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

**Concept Based**

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

IB focuses on concepts, *not topics.*
Concept Based

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

This helps students to:

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

**Inquiry Based**

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

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

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

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

Students learn in a broad, balanced, conceptual and connected learning environment.

Transdisciplinary learning allows students to make authentic and meaningful CONNECTIONS across, between and beyond subjects. It ensures students experience a balance of subject-specific knowledge, conceptual understandings and skills.

Students are not learning skills in isolation, but seeing how these connect with all the disciplines.
International Mindedness

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

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

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

We are curious, enthusiastic learners.
We have a wide range of understanding that is meaningful to the world.
We solve complex problems ethically.
COMMUNICATOR

We express ourselves clearly and collaborate effectively with others.
We show empathy, compassion, and respect.
OPEN-MINDED

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

We act with integrity and honesty, with a strong sense of fairness and justice.
We are resourceful and resilient in the face of challenges and change.
We seek balance in our intellectual, physical and emotional wellbeing and in the wellbeing of others.
We work to understand our strengths and weaknesses to support our learning.