



International<sup>®</sup>  
Baccalaureate

**A continuum of  
international education**

Three programmes: one continuum

# Contents

---

- IB mission statement
- Learner profile
- Background
- The IB continuum
- The IB continuum inception
- Structural continuum
- Structural continuum continued
- Learning to learn continuum
- Language learning continuum
- Special education needs continuum
- Academic honesty continuum
- Assessment continuum
- Consolidation of learning continuum
- Action continuum
- Programme evaluation continuum
- Three programmes: one continuum

## Organization: What is the IB mission and legal status?

*The IB is a not-for-profit foundation, motivated by its educational mission, focused on the student.*

### Mission

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.

### Legal status

The IB is a non-profit making Swiss Foundation registered in 1968. The activities of the organization are determined by an Act of Foundation approved by the Swiss authorities.

### Core values

#### **Motivated by a mission**

We aim to create a better world through education

#### **Partnerships**

We achieve our goals by working together

#### **Quality**

We value our reputation for high standards

#### **Participation**

We actively involve our stakeholders

#### **International mindedness**

We embrace diversity

#### **Further resources:**

- The *Annual Review* including accounts is available on [www.ibo.org](http://www.ibo.org).

## Programmes : What is the Learner Profile?

*It's the IB mission statement translated into a set of learning outcomes for the 21<sup>st</sup> century.*



The attributes of the learner profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the three programmes and, therefore, the culture and ethos of all IB World Schools.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

### **IB learners strive to be:**

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-minded

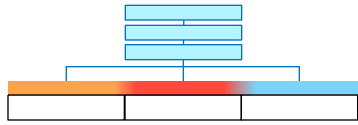
Caring

Risk-takers

Balanced

Reflective

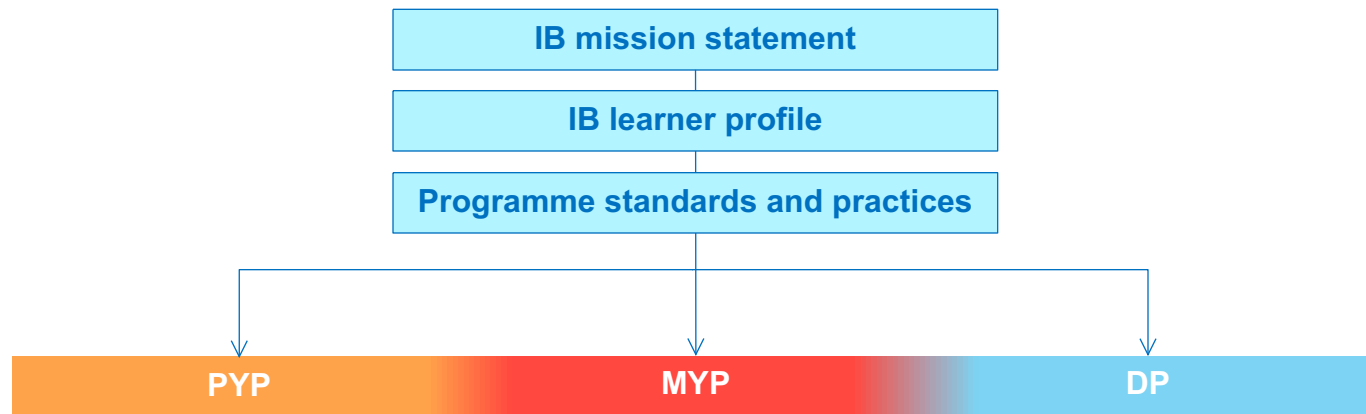




## Background

- The following slides identify the common strands and unique components of the three IB programmes: *Primary Years Programme (PYP)*, *Middle Years Programme (MYP)*, and *Diploma Programme (DP)*.
- The IB publication, *Towards a continuum of international education*, offers an in-depth discussion for each of the following continuum topics.
- A more detailed explanation of each IB programme is located in the respective programme publications and PowerPoint presentations available from the IB.

