

The IB Diploma Programme at BIS

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Message from the Principal

BIS is a small school with a big voice in Education, one that is heard and respected far and wide. It was founded by visionaries in 1962. With a history of 52 years, it is unique as it was established by a group of parents known as our ‘Founder’ members who were dissatisfied with the prevalent system of education then. They were a group of parents aspiring towards a liberal and secular education for their own and other children in Mumbai.

The BIS association is a parent co-operative. The Governing Body consists of the Trustees, Founder Members, elected Parent Members and Principal. The Founder Members drafted a written constitution, which gives guidelines and framework to the school. This ensures continuity of philosophy and approach.

Education at BIS goes beyond classrooms and pages in a textbook. Students emerge as confident young individuals, ready to face challenges of the 21st century. We inspire our students to question and learn by doing, we give them the skills, courage, optimism and integrity to pursue their own dreams. In doing so, our students grow into young and creative adults who pursue interesting and challenging careers.

Learning takes many forms at BIS. Each student achieves his or her own potential in the classroom, the stage, the gymnasium, Visual Arts room and the sports field. Being a small school, there are several opportunities for each individual to explore and hone his or her unique talents. We encourage all our students to persevere, participate and take responsibility for their own development. Through the years at BIS, our students are happy to come to school, as each day is an adventure, with something new and exciting to engage them everyday.

Our excellent results at the ICSE, IGCSE and IBDP examinations are a testimony to the excellence in pedagogy and assessment. Teaching staff is of high calibre who strive to create a nurturing and challenging learning environment. This helps our students get a good grounding for their further education. Consequently, their undergraduate college placements are impressive. In the last two years, our students have gained admission to several of the most prestigious universities in the USA, UK, India and Asia Pacific.

Bombay International School is a three-way partnership in which our parents are a tremendous support. They participate in and embrace the school’s philosophy enshrined in our constitution. Parents are caretakers of the school for future generations. This

makes us a unique school since we create a community of people who are invested in high quality education. This is a very supportive community where we care about each other and try to make a difference to our own worlds and the world at large.

Bombay International School prepares students for life in the millennium, and in doing so, is constantly building meaningful relationships with students, parents, teachers and other stakeholders. This has led to rethinking of our curriculum frameworks, developing maps for vertical and horizontal articulation and balancing formative and summative assessments to enhance learning. There is focus on addressing global perspectives and identifying salient interdisciplinary linkages for real-world applications.

I am honoured to have taken over as Principal of BIS from August 2016 and look forward to seeing the school continuing to flourish.

**Dr. Cyrus Vakil
Principal
Bombay International School**

Our Vision

“To create an appreciation and understanding and respect of various cultural back grounds and national heritages in order to help the child face the changing world of today, thereby, preparing him to take an active and responsible role as a citizen in the world of the future;”

“To cultivate and develop the character of the children; to guide their minds towards independent, liberal, creative thinking; to strengthen their wills; to inculcate tolerance and understanding for all their fellows;”

“To expect the parents and teachers to work together in harmony for the best interest of the children;”

“To attract teaching staff of high calibre, character and ability, capable of mental flexibility inspired with a love for imparting knowledge and the development of the children’s innate curiosity and the skills by which it can be satisfied; to be aware that a way of teaching grows out of a philosophical respect for what is taught.”

Excerpts from the Memorandum of Association and constitution of the Bombay International School Association (Mumbai, 1999)

Our Mission

“To limit the classes in this school to a reasonably small number of pupils in order that imaginative teaching methods of a high standard may develop the child’s ability to its fullest”

“To teach the disciplines and skills of learning; to awaken an interest in the natural phenomena; to encourage manual dexterity and pride in the work of hands; to teach the child to respect and enjoy learning; to educate the child within the school hours, thus eliminating the need for excess outside homework.”

“To teach Indian philosophy, literature, music, art soundly at appropriate levels in relation to their world concepts; to relate events as they occur to the past, thus giving the child a clear perspective of the history of the past and present and how it affects his/her environment and developing responsibilities, to develop pride in the varied national citizenship of the students as a basis for participation in world citizenship.”

“To encourage the feeling of co-operation, inter-dependence and brotherhood, thus giving the basis for practical living as means for dealing with problems of life with intelligence and fortitude.”

