

# New Perspectives

## Developments in IB programmes



*Judith Fabian, The Hague, October 2011*

# New perspectives: our new homes

AEM Global Centre



Americas Global Centre



# Strategic plan 2011 - 2016



# Why the IB exists

- Response to the needs of multinational groups of students
- Education for international mindedness
- Education for peace

George Walker, *The Changing Face of International Education*, 2011





# Why the IB is successful

- Student centred
- Holistic
- 3-dimensional
- Collaborative
- Idealistic
- Independent



# Strategic directions for programme development

## Meeting the needs of young people in the 21<sup>st</sup> century:

- Conceptual understanding
- Trans-and inter-disciplinary learning
- Global contexts
- Approaches to teaching and learning
- Multilingualism
- Action/service learning

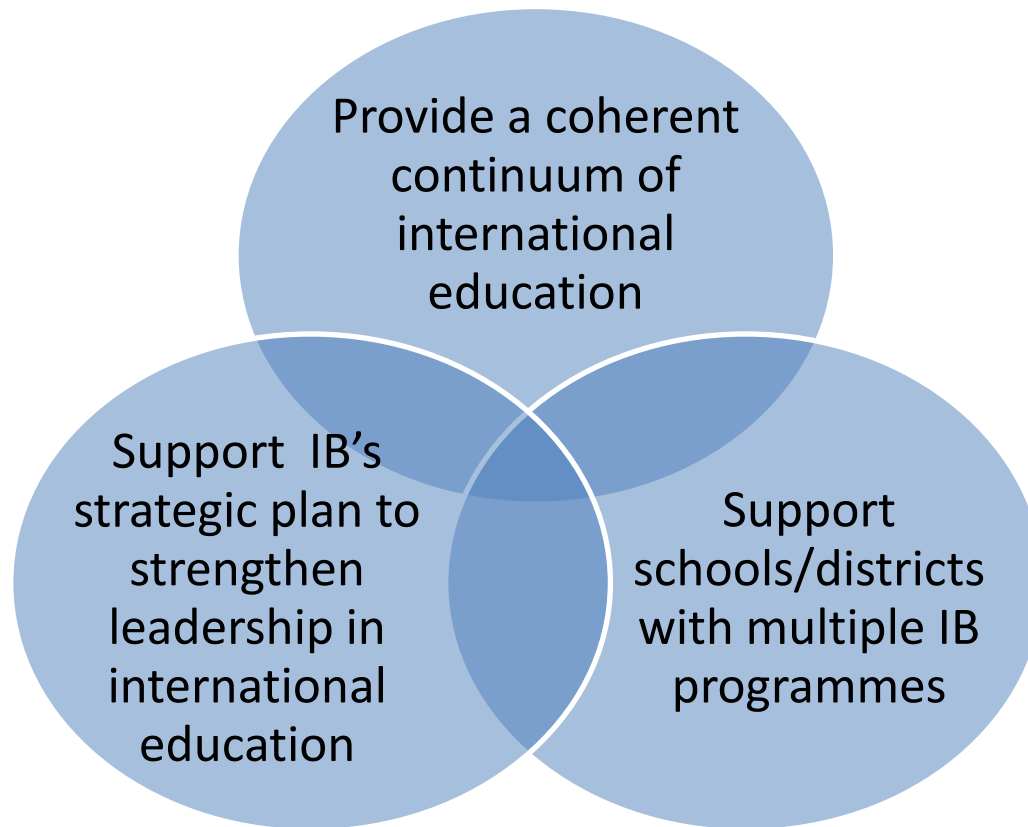
**...what it means to be internationally minded**

