





AIM:INFINITY

We believe every child is a gift of God, born into this world with his or her very own unique strengths and human frailties. Each tender mind is filled with an amazing sense of curiosity, boundless energy to explore, an immense capacity to learn, and the ability to absorb all that is in the environment around.

At Nahar International School, we aim to provide a seamlessly stimulating surrounding that is both welcoming and embracing, yet, challenging and testing; allowing children to explore their full potential, find their calling and develop into well-rounded personalities ready to meet the future, imagine the impossible, reach for the infinite.



MANAGING TRUSTEE

Mr. Sukhraj B. Nahar
CMD, Nahar Group

Nahar International School is a successful venture of the S. B. Nahar Charitable Trust. As CMD of Nahar Group, one of India's leading names in the Real Estate Industry, Mr. Sukhraj B. Nahar has been honoured with numerous awards including the prestigious 'Oneness of Mahavir and Mahatma Award' by the Times of India Group, 'Star Builder Award' for outstanding work in construction work by Star Report, 'Hindi Bhashi Achievers Award' instituted by Navbharat Times and 'Man of the Year Award' by Accomodation Times. Shri. Vilasrao Deshmukh, the former Chief Minister of Maharashtra has also honoured Mr. Sukhraj B. Nahar with a special award for the valuable assistance rendered to the MCGM in dealing with the situation arising from the unprecedented rains and floods in Mumbai on 26th and 27th July, 2005. Organizing relief camps for the needy and significant contributions in the fields of education, sports, culture, science and healthcare have earned the Group deep gratitude and admiration from all sections of society.

The S. B. Nahar Charitable Trust has established schools, hospitals and charitable institutions in rural parts of Rajasthan, and promotes education by way of scholarship programmes. The Trust has co-facilitated a pre-primary school for the children of workers at the Mega Township project 'Nahar's Amrit Shakti' at Chandivali, near Powai in Mumbai.

The Group's ideology for Nahar International School is based on the paradigm shift of 'Learning by Doing'. Mr. Sukhraj B. Nahar emphasizes on the tenet of empowering the child to become the best and believes that education is the primary means by which knowledge is imparted to new generations.

His vision for Nahar International School is based on his childhood days when he aspired to be a star. His ambition has today translated in a business empire renowned across the country. Nahar International School focuses on international standards, where aspirations will be nurtured by enhancing skills through value-based versatile education and learning will be made conducive for all types of learners. Our fundamental principle for education is based on the belief that 'Every Child Is A Star'.



Ms. Manju Yagnik
Vice Chairperson - Nahar Group

"The success of actualization of a vision simply depends upon how well have you worked backwards."

Ms. Manju Yagnik has been associated with Nahar Group for over two decades. Her core expertise lies in project planning, product development and marketing strategies. She has planned Nahar's Amrit Shakti with an objective to bring home luxuries offered by projects acclaimed globally.

She has received several accolades including the prestigious 'Udaan Sanman – Business Woman of the Year 2012' by Prithviraj Chavan, Chief Minister of Maharashtra, 'Corporate Governance and Business Excellence Award' by Star Report, 'Woman Entrepreneur Award' – 2007 by Accommodation Times, 'Female Real Estate Professional of the Year' 2011 by Realty Plus and has also received the Star Award for 'Woman Entrepreneur of the Year'. These stand testimony to her corporate governance skills and contribution to the industry. Besides being a member of Indian Merchants' Chamber, she is the Co-Chairperson of the Exhibition Committee at MCHI (Maharashtra Chamber of Housing Industry).

Her prudence on the process of establishing a world-class school started by laying the foundation based on the

Aristotelian model, children rely on their community to develop moral values or habitual ways of acting that promote human excellence and a happy life!

Understanding the current system and plugging the gaps between what is and what is actually needed to prepare our children for the future played an essential role. Mapping the expectations of today's educated and evolved parents and surpassing them on every parameter was the challenge more so because the goal was not to establish just another school. This not only meant diligence at every vital node and detailing at every step but envisioning life a decade from today. Nahar International School is founded on a firm belief that 'Every Child Is A Star'. This tenet essentially allows children to bloom with a collaborative outlook rather than a competitive one. Another noteworthy aspect is our teaching methodology that is based on 'Experiential Learning'. Innovative and unique, this methodology focuses on development through hands-on experience even before educating about theoretical concepts.

