

Supporting Schools:
A vision for new and tailored IB
services for schools and groups of
schools

ANDY ATKINSON
DIRECTOR OF GLOBAL SCHOOL SERVICES

Andrew Atkinson



- IB teacher and educator since 1993
- Taught IB theatre, humanities, drama & languages mostly in bilingual Spanish-English schools (DP & MYP)
- Former Head Teacher of two IB World Schools in Argentina and Spain
- PYP trained 2006-9 as Director of International Programmes in Spain
- Head of Diploma Programme Development in Cardiff and The Hague 2009-12
- Director of Global School Services since 2012 based in the Bethesda office

Who am I talking to?

- Head Teachers?
- Programme Coordinators?
- Readers, consultant and site visitors (IB educators for school services)?
- Classroom Teachers?
- Candidate, recently authorised or more experienced schools?
- Groups of Schools?
- Others? IB staff?



Global School Services Department of the IB: Our purpose:

Improving outcomes for all IB schools and students by ensuring consistent and high quality implementation of IB programmes throughout a school's journey by means of the design, development and quality assurance of existing and new services to schools



The wider IB strategy until 2015



Goal 2
Evolve and improve our services and support for schools

Session plan for today

- Feedback from the latest **IB DSS project report**
- Implications for the **future of all IB Services**
- Future **new services** to support schools from Global School Services
- Other **global school service initiatives**



Differentiated Services for Schools (and groups of schools)

An IB wide project



Project Purpose

The DSS project was developed to *define new services and to enhance existing services* desirable to schools.

Increasingly, *the IB is identifying needs that differ based on school context and characteristics.*

We are therefore seeing what *new services or tailoring of current services* may be needed from all departments based on *school programme, size, structure, ownership* and other characteristics.



Which IB services?

In order to satisfy demand in both new and existing schools, there is a detected need for **enhanced services** and **improved service levels** especially in the following focus areas:

- Professional development
- Authorization, evaluation and **new** support for schools
- Finance
- Research
- Recognition
- Communications and advocacy
- Assessment data services and programme monitoring

Which types of IB schools?

To meet the needs of **schools that differ in type** due to the following contexts:

- School **size** and student **cohort sizes**
- **Standalone** schools or ‘**groups of schools**’
- **State**, state-subsidised and **private** international schools
- Single programme, multiple-programme and **continuum schools**
- **Phase**: Interested, candidate, authorised, mature and founding schools



Key progress in 2013

- ✓ focus groups were held with regional councils (heads) and other IB forums
- ✓ Two external research firms conducted both internal data analysis (esp. school satisfaction service) and external market research around the theme
- ✓ An IB-wide survey to asked new questions of 200 random schools (1300 responses)
- ✓ Key individual phone surveys with more than 30 groups of schools worldwide were conducted by the research partners.
- ✓ Over 40 IB staff were interviewed by the research partners

Example of groups of schools research

In the fieldwork phase – in total we interviewed and reviewed:

Internal interviews

15 members of the wider IB team

Desk research

200 school websites selected from across the IB school customer base

Primary interviews

23 school contacts from selected IB school groups:

● Research conducted in this location

Buenos Aires City Schools
Costa Rica National Education Ministry
City of Chicago Schools
Edmonton Catholic Schools
Fairfax County Public Schools
Minneapolis Public Schools
Palm Beach County Schools
Texas IB Association

ACS International
Aga Khan Development Network
GEMs
IES
Nord Anglia
Saudi Overseas Group
SEK Schools
Taleem Group

Dulwich International Schools
ESF
Indus Trust
SPH Sentul Pathways
Yew Chung
UWC

WHAT WAS DELIVERED?

The outcomes from this project are:

- ❖ A **findings report** focused on support to schools and future services the IB could offer
- ❖ A delivery **road map** for IB services, including new services and enhanced services for all departments
- ❖ An **executive summary** of the data developed for IB leadership
- ❖ **Regional trials of new services in late 2014, mainstream global offerings 2015**



Variety of groups

A school group could be **private or public/not-for-profit**.

There are three broad classifications of **governance** structures for groups observed - 'direct', 'mixed' and 'loose' grouping – each with implications for who to contact as the buyer

The **philosophy or purpose** of a group could be supporting the needs of specific sub-group with educational provision or advocating a certain view towards industry/Government.

