

History of the IB & issues for the future

IB AP Regional Conference
Singapore March 2010

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Deputy director general

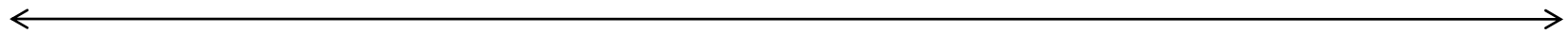


PAST

Education trends ... by the 1960s

Traditional

Progressive



- memorisation
- same content for all
- IQ tests
- didactic
- teacher centred
- academic intelligence
- machine-scored tests
- translation (languages)
- closed classrooms

- reflection, analysis
- student choice
- range of skills testing
- constructivism
- child-centred
- whole child
- « project » method
- AV & AL (languages)
- open plan rooms.

Influential people ... by the 1960s

- A.S.Neill, « Summerhill » 1960: students developing naturally without constraints
- John Dewey 1896 lab schl, Univ of Chicago: tapping the natural curiosity of students
- Jean Piaget, developmental psychology (IBE director 1929-67): academic intelligence...
- Jerome Bruner (*The process of education* 1960): students as active problem solvers
- ...

Important years

- 1951
- 1962
- 1968
- 1976 → 1977
- 1994
- 1997

International Schools Association (ISA) [established 1951]

Objectives to:

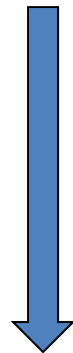
- encourage cooperation between international schools
- facilitate research work on educational issues
- promote international understanding and world peace
- establish a curriculum that would facilitate university entrance.



Diploma Programme

Beginnings – 1962

- International Schools Association (ISA) conference of teachers of social studies in international schools - IS of Geneva 1962



recommended

- International passport to higher education to be called “international baccalaureate” (report of the ISA consultant Bob Leach)

The IB in the 1960s...



Why?

Practical:

- Widely recognized university entrance qualification

Visionary:

- Promote international perspectives, understanding, communication and intercultural competence

Pedagogical:

- Critical thinking and problem-solving skills
- “learning how to learn.”

Robert Leach (IS of Geneva)

1962: Contemporary history syllabus and exam

Critical enquiry in history teaching:

- do not expect reassurance for holding conventional or closed opinions
- challenge accepted views
- dissect and weigh the issues “in whatever universal scales the teacher may find immediately useful”
- be prepared to retreat from entrenched positions
- appreciate and analyze multiple perspectives.

(Robert Leach *International schools and their role in the field of international education* Pergamon, 1969)



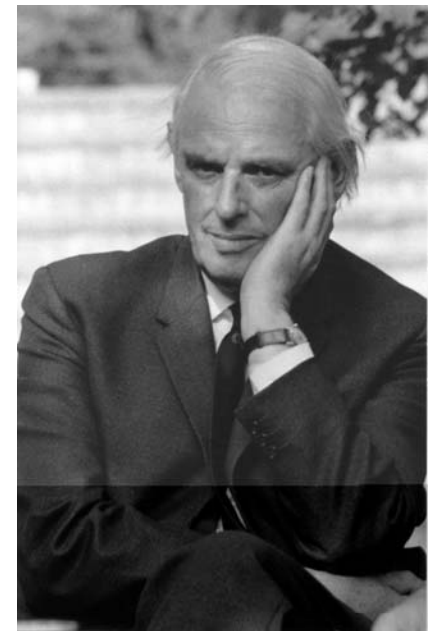
This pedagogy was applied to all IB diploma subjects and later to the MYP and PYP.

Alec Peterson – curriculum reform

1960 Oxford Department of Educational Studies report: *Arts and Science Sides in the Sixth Form*

↓
closely resembled


Philosophy, structure, content and pedagogy of the IB Diploma Programme 1962 +



Alec Peterson

Arts & Sciences in the Sixth Form

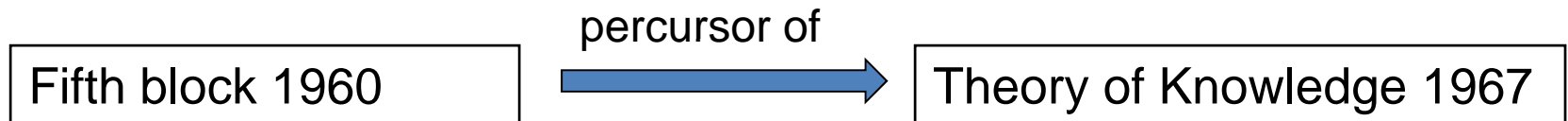
Key ideas on structure and content for the new Sixth Form:

- broader education with some degree of specialisation
- ethics in science
- humanities specialists to know about the beauty of mathematics
- critical analysis and learning to learn rather than encyclopaedic knowledge and memorisation
- 3 specialised subjects  four, spread over humanities and sciences.

Arts & Sciences in the Sixth Form (contd)

- Fifth block of time:
 - religious and physical education
 - the creative arts
 - a new course (60 hours) to enable students to 'make a unity' of their whole learning experience.

The fifth block to include “a course, similar to the best and not the worst of the *classes de philosophie*, on the methodology of the subjects.”



Theory of Knowledge (TOK)

French ministry: could not agree to a baccalaureate without compulsory philosophy

Anglo-Saxon: philosophy is for university level.

