



**FAIRGREEN
INTERNATIONAL
SCHOOL**



THE INTERNATIONAL BACCALAUREATE PROGRAMME® at Fairgreen International School

**Introducing the IB Diploma Programme (IBDP)
& IB Career-related Programme (IBCP)**

**“The IB has concerns
for humanity hardwired
in its philosophical
heritage, its mission,
and today’s curricula.”**

**~ Dr. Siva Kumari,
Former Director General, IBO**

Welcome to the International Baccalaureate Diploma Programme® (IBDP) and Career-related Programme® (IBCP) at Fairgreen International School

Contents	Page
Overview of the IBDP	4-11
Overview of the IBCP	12-19
Conditions for Candidacy, Graduation & Eligibility	20-22
Course Selection Timeline	23

There are two high school-level pathways available to Fairgreen International School students as they strive to achieve graduation:

- The International Baccalaureate® Diploma Programme (IBDP)
- The International Baccalaureate® Career-related Programme (IBCP)

Recognized and highly valued by universities and employers around the world, both IBDP & IBCP combine an in-depth academic study with service-orientated and leadership activities.

At Fairgreen, both programmes include an added focus on sustainability education, which is woven into the fabric of the school, teaching students to examine the environmental, social and economic impact of their collective actions. We have cultivated relationships with experts and innovators in sustainability both with The Sustainability Management School of Switzerland (SUMAS), our partners in delivering our IBCP, and within The Sustainable City of Dubai, where we are located. Our students benefit from mentoring and service learning opportunities through these connections.

As students approach grade 11, they are about to embark on some of the most exciting and important years of their high school education. Students should carefully consider both options available to them in order to make the best possible choice for their future. We look forward to facilitating their learning through the next two years of their education. We have no doubt that they will find these years engaging, challenging, and rewarding.

IB Diploma Programme (IBDP) Overview

The IB Diploma (IBDP) is a two-year programme for students aged 16-19. Recognized internationally by universities across the world, the IBDP aims to develop students who have excellent breadth and depth of knowledge, who flourish physically, intellectually, emotionally and ethically. Students share an educational experience that emphasizes critical thinking as well as intercultural understanding and respect for others in the global community.

The IBDP offers a broad and balanced curriculum where students apply what they learn in the classroom to real world issues and problems. Subjects are taught from an international mindset.

Relevant Contacts

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School Curriculum Director

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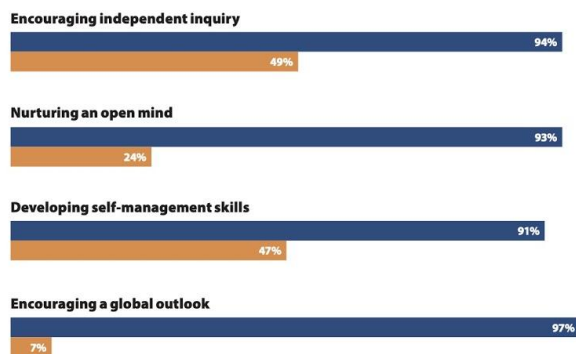
Jackie Greenwood



Global research findings on the Diploma Programme

According to university admissions officers, how well do A Levels and DP develop the following qualities in UK students? ¹

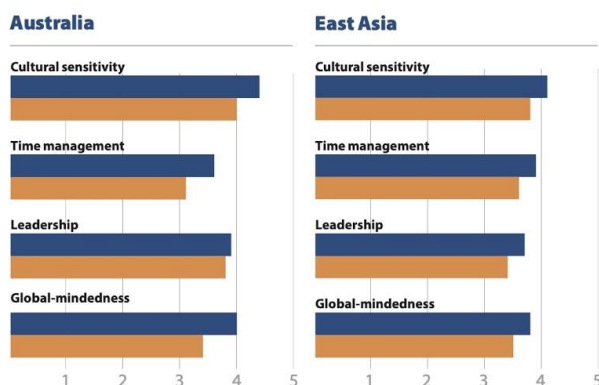
● The DP ● A Levels



Perceived capacity for 21st century skills

Compared to non-DP peers, DP graduates at universities in Australia and East Asia reported higher capacities for 21st century skills. ³

