1. CALL TO ORDER
The Chair will call the meeting to order and recognizes that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

2. ADDITIONS TO THE AGENDA

3. DELETIONS TO THE AGENDA

4. CHANGE IN ORDER

5. APPROVAL OF THE AGENDA

6. APPROVAL OF THE MINUTES

   6.1 Minutes - June 12, 2012
   That the minutes of the June 12, 2012 Education Committee Meeting Minutes be approved.

7. PRESENTATIONS

   7.1 Ms. Sarah Lee - Parent - Hammond Bay Elementary
       RE: International Baccalaureate (IB) Primary Years Programme (PYP)

8. EDUCATIONAL UPDATE - Report from John Blain, Deputy Superintendent
8.1 J. Blain - Report

9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

10. UNFINISHED BUSINESS

11. NEW BUSINESS

11.1 Learning Services Support Team

12. QUESTION PERIOD

Questions from the audience must be submitted in writing and given to the Board’s Executive Assistant (Cathy Kelt) for submission to the Chair. The question period is intended to enable the public to obtain clarifying information regarding a current agenda item.

*Forms are available in the information rack near the entrance of the Board Room*

13. ADJOURNMENT
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE
HELD JUNE 12, 2012

PRESENT:
Trustees
K. Howland, Chair
D. Allen
B. Bard
J. Brennan
N. Curley
K. Howland
D. Neary
B. Robinson
T. Saunders
S. Welch

Staff
D. Hutchinson, Superintendent/CEO
C. Southwick, Assistant Superintendent
D. Reimer, Director of Communications
C. Kelt, Executive Assistant

Meeting No. E

ABSENT IN ATTENDANCE
J. Smith, CUPE Rep
C. Lintott, NSAA Rep

CALL TO ORDER
The Chair called the meeting to order at 6:03 pm and recognized that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA
There were no additions to the Agenda this evening.

DELETIONS TO THE AGENDA
Item 11.3 - Survey Results regarding Special Education/parent/principals Surveys was removed from the agenda and the Committee advised that this item will be brought forward to the September Education Committee Meeting.

CHANGE IN ORDER
There was no change in order to the Agenda this evening.

APPROVAL OF THE AGENDA
IT WAS MOVED BY Trustee Curley
IT WAS SECONDED BY Trustee Brennan
Folio E12/06/13-01
That the Agenda be approved as amended. CARRIED UNANIMOUSLY
APPROVAL OF THE MINUTES

IT WAS MOVED BY Trustee Saunders
IT WAS SECONDED BY Trustee Robinson

Folio
E12/06/13-02

That the minutes of the March 7th Education Committee Meeting be approved.
CARRIED UNANIMOUSLY

PRESENTATIONS

Mr. Bill Preston and Mr. Don Reimer
RE: Community Schools

Bill Preston and Mr. Don Reimer, representatives of the Association of Community Education of B.C., outlined for the committee the role of the community school in student learning.

Bill Preston and Don Reimer said that the community school has an integrated focus, supporting the needs of the whole child so that better learning can take place. They said the hallmarks of a community school are extended service, extended hours, and extended relationships. They said that for the past few years all new schools and major renovations to existing schools have included community space, planned in consultation with local communities.

These schools, designated Neighbourhood Learning Centres, provide districts with great opportunities for community schools.

EDUCATIONAL UPDATE - Report from Ms. Southwick

Ms. Southwick reported on the following:
- Bayview part of Partnership to Support Rural and Aboriginal Students
- Bargaining
- Elementary Reporting
- Foundation Skills Assessments
- Personnel Issues]
- TOC Hiring and P/VP Hiring and Transfers
- Strategic Planning
- Balanced Literacy Initiative

Ms. Shelley Beleznay - Grade 2 Literacy Pilot

Ms. Beleznay gave the Education Committee an overview of the Project Success Early Literacy initiative this year. The initiative focused on Grade 2 literacy at five elementary schools, and provided teachers with time to consult with each other and share strategies for improving student’s literacy skills. She said that final results have not yet been compiled, but that it is already
apparent that by working and learning together and mentoring new teachers, students can be helped to make significant improvements in their reading skills.