“To develop in the parents of the children, pride and respect for the value of good education and the responsibility of achieving this education through their own efforts and continuing interest. “



Excerpts from the Memorandum of Association and constitution of the Bombay International School Association (Mumbai, 1999)

History of BIS

It all started with a small waffle party – and a big burst of enthusiasm. At least that’s how the story goes...

It was 1961, and a group of young mothers were sitting together at a waffle party, sipping coffee and discussing the strict and uninspiring schools in Mumbai. Many of the women were expatriates - some were Indian. But they all hated the idea of exposing their children to academic pressure, punishment and rote learning. But what was the option in Mumbai?

It was at that point that one mother suggested getting together and setting up an informal little school in their own drawing rooms and back-gardens. The others though it was an idea worth investigating; a group was formed and a letter was typed and circulated amongst acquaintances. “The mothers, whose names are below, are interested in organizing an elementary school incorporating the ideas in the following paragraphs,” it stated. “We would like to know if there are enough other parents equally interested and willing to join us in the work of establishing such a school.”

The idea of a gentle and happy school held enormous appeal, and both expatriates and Indians responded wholeheartedly. Within months, the Bombay International School Association was registered. It was decided that the school would start with a pre-primary and six standards and an additional class would be added every year. The classes would be small, so that each one of the 25 or 30 children would receive individual attention. Excessive homework was to be avoided and welfare of the child was always to come first.

Anyone who agreed to these objectives could pay Rs. 200 and become a member. Eventually 183 people signed up as founder members. The impressive list included artist Jehangir Sabavala and his wife Shirin. Also Page and Harsh Mehta, whose father, Jivraj Mehta was the first Chief Minister of Gujarat and mother, Hansa Mehta was Vice-Chancellor of Baroda University. Then there was M.H. Kania, who later became the Chief Justice of India and Dr Suma Chitnis who later became the Vice-Chancellor of SNTD University. Not to forget H.M. Seervai, the then Advocate General of Maharashtra, and Kamla Bhoota who founded the Bal Vikas nursery.

Early parents of the school included artist M.F.Husain, physicist Dr Raja Ramanna, architect Charles Correa, actors Shashi and Jennifer Kapoor, Sujata Manohar, who was later a judge of the Bombay High Court and Supreme Court and industrialist Keshub Mahindra.

The founders and parents brought with them the requisite expertise and commitment. The legal minds drew up a constitution; the culinary experts planned a school menu; the academically inclined sourced teaching materials. One founder member offered to teach modern dance, another to design the desks and chairs, still another to fashion the library shelves. And then finally, after months of uncertainty, the school managed to rent a cluster of rooms on the third floor of Bhawani Bhawan Palace Building on Darabshaw Road. On June 11, 1962 about 90 children entered their new school, accommodated in six rooms and a terrace near Napean Sea Road.

From the very first day, Bombay International School was determined to follow its unique path. Teachers were encouraged to innovate, parents sourced interesting textbooks from abroad and a distinctive curriculum was crafted. As early as 1962, the school toyed with the idea of adopting the IB curriculum. Although it finally chose ICSE, BIS has always followed the liberal, open-minded, learning-through-experience philosophy that is today associated with the IB.

Along with all the excitement and chaos, not to mention the new kitchen run by parents of the school and bus-routes—came problems. The landlord at Bhavani Bhavan asked BIS to leave. But this time the school was fortunate. It managed to buy Gilbert Building at Babulnath and moved into its very own home in 1964. (Only two flats in the building were vacant at that point; the rest were occupied by tenants. But over the years, the school has managed to acquire more and more flats in the building—a process that continues even today.)

Once the school settled down in Gilbert Building, it began to grow, flourish and experiment. Over fifty years have gone by and students continue to benefit from the brave blueprints and unusual ideas generated in those early years. Even today, exams involve minimum panic and pressure. The class size is limited to 34. The morning assemblies ensure that you will almost never meet a stage-shy or tongue-tied BISite. The library remains a welcoming haven, stocked with fabulous reference books, well-thumbed classics and the latest releases. The school lunch continues to bring students together - and gives them not just a healthy lunch, but also something to joke about!

Most importantly, engaging discussions and debates characterize the BIS classroom. Children are always, always encouraged to inquire, ask questions and give their opinions.

