

**VISHWASHANTI
GURUKUL
WORLD SCHOOL**



**Primary Years
Programme**



PYP HANDBOOK

Edition 2025-26

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Welcome to Vishwashanti Gurukul



Welcome to a journey of discovery and growth at Vishwashanti Gurukul World School!

As the new academic year unfurls its wings, we are thrilled to embrace the vibrant tapestry of cultures that our families bring to the Primary Years Programme (PYP). The corridors of our Early Years and Primary Years Learning Centre will echo with the laughter and chatter of our young learners, each step they take adorned with the promise of new horizons.

In the heart of Gurukul, the PYP has blossomed like a lotus, unfurling its petals to reveal the essence of holistic education. Our students, the spirited ambassadors of the PYP, carry within them an insatiable thirst for knowledge and a flame of curiosity that never dims.

At Vishwashanti Gurukul World School, learning is a journey, where every question is a compass pointing towards uncharted knowledge, where every lesson is a map, guiding through the lens of concepts and every challenge is an adventure to put all your skills to find the solution.

We urge you, dear parents, to join hands with us in this journey, engage in the tales of learning that your child weaves each day. Let's nurture the seeds of inquiry and foster a sanctuary where independent thought blossoms. Together, let's build a community of learning, where every child feels empowered to steer their ship through the vast oceans of knowledge. Let's ensure that our communication is as open as the skies, creating a partnership as strong as the earth beneath our feet.

We eagerly await the opportunity to meet each one of you, to intertwine our aspirations, and to cultivate a school community that resonates with joy and unity.

With anticipation for a year of wonder,
The PYP Team at Vishwashanti Gurukul World School!



Vision

To make Vishwashanti Gurukul a learning community of motivated students with the staff engaged in realising the children's full human potential and imparting world class education to each student which fosters academic excellence, physical fitness, psychological and spiritual health and social consciousness. The emphasis of Vishwashanti Gurukul will be to make the students proud of their deep rooted ethos, the ancient Indian culture and educate them in the most modern methodologies prescribed by the International Baccalaureate Organization.

Our Mission

Vishwashanti Gurukul' s mission is to provide resource based education with global opportunities for academic growth & development and ensure that all students are provided the necessary life skills and competencies to function productively in an ever changing society while retaining Indian values and philosophy.

IBO Mission

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.

To this end the organization works with schools, government and international organizations to develop challenging programmes of international education and rigorous assessment.

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.

Statement of Philosophy

“On earth there is no purifier as knowledge, he who has attained purity of heart through a prolonged practice of karmayog; automatically sees the light of truth is the self in course of time”.



Vishwashanti Gurukul World School is an authorized school for the International Baccalaureate Primary Years (IB-PYP) for students between 3 to 11 years.

The focus in the Early Years is to develop a warm, enriching environment that encourages the students to explore, engage and share in a playful manner. Play being the vehicle for learning helps to enhance the learning experiences of the Early Learners and provide opportunities to develop our youngest learners physically, emotionally, socially and academically. The common medium of play helps in inculcating respect and tolerance for each other whilst enhancing their communication and social skills. The Primary Years focuses on the heart as well as the mind and addresses social, physical, emotional and cultural needs along with the academic rigour. Timely assessment practices ensure an effective feedback system where we are able to monitor the child's learning abilities and achievements so as to strengthen the subject specific skills and conceptual understandings.

Vishwashanti Gurukul World School is amongst the top ranked PYP Schools in Pune- India and ensures a secure, stimulating and supportive environment for your child to begin the learning journey.

