



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

EDUCATION FOR A BETTER WORLD



IB ASIA PACIFIC



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.

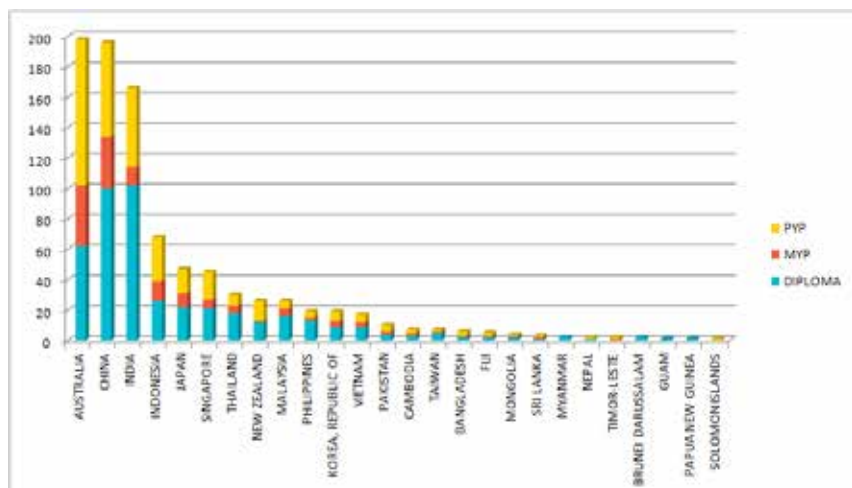
The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



THE INTERNATIONAL BACCALAUREATE (ASIA PACIFIC)

Founded in 1968, the International Baccalaureate is a not-for-profit foundation, which offers four high quality and challenging educational programmes for a worldwide community of schools. For over 40 years, IB programmes have gained a reputation for their high academic standards, preparing students for life in a globalised 21st century and for helping to develop the citizens who will create a better, more peaceful world. Currently there are over 1 million IB students at over 4,000 schools in 147 countries across the world.

In the Asia Pacific region the IB supports over 620 schools offering more than 900 programmes in 29 countries and territories. The largest concentration of IB World Schools in Asia Pacific can be found in Australia with over 150 schools, China with over 120 schools and India where there are over 110 IB World Schools offering one or more IB programmes.



IB World Schools are critical in making the mission and values of the IB come alive in classrooms and communities. The IB Asia Pacific Global Centre provides ongoing support to IB World Schools in the Asia Pacific region in curriculum development, student assessment and pedagogical leadership. Regular, ongoing and rigorous evaluations of authorized IB schools are part of the IB's and IB Asia Pacific's commitment to keeping high quality, consistent academic standards around the world.

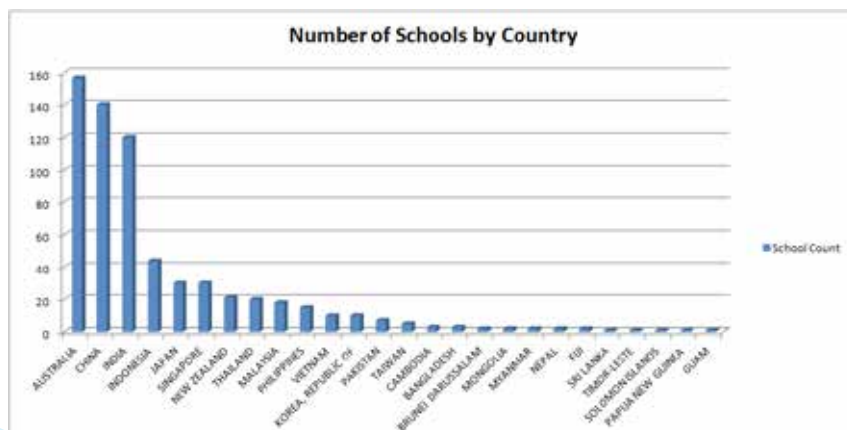
The IB is always looking to further partnerships and extend access to our programmes. In 2013, we began to work with state systems to introduce IB programmes into new settings including Malaysia, Japan and Ecuador.

The government of Malaysia had conducted a review of the best educational systems in the world and decided to implement the MYP in selected state/public schools over the coming years. In the first cohort of 10 national secondary schools in Malaysia, the professional development of 800 teachers has progressed with very positive feedback from school leaders and teachers. We are delighted that all 10 schools were recently granted candidate school status for the MYP.

A collaborative project between the IB and The Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan will provide Japanese students greater possibilities to access an IB education. In this exciting new development, the IB, working closely in cooperation with MEXT, is undertaking the development of Japanese as a response language for selected DP assessments and will facilitate teaching and learning in these subject areas by translating core documentation, subject guides and teacher support materials. It is expected that this development will promote the implementation of the DP in a large number of state secondary schools in Japan over the next decade.

These projects mark the start of a new and exciting phase for the IB. We are taking what we know how to do best — working with individual schools — and challenging ourselves to apply the framework to working with national systems. These initiatives will open up access to the IB for thousands of students and also continue to demonstrate the impact and influence of the IB on international education across the globe.

For more information visit: www.ibo.org



IB 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.

WHAT IS AN IB EDUCATION?

An IB education fosters **creativity** and **imagination**. It offers students opportunities for considering the nature of human thought and for developing the skills and commitments necessary not only to remember, but also to analyse one's own thinking and effort—as well as the products and performances that grow from them.

Through **inquiry**, **action** and **reflection**, the IB programmes aim to develop a range of competencies and dispositions that include skills for thinking, working with others, communicating, self-management and research.