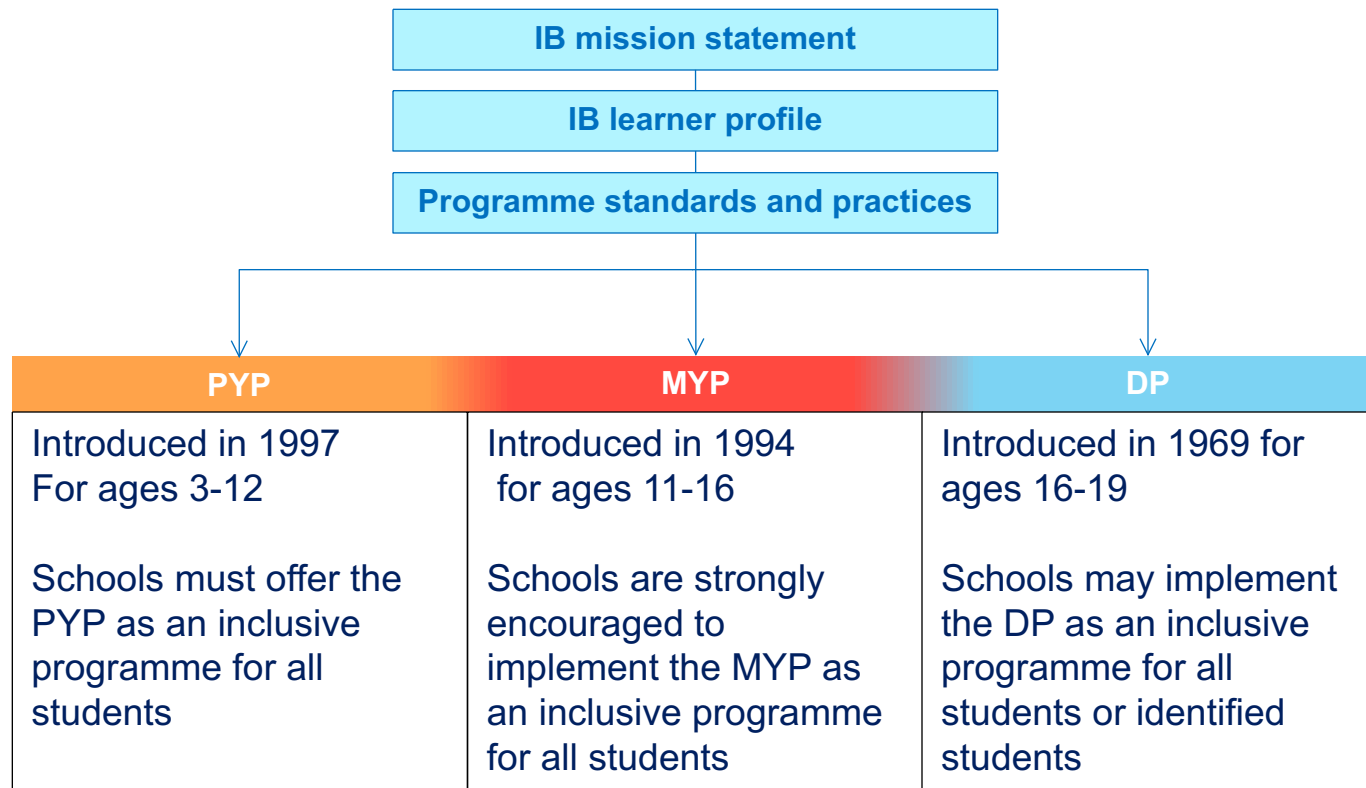
# The IB continuum of education



## Three programmes: one continuum

Continuum - part of a Latin verb now used in English as a noun meaning *to keep together*, *uninterrupted without a break: a continuous series in which no part is noticeably different from the parts immediately next to it but the extremes or ends are very different.*

