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SAINT-CHARLES
- COLLÈGE ET LYCÉE -

WELCOME TO OUR SCHOOL

The International Baccalaureate® (IB) programmes

www.saint-charles.ch



We prepare our students by empowering our student body to take responsibility for their own learning. We proactively encourage their development of new knowledge and skills using International Curricula that embody the highest quality educational standards, through the International Baccalaureate Programmes. Student commitment and learning is facilitated by our faculty of world class teachers.

We are delighted to welcome you to Collège et Lycée Saint-Charles. we are proud to offer this world renowned IB programmes.

We provide the best possible educational pathway for our students, opening doors and creating opportunities for them in the future, in our ever-changing global society.



For now :
For the future

WHY IS SAINT-CHARLES OFFERING THE IB PROGRAMMES?

Our aim is to give our students broad horizons and the best possible future prospects. IB programmes have a multicultural and multilingual approach and are internationally recognised. A holistic education that fits well with our school vision and values, asking students to be open-minded and socially responsible, willing to take risks and be critical thinkers, while maintaining high academic standards.

In addition, IB Diploma students are accepted into the best universities and colleges in the world, with universities actively seeking them out.



OUR MISSION



Respect

to cultures and individuals with openness and positivity.



Responsibility

for our own learning, towards others and for the environment.



Quality education

with a personalized approach to a challenging pre-university programme.

We are delighted to invite you to visit Collège et Lycée Saint-Charles, in person or on-line, to find out more about our school where we place learning at the heart of all we do.



Building a solid academic foundation, the MYP develops students' confidence in managing their own learning and making connections between their learning in the classroom and the real world.



WHAT IS THE IB MIDDLE YEARS PROGRAMME



Our Middle Years Programme boasts a broad range of subjects, especially in the areas of languages and sciences. It consists of three years that are academically and personally challenging as students get equipped with the knowledge, skills, and work habits they need to be successful in their future studies and careers. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

At the heart of the programme, we have four essential components that are particularly challenging and motivating and which distinguish it from other national curricula.

1. Service & Action (SA) in which students participate in various purposeful and personally challenging activities that benefit the local and/or global community. SA experiences take place outside of the classroom, which also helps to reinforce that our students are interested in more than just exam results.

2. Personal Project, which has students explore an area of personal interest over an extended period.

Students develop their self-management and other skills as they work towards an outcome of their own choosing. Under appropriate guidance, they will need to set themselves deadlines, engage in independent research, apply principles of academic honesty, etc., all of which is preparing them for extended projects they will have to accomplish in future.

3. Interdisciplinary Units in each year of the programme, which involve at least two distinct subject groups. These units involve multiple teachers and they encourage broader perspective whilst providing students with the opportunity to transfer skills and knowledge across subjects to achieve new, integrated understanding.

4. Methodology, which consists of weekly sessions devoted to learning how to learn, drawing from the findings of neuroscience. Students learn how to memorize more effectively, focus more deeply, better organize themselves and improve on other such critical learning skills.

In addition to the core elements, students study a variety of subjects over a three-year period from eight subject groups.

**Studies in Languages
and Literature**
English and Spanish.

01

Language Acquisition
French, German and Spanish.

02

Individuals & Society
Humanities (MYP3),
Geography, History, Economics

03

Sciences
Integrated Science (MYP3),
Biology, Chemistry, Physics

04

Mathematics

05

The Arts
Visual Arts, Music

06

Physical and Health Education

07

Design
Digital Design

08



A future-ready programme that builds students' inquiring mindset, fosters their desire to learn, and prepares them to excel at their careers and lead meaningful lives.



WHAT IS THE IB DIPLOMA PROGRAMME



The IB Diploma is a well established and highly regarded international qualification. It is based on the philosophy that students should always question the subjects they learn and apply critical thinking skills to real world situations. The IB Diploma Programme offers a broad range of subjects for students to study so that students can personalise their own learning. An academically and personally challenging two-year pre-university course, the IB DP is designed to provide students of different linguistic, cultural and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world that lies ahead.

At the heart of the programme is the CORE: this is the most exciting part of the programme and it is the real difference to other national curricula. The intent is that students learn how to learn, how to analyse, how to reach considered conclusions about humanity, our languages and literature, our ways in society, and the scientific forces of our global environment.

