

A CONTINUUM OF INTERNATIONAL EDUCATION

# THE PRIMARY YEARS

PROGRAMME

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# THE MIDDLE YEARS

PROGRAMME

M

Y

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# THE DIPLOMA

PROGRAMME

D

P

# C O N T E N T S

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IMPORTANT NOTE: The printed version of *A continuum of international education: the Primary Years Programme, the Middle Years Programme and the Diploma Programme* is a companion document to the online version at [www.ibo.org](http://www.ibo.org), which is kept current. The online version is the official one. Please refer to it for changes.



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# INTRODUCTION: LINKING THE PRIMARY YEARS PROGRAMME, THE MIDDLE YEARS PROGRAMME AND THE DIPLOMA PROGRAMME

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THE INTRODUCTION of the Primary Years Programme (PYP) by the International Baccalaureate Organization (IBO) in September 1997 marked an important step in the development of the IBO's programmes of international education. From this time onwards, the IBO was able to offer three programmes of international education, the Diploma Programme (introduced in 1969), the Middle Years Programme (introduced in 1994) and the Primary Years Programme, and with them, the prospect of a continuous international educational experience from early childhood to school graduation. The IBO's concept of an educational continuum and of a consistent, broad-based international curriculum was born.

However, while the IBO now offered a sequence of three programmes, two distinct positions needed to be supported: first, that each programme should be self-contained, since the IBO has no requirement for schools to offer more than one programme; and secondly, that the programmes form a coherent sequence for those schools adopting all three programmes or any sequence of two. Additionally, of particular importance in the sequence for the PYP and MYP, is the likelihood that students will enter and leave the programmes at several different points, whether because they are making the natural progression through schools in their own country, or because their families are internationally mobile (Walker, 2000b).

What is it then that ensures the consistency and the broad base of the three programmes? What opportunity and insights does the sequence provide for developing a template for international education, spanning the formal years of schooling? The purpose of this monograph is to describe the philosophy and the common elements of the curriculum models of each of the three programmes, and to demonstrate how each is part of the continuum.

In the future, 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.