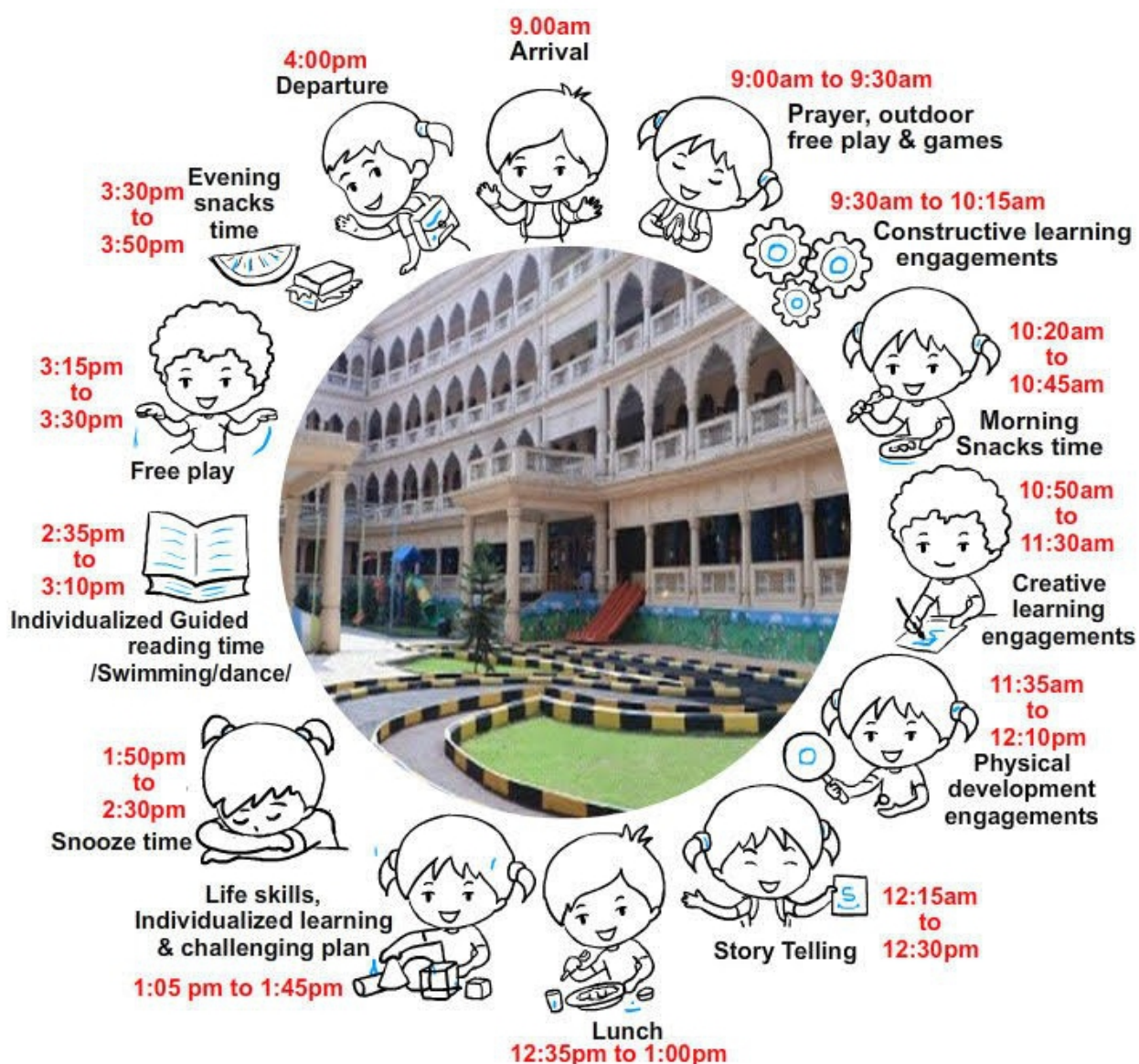
We strongly believe that a teacher's influence lasts a lifetime. The homeroom & subject specialists are trained in accordance with IBO's requirements to nurture the young learners. By maintaining a suitable student-teacher ratio, we make sure every student receives the care and attention for the respective grade level and subject.