**CORRESPONDENCE**

**REFERRED FROM THE REGULAR BOARD MEETING**

There was no correspondence referred from the May Board Meeting.

**UNFINISHED BUSINESS**

There was no Unfinished Business on the Agenda this evening.

**NEW BUSINESS**

Lynn Brown - Dover Bay Students - RE: Enquiry-based project with McGirr students

Ms. Brown introduced her five Grade 12 students from Dover Bay Secondary, Nick Tang, Ben Cameron, Danielle Kludash, Holly Larsen, and Shelby Ross

They outlined for the Committee what the enquiry-based project that they undertook to help younger students learn about and conduct themselves by a code of conduct

The Dover Bay students told us that went to McGirr Elementary once a week to work with five Grade 3 boys on their school code of conduct. The focus was on the community of learners’ qualities of cooperation, control, communication and commitment.

They helped the elementary boys learn what the ‘four c’s: look, sound and feel like. The Dover Bay students said that one of the things they learned is that a universal code of conduct is vital, so that it can be transferred from elementary to secondary school and from secondary school to life after school.

Jan Thorsen
Joint Board/NDTA Pro D Report

Jan Thorsen, professional development chair of the Nanaimo District Teachers’ Association, gave a report to the Education Committee on professional development activities undertaken this year using the $293,000 professional development fund.

She highlighted the three-year funding cycle, a new system which was started in July 2009 as a way to make the distribution of the pro-d funds
more equitable and available to teachers and also outlined the activities that took place on the October 21 and February 20 professional development days.

IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Neary

Folio
E12/06/13-03
That the Education Committee recommends to the Board of Education that the NDTA/Board Joint Pro D Report be received.
CARRIED UNANIMOUSLY

Strategic Plan Development Meetings - Trustees to Report Out on their Experiences

Trustees commented on the various visits to schools during the Month of May to share information with the community on the Strategic Plan. They said that work will continue on the Strategic Plan development over the summer with additional meetings being scheduled in the fall of 2012.

QUESTION PERIOD

There were no questions this evening.

ADJOURNMENT

IT WAS MOVED BY Trustee Saunders
IT WAS SECONDED BY Trustee Brennan

Folio
E12/06/13-04
That the meeting be adjourned.
CARRIED UNANIMOUSLY

The meeting adjourned at 8:18 pm.
What is an IB education?

This document is provisional pending review of the IB learner profile. Additional resources to support and communicate What is an IB Education? will be available in 2013–14.
What is an IB education?

This document is provisional pending review of the IB learner profile. Additional resources to support and communicate *What is an IB Education?* will be available in 2013–14.
The IB programme continuum of international education

What is an IB education?

Published August 2012

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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.

IB learners strive to be:

**Inquirers**
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**
They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**
They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded**
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring**
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers**
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced**
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective**
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
What is an IB education?

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Introduction

The aim of this document is to communicate clearly what lies at the heart of an International Baccalaureate (IB) education. For educators, supporters, students and their families, it explains the ideals that underpin all IB programmes. By describing the IB's educational philosophy, *What is an IB Education?* also offers support for schools on their IB journey through programme authorization and ongoing implementation.

In 1968, the IB Diploma Programme (DP) was established to provide a challenging and comprehensive education that would enable students to understand and manage the complexities of our world and provide them with skills and attitudes for taking responsible action for the future. Such an education was rooted in the belief that people who are equipped to make a more just and peaceful world need an education that crosses disciplinary, cultural, national and geographical boundaries.

With the introduction of the Middle Years Programme (MYP) in 1994 and the Primary Years Programme (PYP) in 1997, the IB identified a continuum of international education for students aged 3 to 19. A decade later, the adoption of the IB learner profile across the continuum described internationally minded learners of all ages. The learner profile continues to provide important common ground for these challenging, stand-alone programmes, each developed as a developmentally appropriate expression of the IB's educational approach. The introduction of the IB Career-related Certificate (IBCC) in 2012 enriches this continuum by providing a choice of international education pathways for 16- to 19-year-old students.

