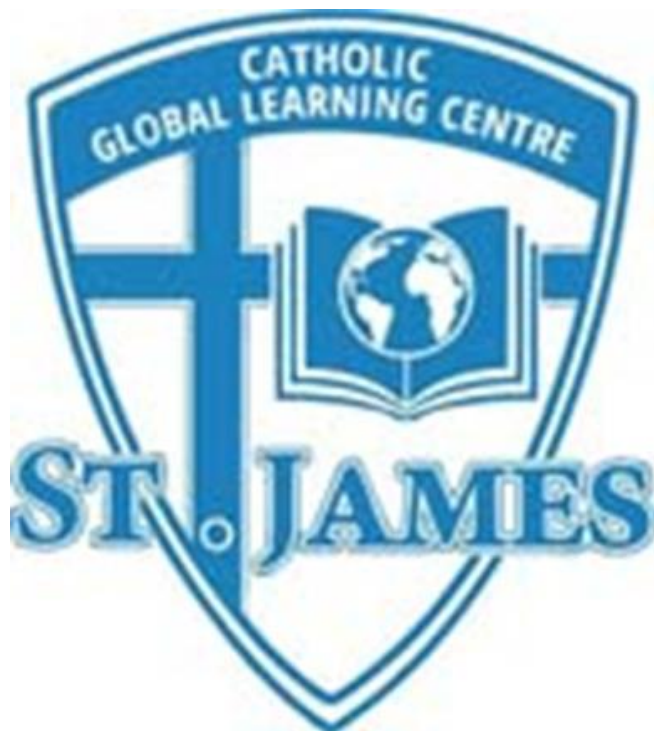


ST. JAMES CATHOLIC GLOBAL LEARNING CENTRE

Creative, Collaborative, Curious and Compassionate



Mission: We, the inclusive Catholic Community of St. James, are called and committed to cultivate an environment where our students are inspired to grow spiritually, intellectually, emotionally and culturally. We encourage our students to become compassionate life-long learners and active citizens of a diverse global community.

International Baccalaureate Programme

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.

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.

What is an IB Education? Document Pg. 1



THE IB CONTINUUM



Ages 3-12



Ages 11-16



Ages 16-19



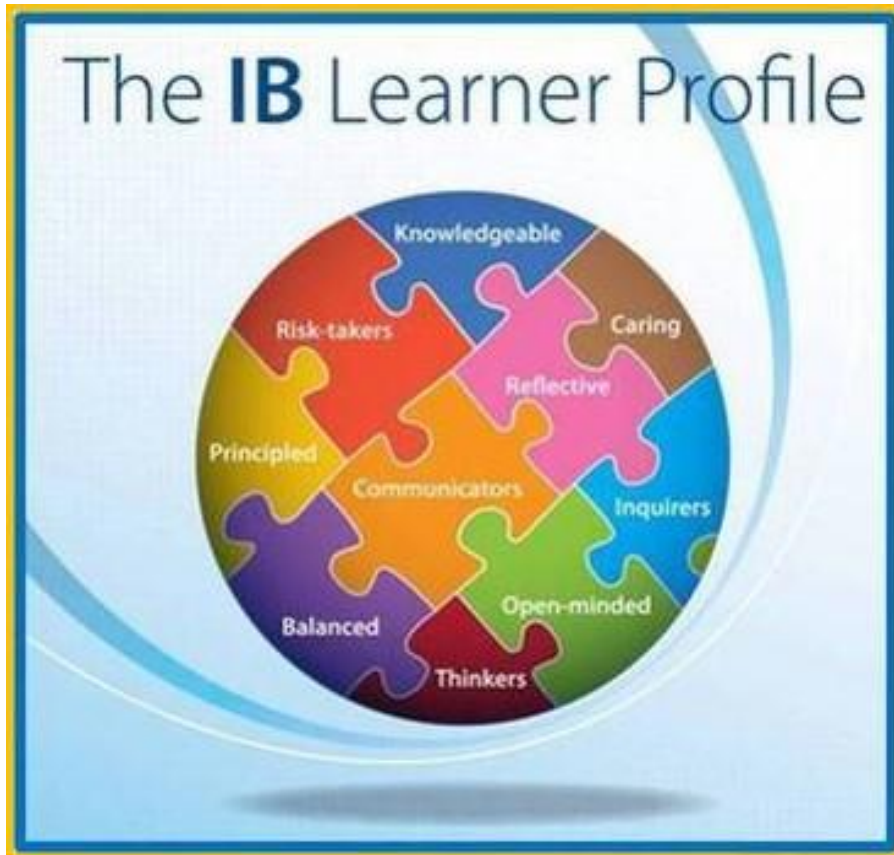


International Baccalaureate
Baccalauréat International
Bachillerato Internacional