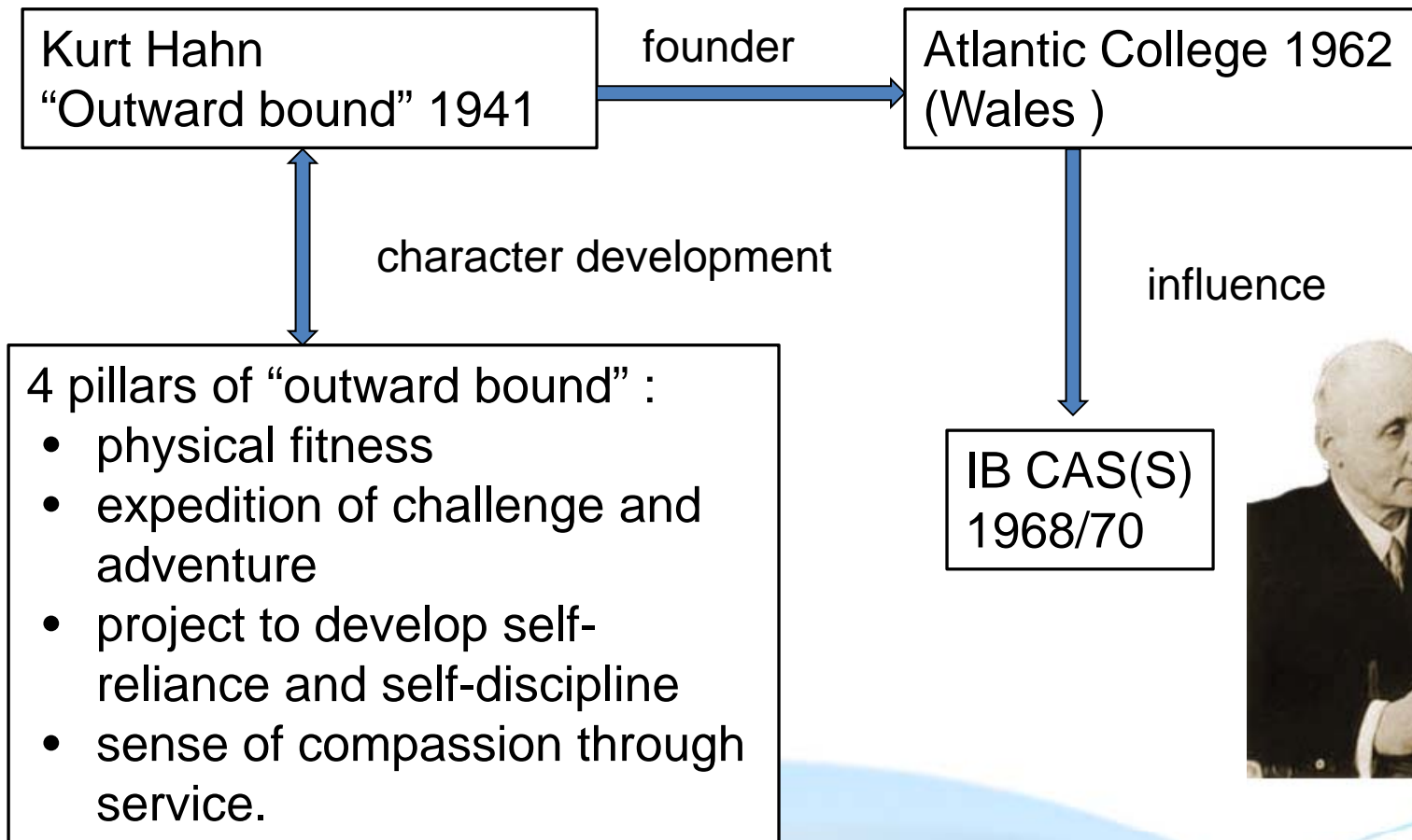
Inspecteur Tric and Renaud came up with the compromise of compulsory TOK

1967: TOK accepted at the Sèvres (Paris) IB curriculum conference

TOK:

- explored connections between different branches of knowledge
- encouraged students to reflect critically on their experiences
- provided a unifying, reflective and transdisciplinary subject for the IB diploma.

CAS – creativity, action, service



Extended Essay

1967/70

“Independent work” =
extended essay or field
work in each HL subject
1967/70



1974

One extended essay “or project
work” in one of the six subjects.
Graded by teacher, then external
examiner → optional questions to
students for oral response

IB = educational reform

The IB project attracted leaders of educational reform in their own country who “welcomed both the opportunity to meet with like-minded colleagues and the freedom to establish programmes unhampered by the necessity to compromise with the conservative traditions in national systems.” (Peterson 1972 p14)

Middle Years Programme - MYP

ISA discusses a pre-IB programme

An ISA conference at Moshi IS, Tanzania in 1980

The needs of the child in the middle years of schooling (ages 11-16) - recommended the development of a pre-IB course for three reasons:

- Need for programme leading to the IB diploma
- Need for credible international school leaving certificate
- Need for internationally accepted programme for transfer students to and from international and national systems.



The Moshi conference identified the following needs for 11-16 children:

GLOBAL NEEDS – communication; skills; structure and organisation; themes (technology, moral education, environmental education)

INTELLECTUAL NEEDS – academic learning; application of knowledge; critical thinking

PERSONAL NEEDS – emotional; ethical

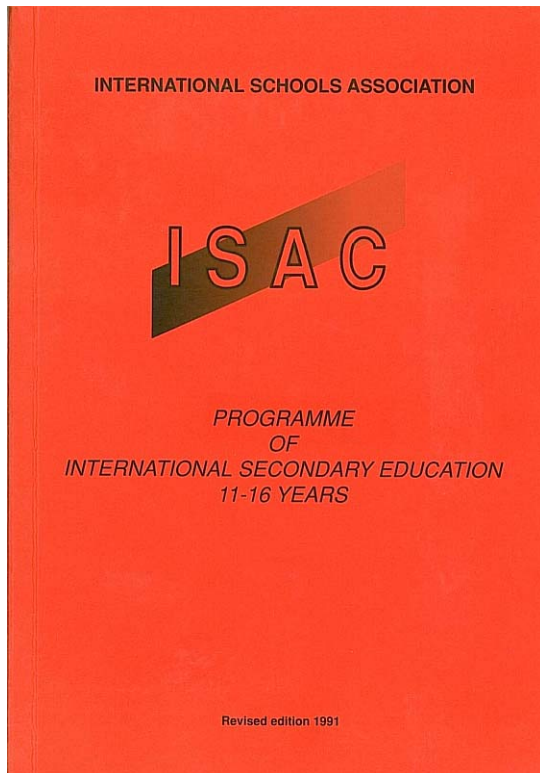
PHYSICAL NEEDS – health; activity; recreation; relaxation; practical

