

The IB Approach to Teaching and Learning

(From *What is an IB Education?*, 2013, updated 2017)

Grounded in contemporary educational research, the IB's six approaches to teaching and five approaches to learning guide and focus educators and students in IB World Schools.

The approaches are centered on a cycle of inquiry, action and reflection—an interplay of asking, doing and thinking—that informs the daily activities of teachers and learners. They also place a great deal of emphasis on relationships. This reflects the IB's belief that educational outcomes are profoundly shaped by the relationships between teachers and students, and celebrates the many ways that people work together to construct meaning and make sense of the world.

Teaching

The same six approaches underpin teaching in all IB programmes. The approaches are deliberately broad, designed to give teachers the flexibility to choose specific strategies to employ that best reflect their own particular contexts and the needs of their students. In all IB programmes, teaching is:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by assessment

Learning

The IB focus on approaches to learning is grounded in the belief that learning how to learn is fundamental to a student's education. The five categories of interrelated skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them. The five categories are:

- **thinking** skills, including areas such as critical thinking, creative thinking and ethical thinking
- **research** skills, including skills such as comparing, contrasting, validating and prioritizing information
- **communication** skills, including skills such as written and oral communication, effective listening, and formulating arguments
- **social** skills, including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution
- **self-management** skills, including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.