UWC DILIJAN PRE-IB PROGRAMME

The Pre-IB Programme is a rigorous, year-long preparatory course for students aged 15 by 1 September 2022 designed to lay a foundation for the academic challenges of the two-year **International Baccalaureate Diploma Programme** (IBDP). It is anchored in the 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.*»

The programme has been designed to introduce students to the IB style of teaching and learning with the experiential learning in an intentionally diverse community setting that is quintessential to UWC. For example, a student who has not been schooled in English before could benefit from a one-year programme to improve their academic English.

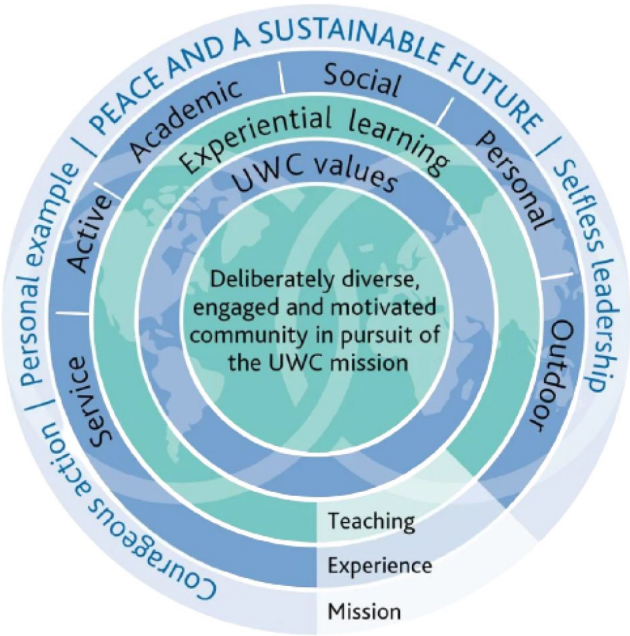
The Pre-IB is for academically capable students who have the potential to participate in the IBDP but may lack the skills that are necessary to access it and require specialised support in order to prepare for the rigour of the IB.

The Pre-IB is adapted to the needs of the individual student, including different linguistic and educational backgrounds.

UWC EDUCATIONAL MODEL

At the heart of UWC's distinctive model of education is deliberate diversity. Extending across the entire community, this is a vital component to every UWC school and college. All students benefit from learning in a diverse environment that helps to broaden their mind and sense of self and others — alongside gaining an internationally recognised qualification.

We help students discover the possibility of change. They learn that they can help to change the world through their courageous action, personal example and selfless leadership. We support young people to reach their intellectual, moral, aesthetic, emotional, social, spiritual and physical potential.



COMPETENCIES AND SKILLS

Competencies and skills being developed in students as part of Pre-IB are built around fostering the qualities of inquiring, knowledgeable and caring young people positioned to do the following:

- Be inquiring and able to listen, speak, read, write, present and perform
- Appreciate human and environmental commonalities and diversity
- Understand the interactions and interdependence of individuals, societies and the environment
- Act as responsible citizens of local and global communities
- Be able to research, interpret, analyse and evaluate information and data
- Communicate and collaborate in a confident and creative way
- Practice self-management by working independently

RESIDENTIAL LIFE

A UWC education emphasises experiential learning. The classroom is only one component of that experience, which extends to service learning, outdoor activities and sport, creativity, student societies and life together in a residential setting.

By sharing dining rooms, common rooms and bedrooms with students from many different cultures and countries, students have opportunities to learn about and share in an international experience that makes a profound and **lifelong change in their understanding** of one another.

Driven by a commitment to the **social and emotional wellness of our students**, the residential life programme provides students with the chance to live the values that are central to the ethos of UWC community.