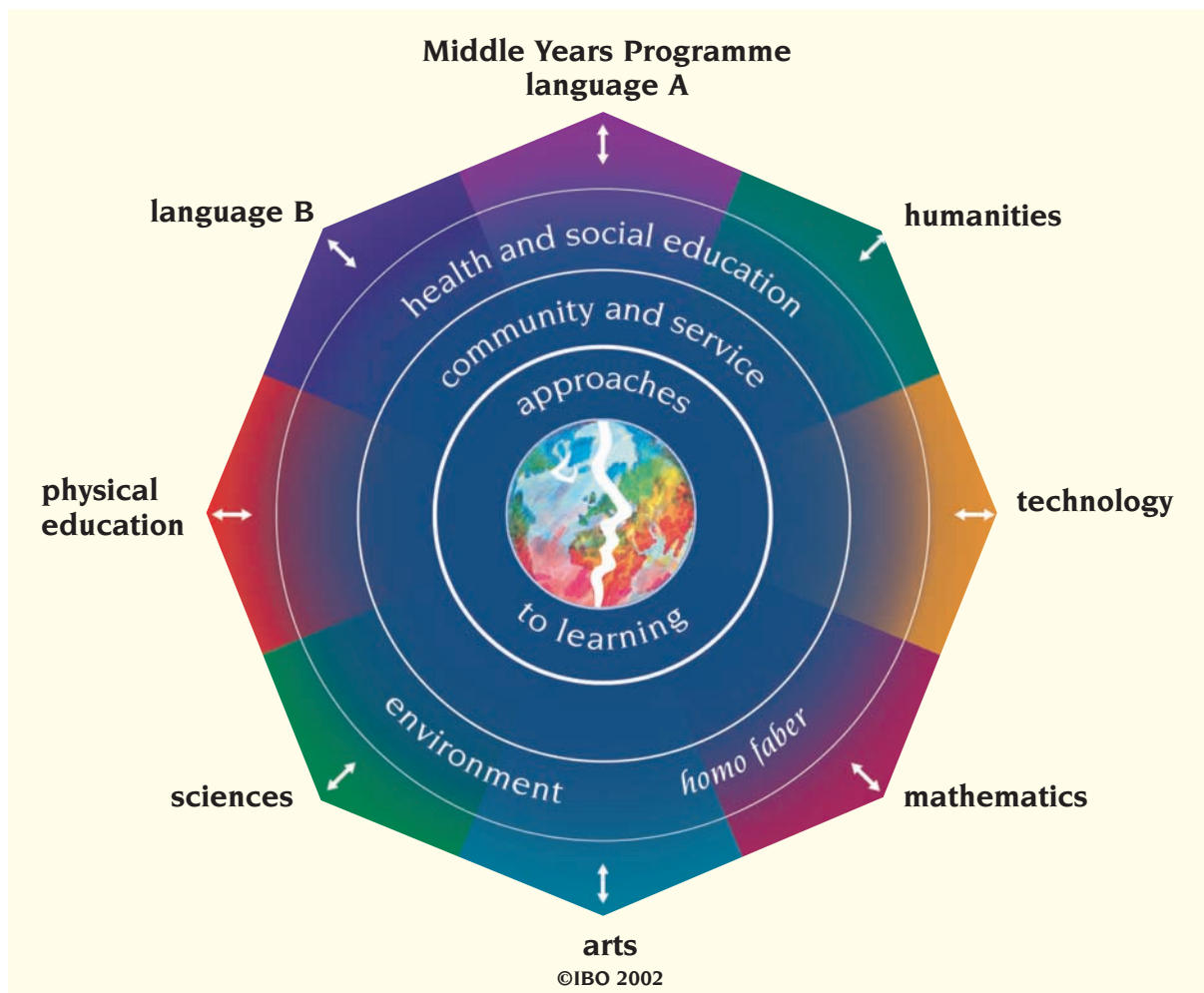
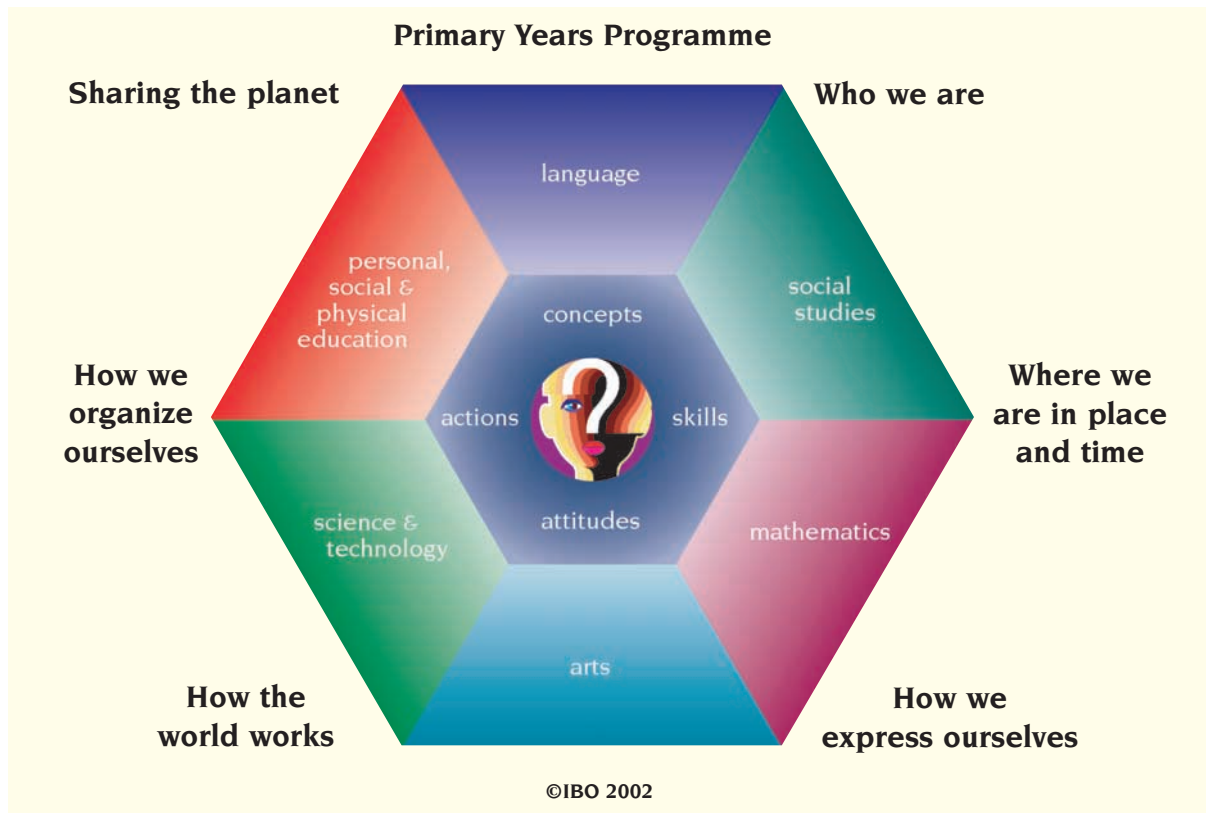
The features that form the basis of the three programmes are common and can be readily identified. They include:

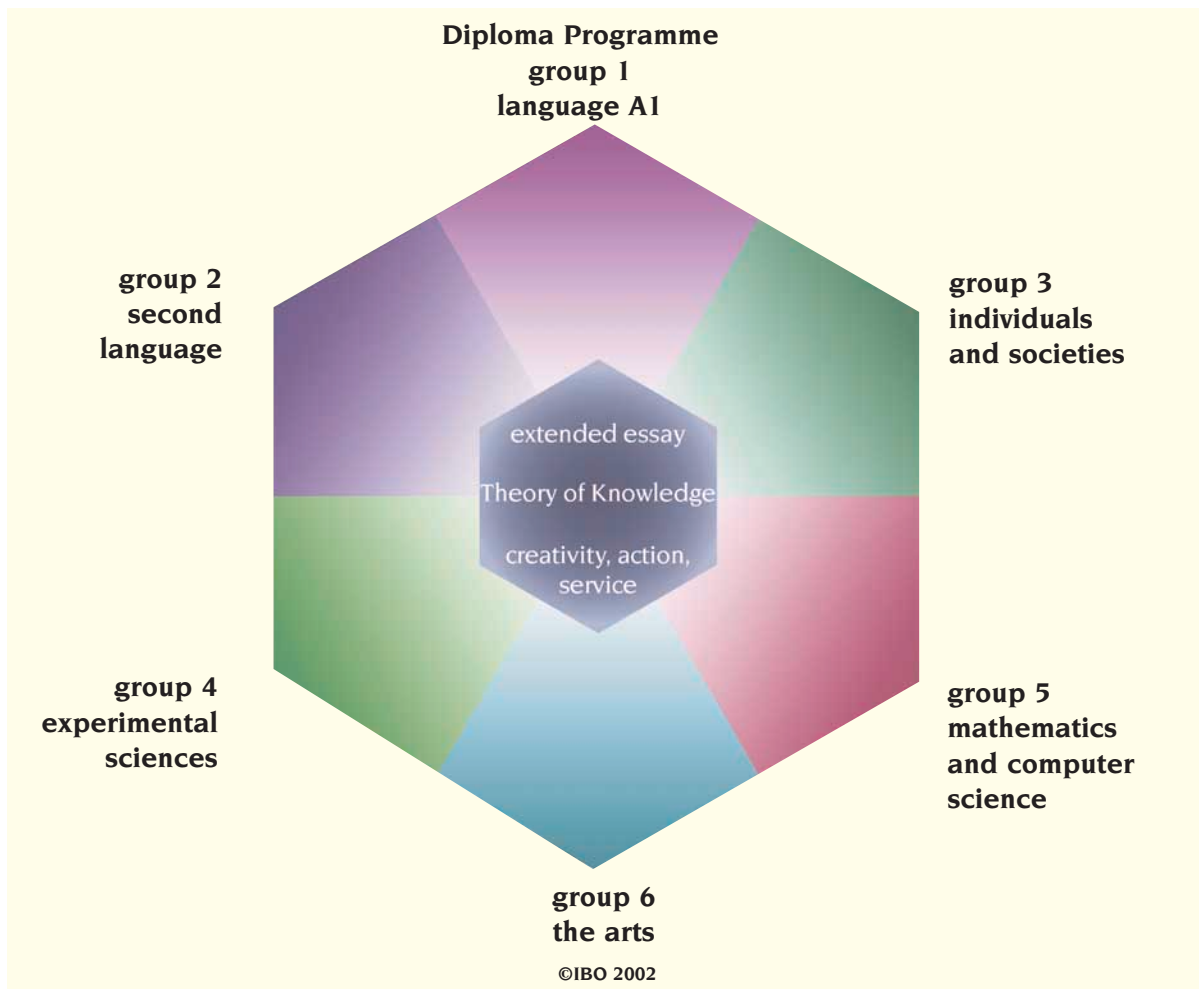
- the broad nature of study, including more than one language
- the flexibility of each programme's curriculum model, enabling teachers to respond to local requirements and interests
- the diversity and flexibility of pedagogical approaches.

Each programme promotes the education of the whole person, emphasizing intellectual, personal, emotional, and social growth, through all domains of knowledge, involving the major traditions of learning in languages, humanities, sciences, mathematics, and the arts. While the Diploma Programme and Middle Years Programme grew from a western humanist tradition, the increasing influence of non-western cultures on all three programmes is not only being acknowledged, but is becoming increasingly significant.

One of the great advantages that the IBO has recognized and benefited from since its inception has been the "creative professionalism" (Hargreaves, 1998) of its teachers and their willingness to experiment with ideas and practices. Innovative and committed teachers of IBO programmes from many different cultures have played a very significant role in the development of each programme and they have clearly believed in a style of teaching that not only stimulates curiosity, inquiry, reflection and critical thinking, but also promotes the development of empathy. Continuing to find new ways to support teachers in classrooms around the world, drawing on the rich variety of their educational traditions to harness those teachers' professional knowledge, is the highest priority. Their role will ensure that the links between the three programmes benefit from the extensive practical, diverse and current experience that only they are able to provide. Such a role is pivotal in the IBO's model for the development and implementation of each programme: it is based on a critical relationship between the programmes, the teachers and the schools (Walker, 2000a). ■

# THE CURRICULUM MODELS





## THE SHARED FEATURES

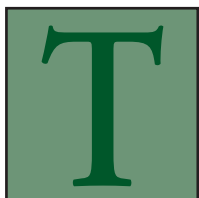
Each programme:

- requires study across a broad and balanced range of knowledge domains including languages, humanities, science and technology, mathematics and the arts, drawing on content from educational cultures across the world
- gives special emphasis to language acquisition and development
- provides opportunities for engaging in transdisciplinary learning
- focuses on developing the skills of learning, culminating in a study of the Theory of Knowledge in the Diploma Programme
- includes, to a varying extent, the study of individual subjects and of transdisciplinary areas
- provides students with opportunities for individual and collaborative planning, and research
- includes a community service component requiring action and reflection.

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# CRITERIA FOR AN INTERNATIONAL CONTINUUM

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THE SEQUENCE OF PROGRAMMES offers many insights into the nature of international education and the criteria on which a template for a continuum from ages 3-18 might be built.

The following list represents a set of provisional criteria that have been identified to date. No singular approach to pedagogy is prescribed. Indeed, flexibility in responding to local requirements and interests is at the heart of each programme's design, to provide access to what is shared and what is different in human experience.