The curriculum is weaved such that it includes Life Skills – something pivotal for gearing up for the eventualities of the future. Every faculty member has been meticulously appointed and we can vouch that their qualifications and experience are nothing short of the best.

VISION

Nahar International School is committed to the development of young minds into knowledgeable, confident, successful and responsible global citizens. Through the use of modern teaching methods, state-of-the-art facilities and top-class faculty, we aim to create an environment that promotes creativity, curiosity and individual excellence through self-discovery.

MISSION



We shall aim to raise a generation founded on life values of Honesty, Respect, Responsibility and Citizenship.

The students of our school shall compete only with their own abilities, striving to improve their own record.

We shall strive to inculcate a passion for learning and a curiosity about the world, making our students learners for life.

We shall fortify our students with the ability to discipline their own study experience.

For our students, the frontiers of learning shall extend beyond books and into the enrichment provided by art, drama, music and sports.

Every student of our school will be an asset to the community, applying his knowledge and thinking, to the betterment of it, through community service.

Our ambition is to produce Global Citizens of the 21st Century by exposing them to world issues and perspectives.

1. Reverence

We value the rights and feelings of all the people within our community.

2. Responsibility

We can be trusted to carry out tasks independently and take control of our own actions.

3. Justice

We can be counted upon to be just and truthful in all our efforts, without fear or favour.

4. Collaboration

Collaboration replaces competition – individual effort is encouraged and collective effort is celebrated.

5. Passion

Beyond mere words and images of information, knowledge is passed on in a manner that ignites a passion for lifelong learning.

EVERY CHILD, A STAR

FIVE UNIVERSAL VALUES










YELLOW: Energy
 ORANGE: Practice / Physical effort
 BLUE: Thinking / Imagination
 PURPLE: Courage/ Daring
 GREEN: Freshness of approach



Within every child, is a distinct, unique combination of naturally-gifted skills and innate abilities.

Each and every child is a star with infinite potential. Our efforts are directed towards accurately accessing this potential, identifying each child's strengths and helping them to be the best they can be. Intrinsic to our insignia, is an artistic representation of the human form, stepping forward, hands outstretched, as if spreading out wings, poised to fly. The green, rear leg, grounded for balance. The yellow, front leg, poised to push and leap. The orange right arm signifying physical effort, the blue left arm symbolizes creative thinking, along with the blue dot head. The purple embodies the heart, and courage.

Also, manifesting as an infinite intersection of arrow-heads, each arrow-head signifies a combination of factors that produce rich, diverse results in every individual child, helping them aim for and achieve their goals

- 
 Possible combinations of 'achiever arrow-heads'
 Freshness of approach, some physical effort, energy and courage IT/ENGG
- 
 Creativity, lot of physical effort and energy MUSIC/ARTS
- 
 Freshness of approach, lot of physical effort and courage ADVENTURE/SPORTS
- 
 Thinking, some physical effort courage and energy LAW/ ECONOMICS
- 
 Imagination, lot of physical effort and freshness of approach RESEARCH

CAMPUS

The Nahar International School is an eight-storey structure with two basements and a ground floor. The building is ~ 8728 sq. mtrs. (94,000 sq. ft.) including an auditorium of ~ 604 sq. mtrs. (6500 sq. ft.) with an impressive glass facade.

Every classroom is designed to be airy, spacious and inviting, bathed in soft, warm colours to create a comfortable, conducive environment for learning. They are also equipped with smart-boards and electronic methods of knowledge dissemination.

The school has extensive infrastructure including modern workshops, German-design science labs, iMac computer studios, a vast digitized library, spacious conference rooms and a large turf-base playground.





GENERAL INFORMATION

NIS recognizes that every child is unique and they will bring with them a vast array of experiences; we believe that each child deserves the opportunity to reach their full potential.