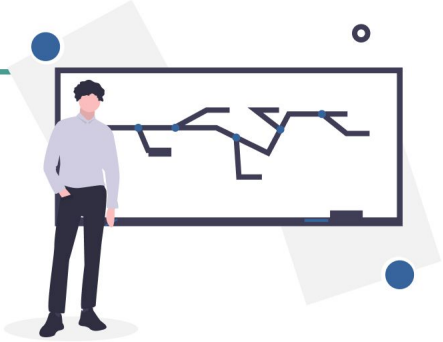
Students live in comfortable residences called **«Toons»**, which in Armenian means «house». There are two or four students living in one room.

Toon Parents, the staff members assigned to the residences, support and maintain a safe and healthy environment for the students.

THE EDUCATIONAL PROGRAMME

The Pre-IB Programme is built around the IB approaches to learning, while also focusing on fluency in English and analytical reasoning. All Pre-IB students must study English, Mathematics and Science, Humanities and Arts. As a result, students will be enabled to make informed subject choices when entering the two-year IB Diploma Programme.

ACADEMIC SUBJECTS



LANGUAGES

Armenian Studies (for Armenian students)

The aim is to focus on developing necessary skills for IB DP Group A Language subjects via Armenian Language and Literature National Curriculum by engaging with a range of texts, in a variety of media and forms, from different periods, styles, and cultures.

Armenian Language for International Students

The aim is to develop competencies and proficiency in all four skills (listening, reading, writing, and speaking) so that students can engage with the Armenian community at a basic reading and writing level.

Off-site outings enable international students to practise their language skills and Armenians can take leadership roles in sharing their knowledge about the history and culture of Armenia.

Language Studies

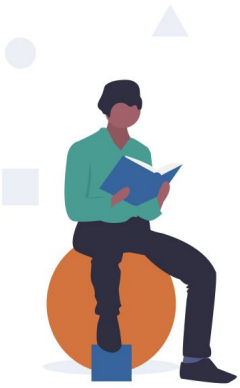
School-supported self-taught studies in native languages with the aim of maintaining proficiency in the students' best language in the cases when it is not English or Armenian.

English Studies

As English is the language of instruction and social interaction between speakers of many different languages, the aim is to build proficiency in English for academic and community contexts to achieve a high-level command of the language.

HUMANITIES

The Humanities curriculum is based on developing inquiry-based learning through investigation of concepts aimed at understanding the relationships between individuals, societies and the environments in which they live. The course will look at Armenia from multiple perspectives: demographics and human movements; superpowers, empires and supra-national alliances and organisations; warfare and peacekeeping; rights and social protests, trade, aid and exchange; economic agents, their interests and role in the economy; ecological relationships; industrialisation and technological developments.



COMBINED SCIENCES

The aim of studies of science is to build key scientific competencies and practical and research skills using a range of equipment introducing students to Biology, Chemistry, Environmental Sciences and Physics.

MATHEMATICS

The course is aimed at building key mathematical competencies such as thinking, research, problem-solving and practical skills.

ARTS

UWCD offers an extensive arts programme:

Performing Arts

The Performing arts curriculum is aimed at develop the theoretical and practical skills required to devise, prepare and perform theatre art pieces as a means of self-expression, effective communication, via creative and critical thinking:

Visual Arts

Visual arts is focused on developing design-based thought processes and technical skills, fostering creativity, expression and resourcefulness across a range of media with activities such as ceramic mask making; drawing self-portraits, observational drawing of own hand and figure drawing with a focus on proportion and foreshortening; painting, using colour as a way to portray emotion; creating collages etc.

CAS (CREATIVITY, ACTIVITY AND SERVICE), OUTDOOR EDUCATION AND SPORTS

During the two-year IB Diploma Programme, students are expected to complete the CAS programme (Creativity, Activity and Service). Our Pre-IB students will participate in this programme which also includes outdoor experiences.

CITIZENSHIP

In this subject our students will explore what it means to be a citizen in the 21st century, both online and offline: from Global Citizenship to Digital Citizenship.