● IB ● Non-IB



A global study of IB alumni found that the IB has the potential to

powerfully shape

the lives of students who participate in its programmes. ⁵



The effect of enrollment in the full DP

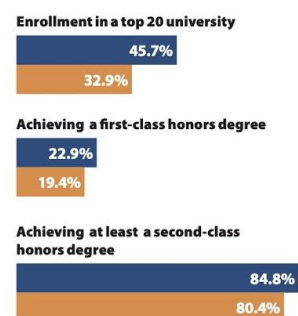
A large-scale study of public schools in an urban US district indicated that enrollment in the DP **increases the probability** that students will graduate from high school and enroll in college. ²



Outcomes at university

In the UK, DP students outperform their A Level peers in terms of enrolling in top universities and achieving first- or second-class honors. ⁴

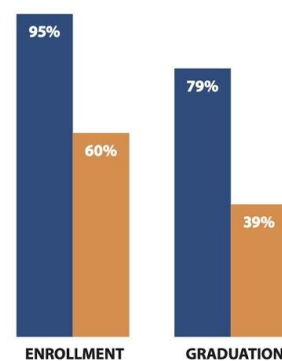
● DP students ● A level students



University enrollment and graduation

DP students in the US have higher rates of university enrollment and graduation at four-year institutions compared to the national average. ⁶

● DP cohort ● National cohort



DP in Turkey

Compared to non-IB students, DP graduates in Turkey had higher subject grades, overall grade point averages (GPA) and graduation rates.⁷



- DP graduates
- Non-DP graduates

* Differences were statistically significant (<0.05)



In the US, Middle Years Programme (MYP) enrollment significantly increased the likelihood of earning a college-ready score* on a college prep exam by 39%.⁹

* A 3 or higher on an AP exam or a 4 or higher on a DP exam

MYP in Asia

A study exploring the high school outcomes of former MYP and non-MYP students in Asia-Pacific found that former MYP students performed significantly better than non-MYP students in total DP points earned.¹¹



Mean final diploma scores for students according to middle years programme type

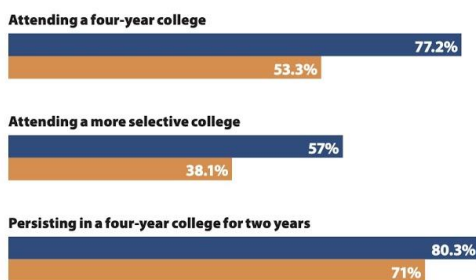
Of the 89 DP students that enrolled in ranked universities in Mexico, 73 enrolled in a top 5 programme.⁸



DP in Chicago

DP graduates in Chicago public schools were significantly more likely to enroll in college, to enroll in selective colleges, to stay enrolled and to perform better than similar non-DP graduates.¹⁰

- DP graduates
- Non-DP graduates



Former DP students versus a matched comparison group on postsecondary outcomes

72% of the DP graduates in China attended one of the world's top 500 universities*.¹²

* 2002-2012

- <https://www.acs-schools.com/university-admissions-officers-report-2017>
- <http://www.tcrecord.org/library/abstract.asp?contentid=17406>
- <http://ibo.org/globalassets/publications/ib-research/dp/postsecondary-outcomes-asia-pacific-summary-en.pdf>
- <http://ibo.org/contentassets/d1c0accb5b804676ae9e782b78c8bc1c/hesa-summary-eng-web.pdf>
- <http://ibo.org/globalassets/publications/ib-research/continuum/longer-term-outcomes-summary-en.pdf>
- <http://ibo.org/globalassets/publications/ib-research/dp/dp-student-enrollment-outcomes-us-brief-en.pdf>
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- <https://ibo.org/globalassets/publications/ib-research/dp/chinasummaryinenglishweb.pdf>

