



IB AFRICA, EUROPE & MIDDLE EAST
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“LEADING ACROSS CULTURES: THE IB APPROACH”

Sue Richards and Matt James



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What is teaching?

- The act of teaching has been described as both an **art** (Parini, 2005; Jorgensen, 2008; Palmer, 2008) and a **science** (Cameron, 1910; Palmer, 1979; Gray, 1983), and as both **art and science** (Mazarno, 2007).
- Teaching is a **highly complex activity**. Not only is each learner unique (Bullough, 2011), but so is each teacher.

What is effective teaching?

- Berliner (2005) argues that it is nearly impossible to adequately measure teacher quality
- Tend to focus on upper echelons of the phenomenon

Quality teaching

- “Good teachers” (Moore, 2004);
- “Accomplished teachers” (Winsconsin DPI, 2009);
- “Excellent and advanced skills teachers” (DFE, England, 2005);
- “Value-adding teachers” (Hanushek, 2010; Rosenkvist, 2010; Exstrom, 2010; Toch, 2011).

Reflection

1. Are there any differences between an IB teacher and a non-IB teacher?
2. What changes, if any, have you experienced since becoming an IB teacher?
3. What excites you most about being an IB teacher?

Aim of the research

- The study examines the beliefs and practices of International Baccalaureate teachers.
- to improve understanding of the essential skills, perspectives and practices pertinent to an IB Teacher.
- To help promote reflection and discussion about effective teaching within a variety of disciplines, contexts, and cultures.

Methodology

A mixed methods design:

- Online Survey (quantitative and qualitative analysis)

*Teaching Perspectives Inventory (TPI)
(Collins & Pratt, 2003)*

- Focus Groups (qualitative analysis)
- Content Analysis

Instruments: Online Survey (TPI)

Online Survey
Sent to 14,407
IB teachers.
Complete
responses were
received from
3,194
participants.

	Frequency	Percent
Gender		
Female	2251	70.5
Male	942	29.5
Highest Degree		
Bachelor	990	31
Masters	1516	47.5
Believe Difference Exists Between IB Teachers and Non-IB Teachers		
No	593	18.6
Yes	2027	63.5
No answer	574	18
Programme/Level of Instruction		
PYP	906	28.4
MYP	677	21.2
DP	1563	48.9

Instruments: Online Survey

Teaching Perspectives Inventory: 45-item inventory that assesses orientation to teaching and profiles participants using 5 perspectives.

Description of each perspective (Pratt, Collins & Sellinger, 2001)