OUR LEARNING PRINCIPLES

UWC DILIJAN COLLEGE

We know learning is effective when:

LEARNERS FEEL SECURE AND SUPPORTED

Therefore, learners need a positive and respectful learning environment in which it is safe to succeed or to make mistakes and try again

LEARNERS UNDERSTAND THE PURPOSE OF THE LEARNING

Therefore, goals should be explicit

LEARNERS CONSTRUCT NEW UNDERSTANDING BY BUILDING UPON PRIOR KNOWLEDGE

Therefore, it is important that new learning is connected to what the learner has previously experienced or understood

LEARNERS ARE APPROPRIATELY CHALLENGED

Therefore, learning opportunities should align with the developmental stage and individual needs of learners

LEARNERS CONSTRUCT MEANING BY MAKING CONNECTIONS BETWEEN KNOWLEDGE AND CONCEPTS

Therefore, learning experiences need to be organised around core concepts

LEARNERS LISTEN, TALK AND INTERACT WITH OTHERS

Therefore, learners must have a range of opportunities to engage with others in a variety of situations and develop their personal and social skills

LEARNERS USE TIMELY AND GOAL DIRECTED FEEDBACK

Therefore, ongoing assessment should be regular and structured in a manner that allows for specific feedback to guide the learner in constructing meaning

LEARNERS HAVE TIME FOR MEANINGFUL AND DELIBERATE PRACTICE

Therefore, learners need well considered opportunities to develop and improve skills and understanding

LEARNERS HAVE OWNERSHIP OF THEIR LEARNING

Therefore, learners need opportunities for self-directed learning and need opportunities to effectively learn from failure

LEARNERS THINK AND ACT UPON THEIR LEARNING

Therefore, learners need opportunities to develop strategies to plan, monitor, reflect and make adjustments to learning as needed - they develop resilience and adapt to challenges, converting their learning into real world change and constantly reflecting on connections to the UWC mission and values

TEXTBOOKS AND EQUIPMENT

Students will be provided with all necessary textbooks by their teachers; books, however, remain the property of the school and must be returned at the end of the school year.

HOMEWORK

Homework will be set regularly by all teachers, and will include long-term projects which may count towards the end-of-year grade in some subjects. It is important that students learn to manage their time successfully by balancing the demands of regular homework and the completion of long-term project work.

ASSESSMENT

Grading of academic achievement will be in accordance with the 1-7 scale used in the IB Diploma Programme. Students will take formal examinations twice a year, in February and in June. Assessment will be based on the results of these exams in addition to marks gained in coursework and homework set throughout the year.

The IB Diploma uses the following grading scale:

7 - Excellent

6 - Very Good

5 - Good

4 - Satisfactory

3 - Mediocre

2 - Poor

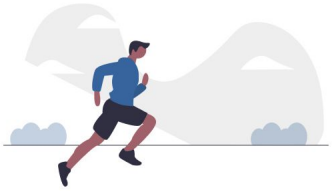
1 - Very Poor

Pre-IB students will have a **Mentor** and be registered each morning. The school day is till **16:10**. High standards of attendance and punctuality will be expected.

HEALTH AND WELLNESS

UWC Dilijan has a modern, well-equipped medical centre on campus to provide high quality health care for students and staff. The centre has several hospital beds including an isolation ward. It also has a dental room to provide students and staff with regular dental checks.

There is a full-time Pastoral Counselling Service. The overall goal of the service is to provide students and staff with the psychological facilitation and support as required.



PRE-IB SUCCESS CRITERIA

Completion of the Pre-IB does not mean automatic admission into the DP at UWCD. Each situation will be assessed on an individual basis, with engagement in all areas of the learning programme (including outside the classroom) being a key criterion.

FEES

For the academic year 2022-23 the fee is US$30,000 for one year with limited financial support available. This includes school fees, residential fees, medical insurance and curricular trips.

APPLYING TO THE UWCD PRE-IB PROGRAMME

If you are interested in the Pre-IB Programme for 2022, please complete our Registration of Interest Form or contact Admissions at admissions@uwcdilijan.am.

For further information, please visit www.uwcdillijan.org