# The IB continuum inception





## Structural continuum

| PYP  | MYP  | DP  |
|--|--|---|
| <p>Programme of inquiry and scope &amp; sequence for six subject areas:</p> <ul style="list-style-type: none"> <li>•Language</li> <li>•Mathematics</li> <li>•Social studies</li> <li>•Science</li> <li>•Arts</li> <li>•Personal, social &amp; physical education</li> </ul> <p>Prescribed planner to support inquiry</p> | <p>Eight subject areas with aims, objectives &amp; assessment criteria:</p> <ul style="list-style-type: none"> <li>•Language A</li> <li>•Language B</li> <li>•Humanities</li> <li>•Sciences</li> <li>•Mathematics</li> <li>•Arts</li> <li>•Physical education</li> <li>•Technology</li> </ul> <p>Planner for units of work</p> | <p>Six subject groups with detailed syllabus &amp; assessment guides:</p> <ul style="list-style-type: none"> <li>•Language A1</li> <li>•Second language</li> <li>•Individuals &amp; society</li> <li>•Experimental sciences</li> <li>•Mathematics &amp; computer science</li> <li>•The arts</li> </ul> <p>Course outline for each subject offered</p> |

The IB continuum of education





## Structural continuum continued

| PYP   | MYP  | DP   |
|---|--|--|
| <p>Curriculum framework organized around units of inquiry within six transdisciplinary themes:</p> <ul style="list-style-type: none"> <li>•Who we are</li> <li>•Where we are in place and time</li> <li>•How we express ourselves</li> <li>•How the world works</li> <li>•How we organize ourselves</li> <li>•Sharing the planet</li> </ul> | <p>Curriculum framework organized around disciplines with interdisciplinary areas of interaction:</p> <ul style="list-style-type: none"> <li>•Approaches to learning</li> <li>•Human ingenuity</li> <li>•Community &amp; service</li> <li>•Health &amp; social education</li> <li>•Environments</li> </ul> | <p>Curriculum with some prescription organized around disciplines with three core components:</p> <ul style="list-style-type: none"> <li>•Theory of knowledge connects the disciplines</li> <li>•Extended essay</li> <li>•Creativity, action, service (CAS)</li> </ul> |

The IB continuum of education




## Learning to learn continuum

| PYP  | MYP   | DP   |
|--|---|--|
| <p>Learners constructing meaning</p> <p>Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)</p> <p>Promotes metacognitive performance (the ability to use self-knowledge to improve)</p> | <p>Approaches to learning</p> <p>Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)</p> <p>Promotes metacognitive performance (the ability to use self-knowledge to improve)</p> | <p>Theory of knowledge</p> <p>Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)</p> <p>Promotes metacognitive performance (the ability to use self-knowledge to improve)</p> |

The IB continuum of education





## Language learning continuum

| PYP  | MYP   | DP   |
|--|---|--|
| <p>Promotes mother-tongue development</p>                    | <p>Promotes mother-tongue/best language and/or Language A development</p> | <p>Promotes mother-tongue development: school supported, self-taught language A1 courses</p> |
| <p>Student's learn an additional language from age seven</p> | <p>Student's second language (language B)</p>                             | <p>Student's second language (language B)</p>  |
| <p>Schools must develop a language policy</p>                | <p>Schools must develop a language policy</p>                             | <p>Schools must develop a language policy</p>  |

The IB continuum of education



## Special education needs continuum

| PYP  | MYP   | DP   |
|--|---|--|
| <p>Inclusive programme where early intervention is critical for developing effective learning.</p> | <p>Inclusive programme allowing schools to offer appropriate intervention through scaffolding and differentiation.</p> <p>Flexible curriculum framework provides schools with opportunities to support students with special education needs.</p> <p>School must develop a special education needs policy</p> | <p>Established support mechanisms outlined in <i>Candidates with special assessment needs</i></p> <p>Special arrangements can be authorized by IB Cardiff for external assessments. Guidelines are available in the <i>Handbook of Procedures</i>.</p> <p>School must develop a special education needs policy</p> |