CREATIVE NEEDS – practical; aesthetic

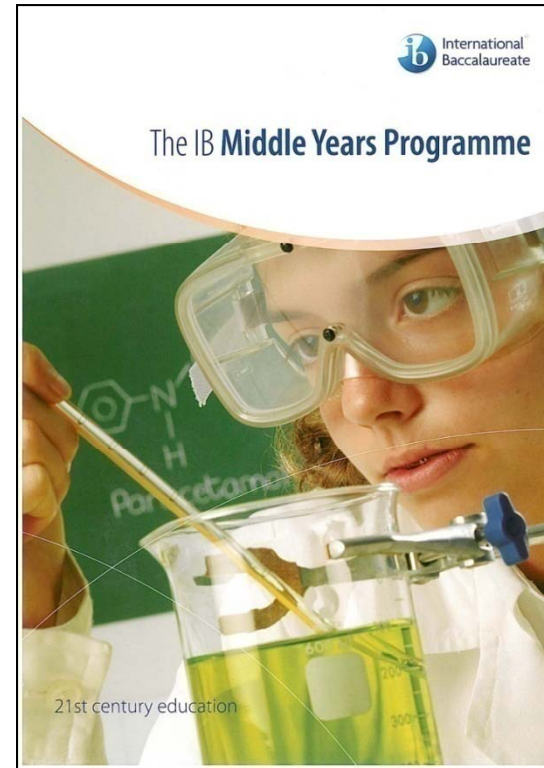
SOCIAL NEEDS – relationships.

ISA → IB

1992 - IB officially takes over responsibility for ISAC



1994 – offers the Middle Years Programme (MYP).



Primary Years Programme - PYP

Primary Years Programme (PYP)

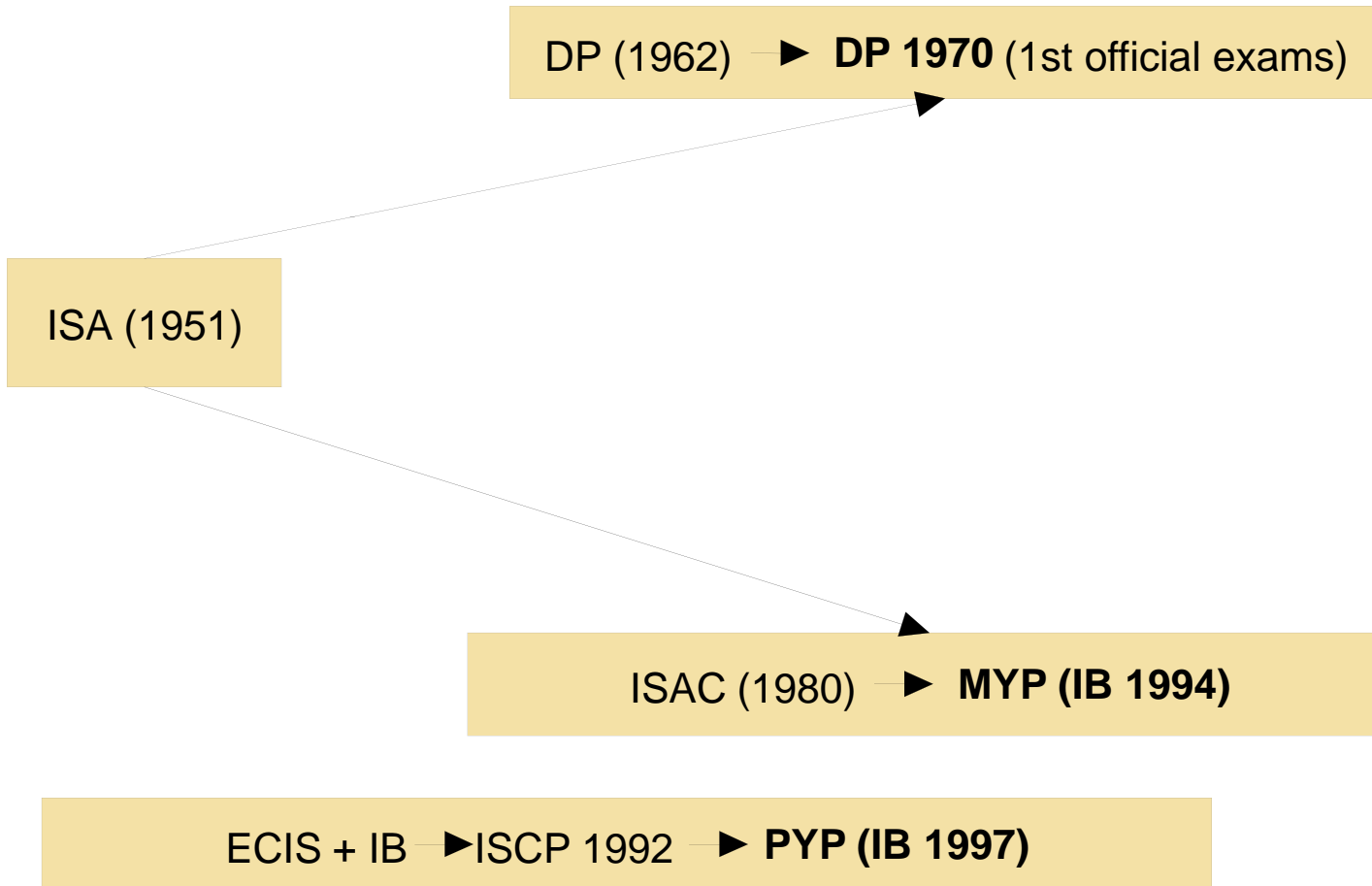
Idea first discussed: 1990 ECIS (European Council of International Schools) conference, Rome.

