

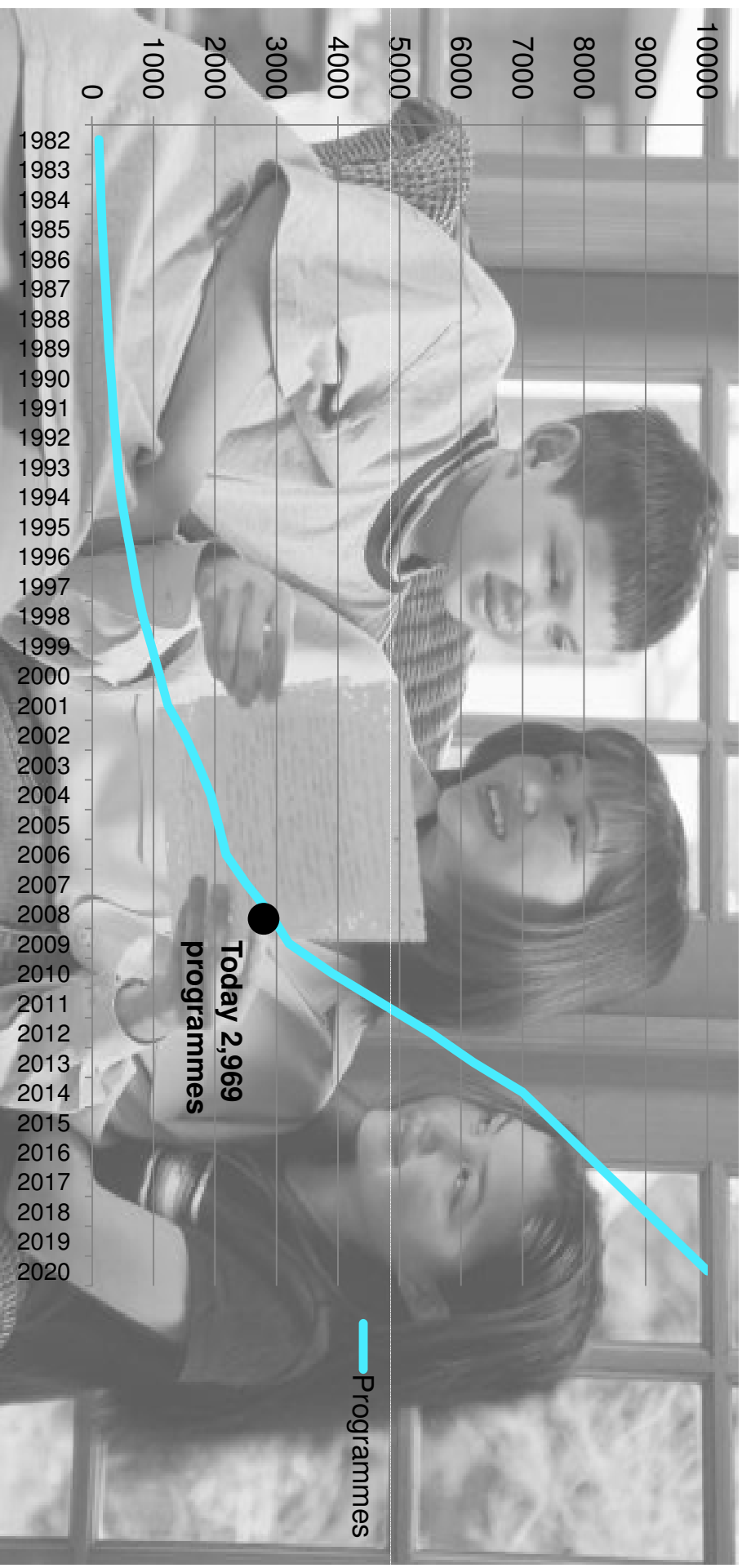


International[®]
Baccalaureate

Vision 2020:

Developments in IB programmes

Where IB is going?



Growth and change

Increasing diversity of schools, languages, students, teachers

Opportunities:

- More services and programme offerings
- More dynamic, enriched community

Challenges:

- Maintaining quality
- Maintaining a close community

Educating young people for life in the 21st century

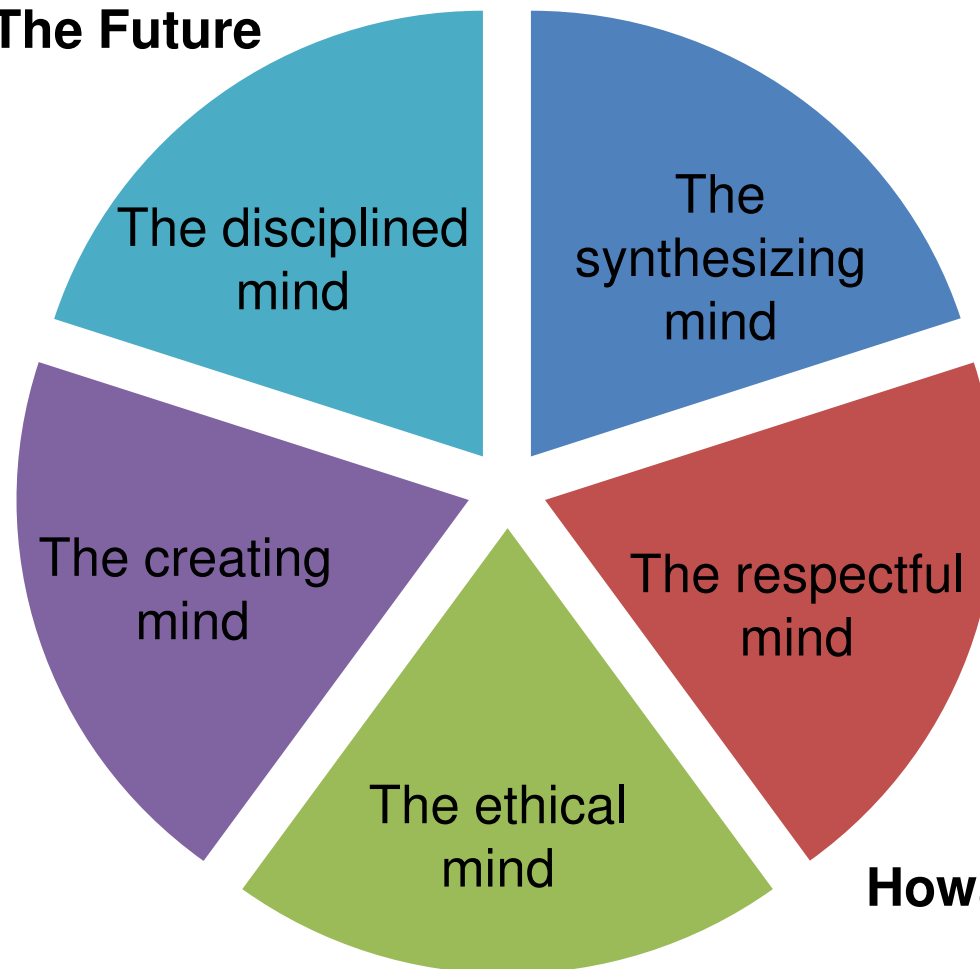
The educational challenges of the 21st century