TEACHING AND LEARNING IN THE IB

This constructivist approach leads towards open, democratic classrooms through the interaction of **asking**, **doing** and **thinking**. An IB education empowers young people for a lifetime of learning, independently and in collaboration with others. It prepares a community of learners to engage with global challenges through **inquiry**, **action** and **reflection**.

Inquiry

The IB programmes feature structured inquiry into established bodies of knowledge and into complex problems.

Action

Principled action, as both a strategy and an outcome, represents the IB's commitment to teaching and learning through practical, real-world experience. Action in the IB programmes may involve service learning, advocacy, and educating self and others.

Reflection

Critical reflection is the process by which curiosity and experience can lead to deeper understanding.

Significant content

An IB education provides opportunities to develop both disciplinary and interdisciplinary understanding that meet rigorous standards set by institutions of higher learning around the world. The IB programmes offer curriculum frameworks and courses that are **broad and balanced, conceptual and connected**.

Broad and balanced

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects.

Conceptual

Conceptual learning focuses on broad and powerful organizing ideas that have relevance within and across subject areas. PYP and MYP students encounter defined sets of key concepts, and students in the DP further develop their conceptual understanding.

Connected

Students encounter many subjects simultaneously throughout their programmes of study; they learn to draw connections and pursue rich understandings about the interrelationship of knowledge and experience across many fields.

GLOBAL CONTEXTS FOR EDUCATION

The IB programmes aim to develop international-mindedness in a global context. New challenges that are not defined by traditional boundaries call for students to develop the agility and imagination they need for living in a complex world. An IB education creates learning communities in which students can increase their understanding of language and culture, which can help them to become more globally engaged.

IB students and teachers are encouraged to explore global and local issues, including developmentally appropriate aspects of the environment, development, conflicts, rights, and cooperation and governance.

An IB education aims to develop the awareness, perspectives and commitments necessary for global engagement. The IB aspires to empower young people to be active learners who are committed to service within the community.

The IB Diploma Programme opens doors to new opportunities that you may not even know exist.

—IB Diploma Programme graduate from India

ASSESSMENT

In the IB programmes, assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students also benefit by learning how to assess their own work and the work of others.

IB students demonstrate what they know and can do, through consolidations of learning, culminating with the **Primary Years Programme (PYP)** exhibition, the **Middle Years Programme (MYP)** personal project, the **Diploma Programme (DP)** extended essay and the **Career-related Programme (CP)** reflective project. Students demonstrate their knowledge, understanding and mastery of skills.

Assessment forms an integral aspect of teaching and learning. They call for critical and creative thinking. Assessment in the DP aims to balance valid measurement with reliable results, providing an internationally recognized university entrance qualification whose results are based on both coursework and external examinations.

IB programmes are not exam driven: results are important of course, but the best results are attained by allowing students to develop their learning and to engage in the curriculum. The IB is proud of the programmes and of its students, but the IB experience is much more than that: it's not just a way to learn, it's a way of life.

Internal assessment remains a cornerstone of the MYP

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. Until now, the MYP has maintained international standards and validated student grades through a system of moderation of samples of student coursework—teachers have selected student work that represents a range of achievement and submitted it to the IB to ensure that the standard of marking is in line with the organization's expectations. Students from moderating schools have been eligible for the MYP Certificate and records of achievement.

All MYP subject groups prescribe detailed assessment criteria that teachers use to evaluate student achievement. This internal assessment of coursework remains a cornerstone of the MYP.

The new MYP includes a range of strategies for assessing what students know and are able to do. As well as the mandatory external moderation of the personal project in 2016, schools may offer MYP eAssessment, in which IB examiners assess:

- sample ePortfolios of carefully defined coursework in arts, design and physical and health education in order to moderate results to a global IB standard
- an externally marked ePortfolio in language acquisition, validating student achievement in reading, writing, listening and speaking
- selected courses in language and literature, sciences, mathematics, individuals and societies, and interdisciplinary learning through two-hour onscreen examinations.

Strong standards applied consistently around the world for more than 40 years

The number of DP students has increased from 2,800 students in 1980 to over 160,000 today. The maximum possible diploma points total, 45 (6 courses x 7 points + 3 total points for the EE and TOK), is achieved by less than 1% of candidates. About 5% of candidates gain more than 40 points. The average score is around 30 points. Around 80% of DP students achieve the diploma each examination session. The pass rate has remained statistically stable over the years, pointing to the consistency of Diploma Programme assessment practices.

DP assessments take place over the two years of the programme, focusing on what students have learned and their abilities, rather than what they haven't learned or can't do. Testing is rigorous, backed by high-level evidence and is based on performance against set standards. As well as helping give a true picture of student performance, it also assists universities in the admissions process—with no grade inflation for over 30 years, the Diploma Programme is a reliable and internationally consistent measure of academic excellence.



PRIMARY YEARS PROGRAMME (AGES 3–12)

Introduced in 1997, 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 subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.

By choosing to implement the PYP, schools will develop students' academic, social and emotional wellbeing, focusing on international-mindedness and strong personal values. The PYP nurtures independent learning skills, encouraging every student to take responsibility for their learning.

In the PYP, learning is viewed as a continuous journey, where teachers identify students' needs and use assessment data to plan the next stage of their learning.

Teachers use a wide range of assessment strategies to collect information on each of the elements represented in the written curriculum: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action.

The PYP Exhibition: encouraging in-depth, collaborative inquiry

In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community.

The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme. It provides schools with a curriculum framework of essential elements — the knowledge, concepts, skills, attitudes, and action that young students need to equip them for successful lives, both now and in the future.