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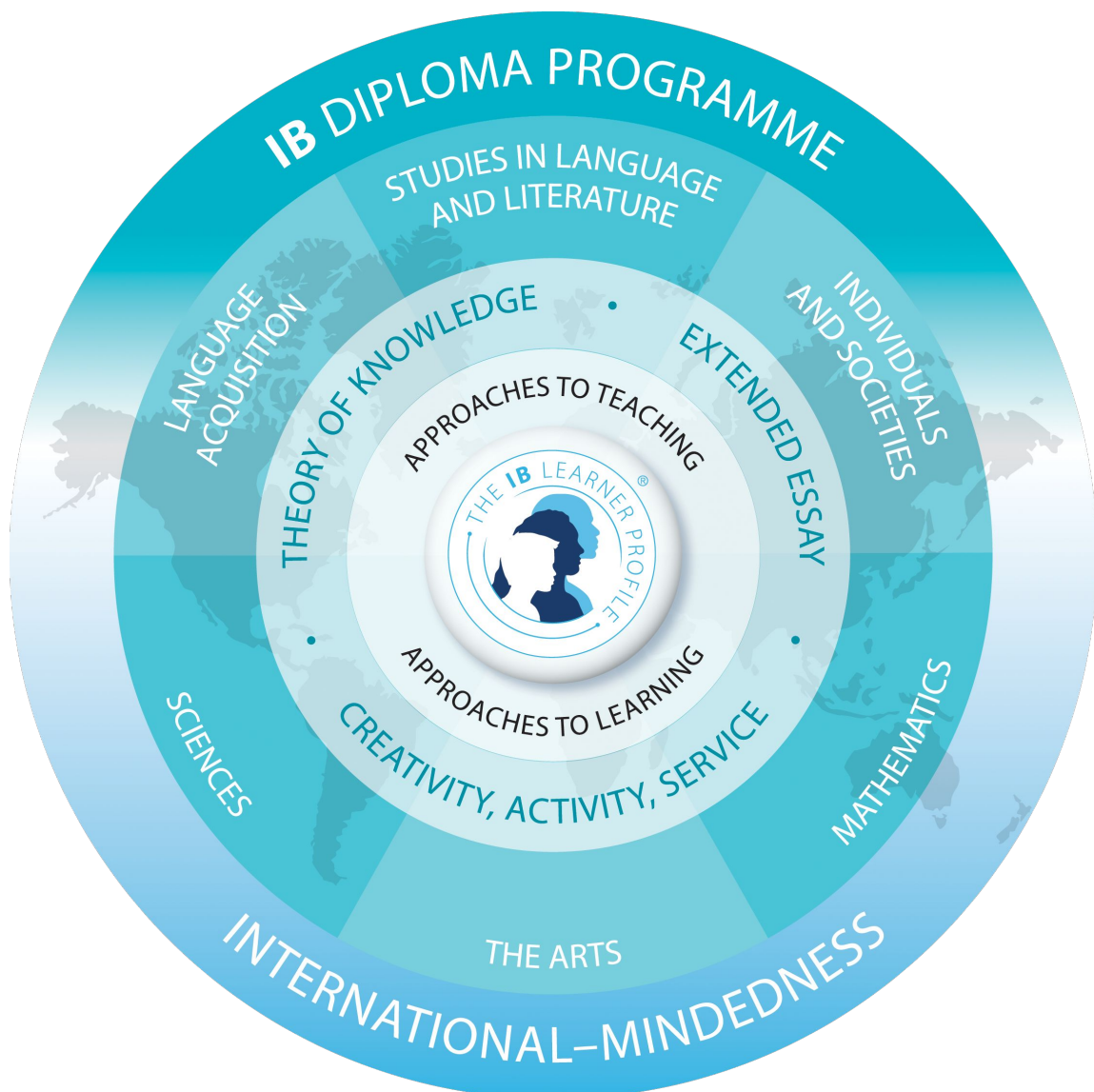
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IBDP Curriculum Model

An IBDP learner is at the heart of the programme and develops intellectual curiosity and tenacity through their six subjects. Their learning experience is further enhanced by the core components that draw all aspects of the framework together.