“It seems that rapid change is our only constant”

“Teaching for the unknown”

The educational challenges of the 21st century

Five Minds For The Future



**Howard Gardner
2006**

The educational challenges of the 21st century

“We have to start educating people to think responsibly for themselves and to recognise the connections between phenomena...” something that our specialists and leaders “until now seem to be incapable of comprehending.”

John Abbott and Heather Mactaggart, *Overschooled but Undereducated*,
21st Century Learning Initiative, 2009

Where we have come from

“I regard it as a foremost task of education to ensure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial and, above all, compassion.”

Kurt Hahn, 1936

Where we have come from

“ There is more to us than we know. If we can be made to see it, perhaps for the rest of our lives we will be unwilling to settle for less”

Kurt Han
www.kurthahn.org

Where we have come from

“.. to develop to their fullest potential the powers of each individual to understand, to modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic and spiritual aspects.”

Alec Peterson

First Director General and co-founder of the IB

Where we need to go

“To meet the demands of contemporary societies wisely, young people of today must become able to navigate growing international interdependence, participate actively in the local and global sphere, understand the environment and its sustainability, care for mind and body and wellbeing and become reflective learners in dynamic knowledge societies.”

Veronica Boix-Mansilla
Harvard Project Zero

Where we need to go

Communicators

Inquirers

Knowledgeable

Caring

Principled

Open-minded

Thinkers

Risk-takers

Balanced

Reflective

Developments in IB programmes: themes

Strengthening the continuum

MYP and DP assessment: digitalisation and improved reliability

Increased research

Inter- and trans-disciplinary teaching and learning

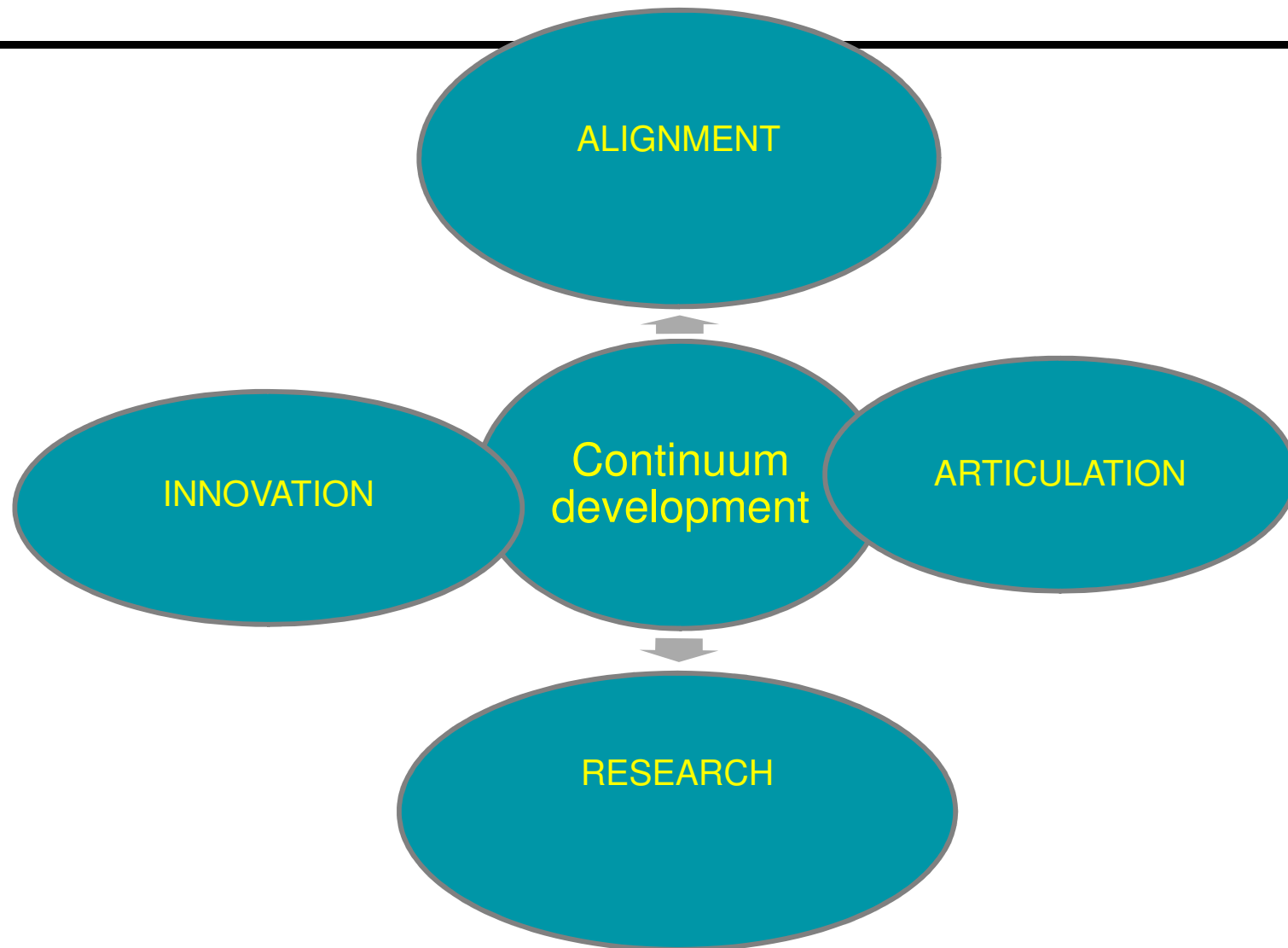
New technologies

Improved curriculum development processes and products

Vision 2020