MIDDLE YEARS PROGRAMME (AGES 11–16)

Launched in 1994, the MYP is designed for students aged 11 to 16. It provides a framework of learning that 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 the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The curriculum

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. The programme promotes interdisciplinary study that helps students make important connections between academic subjects. Integrated teaching and learning helps students analyze complex issues and develop the habits of mind they need to participate in our increasingly interconnected world.

MYP projects

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP.

- The **community project** encourages students to explore their right and responsibility to implement service as action in the community. Students may complete the community project individually or in small groups.
- Each student develops a **personal project** independently, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work.

MYP assessment from 2016

Along with the introduction of mandatory moderation of the personal project, 2016 sees a change in the optional external assessment for the MYP. The new optional MYP eAssessment provides external evaluation for students in MYP year 5 (15–16 years old) that leads to the internationally recognized IB MYP certificate.



THE IB DIPLOMA PROGRAMME (AGES 16–19)

Established in 1968, the IB Diploma Programme (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 Diploma Programme (DP) is recognized and respected by the world's leading universities, and evidence suggests that higher rates of DP students go on to university and higher education study than non-IB students.

The curriculum

IB Diploma Programme students must choose one subject from each of the five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students must also choose either an arts subject from group 6, or a second subject from groups 1 to 5. DP subjects can be taken at higher level or standard level.

In addition to these subjects, all students complete three core requirements that are included to challenge and to broaden the educational experience.

- The **extended essay** (4,000 words) asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying.
- **Theory of knowledge** offers students and teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge. Students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, action, service** (CAS) involves students in a range of activities alongside their academic studies throughout the DP. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value.



THE CAREER-RELATED PROGRAMME (CP) (AGES 16–19)

The newest qualification to be offered by the IB, the IB Career-related Programme (CP) is designed for students interested in pursuing a career-related education in the final two years of secondary school. It provides them with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce.

The CP educational framework

The CP is comprised of three elements:

- **Academic courses from the IB Diploma Programme (DP)** — Students complete at least two DP courses in any of the subject groups: studies in language and literature, language acquisition, individuals and societies, sciences, mathematics and the arts. CP students should choose DP courses that are relevant to their career related studies. DP courses provide and enhance the theoretical underpinnings and academic rigour of the CP.
- **The CP core components** — Students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The CP core components give context to the DP courses and the career-related study and draw all aspects of the framework together.
- **Career-related studies** — Students are provided with practical, real-world approaches to learning designed to prepare them for higher education, an internship or apprenticeship, or a position in a designated field of interest.

The career-related studies are offered by the school and should be aligned with student needs and progress toward further study or direct employment. Each school chooses the career-related studies most suited to local conditions and the needs of its students.

Flexibility

A key feature of the CP is that it provides flexibility to accommodate local conditions. Schools can provide a highly respected IB education by creating their own distinctive versions of the CP, geared toward the needs and backgrounds of students while meeting local, regional or national education requirements, as well as addressing industry and government priorities.

For more information visit: www.ibo.org/en/programmes/

FINDINGS FROM ASIA PACIFIC & GLOBAL RESEARCH

The International Baccalaureate (IB) Global Research department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes. Areas of inquiry include, but are not limited to: student, school and systemic outcomes; programme implementation; and programme standards and alignment.

The following findings from Asia Pacific come from a sampling of research reports commissioned by the IB. To read more in depth summaries of the studies or the complete reports, as well as projects currently under way, **please visit: www.ibo.org/en/about-the-ib/research/**.

Key findings from research on the impact of IB programmes in the Asia-Pacific region

- Researchers examined the impacts of the **early years** of the Primary Years Programme (PYP) at four case study schools—two in **Singapore** and two in **Melbourne, Australia**. Findings suggested that literacy skills at all sites were fairly well developed; that children were performing similarly or better on a measure of school readiness than a sample of Australian children; and that children were developing learning skills at significantly higher rates than a comparative sample (*Morrissey et al. 2014*).
- A study by Deakin University in **Australia** explored the **science literacy** of year 6 PYP students in comparison to a national sample by administering the 2012 National Sample Assessment in Science Literacy (NAP-SL). The findings showed that 83.3% of PYP students performed at or above the suggested proficiency level (3.2) for year students. This compares favourably with the national sample, in which 51.4% of year 6 students were at or above the 3.2 level (*Campbell et al. 2014*).
- A study by Flinders University examining the **social-emotional well-being** of Middle Years Programme (MYP) students in **Australia** suggested that, on the whole, MYP schools are helping to build the empathy, global self-concept, peer relationships, self-reflection, resilience and confidence of MYP students. Only a small proportion of MYP students showed poor levels of well-being (8.4%), while over half of MYP students were “flourishing” (55.3%) (*Skrzypiec et al. 2014*).
- Teachers and administrators in five case study schools in **China** were confident that the Diploma Programme (DP) provided first-rate **university preparation**, as a result of the breadth and rigour of the programme. The quantitative portion of the study found that, between the years of 2002–2012, 71.6% of the DP graduates attended one of the world's top 500 universities (n = 1,612) (*Lee et al. 2014*).

