

IB Americas December eNewsletter

Welcome to the December 2011 edition of the IB Americas eNewsletter

Dear Educator,

Welcome to the December edition of the IB Americas eNewsletter.

This edition of the eNewsletter brings us back to the focus of our organization: the students. In it, we feature student's written submissions, chosen from over two hundred essays. Students from across the Americas share how the IB programmes have impacted their lives. From the Primary Years Programme at Colegio Franklin Delano Roosevelt in Lima, Peru, Caitlin Yarna writes about becoming more of an inquirer and enhancing her learning experience through the IB. MYP student Kathia Pajuelo from Colegio Inglés de Mujeres "Mater Admirabilis" in Lima, Peru, describes her visit to the rural city of Huaraz, Peru, as a part of the community and service requirement of the MYP. Diploma Programme student Austin Patrick Reagan from San Clemente High School in San Clemente, California, USA, tells us about Leymah Gbowee, a Liberian peace activist and his inspiration for the Extended Essay. I think you will be amazed by these students' writing. They represent just the smallest fraction of IB students who, on a daily basis, turn heads, captivate us with their youthful vigor and show us why they are tomorrow's leaders.

I am pleased to announce that an IB Diploma Programme graduate, Sarah Kay, will be one of the four keynote speakers at the [2012 IB Conference of the Americas](#). Sarah is a poet, spoken word poetry teacher, documentary filmmaker, and founder and co-director of Project V.O.I.C.E. Hearing her speak will be a unique opportunity you will not want to miss. [Register](#) by **31 December 2011** to receive a **USD \$150 discount** off the full conference fee.

I welcome your feedback and your ideas. Please do not hesitate to contact me at iba.director@ibo.org.

I wish you all a happy holiday season and a prosperous new year.

Warm Regards,

Drew Deutsch
Director, IB Americas

The IB Primary Years Programme

By Caitlin Yarna, PYP student, Colegio Franklin Delano Roosevelt, Lima, Peru



“Go on. Go now and memorize this for the test tomorrow!” the teacher said to the class. It’s hard to believe this was a few months ago before I arrived in Lima, Peru, where I started Colegio FDR, the American School of Lima. It seemed so natural to cram as much as I could into my head and pass exams by memory. But then I started the Primary Years Programme.

It was a life-changing experience for me in many ways to go from memorizing in a rigid manner to pass exams to now working at my own pace and becoming exposed to things that make me a better person.

Thinking back to those previous days, I made inquiries which gave yes and no answers. Within a short time when I started the PYP programme, I started asking many open-ended questions, and when no one could answer them, I decided that I would go and research them myself. Because of this change in the way I ask questions, I managed to become a more open-minded person to both the people and the world around me.

Also, when I first saw all of the Learner Profile attitudes and traits, I knew that the IB programme would be a better learning experience.

My first IB teacher told me to take my time and let the work just amalgamate into me like the stars and the night sky. I took the advice and applied it to the Units of Inquiry (UOI). One of my favorites was titled “Family History.” This was the first Unit of Inquiry. My teacher had helped us through it and let me answer many questions, one at a time, to find the best open-ended solutions to all of them. She guided us through the work and when we didn’t understand something, she explained it to us and changed her pace according to who she was working with.

The IB helps many kids want to learn and gain more knowledge. It also helped me express myself while I was learning and through what I was learning.

The IB helps us develop the traits and attitudes that we need. It is a way of learning that prepares us for the future, for us to become independent and live our lives to the fullest.

The IB Middle Years Programme

By Kathia Pajuelo, MYP student, Colegio Inglés de Mujeres “Mater Admirabilis”, Lima, Peru



My experience as a Middle Years Programme (MYP) student is that I have been able to realize that a certain subject can be addressed from diverse standpoints of different courses, thus increasing my capacity to think and reflect by developing the different attributes of the IB profile. Also, it has been a positive influence especially when it comes to compliance with tasks and research work, because now I take into account the evaluation criteria when developing my work. Now my research work is more elaborate and thorough because I have to look for more information in different sources such as books, magazines and reliable websites, and include those sources at the bottom as bibliography.