Geography can indicate why a group was formed and also shape the service expectations of certain schools – workshops located in certain regions for example or set in the context of a locational trend

Ownership

Governance

Philosophy or purpose

Geography

Group themes

IDEAS TO CONSIDER: BLENDED SERVICES

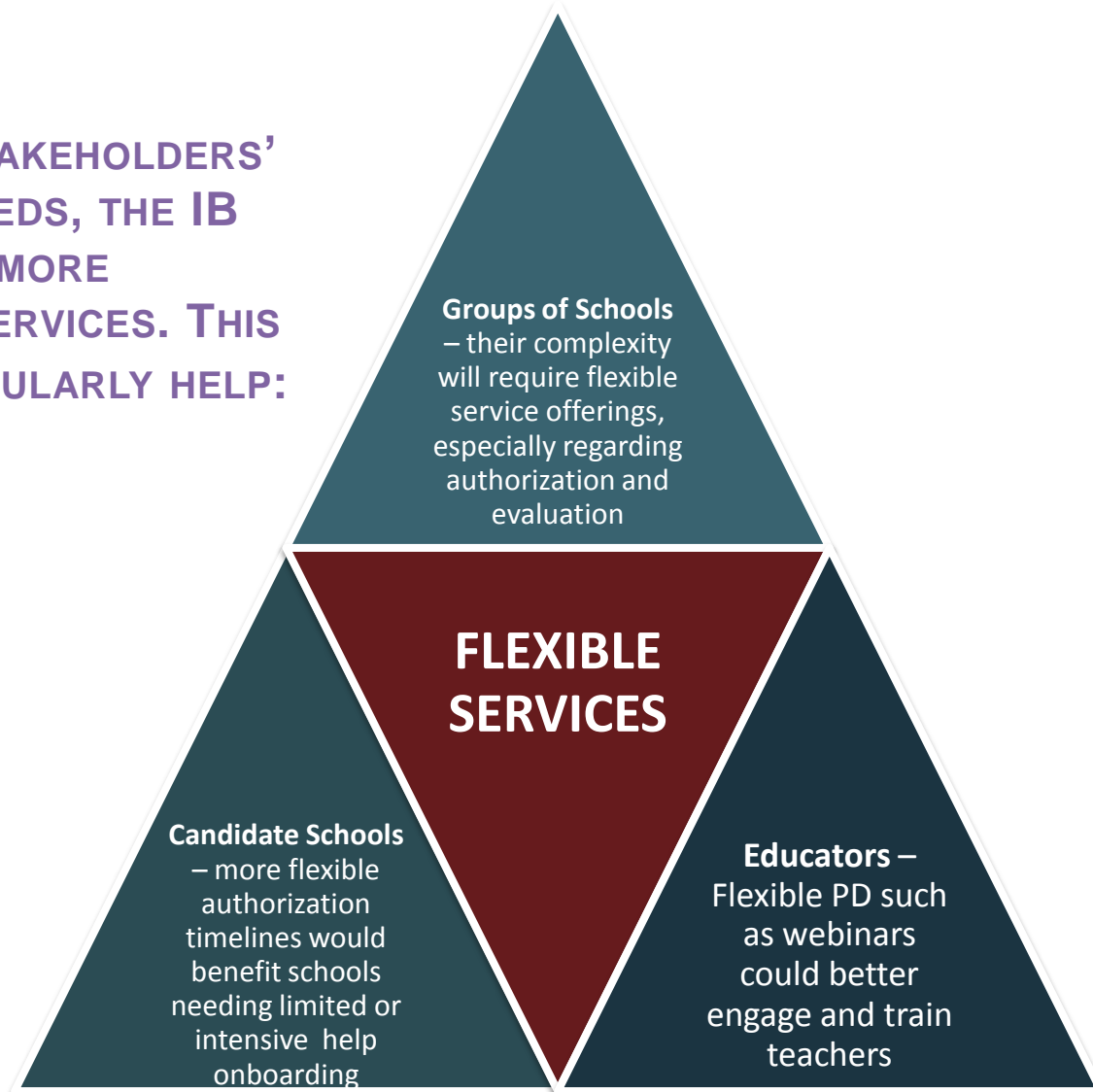
IB consultants (School Services) work closely with schools to identify problem areas