-READY -STEADY -GROW

School Infrastructure / Facilities

- Candidate School for IBDP
- 1:12 teacher student ratio
- IB Trained Teachers
- Waldner Science Labs
- Turf based playground
- I-Mac Labs
- Multipurpose Auditorium
- RFID Enabled Transport Facility
- Junoon Workshops
- 24 x 7 CCTV Camera's for Safety & Security
- World Class Infrastructure

School Ethos

- Holistic Education
- Project-Based teaching methodology
- Community learning
- Highly trained Teachers ambitious for their pupils
- A vibrant co-curricular life
- Robust teacher support
- Strong social and emotional student growth
- Active family engagement
- Emphasis on learning the values: Honesty, Responsibility, Empathy, Reverence and Justice.

Academic Calendar

Nahar International School intends to follow an overall academic calendar of July to May. The School will have a summer vacation and will also have a break for Diwali in October/November and another break for Christmas in December/January.

School Days and Timings

The school days will be Monday through Friday (five days per week) with the following timings:

Play Group – 10:00 AM to 12:00 PM

Pre Primary(EYFS-1,2 & 3) – 8.30 AM to 12.30 PM

Primary(I to V) – 8:30 AM to 2:30 PM

Middle School (VI to 12th) – 8:30 AM to 3:30 PM

*Students will be expected to stay back for longer hours on certain days and attend School on some Saturdays for sports, club activities, events and other extra-curricular activities.

School Uniform & School Transport

School Uniform

Nahar International School prescribes uniforms for all its students. Students are expected to take pride in their personal appearance and to conform to all rules governing the school uniform. The details of the uniforms will be provided upon admission.

School Transport

Nahar International School has plans to put in place bus services for picking and dropping children to and from the School. The details of bus routes, the pick-up and drop points, time schedules, and the fees to be paid will be provided to parents at the appropriate time. Bus charges will have to be paid by the parents to the independent bus operators recommended by the School.

TRUSTEES

Smt. Sohini Devi Nahar

Smt. Sohini Devi Nahar, wife of Mr. Sukhraj B. Nahar, CMD - Nahar Group, devotes a lot of her time to social causes. She has helped in creating a host of institutions that contribute to education, health care, spiritual and religious causes - and the most vital need of humans, food - in rural, semi-urban, urban areas and even metro cities.

Mr. Sukhraj B. Nahar has founded four Trusts: S. B. Nahar Charitable Trust, S. B. Nahar Charitable Hospital & Research Centre, Shantidevi Babulal Nahar Charity Trust and Sarvodaya Parshwanath Charitable Trust, of which he is the Chairman and Smt. Sohini Devi is an active Trustee.

These Trusts have founded 6 primary education schools in the rural areas of Rajasthan, a computer class in Jodhpur, a hospital and research centre, blood banks and a science lab in rural Rajasthan. They have also provided ration and food to thousands of needy rural folk irrespective of caste, creed and religion, and have built three temples in Mumbai. They have also improved the quality of life in some of the key areas of Bhinmal, beautifying it, developing drinking water spots, constructing two temples, and building Vikas Bhavan, amongst other developments.

She now intends to focus on maintaining and sustaining the high standards of excellence in imparting quality education, at Nahar International School.



Mr. Ajay Nahar

As Architect and Managing Director – Nahar Projects, this scion of Nahar Group adds a dynamic new dimension to the Group with a multi-faceted role of developer, planner and designer. His hallmarks have been ingenuity, skill, quality management and an eye for detail.

Mr. Ajay is an award-winning Architect with a Masters Degree in Construction Project Management from UCE, Birmingham. He is a member of the Council of Architecture, the Indian Institute of Architects (IIA), Maharashtra Chamber of Housing Industry (MCHI) and the Indian Institute of Interior Designers (IIID). He is also a vocal citizen with strong views on city infrastructure and ideologies in the construction industry.

Nahar Medical Centre is a brainchild of Mr. Ajay Nahar. The School project is not just architecturally conceptualized and executed by him, but he has also played a pivotal role in designing the business model, which ensures a successful educational venture.



Ms. Puja Nahar Oswal

Ms. Puja Nahar Oswal is Nahar Group's young and dynamic Director. As the daughter of Nahar Group's CMD – Mr. Sukhraj B. Nahar, her keen interest in business developed at a very young age – and she has continuously contributed to the group for over 16 years through her integral and escalating role in various business aspects of the group.

Completing her graduation in Arts from Mumbai University, she formally joined the organization and devoted all her time in learning and developing various business functional aspects, with Human Resource and Administration being closest to her heart.