We start each unit with a question related to an area of interaction, which we will answer at the end of said unit, applying everything we have learned. Then we will work on a unit closing project. This is important because it helps us analyze and highlight the main ideas during the project's preparation and development. We also have to carry out a self assessment task at the end of each unit which allows us to find areas of improvement and learn which profile attributes we have developed.

Another important aspect has to do with community service. For instance, we visited the Centro Educativo Nacional in the Ventanilla district, where we carried out different tasks such as painting railings, and participating in drawing and story-telling workshops. It is also necessary to highlight that this year we traveled to the city of Huaraz where we carried out activities at a rural school, interacting with the students and spending time teaching them different painting techniques and some experiments. We also played games with them and had a get-together lunch. During this trip we were able to see how happy those children were about our visit, and in return, they taught us how to knit and showed us irrigation techniques and agricultural tasks. During this trip we also learned about other cultures in our country by visiting museums and archeological sites at tourist spots.

Another aspect I am working on is learning to organize my time in order to complete the assigned tasks, since we have a schedule. This is beneficial because it helps us be more organized and responsible about our work considering we need to fulfill every stage of the cycle appropriately and correctly in order to succeed.

What I think has improved greatly is the assessment of homework, projects and tests because you know which items are being assessed and the system is now more rigorous than before. This leads you to make a bigger effort. It helps you realize which criterion you are not achieving and what you need to improve.

It is very interesting that we are carrying out interdisciplinary projects where we address a single topic in different subjects. This is something we did not do before, and it allows us to see a topic from different points of view.

We also have a metacognition course, which helps us learn different study techniques such as summaries, concept maps, etc. This allows us to better organize the information and data collected when we have to study and thus, we learn faster.

It is worth highlighting the teamwork aspect, since it has taught us to exchange and respect other classmates' ideas. It also helps us get along better, thus allowing the development of the different attributes of the IB learner profile such as being open-minded, reflective and balanced.

In short, the International Baccalaureate aims at training caring, compassionate, informed young people who seek knowledge in order to create a better world. And above all, it prepares us for university.

IB Diploma Programme

By Austin Patrick Reagan, Diploma student, San Clemente High School, San Clemente, California, USA



Leymah Gbowee speaks from the heart. Her English is pretty heavily accented, but her voice is rich and her words are genuine. She wears brightly colored dresses and wraps her head in matching fabric. She talks of freedom and justice with the greatest of passion. She led an entire nation out of the shadows of tyranny and into the light of democracy and despite it all, remains firmly planted in reality, humbled by her own accomplishments and strongly connected to the world around her.

This I discovered after watching her speak in Los Angeles in early October. I was driven to attend, I believe, by the IB learner within me. I had chosen to convey Ms Gbowee's story—her non-violent struggle for peace and democracy in Liberia—through my extended essay, and the sheer curiosity led me beyond libraries and off the internet. I reached a point in my research at which third person histories and analyses were no longer satisfying the craving, the itch. I had all the facts and figures, but absent from my compilation of newspaper articles, history books, and documentaries was a sense of personality. I knew Ms Gbowee would add that flair. Indeed she did. Her persona was so engaging that it felt like she was speaking directly to me. It felt like a private audience with a renowned peacemaker. Sitting proudly on stage, she opened up about her origins (she had been a teenager in Monrovia during the outbreak of the Civil War), her actions, and her plans for the future. Inspired, I chose to present Ms Gbowee with a preliminary copy of my extended essay following her presentation. Expecting to be shrugged off by this Nobel Peace Prize nominee (four days later, a Nobel Peace Prize laureate) or at best be given a few encouraging words, I was quite surprised when Ms Gbowee not only agreed excitedly to read the essay, but also provided me with her personal email address so that I could continue to seek her input throughout the process.

As an inquirer, I imagined all of the questions I could ask Ms Gbowee. As a communicator, I considered how to best utilize this new, priceless resource and cross cultural lines in working with Ms Gbowee to better understand the emotions and personal thought tied to the Liberian peace movement. As a risk-taker, I knew that the chance existed that Ms Gbowee would have strong criticisms of the essay, and that the content would seem to her like just another historical investigation; on the other hand, she could find the analysis to be original and insightful. The aggregate value of these various facets of learning has come together as I've worked to acquire my own perspective on the Liberian struggle for peace and expand those views to the broader topic of global civil conflict as a whole.