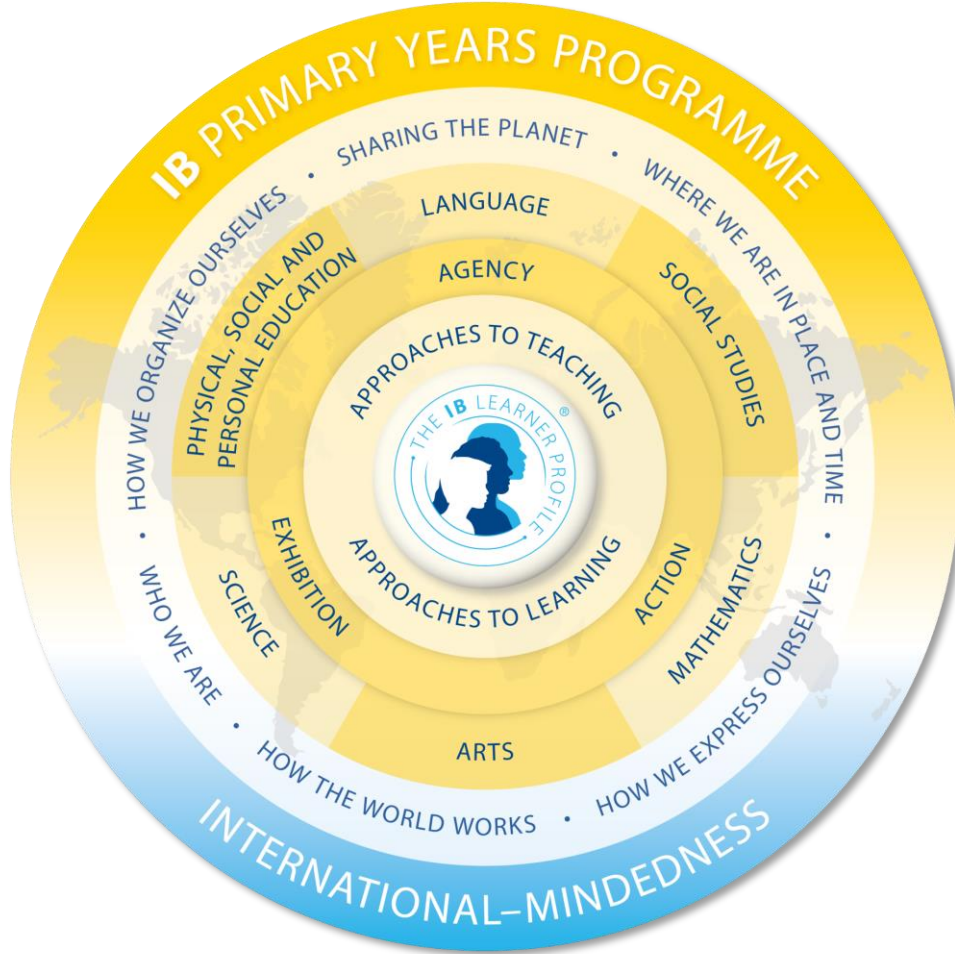
What is an IB education?