The IB provides tailored workshops (PD) to address a school's specific problems

IB consultants (School Services) carry out follow-up visits to measure progress and advise on next steps

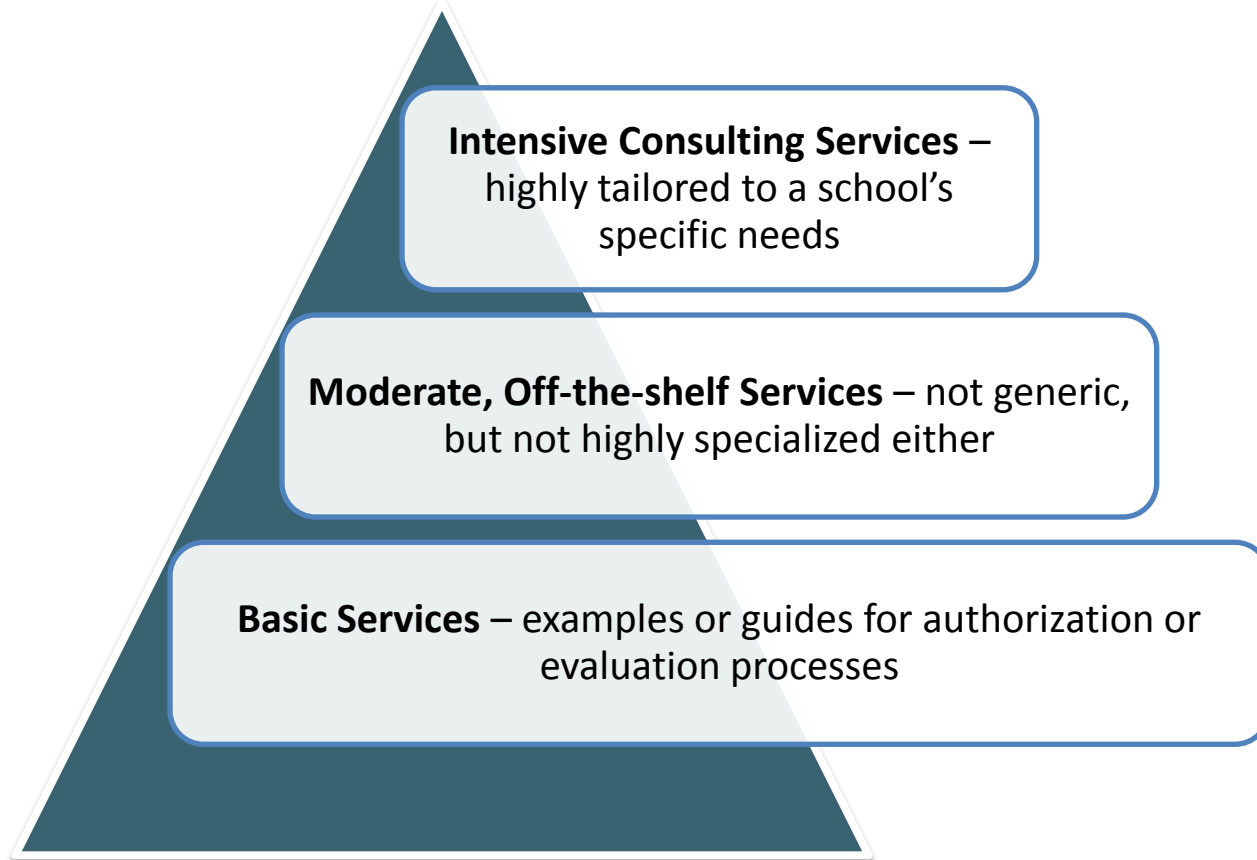
IDEAS TO CONSIDER: FLEXIBLE SERVICES

TO MEET STAKEHOLDERS' DIVERSE NEEDS, THE IB CAN OFFER MORE TAILORED SERVICES. THIS WILL PARTICULARLY HELP:



IDEAS TO CONSIDER: NEW SERVICE TIERS

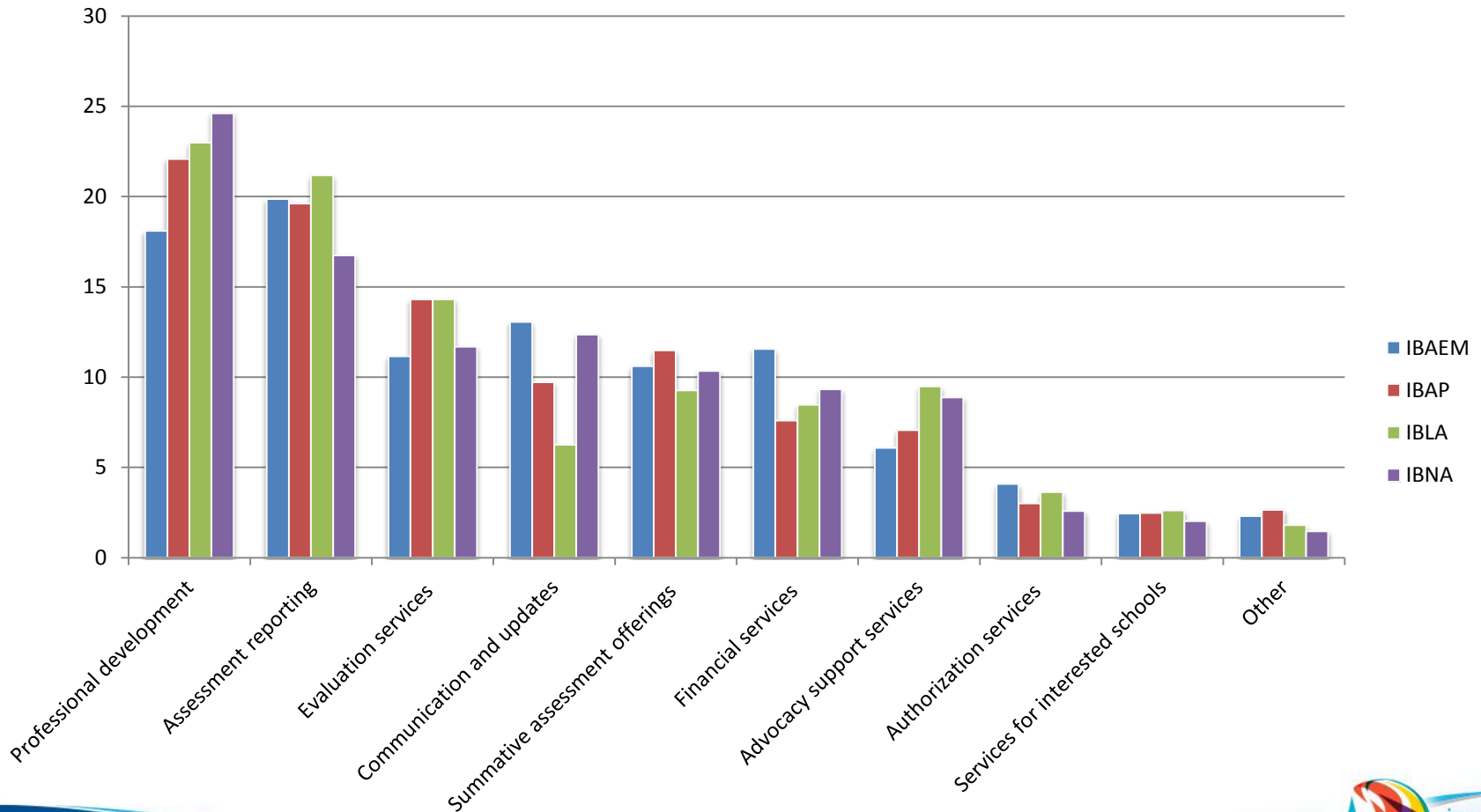
ALTHOUGH THE INDIVIDUAL NEEDS OF SCHOOLS WILL LARGELY DICTATE HOW NEW SERVICES ARE PROVIDED, THE IB COULD GROUP THEM IN THREE BROAD CATEGORIES BASED ON INTENSITY:



Our own IB Survey: Existing IB Services

Please select the areas of existing IB services that you feel could better meet the needs of your particular school (select up to 3)? Answers are %

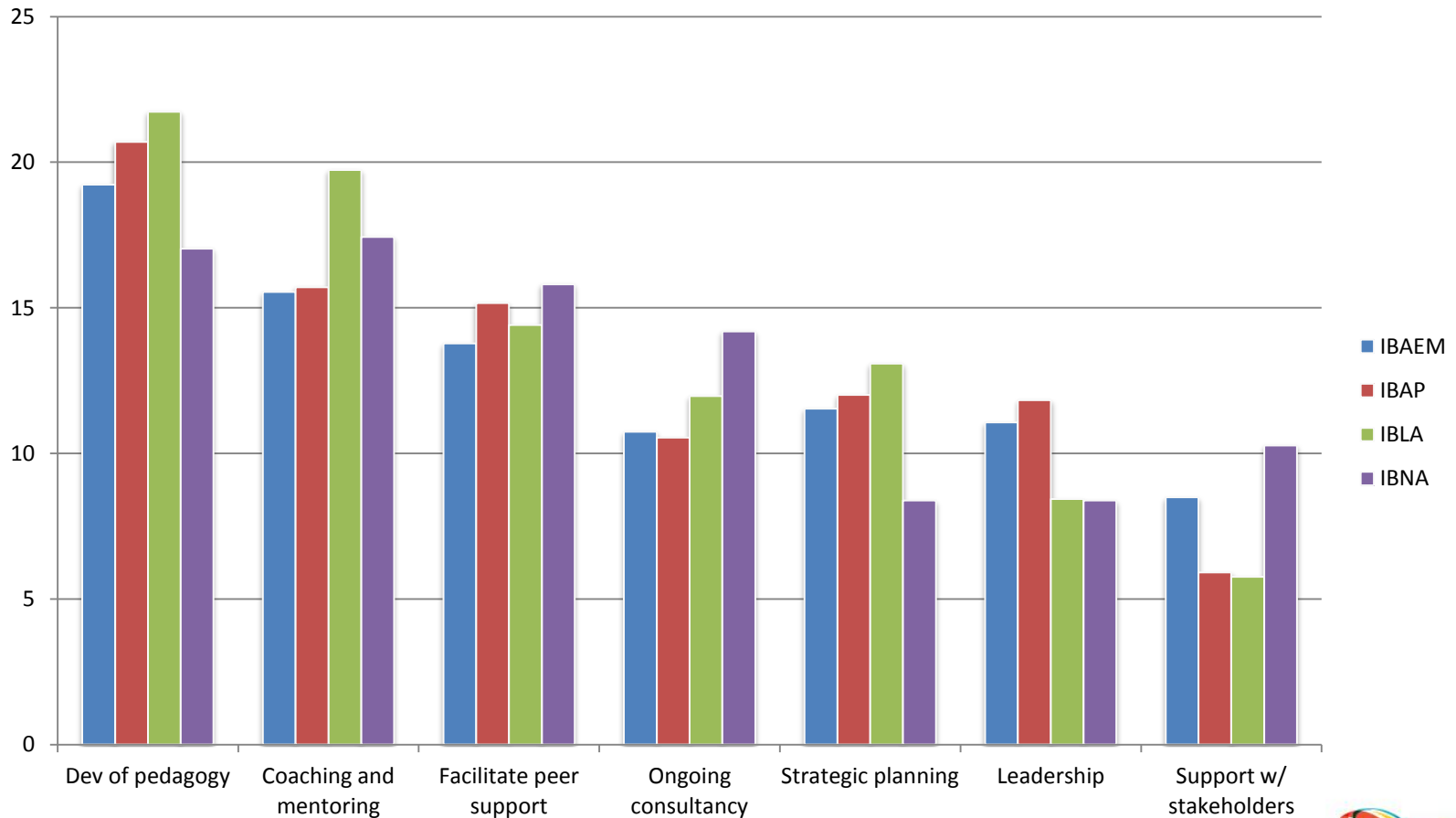
Existing IB Services



IB Survey: Potential Services

Please select any other areas in which the IB should offer services to meet the ongoing programme implementation needs of your school (select up to 3): Answers are %