The continuum

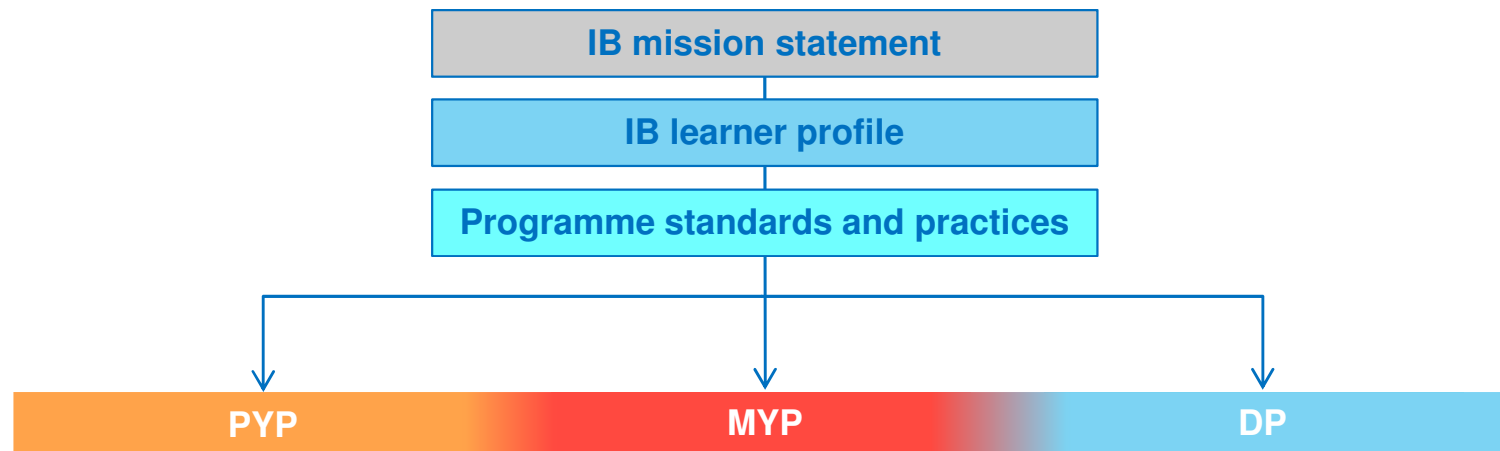
Continuum development



The continuum

- ***Towards a continuum of international education*** – September 2008
- **Revised standards and practices** October 2010
- Special educational needs – position paper 2010
- **MYP/DP transition - Mathematics continuum support materials** June 2010
- **Science across the continuum**, 2011
- **Learner profile online workshop** Oct 2009
- **Workshops on developing a language policy and SEN policy** 2010
- **Research into programme effectiveness; transitioning between programmes**

The continuum



The *Programme standards and practices* are the backbone of programme development and implementation in IB World Schools. They provide a framework for curriculum development and professional development.

Vision 2020

PYP

PYP

To provide a series of articulated services for PYP schools:

- to support collaborative planning within a school
- to help teachers become better assessors of student work

New service to be launched in 2011 (based on 3-year pilot) to provide feedback on schools' programme of inquiry.

Two additional services:

- to provide feedback on planners that are supplementary to the school's programme of inquiry
- to monitor assessed student work aligned with planners

PYP

To increase the use of technology:

- to support curriculum development,
- to support good practice in the school, through the development of screen casts, videos, webinars, multi-media samples; *Opening classroom doors*

To extend and increase curriculum development opportunities across the regions

PYP: access and advancement projects

Muslim history and culture project (Aga Khan Academies)

The development of units of inquiry that utilize resources about Muslim history and culture, to enhance the understanding of a central idea that is transferable and has global relevance

Bi-lingual glossaries

Turkish, Chinese, Indonesian, Arabic

King Faisal Foundation project

Translation of PYP documents into Arabic; professional development for primary school teachers in Saudi Arabia