Students take six courses, which they select from among six subject groups. Additionally, they will fulfill the requirements of the IBDP core, which includes Creativity, Activity, and Service (CAS), Theory of Knowledge (TOK), and the Extended Essay. These are explained further in this brochure.



Course Requirements for IBDP Candidates

Students must choose one course from each subject group to take for the duration of the two-year programme.. Subject offerings will be consistently reviewed and based on student interest. If the school is not able to offer the course, reasonable requests will be supported with Pamoja, an online learning platform that offers some IBDP courses.

IBDP students **must** accumulate a minimum number of credits to graduate with an IBDP diploma. The IBDP diploma is awarded to students who gain at least 24 points, however students can earn up to 42 points maximum from IBDP coursework.

IBDP students are required to study six (6) subjects from the IB Diploma Programme Model

- Three (3) subjects must be studied at Higher Level (HL)
- Three (3) subjects must be studied at Standard Level (SL)

A higher-level subject requires a minimum of 240 hours of classroom study whereas a standard level subject requires 150 hours of classroom study.



IBDP Courses Offered at Fairgreen

All course combinations are subject to timetable restrictions and class size..

Group 1 Studies in Language & Literature	English A: Language and Literature Self Taught Language A Literature	HL/SL SL
Group 2 Language Acquisition	French B Arabic B English B	HL/SL
Group 3 Individuals and Societies	History Psychology	HL/SL
Group 4 Sciences	Biology Physics Chemistry	HL/SL
Group 5 Mathematics	Application & Interpretation	HL/SL
Group 6 The Arts / Additional subjects	Visual Arts / Eg Biology, Psychology	HL/SL



Theory of Knowledge (TOK)



Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than learning a specific body of knowledge. The TOK course examines how we know what we claim to know.

Students study real world scenarios from a critical perspective, considering the multiple viewpoints that are involved in the creation of any form of knowledge.

The assessment requirements for the course include an individual exhibition - a live or virtual exhibition of three objects that are inspired by a specific prompt.

This is internally marked and externally moderated.

“Only the ideas that we actually live are of any value.”

~ Hermann Hesse

Extended Essay Requirement

An extended essay of up to 4,000 words offers students an opportunity to conduct an in-depth study of a topic of special interest. The experience and skills gained in carrying out independent research and producing a substantial piece of writing provide excellent preparation for research at the university level.

The process for the Extended Essay begins in Year 1 and commences in Year 2. Students choose a subject/research question to explore and they are assigned a supervisor who will work with the student to guide them throughout this essay journey.

Creativity, Activity & Service (CAS)

The CAS Project is a key feature, challenging students to initiate a long-term, service-oriented project which is carried out by a team of their peers over the course of one month. Developing leadership, confidence, collaboration, and compassion are benefits of the CAS Project.

CAS projects and endeavors have tangible results and offer real benefits to the student and to others. The holistic development supported by CAS creates individuals who are confident in their purpose and are driven to put their ideas, beliefs, philosophies, and knowledge into practice.



IB Career-related Programme (IBCP) Overview

The IB Career-related (IBCP) is a two-year post-16 programme specifically developed for students who wish to engage in career-related learning. Recognized internationally as a qualification for university entrance, the IBCP encourages candidates to work both independently and collaboratively to develop an understanding of responsible management, applicable in different fields.

At Fairgreen, we have partnered with the Sustainability Management School of Switzerland (SUMAS) to deliver the SUMAS CrS® (Career-related Study), integrating academia with hands-on, real-world learning for students with an interest in or passion for sustainability, offering a more career-focused experience complemented by challenging coursework.