The IB continuum of education




## Academic honesty continuum

| PYP  | MYP  | DP  |
|--|--|---|
| <p>The PYP framework provides opportunities for the ongoing development of the concept of academic through:</p> <ul style="list-style-type: none"> <li>•The IB learner profile and the essential elements of the PYP</li> <li>•Teachers designing in-depth inquiries that require analysis and exploration</li> <li>•Teachers being academically honest</li> <li>•The use of resources in ethical ways, including the recognition of the work of others</li> </ul> | <p>Academic honesty is integral to an effective <i>Approaches to learning</i> programme. Specific areas include: personal skills, social skills and technical skills. The IB learner profile provides a basis for further development of the concept of academic honesty.</p> <p>Academic honesty is the responsibility of all schools, teachers, and students.<br/><i>MYP: From principles into practice</i> offers guidance to develop an academic honesty policy.</p> | <p>Academic honesty is stressed and reinforced throughout the programme.</p> <p>Candidates must understand the meaning and significance of concepts that relate to academic honesty, intellectual property and malpractice.</p> <p>The IB publications <i>Academic honesty; General regulations: Diploma Programme</i>; and the <i>Handbook of procedures for the DP</i> provide information.</p> |

The IB continuum of education





## Assessment continuum

| PYP   | MYP   | DP   |
|---|---|--|
| <p>Internal assessment of all aspects of a student's learning based on criteria developed by the teacher (often with student involvement) relevant to the context of the learning.</p> <p>Provides feedback on the learning process as a basis for future learning</p> <p>Schools must develop an assessment policy</p> | <p>Internal assessment based on subject-specific criteria; schools can opt for external moderation of teachers' internal assessment</p> <p>Criterion related performance assessment provides feedback on the learning process as a basis for future learning</p> <p>Schools must develop an assessment policy</p> | <p>External moderation of internally assessed work, externally assessed coursework, and external examinations</p> <p>Criterion related performance assessment</p> <p>Summative assessment for a final qualification</p> <p>Schools must develop an assessment policy</p> |