The IB's work is informed by research and by over 40 years of practical experience. This overview honours the vision that launched the IB and sustains its growth today. The dynamic legacy of the IB's founders continues to support a growing global network of schools dedicated to high-quality education, ongoing professional development and shared accountability.

*What is an IB education?* aims to be informative, not definitive; it invites conversation and regular review. The IB has always championed a stance of critical engagement with challenging ideas, one that values the progressive thinking of the past while remaining open to future innovation. It reflects the IB's commitment to creating a collaborative, global community united by a mission to make a better world through education.

As the IB's mission in action, the learner profile concisely describes the aspirations of a global community that shares the values underlying the IB's educational philosophy. The IB learner profile describes the attributes and outcomes of education for international-mindedness.

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.
Introduction

IB learners strive to be:

| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| Risk-takers | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

Informed by these values, an IB education:

- centres on learners
- develops effective approaches to teaching and learning
- works within global contexts
- explores significant content.

Working together, these four characteristics define an IB education.
At the centre of international education in the IB are students aged 3 to 19 with their own learning styles, strengths and limitations. Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate, lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes address students’ social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the values and outcomes of internationally minded learning described in the IB learner profile.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

IB programmes aim to increase access to the curriculum and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. Commitment to access and inclusion represents the IB learner profile in action.

The learner and the IB World School

The IB learner profile brings to life the aspirations of a community of IB World Schools dedicated to student-centred education. IB programmes promote the development of schools that:

- create educational opportunities that encourage healthy relationships, individual and shared responsibility and effective teamwork and collaboration
- help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance and confidence they need in order to bring about meaningful change
- inspire students to ask questions, to pursue personal aspirations, to set challenging goals and to develop the persistence to achieve them
- encourage the creation of rich personal and cultural identities.

These educational outcomes are profoundly shaped by the relationships between teachers and students; teachers are intellectual leaders who can empower students to develop confidence and personal responsibility. Challenging learning environments help students to develop the imagination and motivation they need in order to meet their own needs and the needs of others.

IB programmes emphasize learning how to learn, helping students interact effectively with the learning environments they encounter and encouraging them to value learning as an essential and integral part of their everyday lives.
Teaching and learning in the IB celebrates the many ways people work together to construct meaning and make sense of the world. Through the interplay of asking, doing and thinking, this constructivist approach leads towards open, democratic classrooms. 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**

Sustained inquiry forms the centrepiece of the written, taught and assessed curriculum in IB programmes. IB programmes feature structured inquiry both into established bodies of knowledge and into complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students’ own curiosity provides the most effective provocation for learning that is engaging, relevant, challenging and significant.

**Action**

Principled action, as both a strategy and an outcome, represents the IB’s commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, which enhances learning about self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of individuals and groups.

Principled action means making responsible choices, sometimes including decisions not to act. Individuals, organizations and communities can engage in principled action when they explore the ethical dimensions of personal and global challenges. Action in 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. Reflective thinkers must become critically aware of their evidence, methods and conclusions. Reflection also involves being conscious of potential bias and inaccuracy in one’s own work and in the work of others.

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, IB programmes aim to develop a range of competencies and dispositions that include skills for thinking, for working with others, for communicating, for managing self and for research.

Effective teaching and learning requires meaningful assessment. IB World Schools strive to clarify the purpose of student assessment, the criteria for success and the methods by which assessments are made. In 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 PYP exhibition, the MYP personal project, the DP extended essay and the IBCC reflective project. The entire school community can be involved in providing feedback and support as students demonstrate their knowledge, understanding and mastery of skills.
Global contexts for education

Multilingualism and intercultural understanding

Global engagement

In our highly interconnected and rapidly changing world, IB programmes aim to develop international-mindedness in a global context. The terms “international” and “global” describe the world from different points of view—one from the perspective of its constituent parts (nation states and their relationships with each other) and one from the perspective of the planet as a whole. Sharp distinctions between the “local”, “national” and “global” are blurring in the face of emerging institutions and technologies that transcend modern nation states. New challenges that are not defined by traditional boundaries call for students to develop the agility and imagination they need for living productively 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.

Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning. IB World Schools share educational standards and practices for philosophy, organization and curriculum that can create and sustain authentic global learning communities.

