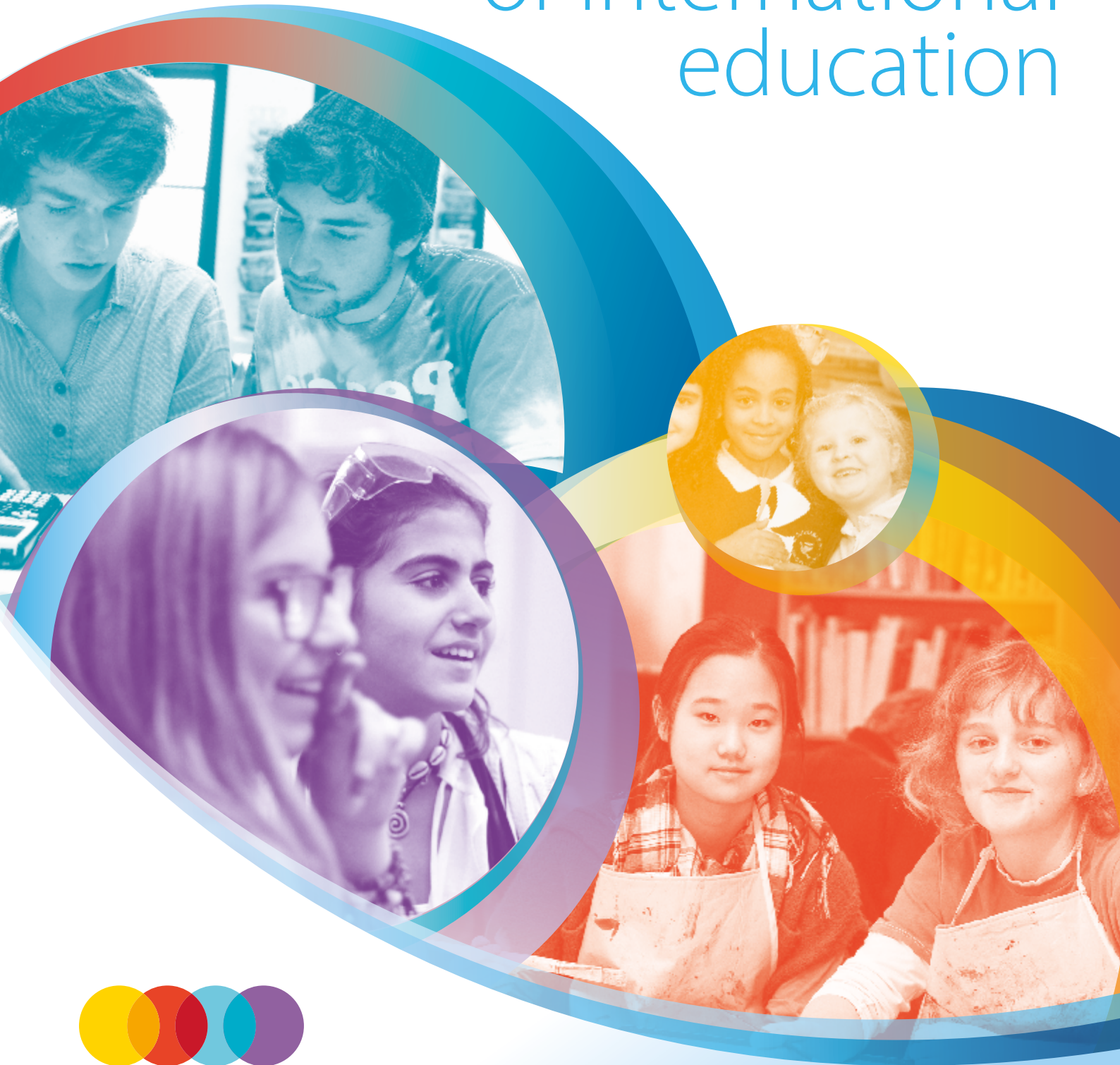




International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

The **IB** continuum of international education



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Education for a better world

What is an IB education?

