



International Baccalaureate®
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Das Bildungskonzept des International Baccalaureate und die Implementierung an Deutschen Auslandsschulen

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Überblick

These:

Das IB Diplomprogramm als Oberstufenkurrikulum erfüllt die Bedürfnisse der Schüler und Schulgemeinschaften der deutschen Auslandsschulen.

Begründung

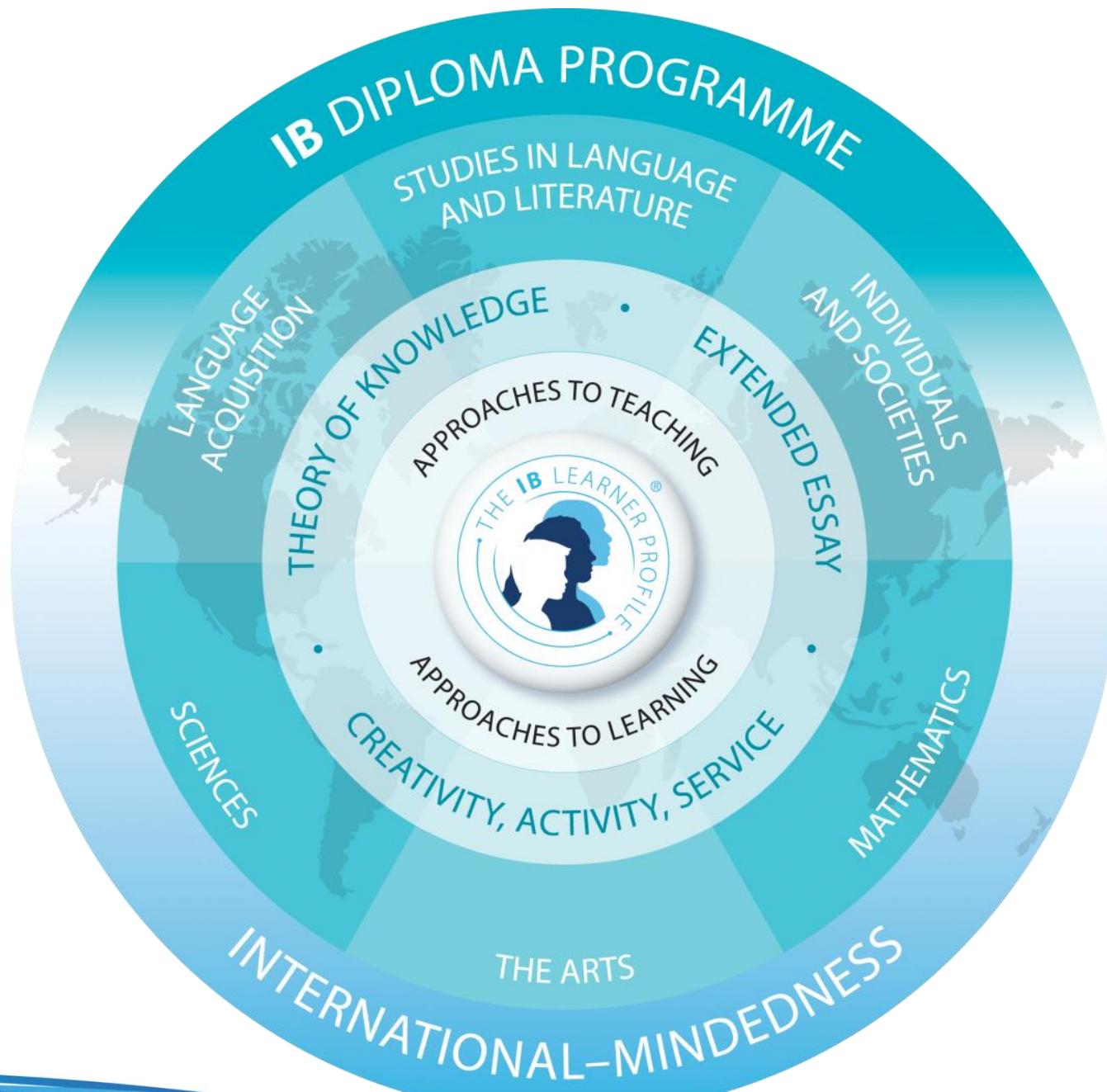
- a) Werteorientierung und internationale Ausrichtung
- b) anspruchsvolles Curriculum /Anerkennung als Hochschulreife
- c) Mehrsprachigkeit
- d) validierte Leistungsmessung
- e) Kernelemente
- f) Kompetenzorientierung und pädagogisches Konzept



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**.