In school, students learn about the world from the curriculum and from their interactions with other people. Teaching and learning in global contexts supports the IB’s mission “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”.

Multilingualism and intercultural understanding

For the IB, learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding. IB programmes, therefore, support complex, dynamic learning through wide-ranging forms of expression. All IB programmes require students to learn another language.

Intercultural understanding involves recognizing and reflecting on one’s own perspective, as well as the perspectives of others. To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences and ways of knowing. The goal of understanding the world’s rich cultural heritage invites the IB community to explore human commonality, diversity and interconnection.
Global engagement

Global engagement represents a commitment to address humanity’s greatest challenges in the classroom and beyond. 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. Globally engaged people critically consider power and privilege, and recognize that they hold the earth and its resources in trust for future generations.

An IB education aims to develop the awareness, perspectives and commitments necessary for global engagement. The IB aspires to empower people to be active learners who are committed to service with the community.
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. 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. In the PYP, learning aims to transcend boundaries between subject areas. As students develop in the MYP and DP, they engage subject-specific knowledge and skills with increasing sophistication.

**Conceptual**
Conceptual learning focuses on broad and powerful organizing ideas that have relevance within and across subject areas. They reach beyond national and cultural boundaries. Concepts help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts. PYP and MYP students encounter defined sets of key concepts, and students in the DP further develop their conceptual understanding.

**Connected**
IB curriculum frameworks value concurrency of learning. 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. Course aims and programme requirements offer authentic opportunities to learn about the world in ways that reach beyond the scope of individual subjects.

In the PYP, students learn about and use knowledge, concepts and skills from a variety of subjects to explore six transdisciplinary themes of global significance. In the MYP, students study a range of subjects and often bring together two or more established areas of expertise to build new interdisciplinary understanding. In the Diploma Programme, students encounter a range of subjects, and through the creativity, action, service (CAS) component of the DP core may continue their own explorations of physical activity and the creative process. Interdisciplinary DP courses and requirements offer students ways to explore new issues and understanding that reach across subjects, and the theory of knowledge (TOK) course helps students connect their learning across the curriculum.

In IB programmes, assessment forms an integral aspect of teaching and learning. To understand what students have learned and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic performances of understanding that call for critical and creative thinking. Final assessments for older students in the IB continuum are internationally benchmarked. 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.
Conclusion

An IB education is unique because of its rigorous academic and personal standards. IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a lifelong quest for learning hallmarked by enthusiasm and empathy. To that end, the IB gathers a worldwide community of supporters who celebrate our common humanity and who share a belief that education can help to build a better world.

The IB connects this higher purpose with the practical details of teaching and learning. A global community of IB World Schools put these principles into practice, developing standards for high-quality education to which they hold themselves mutually accountable. An IB education represents a testament to the power of this collaboration.

Education is an act of hope in the face of an always-uncertain future. An IB education calls forth the very best in students and educators alike. The IB believes that together we can help to prepare students for living and working in a complex, highly interconnected world.
IB learner profile booklet
Introduction to the IB learner profile

Nature of the IB learner profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme and, therefore, the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

The IB's concept of an educational continuum, and of a coherent, broad-based international curriculum, was fully realized in 1997 with the introduction of the PYP. The IB is now able to offer three programmes of international education and, with them, the prospect of a continuous international educational experience from early childhood to pre-university age. While the IB now offers a sequence of three programmes—the PYP, the MYP (introduced in 1994) and the Diploma Programme (introduced in 1969)—each programme must continue to be self-contained, since the IB has no requirement for schools to offer more than one programme. However, they must also form an articulated sequence for those schools that teach all three programmes or any sequence of two.

With the development of a continuum of international education, it is intended that teachers, students and parents will be able to draw confidently on a recognizable common educational framework, a consistent structure of aims and values and an overarching concept of how to develop international-mindedness. The IB learner profile will be at the heart of this common framework, as a clear and concise statement of the aims and values of the IB, and an embodiment of what the IB means by “international-mindedness”.