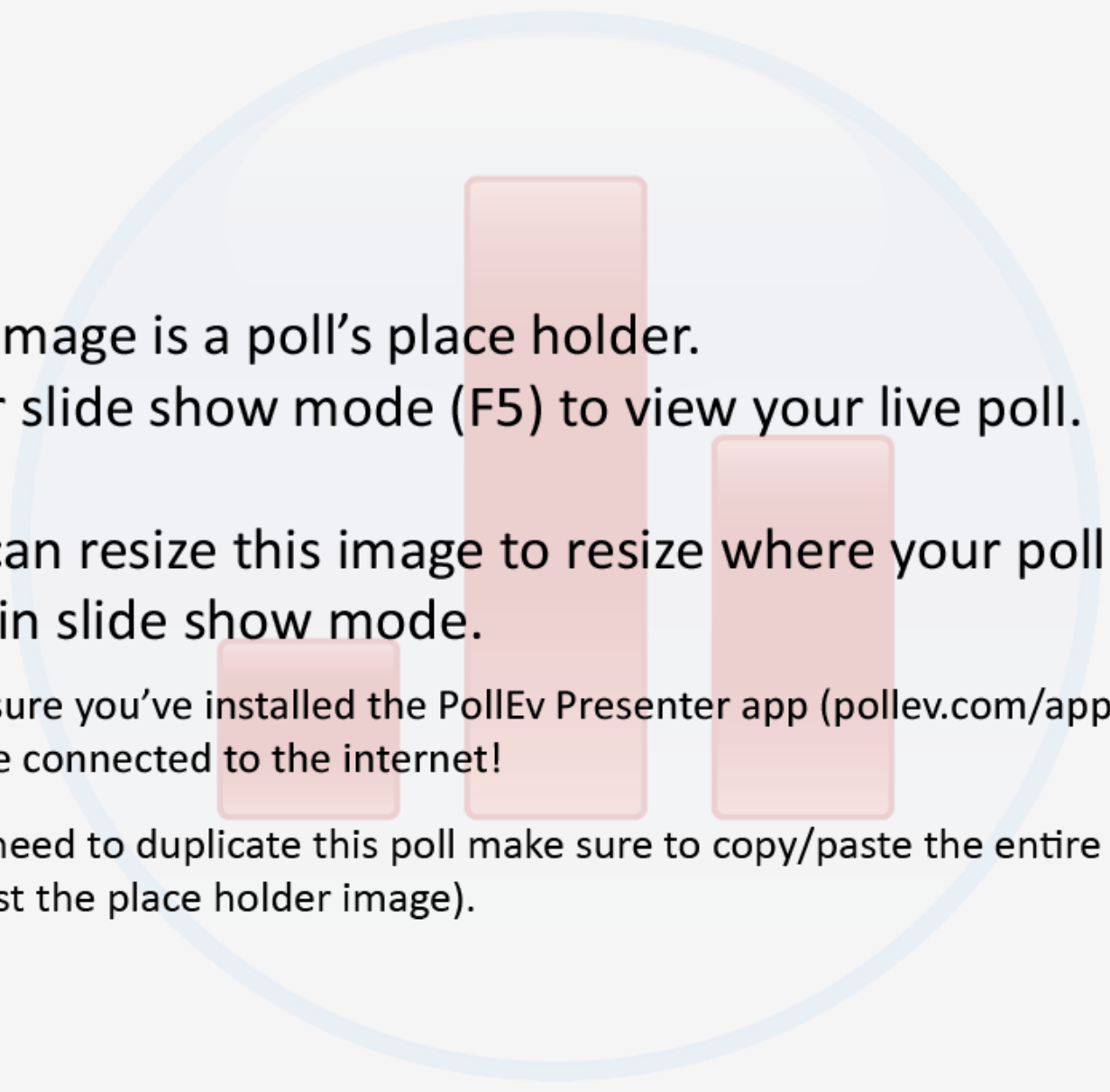
Transmission: Transmission teachers have strong content commitment, teacher's primary responsibility to represent the content accurately and effectively for learners.

Apprenticeship: Effective teaching is a process of enculturating learners into a set of social norms and ways of working.

Developmental: The primary goal is to help learners develop increasingly complex and sophisticated cognitive structures for comprehending the content.

Nurturing: Effective teaching assumes that long-term, hard, persistent effort to achieve comes from the heart, as well as the head.

Social Reform: Effective teaching seeks to change society in substantive ways. From this point of view, the object of teaching is the collective rather than the individual.



This image is a poll's place holder.
Enter slide show mode (F5) to view your live poll.

You can resize this image to resize where your poll will load in slide show mode.

Make sure you've installed the PollEv Presenter app (pollev.com/app) and are connected to the internet!

If you need to duplicate this poll make sure to copy/paste the entire slide (not just the place holder image).

Online Survey Findings: TPI

The average IB teacher profile

- dominant in **Nurturing**
- ‘back up’ Apprenticeship and Developmental perspectives

The IB population

- IB teachers at higher programme levels (MYP or DP) are much more Transmission-focused
- IB teachers at the PYP level are more Nurturing
- Higher Social Reform (especially females)

Online Survey Findings: TPI

Comparison to the sample

- When the IB TPI scores are compared to the norms of other K-12 teachers (21,660 in the TPI database) the IB teachers are in at least the 60th percentile on Social Reform, Developmental, Apprenticeship, and Transmission.

The IB teacher profile



If there was an IB TEACHER PROFILE, what do you consider to be 5 to 10 critical attributes that should be included?

Work in groups to create a statement to describe what value the IB teacher adds.