Potential Services



Global School Services

A restructured department
to deliver new consultancy services
to better support schools



The Global School Services team



Andrew Atkinson
School Services
Director



Melissa Affolter
Department administrator

Pamela Bender
Head of Pre-Authorisation services



Erin Albright
Head of Post-Authorisation services



Heleen Tims
Senior Manager of Pre-
Authorisation services



Wendy Hedges
Manager of Post-
Authorisation services

New IB services to support schools



- Niche areas of programme support
- Intensive around a standard or some practices
- Optional to schools at all phases of their IB journey
- Celebrating excellence and sharing success
- Quality assuring current ‘unofficial’ IB consultants
- Using existing and evolving IB technologies as well as traditional face to face service

8 New 'School Services'

First New Services*

Curriculum planning feedback

School Leadership inc. new coordinator support

Groups of School Leadership Support

Curriculum Alignment

Action Plan Diagnosis

Coaching and Mentoring on collaborative
planning

DP Assessment related school services

Whole Programme Change

** Reflected in the needs expressed by our schools in
the IB's DSS report*

Tiers of new services

Tier 1: 'Off the shelf' (*one for all*)

Exemplars/best practices

Tools/protocols

Asynchronous

Not facilitated

Multimedia examples

Self-diagnosis tools

Google meet up model

Might have someone 'on call'

Tier 2 – Boutique (*one for many*)

Webinars, virtual/remote assistance

Facilitated network communities

Feedback according to a protocol/template

Somewhat synchronous

Time bound

Sometimes offered in connection with a specific PD workshop

Tier 3- Couture (*one to one*)

Tailored to a school/individual

Consultancy, coaching and mentoring options

Someone assigned to a school or group of schools

More extended engagement

Possibility for longer follow up

Package of things that included everything or most of tier 1 and 2

Delivery to IB schools

2013

- Diagnosis from the DSS report
- Design teams working on content now
- Planning of trials

2014

- Trialled in 80+ pilot schools at minimal cost
- Reviewed and improved
- New needs surveyed

2015

- Successful pilots and tiers on open offer to all schools
- Constant cycle of revision and design
- IB technologies delivering more tier 1 services

New Service Design Managers

Colin Blake, Curriculum Alignment

(New Zealand)

Marjorie Henningsen, School Level Leadership

(US educator, working in Beirut)

Dina Khalaf, Action Plan Diagnosis

(Dubai)

Joseph Levno, Support for Collaborative Planning (USA)

Damien Rentoule, Whole Programme Change

(Australian educator in Hawaii)

Mahmoud Sayani, Groups of Schools Leadership

(Kenya, now based in Toronto)

Anju Taneja, Assessment Support Services

(India, USA, Botswana and China)

Ana Watson, Curriculum Planning Feedback

(Uruguay – worked in the US)