The learning though has far surpassed just an understanding of conflict and peacemaking. The experience of working with Ms Gbowee, encouraged by the IB Diploma Programme, has shown me a much more personal side to diplomacy and global leadership. For many, including myself prior to this encounter, an understanding of progress-oriented diplomatic and peacemaking work is often based on stories we hear in the news. We hear of new legislative policies and the names of those who enact them; we hear of movements for reform and the names of those who lead them; we hear of breakthroughs in science and the names of those who discover them. Absent though is a sense of truly knowing these great societal contributors. What motivates them? What experiences have they grown from? Why is it that they do what they do? Possibly the most valuable aspect of working with Ms Gbowee has been the process of answering these questions, as there is no other source which truly does them justice.

Each year of my life, my passion for knowledge has expanded, and my yearning to cross paths with individuals and ideas to fuel this pursuit has increased. Being a part of the IB Diploma Programme has created a challenging, stimulating and hugely intellectual environment that every day allows me to enhance my perception and understanding of the world around me. Looking through an international lens, I have found sources that might otherwise have been neglected and recognized opportunities that were not so apparent. The IB encourages interactions like mine and Ms Gbowee's and I've found that the learning outcomes of these pursuits often far exceed the anticipated.

Professional Development Highlights

Contributed by Margot Hoerrner, Head of Professional Development, IB Americas

2012 Regional workshops open for registration

All of the workshops to be hosted by IB Americas in 2012 are now open for registration. Please visit www.ibo.org/events to search for a workshop and register today.

NEW in 2012 - 15-hour workshops

All 2012 face-to-face professional development workshops hosted by IB Americas will be 15 hours over the course of two and a half days. By adjusting the format of these workshops, we will improve the consistency of our offerings across the Americas, and promote the global alignment of professional development across the world.

Subject Specific Seminars

Experienced teachers should attend the unique category 3 workshop designed to address the curriculum changes for MYP and Diploma subjects. The faculty will include master teachers and those involved in the curriculum review. IB staff will be available to answer questions.

Diploma Programme: For 2012, group 5 and computer science are the revised subjects. Dates and locations for subject specific seminars are as follows:

2-4 March: Portland, Oregon, USA

17-19 March: Memphis, Tennessee, USA

26-28 March: São Paulo, Brazil

2-4 May: Buenos Aires, Argentina

10-12 May: Quito, Ecuador

Middle Years Programme: For 2012, language B and humanities are the revised subjects. Dates and locations for subject specific seminars are as follows:

2-4 March: Portland, Oregon, USA

17-19 March: Memphis, Tennessee, USA

11-13 April: México City, México

New workshops for 2012

A number of workshops are being presented for the first time in 2012. Some of the new subjects are:

Continuum:

Inquiry and the librarian across the three programmes

Lead the Way: How to Develop and Sustain IB Programmes

Diploma Programme:

Unwrapping the Center of the Hexagon: EE. CAS. TOK

Success Strategies for the Language A Curriculum for Diverse Learners

Middle Years Programme:

Designing authentic assessments for the 21st century learner

Inquiry in the MYP

Primary Years Programme:
The learning environment and inquiry
Sustainability as International-mindedness

IB Americas presents greener workshops

It is a priority of the International Baccalaureate to model sustainable practices and conservation of resources. Therefore, we recommend that workshop participants bring copies of the programme's core materials either electronically or in hard copy to the workshop. A list of recommended materials for each workshop can be found IB website: <http://www.ibo.org/iba/workshops/materialsmasterlist.cfm>

Announcements

Research update

New learner profile literature review available

A literature review, by Dr. Kate Bullock, exploring the IB Learner Profile is now available on the [OCC](#) in the *cross-programme publications* section. The review attempts to examine learning theories from different educational and psychological paradigms, and consequently to indicate the relationship between the ten attributes and stages of development of cognitive, affective and psychosocial dimensions of learning. It also explores how transdisciplinary, interdisciplinary and disciplinary approaches to learning are reflected in the IB learner profile.