A typical day for a Gurukulian

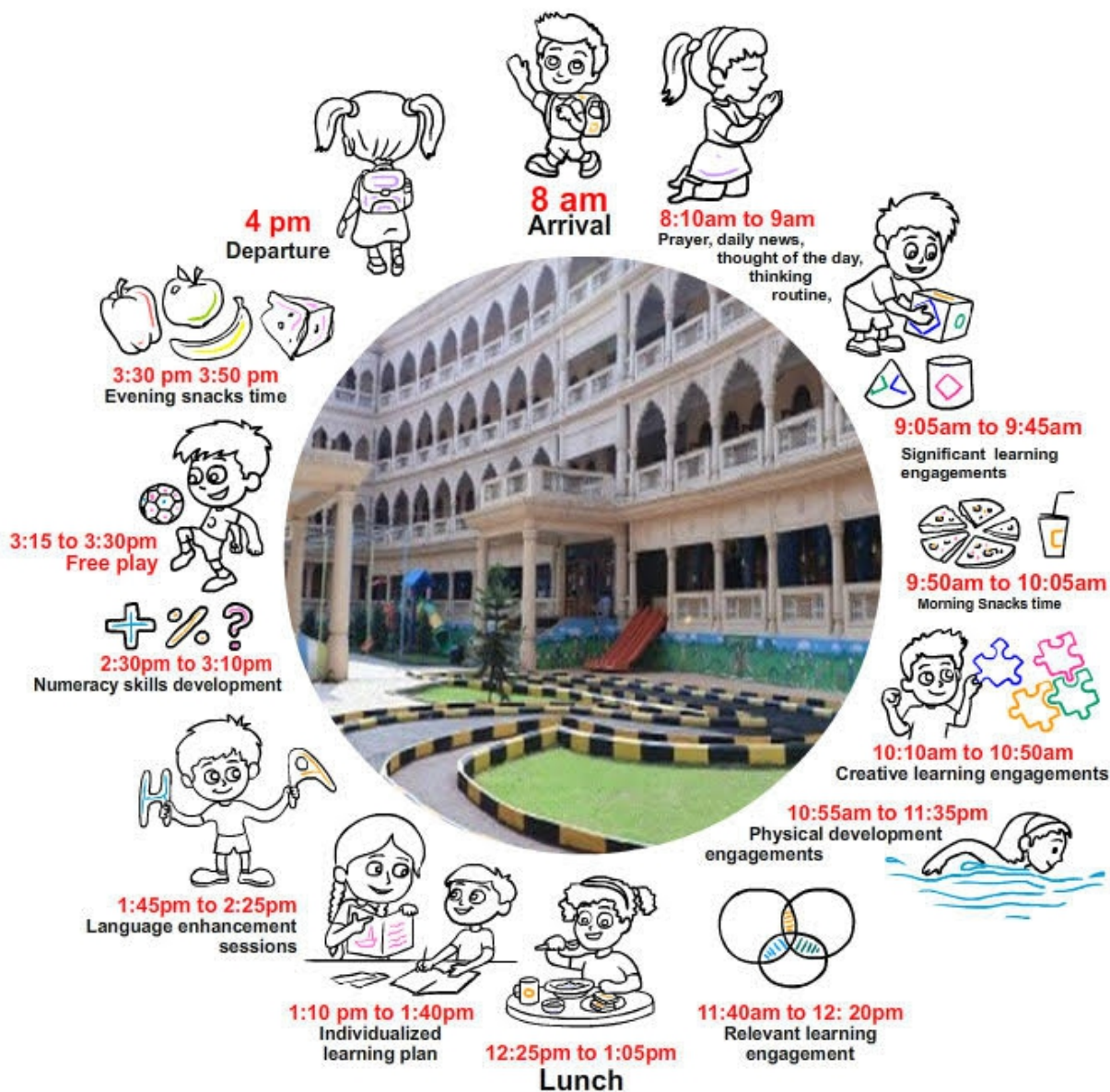
The early learner

The PYP acknowledges the unique needs of early learners, aged 3 to 6 years. It is a distinguishing feature of the programme, which recognizes that learners in this age range require approaches to learning and to teaching that honours their developmental stage. Emphasizing on the importance of play as the vehicle for inquiry and learning, to build on the abilities, skills and provide experiences that lays the foundation for all future learning, the PYP framework allows educators to make choices to best enable learners to flourish. Early learning in the PYP is a holistic learning experience that integrates socio-emotional, physical and cognitive development. In the Early Years classroom, it takes place in dynamic environments that promote play, discovery and exploration. The start time and duration of the typical school day may vary, depending on the grade level of the student.

Early Years - EY 1 to EY 3 - 9:40 am to 1:30 p.m. and until 4:00 pm for those opting for a full day.



Primary Years - PYP 1 to PYP 5 - 8:00 am to 4pm



World Peace Prayer

It is the culture and tradition of the MIT institutions to begin the day with world peace prayer. This prayer is universal prayer and does not belong to any caste or religion. We believe in humanity as one religion. To understand the prayer and the meaning kindly refer to the following link.