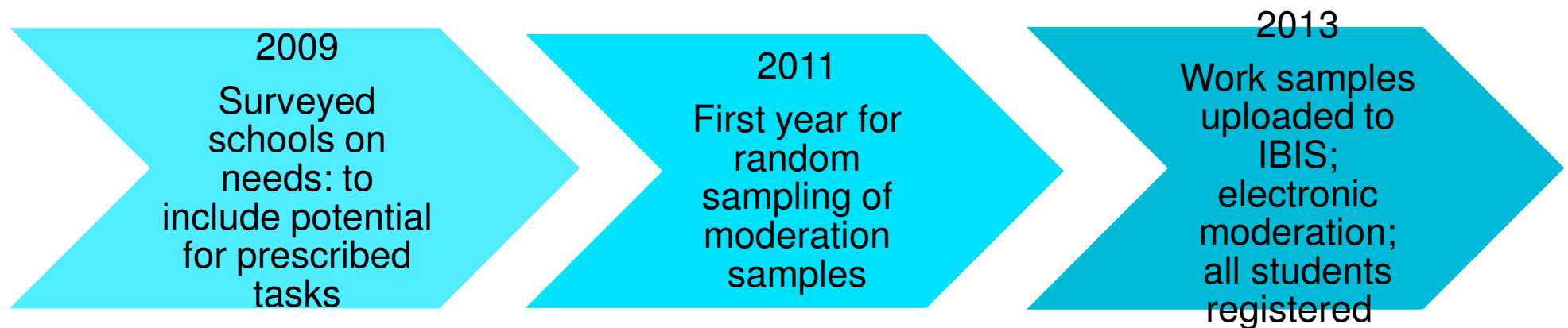
Vision 2020

MYP

The Middle Years Programme

- Assessment review
- Languages
- Interdisciplinary teaching and learning – guidance for schools in collaboration with Harvard Project Zero
- Closer alignment of MYP and DP guides through synchronized and collaborative review processes
- Developing wider range of support materials for schools with multi-modal approaches

MYP: assessment review



Moderation compulsory for all schools with reduced cost; electronic upload; random sampling; online advisory service developed to replace monitoring of assessment; increased awareness of MYP certificate.

MYP: languages

Languages – developing continuum of language learning with eventual merging of languages A and B; to include revival languages, sign, Braille and classical languages

Revival languages

A pilot in South Australia with Ngarrindjeri as language B:

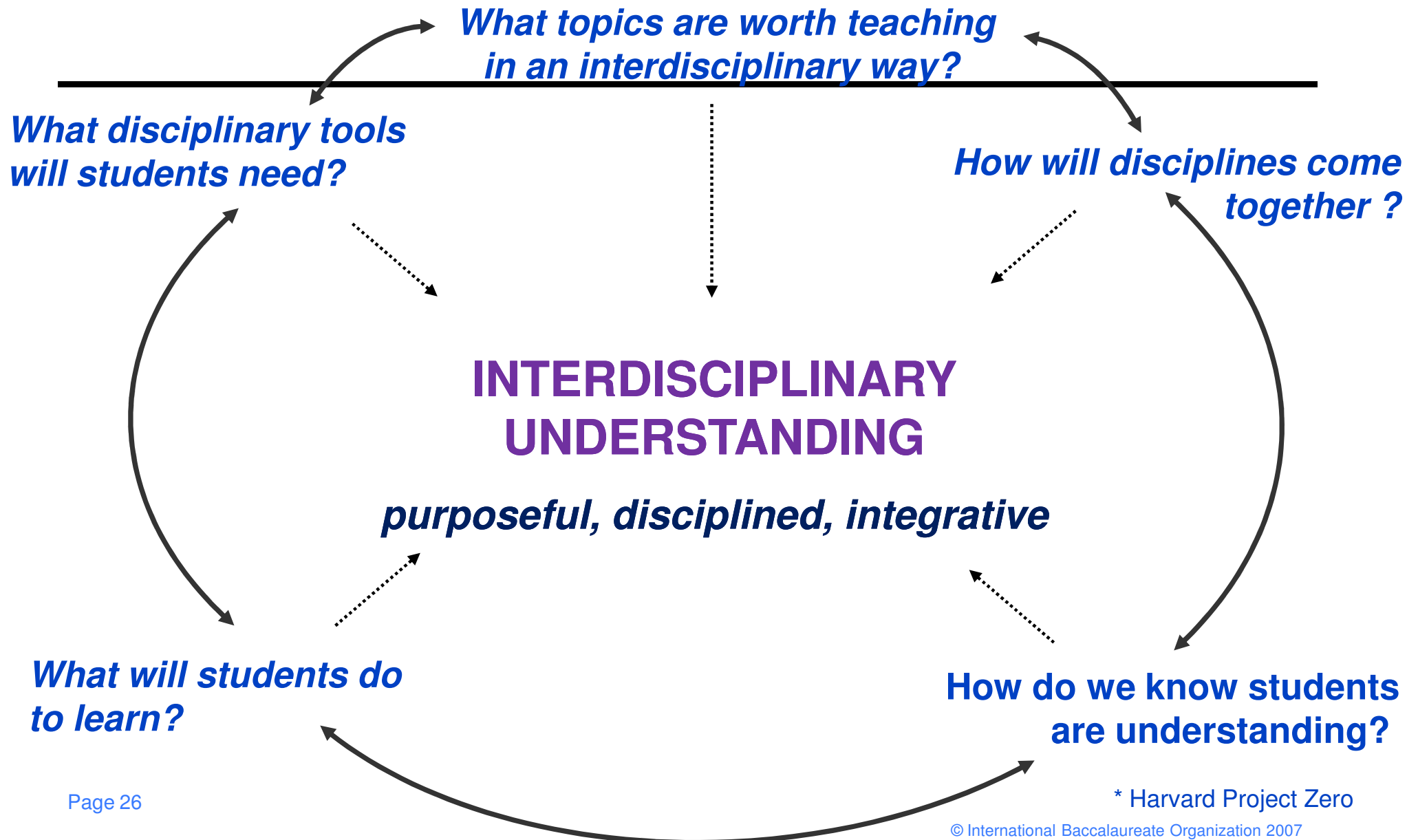
- own objectives and assessment criteria
- moderated as a non-sampled language

Interdisciplinary teaching in the MYP

“Interdisciplinary understanding refers to the ability to integrate knowledge and modes of thinking from two or more disciplines to generate a new insight’... new understanding’ ... ‘it does not replace disciplinary teaching, rather it builds on it..”

