



## **IBO Mission Statement**

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.

Students at International Baccalaureate® (IB) World Schools are given a unique, challenging and diverse education.

IB learners are:

- encouraged to think critically and solve complex problems
- drive their own learning
- a core part in educational programmes that can lead them to some of the highest-ranking universities around the world
- more culturally aware through the development of a second language
- able to engage with people in an increasingly globalized, rapidly changing world.

# IB Learner Profile

*The aim of all IB programs 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 inquiry and research and show independence in learning. 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 analyze 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 perspective 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 ten attributes valued by IB world schools. We believe these attributes, and others like them, can help people become responsible members of local, national, and global communities.*

# The Middle Years Program Curriculum



The MYP aims to develop active and internationally-minded learners, ages 11-16, who can empathize with others and pursue lives of purpose and meaning. Through its curriculum design, the program empowers students to inquire into a wide range of issues and ideas of significance locally, nationally, and globally. The result is young people who are creative, critical, and reflective citizens.

*The MYP program model (left) places the student and the way the student learns at its center, as the child's development is the basis of the whole educational process.*

## Contextual Lenses: Global Contexts

MYP global contexts provide shared starting points for inquiry into what it means to be internationally-minded, framing a curriculum that promotes multilingualism, intercultural understanding, and global engagement. They are:

<p style="text-align: center;"><b>Identities and Relationships</b> Who am I? Who are we?</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; what it means to be human.</p>	<p style="text-align: center;"><b>Personal and Cultural Expression</b> What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.</p>
<p style="text-align: center;"><b>Globalization and Sustainability</b> How is everything connected?</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p style="text-align: center;"><b>Scientific and Technical Innovation</b> How do we understand the world in which we live?</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>

<p><b>Fairness and Development</b></p> <p>What are the consequences of our common humanity?</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<p><b>Orientation in Space and Time</b></p> <p>What is the meaning of “where” and “when”?</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local, and global perspectives.</p>
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These (and other) contexts for teaching and learning inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on what it means to be members of local, national, and global communities, and they reflect the real-life issues and concerns of adolescent learners.

### Key Concepts:

Key concepts are broad, organizing powerful ideas that have relevance within the subject group but also transcend it, having relevance in other subject groups. These concepts are timeless, universal, and abstract, represented by one or two words. The concepts are used in all subject groups in order to develop **depth of understanding** and promote disciplinary and interdisciplinary learning. The sixteen prescribed key concepts, each contributed by one or more subject groups, are listed below.

Aesthetics	Connections	Form	Perspective
Change	Creativity	Global Interactions	Relationships
Communication	Culture	Identity	Time, Place, and Space
Communities	Development	Logic	Systems

### Approaches to Learning (ATL)

Through Approaches to Learning in IB programs, students develop skills that have relevance across the curriculum that help them “learn how to learn.” They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on and articulate on the process of learning. The five ATL Skill Categories are:

- Communication
- Social
- Self-Management
- Research
- Thinking