## New perspectives

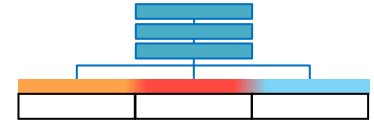
# The continuum



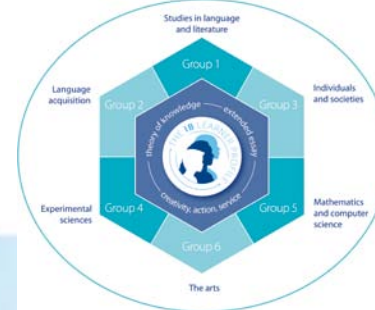
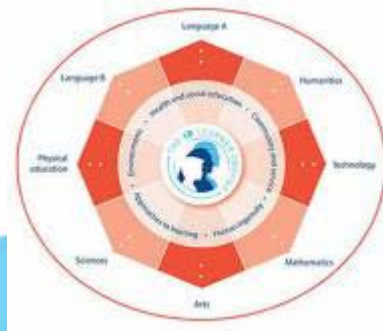
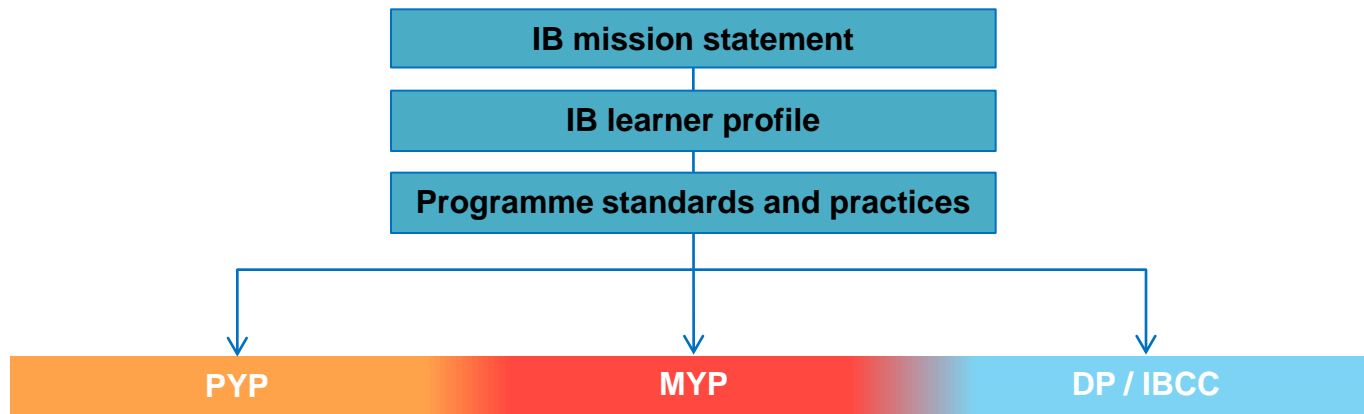
# Need for IB programme alignment







# The IB continuum of education



**CONTINUUM DEVELOPMENT**

*Mathematics: the  
MYP-DP continuum*  
(Nov 2010)

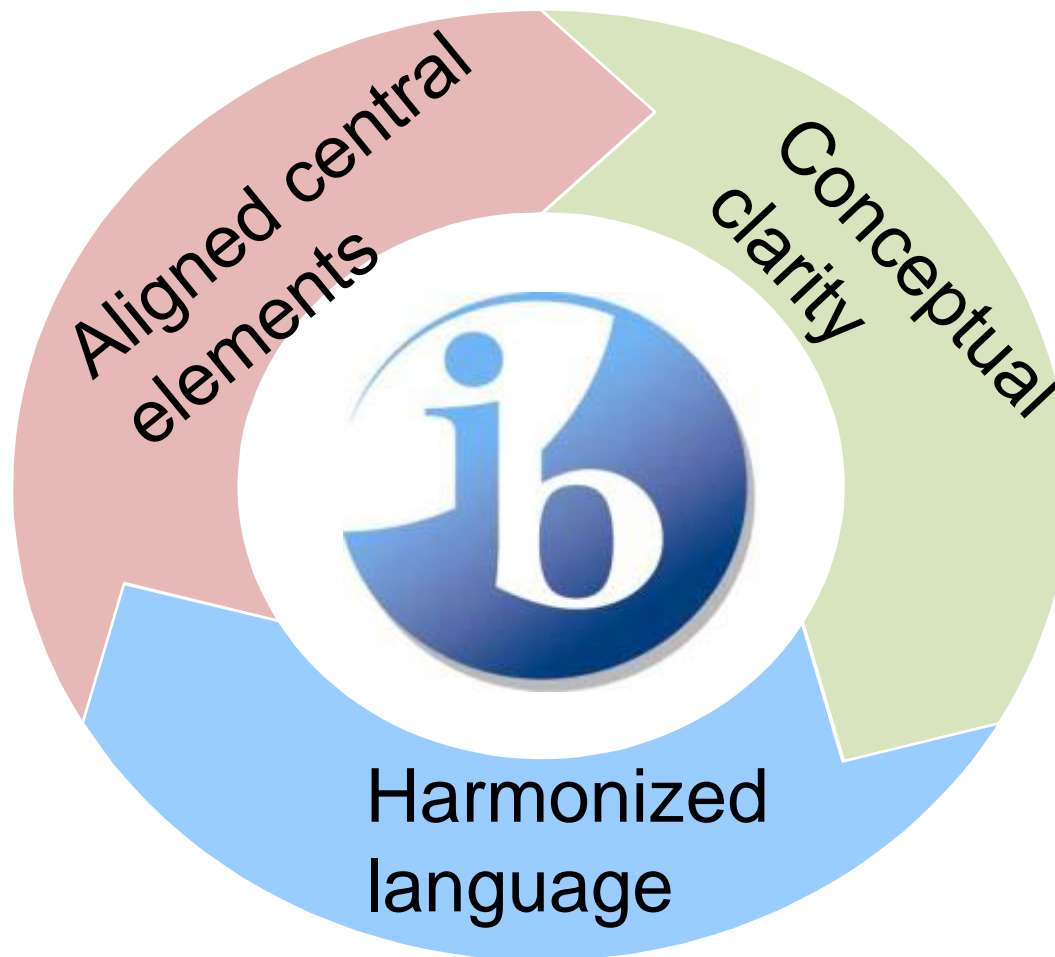
*Science across the  
IB continuum*  
(July 2011)