Relevant Contacts

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High School Principal

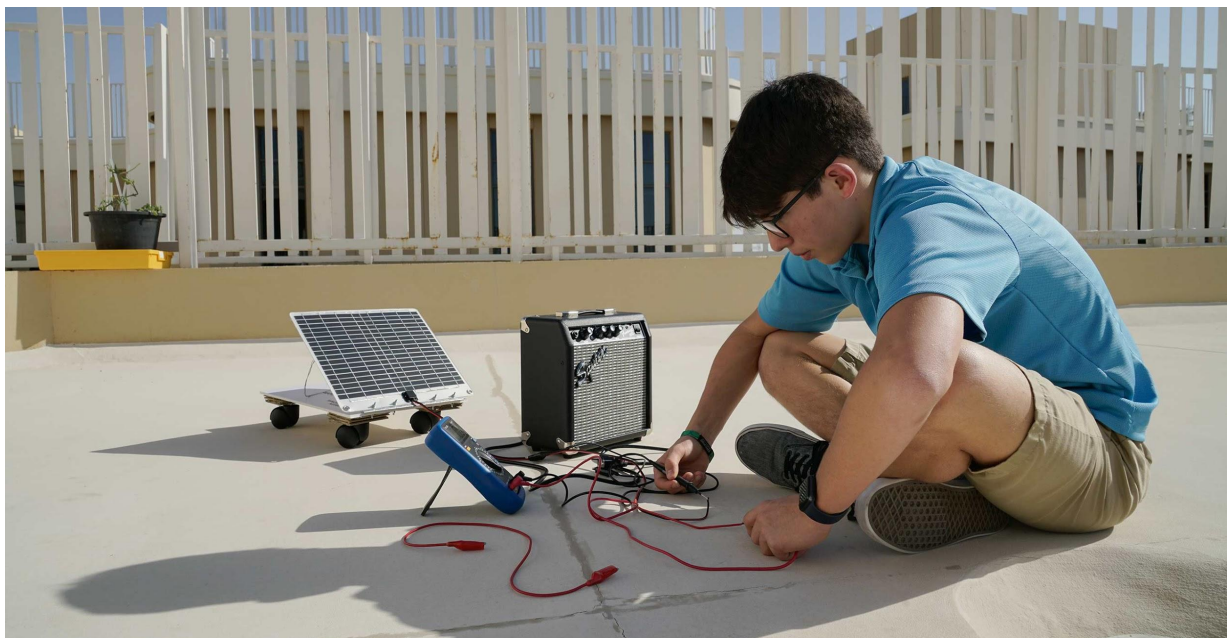
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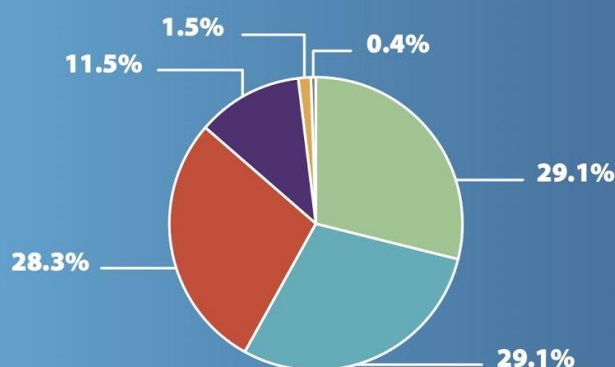
Jackie Greenwood



Research findings on the Career-related Programme (CP)

To explore the postsecondary outcomes of CP students, IB Research examined data from all CP students who graduated from high schools in the United States (US) between 2013-2015 ($N = 542$).¹

US CP graduates are diverse



31

Nationalities



44%

Considered low-income
(eligible for the federal free and reduced price meal program)



21

Languages

University enrollment

81% of CP graduates enrolled in university by March 2016 (anytime enrollment), and 76% enrolled immediately after high school graduation (compared to 68% of US students nationally).



81%

Anytime enrollment

76%

68%

Immediate enrollment

79%

64%

Proportion of enrollment at 4-year institutions

Of the CP graduates who immediately enrolled in higher education, 79% chose 4-year institutions over 2-year institutions (compared to 64% of the national cohort).



For those who chose 4-year institutions, over half (**55%**) enrolled in a university ranked as “very competitive” or better by Barron’s Selectivity Index.

Persistence

93% of CP graduates at 4-year universities persisted for one year (compared to 82% nationally). When looking at all institution types, 89% of CP graduates returned for their second year—this is 17 percentage points higher than the national average (72%).