Our core programme is comprised of three complementary parts:

1. Creativity, Activity, Service (CAS) in which students participate in various purposeful and personally challenging activities related to these three areas. CAS experiences take place outside of the classroom. It also helps to reinforce that our students are about more than just exam results.

2. Extended Essay, which demands independent research under appropriate guidance. Students will write an in-depth, self-directed 4000-word research paper in an area of their choice.

3. Theory of Knowledge, which explores the relationship between the subjects and ensures that students engage in critical reflection about knowledge and experience.

In addition to the core, students study a choice of subjects over a two-year period from six subject groups, studying one subject from each group, of which three are taken at higher level and three at standard level.

Studies in Languages and Literature

English, French, Spanish and German

01

Language Acquisition

French, German and Spanish.

02

Individuals & Society

Economics, Geography and History.

03

Environmental Systems + Societies (ESS)

Sciences

Biology, Chemistry and Physics.

04

Mathematics

Analysis & approaches and Applications & interpretation

05

The Arts

Visual arts or a further choice from groups 2 – 4.

06

Further details about each course we offer can be found in our IB DP Subject Pathways Guide.

HOW WILL SAINT-CHARLES SUPPORT OUR STUDENTS THROUGH THE IB PROGRAMMES?

- Our small class sizes allow for differentiated teaching which is tailored around the needs of each individual student.
- During the week, students will have individual study periods during school time; after all, the belief that independent research and ownership of one's learning are core values in the IB philosophy. Students take study periods in the library, supported by our librarian, or in a dedicated student study room.
- A support network of pastoral care that, through our student advisors, subject staff and the MYP Coordinator, allows progress to be constantly monitored and supported.
- We support students in identifying potential career paths matching their interests and aspirations, providing them with opportunities such as information events, virtual tours, or meetings with university representatives. Our coordinators work closely together to guide students in their choice of subjects as they transition from the MYP to the Diploma Programme.
- Our IB librarian is dedicated to helping students perfect their research skills and access all the information they will ever need, be it regarding their lessons, the completion of their Personal Project or anything else where they may benefit from his expertise.

We aim to offer the best possible educational pathway for our students that will open doors and create opportunities for them in the future, in our ever-changing global society.



WHAT IS THE IB LEARNER PROFILE?

The Learner Profile provides the skills with which we hope to equip students through a variety of learning methods during their course of study. The emphasis is on the student becoming a life-long learner, not just a student who can pass an examination. The Learner Profile shines through in all that our students do, be it within the classroom or outside of the classroom.

IB Learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-Minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and to act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.



EXAMPLES OF SERVICE & ACTION (SA), PERSONAL PROJECT AND CREATIVITY, ACTIVITY, SERVICE (CAS)



River Rescue, Stefan and team

A group of students go along and into the river to collect rubbish, do water quality tests, count fish population and so on.



Clothing Drive, Kloï

Collect clothes and other items for refugee families.



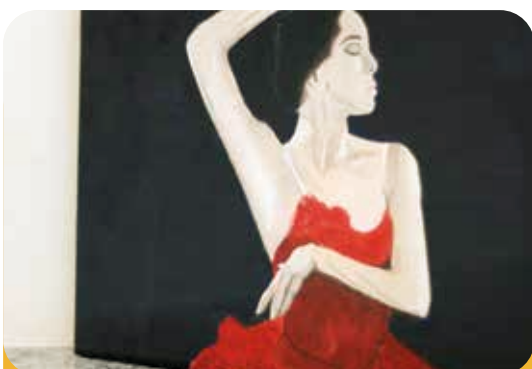
Eco-friendly Lighting, Romuald

Create torches out of recycled bottles.



Insect Hotel, Cherry, Lita and Valerija

Create a place for insects to live, feed and feel at home on school grounds.



Ballet Dancer Painting, Paloma

Create a painting that portrays the breakthrough of native Americans into the world of ballet.