Next ECIS conference: 1990 Vienna IS – those interested agreed to meet:

March 1991: IS of Amsterdam ; October 1991: Vienna IS

1992: Frankfurt IS - steering committee led by Kevin Bartlett (Vienna IS) produced a mission statement for the International Schools' Curriculum Project 3-12, or ISCP.

Origins of the three programmes



PRESENT

School types

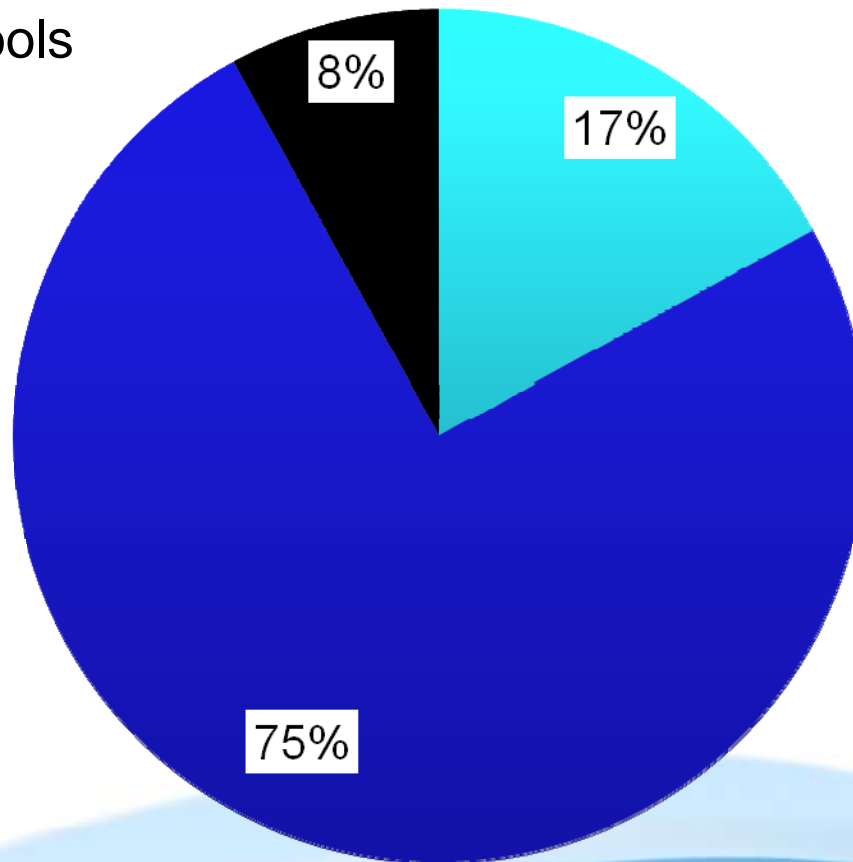
International (private): multicultural, transient students; may service employees of UN agencies, embassies, multinational companies; includes UWCs; tuition fees

National private: majority of students from the country where the school is located; tuition fees

State (public): part of, and funded by, a government education system; majority of students from the country where the school is located; teachers are civil servants; no tuition fees.