93%

1-year persistence
(4-year institutions)

82%

89%

1-year persistence
(All institutions)

72%

University trajectories

At 4-year institutions, the top three most popular fields of study for CP graduates were engineering (18%), business (17%), and health sciences (15%).

18%

Engineering



17%

Business



15%

Health Sciences



A study of CP alumni from Finland, Germany, the United Kingdom, the US, Australia, and the United Arab Emirates ($n = 62$) examined the experiences and postsecondary outcomes of CP graduates.²

Satisfaction with the CP

71% of students surveyed, and the overwhelming majority of those interviewed, said they would choose to undertake the CP again. As one student remarked:

“For me, the CP was probably the most enjoyable two years that I had in my entire academic history. It brought out the best in me in the way that it gave me a lot of freedom”.

Skills gained during the CP

Percent of study participants who agreed they had developed the following skills:

71%

Communication skills

71%

General employment skills

77%

Skills for higher education

Graduates also explained how they had developed personal attitudes such as professionalism, work ethic and collaborative skills, and had gained confidence, particularly in public speaking.



Professionalism



Collaboration



Public speaking



Skills gained during the CP

75% of students felt the CP had prepared them well for higher education, and 83% reported faring well in their university studies.

Sources:

¹ <https://ibo.org/globalassets/publications/ib-research/cp-research-us-graduates-2017-en.pdf>

² <https://ibo.org/contentassets/45c095d527fe4be3bb21d6187eeb8180/research-cp-summary-eng.pdf>

Learn more at www.ibo.org/cp

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IBCP Curriculum Model

Through the SUMAS CrS®, students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The IBCP core components give context to the IBDP courses and the SUMAS CrS® and draw all aspects of the framework together.

The IBCP is comprised of three elements: Academic courses from the IB Diploma Programme (IBDP), the SUMAS CrS®, and the core IBCP components, all of which are explained further in this brochure.



The Career-related Studies Component in conjunction with Sustainability Management School of Switzerland (SUMAS)

Fairgreen has partnered with The Sustainability Management School of Switzerland (SUMAS) to deliver the SUMAS CrS® component of the IBCP. 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.

Since 2016, SUMAS has offered the SUMAS CrS® in Business and Sustainability, which is recognized by the IBO. Sustainability has become increasingly important within all kinds of organizations and in society at large. The SUMAS CrS® is an academically challenging pathway designed for students who have a vision to attain a future career that includes a focus on sustainability but is relevant for all students who are interested in responsible management, which is applicable in a variety of different fields.

Students will concentrate their studies in one of these three areas:

- Nature Conservation
- Sustainable Hospitality Management
- Sustainable Fashion Management



Students will complete the **online SUMAS CrS® component**, which will be delivered on campus through distance learning with a variety of tools: simulations, forums, case studies, video analysis, live-streaming classes, Q&A sessions and continuous work-in-progress that imitates a business environment.

The SUMAS CrS® also includes an **Applied Component** consisting learning hours that will be satisfied through the student's choice of either a Sustainability Leadership Experience (delivered online or on campus) or a 7-day Leadership Camp (in Switzerland or Italy).



IBCP Course Requirements

Alongside the SUMAS CrS®, students complete at least two IBDP courses from among the six different subject groups on offer:

- Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- Arts and other subjects

IBCP students should choose IBDP courses that are relevant to their career-related studies. These courses broaden their experience and enhance the theoretical underpinnings and academic rigour of the IBCP.

Please see page 9 of this brochure for a detailed overview of the courses offered at Fairgreen under the six subject groups available. Students will select two courses that they will take for the duration of the two-year programme.



IBCP Core Components

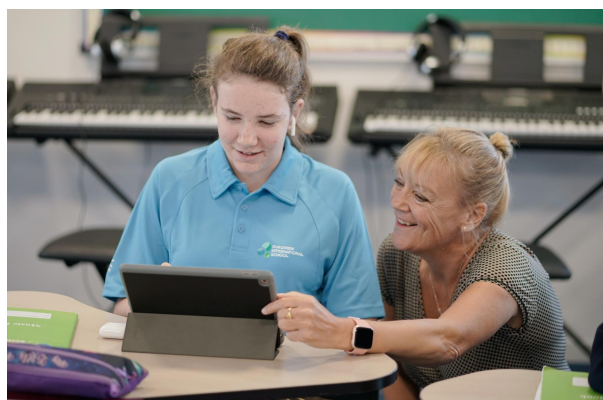
Students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The CP core components give context to the DP courses and the career-related study and draw all aspects of the framework together.