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IB ist werteorientierte Bildung und international ausgerichtet – das Profil des IB Lerners



The attributes of the learner profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the three programmes and, therefore, the culture and ethos of all IB World Schools.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

IB World Schools

The IB does not own or manage any schools. Instead, it works with schools that **share a commitment to international education.**

These schools:

- share the mission and commitment of the IB to quality international education
- play an active and supporting role in the worldwide community of IB schools
- share their knowledge and experience in the development of the IB programmes
- are committed to the professional development of teachers and administrators.

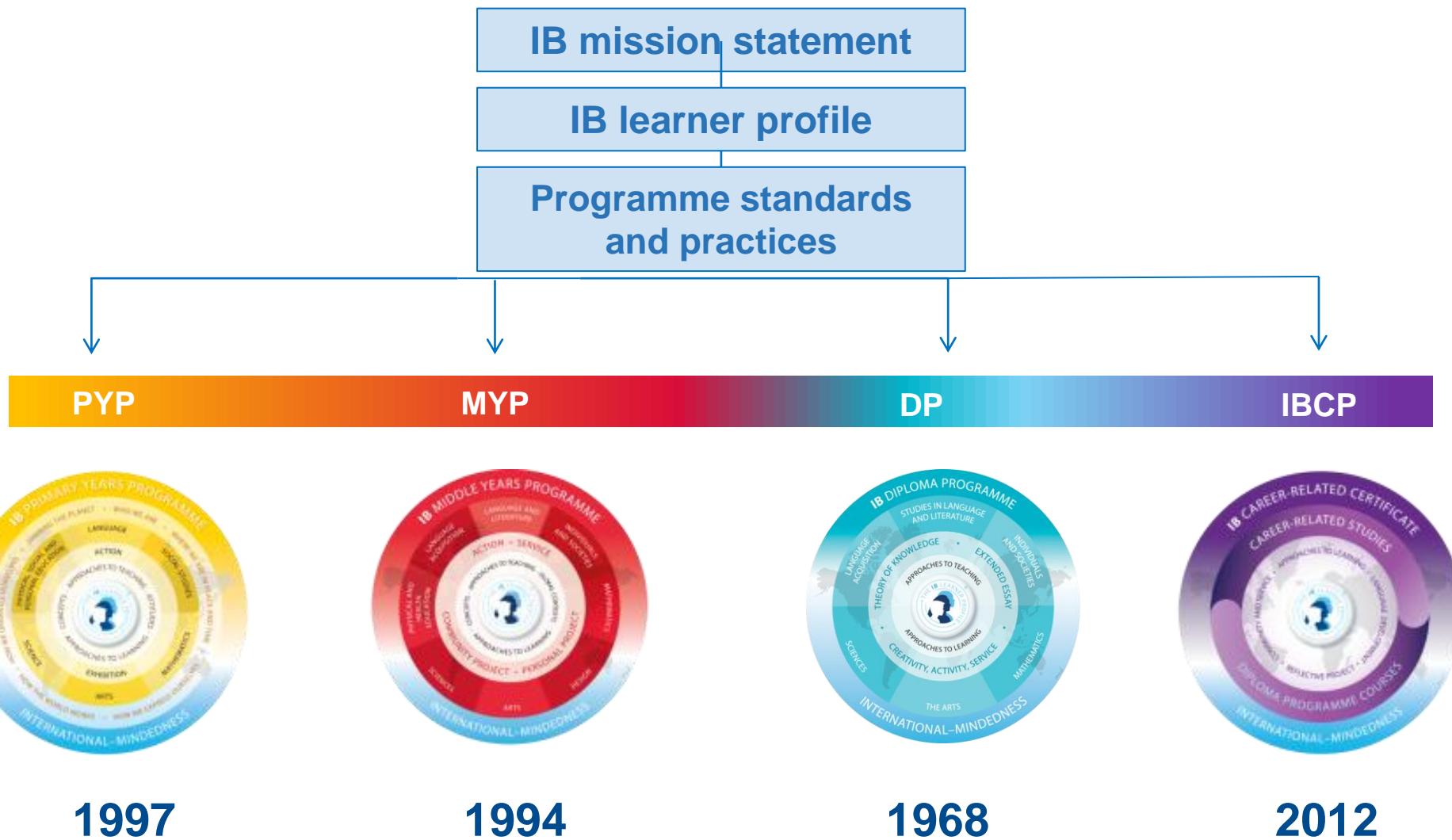


DP programme Standards and Practices: binding criteria for all IB World Schools

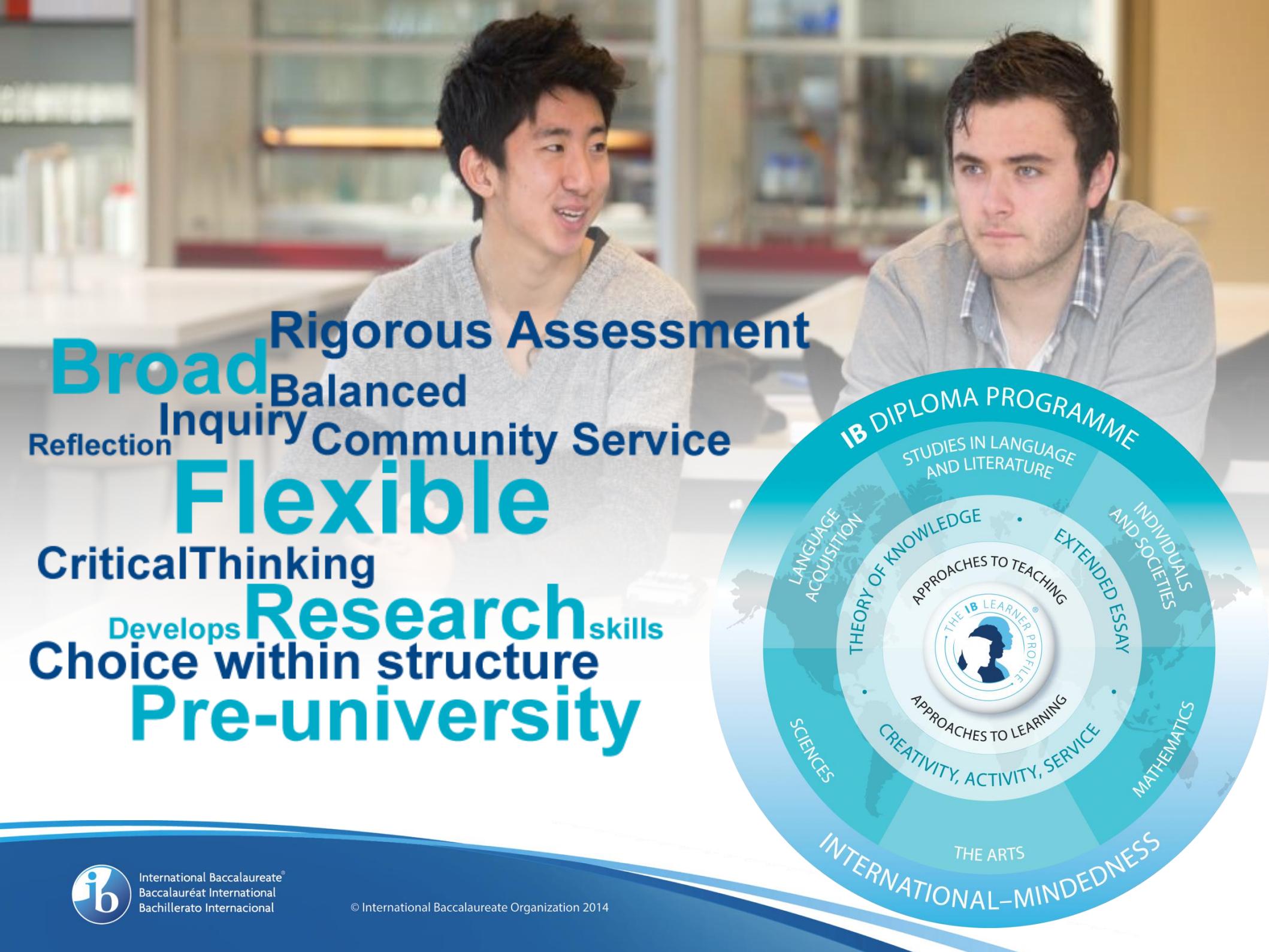
- Section A: Philosophy
- Section B: Organisation
 - B1: Leadership and Structure
 - B2: Resources and Support
- Section C: Curriculum
 - C1: Collaborative Planning
 - C2: Written Curriculum
 - C3: Teaching and Planning
 - C4: Assessment