Veronica Boix-Mansilla,
Harvard Project Zero

INTERDISCIPLINARY TEACHING FRAMEWORK*



Unit question: *“How do musical instruments produce sound to create interesting experiences?”*



*“The Sound of Music” (The International School of Uganda)**

MYP: teacher support materials (TSMs)

TSM1 published with guides

- examples/information that will explain the theory/changes of the guide.
- resources for implementation

TSM 2 published 3 years after publication of guide

- consist of assessed student work

IB MIDDLE YEARS PROGRAMME



Global Issues

Project organizer

1

Barclay Lelievre
Mike East



OXFORD

Vision 2020

The Diploma Programme

The Diploma Programme

Research

- Increased resources and focus on pedagogical research to inform new curriculum guides
- A greater emphasis on approaches to teaching and learning in subject guides and beyond
- Commission research and increase use of external expertise to underpin and better articulate the beliefs and values of the programme.

Diploma: interdisciplinary learning

World studies extended essay

To nurture students' ability to design and conduct independent interdisciplinary inquiry that integrates knowledge and modes of thinking from two or more disciplines to examine a world issue in depth.

To advance students ability to view themselves as informed local and global actors in an increasingly interrelated world.

“Learning should be inspired by the goal of developing global consciousness – a mindful way of being in the world.”

Diploma: world studies extended essays

- *The feasibility of ethanol production from sugar cane and the viability of its use as a fuel in Mauritius. Global issue – alternative energy sources*
- *Changes to food consumption in Japan as a result of people living longer. Global issue – ageing population*
- *The relationship between a Filipino caregiver and her elderly Israeli employer and the role of minority experience, religion and family values in determining this relationship. Global issue – globalisation of the workforce*

Diploma: world studies extended essay

- Use of the criteria in the current discipline-based extended essay
- Additional chapter in extended essay guide to provide guidance for students and supervisors
- Process-focused; use of journal

On open offer from September 2011

Diploma: new courses

- **Dance** (Group 6) 2011
- **Literature and performance** (transdisciplinary Groups 1 and 6) 2011
- **World religions** (Group 3) 2011
- **World Studies extended essay** 2011
- **Sports, exercise and health science** (Group 4) 2012

Diploma: group 1 – *studies in language and literature*

Course	Nature of the course
Language A: Literature	the techniques involved in literary criticism; promoting independent literary judgments
Language A: Language and Literature	the constructed nature of meanings generated by language; writing and analytical skills
Literature and Performance	Synthesis of Language A: literature and Theatre (groups 1 and 6); the dynamic relationship between literature and performance.

Diploma: group 2 - *language acquisition*

Course	Description
Language B HL	Understanding of complex text, both concrete and abstract; interaction with fluency and spontaneity
Language B SL	Understanding clear standard input on familiar matters and handling of most situations
Language <i>ab initio</i>	Understanding of frequently used language; communication of simple and direct exchange of information

Diploma: mother-tongue entitlement

28 special request languages in A1 were offered in the Diploma Programme in May 2009:

Armenian, Albanian, Belarusian, Bengali, Burmese, Chichewa, Dhivehi, Dzongkha, Estonian, Georgian, Greenlandic, Icelandic, Kazakh, Kinyarwande, Khmer, Kurdish, Mongolian, Romanian, Shona, Somali, Tamil, Tibetan, Tigrinya, Ukrainian, Urdu, Uzbek, Vietnamese, Zulu.

Diploma: global politics

A new group 3 course to be piloted from 2011.

International relations, political thought, world development

Emerging from 4 existing school-based syllabuses (SBSs).
Drawing together inspiration from and the best elements of these, while developing its own subject matter that is forward looking and interdisciplinary in nature

Diploma : further developments

- A more radical review of the hexagon core to create stronger connections between TOK, CAS and Extended essay as well as new approaches within each; increased reliability in TOK assessment
- Greater alignment and articulation of DP courses with the MYP curriculum, including increased integration of ‘approaches to learning’ in DP subjects
- Innovation and greater quality of teacher support materials
- Greater use of innovative technologies for IB assessment

Vision 2020

Access and advancement

Diploma 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/>

Current offerings and enrolments

Six online classes in four subjects

Examination in May 2010

- Business and Management SL (1-year)
- Economics SL (1-year)
- Economics SL (2-year)
- ITGS HL (2-year)

Examination in May 2011

- Economics HL (2-year)
- ITGS HL (2-year)

Participants represent a growing number of students and schools

Course	Year offered	Total students	Total schools
Economics SL	2007 - 2009	9	4
ITGS HL	2008 - 2010	14	6
Economics SL	2009 - 2010	41	17
Bus. & Man. SL	2009 - 2011	23	13

Do online students achieve comparable results?

Original trial of online economics SL 2004–2006

Course completed online by 11 students in four IB Schools

Schools did not offer economics; online was only option

Started Sept 2004 and students took exams in May 2006

Global mean grade = 5.1



2007 - 2009



2nd cohort of online economics SL 2007–2009

Course completed by 7 students in four IB schools

Same online course taught by a different online teacher

Schools did not offer economics – online was only option

Started Sept 2007 and students took exams in May 2009

Global mean grade = 4.4

Do online students achieve comparable results?

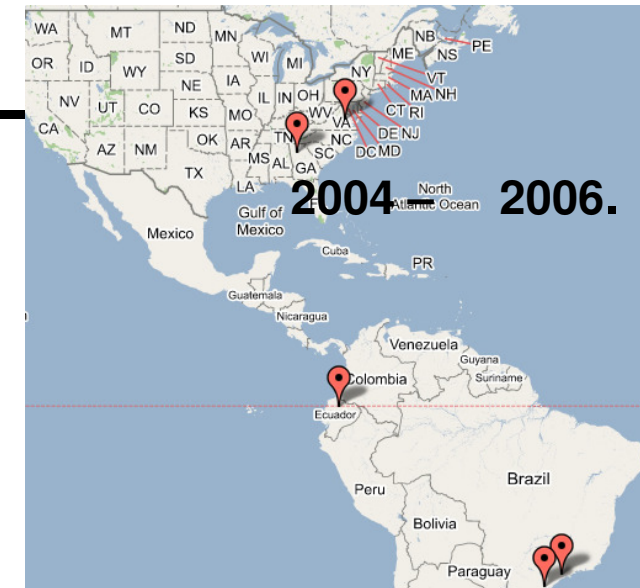
Original trial of online economics SL 2004–2006