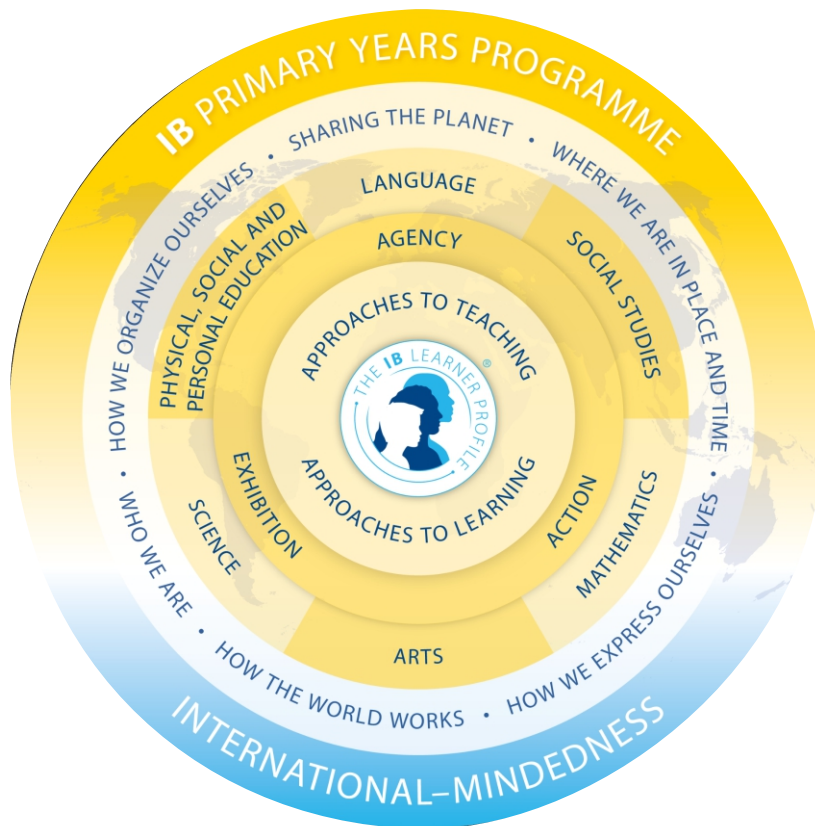
<https://www.youtube.com/watch?v=sBowrEhEJo>

The timing for daily prayer is 08:05 am. at VGS IB campus.

PYP Programme

The IB Primary Years Programme (PYP) for children aged 3 - 11 nurtures and develops young students as caring, active participants in a lifelong journey of learning.

PYP Programme Model



The PYP curriculum framework

The PYP curriculum framework begins with the promise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

The **IB PYP curriculum framework** is built on a transdisciplinary model that integrates three core pillars:

- **The Learner:** Focuses on the individual outcomes students aim to achieve, fostering a sense of inquiry and self-discovery.
- **Learning and Teaching:** Highlights the unique aspects of the PYP's educational approach, supporting learners through a nurturing and responsive environment.
- **The Learning Community:** Stresses the collective social outcomes and the pivotal role of the IB community in facilitating these goals.

This framework recognizes the natural curiosity of learners, encouraging them to explore and engage with the world. It values students' past, present, and future identities, allowing them to shape their learning journey.

Link from IBO to take a deep dive into inquiry based learning:

[The PYPs inquiry-based, concept-driven approach lays the foundation for students to adapt and act thoughtfully in our ever-changing world.](#)



At VGWS, IB-PYP is a transformative educational framework designed for children aged 3 to 11. The Primary Years Programme (PYP) ensures that learning is engaging, relevant, challenging and significant. A transdisciplinary and conceptual inquiry approach encapsulates these aspects of learning, underpinned by authentic integrated assessment. The PYP is a transformative learning and teaching experience and represents a commitment to student learning in an authentic and transdisciplinary context. It's a Programme that not only focuses on academic excellence but also on developing the learners- physically, socially, and emotionally through the Programme of Inquiry that is developed collaboratively by the school community and shared with all.

Transdisciplinarity transcends subjects

The **IB PYP curriculum** is structured around a transdisciplinary model that integrates various disciplines into a cohesive learning experience. Transdisciplinary learning in the PYP conveys learning that has relevance between, across and beyond subjects and transcends borders connecting to what is real in the world. PYP students learn to appreciate knowledge, conceptual understandings, skills and personal attributes as a connected whole. They can reflect on the significance of their learning to take meaningful action in their community and beyond. Through this process of learning in the PYP, students become competent learners, self-driven to have the cognitive, affective and social tools to engage in lifelong learning.

This approach is delivered through **Units of Inquiry**, which are guided by six key Transdisciplinary Themes.





1. Who We Are: Explores identity, beliefs, values, and human relationships, fostering an understanding of self and others.
2. Where We Are in Place and Time: Investigates personal and collective histories, migrations, and the interconnectedness of civilizations.
3. How We Express Ourselves: Encourages expression of ideas, feelings, and creativity, and appreciation of culture and aesthetics.
4. How the World Works: Examines the natural world, scientific principles, and the impact of scientific and technological advances.
5. How We Organize Ourselves: Looks at the structure and function of systems and organizations, and their impact on society and the environment.
6. Sharing the Planet: Focuses on rights, responsibilities, resource sharing, community relationships, and conflict resolution.