Puja is a self-motivated professional and believes that an organization is as good as its people. Going by her beliefs she recruits the right personnel for the right job to ensure the smooth functioning of the organization. She envisions Nahar Group as a technically acclaimed organization following the best business practices globally. She takes immeasurable efforts in implementing such organizational values whilst creating a harmonious working atmosphere among Nahar Group's workforce. Ever since Puja has been at the helm of things, Nahar Group has become a name to reckon with.

Under her administration, Nahar Group has engaged the best professionals, the best processes and quality practices to create a unique workforce. Her consistent hard work and dedication resulted in Nahar Group winning several awards. Apart from contributing to the growth and expansion of Nahar Group, Puja concentrates on the major CSR activities conducted by her parents. She brings her unique experience and skills to help establish Nahar International School as a premier academic institution.



ADVISORY COUNCIL

An eminent panel of experienced and well-respected professionals from diverse fields grace our Advisory Council as luminaries. Each of them brings with them their rich domain knowledge to help guide and give direction in the governing of Nahar International School.



Shri. Jairaj C. Thacker

1. Managing Trustee Narsee Monjee Educational Trust's Jamnabai Narsee School
2. Managing Director – Golden Chemicals Private Limited
3. President – Dr. Balabhai Nanavati Hospital
4. Vice President – Unaided Schools Forum

Narsee Monjee Educational Trust (NMET) was formed in the year 1970, with specific thrust in the field of Education. The motto of the Trust is 'Gnanat Sarvam Pradipyate', which translates to 'Illuminate All With Knowledge'. Narsee Monjee Educational Trust has set up and runs 'Jamnabai Narsee School' which has become a landmark both 'geographically' and in terms of 'education'. Jamnabai Narsee School offers both Indian and International Curricula with over 4800 students studying at the school.

Narsee Monjee Educational Trust has also been the primary donor to various Education Institutes which include – Narsee Monjee Institute of Management Studies, Narsee Monjee College of Commerce and Economics, Kamla Dharamshi Narsee Shruti School for the hearing impaired, besides others.

Shri. Jairaj C. Thacker believes in empowering the youth and people of all ages by providing world class education, to make this world a better place.



Mr. Motilal Oswal

Mr. Motilal Oswal, is the Chairman and Managing Director, Motilal Oswal Financial Services Ltd. (MOFSL). Mr Oswal has been awarded the 'Rashtriya Samman Patra' by the Government of India for being amongst the highest Income Tax payers in the country for a period of 5 years from FY95–FY99.

The Institute of Chartered Accountants of India feted Mr. Oswal with the 'Excellent Business Achiever in Financial Services' award. The 'Udyog Rattan Award' was also conferred on him for his performance in the industrial development of the country by the Institute of Economic Studies, New Delhi. He has also been awarded an entry in 'The Hall of Fame for Excellence in Franchising' by Franchising World Magazine. For his work and contribution to the capital markets, Mr. Oswal has received several awards including the 'Special Contribution award to Indian Capital Markets' Award by Zee Business.

Mr. Oswal is associated with various social organisations. He is the President of the Jain International Trade Organisation (JITO) and a Trustee of 'Agarwal-Oswal Chhatravas' of the Rajasthan Vidyarthi Griha, among others. He has authored two books of quotations on 'The Essence of Business & Management' and 'The Essence of Life'.



Mr. Hafeez Contractor

Mr. Hafeez Contractor, Internationally renowned architect, did his Graduate Diploma in Architecture from Mumbai in 1975 and completed his post-graduation from Columbia University, New York on a TATA Scholarship. Hafeez Contractor commenced his career in 1968 with T. Khareghat as an apprentice architect and later became the associate partner in the same firm. Between 1977 and 1980, Hafeez has been visiting faculty at the Academy of Architecture, Mumbai. His practice had modest beginnings in 1982 with a staff of two. Today, the firm has over 530 employees including senior associates, town planners, architects, interior designers, cad operators, a civil engineering team and architectural support staff including render and graphic teams. Architect Hafeez Contractor, the firm is a winner of over 70 National and International Awards, and has conceptualized, designed and executed a wide range of architectural projects.

