Programme development support

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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.

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.

International Baccalaureate®
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Programme development support

The *Programme standards and practices* identify the requirements that all schools must meet to be authorized to teach IB programmes and provide schools with a framework that supports ongoing development.

Programme development efforts depend on school context and will change over time. A school's authorization or evaluation report may indicate an area that needs additional development. The focus may come from a school's strategic planning or changing needs of the community. When the school defines what the focus for their efforts will be, the standards and practices framework supports successful planning and implementation.

An important step is to identify which IB practices are relevant to the area(s) the school has selected as the focus. Identifying a logical group of related practices ensures that a foundation is in place for successful implementation. The following questions can help a school to identify relevant practices. Schools start by considering one or two practices for each question, remembering to include practices from at least two of the four categories of the standards and practices framework (purpose, environment, culture and learning).

- What makes it possible for the school to begin its area of development?
- Who are the people largely responsible for creating and maintaining the school's area of programme development?
- How does the school create activities and opportunities to fulfil the area of programme development?
- Why will the school implement the area of programme development?

Example: academic integrity

In this example, a school wants to communicate and foster *academic integrity* across the school community. The school identified these practices to support the work.

What makes it possible for the school to begin its area of development? (Conditions)

The academic integrity policy has to be developed, then communicated widely in the school community in order for it to impact the school's culture.

Practices illustrated	Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)
Developmental questions considered	• How does the school ensure that the academic integrity policy is clearly communicated to the whole school community? • What examples are available that demonstrate the school has developed a culture of integrity?
Indicators that the practices are highly developed	• There is a clear, observable ethos across the school which demonstrates a principled approach to all aspects of school life and being able to relate academic integrity to this broader principle.

Who are the people largely responsible for creating and maintaining the school's area of programme development? (Who)

The school checks that current IB resources on academic integrity inform the policy and how it is communicated. Teachers, pedagogical leaders and students contribute to both the policy itself and how it is used in daily practice. Teachers must also review IB resources relevant to their teaching to stay up-to-date and to prepare assessments that align with IB academic integrity guidelines.

Practices illustrated	Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)
	Teacher support 1: The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)
Developmental questions considered:	• How does the school community keep up to date with IB programme and resource developments? • How do the leadership teams ensure that all teachers have access to IB programme content? • Who takes responsibility for regularly communicating IB developments to the school community?

| Indicators that the practices are highly developed | • There is regular and meaningful input from the wider school community that informs the school about the relevance and effectiveness of its curriculum. |
| | • All relevant content and wider IB community resources are made available to stakeholders. |

How does the school create activities and opportunities to fulfil the area of programme development?

The assessment methods that the school uses encourage academic integrity.

Practice(s) illustrated	Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)
Developmental questions considered	• How can data be used to keep assessment fair, inclusive, and transparent?
Indicators that the practices are highly developed:	• The school has developed sophisticated data analysis procedures to report and predict assessment.

Why will the school implement the area of programme development? (Why)

Students ultimately must grow in their understanding of why academic integrity is important for school and life. Academic integrity also supports the growth of students into people who choose ethical approaches to learning and communicating what they learn.

Practice(s) illustrated	Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)
	Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
Developmental questions considered	• What are the most effective ways of guiding students to become more academically principled?
	• What practices can be included in daily experiences for students that foster understanding and help develop healthy relationships?
Indicators that the practices are highly developed	• There are a variety of examples demonstrating how students have taken principled action as part of their learning within and beyond school (from school led through independent, unprompted initiatives).
	• There are examples of creative ways in which students have demonstrated shared responsibility and collaboration in school and beyond.

Area of focus: Academic integrity