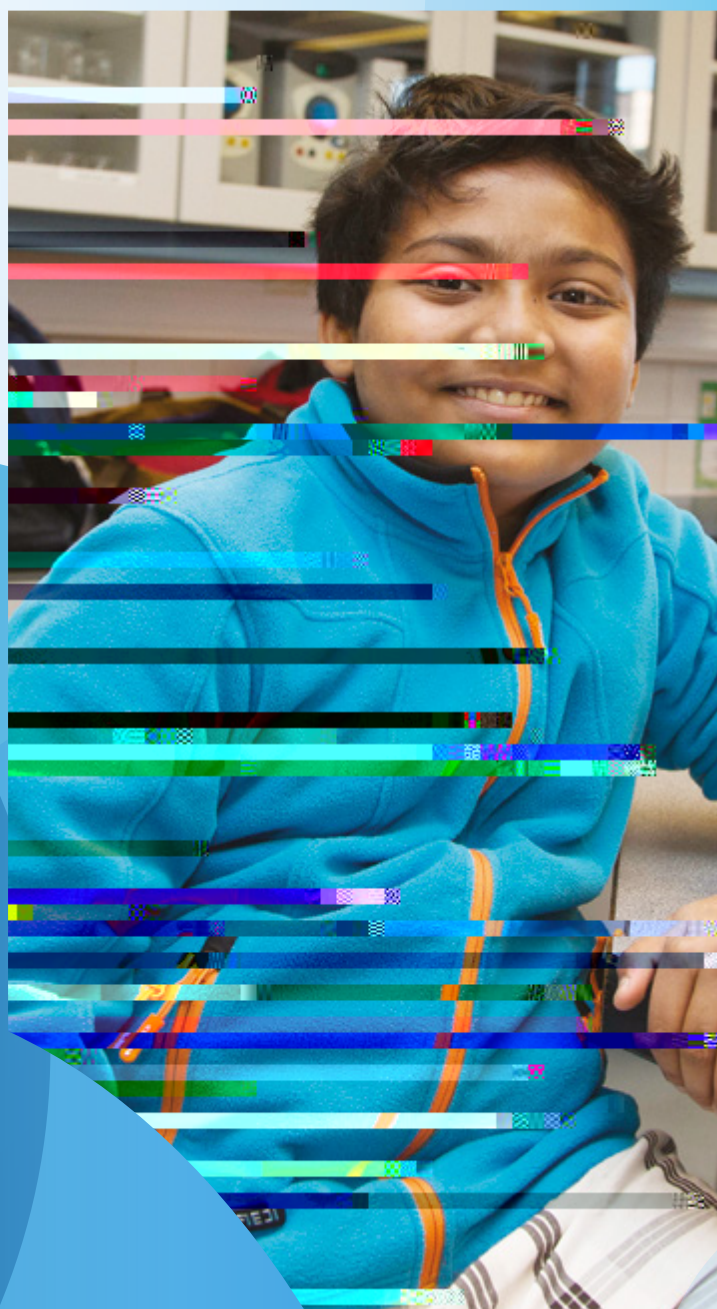




THE INTERNATIONAL BACCALAUREATE:

- ONE MISSION
- FOUR CHALLENGING PROGRAMMES PROVIDING A CONTINUUM OF EDUCATION FOR CHILDREN FROM 3-19 YEARS
- OVER 4,200 IB WORLD SCHOOLS IMPLEMENTING MORE THAN 5,300 PROGRAMMES
- MORE THAN 75,000 TEACHERS TRAINED EACH YEAR
- MORE THAN 1,250,000 STUDENTS AGED 3 TO 19



INTERNATIONALLY



IB programmes share a powerful vision that is informed by the values described in the learner profile.