Course completed online by 11 students in four IB Schools

Schools did not offer economics – online was only option

Started Sept 2004 and students took exams in May 2006

Online students' global mean grade = 6



2007 - 2009



2nd cohort of online economics SL 2007–2009

Course completed by 7 students in four IB schools

Same online course taught by a different online teacher

Schools did not offer economics – online was only option

Started Sept 2007 and students took exams in May 2009

Online students' global mean grade = 5.3

Diploma courses online: nurturing global citizenship

“It has allowed me to connect with people that I otherwise wouldn't have, which in turn has given me *other takes on issues* that may not have been raised in a class of one nationality. “

“It allowed communication and cooperation with *classmates* from all over the world who had different viewpoints than I, as opposed to a local, face-to-face course.”

Socializing with them. Getting their ideas and opinions because of the place where they were raised, the place where they live”

Collaboration with Pamoja Education

- Pamoja is committed to preserving the quality of the IB experience
- Online courses, developed by Pamoja, were approved by IB in August 2009
- 27 courses by 2015

pamojaeducation



New IB Online Courses

From September 2009





Extending subject choice for students in IB World Schools

Imagine a classroom without walls, a syllabus delivered without boundaries of geography or time, where students from all over the world work collaboratively through new media. Classrooms, where diversity is welcomed, innovation is recognised, where enthusiasm thrives and the environment cultivates student participation, are now available online for your students.

Starting in September 2009, in close cooperation with the International Baccalaureate (IB), **Pamoja Education** is offering four online Diploma Programme courses.

● Economics – Standard Level (SL)	1 year
● Economics – Higher Level (HL)	2 year
● Business and Management – Standard Level (SL)	1 year
● Information Technology in a Global Society – Higher Level (HL)	2 year

High Quality Teaching

Pamoja Education's online courses represent the very best in online pedagogy: teacher-led; highly interactive; and designed to encourage collaboration with a maximum enrolment of 25 students per course. Course content has been developed to ensure that students master the curriculum and develop 21st century learning skills which will benefit them throughout their academic careers.

Course Schedules

The courses begin in September 2009, with final assessments for the standard level (SL) courses in May 2010 and for the higher level (HL) courses in May 2011. A combined total of 200 student places are available in 10 course sections across the four courses. To help ensure participating students gain a diverse and international online classroom experience, enrolment is limited to five students per school per individual course section. Therefore, with the 10 course sections being offered, a school potentially could enrol up to 50 students.

In close cooperation with the IB

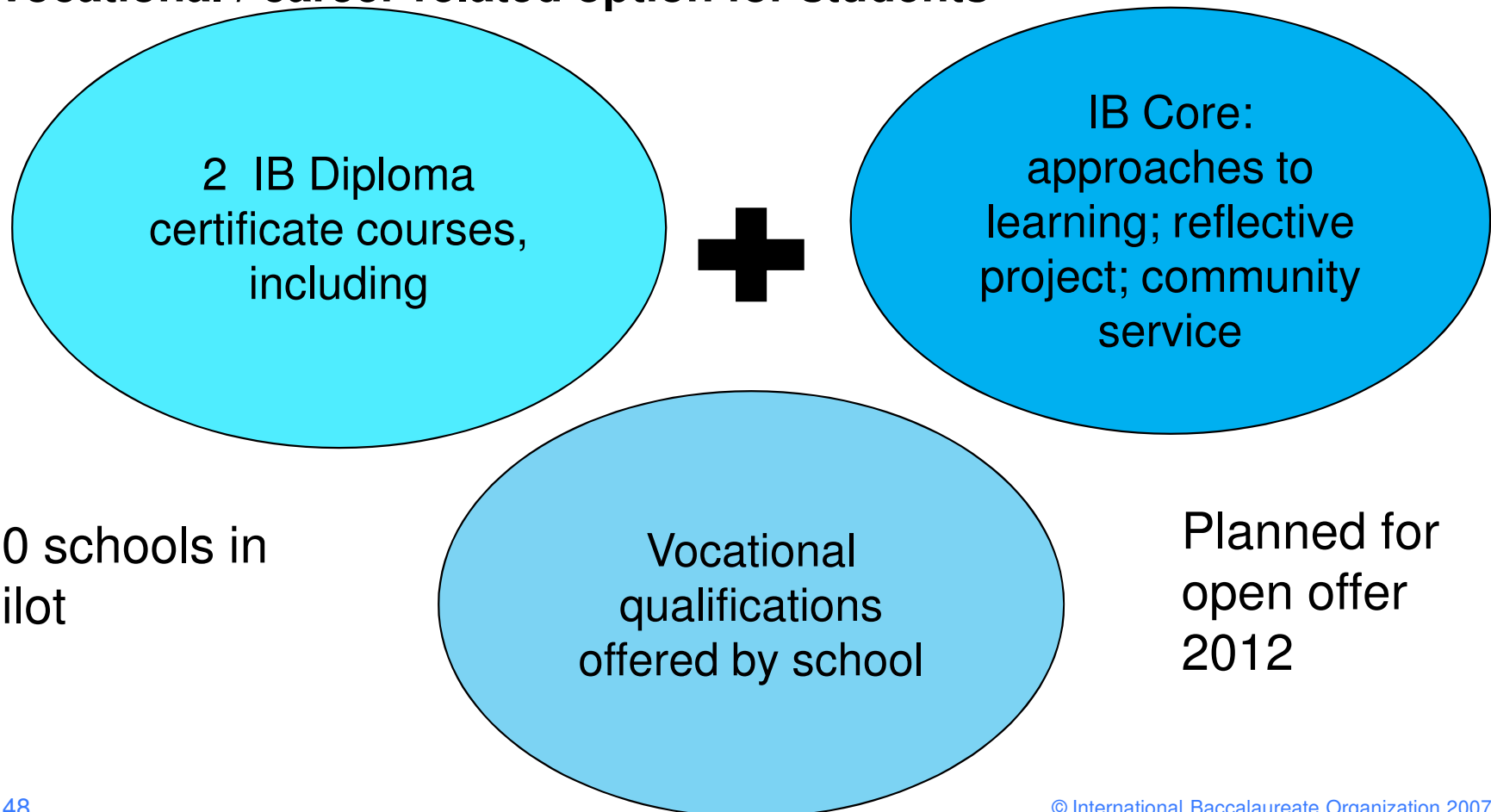
Our courses have been developed in close collaboration with the IB in order to meet their rigorous standards and quality assurance processes. The IB will review and evaluate both course development and delivery helping to ensure a high quality student experience.