- developing citizens of the world – culture, language and learning to live together
- building and reinforcing students' sense of identity and cultural awareness
- fostering students' recognition and development of universal human values
- stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- equipping students with the skills to learn and to acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- providing international content while responding to local requirements and interests
- encouraging diversity and flexibility in pedagogical approaches
- providing appropriate forms of assessment and international benchmarking

## **DEVELOPING CITIZENS OF THE WORLD – CULTURE, LANGUAGE AND LEARNING TO LIVE TOGETHER**

The IBO is unapologetically idealistic in believing that education can foster understanding among young people around the world, enabling future generations to live more peacefully and productively than before. By emphasizing the dynamic combination of knowledge, skills, independent critical thought and international awareness or intercultural understanding, the IBO espouses the principles of educating the whole person for a life of active, responsible citizenship.

Developing the capacity for critical examination of oneself and one's traditions, for living "the examined life" that Socrates described, is the starting point from which all else follows (Nussbaum, 1997). Encouraging students to examine critically their own and others' customs and traditions is a necessary element for an education that enables them to discern what is of value and what ought to be cherished and retained.

The IBO has always embraced the concept of an international community and its chief purpose is to provide an educational environment in which anyone, anywhere, may participate, may contribute, and may be encouraged by all to grow individually, and with an understanding of others. The development of "world citizenship" does not assume that local or national citizenship is not of paramount importance, but that we must recognize and help students to appreciate and understand the worth of human life wherever it is lived, and that we share a bond with all other human beings by virtue of our common humanity. Such a pluralist view is based on the tenet that human diversity is

intrinsically valuable and that because there is a plurality of human identities, interaction among them brings the possibility of greater mutual understanding. Developing in students their ability to appreciate and to evaluate human diversity and its legitimate boundaries can bring with it a strengthening of their motivation to modify their behaviour accordingly (Orellana Benado, 1995).

Today, more than ever before, we are aware that many of the issues facing young people require collaborative global solutions that extend well beyond parochial and national boundaries. The prevalence of discrimination, racism in all its forms, abuse of human rights, famine, poverty and environmental destruction, require a much greater understanding of what internationalism means in terms of our planet and its inhabitants. Significantly, in each of the three programmes, the learning experiences for students are designed to relate to the realities of the outside world. Much emphasis is placed on the goal of international understanding and a consciousness of common concerns as a basis for a more peaceful, sustainable future for all. The challenge is to foster development of citizenship at multiple levels – in the immediate community, at a wider national level and beyond, in an international sense – while at the same time encouraging the development in students of a sense of their own identity.

One of the practical ways in which IBO programmes develop citizenship is through service to others that requires both action and reflection. The inclusion of this area in the design of each programme is important and each provides many opportunities for translating theory into practice and for engendering the satisfaction that comes from giving, whether that be within one's family, the school community, the local community, one's country or the wider global community.

The description of the educational aims of the organization outlined by the founding director general, Alec Peterson, referring to the Diploma Programme, still holds true today:

[The aim is] to develop to their fullest potential the powers of each individual to understand, to modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic and spiritual aspects. (Peterson, 1987)

And today, as expressed in the IBO mission statement:

Through comprehensive and balanced curricula coupled with challenging assessment, the International Baccalaureate Organization aims to assist schools in their endeavours to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life. (IBO Council of Foundation, 1996)



How effective this statement is must be judged by its translation into the curriculum and assessment of each programme and, in turn, into the teaching and learning that takes place in IB classrooms. This issue has been succinctly articulated by a former director general of the IBO, Roger Peel:

Is the IBO just another variant of the proliferation of national systems around the world, or do we in fact provide a service that transcends such boundaries in ways that are unique? The answers to such questions depend to a large degree on our interpretation of “international” and on how we choose to infuse it into our curriculum. (Peel, 1997)

What is significant here is the underlying concept of education of the whole person as a lifelong process, of which the formal years of schooling are but a fundamental part. What is also acknowledged, with the introduction of the PYP, is that education for world citizenship needs to begin early, in fact as soon as young children can engage in storytelling of home, of other places and of other people. The development of world citizenship must take place at every age (Nussbaum, 1997).

### **BUILDING AND REINFORCING STUDENTS’ SENSE OF IDENTITY AND CULTURAL AWARENESS**

Developing an understanding of the nature and value of one’s own culture is a fundamental starting point for any educational programme claiming to be international. From here the role of the study of others’ cultures can begin:

From my own perspective, the honesty of the IBO stems from the fact that we require all students to relate first to their own national identity – their own language, history and cultural heritage, no matter where in the world this may be. Beyond that, we ask that they identify with the corresponding traditions of others. It is not expected that they adopt alien points of view, merely that they are exposed to them and are encouraged to respond intelligently. The end result, we hope, is a more compassionate population, a welcome manifestation of national diversity within an international framework of tolerant respect. Ideally, at the end of the experience, students should know themselves better than when they started, while acknowledging that others can be right in being different. (Peel, 1997)

Giving priority to students knowing and appreciating their own culture first is essential in fostering their sense of identity with their own traditions, customs and mores, and the joy and immense satisfaction that this background provides to a growing child. Cultural roots are as important as our basic needs for survival: they dictate all our relationships, whether they be with family, community, nation or the wider world. Most significantly, they also determine how we communicate with others and how we share the experience of living. Less admirably, however, they also determine how we exploit, exert power and destroy, which is why the study of culture and language is fundamental to learning to live together:

Culture is a fundamental phenomenon. It affects not only our daily practices: the way we live, are brought up, manage, are managed, and die; but also the theories we are able to develop to explain our practices. No part of our lives is exempt from culture’s influence. (Hofstede, 1997)

How students' understanding of culture is developed is a major challenge for each programme's curriculum design. How a curriculum can present students with major questions, such as Hofstede's, for analysis in relation to the concept of culture, is a significant task (Hofstede, 1997). Such questions include:

- how power, authority and inequality are manifested in one's own culture and that of others
- how one's own culture regards the relationship between an individual and a group and how such a relationship is regarded by others
- the significance of gender in one's own culture and in that of others
- how one's own culture and others' deal with life's uncertainties and ambiguities.