An IB education:

fosters well-being

the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge,

develops each learner's potential

IB programmes help students to develop the attitudes and skills they need for both academic and personal success,

promotes global understanding

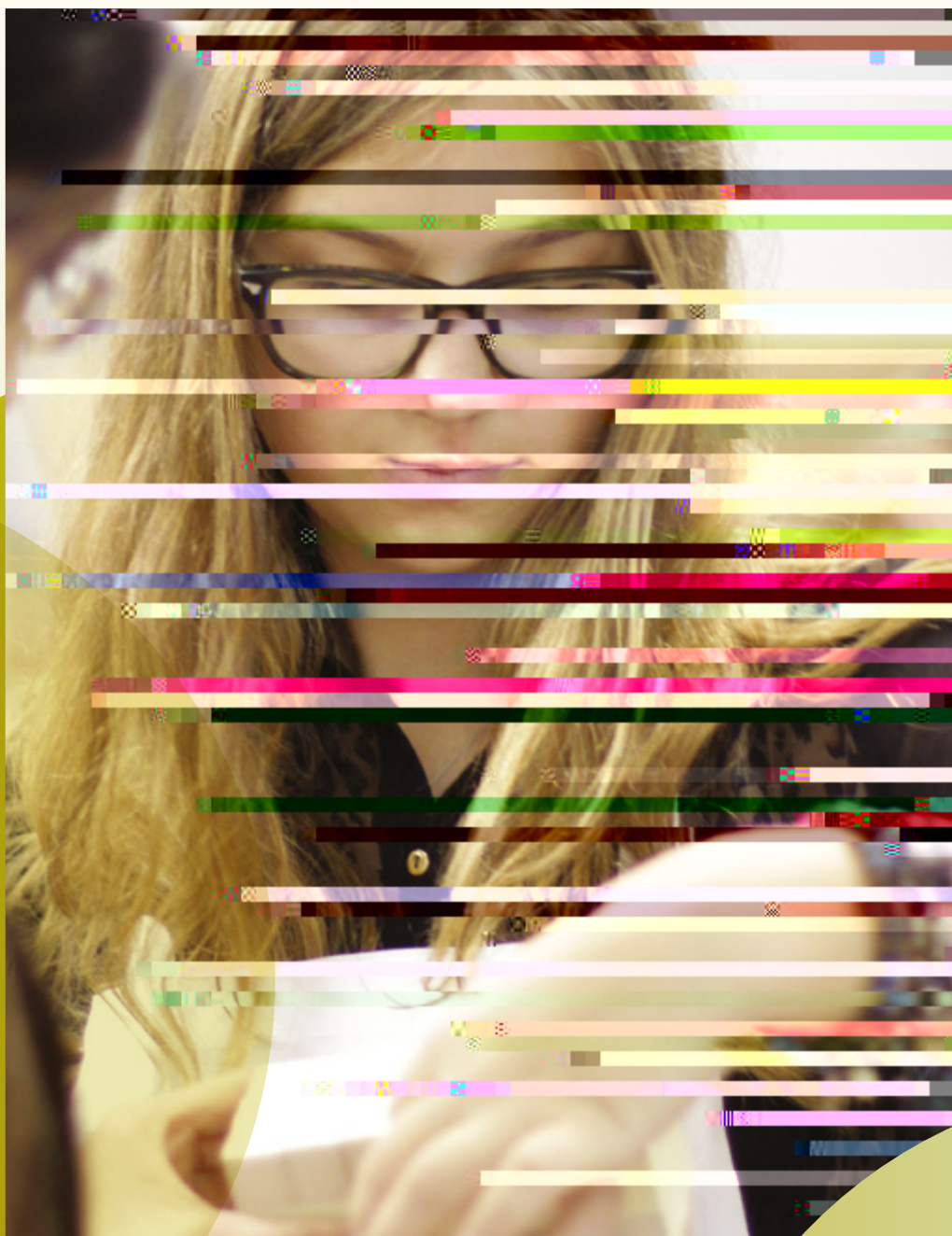
IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues,


offers a well-rounded education

IB programmes offer a curriculum that is broad and balanced, conceptual and connected.



FOUR CHALLENGING PROGRAMMES





The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the PYP and prepares students to meet the academic challenges of the IB Diploma Programme and the IB Career-related Programme.