Aims of the IB learner profile

The attributes and descriptors of the learner profile define the type of learner the IB hopes to develop through its programmes. It originated in the PYP where it was called the “PYP student profile”, but practitioners from all three programmes identified it as a set of qualities that could also enhance learning in the MYP and the Diploma Programme—learning that should not come to a stop at the age of 11, but should carry through to the completion of the Diploma Programme. It is now called the “IB learner profile” to make it applicable to all students and adults involved in the implementation of IB programmes, that is, to the IB community of learners.

The IB has incorporated the learner profile into all three programmes so that it is the common ground on which all IB World Schools stand, and contains the essence of what they, and the three programmes, are about.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IB espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the three programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner.
As a key cross-programme component, the learner profile will become the central tenet of the IB programmes and central to the definition of what it means to be internationally minded. Thus, the IB is placing the focus for schools where it belongs: on learning. It is not intended to be a profile of the perfect student; rather, it can be considered as a map of a lifelong journey in pursuit of international-mindedness. It places the learner firmly at the heart of IB programmes and focuses attention on the processes and the outcomes of learning.

It is the IB’s intention that the learner profile will help develop coherence within and across the three programmes. It provides a clear and explicit statement of what is expected of students, teachers and school administrators in terms of learning, and what is expected of parents in terms of support for that learning.

The IB learner profile in schools

Implementing the IB learner profile

A school’s curriculum includes all those student activities—academic and non-academic—for which the school takes responsibility, since they all have an impact on student learning. The development of the written curriculum, the expression of ideas on paper, is necessary, but alone is not sufficient. The curriculum can be defined as what is to be learned (the written curriculum), how it is to be learned (the taught curriculum) and how it is to be assessed (the learned curriculum). This gives equal focus to content, teaching methodologies and assessment practices. The IB prescribes, to varying degrees in each of its three programmes, the written, taught and learned curriculum, but relies on schools for its implementation.

The successful implementation of these three dimensions of the curriculum in each IB programme depends on the culture and ethos of the school. The values and attitudes of the school community that underpin the culture and ethos of a school are significant in shaping the future of its young people. In a school that has a commitment to the values inherent in the IB learner profile, these values will be readily apparent in classroom and assessment practices, the daily life, management and leadership of the school. The IB believes that the learner profile will provide a shared vision that will encourage dialogue and collaboration among teachers and administrators about how to create the best environment for learning.

The IB recognizes that the introduction of the IB learner profile may present a challenge for schools. It invites schools to evaluate critically their learning environment and make the changes necessary to enable all its students and teachers to work towards developing the values of the profile. Such changes should lead to a truly collaborative learning environment, the strengthening of professionalism among the teaching staff and a commitment by the school to invest in professional development. For most schools this will not mean starting from the beginning, but may involve a refocusing of attention, creative thought and resources. For some schools the introduction of the learner profile will necessitate a major shift in direction.

The IB learner profile as a tool for school development

For the IB learner profile to become the central tenet of each IB programme, schools will need to adopt a holistic view of school as well as student development. The learner profile provides a tool for whole-school reflection and analysis. Individual teachers, faculty groups, school administrators and school governors should ask themselves “To what extent do our philosophy, our school structures and systems, our curriculum and units of work enable students, and the adults who implement the programmes, to develop into the learner described in the profile?”

In addition, teachers, IB programme coordinators and school administrators are encouraged to ask themselves questions like the ones presented here.
Classroom practices
• Is it possible to create more experiences and opportunities in the classroom that allow students to be genuine inquirers?
• How much attention do we pay to how students interact with other students in group-work activities? Could we give more time to helping them work effectively as part of a team?
• Could we create more opportunities to discuss the ethical issues that arise in the subject(s) we teach?
• How well do we model empathy, compassion and respect for others in our classrooms and around the school?

Assessment and reporting practices
• In formative assessment tasks, do we provide students with enough opportunities to take intellectual risks, and then support them in taking such risks?
• To what extent does the range of assessment strategies we use meet the diverse needs of students and encourage creative and critical thinking?
• Can we provide time for students to reflect on an assessment task and what they have learnt from it?
• What aspects of student development do we report on?