**New cross-  
programme  
resources**

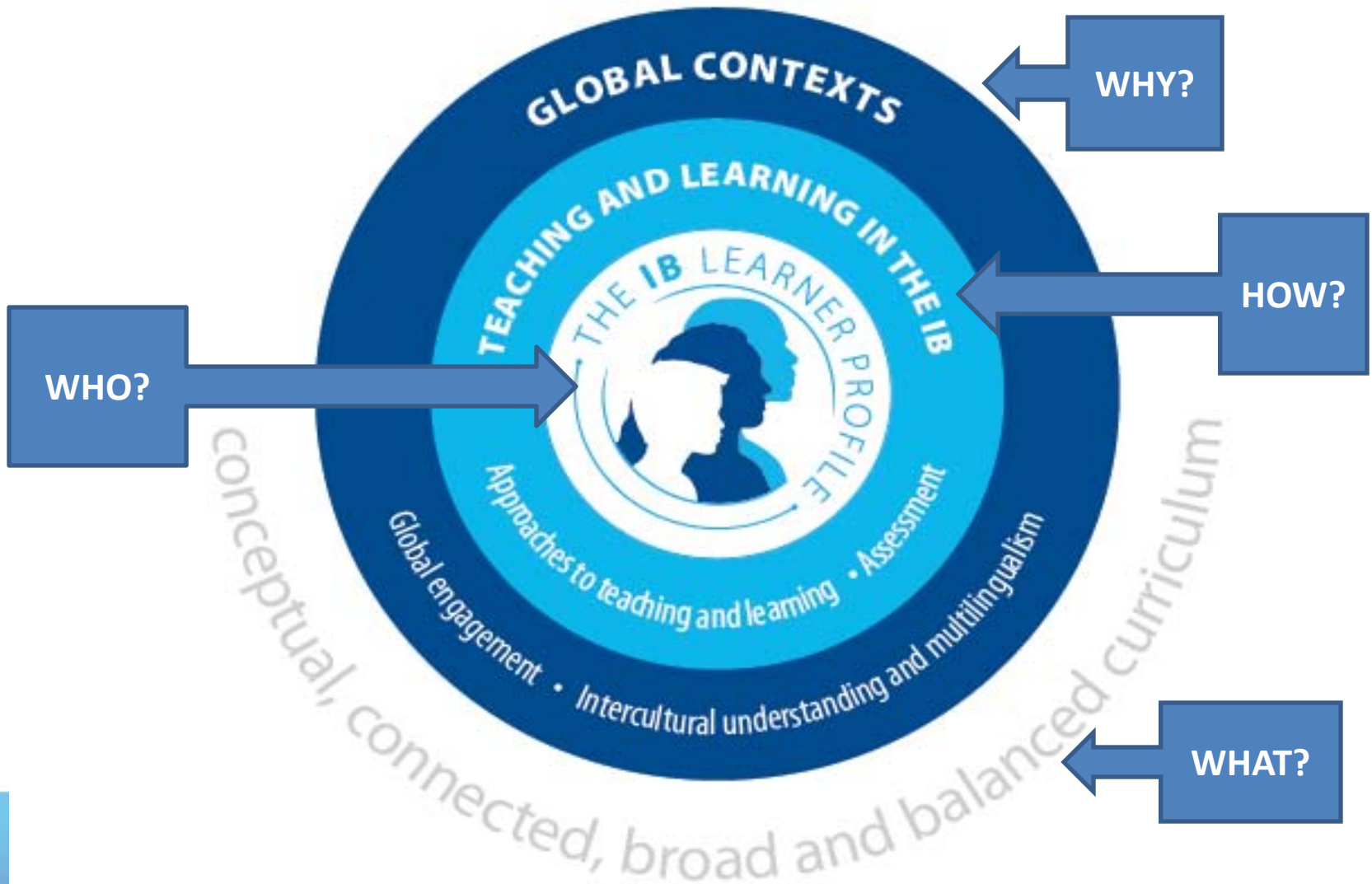
SEN in IB programmes  
(Sept 2010)

*Language and  
learning in IB  
programmes*  
(Sept 2011)