Developing an understanding of culture is critical to promoting an understanding of others and an ability to relate cooperatively to them. This is what each individual programme and the sequence of programmes seek to achieve – to enable students to develop an awareness of themselves first, while recognizing that others are different and that others “can be right in being different” (Peel, 1997). Without an understanding of the importance of diversity of culture in human life and an openness to cooperative sharing of knowledge, students are unlikely to develop tolerance and an acceptance that civilized life must be sustained through living together peacefully.

The role of language, the mother tongue, and the study of other languages, have a special place in each programme's curriculum design. It is through language that we access our own and others' culture. The potential of culture to foster multilingualism from early childhood is fundamental to the sequence of programmes.

## **FOSTERING STUDENTS' RECOGNITION AND DEVELOPMENT OF UNIVERSAL HUMAN VALUES**

... while we live, while we are among human beings, let us cultivate our humanity. (Seneca, in Nussbaum, 1997)

A major focus underlying the philosophy of the IBO is the acknowledgment of the diverse values inherent in the different cultures of the world. Most important in this acknowledgment is the value placed on human diversity and on intellectual, personal, emotional and social growth, enriched by a strong civic sense and involvement in the local and wider community.

In developing an awareness of the diverse values of different cultures, it is, however, fundamental that students in each IBO programme are exposed to those human values which are recognized as universal; these are embodied in the Universal Declaration of Human Rights, adopted and proclaimed by the General Assembly of the United Nations in 1948. Implicit in the recognition of universal human rights is the value placed on the role of education (Article 26 of the declaration) to foster understanding and respect for life on earth and for the best possible curriculum to be enjoyed by all who participate. Of similar importance is the recognition that the quality of the environment for learning in any school is critical, as the values and attitudes of the school community will shape the kind of future in which young people will live. A school's ethos which has a commitment to social justice and equity will be readily apparent in the daily life, conduct, management and leadership of the school.

## **STIMULATING CURIOSITY AND INQUIRY IN ORDER TO FOSTER A SPIRIT OF DISCOVERY AND ENJOYMENT OF LEARNING**

Developing inquiry skills in the fullest sense is of fundamental importance in helping students of every age expand their levels of knowledge and understanding. Each programme gives central focus to the student as “the knower”, constructing meaning from existing knowledge and personal experience through active inquiry.

In the Primary Years Programme, inquiry is the leading, but not exclusive, pedagogical approach. However, at the DP level, inquiry, interpreted in the broadest sense, and involving analysis, evaluation and synthesis, is fundamental to reaching deep and rich levels of understanding. Two particular areas of the MYP and DP also have a distinct focus on inquiry. Approaches to learning in the MYP and the Theory of Knowledge course in the DP are designed to enable students to understand the nature of learning and to develop an approach to their own inquiry and learning that incorporates, unifies and transcends academic subjects. Both programmes seek to develop an awareness of subjective and ideological biases in one’s own thinking and in others’, recognizing that such an awareness is essential to understanding knowledge.

An explicit expectation is that successful inquiry will lead to responsible action initiated by children as a result of the learning process, so that participation in such a programme encourages the translation of knowledge into action and reflection. In all areas of each programme, the principle of developing in young people “not just the power to think, but the will to act”, as described by Kurt Hahn (Peterson, 1987), comes to the fore.

## **EQUIPPING STUDENTS WITH THE SKILLS TO LEARN AND TO ACQUIRE KNOWLEDGE, INDIVIDUALLY OR COLLABORATIVELY, AND TO APPLY THESE SKILLS AND KNOWLEDGE ACCORDINGLY ACROSS A BROAD RANGE OF AREAS**

While much is yet to be understood about the full range of learning in which students engage, it is recognized that developing flexibility and adaptability in students as learners is a crucial dimension. The encouragement and empowerment given to students for their learning are also fundamental, as is the recognition that individuals, as well as groups, are learners. Applying skills, and acquiring knowledge through individual subjects and through transdisciplinary study, integrating different approaches to learning, using information technology in learning, and acknowledging intercultural and intergenerational learning, have all been identified as elements of curriculum design that help to promote the kind of learning that encourages the diversity essential to the development of internationalism across programmes.

## **PROVIDING INTERNATIONAL CONTENT WHILE RESPONDING TO LOCAL REQUIREMENTS AND INTERESTS**

The content provided in an international curriculum must be both global and local, because each programme must be based on the premise that students need to understand themselves and their indigenous local culture before they can appreciate others. The combination of global and local enables an appreciation of what is similar and different in others. In turn, the development of both dimensions is to a large extent dependent on the contribution of teachers in selecting curriculum content, the process referred to by Hargreaves (1998) as “creative professionalism”. Innovative and

committed teachers from many different cultures have played a significant role in the development of the content of the IBO's programmes in stimulating curiosity, inquiry, reflection and critical thinking, together with a sense of empathy.