New studies underway on the impact of IB Programmes

The IB research team has taken on a host of new projects examining a wide array of aspects of the 3 programmes and continuum. Short descriptions of these studies currently underway can be found on the Programme Impact Research [web pages](#). Look for complete reports to be released throughout 2012.

- A longitudinal study on IB students' post secondary access, performance and persistence
- The effects of participation in the MYP on performance in the DP
- The Extended Essay and post secondary performance
- Examining gender differences in the STEM subjects
- The IB Teacher Project
- Implementing the PYP in India
- The MYP in the UK: Teaching and learning benefits
- PYP and MYP student performance on the ISA: Phase II
- MYP student performance and engagement: Phase II

Jeff Thompson Research Award

Review of the latest round of **Jeff Thompson Research Award** applications is currently underway (and it was our biggest round ever!), but the next deadline for applications is coming up quickly on **31 March, 2012**. We are very pleased to be able to support the research of IB practitioners. You can find out more on the award and how to apply at: <http://www.ibo.org/research/resources/jeffthompson/index.cfm>.

New research

There are a number of new research documents available for the IB community. These include:

- A [literature review](#) exploring the learning theories and educational paradigms associated with the ten attribute of the learner profile
- An [annotated bibliography](#) of the available research on the IB from 2010 — look for an updated resource list for research from 2011 to be release toward the beginning of 2012
- A quick [info sheet](#) of key findings from IB produced or commissioned research on programme impact

For more information on any of the above projects, please visit www.ibo.org/research or contact research@ibo.org.

1st InterCAS of the Americas and 5th Latin American InterCAS in Ecuador

contributed by Franklin Hurtado Rosero, CAS Coordinator, Colegio Politécnico, Guayaquil, Ecuador



The 1st InterCAS of the Americas and the 5th Latin-American InterCAS took place in Guayaquil, Santay, Ayangue and Comuna Dos Mangas de Santa Elena the week of September 19-24 with 280 participating students and teachers from 53 schools, representing Argentina, Brazil, Canada, Chile, Colombia, Costa Rica, Ecuador, the United States, Mexico, Peru, Uruguay and Venezuela. These events were an opportunity to raise awareness about the needs of some communities in Ecuador and to contribute to the improvement of the locations visited through activities carried out with the locals. These included plastics collection, painting the only school in the area, setting up a computer lab and donating books to the library. Students also carried out a population survey to determine the needs of the community. They gathered information about the local flora and fauna, shared the skills of the locals and established a joint commitment to preserve the ecosystem. Essentially, these events allowed the participants to share their experiences, and served as a common space for mutual enrichment that consolidated learning with the exchange of reflections and experiences.

These events are very demanding, but the everlasting impression they leave in the lives of participants, is one of the IB CAS component's most significant strengths.

Student Ana Maria Hurtado S., from the Colegio Politécnico de Guayaquil (Ecuador), shared her experience with us: "The InterCAS of the Americas lasted a week. I participated in two days of activities and I think it was more than enough for it to have an impact on my life. I thought it was amazing to see how young people from different places had come to my country to help and share with people who needed them. This experience filled me with happiness and the desire to continue helping. It made me realize that Gandhi's famous quote was true: "Be the change you want to see in the world." I understood that, in order to see results in the work we do, we must teach everyone, from their very early childhood, the spirit and feeling of helping others. We must learn that we should be the role model for future generations and even present ones, so that they take on the challenge, and together we can contribute to shaping a better society."

25th Anniversary of the Association of IB Schools of the River Plate

contributed by Graciela Borrás de Xanthopoulos, president of ACBIRP and Head of School, St. Mary of the Hills School, Buenos Aires, Argentina

The Association of the IB Schools of the River Plate (The Asociación de Colegios del Bachillerato Internacional del Río de la Plata, ACBIRP) celebrated its 25th anniversary on Thursday, 27 October, 2011. An intimate event was held at St. Catherine's Moorlands school to commemorate the occasion. The event was attended by authorities of Argentine universities, representatives of the International Baccalaureate (Colleen Duffy, Communications and Marketing Associate Manager, and Michael Leshner, Development and Outreach Manager), chairmen of other Latin American school associations, former chairmen of the association and leaders of member schools.