Ms. Urmila Roongta

Ms. Urmila Roongta has a BA Honours and Diploma in Journalism, and has been very active for almost two decades, passionately highlighting various socio-economic problems in newspapers like Rajasthan Patrika and Sangya Jansatta, and has also introduced various NGOs through Navbharat Times. Recently, she has been appointed as the President of Maharashtra Rajya Agroha Vikas Trust, apart from anchoring various shows on Doordarshan and radio.



She is associated with various social organizations and is an ex-president of the 'Rajasthani Mahila Mandal' (RMM), a non-profit NGO working for the upliftment of underprivileged women and children, majorly contributing to the field of education. Currently, she is associated with the Mandal as an editor of 'Sangiti' magazine.

She has been awarded the prestigious 'The White Elephant' award by India's former President Shankar Dayal Sharma for her work towards India Scouts and Guides. She is also the president of 'Savdhaan Institute' and has contributed to the holistic empowerment of women in many ways. Ms. Roongta has also been working for Consumer Rights and is a lifetime member of the Consumer Guidance Society.



Mr. A N Kale

Mr. A N Kale has been one of the silent pillars of the establishment in Mumbai city's Corporation. Joining M.C.G.B. as Sub-Engineer in 1962, he steadily rose through the ranks, working in all the Departments of the Corporation – wards, planning and design, construction, development plan, building proposals, concrete road construction, vigilance etc. He is also the member of several Important Committees such as Revision of D. P. Redevelopment of buildings, Slum Redevelopment etc. Mr. Kale has attended several conferences and seminars on various engineering fields and presented papers at national and International Seminars.

As a member he is also active with the following organisations:

1. Institution of Engineers (India)
2. Indian Water Works Association
3. Indian Institute of Public Administration
4. Indian Concrete Institute
5. Indian Institution of Bridge Engineers
6. American Concrete Institution (India Chapter)

Mr. Rajiv Sabharwal

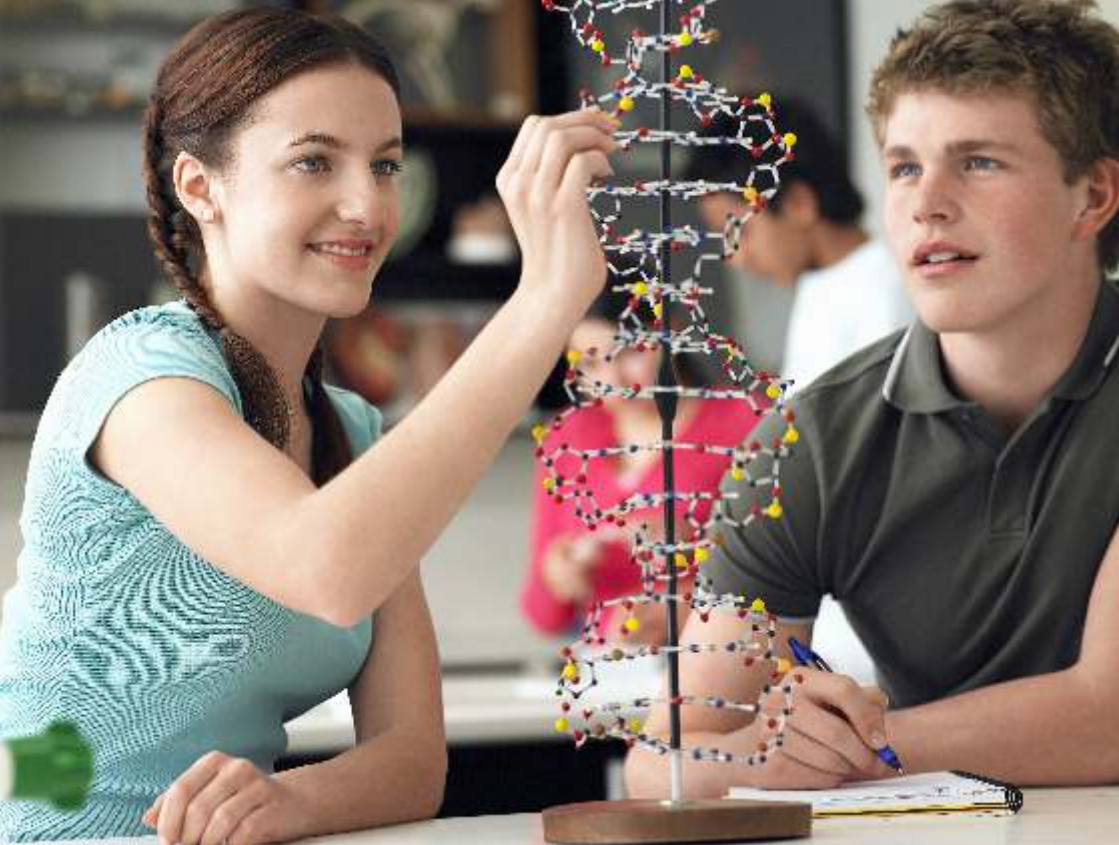
Mr. Rajiv Sabharwal is the Executive Director on the board of ICICI Bank. He is responsible for Retail Banking, Inclusive & Rural Banking and SME & Mid-corporate business. He is also the Non-executive Chairman of ICICI Home Finance Company Limited.