The IB Diploma Programme (DP),

for students aged 16 to 19, is a balanced and academically challenging programme of education with rigorous assessment. The DP prepares students for success in higher education and encourages them to become active participants in an increasingly global society. The programme has gained recognition and respect from the world's leading universities.

The IB Career-related Programme (CP),

for students aged 16 to 19, incorporates the educational principles, vision and learner profile of the IB into a unique programme that specifically addresses the needs of students who wish to engage in career-related education.

This programme allows students to benefit from elements of an IB education and enables students to benefit from elements of an IB education and

WHAT MAKES IB PROGRAMMES UNIQUE?

I **e** **a** **W** **a**

Our commitment to international education starts with a belief that the only way to appreciate someone else's culture is first to be confident in your own.

The international-mindedness that permeates our programmes is about more than simply learning a second language. For example, in biology, students might learn about the typhoid bacteria but also its impact on life expectancy in a developing country. Students learning about the history of their town or region might look at the broader context, of history and the effects of certain global events, and how these impact on their local environment.

I **d** **e** **f** **i** **n** **e** **d**

The IB and its programmes are unique in many ways. We are a not-for-profit organization, which means that there are no shareholders and any surplus income is reinvested in our work. We are independent of political and commercial interests. We operate in 143 countries, frequently working alongside national educational systems. Most schools, for example, offer the DP alongside other courses whereas the PYP and MYP are flexible enough to incorporate national curriculum requirements.

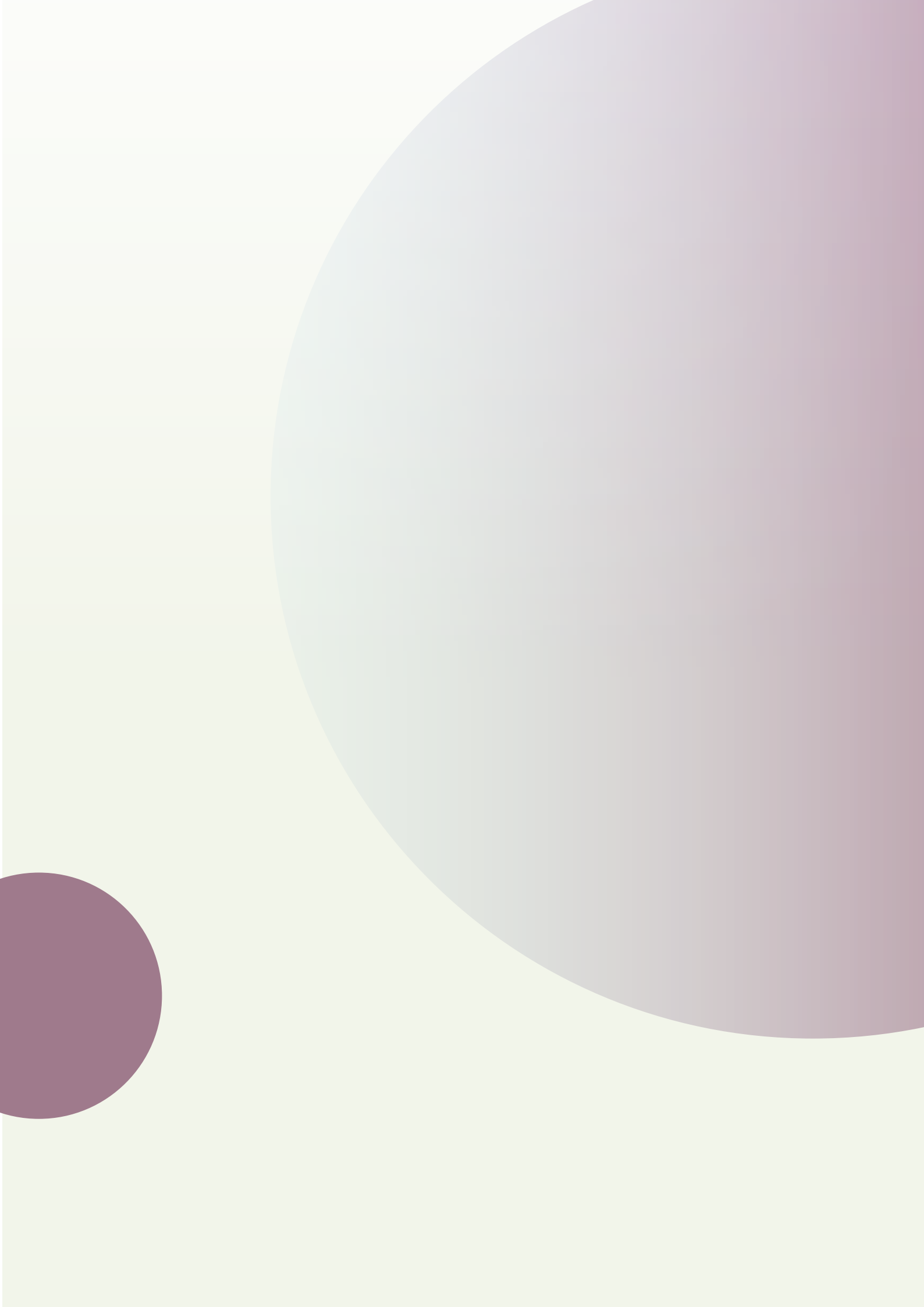
R **e** **s** **e** **a** **r** **c** **-** **b** **a** **s** **e** **d**