# The IB continuum of international education



# What is the heart of all IB programmes? One suggestion...



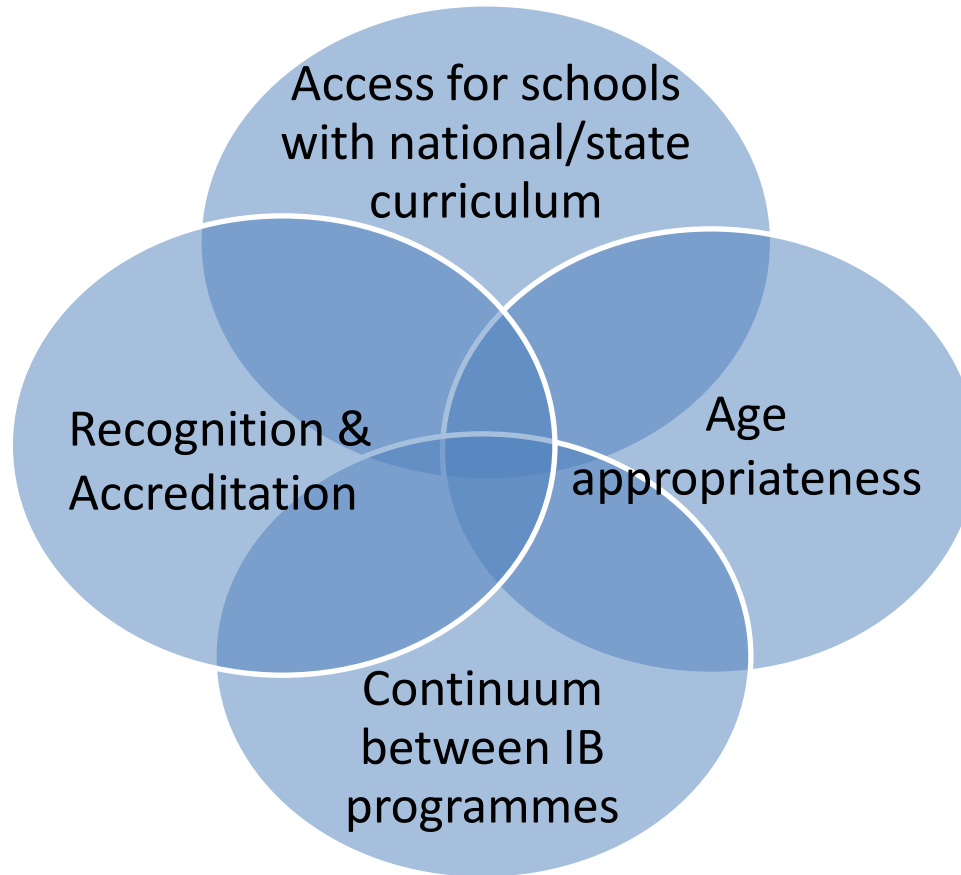
**New perspectives**

# Middle Years Programme

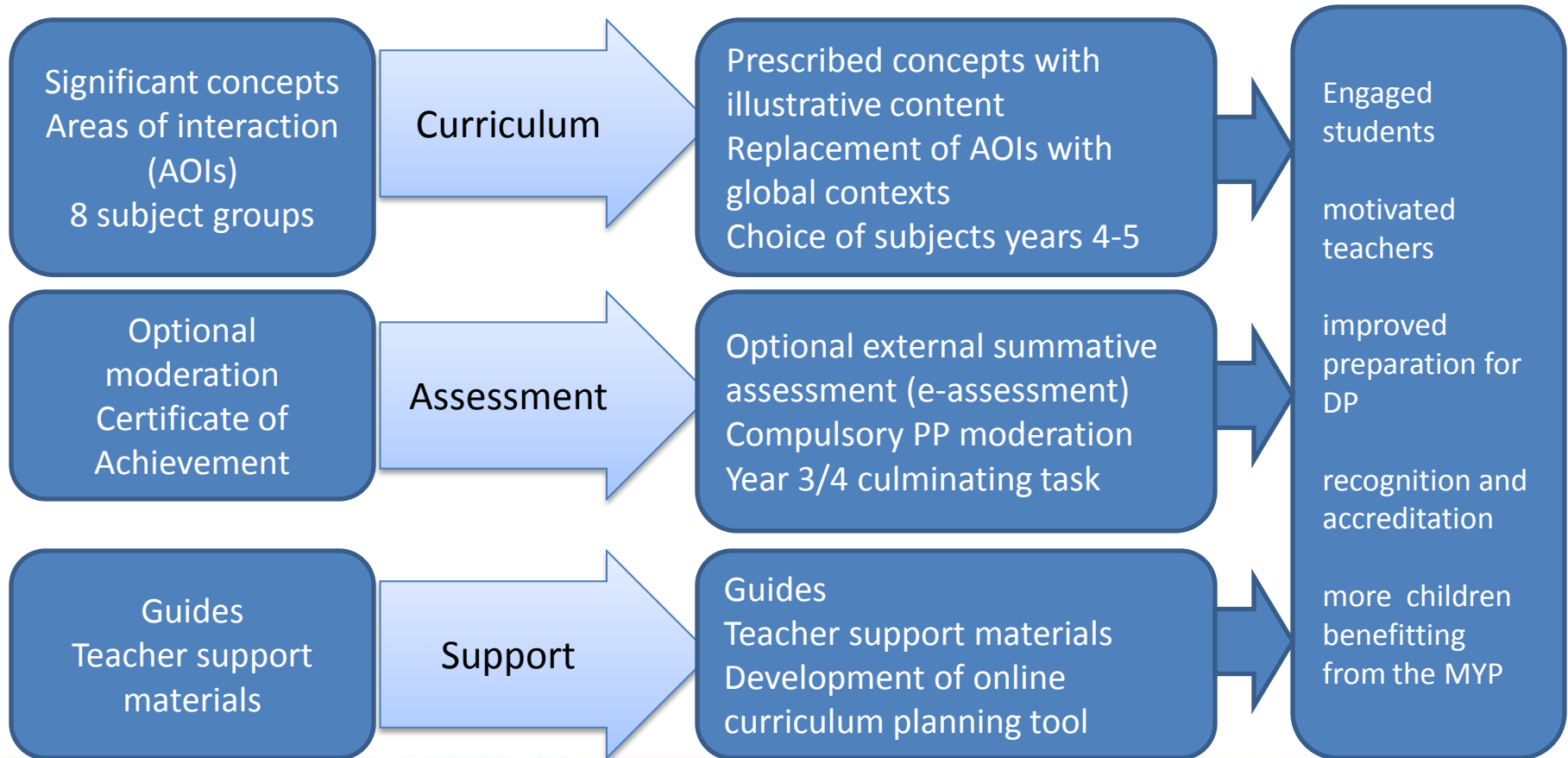




# Key challenges for MYP

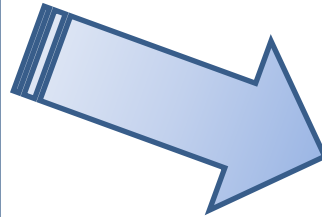


# Summary of key developments



# Assessment in 2014

**Year 3/4:**  
Culminating  
task



**Year 5:**

Mandatory:

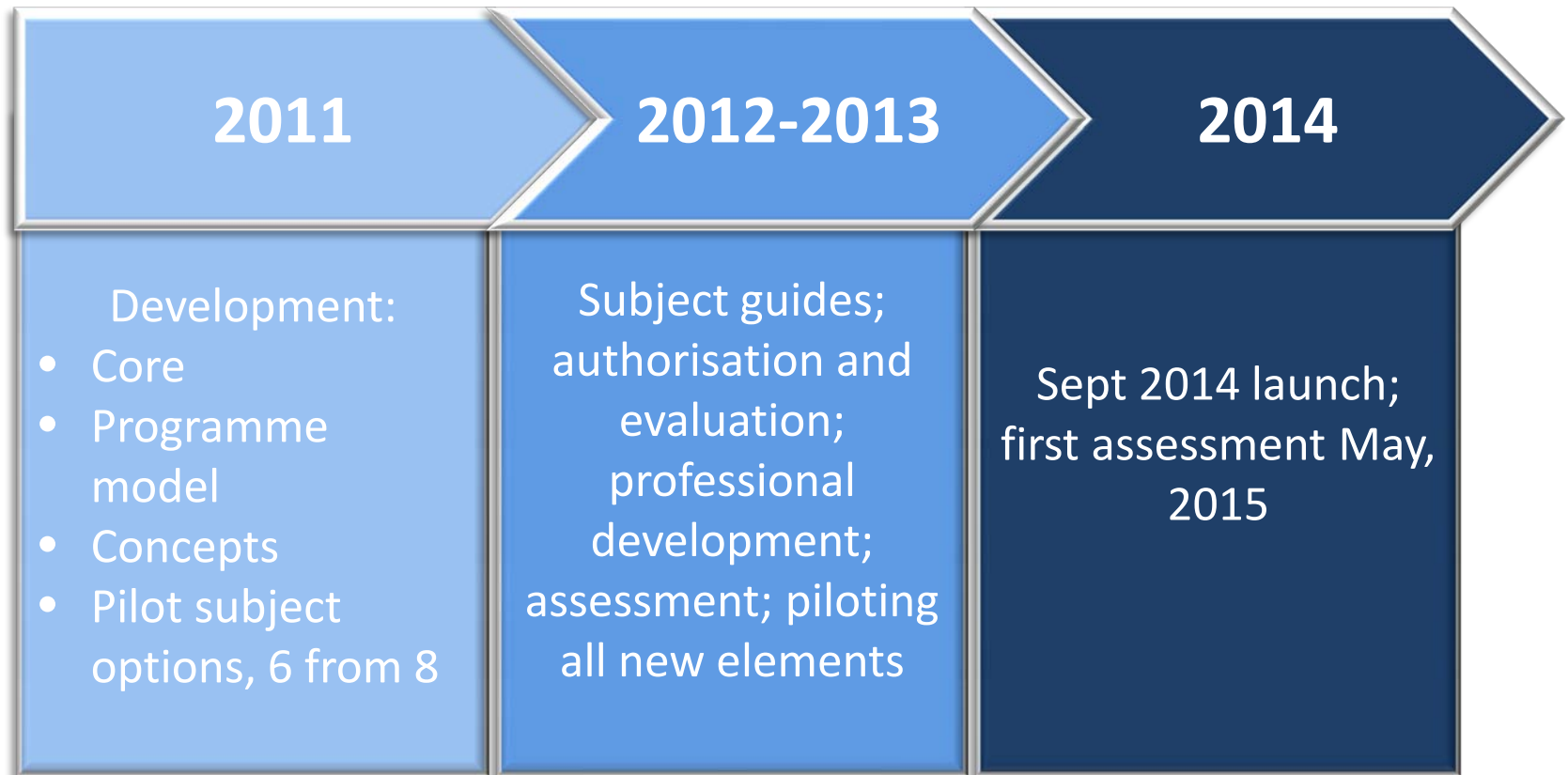
- Moderation of year 5 task

Optional:

- summative assessment
- monitoring



# Timeline



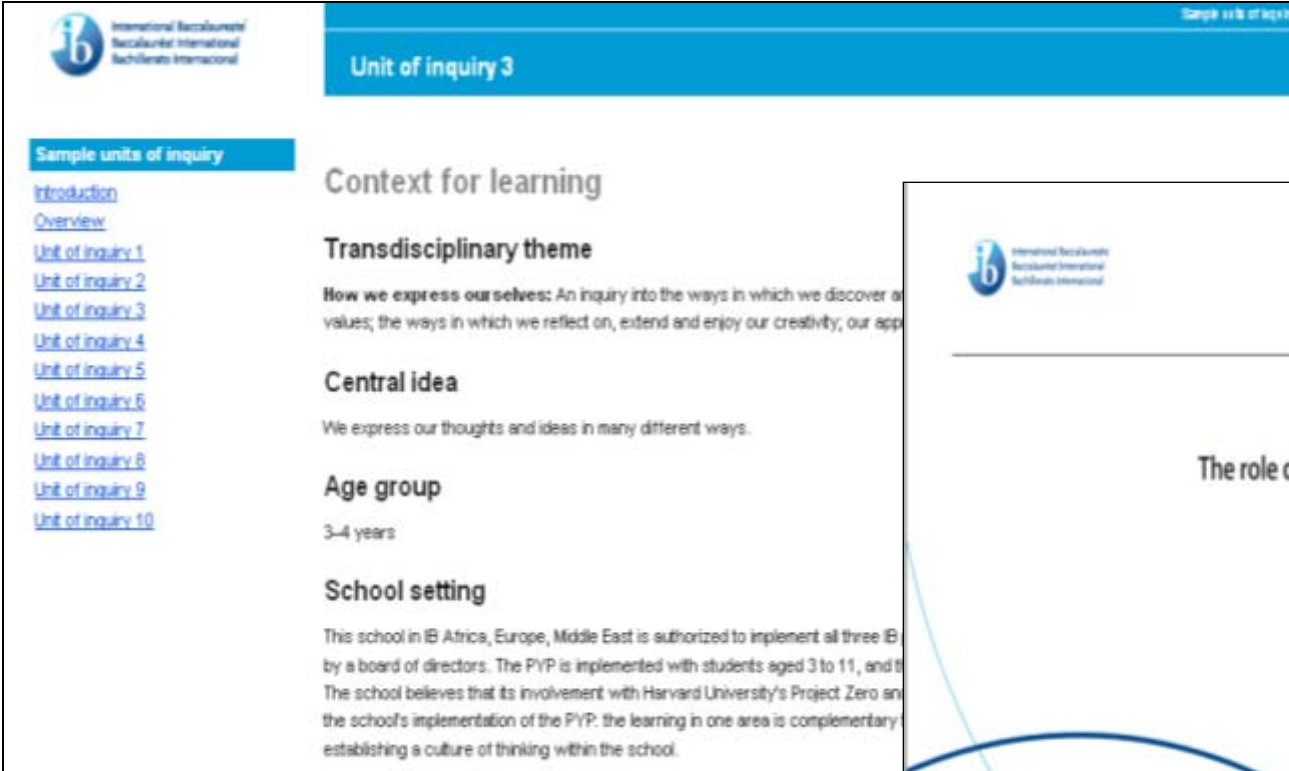
New perspectives

# Primary Years Programme





# Wikis used as collaboration and publication tools



International Baccalaureate  
Baccalaurat International  
Bachillerato Internacional

Unit of inquiry 3

Sample units of inquiry

[Introduction](#)  
[Overview](#)  
[Unit of inquiry 1](#)  
[Unit of inquiry 2](#)  
[Unit of inquiry 3](#)  
[Unit of inquiry 4](#)  
[Unit of inquiry 5](#)  
[Unit of inquiry 7](#)  
[Unit of inquiry 8](#)  
[Unit of inquiry 9](#)  
[Unit of inquiry 10](#)

## Context for learning

### Transdisciplinary theme

**How we express ourselves:** An inquiry into the ways in which we discover our values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the arts; the ways in which we communicate our ideas and feelings in a variety of forms and media.