Mr. Sabharwal has done his Mechanical Engineering from Indian Institute of Technology, Delhi and Management from Indian Institute of Management, Lucknow.

He has over 18 years of experience in the Banking/Financial Services industry. He joined ICICI Group in 1998 and has held leadership positions in credit policy, collections, business analytics, mortgage finance, consumer loans, credit cards, rural and microfinance lending and financial inclusion.

Prior to joining ICICI Group, Mr. Sabharwal has worked in Consumer Durables Marketing, Commercial Finance and Retail Finance businesses at Godrej, SRF Finance and GE Capital.



THE INTERNATIONAL BACCALAUREATE®

(IB) DIPLOMA PROGRAMME (DP).

Established in 1968, the International Baccalaureate® (IB) Diploma Programme (DP) was the first programme offered by the IB and is taught to students aged 16-19. The DP was established in to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding. IB programmes aim to help students explore and construct their own personal and cultural identities.

Education in International Baccalaureate® (IB) World Schools:

- centers on learners
- develops effective approaches to teaching and learning
- works within global contexts, helping students understand different languages and cultures
- Explores significant content, developing disciplinary and interdisciplinary understanding that meets rigorous international standards.

An IB education aims to transform students and schools as they learn, through dynamic cycles of inquiry, action and reflection. Teachers enable and support students as they develop the approaches to learning they need – for both academic and personal success. Teaching and learning in the IB celebrates the many ways people work together to construct meaning and make sense of the world. An IB education empowers young people for a lifetime of learning, independently and in collaboration with others.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate, lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the values and outcomes of internationally minded learning.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

IB programmes aim to increase access to the curriculum and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. Commitment to access and inclusion represents the IB learner profile in action. IB programmes emphasize learning how to learn, helping students interact effectively with the learning environments they encounter and encouraging them to value learning as an essential and integral part of their everyday lives.

The IB aims to inspire a lifelong quest for learning hallmarked by enthusiasm and empathy. To that end, the IB gathers a worldwide community of supporters who celebrate our common humanity and who share a belief that education can help to build a better world. The IB diploma is accepted in 75 countries at over 2,000 universities, and the IB has a search directory on its website, although it advises students to check recognition policies directly with each university. The IB also maintains a list of universities offering scholarships to IBDP graduates under conditions specified by each institution, including 58 colleges and universities in the United States. In India, the Association of Indian Universities recognizes the IBDP as an entry qualification to all universities, provided that the applicants include a document from the IB detailing percentage equivalency and that specific course requirements for admission to medical and engineering programs are satisfied.

International research shows that there are many benefits to choosing the DP over other 16-19 curricula. For example:

- DP students are better able than their peers to cope with demanding workloads, manage their time and meet the expectations placed on them, according to one study
- Analysis of DP students in Canada, the UK and the USA found that the DP's extended essay improves students' approach to learning in higher education
- 72% of students taking the DP in China attend one of the world's top 500 universities, according to a 2013 study.

The DP curriculum provides rich ways of tracing local–global interconnections to encourage international-mindedness. A key challenge for teachers as part of their pedagogy for international-mindedness is to engage with: (a) non-western knowledges and (b) students' cultural knowledges in making these interconnections.