### **ENCOURAGING DIVERSITY AND FLEXIBILITY IN PEDAGOGICAL APPROACHES**

Acknowledging and accepting that pedagogical practices, while having many common features, are largely influenced by individual cultures, is integral to providing a flexible approach to teaching and learning. Teaching an international programme must allow for variety and difference in method, since diversity has been identified as an essential ingredient for the promotion of an international attitude (Hayden and Thompson, 1998), and this is as important in teaching methodology as it is, for example, in the selection of content. A major consideration in this respect is the impact of information and communication technology (ICT) and the use that can be made of its enormous potential as a medium for increasing an awareness of shared global interests and concerns, and for teaching across geographical distances and boundaries.

### **PROVIDING APPROPRIATE FORMS OF ASSESSMENT AND INTERNATIONAL BENCHMARKING**

Assessment is an integral part of any curriculum model, and in an international context there are many issues and possibilities to explore, where performance and measurement are interpreted differently across cultures. Assessment in IBO programmes is based on a broad approach: a very wide range of structures is used according to whether they measure student performance satisfactorily and directly in relation to the stated objectives of a course. In all cases, assessment structures support identifiably sound classroom practice by giving feedback to learning. In the Diploma Programme, assessment culminates in a university entry qualification that is recognized worldwide. ■

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## THE CRITERIA IN ACTION

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### **DEVELOPING CITIZENS OF THE WORLD – CULTURE, LANGUAGE AND LEARNING TO LIVE TOGETHER**

International-mindedness is developed in students by the means listed below.

#### **PRIMARY YEARS PROGRAMME**

- engagement with the programme's transdisciplinary themes that have global significance  
*Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves, Sharing the planet*
- development of behaviours and attributes listed in the student profile  
*Inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, well-balanced, reflective*
- exploration of concepts that structure children's inquiry including  
*Form, function, causation, change, connection, perspective, responsibility, reflection*
- development of transdisciplinary skills that enable the child to connect life at school with life at home and in the world
- scope and sequence curriculum content in six subject groups

## **MIDDLE YEARS PROGRAMME**

- the programme's fundamental concepts of developing holistic learning, intercultural awareness and communication
- the five areas of interaction
  - Approaches to learning*
  - Community and service*
  - Homo faber*
  - Environment*
  - Health and social education*
- subject-specific aims and subject content in eight subject groups

## **DIPLOMA PROGRAMME**

- the Theory of Knowledge requirement
- CAS – creativity, action, service
- the extended essay
- subject-specific aims and subject content in six subject groups and in particular groups 1 and 2 (languages)
- the international nature of the assessment

International-mindedness is developed in teachers by the means listed below.

- participation in professional development events organized by the IBO, and sub-regional associations where colleagues from different cultures and nationalities share ideas and practices
- the exchange of ideas in discussion forums on the online curriculum centre (web site for teachers)
- daily, active engagement in preparing teaching materials for the curriculum of each programme
- participation in the curriculum review and development process conducted by the IBO
- participation in the Diploma Programme examining process as an assistant examiner, team leader, and/or deputy chief examiner
- participation in the MYP moderation and monitoring of assessment processes

## **BUILDING AND REINFORCING STUDENTS' SENSE OF IDENTITY AND CULTURAL AWARENESS**

A sense of identity and cultural awareness is developed in students through:

- the requirement to study at least two languages in all three programmes
- the focus on developing the attributes of the student profile and through concept driven inquiry in the PYP
- the fundamental concepts and the areas of interaction of the MYP
- the aims and objectives of each subject
- the study of global issues as appropriate to each subject area in all programmes
- the transdisciplinary programme of inquiry in the PYP
- reflection and engagement in action and community service.

## **FOSTERING STUDENTS' RECOGNITION AND DEVELOPMENT OF UNIVERSAL HUMAN VALUES**

Universal human values are explicitly identified and reinforced through the curriculum in:

- the development of the attributes listed in the PYP student profile
- the PYP transdisciplinary programme of inquiry
- the fundamental concepts and the areas of interaction of the MYP
- the theory of knowledge course and the CAS requirement of the DP.

They are explicitly identified and reinforced through the assessment in:

- the consideration given to and arrangements made for students with special educational needs
- the importance placed on intellectual integrity and honesty
- the recognition of the role of both individual and group work.

### **STIMULATING CURIOSITY AND INQUIRY IN ORDER TO FOSTER A SPIRIT OF DISCOVERY AND ENJOYMENT OF LEARNING**

Curiosity and a spirit of discovery is stimulated through:

- encouraging an eclectic, creative and independent approach to inquiry and learning
- engagement with a broad range of knowledge domains
- opportunities created for transdisciplinary learning
- engagement in the PYP exhibition, MYP personal project and DP extended essay.

### **EQUIPPING STUDENTS WITH THE SKILLS TO LEARN AND TO ACQUIRE KNOWLEDGE, INDIVIDUALLY OR COLLABORATIVELY, AND TO APPLY THESE SKILLS AND KNOWLEDGE ACCORDINGLY ACROSS A BROAD RANGE OF AREAS**

The skills of learning are taught by the means listed below.