During the meeting, the current chair of the association, Mrs. Graciela Borrás de Xanthopoulos, shared a few words. She not only spoke of the early years of the association, but also urged all those present to continue contributing to the growth of the IB in Argentina and Uruguay:

"And today, focusing on the present, the mission of the ACBIRP personally engages us to support and communicate the goals of the IB, cooperate with government education authorities, represent the associated schools to different agencies, organize seminars, workshops and other activities, promote appropriate professional ethics, and work together with universities.

"The association continues its vital and close dedication to the IB mission. We are excited about the possibility of a qualitative study that can show the real advantages of having completed the Diploma Programme for furthering students' university studies. Once again, I ask you to join me in my efforts to accomplish the dream of having more public schools offer the IB to their students. Finally, I would like to give special thanks to my colleagues for their time, for sharing their talents and, above all, for their passion to educate for a better world."

Michael Leshner, Development and Outreach Manager at IB Americas, added: "I am pleased to see the involvement of so many associations and individuals devoted to the IB mission and to increasing access to an IB education for a greater number of students. I am excited about working towards this goal."

As part of the ACBIRP anniversary celebration, a meeting was held the next day on Friday, 28 October, at the IB Buenos Aires office with representatives from AMEXCAOBI (Mexico), ACHBI (Chile), ASOBITICO (Costa Rica), ASCIBP (Peru), the ACBIRP Executive Committee, the IB Americas Global Centre, Bethesda, and the IB Buenos Aires office. At the meeting, representatives shared the visions, problems and ideas of Latin American associations and discussed ways to work collaboratively in these countries. With an understanding of the characteristics of the Latin American association's member schools, it will be possible to find new ways to achieve cooperation among these associations.

Inquiry into China trip, an IB category 3 Continuum workshop

contributed by Steve Hreha, Diploma Site Visitor, Consultant and TOK Workshop Leader and Cynthia Ballheim, Diploma Coordinator, Upper Arlington High School, Upper Arlington, OH, USA



In June 2011, a group of 51 IB educators from the PYP, MYP and DP programmes, EF Tour guides and veteran workshop leaders Cynthia Ballheim and Steve Hreha participated in the second EF Tours/IB Inquiry into China trip, an IB category 3 Continuum workshop focused on foreign travel fostering international-mindedness. During the trip, teachers from all three programmes connected with colleagues and shared new experiences; the workshop was a huge success.

During the 10-day excursion, participants visited legendary sites in Beijing and Xi'an and explored the city of Shanghai. They had many opportunities to discuss their observations and insights into Chinese culture. These discussions were one of the highlights of the trip as educators explored numerous perspectives and ideas on international-mindedness and conceived innovative and rich lesson plans. Before leaving Beijing participants spent a morning meeting with IB educators at the Western Academy of Beijing.

A panel discussion focusing on international-mindedness enabled North American participants to gain insight into student life in Asia.

Prior to leaving for China, participants completed journal entries centered on their expectations for the trip. The workshop leaders developed a Moodle site dedicated specifically to supporting the trip. It included resource materials and a place where participants could meet and chat before travelling together. Throughout the trip participants engaged in lively discussions, some of which were facilitated by the workshop leaders, on the experiences of the day and how these might inform class discussions back home. Once home, participants completed a photo journal highlighting what impressed them the most about their experience in China. In the summer of 2012 the third EF/IB trip to China will take place and the new destination will be Hong Kong. A trip to Peru has also been added for 2012.

There are still spaces available for the June 2012 IB/EF Tours category 3 Inquiry into China workshop. For more information, visit <http://ibo.org/events/eftourschina2012/index.cfm>

Scholarships

ING Unsung Heroes Program invites K-12 educators to apply for 2012 class project awards

For the past fifteen years, the **ING** Unsung Heroes awards program has recognized K-12 educators in the United States for their innovative teaching methods, creative educational projects, and ability to positively influence the children they teach. Since honoring the first "unsung hero" in 1996, ING has awarded nearly USD\$3.8 million to nearly 1,600 educators across the country.

Educators are invited to submit grant applications describing class projects they have initiated or would like to pursue.