Moreover, parents still view themselves as stakeholders. They bring their interests and expertise into the school, exposing children to everything from clay modelling to kathak to vermiculture. The constant stream of Library Mothers, Kitchen Mothers, Bus Mothers and Class Mothers, not to

forget the occasional Kitchen Father, and frequent Class Father, give the school a unique energy. But this also comes with its very own brand of democracy. And for many years, BIS was as known for its vociferous debates as its vocal and confident students.

The last decade has, however, been one of stability and maturity. Mrs. Mona Seervai has now been principal of the school for 10 years and has steered BIS in to emerging and contemporary directions.

In 2007, BIS adopted an international curriculum. Today the school offers three boards. Once students reach Senior School they can choose between the national curriculum (ICSE) and the international curriculum (IGCSE). The school's first IGCSE batch graduated in 2012. The first IB Diploma Programme batch graduated in 2013. We are also a candidate school for the IB Primary Years Programme.

The IB Mission Statement

*The International Baccalaureate Organisation 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.*

The IB Diploma Programme is guided by a clear mission translated into a set of learning outcomes for the 21st century learner. The clarity of this mission provides a thematic approach that influences the culture and educational practices at BIS. The IB is a natural choice of curriculum at BIS given the synergy between the school's educational philosophy and that of the IB.

The IB Diploma Programme

About 2460 schools in 142 countries currently offer the IBDP worldwide. In India, there are now 120 schools that schools offer it. The IBDP provides students with a holistic education and gives them a strong foundation to face challenges of higher education. A dynamic curriculum, effective teachers, small class sizes and a formalised approach to

community service and creativity is what attracts parents to opt for the IBDP at BIS.

The Diploma Programme encourages inquiry based learning. Teachers explore diverse perspectives with students and embed the IB philosophy in to learning. By 2015, more than one million International Baccalaureate (IB) students will have participated in the IB Diploma Programme, and more than 1,300,000 Diploma Programme students will be entering university each year. DP students represent a broad range of nationalities from 140 countries and reflect diverse experiences and perspectives. These experiences, in combination with the emphasis on international mindedness and academic rigour of the Diploma Programme, provide students with a unique set of skills, attitudes and perspectives for success in university and life in the 21st century.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- o develop physically, intellectually, emotionally and ethically
- o acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- o develop the skills and a positive attitude towards learning that will prepare them for higher education
- o study at least two languages, and develop an understanding of cultures, including their own
- o make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- o undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- o enhance their personal and interpersonal development through creativity, action and service

“IB students demonstrate a very high degree of alignment with Knowledge and Skills for University Success (KSUS) standards in all subject areas. In addition, many of the individual IB standards are at a level more advanced than entry-level college courses.”

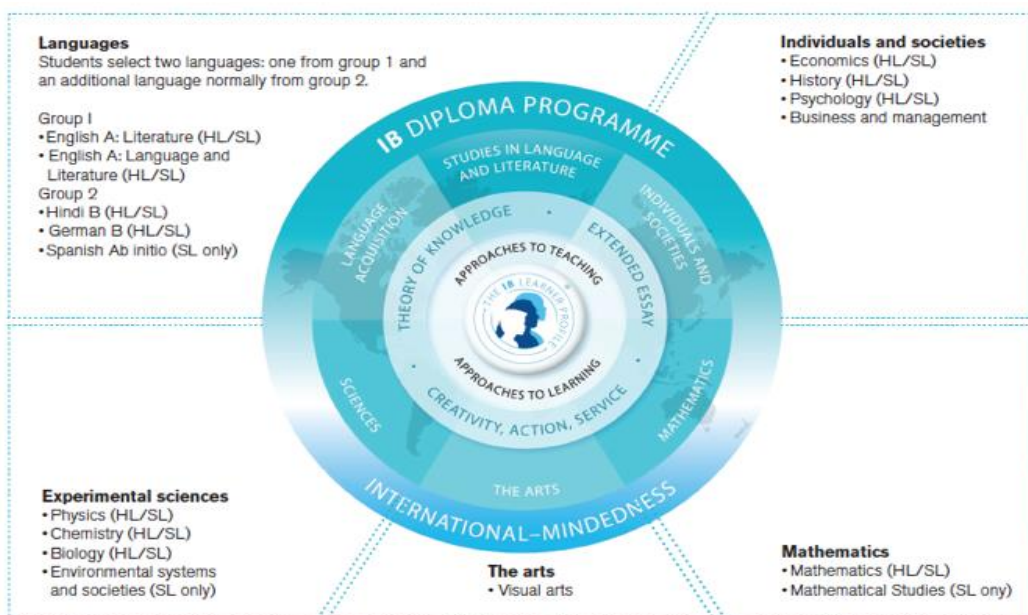
- David Conley and Terri Ward, Educational Policy Improvement Center, Eugene, Oregon, USA

