

Overview and Introduction

The Secondary section of the British International School of Jeddah (BISJ) offers a comprehensive and academically rigorous international curriculum leading to IGCSE and later IB exams. Currently, almost 534 students from 60 nationalities are enrolled. Secondary comprises Year 7 through to Year 13 with the last two years known as the IB years. BISJ is a member of the British Schools of the Middle East Conference and authorised by Cambridge International Exams to offer IGCSE exams and by the International Baccalaureate Organization to offer International Baccalaureate Programme. BISJ is also accredited by both the New England Association of Colleges and Schools (US) and the Council of International Schools.

The Secondary campus comprises over forty classrooms, nine science laboratories, three computer laboratories, a multi-media library, three art rooms, two drama rooms, a multi-purpose sports hall, a gymnasium, two swimming pools, two music rooms, and IB study areas.

The Secondary Section provides a stimulating and exciting academic programme that will develop the individual's natural curiosity, and instil in the student a desire to learn. Especially important is the emphasis we place on developing the student's critical faculties of thought, and empathy with others who come from different national and cultural backgrounds. It is our desire to challenge our students academically and socially and to promote a global and international approach to learning.

This handbook is intended to inform parents and students about how our school operates, and to establish the expected standards of our school community. However, if something is not clear please contact us via the Secondary office and we will attempt to answer your questions as soon as we can.

Improving student learning through the promotion of Positive Behaviour and Raising Student Responsibility (RR)

We aim to develop an environment that is positive, encouraging and inclusive. To this end we believe that effective teaching and learning can only take place in an atmosphere where high expectations and standards of good behaviour are set as prerequisites. Good behaviour is conduct that enables each student to focus on achieving their full social, emotional and academic potential. To foster this environment the school places great importance on Raising Student Responsibility (RR). Students are given an opportunity to discuss the full implications of their behaviour both positive and negative. In this way students learn to take responsibility for their behaviour. The school emphasises the importance of choice by teaching students that they may have little control over events that happen in their daily lives but they have full control in how they respond to such events. Through this process we aim to help students engage in responsible thinking in preparation for life after school.

Helping students to become reflective learners is therefore an essential aspect in the learning process. It is inevitable that students will face conflicts and challenging situations as they progress through school. Encouraging students to reflect upon their behaviour and take ownership for solving problems will result in a desire to engage in positive behaviour in a more considerate manner. Practising and incorporating the Learner Profile attributes, our school values and the guidelines set out in promoting positive behaviour will help us realise our goal of empowering our students to become responsible, life-long independent learners.

BISJ values and skills align with the IB Learner Profile. IB Learner Profile

Values	Demonstration	Skills
Empathy	We seek to understand the feelings and viewpoints of others respecting their values and traditions	Balanced
Integrity	We do the right thing regardless if we are in public or in private and believe that honesty and truthfulness is integral to our wellbeing and growth	Enquirers
Open-mindedness	We approach new experiences with positivity and ideas with curiosity in order to seek deeper understanding	Knowledgeable
Responsibility	We endeavour to be role models by being reflective learners who are in control of our actions and at all times being honest trustworthy and reliable	Thinkers
Resilience	We believe we have determination to face challenges with a positive mind-set and do not give up when we experience setbacks; staying committed even in the most challenging times.	Communicators
Respect	We demonstrate respect for each other by being courteous and polite. We show kindness and ensure we listen in a way that shows we are open to the opinions of others.	Risk-takers
		Reflective

The aim of the IB programme is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet and help to create a better and more peaceful world.

What does it mean to be an IB Learner at BISJ?

This is arguably one of the most important aspects of being selected to be a student in the IB Years at the British International School of Jeddah. In selecting students, the school takes into consideration to what extent students live out the following attributes. As students move through the two-year programme, they will be expected to model these ten traits.

As IB learners we strive to be:

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.
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.
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.
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.
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.
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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

© International Baccalaureate Organisation 2020