THE BEGINNING: school types - 1971

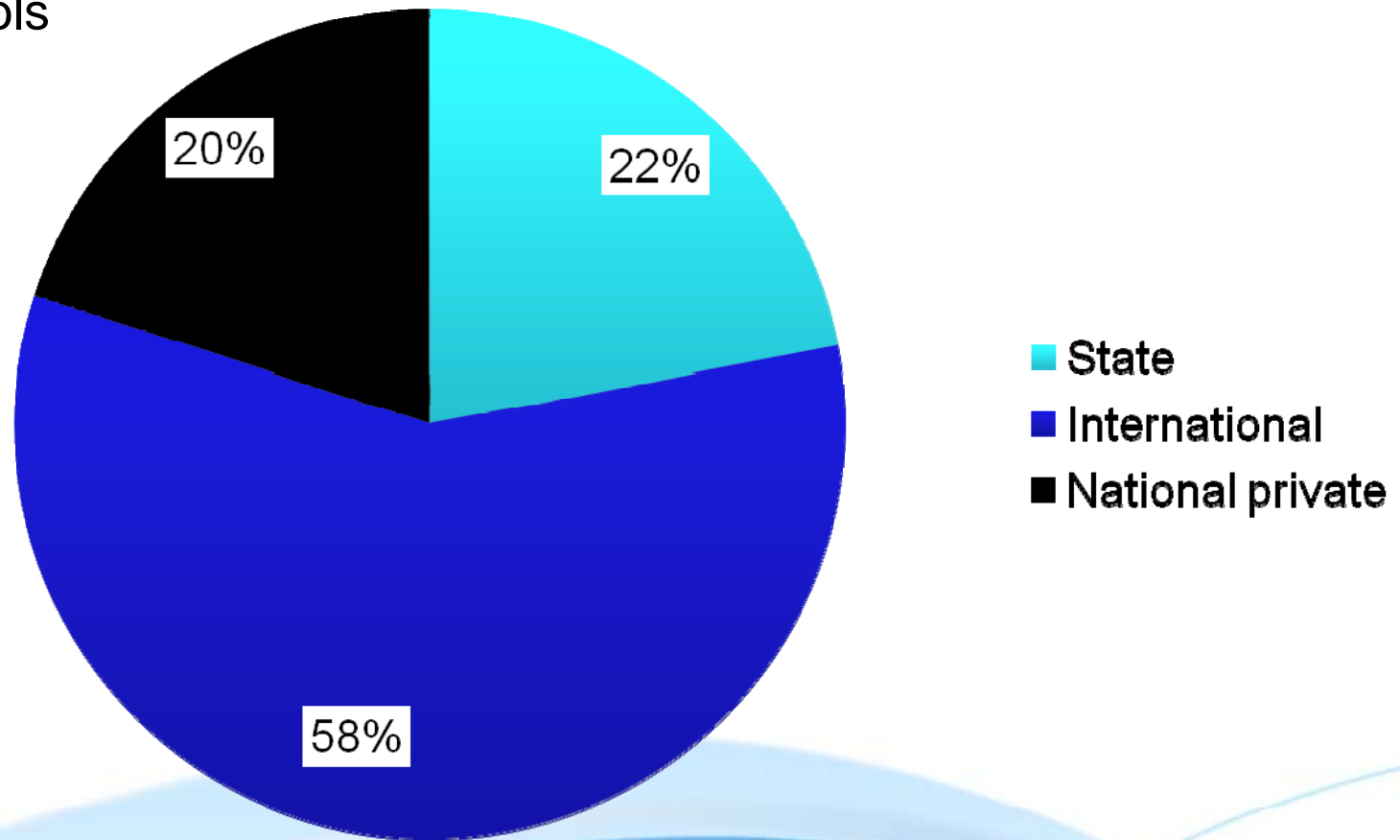
12 schools



-  State
-  International
-  National private

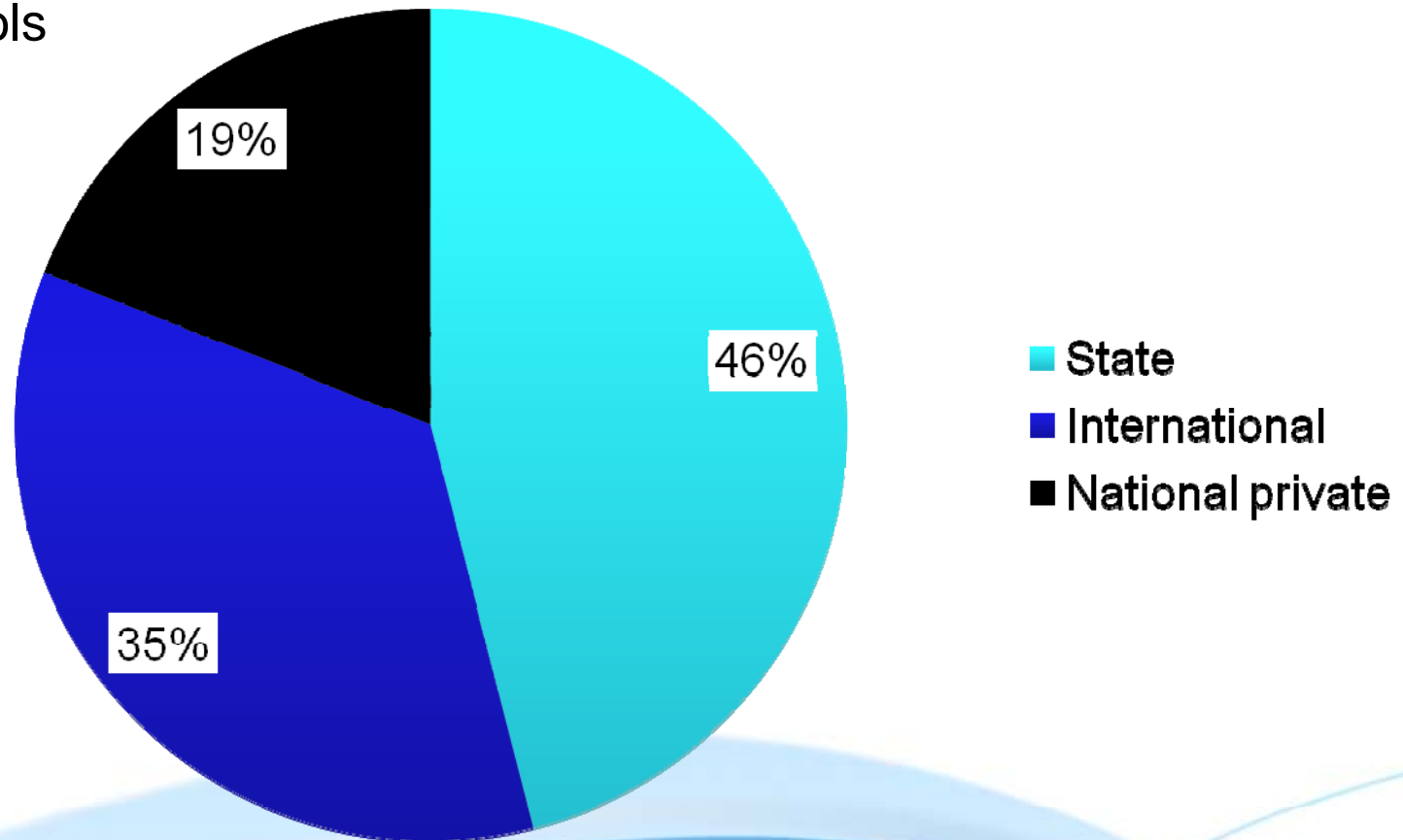
THE PAST: school types - 1979

90 schools



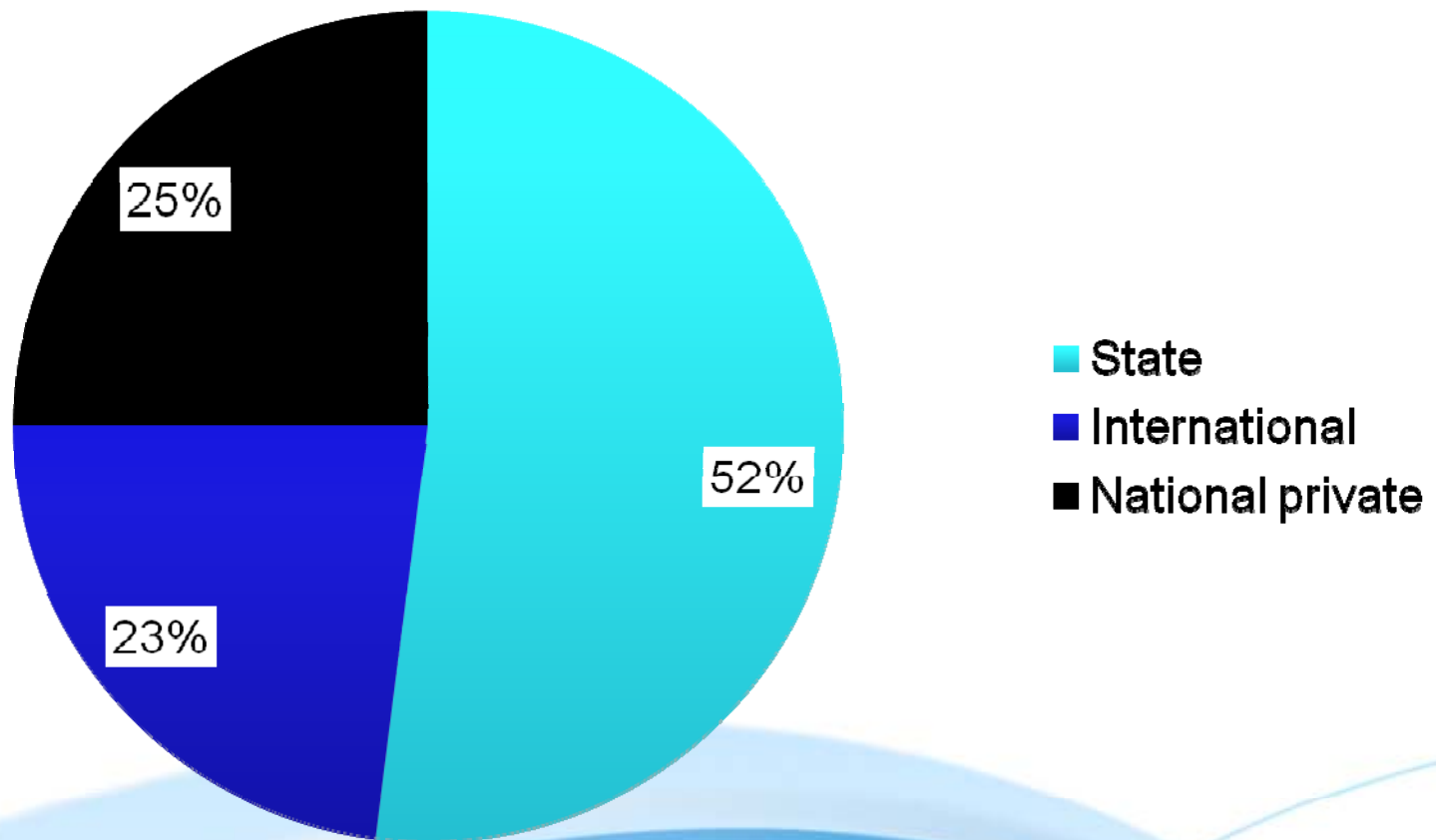