Indian parents have begun to see great value in the IBDP. Community Service, ‘extended essay’ and ‘theory of knowledge’ (ToK) are unique to the IB Diploma Programme. Aspects like promotion of intercultural understanding and cross-disciplinary science projects, which rarely occur in the national curricula are fascinating. ToK encourages students to question acceptable forms of knowledge and forms the ‘temperament’ of the IB

student who learns by questioning, verifying, comparing and accepting. The curriculum is internationally recognised across all countries and final examinations are externally marked and governed. Rigorous external assessment with published global benchmarks makes this a much sought after high school qualification. The course prepares students for success at college and life beyond.

The DP balances subject breadth and depth and considers the nature of knowledge across disciplines through the unique theory of knowledge course. The value of international mindedness starting with a foundation in our own language and culture, is at the centre of this programme.

The IBDP curriculum model and subjects offered at BIS



The Core

The extended essay enables students to engage in independent research through an in-depth study on a topic relating to one of the DP subjects they are studying. The 'World Studies' cross-disciplinary extended essay option allows students to focus on a topic of global significance which they examine through the lens of more than one DP subject.

Theory of knowledge develops a coherent approach to learning that unifies academic disciplines and helps students identify and build cross-disciplinary connections. In this course on critical thinking, students inquire into the nature of knowledge, ways of 'knowing' and deepen their understanding of construction of 'Areas of Knowledge' in a social context.

Creativity, action, service (CAS) involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative activities. Action seeks to develop a healthy body and lifestyle through physical activity. Service in the community offers a vehicle for immense lifelong learning skills. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and journeys of self-discovery.

Source: [http://www.ibo.org/myib/digitaltoolkit/files/logos/DP-](http://www.ibo.org/myib/digitaltoolkit/files/logos/DP-Eng.png)

[Eng.png](http://www.ibo.org/myib/digitaltoolkit/files/logos/DP-Eng.png)

The CAS programme at the BIS truly nourishes and nurtures the mind (through Creativity), body (through Activity) and soul (through Service) of the students.

We offer our students many options to explore facets of their personalities that they may never have discovered. Whether it is “riding horses” at Camp Japaloupe or “doggedly” volunteering at Welfare of Stray Dogs, our students have been encouraged to do it all.

Under Creativity, students have learned contemporary dance, baking, film-making, photography, art forms, have joined Film Appreciation classes, taken part in Model United Nations Conferences and edited and published their own newsletters. They have put up entirely student driven theatre performances that have been received very well.

For Action, they have gone on Adventure Camps where they have learned horse riding, and tried out adventure sports. They have also gone sailing, practised yoga, tried out Zumba and Spin classes and have even taken out the time to play the beloved sport of all BIS-ites – football.

Our students volunteer at Salaam Baalak, Down to Earth, Muktangan, Akanksha, Welfare of Stray Dogs, Teach for India, St. Jude’s Centre for Children, Toybank and at our school’s very own FunShaala.

Besides this, students have taken the initiative to organise fund-raisers and collection drives for their favourite NGOs. They have also taken the initiative to organise events of global importance such as Peace Day, One Billion Rising, Earth Day and the Hunger Banquet.

Innovations in Pedagogy

Technology integration

Faculty at BIS show collective will to integrate technology into the curriculum through the development of subject websites. Technology integration has become an essential part of teaching and learning at BIS. All members of the teaching staff are encouraged to demonstrate approaches to implement varied methods using different technological tools and resources particularly for formative assessment and differentiation. Use of teacher developed [subject websites](http://bisspanishab2016.weebly.com/) (<http://bisspanishab2016.weebly.com/>) and online tools have become commonplace in the IBDP. Additionally, the BYOD (Bring you own device) policy for high school students encourages innovative technology enabled ideas by students.