These themes provide a framework for inquiry that transcends traditional subject boundaries, allowing students to gain a broad and balanced understanding of the world



Our Core Philosophy while developing the Programme of inquiry is:

- **Holistic Development:** The PYP aims to create well-rounded individuals who are inquisitive, informed, compassionate, empathetic and open-minded.
- **Inquiry-Based Learning:** Encourages students to ask questions, explore, and engage deeply with subjects, fostering a love for learning and staying curious.
- **Transdisciplinary Framework:** Goes beyond traditional subject boundaries, integrating knowledge and skills across various disciplines.

Curriculum Structure:

- **Conceptual Understanding:** A conceptual inquiry based approach is a powerful vehicle for learning that values concepts and promotes meaning and understanding. It challenges students to engage critically and creatively with significant ideas beyond the surface level of knowing. PYP teachers use powerful, broad and abstract concepts as a lens to organize learning within units of inquiry and subject-specific learning.
- **Learner-Centric:** Puts children at the center of the educational experience, adapting to their needs, interests, and learning styles.
- **Global Perspective:** Prepares students to be global citizens with an understanding of different cultures and the ability to act on issues affecting the world.

Future-Focused Education:

- **Skills for a Changing World:** Equips students with critical thinking, problem-solving, social, communication and research skills to be able to work in collaboration on projects.
- **Responsibility and Action:** Promotes responsible action and service, encouraging students to make a positive difference in their communities.

Assessment and Feedback:

- **Continuous Assessment:** Regular assessments provide feedback on student progress, helping to tailor teaching methods and learning objectives, ensuring the students are involved in setting their own goals.

Constructive Feedback: Emphasizes growth and improvement, guiding students towards achieving their personal best.

Fostering Self- Efficacy

Fostering self-efficacy is crucial for enabling student agency, which is the capacity of students to act independently and make their own choices. Self-efficacy, or the belief in one's own abilities, significantly affects students' confidence in their decisions and their sense of ownership over their educational journey.

- **Self-Efficacy:** A strong sense of self-efficacy boosts students' likelihood to exercise agency, impacting their life choices and outcomes.
- **Learner Agency:** When educators recognize and support learner agency, students become active collaborators in their education.
- **Goal Setting:** Students set personal goals, choose activities, and reflect on their achievements, fostering a sense of responsibility.
- **Teacher-Student Partnership:** Teachers and students co-create the learning experience, with teachers providing guidance and feedback.

Additional Languages

VGWS's PYP believes in the power of a multilingual society. Embracing multilingualism, our school become gateway to global citizenship. Spanish, French, German, Hindi, and Marathi are not just subjects but keys to unlocking diverse cultures. This linguistic quilt stitches together a community where every language is a window to a wider world. It's a commitment to inclusivity, where each phrase taught is a step towards mutual understanding. In this environment, students don't just learn languages; they absorb the essence of a multicultural society, preparing them to thrive in a world where communication is the key to many conflicts in the world.

Our students can choose any language of their choice from PYP1 onwards. Marathi is mandatory language for all students from PYP1 onwards.

Sowing the seeds of International mindedness...

This understanding of languages leads to the celebration of our similarities and differences through cultural events like celebrating National Days, festivals, relish the different kinds of food and understand the perspective of others. At VGWS, we foster international mindedness by integrating global perspectives into the curriculum, encouraging cultural exchanges, and promoting language diversity. We celebrate international events, collaborate on global projects, and invite guest speakers from various backgrounds. Through these experiences, students learn to appreciate different cultures, understand global issues, and develop empathy. This approach nurtures open-minded, globally aware individuals ready to contribute positively to our interconnected world.

Approaches to learning

The IB approaches to learning (ATL) are grounded in the belief that learning is fundamental to a student's life in and out of the school context. The approaches to learning and associated sub-skills support students of all ages in being agentic and self-regulated learners. Through a variety of strategies, PYP teachers collaboratively plan for implicit and explicit opportunities to develop ATL both in and outside the Programme of inquiry

In broad terms, IB PYP Programme supports learners in developing:

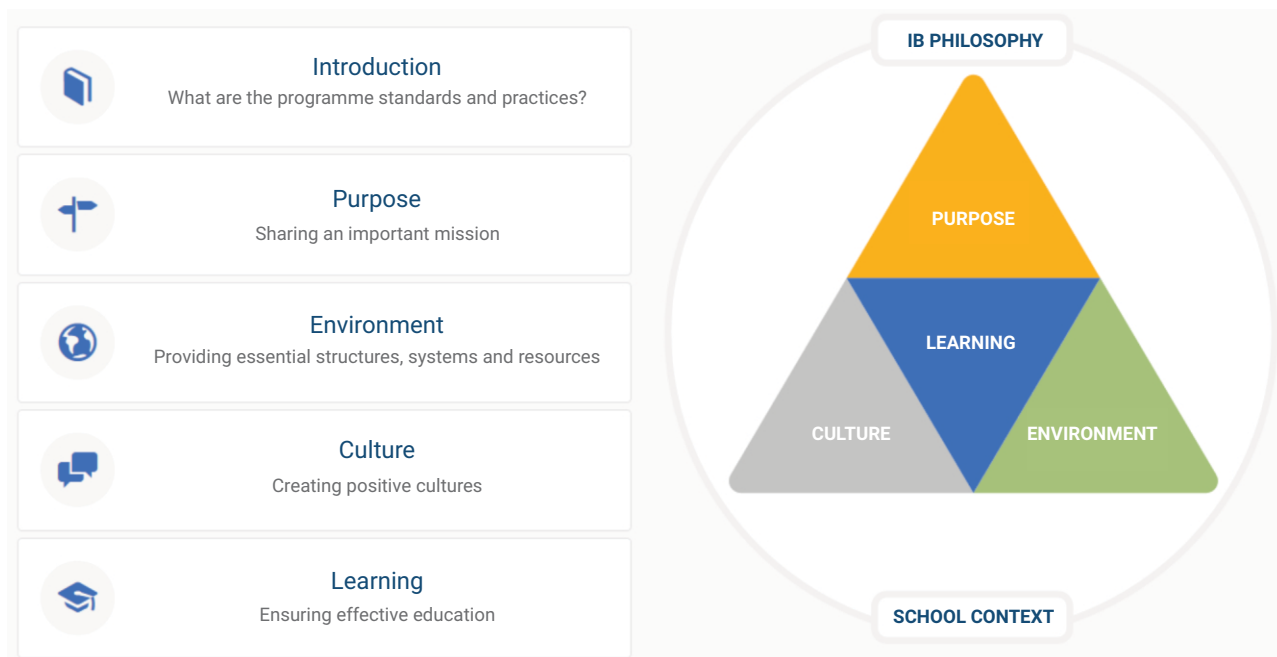
- Thinking skills
- Communication skills
- Research skills
- Self-management skills
- Social skills

This approach shifts the traditional teacher-led model to a more collaborative one, where students are encouraged to take charge of their learning, thus preparing them for real-world challenges and opportunities.

Please find the following brochures from IBO for your reference.

. <https://www.ibo.org/globalassets/digital-toolkit/brochures/pyp-programme-brochure-en.pdf>
<https://www.ibo.org/globalassets/digital-toolkit/brochures/1511-pyp-early-years-en.pdf>

New updated IBO standards and practices are followed in the school.



Assessment

"Assessment is today's means of modifying tomorrow's instruction". ~ Carol Ann Tomlinson

The IBO believes that assessment should be ongoing as learning is occurring all the time. Assessment in PYP is generally broken down into three categories:

1. Assessment before learning (Pre-assessment)
2. Assessment for learning & Assessment as learning (Formative assessment, self & peer assessment)
3. Assessment of learning (Project based assessment)

The assessment philosophy encourages teachers and students to design assessment by first identifying the desired knowledge, conceptual understandings, and skills, followed by the design of the assessment, and finally planning learning activities to ensure acquisition of knowledge, conceptual understandings, and skills. Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning, and engages them in making decisions about what they need to do to achieve these goals. Young students' learning is measured against individual developmental milestones and celebrates achievements at times that are pertinent to them. Let's Recap is conducted for languages (English, Hindi, French, Spanish & German) offered at our school and Mathematics after the completion of each unit. It is the goal of the Primary Years Programme to develop assessment strategies specifically designed to benefit the students, the parents, and the school.

Reporting

Success is not final, failure is not fatal: it is the courage to continue that counts. ~ Winston Churchill

Reporting is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a student's progress to students, parents, support staff and other teachers.

Strategies used for assessment include:

- Observation
- Selected responses
- Open ended tasks
- Portfolios

Tools used for assessment include:

- Rubrics
- Performance assessment
- Checklists
- Anecdotal records
- Audio & Video
-

Report cards are issued at the end of every term on ManageBac which is the school ERP, details of which will be provided to individual parents.