Daily life, management and leadership
• Do all our teachers see themselves as responsible for the nurturing of lifelong learners?
• What is the quality of interaction between students and teachers around the school?
• Does the structure of the school day and the schedule facilitate the development of the learner as a whole person?
• Are support structures in place to oversee the personal, social and emotional welfare of students, as well as their academic development?
• Are students empowered to take responsibility for their own learning?
• Are we investing appropriately in ongoing professional development for our teachers?

The learner profile provides a common language for teachers and administrators across the IB programmes to discuss student progress, the articulation of the curriculum and the issues of transition between programmes and school divisions. The profile does not provide ready answers to these areas, but it focuses attention on what aims and values underlie the programmes and, therefore, provides a basis on which important decisions can be made. The same applies to a school that implements only one IB programme: the profile provides a focus and reference point for teacher collaboration and the development of truly concurrent learning.

Monitoring the IB learner profile
In PYP schools teachers are required, on behalf of all students, to assess and report on progress in the development of the attributes of the learner profile. This is done by using the learner profile for self and peer assessment, as the basis for teacher/student/parent conferences and through reporting to parents.

MYP and Diploma Programme schools are expected to focus on monitoring student development in light of the profile in as many ways as possible, by engaging students and teachers in reflection, self-assessment and conferencing. Each IB World School, as a whole, is also encouraged to reflect on the success of the implementation of the learner profile.

The IB has developed programme standards and practices that are common to all its programmes. The implementation of the IB learner profile is specified in these practices, and schools will be expected to address them as part of the self-study in the programme evaluation process. The IB Programme standards and practices document can be found on the IB public website and the online curriculum centre (OCC).
Sharing practice

One of the great advantages that the IB has recognized and benefited from since its inception is the “creative professionalism” (a term created by Hargreaves in 1998) of its IB World School teachers, and their willingness to explore and share ideas and practices. Innovative and creative teachers of IB programmes from many different cultures have played a very significant role in the development of each programme. Their role continues with the introduction of the IB learner profile and ensures that the implementation of the profile in the three programmes benefits from the extensive practical, diverse and up-to-date experience that only they are able to provide. Such a role is pivotal in the IB’s model for the development and implementation of each programme, and it will be the same for the successful introduction of this key cross-programme component.

To facilitate the sharing of practices and experiences in the implementation of the IB learner profile, a page of the OCC is dedicated to the continuum of international education. On this page there is a section containing the IB learner profile, as well as discussion forums and areas where teachers can exchange resources. In addition, workshop leaders for all three programmes will be asked to provide participants with opportunities to discuss the profile, to share practices and experiences, and to facilitate reflection on the degree to which the values of the profile are developed in a particular subject or programme component.

The IB learner profile is inserted into all major IB publications. It also strongly informs the process of curriculum development in the IB as a basis for evaluating the strengths and weaknesses of a subject or programme component against the aims and values of the whole programme.

Successful implementation of the IB learner profile in a school will result in a learning environment in which the aims and values of the IB programmes are strongly evident and embraced by all members of the community. This is the challenge for both IB World Schools and the IB. We all must strive to put into practice what we believe.
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.

IB learners strive to be:

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</td>
</tr>
<tr>
<td>Communicators</td>
<td>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</td>
</tr>
<tr>
<td>Principled</td>
<td>They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</td>
</tr>
<tr>
<td>Caring</td>
<td>They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</td>
</tr>
<tr>
<td>Risk-takers</td>
<td>They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</td>
</tr>
<tr>
<td>Balanced</td>
<td>They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</td>
</tr>
<tr>
<td>Reflective</td>
<td>They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</td>
</tr>
</tbody>
</table>
Introductions

Tony Macoun
Tony first introduced the International Baccalaureate (IB) in 1975 at Ashbury College in Ottawa, where he was a geography teacher and then became the IB coordinator. He was appointed Headmaster of Ashbury in 1981 and Director of Pearson United World College in Victoria in 1986. He served on the Board of IB North America and was President for three years.