### Central idea

We express our thoughts and ideas in many different ways.

### Age group

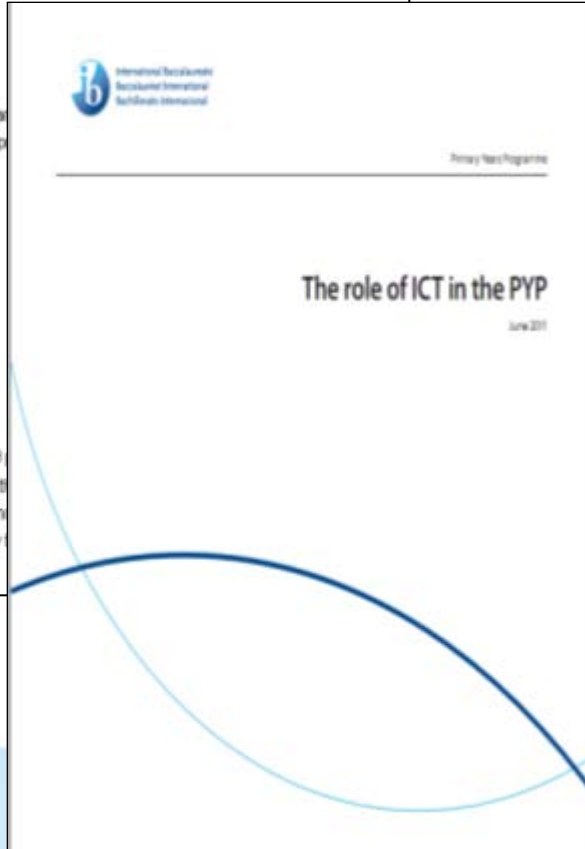
3-4 years

### School setting

This school in IB Africa, Europe, Middle East is authorized to implement all three IB programmes by a board of directors. The PYP is implemented with students aged 3 to 11, and the MYP with students aged 12 to 18. The school believes that its involvement with Harvard University's Project Zero and the school's implementation of the PYP: the learning in one area is complementary to the other, establishing a culture of thinking within the school.

*Sample units of inquiry (2010-11)*

*The role of ICT in a PYP school (2011)*



International Baccalaureate  
Baccalaurat International  
Bachillerato Internacional

Primary Years Programme

## The role of ICT in the PYP

June 2011

# Videocasts

Using videos to support understanding of written curriculum documents

- *Introduction to arts and PSPE videos, February 2010*
- *How to use the PYP planner, March 2012*



# Using blogs to share PYP practice



**Making the PYP happen:**  
*Sharing practices*

Home | About the site | Contributors | How to get involved

## “Looking in the mirror”

BY [KIRSTEN LOZA](#) | PUBLISHED: 29 JULY 2013 | POSTED IN [LEARNER PROFILE](#) | [EDIT](#)

*How does a PYP school develop a community of three year old learners?*

For many three year olds, kindergarten is the first time they have spent any significant amount of time away from their home and family. As teachers we want them to acquire skills that will enable them to socialise, take risks, cooperate and become independent. This is where the PYP curriculum framework is such a complementary document to what we want to achieve.



The PYP learner profile and attitudes are an integral part of our daily program. Some children show empathy towards others when separating from parents by offering a supportive hand. Independence is shown by those children who can unpack their bags in the morning, use the bathroom responsibly and make decisions on what activity to choose. Even at this early stage we can identify the risk-takers, as they attempt the challenges of the outdoor equipment.

**Search this blog:**  
  
Search Search all

**Pages**

- About the site
- Contributors
  - Network name 1
  - Network Name 2
  - Network Name 3
- How to get involved

**Categories**

- Learner Profile
- mathematics

Sharing examples of practice supplied by local associations and networks

(September 2011)

# New perspectives

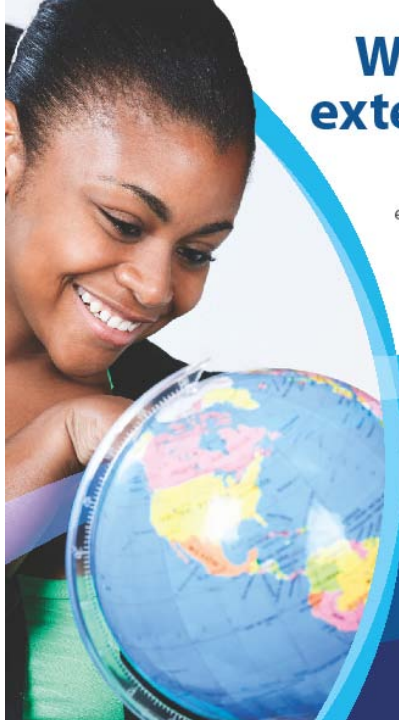
# The Diploma Programme



# The new World Studies Extended Essay

## New EE option 2011/13

- Interdisciplinary
- Harvard Project Zero
- Global issue with a local context
- Emphasis on reflective space
- Challenging for schools and students
- **The only extended essay?**




### World studies extended essay

World studies is available as an extended essay option from September 2011 (for first examinations in September 2013) to all students following the core components of the IB Diploma Programme.