Each year, one hundred educators are selected to receive USD\$2,000 each to help fund their innovative class projects. Three of those individuals will be chosen to receive awards of an additional USD\$5,000, USD\$10,000, and USD\$25,000. All awards must be used to further the projects within the school or school system.

All K-12 education professionals are eligible to apply. Applicants must be employed by an accredited K-12 public or private school located in the U.S. and be a full-time educator, teacher, principal, paraprofessional, or classified staff member working on a project with demonstrated effectiveness in improving student learning.

Complete program guidelines, the application form, and information on previously funded projects are available at the ING Web site.

Deadline: 30 April, 2012

Contact:

[Link to Complete RFP](#)

Siemens Foundation and Discovery Education Launch Fourth Annual Siemens We Can Change the World Challenge for K-12 Students

The Siemens [We Can Change the World Challenge](#) invites students in the United States to team up with classmates under teacher/mentors to solve environmental problems in their school (grades K-5), community (grades 6-8), and world (grades 9-12).

Nearly 18,000 elementary, middle and high school students competed in last year's challenge, offering innovations in areas such as food-waste-to-energy, community-scale battery recycling, phantom-power load reduction, systematic behavior change, erosion control, wildlife habitat restoration, and sustainable agriculture for arid zones. Now entering its fourth year, the challenge is a collaborative effort of the [Siemens Foundation](#), [Discovery Education](#), the [National Science Teachers Association](#), and the [College Board](#).

Student and teacher/mentor prizes, which vary according to grade level and value more than USD\$250,000 total, include scholarships, savings bonds, school grants, adventure trips, and a chance to present their idea at the [United Nations](#). A panel of environmental experts and science educators will judge teams based on their research, analysis, and the ability of the solution to be replicated on a larger scale. High school students are specifically challenged to address energy, biodiversity, land management, water conservation and cleanup, or air and climate.

Teachers and mentors can register for the Siemens We Can Change the World Challenge, add their student teams, and begin formulating their projects at the [We Can Change the World Challenge website](#). The challenge website is also designed to help teams begin their projects, offering a resource section that includes lesson plans, e-books, virtual labs, and other materials from Discovery Education to accompany each stage of the challenge.

Visit the Siemens [We Can Change the World Challenge website](#) for complete program information, entry procedures, and student resources.

Deadline: 15 March, 2012

Contact:
[Link to Complete RFP](#)

Bezos Scholars Program @ the Aspen Institute



National scholars program seeks exceptional high school juniors and educators for a powerful leadership development opportunity and all-expenses-paid scholarship to attend the Aspen Ideas Festival, 26 June - 2 July, 2012. The program selects 12 top public high school juniors and 12 dynamic educators to participate as Bezos Scholars in six days of exploration, dialogue and debate on the Aspen Institute campus with the international leaders, acclaimed thinkers and social entrepreneurs. Past Bezos Scholars met with retired United States Supreme Court Justice Sandra Day O'Connor, United States Secretary of Education Arne Duncan, oceanographer Sylvia Earle, TOMS Shoes founder Blake Mycoskie, and journalist Nicholas Kristof, among many others. Bezos Scholars also participate in leadership trainings to prepare for the challenge ahead: Creating sustainable Local Ideas Festivals that will transform their schools and communities in the coming year.

Bezos Scholars Program School Criteria

- Public High School (including Charter and Magnet schools)
- At least 25% of students are eligible for free/reduced lunch program
- Offers International Baccalaureate, Advanced Placement or college credit courses

Bezos Scholars Program Student Scholar Criteria

The criteria below are firm. We will only accept applications from students enrolled in public schools.

- Demonstrates leadership in school and community
- Has scored exceptionally well on PSAT/SAT/or ACT
- Taking International Baccalaureate, Advanced Placement classes or college/community courses
- GPA of 3.5, or higher
- Public high school junior during the 2011-2012 academic year
- Legal U.S. Citizen or permanent resident
- Availability of student & educator on all dates

Application deadline: 3 February, 2012

View this [4-minute video](#) for a glimpse of this transformational experience in the words of Bezos Scholars themselves. To apply now online or view program details, photos, video clips, testimonials, and school and scholar criteria, visit: www.bezosfamilyfoundation.org/scholars.