The IB learner profile in the PYP

The IB learner profile represents a broad range of human dispositions, capacities and traits that encompass intellectual, personal, emotional and social growth. Developing and demonstrating the attributes of the learner profile is an expression of what the IB means by international-mindedness. The IB learner profile permeates all facets of school life in the Primary Years Programme (PYP). All members of the learning community from the youngest learners to school leaders to parents, educators and beyond, have a responsibility to be guided by and demonstrate a commitment to the development of the IB learner profile attributes. Find out more about the IB learner profile [1.4 MB]



INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.



KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



OPEN MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.



THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.



CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



BALANCED

We understand the importance of balancing different aspects of our lives: intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.



Home Assignments

A good way to think about homework is the way you think about medications or dietary supplements," he said. "If you take too little, they'll have no effect. If you take too much, they can make you ill. If you take the right amount, you'll get better." ~ Duke University psychology professor Harris Cooper

Assignments are mainly an extension of what is done in class during the day. Grade teachers believe that home assignments help students to make the most of their school experience. The students will be given short home assignments. These recapitulation learning engagements usually take just less than 45 minutes to complete and are organized to promote the following:

- To be a pleasurable, sharing experience whereby your ward can communicate what is learned in the class.
- Reinforce skills that are a part of their learning in the class.
- Establish independent and effective learning skills and a sense of responsibility in completing and submitting assignments.
- Provide parents with the opportunity to be a part of their child's learning and – Promote communication between the facilitators and the parents.
- Creating a habit of reading in students and families.

Learning beyond classrooms

“Earth and sky, woods and fields, lakes and rivers, the mountain and the sea, are excellent schoolmasters, and teach us more than we can ever learn from books.” ~ John Lubbock

Learning “beyond the classroom” is an integral part of the school curriculum. Parental help is valued, and teachers may ask for suggestions and volunteers. We also take advantage of the cultural diversity in our student and staff population to enrich the learning experience for the children within the school environment.

- **Field trips / Virtual tours** - A field trip is one of the best tools that we can use to provide every student with real-world experiences. Students along with their facilitators visit local sites which bear relevance to the unit they are inquiring into. These study tours are arranged within the school hours. The students are able to access the content better when they can learn holistically. When they return to school, the trip that they took can serve as a touchpoint for an entire unit.
- **Guest lectures** - Learners of all ages and experience levels are hungry for variety, and seeing a new face in front of the room can liven up the class. Bringing in speakers with proven expertise and experience in a topic provides added credibility to our content. These experts can be faculty from our own school or experts from the community or even parents who choose to volunteer to take up a session. Hearing new voices provides students not only with different points-of-view, but also with potential resources they can apply in their learning further.
- **Hands on experiences** - Hands-on experiences use kinesthetic and tactile methods, where touch, feel, smell, taste and hearing can enhance the learning experience. It allows students to experiment with trial and error, learn from their mistakes, and understand the potential gaps between theory and practice. Hands-on activities let the students' minds grow and learn based on the experiences and the environment they are exposed to. Students learn while discussing, investigating, creating, and discovering with other students.



Co- curricular activities

PYP is the hub of such co-curricular activities where we keep the students creatively engaged in various activities.

Arts

Art is very important in society because it is an essential ingredient to empower the hearts of people. We offer a range of music-vocals and instrumentals, dance-Bharatanatyam, contemporary, hip hop and visual arts. A lot of events and opportunities are provided to the students to experience and showcase their talents in visual arts and performing arts.



Sports & Games

It's an unsaid rule - The need for sports is very important for physical, social, mental and emotional development. If children grow up in a playful and cheerful environment from an early age, their minds will be active. To enhance the freshness and vitality of the mind, sports play a vital role. So PYP keeps the students physically fit, and mentally alert through a wide variety of sports like track events, football, basketball, table tennis, lawn tennis, swimming, cricket, chess, carom, badminton etc. A student can choose any sport he/she wants to play and continue training with that respective coach at least for a term before he/she chooses to switch over. Swimming is one of the mandatory life skills which is imparted right from early years.



Value education

The aim of education is knowledge, not of facts, but of values. ~ William Ralph Inge

The legacy of Vishwashanti Gurukul World School believes in building global citizens with a strong value system before they embark on a journey to make this world a better place. Yoga, guided meditation, mindfulness & heartfulness practices are part of the daily routine. The curriculum of PYP is aligned in such a way that incorporates the imbibing of the universal values in correlation to the Attributes of the IB learner profile. PYP aims at building lifelong learners who are caring communicators, principled and balanced thinkers, open minded risk takers, reflective inquirers all with deep rooted integrity. Regular sessions are conducted which include synchronous and asynchronous hands-on activities and tasks which encourage students and sensitize them to bring more values in their budding personalities.