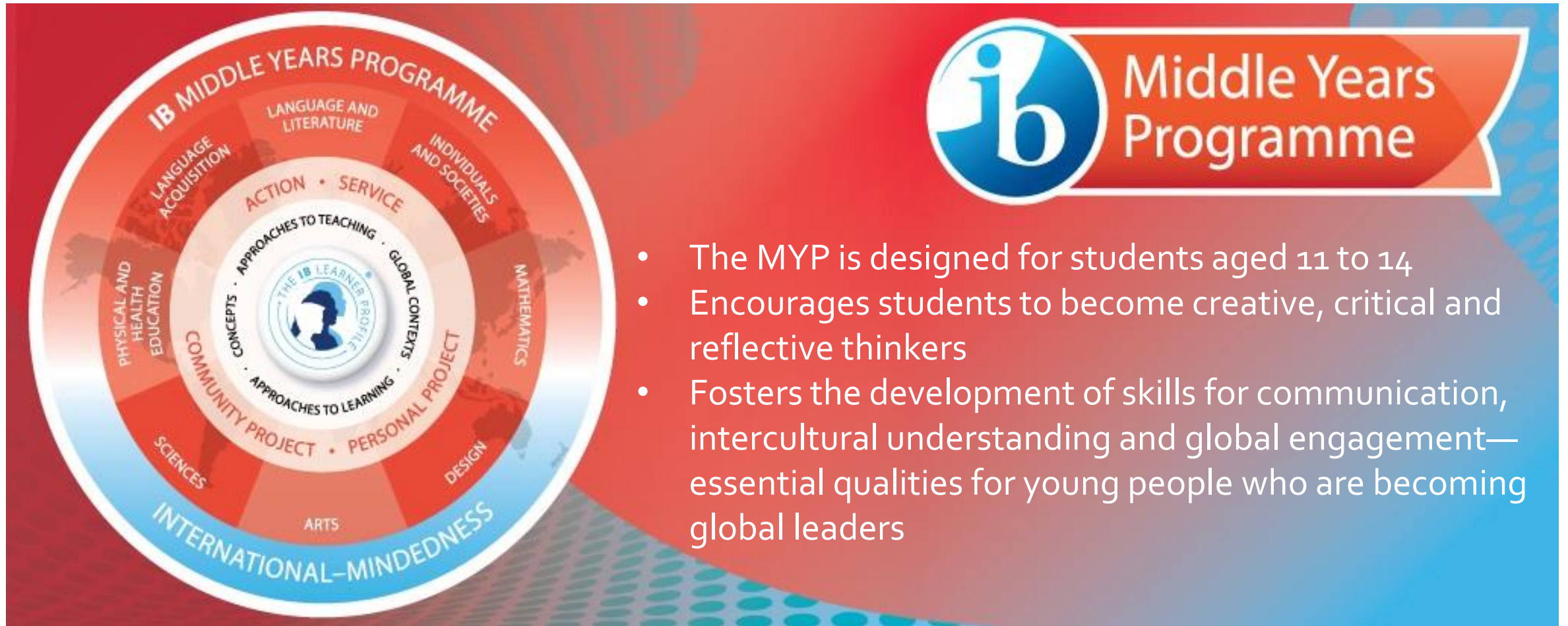
IB Learner Profile & Ontario Catholic School Graduate Expectations



| | |
|--|-------------------------------|
| | A Discerning Believer |
| | An Effective Communicator |
| | A Reflective, Creative And |
| | A Self-Directed, Responsible, |
| | A Collaborative Contributor |
| | A Caring Family Member |
| | A Responsible Citizen |



- The IB Primary Years Program is for students aged 3 to 11
- Focuses on the development of the whole child as an inquirer
- Encourages international-mindedness and a positive attitude toward learning
- It reflects and provides for real-life application, and frames the learning activities of the entire school community.





Programme of Inquiry





Connecting the PYP and the MYP


Approaches to Learning

| SELF-MANAGEMENT SKILLS | |
|---|---|
| Organizations | Managing time and tasks effectively |
|  | Plan short and long term assignments; meet deadlines |
| | Keep and use a weekly planner for assignments |
| | Set goals that are challenging and realistic |
| | Bring necessary equipment and supplies to class |
| | Keep an organized and logical system of information files/notebooks |
| | Select and use technology effectively and productively |

| SOCIAL SKILLS | |
|--|---|
| Collaboration | Working effectively with others |
|  | Practice empathy |
| | Delegate and share responsibility for decision-making |
| | Help others to succeed |
| | Take responsibility for one's own actions |
| | Manage and resolve conflict and work collaboratively in teams |
| | Make fair and equitable decisions |
| | Listen actively to other perspectives and ideas |
| | Encourage others to contribute |
| | Exercise leadership and take on a variety of roles |
| | Give and receive meaningful feedback |
| | Advocate for your own rights and needs |
| | |
| | |
| | |