Proven track record in online delivery

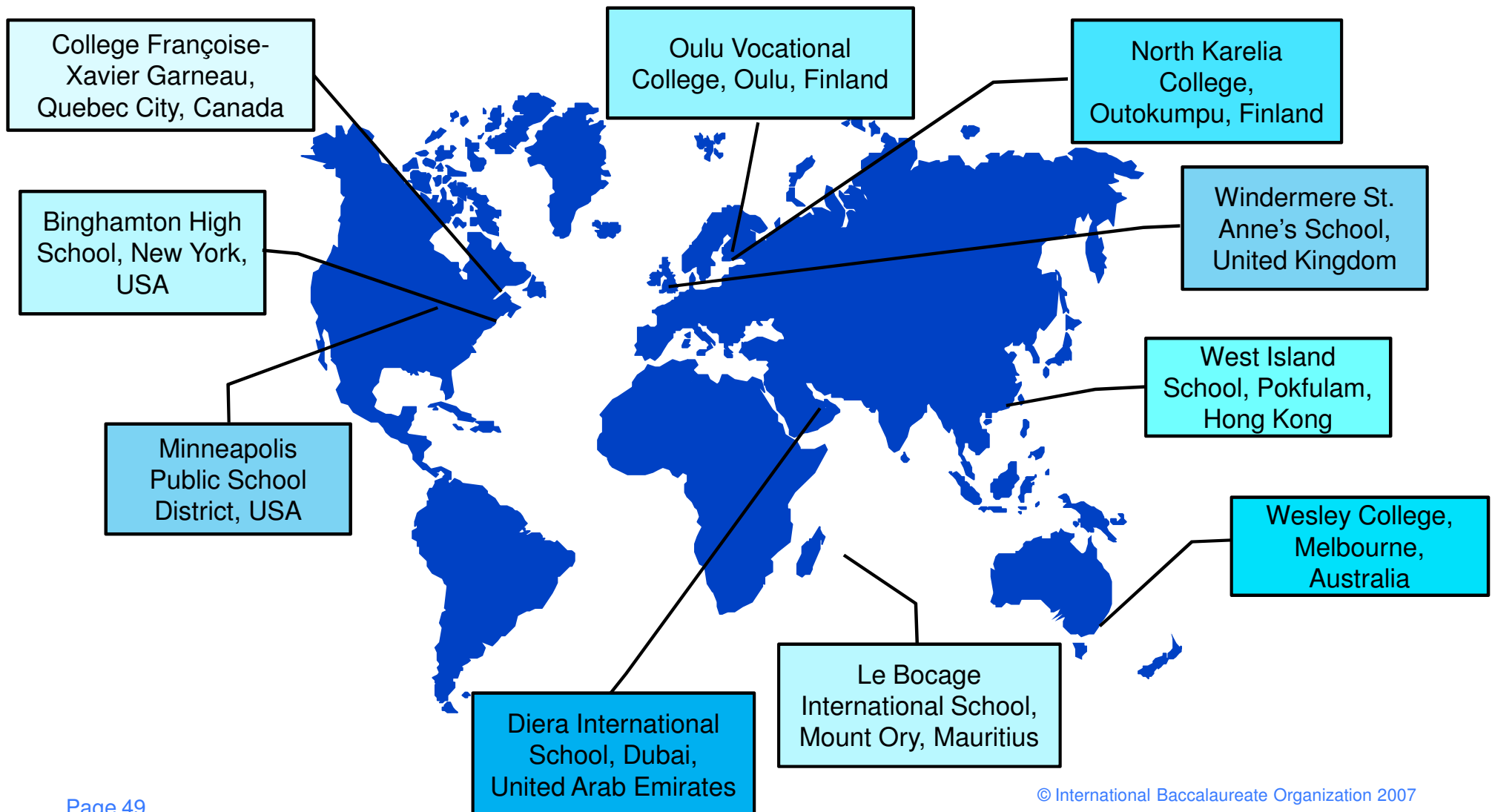
Our course development and delivery partner, Virtual High School Global Consortium (www.govhns.org), based in Massachusetts, USA, has a strong track record of providing outstanding online courses for the IB Diploma Programme. Working with the IB, Virtual High School delivers innovative courses, integrating the uniqueness of the IB curriculum into online course delivery.