In 1993, he worked for the IB as Regional Director for Africa/Middle East based in Cardiff, UK. He became the founding Rector of the Red Cross Nordic United World College in Norway in 1994. Returning to Canada in 2000, he took up the position of Head of Strathcona-Tweedsmuir School in Alberta where both the IB Diploma Programme (DP) and the Primary Years Programme (PYP) were introduced. Tony was the head of Mulgrave School from 2004 until his retirement in 2010. While at Mulgrave, Tony introduced all three IB programs so that all 800 students at Mulgrave were within the IB family of programs.

Sofia LaBounty
Sofia is currently a SD68 teacher with the Learn at Home Program. She has eight years of experience teaching the IB Primary Years Programme in Hong Kong and in Canada. She also volunteers as a consultant, workshop leader, and school site evaluation member with IB Americas. Sofia has two children attending Ecole Hammond Bay with another planning to start in 2015.

Tony Ciammaichella
Tony is a practicing dentist in Lantzville. He has 2 children, grades two & five, who are receiving an IB PYP education. He is a co-founder and long-standing board member of an IB school. He is passionate about the IB programme and selected it for his children before they were born.

Sarah Lee
Sarah is a project manager specializing in systems analysis & data visualization based in Lantzville. She is an active volunteer within the school and her community. She has a keen interest in early education and developing positive attitudes to learning. Her two children attend Ecole Hammond Bay in kindergarten & grade three.

Johnathan Lam
John is an optometrist who was born and raised in Nanaimo. He went to Dufferin Crescent Elementary and graduated from Woodlands Secondary. Keenly interested in the importance of education, sports, and community involvement in the development of students, he is extremely supportive of the positive role that the IB programme will have in Nanaimo. His two children attend Ecole Hammond Bay in grade one and in kindergarten.

Mary Laudien
Mary is a retired school administrator and enjoying a second career as an author of children’s books. She spent 10 years as a principal and two years as a vice-principal in the West Vancouver School District. During that time she re-opened Cypress Park Primary (now an authorized IB PYP school) and implemented the IB PYP programme into West Bay Elementary School. This was the first public elementary school in Western Canada to adopt this programme. Although Mary is unable to attend this meeting in person, she contributed to this presentation with her experience, documents, support, and commitment to IB as an excellent choice in education.
International Baccalaureate (IB) FAQs

The following FAQs were compiled from emails & information sessions held in the spring and summer of 2012. The informal sessions were requested by parents who had been involved in discussions on the playground about various educational approaches. Attendees were primarily from Ecole Hammond Bay and were parents of K to 3 students. There were seven information sessions with over 40 parents & Grandparents attending and asking questions.

FAQ Why should I consider this for my child?
The PYP’s focus is on developing KNOWLEDGEABLE learners who acquire/grasp CONCEPTS while learning life-long SKILLS with the right ATTITUDES to then take ACTION for a better world.

FAQ - Many years ago my brother/niece/daughter was in the IB program in Nanaimo for highschool. They said it was incredibly demanding and stressful.

It sounds like the Diploma Program that was offered back in the 80's was being run differently than now. The International Baccalaureate has changed its mission and policies, as they firmly believe that IB education should be offered to all students. Promoting critical thinking skills within an international framework of study. Yes, the course work is more demanding than the provincial/state run courses but if your child has been learning transdisciplinary skills all along the way, they will be more likely to succeed with the DP course load. This is the foundation that PYP sets for students.

FAQ - I taught for x # of years and believe strongly in enrichment activities over acceleration.

The PYP is not a rigorous program that puts pressure on academic performance - quite the opposite.....it’s about how they learn and building important skills to be life long learners in a global context. There are no formal exams or tests and it has no opinion on homework etc. It’s just a different way of learning - inquiry based instruction with a focus on concept development. It facilitates differentiated instruction and basically focuses on engaging students with interesting topics/concepts that go beyond the curriculum facts under an international curriculum framework.

FAQ - I feel that my kids will be pushed and pressured plenty in a French Immersion program.

French is just a delivery method. At the PYP level IB is about creating engaged
learners. It does not seek to pressure students any more than a regular French immersion program. If anything the individualized learning should make education more accessible for all students.

**FAQ - Are there any examples of IB combined with French Immersion?**
An interesting note from the website of Westdale Secondary school in Hamilton.