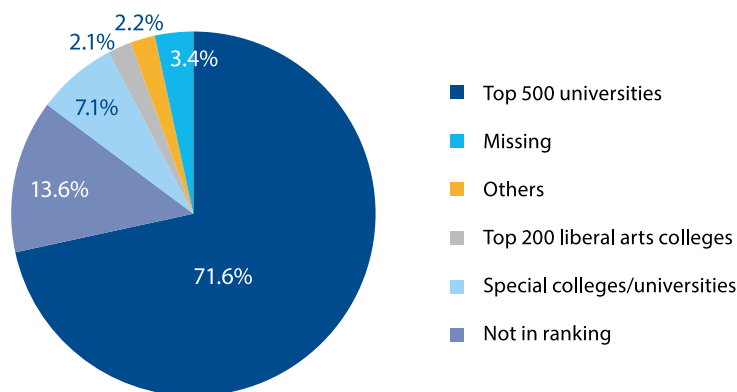


Figure 1. University destinations of DP graduates from 2002-2012 by university type and ranking

- Researchers from Deakin University explored how the DP **aligns** with the standards, principles and practices outlined in the **Australian Curriculum**. With a few exceptions, the DP curriculum generally provided greater depth than local alternatives while also supporting the development of critical knowledge and skills. Most teachers also believed that the DP is more rigorous and provides better preparation for university studies (*Dixon et al. 2014*).
- Investigating **critical thinking skills among DP students in Australia**, a study by researchers from the University of Western Sydney revealed apparent gains in the use of an array of critical thinking skills between the two successive years of the DP. Additionally, at university, DP graduates had statistically significant higher mean scores than non-DP graduates on three measures of post-secondary school success: ATAR (Australian Tertiary Admission Rank) score, academic self-concept and anticipated university outcomes (*Cole et al. 2014*).

- A study conducted by researchers from the University of Melbourne explored how the **learner profile** is interpreted, adapted and implemented in nine DP schools in **Hong Kong, India** and **Australia**. Many students valued the learner profile for its long-term impacts in terms of future education and career paths. As one student explained, *“I don’t think we will realize the full value of the LP and IB until many years from now. The LP attributes are not always for now, but for the rest of your life”* (Rizvi et al. 2014).
- Researchers from the University of Sydney and the University of Western Sydney analysed the concept of **international-mindedness** within three different country contexts: **Australia, China** and **India**. IB students, teachers and parents perceived international-mindedness to be highly relevant to students’ university trajectories and career aspirations. Many participants expected that the traits of international-mindedness, particularly being globally mobile, multilingual and interculturally aware, would benefit IB graduates in their post-school pathways (Sriprakash, Singh and Qi 2014).
- Examining **student performance** on the International Schools’ Assessment (ISA), this **global** study by the Australian Council for Educational Research (ACER) explored PYP and MYP student performance—in comparison with non-IB students—in mathematics, reading, and expository and narrative writing. The data from a total of 50,714 international students, 68% of whom were IB students, suggested that the PYP and MYP cohort performed better than their non-IB peers in all four assessment areas and at many grade levels. MYP students scored particularly well in grades 9 and 10 mathematics and reading, as IB student averages were significantly higher than OECD Programme for International Student Assessment (PISA) means for these subjects (Tan and Bibby 2012).

- A study by the Higher Education Statistics Agency (HESA) in the **UK** examined the **characteristics and trends** of IB students (n=6,390), compared to A-level and other student groups with similar qualifications, at Higher Education Institutions (HEIs). Data from the academic year 2008–2009, with comparisons from 2007–2008, offers evidence that IB students were more likely to: enroll in a top 20 HEI; receive honours degrees or awards, in most subject areas; continue on to further studies; and be employed in graduate level positions and higher paid occupations (HESA 2011).
- For six years ACS International Schools have surveyed the attitudes of university admissions officers in the **UK**. The 2011 survey also included the **US** and **14 European nations** for a total of 112 university admissions officers. Results indicate that the majority of the sample from every region of the UK, the US and Europe generally value the **IB diploma** more than other qualifications and scored it more highly against a range of nine attributes from self-management to creativity (ACSIS 2011).

The IB completely opened my mind, sparked my interests and pushed me to realize and expand my potential.

—IB Diploma Programme graduate, Australia

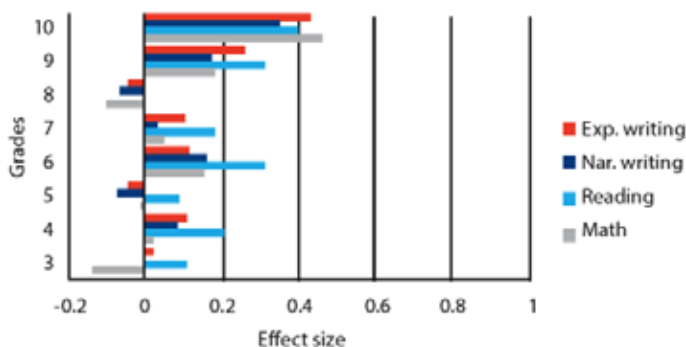


Figure 1. Effect size of difference in performance between IB and non-IB students by grade (Tan and Bibby 2012).



PREPARATION FOR UNIVERSITY AND UNIVERSITY RECOGNITION

The partnerships between the IB and universities are strong and have helped IB programmes to become world-respected and renowned. The number of higher education institutions recognizing the Diploma Programme grew 21% in 2011, backed by a proactive campaign of engagement, including a range of professional materials made available on the official IB website: <http://www.ibo.org/en/university-admission/ib-recognition-resources-and-document-library/>.

The IB has over 2,044 published recognition policies from Universities around the world, including 483 policies in Asia Pacific. In the past 10 years, student university destinations within the Asia Pacific region includes, (in order of preference): Australia, India, Hong Kong and Singapore. These include foreign students going to these countries as well as students remaining in their home country. In Hong Kong, for example, which has a high diversity in student nationalities and university destinations, the most popular choices are Hong Kong, United Kingdom, Canada, the US and Australia.

In Australia the Group of Eight (Go8) universities recognise that the International Baccalaureate Diploma is a comprehensive and challenging program.

For more information visit: <https://go8.edu.au/page/go8-and-international-baccalaureate>

In India, the IB Asia Pacific team has had a long standing partnership with the Association of Indian Universities (AIU). Through our work with the AIU the IB Diploma has been recognized as an entry qualification to all universities in India since 1983 and this was renewed in 2012 with the additional recognition of the MYP.