The personal and professional skills course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to successfully navigate higher education, the workplace and society.

Service learning is the practical application of knowledge and skills toward meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, reflection, and responsibility and accountability for their actions.

Language development ensures that all CP students have access and exposure to a second language. The opportunity to learn a second language is a central tenet of an IB education and increases students' understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, backgrounds and contexts. It develops students' oral, visual and written linguistic and communicative abilities.

The reflective project is an in-depth body of work produced over an extended period and submitted toward the end of the programme. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communications skills.



Integrative Project Experience with Experts in Sustainability

IBCP students will complete an **Integrative Project Experience** where they will apply theoretical knowledge to concrete projects in the pathway of their choice among: Nature Conservation, Sustainable Hospitality Management, or Sustainable Fashion Management.

Students will work with experts in their chosen area of study from anywhere within Dubai, or in the world. Since Fairgreen is located in The Sustainable City (TSC) of Dubai, we have direct access to the city's bio-domes, eco-focused businesses and organizations, and an Innovation Centre.



The Sustainable City offers Fairgreen students unlimited practical learning opportunities related to sustainability, including:



Upon Successful Completion of the IBCP

Students who complete the IBCP will gain a depth understanding of **responsible management** *applicable in a variety of different fields*. They will be able to:

- Discuss the environmental impact of business operations and identify the underlying activities
- Distinguish responsible management practices in various business contexts
- Demonstrate a mindset that embraces values of sustainable development and nature conservation
- Effectively communicate, influence and motivate others for sustainability

University Recognition

SUMAS CrS is valued by universities across the world. Alumni have been accepted to top universities such as University Bocconi (Milan), Kings College London, Berklee College of Music, Ecole Hoteliere de Lausanne.

Upon successful completion of the SUMAS CrS, each student earns 12 credits that may be applied toward a bachelor's degree at SUMAS or other accepting colleges and universities.

Course Selection Timeline | During Grade 10

Important Dates

November	IB Coordinators will present to Grade 10 students and parents an overview of both IBDP and IBCP, required courses, and prerequisites.
January	Email Student Interview Schedule to parents
February	Student interviews begin for preliminary course selection
mid-April	Students given final course selection form with courses they may choose based on prerequisite requirements.
end-April	Student choices returned with parent signatures to administration.
end-April to early-May	If required, individual student meetings to confirm choices.



Students have ten days from the first day of school to request course changes. It is not advised to make course changes as significant make-up work will need to occur to catch-up in the new course.

Changes from Higher Level to Standard Level courses may occur anytime in Grade 11 with the exception of Math courses, in which there are significant differences among courses.

IBDP & IBCP Candidacy

Students are officially registered with the IB for their IB Diploma or IB Career-related courses early in Year 2. As this candidacy will be communicated to universities in the application process, it is essential that the student's declared candidacy and final IB results are a match.

To this end, Fairgreen has indicated a set of qualifications required to support the student's registration of candidacy for the IB Diploma or IB Career-related Programmes. Students meeting these qualifications are reasonably within reach of successful achievement of their IB Diploma or IB Career-related Diploma.

Soon after the end of Term 2 in Grade 11, students and families will be advised if student results do not meet the qualifications required for their chosen candidacy.

Students not meeting the qualifications will be guided through alterations to their registration profile to better match their potential for success.

Educators the world over understand that the IB is the most challenging school exam for high school students, and longitudinal research has shown that IB students are significantly more likely to attend a top 20 university, demonstrate a better performance, and are more likely to achieve first class honors degrees, and go on to earn higher entry-level salaries.

