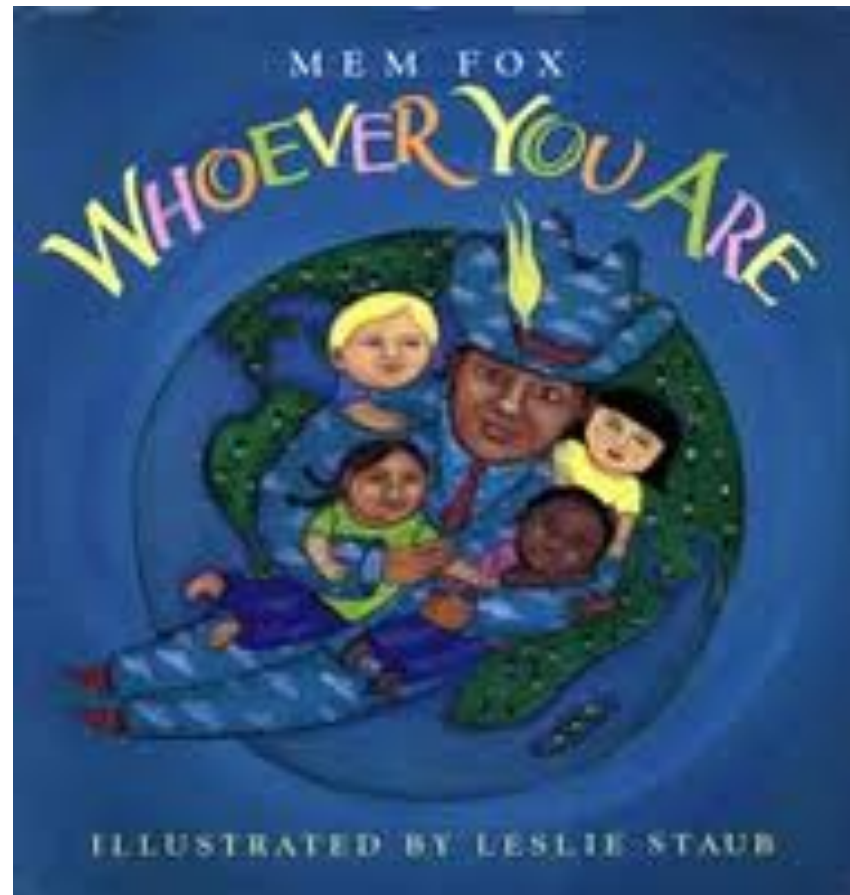
- NOT teaching groups of students from different nationalities
- NOT studying the history, geography, and customs of other countries
- NOT arranging foreign exchanges
- NOT having a strong foreign languages department *though each of these might help.*

George Walker, Director General, IBO, 2000

# Perspective

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- **Weird or different?**
- **What is perspective?**
- **Where are the opportunities to consider perspective in the teaching and learning at your school?**



# Programme Alike Work Groups

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