

What are the “Big Ideas” of an IB Education?

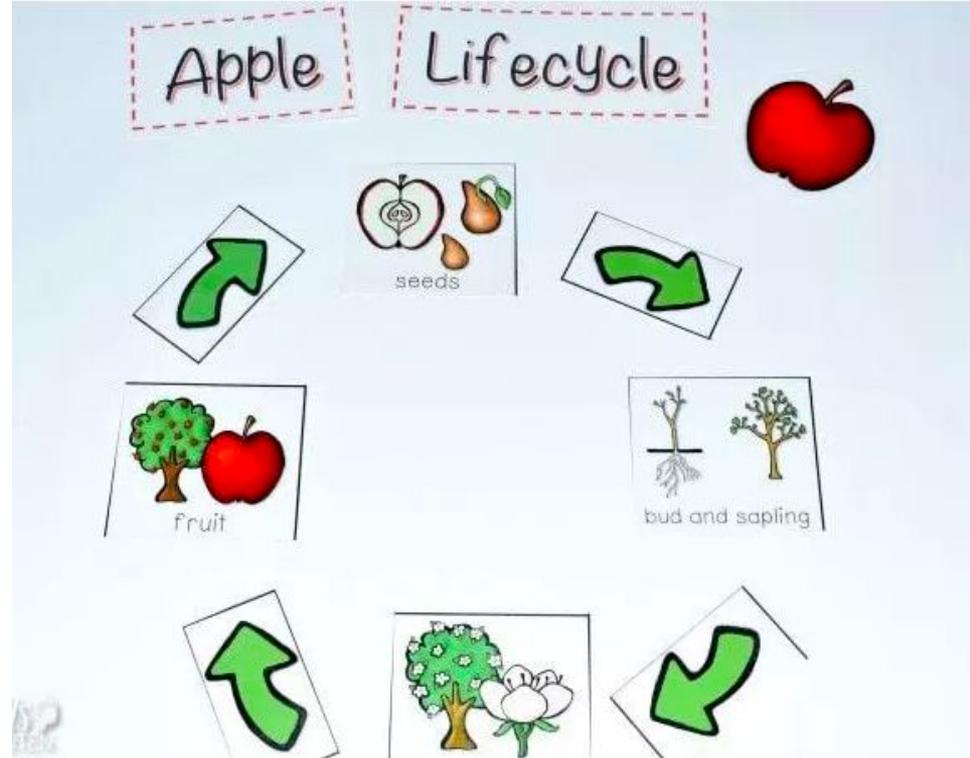


IB is...

Concept Based

A concept is a “big idea”—a principle or notion that is enduring and is not constrained by a particular subject matter or place in time. Concepts represent IDEAS that are **broad**, **abstract**, **timeless** and **universal**.

IB focuses on concepts, *not topics*.



Concept Based

Concepts add depth and rigour in student thinking to the traditional “two-dimensional” curriculum consisting of facts and skills. Concepts place **NO LIMITS** on **breadth of knowledge** or on **depth of understanding**, and therefore are accessible to every student.

This helps students to:

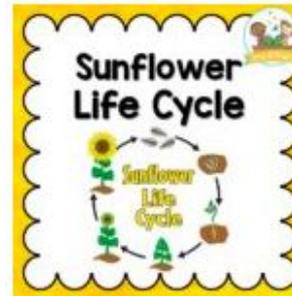
- THINK CRITICALLY about big ideas
- RECOGNIZE PATTERNS
- make GENERALIZATIONS, PREDICTIONS and CONNECTIONS across their learning
- TRANSFER UNDERSTANDING to different contexts.



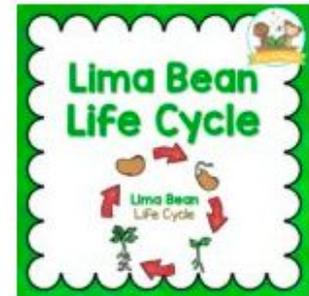
Butterfly Life Cycle



Pumpkin Life Cycle



Sunflower Life Cycle



Lima Bean Life Cycle

IB is...

Inquiry Based

Inquiry recognizes students as being actively involved in their own learning and as taking responsibility for that learning.

Inquiry nurtures **CURIOSITY** and promotes **ENTHUSIASM** for *life-long learning*. Effective inquiry encourages students to think, challenge and extend their ideas; it prompts students to reflect and take action.