Yoga Images

Celebrations

Children will remember an important day only if they are told what the occasion signifies. So a celebration makes them aware of the world in a more fun way. We in PYP celebrate major festivals and significant days relevant to us locally and globally. Students are encouraged to find out more about the day and talk about it with their friends and family thus understanding cultural diversity and to be socially connected and open minded.

- **Festivals** - Celebrating events and festivals in our school has become an integral part of learning and building a strong bond. These events are more than just fun; they're a bridge connecting students to the diverse world around them. As they partake in each other's customs, they cultivate respect, sensitivity, and a creative spirit. Together, they learn the dance of diversity, fostering a sense of unity and community within the school
- **Birthdays** - At PYP, birthdays are milestones of growth and joy. Each student's special day is marked with a shared cake, baked with care within our school walls. It's a moment of collective celebration, a sweet slice of life to savor and remember. We steer away from the excess of treats and trinkets, focusing instead on meaningful gestures. Parents wishing to extend the festivities can enrich minds by donating a book to our library or nurturing nature by planting a fruit tree. These acts leave a lasting legacy, fostering a love for learning and life that flourishes well beyond a single day



Graduation Day - Graduation at PYP heralds a pivotal transition, a rite of passage from one educational chapter to the next. It's a time of elevation for EY 3 students stepping into the world of PYP 1, and a moment of growth for PYP 5 students advancing to the challenges of MYP 1. Our ceremony is a heartfelt tribute to their achievements, where pride shines in their eyes as they clutch their certificates and citations. On the academic year's final day, a ceremony steeped in anticipation and reverence unfolds, uniting students, families, teachers, and the management in a shared celebration of milestones met and journeys begun.



Communication

"The two words 'information' and 'communication' are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through." ~ Sydney J. Harris

Communicating effectively is the best way to keep everyone connected and informed about what is going on.

In PYP, email is the most efficient manner of staying in contact with the Home room teacher and the PYP Coordinator's mobile number will be available for urgent/ major concerns. It is expected that parents address their concerns, suggestions and/or complaints to the home room teacher first which will be taken forward to be resolved by the team. The school has a series of other communication channels to keep the parents up to date with the learning of their ward. The following events are considered mandatory for parents to attend.

- **PYP Orientation** - Parent/Student orientation programme plays an important role in a students' transition to a life in PYP at our school. Orientation programme is aimed at familiarizing the students and the parents to an unknown campus environment, its faculty and facilities. At the beginning of the academic year Team PYP helps the parents and students to know the details, do's and don'ts and requirements of the PYP. This event is an ice-breaker to understand the culture of the school, have clarity about the functioning of the PYP and roll-out the learning journey.
- **Student-led unit celebration** - These celebrations are usually formal and designed to involve parents, teachers and students. The student leads the discussion, sharing his/her learning and progress, and ask for parents' feedback. Students focus on what they have achieved and work on the goal setting process. Teachers and parents are then given the opportunity to highlight the student's achievements and to determine how they can best help the student to meet goals at school and at home.
- **Curriculum Morning / Evening** - Unique to PYP this event happens at the onset of the academic year. A brief outline of what and how the students are going to learn is discussed through a document called Programme of Inquiry (unit sketch for each unit is sent in the first week of the unit). This includes the information of assessments as well. The parents are welcome to volunteer to present themselves as resource persons or extend their support in learning and also to provide their expert advice to make the inquiry better and more in depth.
- **PYP Parents' workshop** - The PYP is a transformative experience for students, schools and the parents. We intend to get the parents involved in the entire learning journey of their ward. For the same this workshop is held annually to educate the parents about the IB teaching learning practices. Parents go through the entire process of experiencing a typical day at PYP. We will be having short sessions for parents virtually too.
- **PTM**- In PYP, Parent- teacher meeting are held in each trimester and the parents are welcome to meet all the facilitators and coordinator to discuss their ward's performance and work towards the collaborative goals to make the most of the learning environment.

FAQ's: Link to website

<https://www.mitgurukul.com/>

Bibliography www.ibo.org

“ We touch the future”

As a team of educators ,
we believe in the powerful faith in the future.
We together plant the seed of knowledge, compassion
and commitment to be a lifelong learner.