School Magazine Club, Klea and team

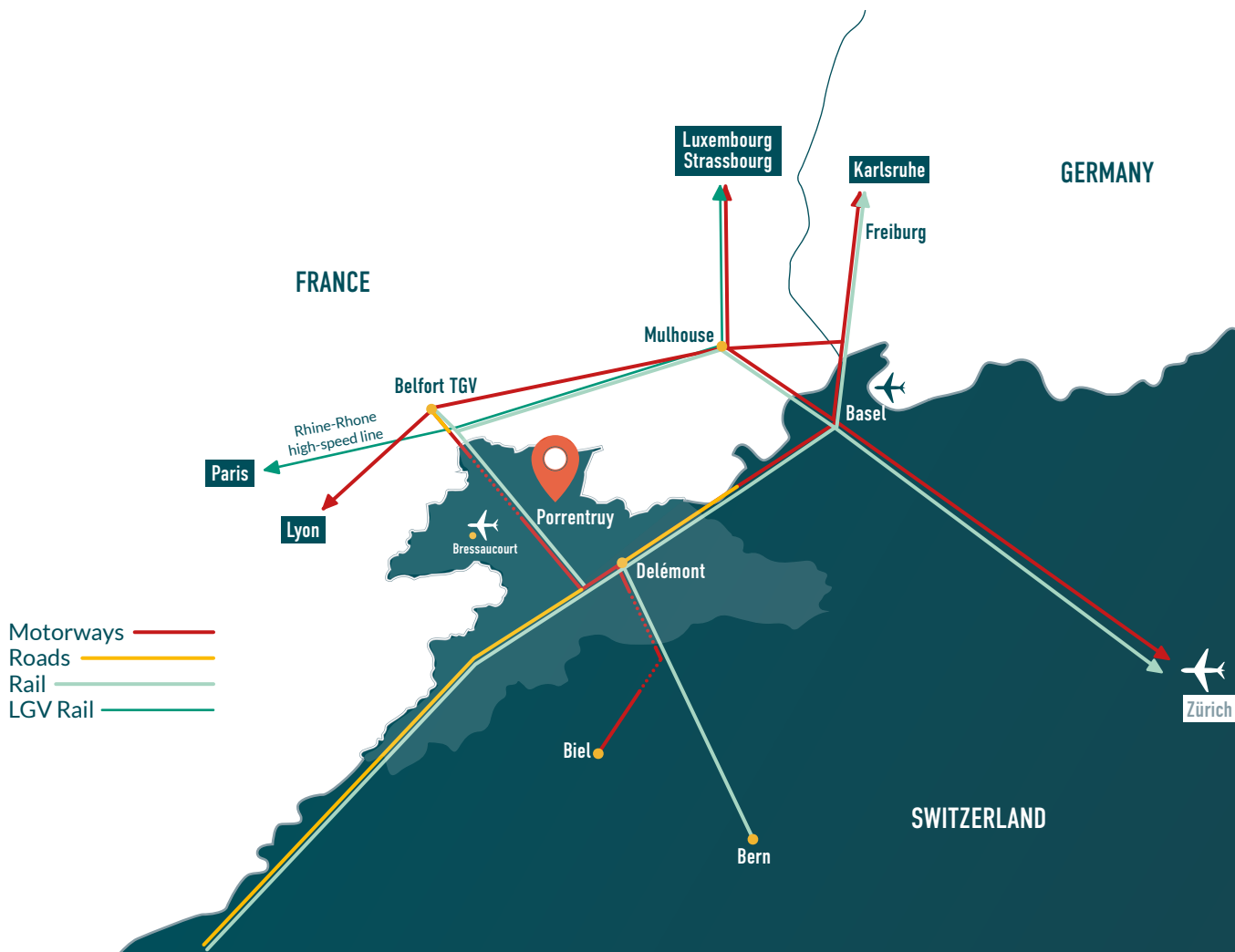
Publish a magazine on a regular basis in which students can express themselves freely and showcase their talents.

TAKE VOID NOTES!
TAKE VOID NOTES!
TAKE YOUR NOTES!

"Our students will become adults who engage in a world vastly different to what we know today. They will need to solve problems beyond our current understanding, use skill sets yet to be defined and use tools yet to be created. How do we prepare a child for that?" - 21 Foundation: 21st Century Learning for 21st Century Learners



Collège et Lycée Saint-Charles in the heart of Europe



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