| COMMUNICATION SKILLS | |
|--|--|
| Communications | Exchanging thoughts, messages and information effectively through interaction |
|  | Give and receive meaningful feedback |
| | Use a variety of speaking techniques to communicate with a variety of audiences |
| | Use appropriate forms of writing for different purposes and audiences |
| | Use a variety of media to communicate with a range of audiences |
| | Interpret and use effectively modes of non-verbal communication |
| | Discuss ideas and knowledge with peers and teachers |
| | Collaborate with peers and share ideas using a variety of digital environments and media |

| THINKING | |
|---|---|
| Critical Thinking | Analyzing and evaluating issues and ideas |
|  | Practice observing carefully in order to recognize problems |
| | Gather and organize information to formulate an argument |
| | Recognize unstated assumptions and bias |
| | Evaluate evidence and arguments |
| | Draw/test reasonable conclusions and generalizations |
| | Revise understanding based on new information and evidence |
| | Consider ideas from multiple perspectives |
| | Develop contrary or opposing arguments |
| | Identify obstacles and challenges |
| | Use models and simulations to explore complex issues |

| RESEARCH | |
|---|--|
| Information Literacy | Finding, interpreting, judging and creating information |
|  | Collect, record and verify data |
| | Make connections between various sources of information |
| | Use memory techniques to develop long term memory |
| | Present information in a variety of formats and platforms |
| | Collect and analyse data to identify solutions and/or make informed decisions |
| | Evaluate and select information sources and digital tools based on their appropriateness to specific tasks |
| | Understand and use technology |
| | Use critical literacy skills to analyze and interpret media |

IB Culminating Projects

IB programmes require the completion of a culminating project:

- **Primary Years Programme: Exhibition (Grade 5)**
- **Middle Years Programme: Community Project (Grade 8)**



Primary Years Programme - Exhibition

- The grade 5 students undertake a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems.
- As the culminating experience of the PYP, the Exhibition offers students an exciting opportunity to demonstrate independence and responsibility for their own learning



Middle Years Programme - Community Project

- The year 3 (Grade 8) students take part in the Community Project which encourages students to explore their right and responsibility to implement service as action in the community.



Inquiry-based Learning Environments

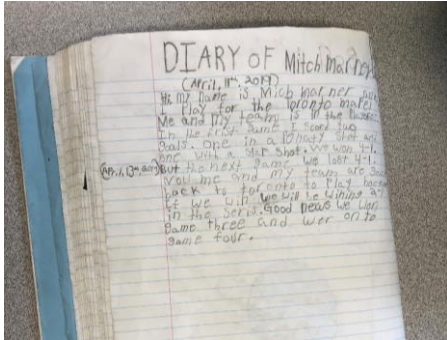
The classroom is a place of variety and **balance**. Balance is seen in the attention given both to the pursuit of understanding and to the acquisition of knowledge and essential skills.

Making the PYP happen: A Curriculum Framework for International Primary Education

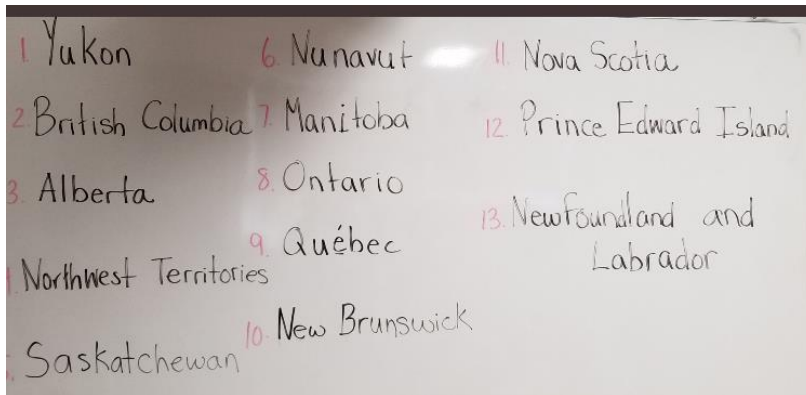


Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.