For more information visit: <http://ibo.org/en/country/IN/#docs>

University Readiness

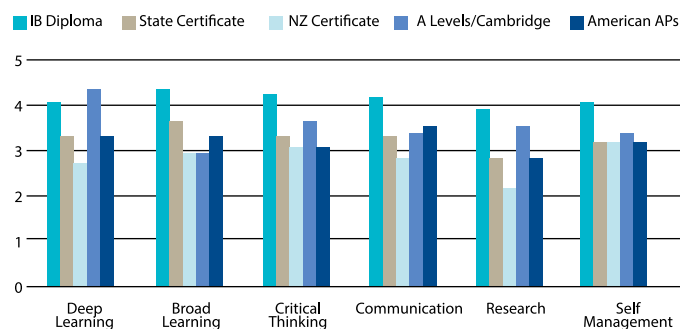
The evidence overwhelmingly suggests that DP students have a great deal to offer at university. While there are strong indicators that the DP is strong preparation, the students themselves often bring a great deal with them when entering the programme. The Diploma (DP) fosters a variety of academic and non-academic knowledge, skills and abilities important for success during the transition from senior/high school to university.

Numerous research studies have revealed that one of the most positive impacts of the DP is how well prepared and confident students feel in undertaking further studies. (AC SIS.. 2006–2014. / Taylor and Porath 2006.)

For example, at the University of British Columbia, first-year former DP students were at least 20% more likely than their non-DP peers to rate their research skills, ability to read and

comprehend academic material, ability to make and prepare a presentation, and ability to write clearly and effectively as “very good” or “excellent”. (Bluhm 2011)

Aus and NZ admissions officers were asked how well they perceived various courses of study in developing student capabilities in a variety of areas. The IB diploma was ranked more highly than all other qualifications in all but one area. Source: ACER, 2007.



DP students generally report feeling the DP is worthwhile, feeling pride in undertaking the programme and that it has contributed to them developing into well-rounded people who value education.

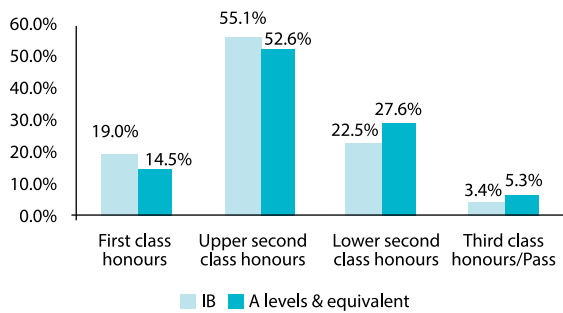
DP students commonly report feeling well equipped to engage and succeed in college coursework and are more comfortable and academically adjusted during their first year at university.

Benefits of the DP that alumni cite include:

- Motivation
- work habits, organization, time management
- high levels of academic self-concept
- familiarity with an interest in research
- the ability to take multiple perspectives
- strong analytical writing and comfort with college level writing
- deeper understanding of the structure of knowledge, large concepts and how content connects across disciplines.

Teachers, administrators and university staff also report that DP students develop the traits needed to succeed in university to a greater extent than their non-DP peers. (Coates, Rosicka and MacMahon-Ball, 2007. / Dixon, Charles, Moss, Hubbe and Pitt 2014.)

Percentage of full-time first degree qualifiers earning degree classes at UK institutions, 2008/2009. Source: HESA, 2011.



Academic strength of students at IB World Schools

Several studies in a variety of contexts, including the US, UK, Australia, Mexico, and China, provide strong evidence that DP students do in fact go on to higher education at higher rates and enter into more selective institutions than their peers. (Lee, et al. 2013. / Caspary, 2011.)

In addition to enrolling in top tier institutions, DP students are more likely to graduate from those institutions, and some evidence suggests they have stronger academic performance while enrolled. In addition to a greater likelihood of earning a degree, there is substantial evidence that participation in the DP is positively associated with postsecondary grade performance. DP students have been shown, in some cases, to earn higher marks than their peers while at university and performance in the DP has emerged as a strong predictor of tertiary performance and a tendency to enroll in more advanced courses.

For more information visit: www.ibo.org/en/university-admission/



Diploma students seem to be better able to cope with the transition from school to university than are many of our other students.

—University admissions officer from Aus/NZ

HOW IS A SCHOOL AUTHORIZED AND REVIEWED?

It takes a great deal of commitment and professionalism to become an IB World School, authorized to deliver an IB programme. It takes commitment to, and an understanding of, IB values, the IB mission and the long-term implications of belonging to an IB community that actively involves schools in the development of IB programmes.

INTERESTED PHASE

Consideration phase: A potential school investigates the IB and its programmes and completes the school information form to express its interest and to request additional information.

Request for candidacy: A school submits an online application form with the corresponding supporting documents to formally apply for candidate status.

IB decision on candidacy: The IB then makes a decision on candidacy and sends feedback on the *Application for candidacy* to the school.

CANDIDATE PHASE

Consultation process: The IB will visit the school for consultation purposes. This does not apply to schools requesting to offer the CP.

Request for authorization: The school will be contacted by the IB to either schedule the verification visit or to address certain issues before moving forward in the process.

Verification visit: Verification visit takes place and lasts for two days.