The IB continuum of education



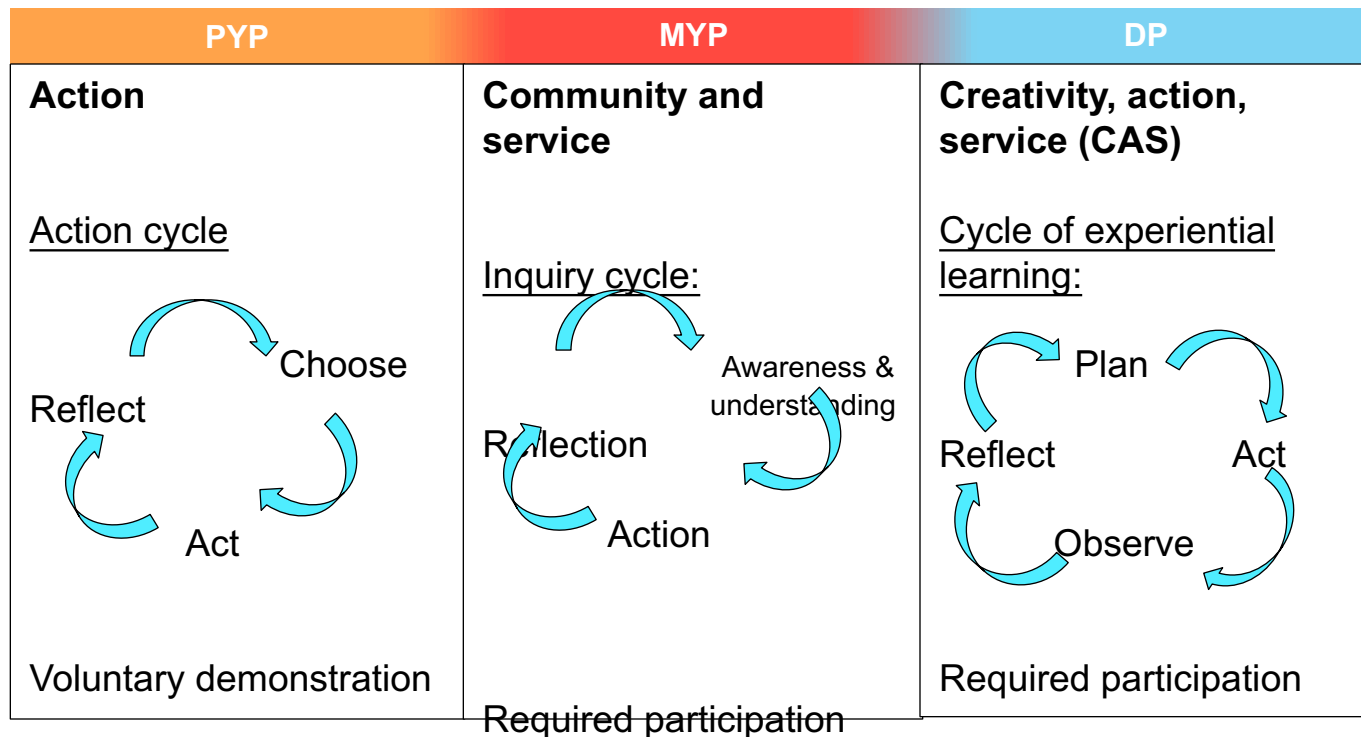
## Consolidation of learning continuum

| PYP  | MYP   | DP  |
|--|---|---|
| <p>Exhibition</p> <p>Real life issue identified by students and explored through an extended and collaborative inquiry</p> <p>Learner profile attributes reflected on and developed.</p> | <p>Personal project</p> <p>Independent project resulting from the student 's own initiative and creativity integrating the areas of interaction</p> <p>Learner profile attributes reflected on and developed.</p> | <p>Extended essay</p> <p>Individual inquiry and research into a focused question of student's own choice using a recognized disciplinary methodology.</p> <p>Learner profile attributes reflected on and developed.</p> |

The IB continuum of education



# Action continuum



The IB continuum of education

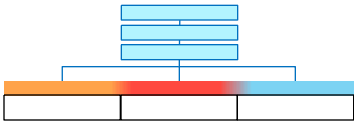




## Programme evaluation

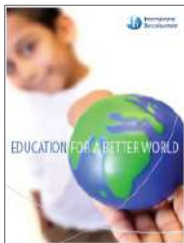
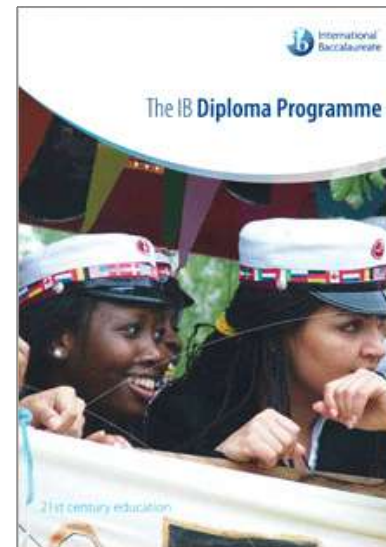
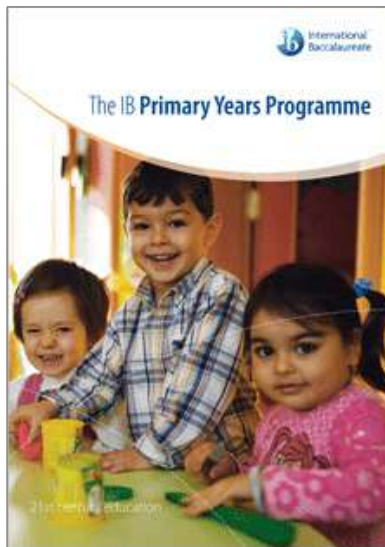
| PYP  | MYP  | DP   |
|--|--|--|
| 3-5 years after authorization and every 5 years thereafter | 3-5 years after authorization and every 5 years thereafter | 3-5 years after authorization and every 5 years thereafter |
| Self study questionnaire                                   | Self study questionnaire                                   | Self study questionnaire                                   |
| School evaluation visit                                    | School evaluation visit                                    | No school evaluation visit                                 |
| Evaluation report  | Evaluation report  | Evaluation report  |
| School community reflects on report and sets future goals  | School community reflects on report and sets future goals  | School community reflects on report and sets future goals  |

The IB continuum of education



# Three programmes: one continuum

PYP MYP DP



The IB continuum of education