IB career-related certificate (IBCC): *A unique offering that provides different pathways for students*

Collaboration between the IB and schools wishing to provide a vocational / career-related option for students



IBCC: pilot schools

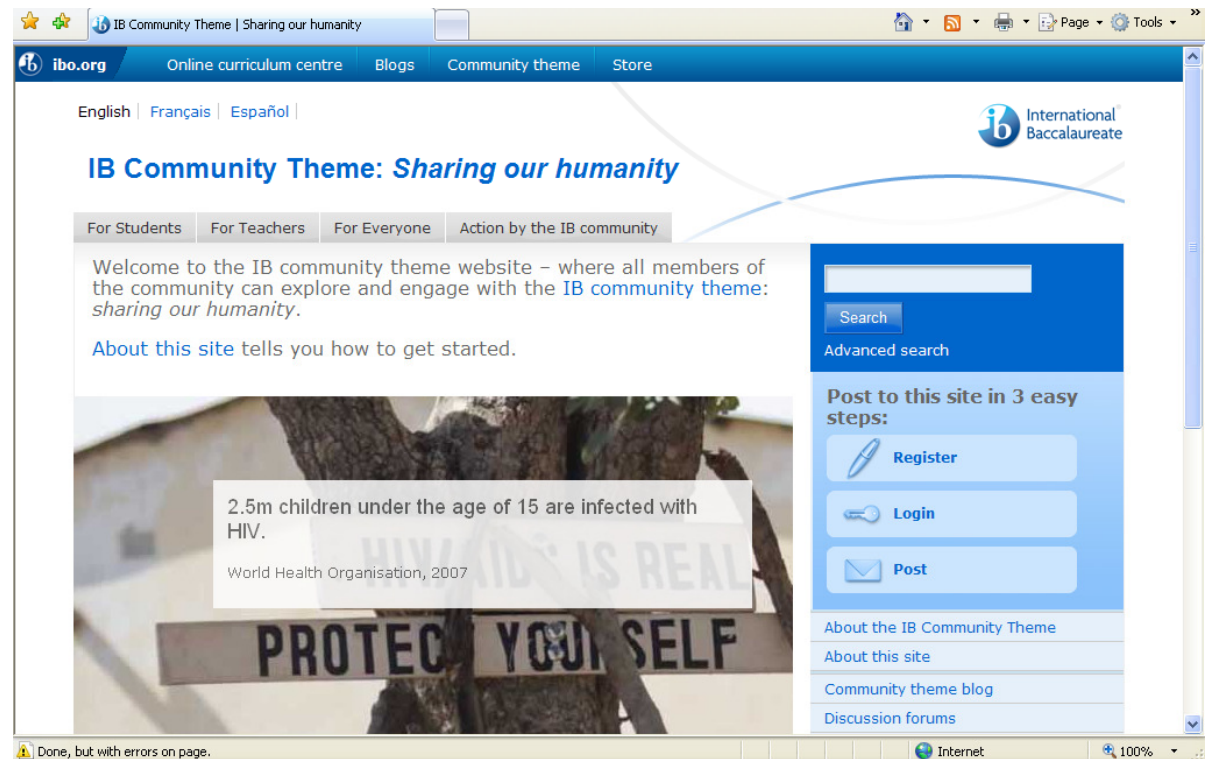


Collaboration and technology

IB global issues website

Online environment for students, teachers, parents, IB staff and others related to the community theme.

First opportunity for students and parents to contribute to an IB website.



The screenshot shows the IB Community Theme website interface. The browser address bar displays "IB Community Theme | Sharing our humanity". The website header includes the "ibo.org" logo and navigation links for "Online curriculum centre", "Blogs", "Community theme", and "Store". Language options for "English", "Français", and "Español" are visible. The main heading is "IB Community Theme: *Sharing our humanity*". Below this, there are tabs for "For Students", "For Teachers", "For Everyone", and "Action by the IB community". A welcome message states: "Welcome to the IB community theme website – where all members of the community can explore and engage with the IB community theme: *sharing our humanity*." A link "About this site" is provided. A featured image shows a person holding a sign that reads "HIV/AIDS IS REAL PROTECT YOURSELF". A text box overlaid on the image states: "2.5m children under the age of 15 are infected with HIV. World Health Organisation, 2007". On the right side, there is a search bar, a "Post to this site in 3 easy steps" section with "Register", "Login", and "Post" buttons, and a list of links: "About the IB Community Theme", "About this site", "Community theme blog", and "Discussion forums". The browser status bar at the bottom shows "Done, but with errors on page." and "Internet" with a 100% zoom level.

The IB Virtual Community

- The IB Virtual Community is a Facebook-style online learning community exclusively for IB stakeholders.
- Centred around group collaboration it will provide a platform for members to connect with each other and share educational resources.
- It is being developed in partnership with ePals, a Washington DC based company.
- ePals Global Community - The leading social network for K-12 learning.



What will the Virtual Community offer?

- Safe environment with clear communication permissions for each role.
- The Virtual Community is centred around group collaboration.
- Groups can offer an open or closed membership.
- Providing functionality to share and build information.
- Group discussions in an online environment.
- Showcasing to the rest of the IB Virtual Community.

“I love the idea that as a program we are moving forward in a way to allow students across the globe to communicate with each other. The benefits will be amazing...”

Feedback from a US IB Educator

Virtual Community functionality

- Personal profiles
- Group environments
- Blogs
- Wikis
- Forums
- File showcases
- Messaging/networking
- Classroom connect/collaboration
- Calendaring

Launching August 2010!

New technologies: the Peterson symposium

22nd and 23rd April, 2010

Cardiff

Topic: *Learning technologies and their impact on teaching, learning and curriculum development*

Speakers:

Professor Chris Dede,

Professor Nancy Law

Facilitator: George Walker

Communicating the outcomes: IB blog and video of presentations

Impact of growth on IB programmes?

What will change:

- Increase in research and use of external expertise
- More diverse contributions to the curriculum development: TOK in Chinese; PYP and MYP languages of instruction; IB language policy
- Greater diversity of students/ schools/ teachers
- Access agenda: more students studying IB programmes
- Improved service to schools

Impact of growth on IB programmes

What will not change:

- Commitment to international-mindedness
- Holistic, student-centred education
- Rigour of curriculum and assessment
- Consultation and collaboration with creative professionals
- Continued development and innovation
- Independence from national systems

Vision 2020: the future of IB programmes

“We are not (just) here to prepare students to live in the world as it will be – we are here to prepare students to shape the world in which they live. We must have an unyielding commitment to learn more, teach better, act more wisely and cherish each other and this planet that is our only home.”

*David Hales, President of the College of the Atlantic,
inaugural address 2006*