THE PAST: school types - 1989

283 schools



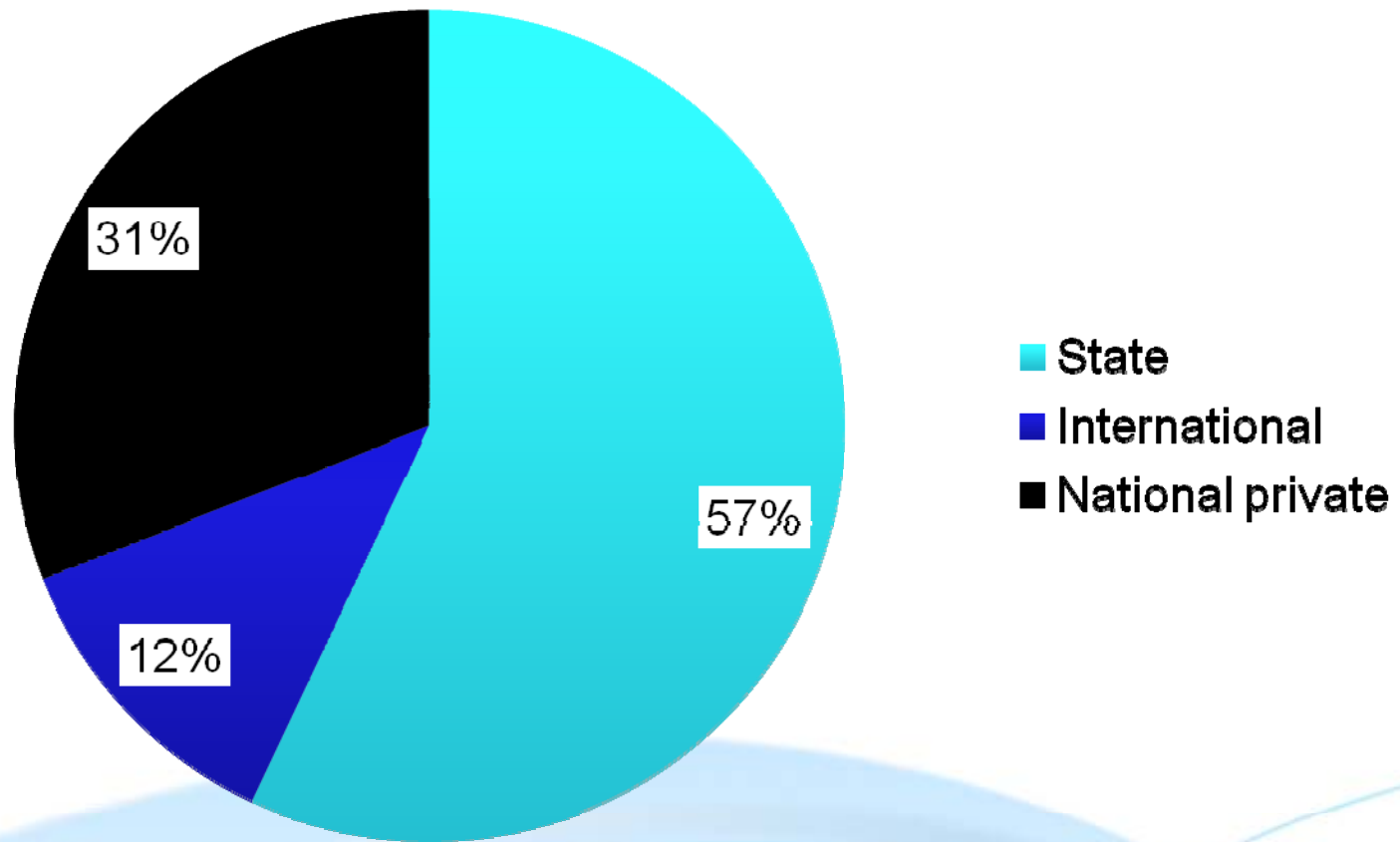
THE PAST: school types - 1999

950 schools



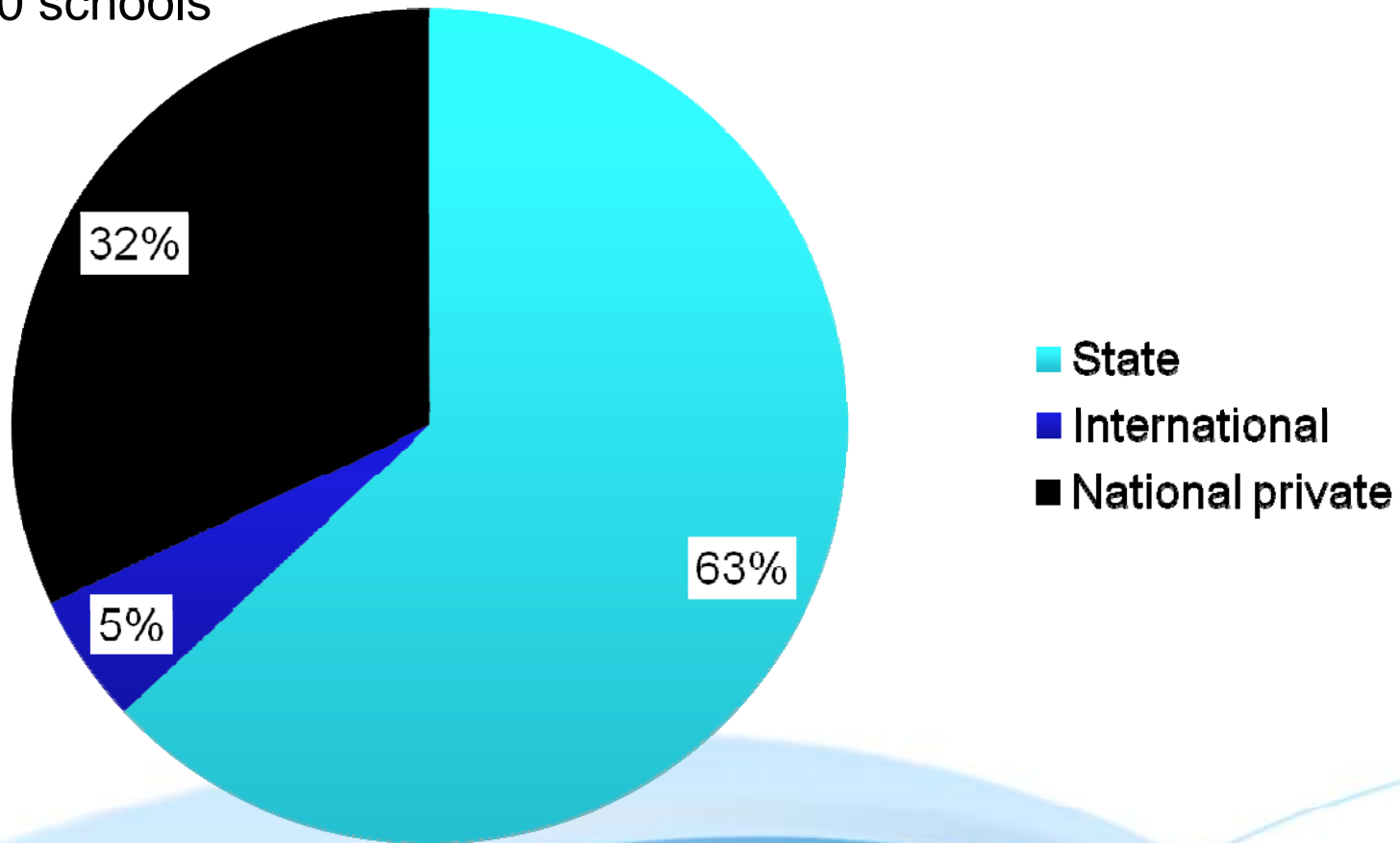
THE PRESENT: school types – 2009

2,747 schools



THE FUTURE: school types - 2020

10,000 schools



IB evolution: 1979 - 2009

1979

- Majority int. schools
- 1977 HSA formed: 65 schls
- \$ 8 million
- Only DP
- PD f2f workshops
- DP taught only in physical schls
- IB schl associations: 0
- IB schl groupings: 1
- Recognition restricted
- Eng, Fr