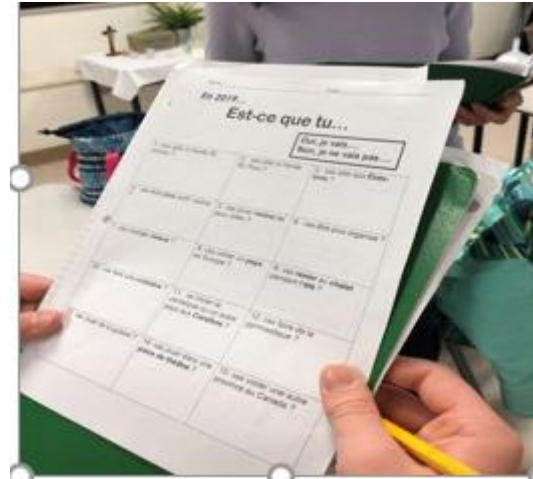
Curriculum Teaching and Learning



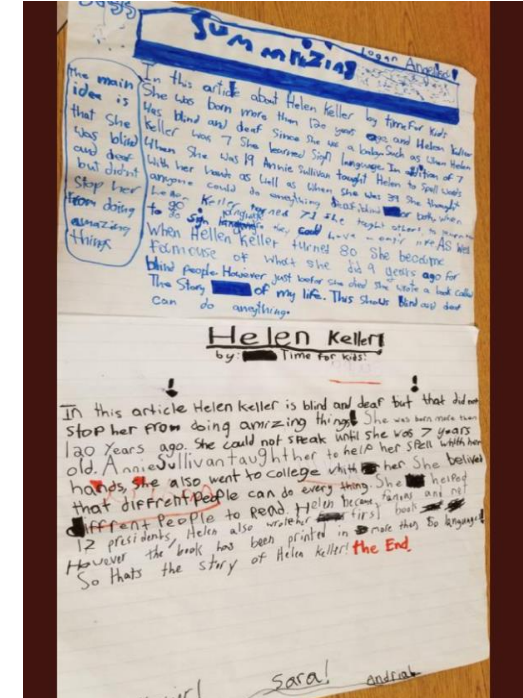
Student synthesize their learning in an inquiry by writing from the perspective of a historical person.



Words of the week are related to ongoing inquiries.



A balanced literacy program encourage students to use all forms of literacy to communicate learning.



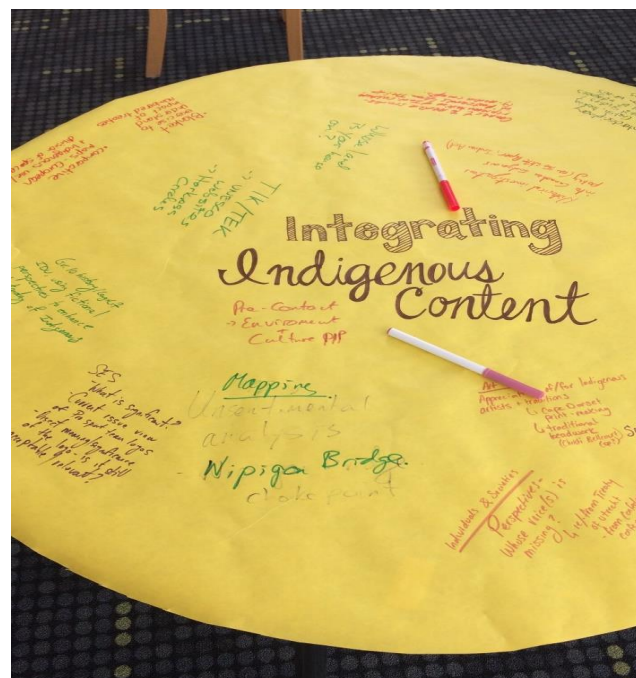
Summarizing is used to
extract learning.

At St. James CGLC Learning is deepened through authentic, relevant, and meaningful student inquiry.

