



# International Baccalaureate Diploma Programme An Introductory Experience

One

of the celebrated features of our school is that at the conclusion of Primary, students can choose to continue with the British curriculum, or they can migrate into the American Middle School Programme. At Year or Grade Ten, our students have another crucial decision to make: either to continue their education in



either the American or British Sections, or, to consider the International Baccalaureate Diploma Programme (IBDP). Many parents ask us about the IB Diploma Programme from as early as Foundation Stage One! Our third annual MES Cairo IBDP Introductory Experience was a huge success. We were joined by parents of MES Cairo students of all ages, as well as parents who have children at other schools both here in Cairo and abroad.

Parents and students discovered that the programme in its essence is holistic, visionary and inspiring. The IB Mission Statement and Learner



Profile, very close in their attributes to the MES Cairo Graduate Profile and Mission Statement, are a testament to the education of the whole person. The IB philosophy focuses on developing young people who are academically successful as well as being active leaders on the global stage and in their own local communities. IB learners are caring, analytical and internationally-minded individuals with strong leadership skills and a dedicated work ethic.

Upon arrival, visitors to the Open Day were guided to the school theatre where they were entertained by Aly Afya (DP11Y) as he played the piano beautifully and with confidence.

They were then given an introduction to the IB Diploma Programme structure and curriculum, and heard all about how it is a rigorous and rewarding programme that is respected by universities all over the world. Admissions

"If we are to teach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with the children."  
Mohandas Gandhi, Indian political leader

**STARTERS**

Linguistic Perspective	The Rule of Law
Global Resources	Global Political Challenges
National Interests	Cyber Threats
Interpretation	Sovereignty
Government	Industrialization
Civil Society Organizations	Wealth

**MAINS**

Cultural Perspective	Ethical Development
Understanding Complex Systems	Innovation
Problem-solving	Collaboration
Investigation	Population
Data Analysis	Post-conflict Reconstruction
Causation	Security
Consumer Awareness	Liberty
Communication	Decision-making

**DESSERTS**

Sustainability	Active Listening
Political Participation	Valuing Commonalities
Accountability	Fostering Compassion
A Peaceful World	Appreciating Diversity
Global Understanding	Responsibility
Cultural Awareness	Conflict Resolution

"We cannot solve the problems of global justice by arranging institutional cooperation in a context of national advantage... We can solve them only by thinking of what all human beings require to live a truly human life - a set of basic conditions for all people."  
Martha Stoutland, American philosopher

units at universities across the UK have recently lowered their entry requirements as they recognise that the DP is academically challenging and holistic. American universities have offered generous credits to IBDP students for many years, in recognition of the fact that IBDP students study a range of subjects to a high level, as well as producing a 4000-word research paper (Extended Essay). IBDP students also study the unique Theory of Knowledge (TOK) course and must complete the Creativity, Activity and Service (CAS) component. Whilst outlining the structure of the IB curriculum we explained to parents the differences and similarities to other Secondary curriculum options. We also described the qualities a student needs in order to thrive on the IB Diploma Programme.

The IB Diploma Programme





ensures that the 21<sup>st</sup> Century learning skills necessary for success in the future are developed in its students by placing these skills firmly at

the centre of the curriculum. These are strategies, skills and attitudes that permeate the IB teaching and learning environment. The aim is to empower students for a lifelong learning journey where our students' education is not only what they learn but also *how* they learn.

Students on the IB Diploma Programme at MES Cairo receive a very high level of support, not only due to the small class sizes but also through the DP teacher mentoring system, where a teacher is assigned to a student for weekly pastoral support, as an addition to the school homeroom and pastoral systems that are extremely supportive of all of our students here at MES Cairo.

We believe as teachers that by setting a good example to our students we are developing the leaders the world needs – analytical people who know how to collaborate and who understand the value of teamwork and international mindedness. Most of the decisions we make, together with our students, are strongly influenced by their university and career plans. Students are carefully guided to ensure that they are fully prepared for the next critical steps in their lives.

### IBDP Students Leading the Way

Our IBDP students played an impressive role throughout the evening. In the theatre, they added variety and fun to the informative presentations given by Mrs Singleton (Whole School Principal) and Ms Sheehan (Assistant Head, IBDP Coordinator). The students acted as excellent ambassadors for the IBDP Section and for MES Cairo as a whole. They spoke with enthusiasm about how they were not necessarily 'straight A' students when they joined the IBDP, yet they are thriving on the programme. They also told us about how much they enjoy participating in



meaningful service opportunities and how important it is to be committed to the Creativity, Activity and Service (CAS) element of the

IB Diploma Programme. They shared two excellent videos they had made independently; one explaining the concept of International Mindedness and another sharing highlights of their life-changing CAS trip to Aswan. At the end of the theatre presentations Yassin Osman (DP11Y) played the piano with panache as our visitors lingered in the theatre just a little bit longer, enjoying the atmosphere.

MES Cairo IBDP Alumni, IBDP teachers and students from DP11 and DP12 then led groups of parents around the school in carousel groups, where they took part in four engaging activities. Parents and students of all ages enjoyed the stimulating learning settings. One was an introduction to the TOK course led by Mr Gibault (TOK Coordinator), the second was a Visual Art session run by our Visual Arts teachers and students and led by Ms Tapsell (Head of Art).



Our visitors also enjoyed a taster Science lesson led by Mr Rainford (Head of Science) which involved a thought-provoking experiment and generated fervent discussions. Last, but not least, our visitors were able to relax in the internationally-minded Café du Monde – where delighted clients could order



explanations of 'Linguistic Perspective', or 'World Peace' or 'Sustainability', from a rich menu that generated interesting debate between the visitors and our team of enthusiastic, suitably clad 'garçons' et 'filles' from DP11 and DP12. Led by Mr Todd (Dean of G9 and 10 students and IB Theatre teacher), our young 'waiters' spoke like experienced diplomats!

The final part of the Introductory Experience involved a Subject Fayre in the Multi-Purpose Hall where our University Counsellors were available to advise parents. Current MES Cairo IBDP students and alumni MESConians guided those in attendance around the subject stalls, as did our IBDP teachers and senior members of staff, enthusiastically answering questions and promoting a Programme that so many of us are passionate about.

**Ms S Sheehan – Assistant Headteacher/IBDP Coordinator**