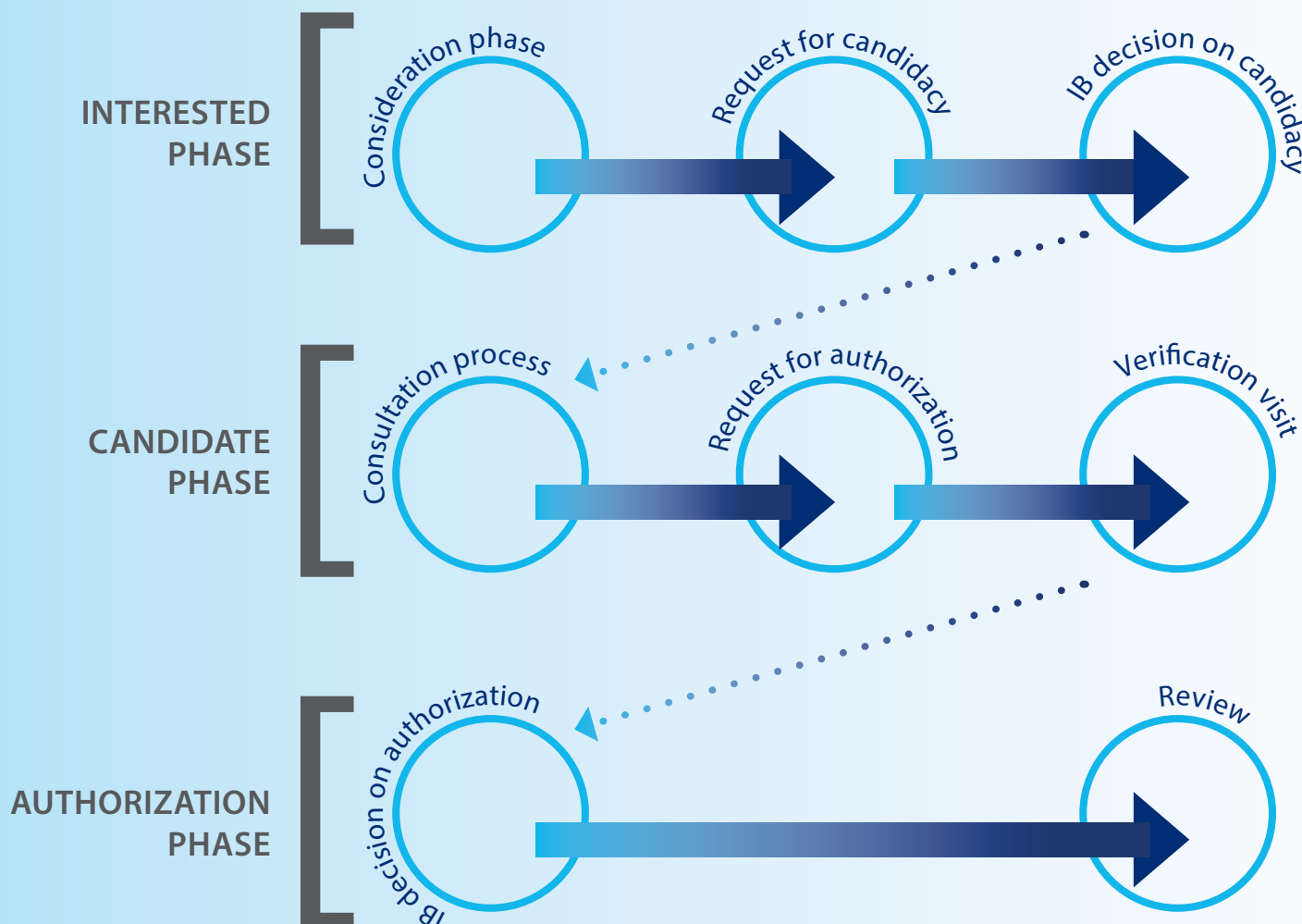
AUTHORIZATION PHASE

IB decision on authorization: Possible outcomes of the verification visit: (a) DG letter of authorization and report, or (b) report and request to address certain matters/issues.

Review: After 3–4 years the school does self-study and is then visited every 5 years thereafter.

Our values are at the heart of everything we do, and as such act as the foundations on which we build our organization. It takes time for the training of teachers in the fundamentals of the programme and pedagogical approaches, assessing the school's preparedness prior to authorization.

For more information visit: www.ibo.org/en/become-an-ib-school/



INTERNATIONAL BACCALAUREATE® (IB) PROFESSIONAL DEVELOPMENT IN THE ASIA PACIFIC REGION

The IB supports the ongoing development of a worldwide professional learning community comprising internationally minded teachers, school leaders and school administrators. IB Professional Development (PD) offers many options and pathways, all of which are supported by a global architecture and localised content and workshop materials that are delivered by trained workshop leaders who are experienced practicing IB educators.

Recent research (2014 QA data) indicates that when asked what the strengths of our workshop leaders are, many participants spontaneously state, "Experience and Knowledge", followed closely by the "Personal Communication Style, Energy and Professionalism". Our workshop leaders respond to the needs of our participants.

The IB Asia Pacific regional PD team trained over 20,000 teachers in 2014. Overall, the data indicates a very high standard quality of IB workshops with the average ratings between 7.7 and 8.3 out of 10, rating most workshops very good to excellent.

The IB is dedicated to creating PD opportunities that enhance IB educators' professional growth and respond to the changing demands of providing high-quality international education in the 21st century. IB PD helps educators develop a deeper understanding of what it means to be an effective teacher, bringing them to the forefront of their field.

In Asia Pacific we offer PD through regional face-to-face workshops, in-school workshops and online environments for IB teachers. We also work with networks throughout the region to deliver the workshops to educators at a location close to them. Regional workshops are held throughout the year, in an ever-growing number of locations in the Asia-Pacific region.

For more information visit: www.ibo.org/en/about-the-ib/the-ib-by-region/ib-asia-pacific/pd-asia/

IB PROFESSIONAL DEVELOPMENT OFFERING

The IB provides face-to-face, in-school and online workshops. In addition, we offer webinars, blended learning and e-learning resources.