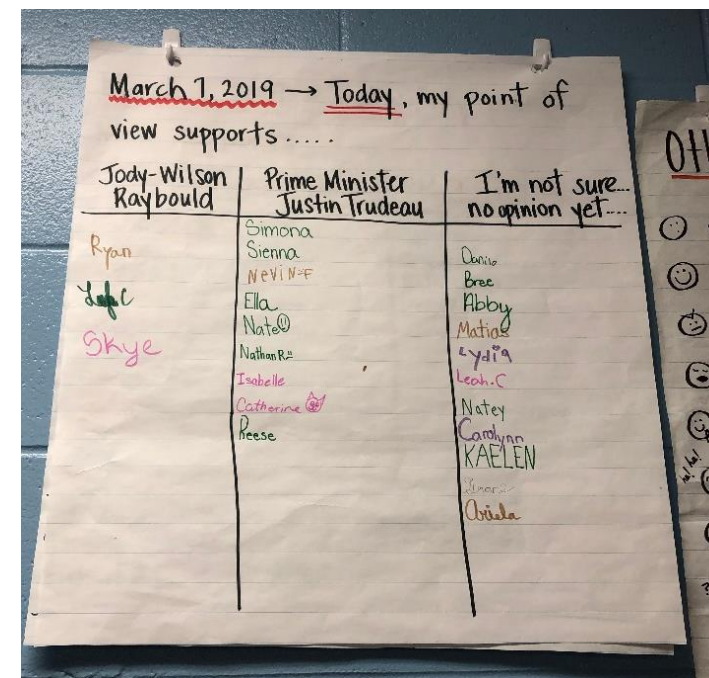
Inquiry-based learning across curriculum areas provides purposeful connections to the real world for all students.



Exploring perspective through debate.



Written conversation to hear student voice.



Exploring perspective stimulating writing.

A Commitment to produce High-Quality Work

It is through the work that students' self-esteem grows



Bowerbird Nest Constructions project

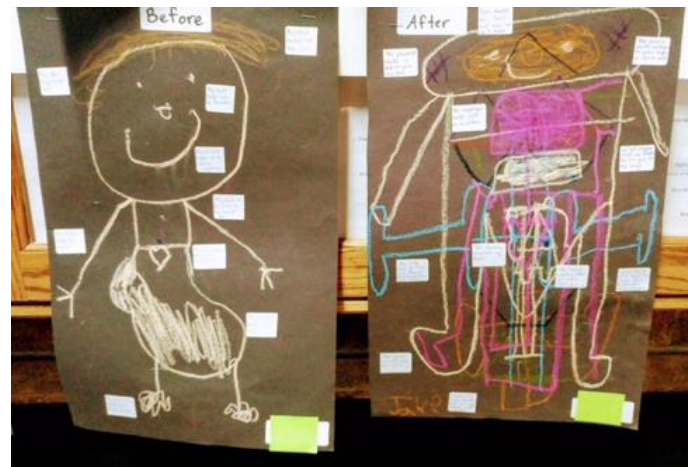
*Original Projects
with high student
investment*



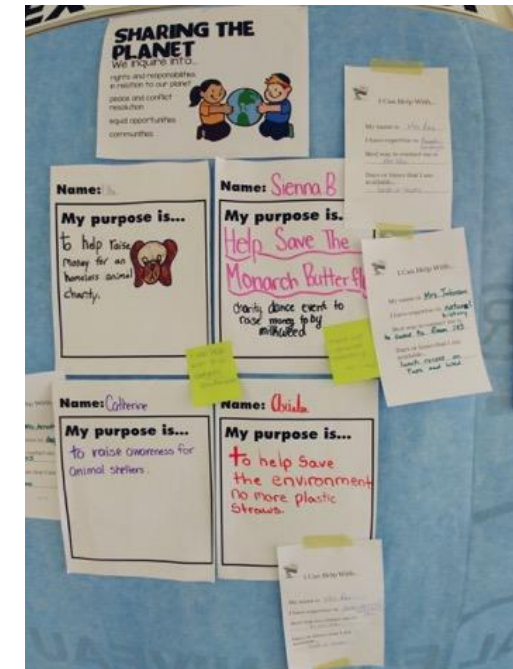
MYP students
inform and
share perspectives on
local and global
issues

Cognitive Well-being

FDK
pictorial representations
of the human body systems



Gr. 5 students
committing to a
purpose for their
personal unit of
inquiry



Helpful Links

International Baccalaureate

- www.ibo.org

St. James CGLC

- <https://www.dpcdsb.org/JAMEE>

Dufferin-Peel Catholic District School Board

- www.dpcdsb.org

IB Schools of Ontario

- www.ibschoolsofontario.ca