"Through [the extended essay] I was able to use all the knowledge I had gained from a number of subjects and merge them to form a document in an effort to bring about a positive change for the future."

Zilna Shavdia  
Aga Kahn Academy Mombasa, Kenya





# Literature and performance

## Mainstream September 2011

- Pilot course 'Text and Performance'
- Teaching begins in September 2011
- An interdisciplinary synthesis of language A and theatre.
- Essential elements of literature and performance
- A tremendous opportunity for all schools to broaden their offer





# World Religions SL

Mainstream September 2011

- Opportunity to study the nine main religions of the world
- Seeks to promote an awareness of religious issues in the contemporary world
- Students acquire a sense of what it is like to belong to a particular religion
- Introductory unit: exploring five of the nine living world religions
- In-depth study of two religions chosen from six world religions

# Group 6 : Dance HL & SL

## Mainstream September 2011



Pilot school for  
dance:  
Guangya School,  
China



# Sports, Health and Exercise Science SL:

Mainstream September 2012



- Innovative course: scientific background to success in sport
- In tune with the ethos of the IB moral, ethical, social, economic and environmental implications
- Provide opportunities for scientific study and creativity within a global context

# New pilot subject: Global Politics HL/SL

## Pilot for 2012/14

- Four (HL/SL) core units:
  - power, sovereignty and international relations
  - human rights
  - development
  - conflict and post conflict transformation.
- HL students also choose two (of six) options (e.g. international security).
- Scheduled for 1<sup>st</sup> teaching September, 2016.





## A new Group 4 SL Course?

A new SL science and technology course for the vast majority of students who will need to understand scientific issues arising in their lives, upon which they will need to make reasoned judgments



# Diploma: summary of new courses

- **World Studies extended essay** 2011
- **Literature and performance** (interdisciplinary Groups 1 and 6) 2011
- **World religions** (Group 3) 2011
- **Dance** (Group 6) 2011
- **Sports, exercise and health science** (Group 4) 2012
- **Global politics** (Group 3) - piloting from 2012; mainstream 2016

**New perspectives**

# **IB Career-related Certificate (IBCC)**



# IB Career-related Certificate (IBCC):

- An alternative pathway for 16 – 19 years olds
- Collaboration between the IB and schools wishing to provide a vocational / career-related option for students

**Minimum of 2 IB  
Diploma Programme  
courses**



**IB core: approaches  
to learning; reflective  
project; community  
service; language  
development**

**Recognised  
vocational  
qualifications offered  
by school**

**Open to all IB World  
Schools from  
September 2012**

# IBCC: collaborations

- The IB is actively pursuing a policy of aligning with key career-related qualification providers
- These presently include:
  - **National Academy Foundation** (USA): hospitality and tourism, IT, finance, and engineering
  - **Project Lead The Way** (USA): engineering and biomedical STEM courses
  - **BTEC** (Global): hospitality, business, health and care, environment, media and public services
  - **International School of Finance** (UK): financial services

# New perspectives

## DP courses online





# DP courses online

## *Increased access and greater educational opportunities*

- Extend subject choice for students in IB World Schools
- Enable students who cannot attend IB World Schools to benefit from an IB educational experience
- Create international and intercultural classrooms in ways which cannot be envisaged in many schools
- Enable students, increasingly socialized in the digital world, to develop 21st century skills that will equip them for life after school



Connecting people with technology,  
<http://www.impactapplications.com/>

# Online courses for September 2011

## Group 2



## Group 5



## Group 6



## Group 3



# DP courses online: extending access to external students

Opportunities and support structures: hub and spoke model



 - Open World School

 - external student

- Existing IB World Schools
- Accepting applications soon
- Notification Jan. 2012
- Beginning Sept. 2012

[dp.online@ibo.org](mailto:dp.online@ibo.org)

(Source: <http://www.allthingsdistributed.com/images/globe-europe.jpg>)

# New perspectives

*“International education must be exceptional – the zenith – and the IB must lead this charge. Becoming truly global will entail learning from the best in the world, taking and synthesizing from all over and then applying that knowledge for the improvement, through education, of the planet and its inhabitants.”*

Malcolm McKenzie, Chapter 10, *The Changing Face of International Education*, 2011