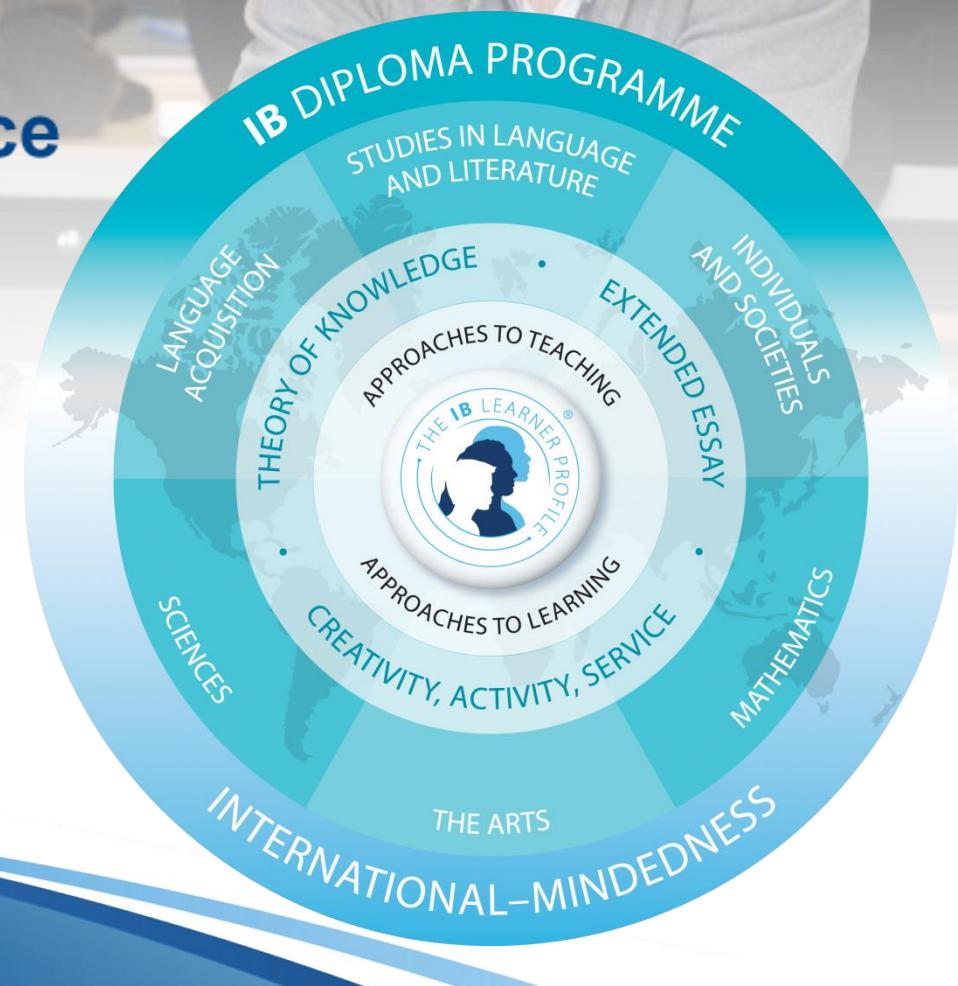
Programmes



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Rigorous Assessment
Broad Balanced Inquiry
Reflection Community Service
Flexible
Critical Thinking
Develops Research skills
Choice within structure
Pre-university



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Auf Deutsch!

- **Gruppe 1:** Sprache A: Literatur / Sprache und Literatur
- **Gruppe 2:** Sprache B und neu aufgenommene Sprache
- **Gruppe 3:** Geschichte, Geografie, Volks-und Wirtschaftslehre, Philosophie, Psychologie, Informationstechnologie in einer globalen Gesellschaft
- **Gruppe 4:** Biologie, Chemie, Design Technologie, Umweltsysteme und Gesellschaften (GS), Physik, Sport und Gesundheitswissenschaften (GS)
- **Gruppe 5:** Mathematik (GS) - Projekte. Mathematik GS Untersuchungen und Mathematik LS
- **Gruppe 6:** Bildende Kunst, Musik, Film, Theater
- Der Umfangreiche Fachaufsatz (Extended essay)
- Erkenntnistheorie (TOK)
- CAS: Creativity, Activity and Service



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Das gemischtsprachige Diplom (GIB)