Pedagogical attributes



- Inquiry
- Global
- Whole student
- Connections
- Social responsibility
- Creative
- Flexible

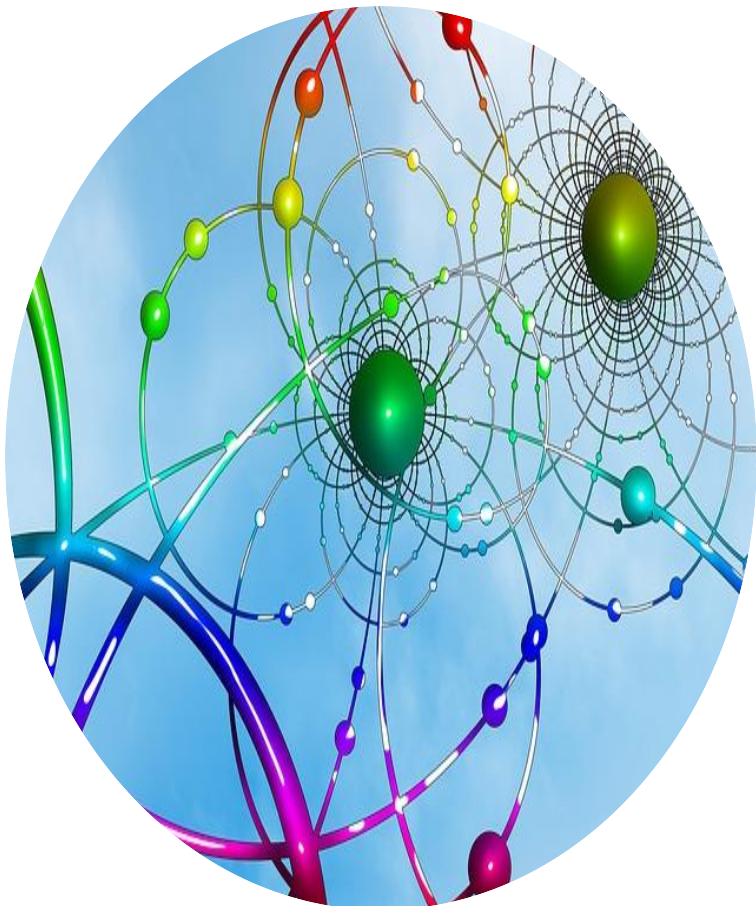
IB teacher professional



Whole – student,
inquiry-based
instruction for the
purpose of creating
global citizens who
have a social
responsibility

Which perspectives and attributes should be present in effective IB leaders?

What is leadership?



“Leadership is essentially about designing, managing and energizing the right connections, and untying the wrong ones, in order to make schools successful, equitable, happier places.”

Allan Walker, Hong Kong Institute of Education

IB framework of leadership practice

DOMAINS OF KNOWLEDGE

1. Curriculum design and implementation
2. Instructional design
3. Curriculum articulation and coherence

4. IB Assessment strategy, policy and practice
5. Reporting and feedback
6. Evaluating learning

DOMAINS OF KNOWLEDGE

1. Partnerships, networks and alliances
2. Participation and involvement

3. External relations and communications
4. The legal and political environment
5. School parent relationships

IB World School Authorization

KEY PROCESSES

EVALUATION

INNOVATION

IMPROVEMENT

SUSTAINABILITY

CONTEXTUAL LEVELS

Students and their learning

Professional relationships & behaviours that support learning

Schools as learning focused organizations

Working within the wider IB community to support learning

Programme Implementation

DOMAINS OF KNOWLEDGE

1. Creating learning communities
2. Professional development planning and policy

3. Developing leadership capacity
4. Team building and deployment
5. Appraisal and performance

DOMAINS OF KNOWLEDGE

1. Philosophy and mission
2. Strategic planning
3. Policy development

4. Organizational structure and roles
5. Culture and ethos
6. Resources and infrastructure

Leadership

- How useful is the research data for school leaders
- How could you use this sort of data in your school?



<http://www.teachingperspectives.com/drupal/>

Thank you!

Resources:

- <http://www.ibo.org/research/> (website with released studies)
- <http://research.ibo.org> (IERD)
- <http://blogs.ibo.org/positionpapers/> (position papers)
- Q:\Schools Division\Research\Public\Programme Impact
- Regional newsletters, Coordinators' Notes, OCC, etc.

Email: research@ibo.org