“There is no such concept as a French Immersion IB program. IB is IB. Ultimately, the IB is not in competition with our school’s Languages nor French Immersion Programs...instead the opportunity for the student is one that embodies the true essence of being a life-long learner and critical thinker in an international world. Again, French Immersion students who go into the IB program are not in French Immersion IB (there is no such thing) they are in IB continuing their language focus in the French A program. Their other courses are not taken in French.”

**FAQ - I am not interested in any elitist program.**

IB has been adopted by public schools throughout the world. Many private schools in North America were early adopters hence the elitist perception. There are now more public schools than private school in the US who have adopted IB.

For example, there is an (public school) IB candidate school in Vancouver with an Aboriginal population of approximately 14.5%. These students are primarily from the Musqueum Nation.

**FAQ - Sounds great, but how much will this cost? I can not pay thousands each year for my child.**

Definitely would not be thousands per child. The exact cost per school is hard to determine at this point. There is a yearly fee paid to IB and costs associated with teacher training and certification Some early adopters asked for a "parental donation" whereas other schools have not. It would be beneficial for a district to launch several schools on the IB track simultaneously to mediate some of the costs.

**FAQ - How are you going to get teachers to agree?**

Many strong teachers are already using IB principles in their classrooms. However, it is not consistent between teachers nor from grade to grade. The opportunity for training & formal skill recognition will appeal to professionals. The longevity of the program may encourage many teachers to trust the change.
FAQ - The teachers union will never allow this to happen?

They have in other public schools in BC. In many ways IB is advantageous to teachers. It ensures that teachers receive support & training required to do their jobs. IB also requires collaboration between teachers and time to make that practice happen. Designation as an IB accredited teacher is viewed as a positive in the international educational community.

FAQ - How will we know if IB has been fully implemented?

IB supports schools through the accreditation process and conducts follow-up visits with the schools during subsequent years. The accreditation process is quite rigorous and involves interviews with students, parents, teachers and administrators.

Accountability is built into the program.

FAQ - How long is the process to become an IB school?

If we can generate some momentum then schools can launch the process for PYP as soon as the fall. The timeline is for full accreditation is a multi year process.

FAQ - We are keen, but where is all this talk going? What are your next steps?

Initially, our hope was to introduce parents to the IB philosophy and continue to discuss how we would like to see improvements in our district. We are not the decision makers. However, we do feel that there are significant changes ahead in this district and we want to be part of the positive waves coming forward. The IB philosophy and principles are so well established that is seems an obvious choice for making an educational shift.
Learning Services August, 2012 update:

1) Organizational Structures:
   • LS department break down of previous roles and responsibilities,
   • Moving to newly assigned roles and responsibilities/Terms of References using the terms of Portfolios and Projects as descriptor of work.
   • Beginning to aligning project work into timelines, later to be attached to the Strategic Plan work.
   • Opportunities for teamwork and building relationships
   • Problem solving exercises
   • Information sharing and understanding of Bill 22

2) Operations:
   • Hiring IC's
   • Hiring TTOC and updating the lists
   • Preparation of enrolment and staffing
   • Internal budget organization
   • Review of staffing organization
   • Development and implementation of Principals first day, orientation for newbie’s, followed by a review.
   • Development of the tier intervention model and planning of the district planning and roll out

3) HR
   • Begin to create structure with hiring and reference checks.
   • Begin to understand the enrollment and staffing department to later restructure
   • Work specifically with summer/spring outstanding staff issues
   • Create opportunities to begin Professional Development of Principals and the tools they need to do their jobs (BCSSA presentation)
   • Discussion and direction of leaves of absence

4) Business operations:
   • Create budgeting model for LS department
• Review issues and problems of previous years
• Ordering and organizing the IC/tiered intervention project
• Discussions on facilities and seismic upgrades
• Preliminary discussions of enrolment and opening/closure of classrooms in September

5) Board
• Creating informal communication and opportunities for trustees, invitation to meet IC’s

6) Communications
• Discussion on SharePoint
• Looking at district wide communication

7) Unions
• Discussion with/for district wide communication in-service opportunities
• Discussions on Bill 22

John Blain
Deputy Superintendent of Schools