Like the world it seeks to improve through education, the IB never stands still. Our programmes and curricula evolve and undergo regular review to ensure we are delivering the best possible education for IB students. Our vision is constantly sharpened by research, both our own and that of other respected academic bodies.

Innovative and creative educators from many different cultures play a critical role in the development of each programme. The programmes represent good practice from around the world, and the curriculum review process involves practising teachers, examiners and education experts.

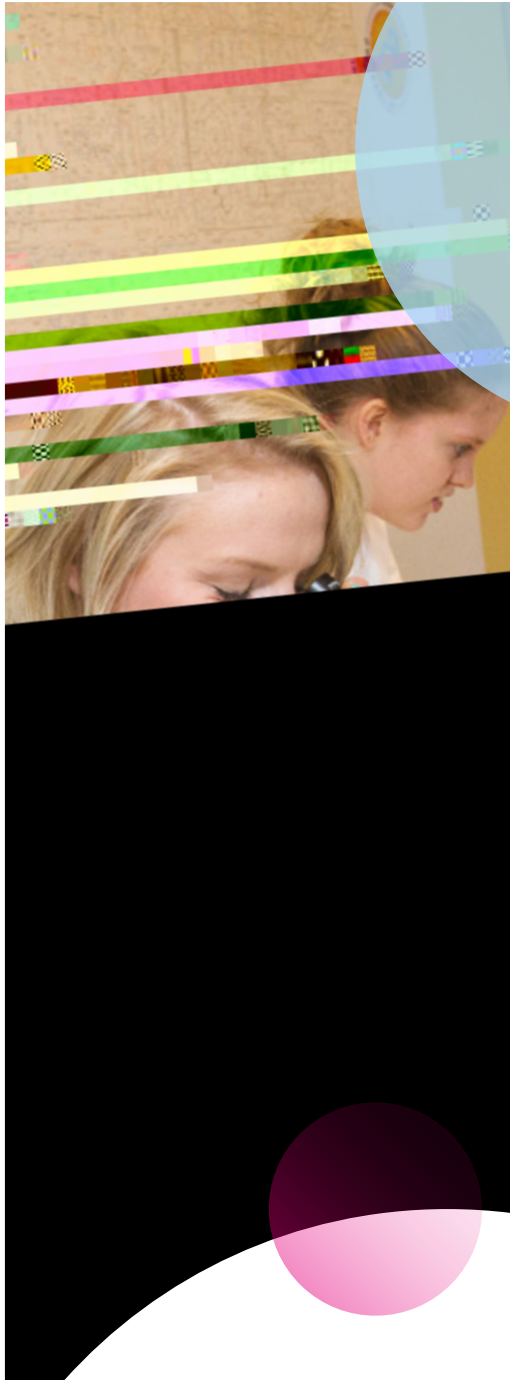
We are flexible enough to offer our programmes alongside national curriculum requirements.