Build Quality Curriculum

BIS participated in 'Build Quality Curriculum', a PYP pilot project with the IBO. In order to align the existing BIS primary curriculum with the PYP scope and sequence documents, a collaborative curriculum mapping exercise was undertaken. This collaboration included pedagogical leaders and faculty from English, Mathematics, Social Studies and Science. Curriculum specialists were appointed from the staff to undertake alignment to international standards and best practices in addition to the PYP standards. Curriculum handbooks have been developed in four subject areas (English, Mathematics, Social Studies and Science) from Kindergarten to Grade 7. The IBPYP consultant commended the school on the alignment with requirements of PYP scope and sequence guidelines.

Interdisciplinary Projects

Some of the interdisciplinary projects carried out in 2015 were:

- **History and English on World War I** wherein students analysed the event through poetry.
- **History and Chemistry** wherein students studied structure of chlorine and its impact on soldiers during trench warfare in World War I.
- **Psychology and English** on gender roles in society.
- **Psychology, History and Business Management** wherein students looked at the leadership styles of prominent political leaders.
- **Economics and Business Management** on analysing the case study of the Kumbh Mela, focusing on the economic, business and environmental aspects of the same.

- **An [inter-disciplinary](https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/case-study-math.html) project** (https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/case-study-math.html) was designed between Mathematics, Visual Arts and English, to showcase integration in the IB Diploma Programme. An analysis of the integration metaphor in Leo Tolstoy's 'War and Peace' was then extended to building bridges and writing metaphorical poetry.

Induction Programme for Year II students

This programme spans 4 days at the start of Year II. It aims at helping students develop skills required for the IBDP. This programme is developed with all the teachers working collaboratively to develop different modules. The modules include the Know your learning style, Inquiry, Creative thinking, Research skills, Note taking, Critical thinking and Metacognition.

Concept-based learning

In 2015, intensive Concept based learning (CBL) training sessions were conducted for all teachers with a focus on the importance of building 'essential understandings' based on central and recurring concepts. Teachers are being encouraged to use CBL in their unit plans and develop a conceptual approach to teaching. The Head of School conducted Concept Based Learning workshops for all BIS teachers based on Lynn

Erickson's Summer Institute. (She is a certified workshop leader (by Lynn Erickson) to conduct these workshops.)

ATL (Approaches to Teaching and Learning) integration:

The appointment of two ATL champions was done in March 2015. Both teachers attended IBSP ATL workshops in February 2015. Sessions have been conducted by these two teachers with the entire DP team on how these ATL skills can be embedded in units plans and how they link with various DP components. In-service training (April 2015) for staff was focussed on deconstructing ATL through concept based learning and emphasizing the role of differentiated instruction in order to make delivery of the programme more effective and impactful. Teachers underwent several engaging in-service modules to understand these approaches. At the start of academic term, students of Y9 (pre-IGCSE) and Y11 (pre-IB) go through a "stop and think" approach to critical thinking, research, communication and self-management skills.

An ATL workshop was also conducted with teachers of the secondary school, with a focus on 'Making Thinking Visible'. This enabled horizontal and vertical co-ordination to develop ATL on the continuum.

Click here for [Hyperlink to BIS Case study on ATL in OCC \(https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/case-study-math.html\)](https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/case-study-math.html)

For a peek into our classrooms, do watch this [movie](#) on our website.

Promoting and valuing 'cultures of thinking' (CoT)

From January–June, 2016 we have conducted sessions on renowned educational philosophy 'Cultures of Thinking' as proposed by Dr. Ron Ritchhart, Principal investigator for Project Zero at the Harvard Graduate School of Education. The aim is to inculcate a growth mind set amongst students and to make thinking visible. The eight forces in the 'Cultures of Thinking' project were deconstructed through dual sessions. The first session unpacks the force and the second session focuses on 'CoT in action', where teachers share their practices.

Visible Thinking Routines (VTR)

Teachers have VTRs in their individual binders along with a metacognition tool kit. Weekly meetings are used to share practices amongst teachers.

Beyond the classroom

Guest lectures by industry specialists and visiting faculty from top universities are regularly invited to address our students. Field visits to bring concepts covered in the classroom ‘alive’ are also commonplace at BIS.

Step-NUS Brain Camp

Every year, a few students attend the annual Brain Camp at the National University of Singapore. They attend lectures by experts on neuroscience and the brain. They participate in research, various activities and witness labs being carried out by professionals using state-of-the-art equipment.