Through the inquiry process, students move from current understandings to new and deeper understandings. This process involves:

- EXPLORING, wondering and questioning
- EXPERIMENTING and playing with possibilities
- CONNECTING previous learning and current learning
- PREDICTING and acting purposefully to see what happens



IB focuses on...

International Mindedness

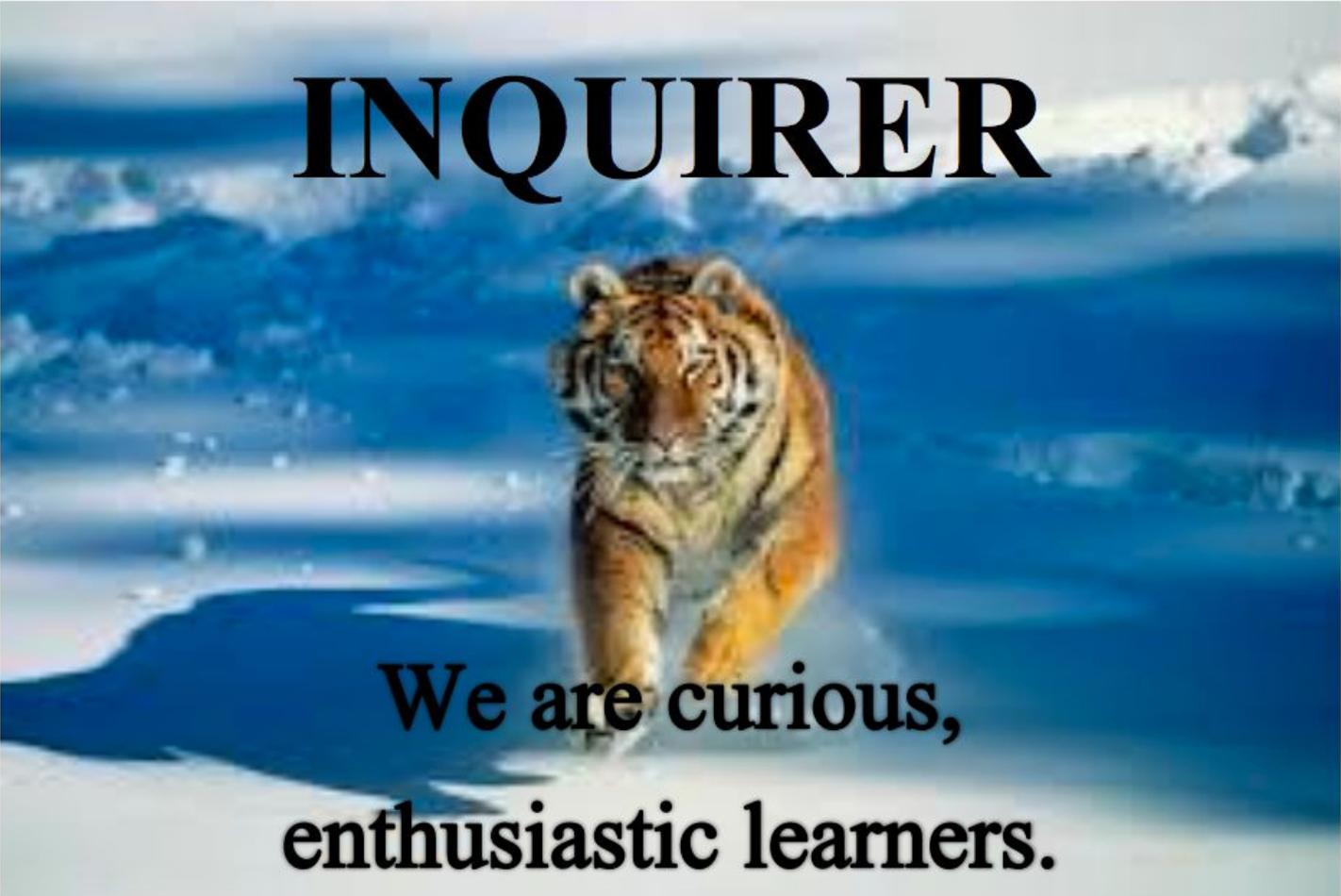
International-mindedness is a view of the world in which people see themselves **CONNECTED** to the **global community** and assume a sense of **responsibility** towards its members.