The American Foreign Service High School Essay Contest 2012

The American Foreign Service Association has partnered with Booz Allen and Hamilton and Semester at Sea to offer an exciting opportunity for the student who writes the winning essay. Winner will receive USD\$2500, a trip to Washington DC with your parents to meet the Secretary of State, and a fully funded Semester at Sea.

Please look at our web site on for full details: www.afsa.org/essaycontest.

New IB World Schools in the Americas

We are pleased to officially welcome schools that have been authorized to teach an IB programme between 1 August 2011 and 30 November 2011

Primary Years Programme

Beecher Hills Elementary School, Atlanta, GA, United States
Colegio Álamos Querétaro, Mexico
Colegio Internacional Terranova, San Luis Potosí, Mexico
Colegio Simón Bolívar, Nayarit, Mexico
Cypress Park Primary School, West Vancouver BC, Canada
Dr. Martin Luther King, Jr. Elementary School, Portland, OR, United States
ESFERA Escola Internacional, Sao Paulo, Brazil
Global Academy, Columbia Heights, MN, United States
Horizons-on-the-Hudson Magnet School, Newburgh, NY, United States
Iles Elementary School, Springfield, IL, United States
International School of Indiana, Indianapolis, IN, United States
James Stephens International Academy, Fort Myers, FL, United States
Mark Twain School and Academy, Detroit, MI, United States
Oakcrest Elementary School, Ocala, FL, United States
Post Oak Magnet School, Lansing, MI, United States
Stanley G. Oswalt Academy, Walnut, CA, United States
The Antofagasta British School, Antofagasta, Chile
Vernon School, Portland, OR, United States
West Hills Middle School, West Bloomfield, MI, United States
Ybarra Academy of the Arts and Technology, Walnut, CA, United States

Middle Years Programme

Frederick Douglass High School, Upper Marlboro, MD, United States

Howard Middle School, Ocala, FL, United States

James Madison Middle School, Upper Marlboro, MD, United States

Diploma Programme

Barack Obama Academy for International Studies, Pittsburgh, PA, USA

Colegio Carmen Arreola de Marín, Buenos Aires, Argentina

Colegio Colombo Gales, Bogota, Colombia

Colegio de Siquirres, Siquirres-Limon, Costa Rica

Unidad Educativa “Émile Jaques-Dalcroze”, Quito, Ecuador

Unidad Educativa Monte Tabor Nazaret, Guayaquil, Ecuador

INTRODUCING IB WORLD STUDENT CONFERENCES

GLOBAL ENGAGEMENT THROUGH SOCIAL ENTREPRENEURSHIP

Segovia, Spain, 2-6 July 2012

THE NEW SUSTAINABILITY: MAKING THINGS BETTER, NOT JUST "LESS BAD"

Vancouver, Canada, 23-27 July 2012

These conferences are designed to invigorate the learning process for your students, expand their world beyond the classroom, and allow them to make lifelong friendships with their peers worldwide. We encourage you to consider your Diploma Programme students for this unique and life-changing experience.

THE EXPERIENCE

The conferences provide a unique opportunity to develop student leadership and international understanding. University and faculty speakers will challenge students to explore and debate important global issues. Using the attributes of the IB learner profile, students will develop collaborative projects that will extend the conference experience through creativity, action, service (CAS) projects.

IB World Student Conferences will enable your students to:

- enjoy a mix of cultures, languages and personalities in beautiful and charming settings worldwide
- build friendships with fellow IB students
- enhance leadership skills
- engage intellectually with university faculty and guest speakers from a wide array of disciplines
- create action plans for CAS projects.



REGISTRATION BEGINS 1 NOVEMBER 2011: <http://www.ibo.org/wsc/>

\$795 EARLY-BIRD REGISTRATION (1 NOVEMBER - 31 JANUARY)

\$835 REGULAR REGISTRATION (1 FEBRUARY - 30 APRIL)

\$885 LATE REGISTRATION (1 MAY - 15 MAY)

FOR MORE INFORMATION, CONTACT ibwsc@ibo.org