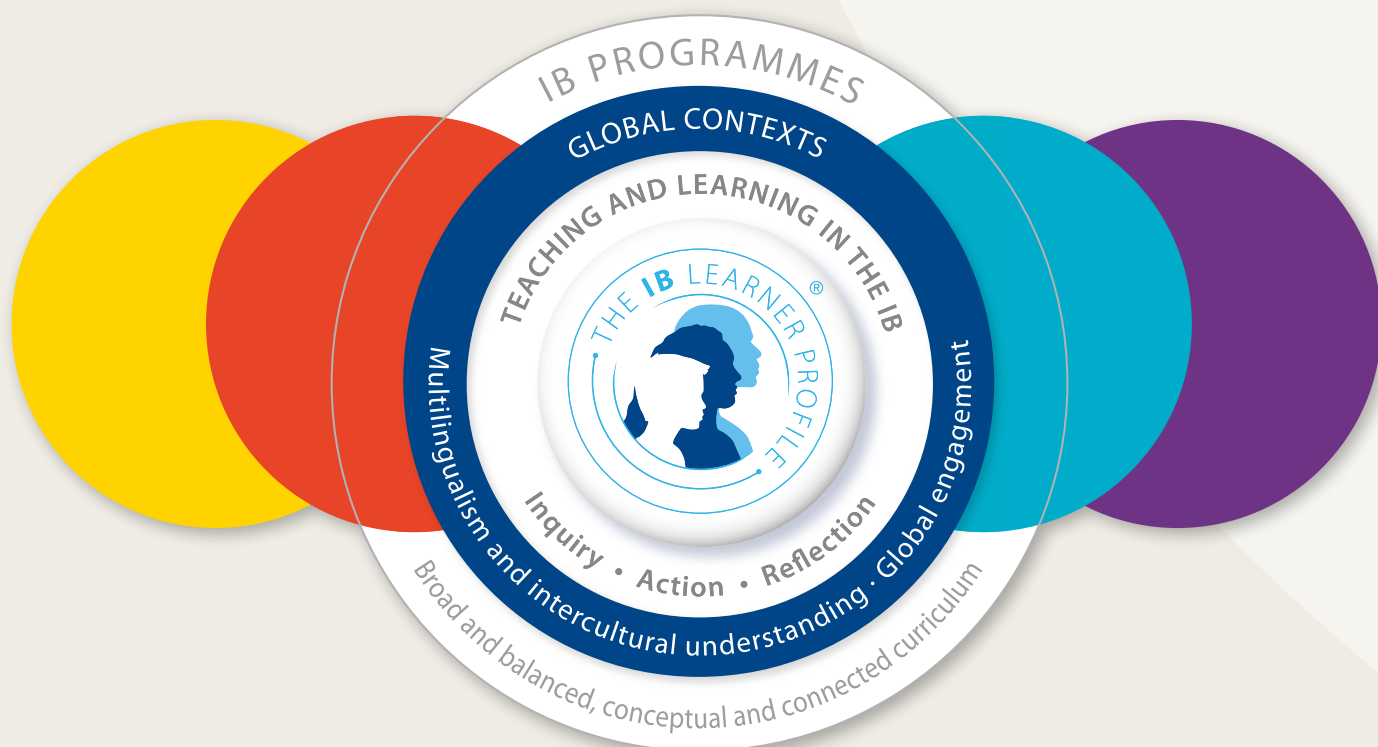
The IB continuum of international education for 3-19 year olds is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students with character: students who can respond to challenges with optimism and an open-mind; students confident in their own identities; students who make ethical decisions; students who join with others in celebrating our common humanity; students who are prepared to apply what they learn in real world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision. An IB education is informed by the values described in the learner profile and:

- **centres on learners** – the IB’s student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- **develops effective approaches to teaching and learning** – IB programmes help students to develop the attitudes and skills they need for both academic and personal success
- **works within global contexts** – IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- **explores significant content** – IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.





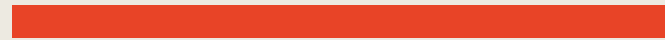
The Primary Years Programme (PYP): preparing students to be active participants in a lifelong journey of learning

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.