It is an **AWARENESS** of the **interrelatedness** of all nations and peoples, and is a recognition of the complexity of these.

Internationally minded people **APPRECIATE & VALUE** the **diversity** of peoples, cultures and societies in the world. They make efforts to learn more about others and to develop empathy and solidarity towards them to achieve mutual understanding and respect



INQUIRER

A tiger is running through shallow water, splashing. The background is a bright blue sky with white clouds. The tiger is in the center of the frame, moving towards the viewer.

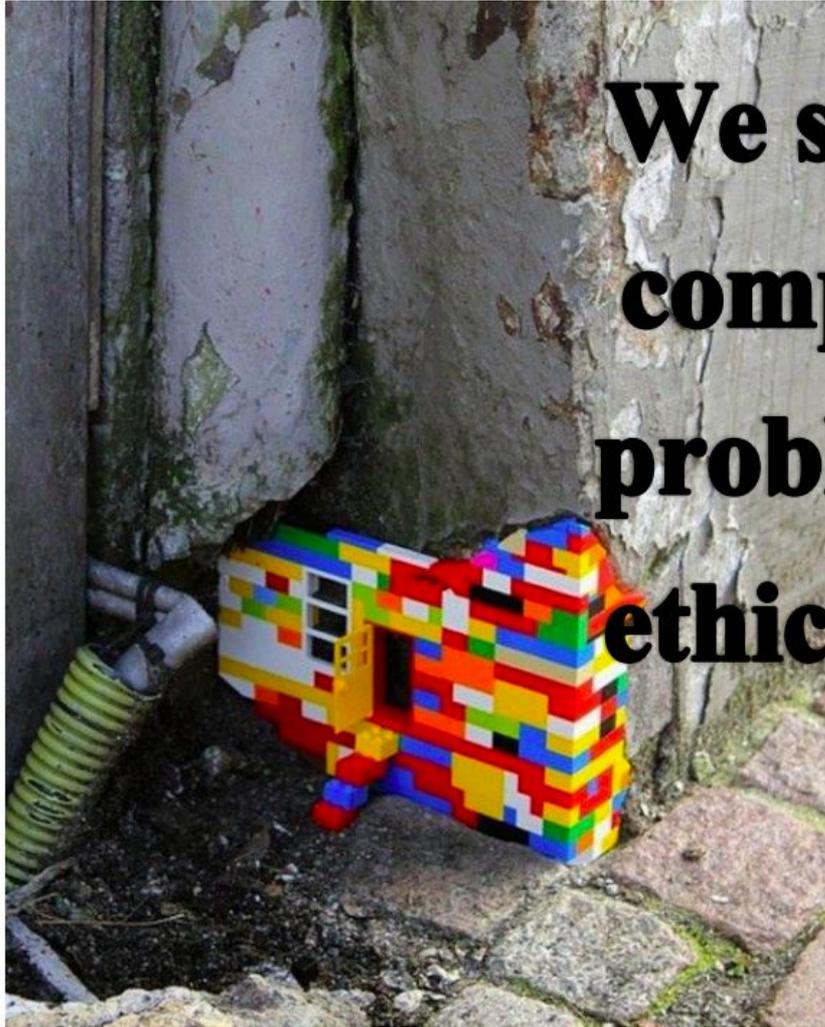
**We are curious,
enthusiastic learners.**

KNOWLEDGEABLE



**We have
a wide
range of
understanding
that is
meaningful
to the
world.**

THINKER



**We solve
complex
problems
ethically.**

CARING



**We show empathy,
compassion, and
respect.**

OPEN-MINDED

A photograph of two young girls sitting together. The girl on the left has light skin and dark hair, wearing a grey jacket. The girl on the right has dark skin and is wearing a pink hijab and a pink and white top. Both girls are smiling and looking at each other. The background is slightly blurred, showing other people in similar attire.

We appreciate our own cultures as well as the values of others.

PRINCIPLED



**We act with
integrity
and honesty,
with a
strong sense
of fairness
and justice.**

R T

I A

S K

K E

R

**We are resourceful and resilient
in the face of challenges and
change.**



BALANCED



**We seek
balance in our
intellectual,
physical and
emotional
wellbeing and
in the
wellbeing of
others.**

REFLECTIVE



We work to understand our strengths and weaknesses to support our learning.