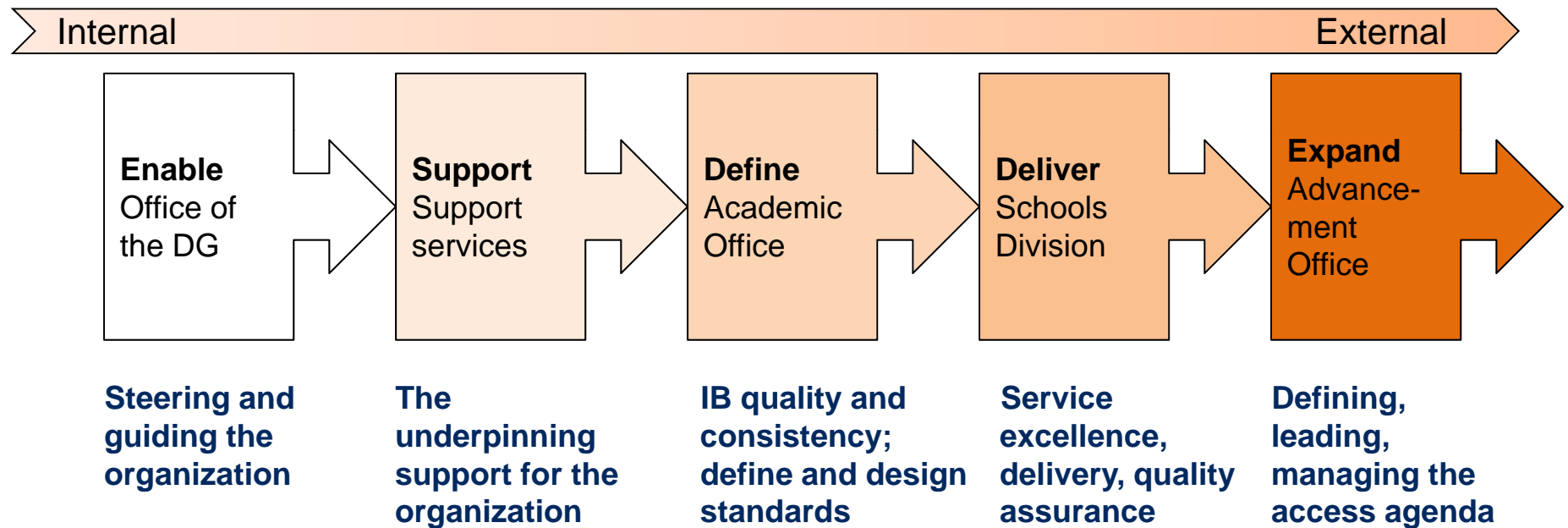
By 2009

- Majority state schls
- HSA 3,000 schls
- \$ 100+ million
- 1994 MYP, 1997 PYP, 2009 IBCC
- +on line PD, IB Teacher Award (10 univs)
- DP online for students
- IB schl associations: 51
- IB schl groupings: 14 +US districts
- Recognition by many universities
- Eng, Fr, Sp, Chinese, Arabic, Turkish, Russian ...

FUTURE

New management structure

Clear roles and responsibilities, aligned to core activities



Schools division

- Global centres to bring schools closer to the IB
- Aligning authorization/evaluation standards
- Expanding teacher PD options
- Validating programme effectiveness through research
- Communicating with schools in a more coherent way



Academic office

- DP online—new partnership and expansion of courses
- IBCC—plan to mainstream by 2012
- Increasing interdisciplinary learning
- Piloting new PYP service: monitoring programme of inquiry
- Increasing alignment of the three programmes
- Review of programme standards and practices

Assessment

- Assessment policy development & quality: focus on quality, standards, development and ongoing research
- Assessment operations:
 - E-marking pilot November 2009 (ECMS)
 - Delivery of high volume assessment processes
 - Priority to ensure IB students receive accurate and timely results

Advancement

The IB aims to create/provide access opportunities so that more students are able to benefit from a high quality, international educational experience



Advancement (Contd)

- Gates Foundation grants
- Aga Khan Academies
- Aceh and Cambodia—interactive teacher training projects
- Sri Lanka: early childhood care and development project
- KFF project

The IB in 2020 ...

- 10,000 schools & 2.5 million students
- PYP is the largest programme (schools & students)
- All DP students take some courses online.
- All teachers take some or all PD courses online.
- IB teacher awards (120 universities)
- IB school associations: 150.

The IB in 2020 (contd)

- \$500 million turnover
- The last hand written DP examination essay was assessed May 2018 and framed for posterity
- Continuum k-12: flexible entry & exit points
- New school entities: open, world communities, virtual
- More school groupings: Aga Khan, Dubai groups, SEK, SEBIQ, US districts
- IB programmes in 20 languages.

Issues for the future

- Planned growth
- Growth vs quality:
 - authorization/evaluation
 - assessment reliability
 - teacher training
- Communication – one login, one point of entry
- Volunteers – how far can we go?
- Leveraging IB World School Associations
- Curriculum development vs recognition.

Our purpose towards 2020

Education for a better world

2020 vision: capability
building

Align global standards,
practices, delivery of services

Leverage technology,
partnerships

Ultimately, in order to live up to our mission, we aim to better serve and support the growing number of IB World Schools, students and their communities.