Regional workshops are 3-day face-to-face workshops where teachers from around the world gather for 3 days. The information shared and the camaraderie of participants from schools in different countries provides educators with an explosion of ideas that teachers can bring back to their classrooms. The melting pot of ideas in these intense gatherings **is often remarked upon.**

To find a workshop visit: www.ibo.org/en/professional-development/find-events-and-workshops/

In-school workshops are also face-to-face workshops where schools can focus on their own issues and needs. These 2-day workshops bring educators in a school together to openly share and discuss issues pertaining to the workshop chosen. Being in school allows teachers to refer to the unique needs of their school. Team building and problem solving issues emerge at the end of the day. We offer schools flexibility and responsiveness to their PD needs, tailored to school requirements.

To register: Please go through IBIS to REGIS

Online workshops provide flexibility and increase access to IB PD. Teachers enjoy the flexibility of learning whilst still being able to teach and yet participate in knowledge exchange with other participants around the world. This flexibility and international exchange of ideas is highly stimulating to those that undertake online workshops.

For more information: www.ibo.org/en/professional-development/which-type-of-training-is-right-for-me/online-pd/

Webinars: A Alongside these workshops, the IB provides online seminars – known as webinars – that develop expertise by providing brief, specific snapshots of different aspects of IB programmes.

For more information: www.ibo.org/en/professional-development/which-type-of-training-is-right-for-me/online-pd/webinars/

*Outstanding content knowledge
- provided excellent links to vast
resources.*

—Workshop Participant



THE IB EDUCATOR NETWORK (IBEN)

The International Baccalaureate® Educator Network (IBEN) in Asia Pacific is a community of IB practitioners fulfilling the roles of workshop leaders, field representatives, school visitors, consultants, readers and lead educators. Through the contributions of IBEN, the IB is able to provide support and training to promote high-quality experiences in classrooms and schools.

None of the previously mentioned professional development could take place without our dedicated team of workshop leaders. Whether it is online, regional or in-school, all our workshops are lead by trained workshop leaders who are educators currently working and teaching in IB schools. IB workshop leaders are experienced IB practitioners who understand the challenges of implementing and developing IB programmes in schools.

The IB educator network is the catalyst towards providing a high-quality IB experience in classrooms and schools. From workshop leaders to authorization visitors to consultants, examiners and curriculum advisors, there are many ways for educators to become involved in the IB community.

Collaborating with educators and schools has been a unique strength of the IB since its beginnings. IB educators make an invaluable contribution in the development of IB programmes and supporting the IB community. In the Asia Pacific region, there are currently over 1,000 IB educators who contribute in various roles such as workshop leaders, site visitors and field representatives for the four IB programmes.

IBEN OPPORTUNITIES IN ASIA-PACIFIC

The regional office for Asia-Pacific manages the training activities of a number of roles across the region. These roles are managed within global guidelines.

School Services Roles: IBEN

There are a number of School Services roles in Asia-Pacific.

- School visit team members
- School visit team leaders
- Consultants
- Readers
- Lead educators

Professional development Roles: IBEN

The IB also has professional development roles in Asia-Pacific, for educators:

- Workshop leaders
- Programme field representatives
- Lead educators

You can apply for IBEN training on the IBEN Central site accessed through the IB website. To use the system, you must create an account. You can create a new application through IBEN Central, or update an existing application, and use the system to submit all required documents.

To be considered for selection, you must use IBEN Central to register for your choice of training events. When you have done so, the IB will send you an email to confirm your choices.

Applicants should be experienced IB practitioners with a passion for learning. In Asia-Pacific, preference will be granted to workshop leaders who submit video file evidence of their skills in delivering adult learning.

Please send well labelled video files (with a maximum file size of 2GB), to ibap.iben@ibo.org

For more information visit: www.ibo.org/en/about-the-ib/the-ib-by-region/ib-asia-pacific/iben/

*A very keen and patient listener,
used innovative strategies to
maintain energy.*

—Workshop Participant



FREQUENTLY ASKED QUESTIONS...

IB ANSWERS: ibanswers.ibo.org/

What is the process and what are the requirements to become an IB School and how long does it take?

Information on the authorization process is detailed on the IB website under "Become an IB School". You will find essential reading documents and the sample forms for application there. Typically the process from the consideration phase to becoming an IB World School takes 2.5 years, providing all criteria are satisfied. Please contact ibapdevelopment@ibo.org to discuss your school's interest in becoming an IB School.

Is the IB Diploma Programme recognized in my country and where can I find information about universities that recognize the IB Diploma?

More than 140 countries recognize the IB and hundreds of universities worldwide recognize the IB. Visit our university recognition page, (www.ibo.org/en/university-admission/) for more information. Country specific information: ibo.org/en/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/country-recognition-statements/

We offer the national curriculum. Do we have to forego the national curriculum in favour of the IB Programmes?

The PYP and MYP are flexible enough to accommodate the demands of most national or local curriculums. The DP, however, requires students to choose one subject from each of five groups (1 to 5) and choose either an arts subject from group 6, or a second subject from groups 1 to 5. Students are also required to do the 3 components of the core of the curriculum. There is limited opportunity for the delivery of the national curriculum with the DP but schools may develop a school based syllabus (SBS) according to its own needs and teaching resources. This option may be studied at standard level only and may replace a subject from groups 2 to 6.

What is so different about the IB?

It is an international programme that develops 21st century core competencies —critical thinking, independent learning and teamwork taught first through local and national contexts developing to global contexts. Students are encouraged to develop an understanding of key concepts through inquiry and can apply their knowledge and skills to a wide range of problems requiring multi-discipline approaches.