MORE THAN 75,000 TEACHERS



Teachers respond enthusiastically to our high standards. They regularly attend IB workshops and conferences and participate in online discussions. Teachers also participate in IB curriculum reviews, join the teams responsible for authorizing and evaluating schools and may become IB workshop leaders or examiners. The IB brings out the highest professional standards in teachers, providing an ethos and approach that both involves and motivates the best in teaching.

W ?

IB teachers share our mission to provide an international education through programmes that have been developed using experiences and expertise from across the world. Teacher contribution has always been central to our development, and we value our teachers' input highly.

We are fully committed to ensuring teachers are a central part of our community and provide the best possible opportunities for

them to continue their own learning. IB teachers appreciate this strong emphasis on their continued professional development as they, alongside their students, are continually challenged.

The IB runs workshops around the world, bringing teachers together to learn and share their experience, training more than 75,000 teachers a year. We are also harnessing the global village power of the Internet to provide online teacher conferences, networking and teacher training.

Teachers respond eagerly to the fact that all four programmes involve a high element of teacher trust, rather than using the more formulaic teaching materials that they may have been used to. We want IB teachers to be innovative and creative.

No wonder IB teachers are so enthused.

"As a school that has offered the Diploma Programme for over 30 years, it is a joy to now run a school that offers three IB programmes, the PYP, MYP and DP in one fluid continuum. Our students move from one programme to the next fully prepared for what is to come. Our students are competent problem solvers, rarely fazed by the unexpected and often inspired by the content of the curriculum"