#### **PRIMARY YEARS PROGRAMME**

- the transdisciplinary skills – communication, social, research, self-management and thinking skills
- the exhibition, which provides opportunity for extended research, action and reflection

#### **MIDDLE YEARS PROGRAMME**

- the objectives set for each subject
- all areas of interaction, and particularly approaches to learning, which provides the opportunity to question, challenge and share knowledge, views and opinions
- the personal project, which provides opportunity for extended research, creativity and reflection

#### **DIPLOMA PROGRAMME**

- the objectives set for each subject
- the opportunity for independent, self-directed research in the extended essay
- personal development towards social and emotional maturity in CAS
- inquiry into the nature of knowledge and its acquisition through TOK

### **PROVIDING INTERNATIONAL CONTENT WHILE RESPONDING TO LOCAL REQUIREMENTS**

International and local content is provided through:

- active involvement of teachers from all regions in curriculum and assessment development in each programme
- the requirement for teachers to be involved in collaborative planning and curriculum writing in the PYP and MYP in their schools
- the core and option curriculum model provided in DP subjects and in assessment
- IBO curriculum support material distributed at teacher workshops and on the online curriculum centre
- the opportunity for the exchange of teaching ideas and resources on the online curriculum centre.

## ENCOURAGING DIVERSITY AND FLEXIBILITY IN PEDAGOGICAL APPROACHES

A diversity of pedagogical approaches is encouraged through:

- the recognition that the full range of learning in which the three programmes engage students requires flexibility and adaptability in approaches to teaching
- the focus and encouragement given to students for their learning
- the recognition that individuals, as well as groups, are learners
- openness to using new technologies in teaching and learning.

## PROVIDING APPROPRIATE FORMS OF ASSESSMENT AND INTERNATIONAL BENCHMARKING

### PRIMARY YEARS PROGRAMME

Assessment is an integral part of the curriculum model. The PYP curriculum model has three interdependent components: the written curriculum; the taught curriculum; the learned curriculum.

The purposes of assessment in the PYP are principally to determine what the student knows and understands about the world, to inform and differentiate the teaching and the learning, to monitor student progress in terms of the student profile, to provide feedback to teachers, students and parents, to monitor the efficacy of the programme and to inform the professional development of the teachers.

### MIDDLE YEARS PROGRAMME

The emphasis is on formative as well as summative assessment: self-assessment, portfolio assessment, as well as examinations, tests and guided coursework are all encouraged. The process of external moderation of internal assessment organized by the IBO requires teachers to share and reflect on their assessment techniques, to come to a common understanding of the assessment criteria and to standardize their assessment procedures. MYP assessment recognizes the need to respect local requirements and educational cultures. It balances this need with the requirement to assess student achievement against commonly agreed objectives in all subject groups.

### DIPLOMA PROGRAMME

Assessment is based on a broad approach. A very wide range of structures from examinations (comprising short response questions, structured response questions that lead the student in stages through a complex problem, data analysis questions, case study questions or essay questions), laboratory investigations, conversation exercises and project work, for example, to studio exhibitions of all kinds of artwork, are used where they are found appropriate. The main criterion for judging the suitability of a particular form of assessment is whether it satisfactorily and directly measures student performance in relation to the stated objectives of the relevant course. These objectives generally focus on higher order cognitive skills, such as analysis, synthesis and evaluation, although there is always a role for the recall and routine application of knowledge as well. Other major considerations include cost, manageability and reliability. These different requirements are balanced against each other, but in all such deliberations the primary consideration is always a recognition of the effect that any assessment structure has on classroom teaching. It is essential that assessment structures support good classroom practice. This is considered of greater educational importance than pure reliability of measurement. ■

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# THE STYLE OF INTERNATIONAL EDUCATION PROVIDED BY THE IBO

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## **LEARNING AND THE ENVIRONMENT FOR LEARNING**

While much is yet to be understood about the full range of learning in which the three programmes engage students, it is clear that developing flexibility and adaptability in students as learners is a crucial feature of each. The encouragement and empowerment given to the student for his or her learning is also fundamental to each, as is the recognition that individuals, as well as groups, are learners. Learning through individual subjects and through transdisciplinary study, integrating different approaches to learning, using information technology in learning, and recognizing intercultural and intergenerational learning, are common to all the programmes. While relatively little is understood about the effect of the total environment on student learning in the specific context of international education, the environment for learning is also recognized as particularly important and is an area of much research activity within the IBO (Thompson, 1999).

## **TEACHING AND THE ENVIRONMENT FOR TEACHING**

The IBO has always acknowledged the central role of teachers in developing the full range of qualities associated with academic excellence and personal, social and physical growth. However, in the context of international education, not much is known about the effectiveness of different teaching styles and methods and, again, this will be a central focus for the IBO's research agenda. Areas of much interest include teachers as learners, teachers as managers of learning, teachers as innovators, the teacher-student relationship in learning and the training and recruitment of teachers for international education (Thompson, 1999). A school's ethos has far-reaching effects in the context of international education, which is nowhere more clearly evident than in the classroom practices of its teachers. In some schools resources are extremely generous, while in others they are limited. Research in this area is especially necessary and as urgent as the influence of resources on learning; new technologies for learning, the role of family, the role of community in international education, and the school as a learning organization for international education are all crucial concerns for the future.