- Gruppe 1: Sprache A: Literatur / Sprache und Literatur (Deutsch A)
- Gruppe 2: Sprachen B und neu aufgenommene Sprachen
- Gruppe 3: Geschichte, Geografie, Volks-und Wirtschaftslehre, Philosophie, Psychologie, Informationstechnologie in einer globalen Gesellschaft,
- Gruppe 4: Biologie, Chemie, Physik, Design Technologie, Umweltsysteme und Gesellschaften (GS), Sport und Gesundheitswissenschaften (GS)
- Mathematik (GS) - Projekte. Mathematik GS Untersuchungen und Mathematik LS
- Gruppe 6: Bildende Kunst, Musik, Film, Theater
- Der Umfangreiche Fachaufsatz (Extended essay)
- Erkenntnistheorie
- CAS



DP ATL: das pädagogische Konzept

- Approaches to teaching
- Approaches to learning



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Approaches to learning skills (Kernkompetenzen)

Die 5 Kategorien der IB Approaches to learning skills:

- ✓ Thinking skills
- ✓ Research skills
- ✓ Communications skills
- ✓ Social skills
- ✓ Self management skills



Approaches to teaching

Teaching in the DP should demonstrate a concurrency of learning and be approached in a way which is:

- ✓ Based on **inquiry**
- ✓ Focused on **conceptual understanding**
- ✓ Developed in local and global **contexts**
- ✓ Focused on effective communication and **collaboration**
- ✓ **Differentiated** to meet the needs of all learners
- ✓ Informed by **assessment** (formative and summative)



The IBDP curriculum



Ein zweijähriges
Programm:

- Drei Fächer als Leistungsstufe (240 hours each).
- Drei Fächer als Grundstufe (150 hours each).
- Die 3 Elemente der Mitte.

The IB Learner Profile and the core are central to the philosophy of the Diploma Programme.



The Core of the Curriculum

- **Erkenntnistheorie (TOK)**
- **Creativity, Activity and Service (CAS)**
- **Der umfangreiche Fachaufsatz (extended essay)**



Leistungsmessung im Diplomprogramm

- Intern bewertete Arbeiten und Zentralprüfungen
- Zensuren: 1 (niedrigste) – 7 (höchste)
- 3 Punkte für ToK and Extended Essay (Matrix)
- Komplettes CAS Programm



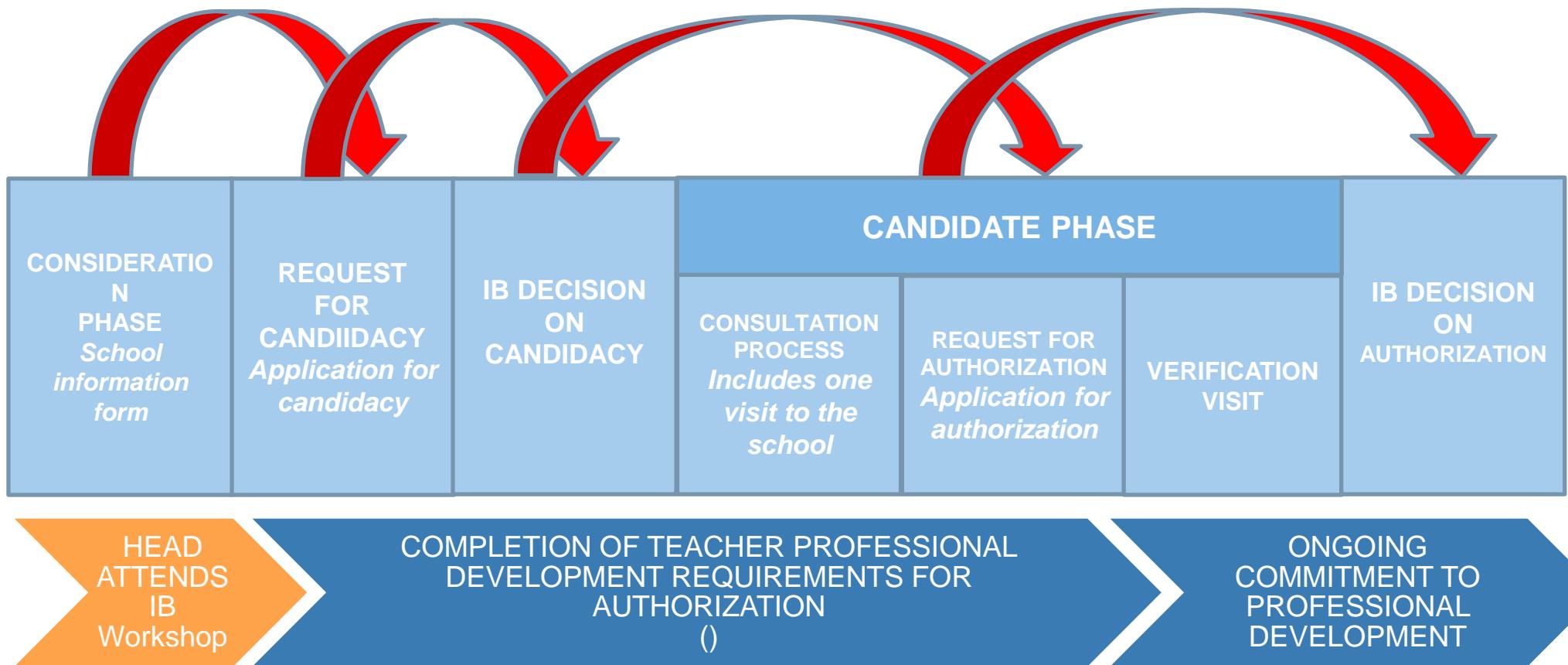
[What](#) the community says...