The Middle Years Programme (MYP): preparing students to be successful in school and to be active, lifelong learners

The MYP is designed for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.



The Diploma Programme (DP): preparing students for success in higher education and life in a global society

The DP is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.



The IB Career-related Programme (CP): preparing students to follow their chosen pathways in life

The CP incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning. The CP's flexible educational framework allows schools to meet the needs, background and contexts of students. Each school creates its own distinct version of the CP.



IB school services across the continuum

Any school, or group of schools, wishing to offer a programme of study from the International Baccalaureate® and attain IB World School status, must first undertake a process of authorization. Consistent authorization requirements ensure that schools are well prepared to implement IB programmes successfully. Schools usually develop the IB continuum over time, adding programmes as the school grows. New schools may request simultaneous candidacy, although they typically stagger the journey before they attain authorization across the continuum.

Before they begin offering any IB programme, schools first complete an online 'School Information Form' that establishes formal communications with the respective regional office, and then they can apply for candidacy status. Once approved, the IB assigns an experienced consultant for each programme who works with the school to prepare for a verification visit.

IB programmes are challenging and call forth the best from school communities. Implementing multiple programmes from the IB continuum makes significant demands on school leaders

to develop policies and procedures that can be applied school-wide, including concern for access and inclusion, multilingualism, curriculum alignment and helping students make successful transitions between programmes and educational levels. Many schools find a continuum approach to be highly rewarding for their students and their community, one that offers a coordinated and consistently high-quality education.

All IB World Schools participate in an ongoing process of review and development that includes both shared and programme specific standards and practices. Teachers in IB World Schools are constantly challenged to reflect upon and improve their practice through self-study. Schools receive regular evaluation reports and visits from the IB; multiple programme schools can request a synchronized evaluation. In addition, the IB now offers synchronized visits with other international accrediting organizations (for example, the Council of International Schools) for eligible multiple programme schools.



Professional development in the IB continuum

IB professional development for the continuum helps educators facilitate the articulation between programmes, builds understanding and share best practices that promote intercultural understanding and global engagement, and develop practical ways to integrate the IB learner profile in and beyond the classroom. In addition, there are opportunities for school leaders to gain a deeper understanding of the IB mission and vision and how they can be applied effectively in IB World Schools. Continuum workshops explore how to create inclusive classrooms, how to educate for international-mindedness, and how to lead IB World Schools.

The IB's Teacher Education Services department offers four certification experiences for educators in all IB programmes: the IB certificate in teaching and learning and the IB advanced certificate in teaching and learning research, as well as the IB certificate in leadership practice and the IB advanced certificate in leadership research. Working in cooperation with leading teacher training universities around the world, the IB offers these credentials to promote rigorous action research and to support best practices in leadership, curriculum development, pedagogy and assessment.



IB learner profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

• Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

• Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

• Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

• Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

• Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

• Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

• Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

• Risk-Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

• Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

• Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



“Education in and for the 21st century is every bit as much about becoming a learner as it is about what is learned. The seamless integration of all four IB programmes and the clear focus on the core element of the learner profile in each programme ensures that all members of the learning community keep that goal sharply in focus.

As a PYP, MYP and DP school encompassing three year olds to eighteen year olds, the IB continuum is invaluable in shaping a consistent environment in which learners and their learning remain at the centre of everything that we do.”

Glenn Odland,
Head of School
Canadian International School
Singapore

“We opted for an inquiry based continuum of learning because we want our students to become the ones who ask the questions, not have prefabricated answers ready. By offering all four IB programmes, we can do this in a global context – and it works.”

Peter Kotrc,
Director
The Berlin Brandenburg
International School
Berlin, Germany

“The IB continuum of education is extremely important as it departs from a single educational philosophy and is then branched throughout the human continuum of development with consistent pedagogical elements. That is what a coherent educational model is all about.”

Alfonso García Williams,
Head of School
Colegio Williams de Cuernavaca
Mexico



- Become an IB student
- Teach at an IB World School
- Become an IB World School
- Volunteer or work for the IB

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