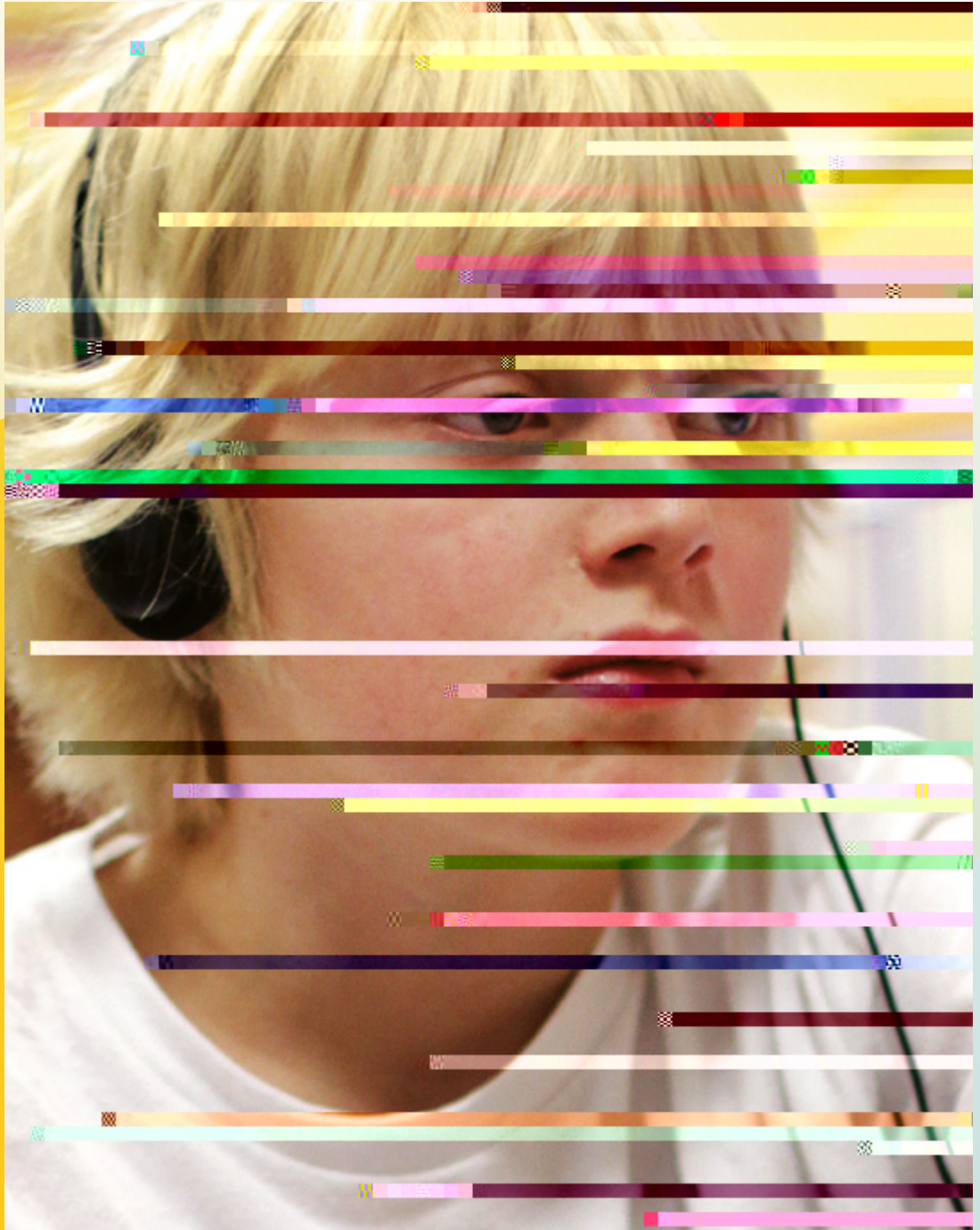
G JWe Assistant Principal

International School Hilversum , The Netherlands

Students are taught to think for themselves and to drive the learning process.
Teachers like that; students thrive on it.



A LOCAL AND GLOBAL COMMUNITY



The IB experience is not just a way to learn, it's a way of life and, for more than 1,250,000 students each year, the way to a better, more peaceful world.



IB students take an active part in, and contribute to, their school, their local community and their global community. It becomes a way of life for IB students to feel loyal to their immediate surroundings but to also think beyond them.

Many IB World Schools offer their students the opportunity to participate in exchange programmes so that they can learn from their experiences. For example, students in the Canadian International School in Bangalore, India, travelled to Chiang Mai, Thailand, where they worked on a construction project at a government primary school.

In Lebanon, the Wellspring Learning Community actively engages in Global Youth Service Day, as do other IB World Schools. And many IB World Schools take action based on the annually-themed Global Lessons available on the IB website.

We practise what we teach, too. We are committed to making good education accessible to everybody. Geography, finance and resources can make this difficult but, ever since the IB was founded, we have worked tirelessly to overcome these barriers to create a better and more peaceful world through education.

That is why, today, more than half of IB World Schools are state funded and why the organization has a bursary fund to promote access. Short-term grants are available for schools that are experiencing temporary financial challenges or that are demonstrably increasing access to IB programmes.

In recognition of how the IB can contribute to developing future generations, the governments of Australia, Ecuador, Japan, Malaysia, Spain, Canada and the United States are supporting the IB Diploma Programme in many more state schools. It is an important part of government policy to raise educational standards where possible.



“The recognition of Seneca Academy as an IB World School delivering the Primary Years Programme, makes me extremely proud of our teachers, staff and parents who have dedicated themselves to helping our students become lifelong learners. 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

“At King Edward’s School we made the decision to move to a solely IB Diploma curriculum because we believed that it would provide a really challenging education and would be the best preparation for university study”.

John Cloughton, Chief Master, King Edward’s School, Birmingham, UK.

“The Career-related Programme enables a school to open up the IB experience to a wider range of students”

David Barrs, Head Teacher, The Anglo-European School, Essex, UK

“One of my favourite aspects of the Career-related Programme is that it meets not one of the needs, but all the needs of the student”

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

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

Support our mission and join the IB community at www.ibo.org or contact your IB regional office:

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