The researchers concluded that there are advantages to IB World Schools in giving greater attention to the knowledge of individuals and families. These knowledges, networks and experiences greatly enhance collective capabilities for international-mindedness.

This qualitative study explored the concept of international-mindedness in the Diploma Programme (DP) across six IB World Schools in Australia, China and India. In the IB, education for international-mindedness aims to develop global citizens who, “recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world” (IBO, 2008: 5).

For more details kindly refer the following link -
<http://www.ibo.org/programmes/diploma-programme/>

Courtesy -
<http://www.ibo.org>

(International Baccalaureate learner profile: A comparative study of implementation, adaptation and outcomes in India, Australia and Hong Kong)



Reasons why the **IB DIPLOMA PROGRAMME** is ideal for preparation for University

1. Universities recognise it and give credit for it

The number of higher education institutions recognising the IB Diploma Programme grew 21% in 2011, backed by a proactive campaign of engagement, including a range of professional materials made available on the official IB website. IB Students are at an advantage with elite institutions. In the US, IB graduates are 21.4 percent more likely to be admitted into 10 of the country's most prestigious universities, including Harvard, Princeton, Yale and Stanford.

teaching. The CAS (Creativity, Action and Service) is an obligatory subject that expects students to be involved in extra-curricular activities outside of the classroom and also carry out community work.

In 2011, figures from the UK's Higher Education Statistics Agency found that IB graduates were “much more likely to be enrolled at one of the top 20 higher education institutions than entrants holding other qualifications.” Studying six subjects means students aren't forced to narrow their choices while still at school, and can keep university options open. That doesn't come at the expense of academic rigour, though. IB Diploma Programme students follow three subjects at Higher Level, where they receive 240 teaching hours in each. And learning a second language has been linked in studies to a higher level of achievement at both school and university.

2. It offers academic breadth and depth

Though the program focuses on high academic standards and strict assessment policies, it also gives a holistic education that expects students to be open-minded, socially responsible, willing to take risk and be critical thinkers. The reason why such skills are developed is to involve students in activities that do not include academics and classroom

3. Graduates care about more than just results

The creativity, action, service (CAS) requirement in the Diploma Programme encourages experiential learning – acquiring knowledge through direct experience. That could mean anything from building new homes in Africa to creating a newspaper for your local community. It gives students a perspective on the world, and the drive to plan their own activities – all skills that help distinguish IB alumni in the university admissions process. As IB graduate Gregoire-Francois Legault, now studying at McGill University in Canada, puts it:

“While some see [CAS] at first as a pain, most do way more than the 150 required hours.”

4. It creates independent learners who feel prepared

Every DP graduate will have written an Extended Essay – an immersive research paper of up to 4,000 words that requires independent research and excellent organizational skills. A 2011 survey of university admissions staff undertaken by Cardiff University, UK found they valued the Extended Essay’s role in developing cognitive, research, writing and communication skills. Dr. David Conley, Professor of Educational Policy and

Leadership in the College of Education at the University of Oregon and founder of the Educational Policy Improvement Center, says the IB “exceeds standards in critical thinking and research skills” required for college-readiness in the USA. And many Extended Essays are presented at admissions interviews, to demonstrate students’ analytical skills.

5. The IB encourages critical thinking

Students learn to look beyond the facts: to analyse sources, link one subject to another and question the consensus. Inquisitiveness and interpretation are among the key cognitive properties of an IB education: a 2012 study of Diploma Programme students in Chicago found strong academic skills, especially related to analytical writing. The ability to reflect and critique is vital to effective 21st century learners.

6. It assesses more than examination techniques

Diploma Programme assessments are summative, largely taking place over the two years of the programme, focusing on what students have learned and their abilities, rather than what they haven’t learned or can’t do. Testing is rigorous, backed by high-level evidence and is based on performance against set standards. As well as helping give a true picture of student performance, it also assists universities in the admissions process – with no grade inflation for more than 30 years, the Diploma Programme is a reliable and internationally consistent measure of academic excellence.

Conclusion

The IB Learner profile offers 10 qualities underlining the Diploma Programme and the learners who embrace it. From ‘open-minded’ to ‘balanced’ they form a framework for an international education that goes much deeper in meeting the **needs of a changing world**.