Conditions for Awarding IBDP or IBCP Certificates

Conditions for Awarding IBDP Graduation Certificate

Students can achieve up to 42 points in the IBDP for completing their 6 subjects at a Level 7. A maximum of 3 core points are possible from a candidate's combined Extended Essay and Theory of Knowledge grades.

Maximum number of possible points to be obtained on an IBDP Diploma: 6 subjects x 7 points + 3 core points = 45 points. However, there are some restrictions in which these points must be achieved:

- There must be no mark of "1" in any subject.
- There must be no more than two marks of "2" in any subject.
- There must be no more than three marks of "3" in any subject.
- At least 12 points will be needed in HL classes.
- At least 9 points will be needed in SL classes.
- Students cannot achieve a failing grade on either the Extended Essay or the TOK course.
- Students must complete all CAS requirements.

Conditions for Awarding IBCP Graduation Certificate

Students take written examinations at the end of their courses, which are marked by external IB examiners. Each course is graded from 7 (highest) to 1 (lowest). The Reflective project is assessed by the school and moderated and graded by the IB A (highest) to E (lowest). The CP Certificate will be awarded to a candidate subject to the following conditions:

- has successfully completed the specified Career-related Study.
- has been awarded a Grade 3 or more, in at least two of Diploma Programme Courses.
- has been awarded a Grade D or more, for the Reflective project.
- has met Personal and professional skills, service learning and language development requirements.
- has not received a penalty for academic misconduct.

Bilingual Certificate

A Bilingual Certificate for the IBDP is awarded to candidates who have either; completed two languages selected from Group 1 with the award of a Grade 3 or higher in both; or completed one of the subjects from Group 3 or Group 4 in a language that is not the same as the candidate's nominated Group 1 language. The candidate must attain a Grade 3 or higher in both.

Additional Notes & Requirements for Graduation

The requirement to maintain studies in all sections of either programme model ensures the breadth of curriculum required by national university systems. The choice of appropriate Higher Level (HL) subjects enables students to obtain the degree of specialization required for university entrance. Higher level subjects should be selected to complement academic strengths displayed in the student's past coursework.

- A higher-level subject requires a minimum of 240 hours of classroom study.
- A standard level subject requires 150 hours of classroom study.
- IBDP and IBCP results given at the end of the two-year courses are made up of internal assessments and external assessments.
- Internal assessments are marked by the teachers at Fairgreen International School and will be moderated by the IB.
- External examinations at the end of the two-year course are set and marked externally by the IB. They are taken in May of the second year of the program.
- There are fees imposed for IB examinations that are not covered in tuition costs.

Eligibility for the IBDP & IBCP

Fairgreen International School is a non-selective school and allows equal access to the IBDP and IBCP regardless of language ability or previous experience with the IB curriculum. We offer coursework within both pathways at "high level" and "standard level" to ensure students are appropriately challenged..

Our IB coordinators and school counsellors work with students and their families to guide students toward the pathway that better fits with the student's goals and interests. Once the student starts either the IBCP or IBDP, we don't recommend that students change pathways, however, this will be discussed on a case by case basis. Changes from Higher Level to Standard Level courses may occur ensuring that the specific programme requirements are still being met.

Profile of an IB Student

The IB Diploma Programme and IB Career-related Programme consist of rigorous pre-university curriculum, complemented by creative exploration and service learning experiences. Both programmes meet the needs of highly motivated students and each caters to the goals and interests of the individual student.

Participants are expected to complete curricula and assessment activities that are coordinated and evaluated by external examiners and are measured against pre-established, international standards.

IB Authorization

Fairgreen International School is an IB World School, authorized for the Primary Years Programme and Middle Years Programme, and we are in candidate status for the authorization of our IB Career-related Programme (IBCP) and IB Diploma Programme (IBDP), expecting full certification by June 2021.*

*Only schools authorized by the IB Organization can offer any of its four academic programmes: PYP, MYP, IBDP, and IBCP. Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>

What are the IB approaches to learning skills?



Thinking skills



Communications skills



Social skills



Self-management skills



Research skills



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.



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an  **Esol Education** school