

IB at Wesley International Academy

IB Learner Profiles

According to IB, the learner profile, “describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them” (ibo.org).



Inquirers	Knowledgeable	Thinkers	
Principled	Communicators	Caring	
Risk-Takers	Open-Minded	Balanced	Reflective

International Baccalaureate Mission

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.

Learner Profile Focus for August: 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 (ibo.org).



WESLEY INTERNATIONAL ACADEMY
 “国际文凭学校 中文 男女分班”
 AN INTERNATIONAL BACCALAUREATE WORLD PROGRAMME SCHOOL



Current PYP Curriculum Focus

Grade Level	Transdisciplinary Theme	Central Idea	Lines of Inquiry
K	Who We Are	Everything has a form with recognizable features and has relationships with other things	<ul style="list-style-type: none"> → similarities and differences in properties and structures → systems, relationships, and networks are based on interdependence → citizenship is based upon developed values
1	Who We Are	Patterns are structure for systems of change	<ul style="list-style-type: none"> → categorizing similarities and differences in structure → systems affect behavior → cycles are patterns of change
2	How We Organize Ourselves	Structure and balance are affected by change	<ul style="list-style-type: none"> → structure defined by properties → interactions have impact on change → homeostasis comes from balance
3	How We Organize Ourselves	Members of the natural and human world adapt to change based on connections with one another	<ul style="list-style-type: none"> → behaviors reveal function → adaptation is a consequence of change → interdependence forms relationships
4	Who We Are	Perspectives inform understanding and beliefs	<ul style="list-style-type: none"> → comparison reveals differences → the outcome of events comes from the impact of each sequence → experiences create the subjectivity of beliefs → valuing the rights of all creates justice
5	Who We Are	Systems succeed when the roles of individuals take responsibility for their required functions	<ul style="list-style-type: none"> → differences in properties give understanding of differences in structure → patterns connect individual roles within systems → citizenship comes with rights and responsibilities

Terminology



Transdisciplinary - covers all disciplines for meaning making in real-world contexts

Transdisciplinary Themes - There are six themes in the PYP: Who We Are, Where We Are in Place and Time, How We Express Ourselves, How We Organize Ourselves, How the World Works, Sharing the Planet

Lines of Inquiry - these are broadly written to be concepts that students can develop in multiple content and non-content areas -- these guide planning, teaching, and learning

MYP Curriculum

In each subject group, MYP students are assessed on four objective criteria specific to each course.

	A	B	C	D
Language and Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition (Mandarin)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
*Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
**Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

*We are seeking to satisfy design requirements through purposeful curriculum/unit/project development in other subject groups

**Students are to have been part of at least one interdisciplinary unit during each year of the MYP

Terminology

Objective criteria - represent the use of knowledge, understanding, and skills that must be taught. Within each criteria are several *strands* that must be assessed twice per year.

Design - this course uses the *design cycle* and develops practical skills, as well as strategies for creative and critical thinking.

Interdisciplinary - relating to more than one subject area