Brainstorming with Science and Behaviour Camp

Inspired by the Brain Camp in Singapore, BIS organises an inter-school Science Camp every year to **give high school students an opportunity to conduct hands-on scientific inquiry and research under the guidance of ‘real world’ scientists.** **The programme is the first of its kind in India and was received with tremendous success by schools and colleges.**

During the three-day intensive programme, 45-50 students from grades 11 and 12 learn about intricacies of the human brain in a cross-disciplinary context from experts in the fields of science and cognition. Students attend interactive seminars, conduct hands-on experiments and present their own research and participate in functional MRI studies of the brain. Students will be sensitised to the fact that there are cross-disciplinary connections between Physics, Chemistry, Biology, Psychology and Computer engineering.

The programme intends to acquaint students with professional university level research, the essence of modern science. The programme places students in the driver’s seat, putting them in charge of their own learning.

Participating schools choose an original research question and develop their idea under the guidance of a mentor, a scientist from TIFR/ Sophia College. Students can investigate questions of neuroscience that are being professionally investigated today, for example, ‘Biological workings of dreams and memories’.

Art Camps and Workshops

Students studying Visual Arts in the IBDP are taken for an Art Camp every year to different parts of India to study art and architecture in that region. Besides sketching and photography, the students attend workshops by master craftsmen, visit places of artistic interest and use these skills in their studio work.

Apart from Art Camps, workshops by experts are regularly organised for them to equip students with the use of different media and art forms.

International Exchanges

BIS strongly believes in cultivating a spirit of international-mindedness in its students. Our students travel to Germany and Spain not only for language immersion but also to develop respect and appreciation of the cultures of these countries.

BIS has partnered with Schönborn Gymnasium, Bruchfels in Germany for an exchange programme for the students of German B, HL/SL.

BIS has also partnered with Colegio Internacional Torrequebrada, Málaga and its sister school, Colegio Europa, Bilbao, in Spain to run an exchange programme for its Spanish ab initio students.

Students of all partner countries learn about cultures of the host nation and take part in various activities such as local dances, cooking, art, music and sport. They visit places of cultural interest and interact with the local communities.

During these exchanges, students live with the families of their hosts and learn first-hand about their daily life, customs and traditions.

tGELF Summer Programmes

For the last three years, students from the IBDP are awarded partial or full scholarships from The Global Education and Leadership Foundation to attend Summer Programmes at Brown University, LeHigh University and Georgetown University in the United States of America. Students attend lectures by senior professors and experts, go on excursions and field trips, learn leadership and collaborative skills and get a chance to experience campus life first hand.

Our Faculty

In an article in the September 2007 issue of *IB World*, eminent psychologist and educationist, Professor Howard Gardner says, “education is embracing more **individual centred learning** ... teachers must adopt new techniques to keep ahead in a changing world.”

With this in mind, the IBDP at BIS has been adopting practices that are geared towards meeting the needs of the 21st century learner. An academically rigorous programme like the IBD makes huge demands on the teachers and students alike. Our faculty strives to rise to the challenge of making the courses they teach both interesting as well as eclectic.

Several members of our faculty are IB examiners, and some are also site visiting team members and workshop leaders. Apart from all teachers having attended IB certified workshops, many teachers have also attended other workshops held by acclaimed institutions for pedagogical practices. The school also conducts an annual In Service training for all its teachers during which experts from the field of education and innovation come in to train our teachers.

For information about our faculty, please visit this [link](#).

BIS cultivates a culture that nurtures creativity in all our learners. For a student, the BIS journey begins in Lower Prep (Kindergarten) with about 30 other peers and continues right through to the Diploma Programme. In the time spent at school, BIS students take on the challenges of academic learning, the joy of sports and extra-curricular activities, the responsibilities of leadership, and most importantly, the close bonds they forge with their classmates. The small cohort, not only makes learning an effective, personalised process, but the strength and unity of the group is also determined by this collaborative group.

BIS students learn about desirable behaviour not because they are forced to follow a set rules, but as a gradual understanding of self-discipline as a necessity for their collective good. The easy familiarity between teachers and students runs hand in hand with a deep, abiding respect that ensures a close-knit school community. It is also the reason BIS students return to their alma mater time and again, to give back in more ways than one, and continue their relationship beyond the time they spend at school.

In the Diploma Programme, skill building workshops, pastoral care, and University Counselling Services are an integral component of a student’s weekly schedule.

Results and Placements

The results and placements for the IBDP are available on the website. Please click on this [link](#).