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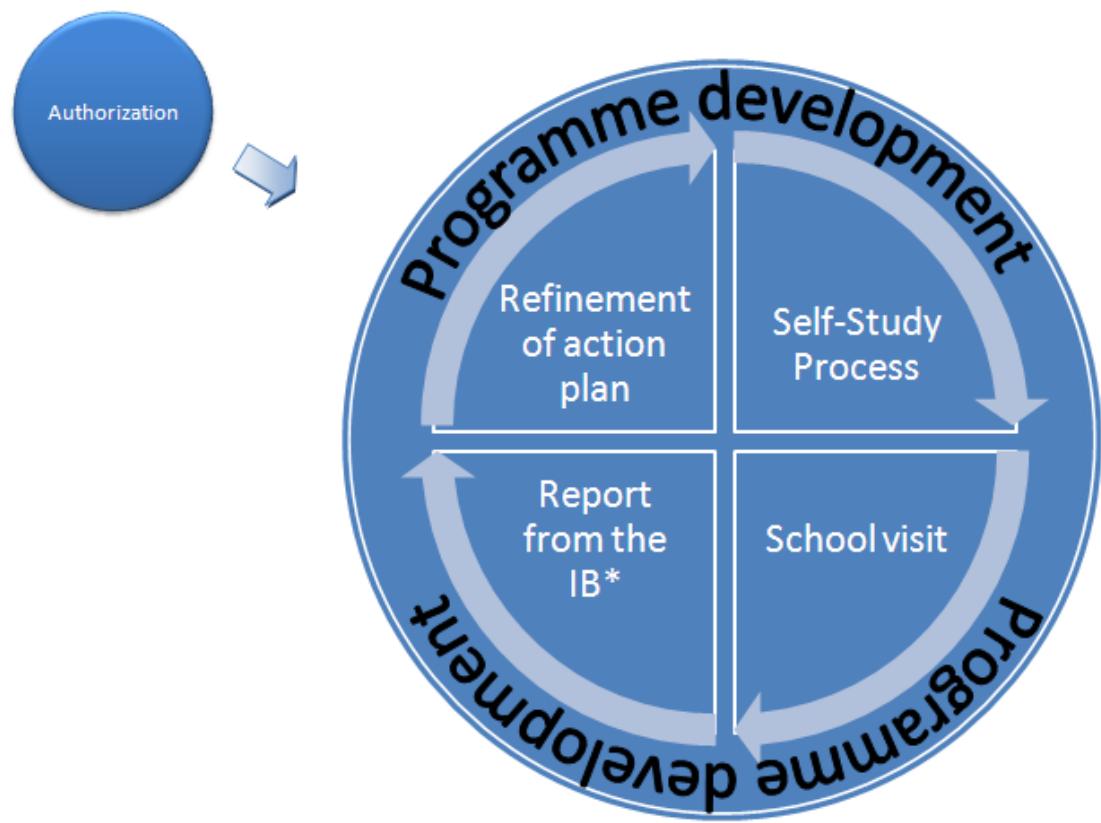
Authorization process



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Evaluierung basiert auf einem Prozess der Eigenanalyse (self-study)

Upon receipt of an authorization/evaluation report, the school begins working on the five-year evaluation cycle. For DP schools, they participate in the self-study process every five years after authorization as an IB World School.



Steps of the programme evaluation process