How are teachers involved in the IB community?

IB educators play a significant role beyond the design and delivery of quality teaching and learning. In addition, a highly skilled group is selected and trained to become IB workshop leaders, consultants to schools, global curriculum writing team members and examiners. Schools gain significant benefit from teachers having access to these IB opportunities and the community is professionalized and enriched through sharing of practices.

Which is the best-ranked IB school?

Due to the nature of IB Assessments and the values of the organisations the IB does not provide comparative statistics on IB World School performance. However, you may look at the statistical bulletin and the school's own information about its performance to make your own comparisons. The statistical bulletin is available at www.ibo.org/en/about-the-ib/facts-and-figures/statistical-bulleting/

When are my results available on <https://candidates.ibo.org/>?

Results are released on candidates.ibo.org from 1200 hours GMT on 6 July for May examinations and 6 January for November examinations. Results are released at staggered time intervals based on time zone. To view the actual time your results will be released please refer to the individual PIN report provided by your coordinator, select the Results tab on candidates.ibo.org website or contact your IB coordinator for further information.

How many sessions does a candidate have in order to complete the diploma?

A diploma candidate has a maximum of three examination sessions in which to obtain the diploma. This can either be anticipated > diploma > retake or diploma > retake > retake.

How do I send a transcript of results to a university/educational institution?

If before 5 July (for May examination sessions) or 5 January (for November examination sessions), you should ask your Diploma Programme coordinator to submit a request to the IB on your behalf. Your coordinator will be able to select up to six institutions worldwide, of which, no more than one institution can be selected from Canada and one institution from the US. An admissions centre counts as one request. To submit your transcript request electronically, please visit: rrs.ibo.org/replacement_orders/.

When will I receive my IB diploma?

Results documentation is sent to your school from mid-August for May examination sessions and mid-February for November examination sessions.

I do not remember my IBIS login information. What should I do?

If you have misplaced your IBIS login information, go to ibis.ibo.org and select the "Reset password and PIN" link on the bottom of the screen. Doing so will generate an e-mail with further instructions on resetting your password and personal identification number. Please note that your user ID will remain the same. If you cannot remember your user ID please contact IB Answers.

Can I alter the IB World School logo (for example, change it to my school's colours) or incorporate it into my own school's logo?

No, when using the logo you should follow the guidelines that can be found in the 'Digital Toolkit (ibo.org/en/digital-toolkit/). These state that the IB World School logo must be used exactly as it is downloaded. You should not alter the image in any way (including not changing the colour). The logo should also appear in its own space on a plain background and must not be incorporated into another logo.

How can I become a workshop leader or offer my professional experience in the region?

Please refer to the regional web page to look for opportunities. Asia Pacific: ibo.org/en/about-the-ib/the-ib-by-region/ib-asia-pacific/iben/

REFERENCES

- Campbell C, Chittleborough G, Jobling W, et al. 2013. Science literacy in the International Baccalaureate Primary Years Programme (PYP): NAP-SL outcomes. Melbourne, Australia. School of Education, Deakin University.
- Cole, DR, Gannon, S, Ullman J, Rooney P. 2014. Theory of knowledge (TOK): Exploring learning outcomes, benefits and perceptions. Sydney, Australia. University of Western Sydney.
- Dixon, M, Charles, C, Moss, J, et al. 2014. The International Baccalaureate Diploma Programme: Alignment with the Australian Curriculum and Australian Qualifications Framework. Bethesda, MD, USA. International Baccalaureate Organization.
- Lee, M, Leung, L, Wright, E, et al. (2013). A study of the International Baccalaureate Diploma in China: Programme's impact on student preparation for university studies abroad. Hong Kong. Education Policy Unit, Faculty of Education University of Hong Kong.
- Morrissey, A, Rouse, E, Doig, et al. 2014. Early years education in the Primary Years Programme: Implementation strategies and programme outcomes. Bethesda, MD, USA. International Baccalaureate Organization.
- Rizvi, F, Acquaro, D, Quay J, et al. 2014. International Baccalaureate learner profile: A comparative study of implementation, adaptation and outcomes in India, Australia and Hong Kong. Bethesda, MD, USA. International Baccalaureate Organization.
- Skrzypiec, G, Askell-Williams, H, Slee, P and Rudzinski, A. 2014. International Baccalaureate Middle Years Programme: Student social-emotional well-being and school success practices. Bethesda, MD, USA. International Baccalaureate Organization.
- Sriprakash, A, Singh, M and Qi, J. 2014. A comparative study of international-mindedness in the IB Diploma Programme in Australia, China and India. Bethesda, MD, USA. International Baccalaureate Organization.
- ACS International Schools. 2006–2014. University admissions officer survey. <http://www.acs-schools.com/ACS-Research>
- Taylor, M and Porath, M. 2006. "Reflections on the International Baccalaureate Program: Graduates' Perspectives". The Journal of Secondary Gifted Education. Vol 27, issue 3. Pp 21–30.
- Bluhm, M. 2011. First Year University Experience of IB Graduates. San Antonio, Texas, US. IB Conference of the Americas.
- Coates, H, Rosicka, C and MacMahon-Ball, M. 2007. Perceptions of the IB DP among Australian and New Zealand universities. Melbourne, Australia: Australian Council for Education Research.
- Dixon, M, Charles, C, Moss, J, Hubber, P and Pitt, P. 2014.
- Lee, M, Leung, L, Wright, E, Yue, T, Gan, A, Kong, L and Li, J. 2013.
- Caspary, K and Bland, J. 2011. First college courses taken by Florida IB students. Research Brief. Menlo Park, CA, USA. SRI International.