## **GLOBALIZATION AND INTERNATIONAL EDUCATION**

Worldwide interdependence and globalization are major forces in contemporary life, extending well beyond the bounds of formal education. Increasingly, questions are raised in relation to globalization and international education. While the impact of the forces of globalization on international education remains to be seen, the important concern for the IBO is to preserve cultural identity and diversity, and to reinforce them through the opportunities provided by international cooperation. As the world shrinks, the philosophy and practice of IBO programmes has a leading role to play in recognizing and strengthening local culture and linguistic diversity, and in focusing students' awareness on the inequities in the lives of others.



The view sometimes presented, that the development of the sequence of programmes and particularly the introduction of the PYP and MYP is a movement towards creating a globalized education for the expanding population of mobile families, is, in fact, limited. While it is true that each programme is linked by a common philosophy, and by principles that are transferable, the content of both the PYP and MYP draw significantly on the local context and culture in which they are taught, and it is anticipated that they will be more regionally influenced in their development. However, it is also true that, at the level of Diploma Programme, the qualification awarded is based on global uniformity of standards and global benchmarking. ■

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## CONCLUSION: LINKING THE PROGRAMMES AT SCHOOL

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THE LINKS BETWEEN THE PROGRAMMES that make the three a coherent whole come to reality in a school, in the manner in which they are implemented by teachers. While the aims, objectives and curriculum models have common elements, the effectiveness of the implementation of a sequence of two or three programmes depends ultimately on a commitment by the school to a continuum. This requires continuous, mutual cooperation and collaboration between all staff and teachers at all levels (Millikan, 2001).

The involvement of the whole school community, including those involved in governance, leadership and management, is necessary and important. Effective allocation of staff time is critical for the planning and preparation needed to deliver each programme and to address the operational issues in linking any two. Transition from one level within a programme to another, and between programmes, requires careful planning and collaboration in all areas. Administration, student pastoral care, curriculum development and support, and staff recruitment and development will all depend on the effectiveness of the time and resourcing allocated. Equally important is the support provided by the IBO in publishing guides, teacher support material and regional professional development workshops, including on-site training and larger conference activities.

Currently, much attention is being given to developing the links in the written curriculum of each programme and to identifying operational issues that need to be considered in terms of planning, school organization and management, and teachers' professional development. Feedback from schools currently teaching all three programmes has been very helpful in planning for the further strengthening of their international nature, continuity and progression. Some examples of that feedback follow.

**ST DOMINIC'S INTERNATIONAL SCHOOL, PAREDE, PORTUGAL**

*The programmes move from skill-based to content-based. Students learn how to learn, begin to understand language and culture, and appreciate a holistic approach that does not lose depth. These students will be prepared for their future in a changing world.*

*There is a similar progression with assessment through the programmes: in PYP, totally integrated assessment in schools; in MYP, external moderation; in DP, external examinations.*

**VIENNA INTERNATIONAL SCHOOL, VIENNA, AUSTRIA**

*To implement this philosophy and to articulate teaching in the three programmes, we maintain strong curriculum links across all the staff involved. We do not actively differentiate in our approach to the teaching and learning processes between the programmes.*

*We encourage teachers to attend the workshops offered by the IBO, to encourage the concept of "looking inwards for excellence".*

**GLENUNGA INTERNATIONAL HIGH SCHOOL, ADELAIDE, AUSTRALIA**

*We have had some success in overcoming the inevitable problems of introducing the programmes into a state school. These include issues beyond our control, such as high staff turnover (creating problems with teaching methodology), student and teacher overload, and overlaying the MYP curriculum framework on the mandatory state curriculums which is itself undergoing enormous change.*

**SOUTHBANK INTERNATIONAL SCHOOL, LONDON, UNITED KINGDOM**

*Although teachers are familiar with the areas of interaction, the fundamental concepts of the MYP are less familiar. Yet it is these concepts that could form an excellent link to a future articulation between the programmes.*

**NANJING INTERNATIONAL SCHOOL, NANJING, CHINA**

*We are working towards the articulation of the three programmes. The MYP provides the central link. Articulation is through the exhibition in the PYP, approaches to learning in the MYP, and Theory of Knowledge in the DP. Teachers meet and plan collaboratively, and make their colleagues aware of what they are teaching, to ensure continuity. Planning ensures that topics are not requested in successive years, and, where a topic is revisited, that the same work is not assessed again.*

**ST CATHERINE'S MOORLANDS SCHOOL, BUENOS AIRES, ARGENTINA**

*Our bilingual school implemented the programmes gradually, as they appeared. This had a great impact on our national and international curriculums. We drew up a new set of curriculums, presented it to the Ministry of Education, and it was accepted.*

*At this moment, the whole school (from the age of 5 to 18) is offering the three programmes. The school has adapted its structure, and, as the three programmes are (fortunately) constantly reviewed, changes and further adaptations will probably occur.*

**MUNICH INTERNATIONAL SCHOOL, STARNBERG, GERMANY**

*The current initiative to identify key connections between the three programmes is timely and entirely appropriate. In reference to the student profile of the PYP, the attributes could be woven into the MYP and DP explicitly and provide a valuable link for students in transition.*

**ST JOHN'S INTERNATIONAL SCHOOL, WATERLOO, BELGIUM**

*The flow of assessment criteria has been a positive step for us. We now have an assessment programme in place that fits our needs in Middle School and High School. We have always prided ourselves on reaching the needs of all our students. Our schemes of work show how we meet the goals of the IBO and the philosophy of our school. ■*

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