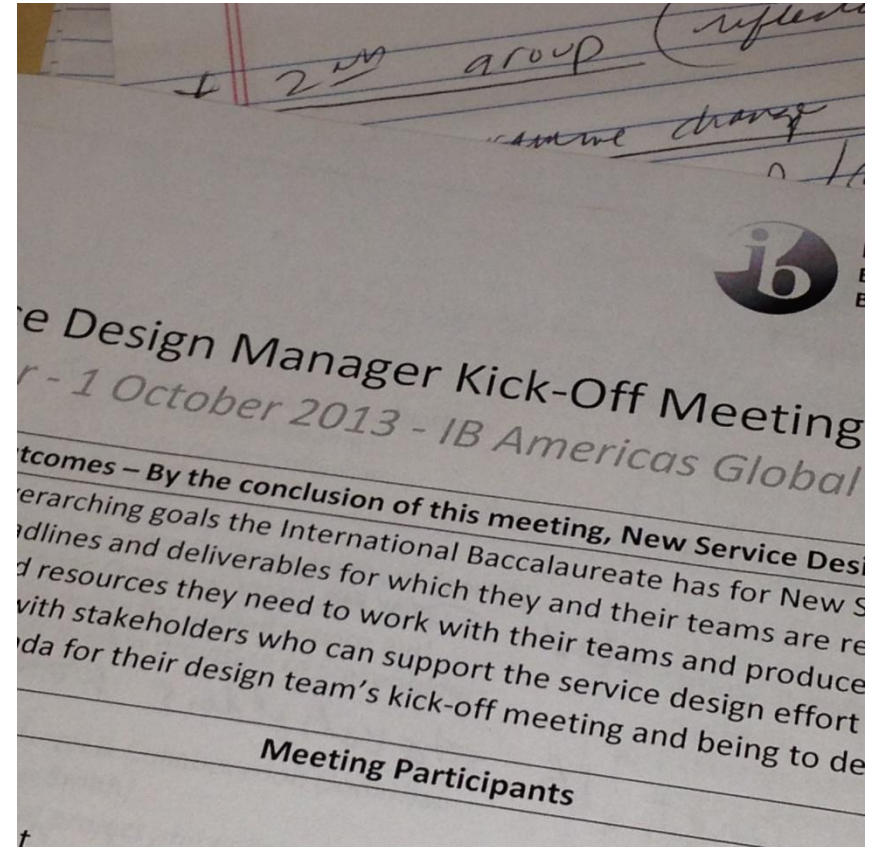
A woman in a blue patterned shirt stands on the left, gesturing towards a group of people seated around a large U-shaped wooden conference table. The room is modern with recessed ceiling lights and large windows. Several laptops are open on the tables, and a projector is visible on the ceiling. The text 'new services design launch' is overlaid in purple in the center-right of the image.

**new services design
launch**

Issues of new services



- Financial model?
- Overlap with other IB initiatives?
- Delivery of tier 3 – IBEN or highly trained consultants?
- In-house or partner with existing unofficial IB services?
- IB's IT infrastructure for tier 1 services



Global School Services

Core Services of Authorization and Evaluation

**SEE ERIN AND PAM'S
SESSION
AT 2PM TODAY!**



AUTHORIZATION & EVALUATION FEEDBACK

Gap

Both

Quality

- ❑ **Candidate schools need and want more intensive consultancy services** to guide them through the authorization process.
- ❑ **Multi-programme schools want all evaluations to occur simultaneously**, instead of programme-by-programme.
- ❑ **Diploma Programme schools feel they do not get enough value out of the evaluation process** – they only get an evaluation report and no site visit.
- ❑ **Rigid and repetitive authorization processes** are an obstacle for groups of schools.
- ❑ **Mature schools** continue to undergo the same evaluation, and **are not pushed to excel**.

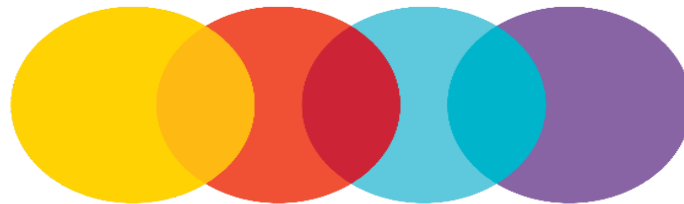
Multi-programme evaluations

- Currently under development for initial use in mid-2014
- Will allow schools with multiple IB programmes to submit portions of their self-student for all programmes jointly (rather than per programme)
- The IB will provide one report to the school with differentiation per programme where appropriate.



Continuum standard pilot

- Currently a small pilot in underway (2 schools per region)
- The pilot asks schools to evaluate the implementation of the continuum looking specifically at the connections between and across programmes.
- Pending positive results from the pilot, plans are to incorporate this into the mainstream implementation of multi-programme evaluation.



THE IB CONTINUUM

CIS and IB synchronised visits



- Announcement of MOU and new synchronised visits guidance in October 2012
- New visits being monitored in 2012-13
- Further revisions and extensions in July 2013
- Excellent relations with CIS

**EXTRA SESSION AT 5PM ON
SATURDAY WITH GRAHAM
RANGER FROM CIS**

PD requirements at evaluation 2014

- An *'ongoing commitment to professional development'*
- More transparent and specific as to what this means for IB schools
- Published in new guides for programme evaluation in 2011
- Communicated to IB schools in a recent mailshot
- **For all schools submitting their self-study in 2014**



Quality Assurance of IB Authorisation Processes

14 QA designed surveys at
key points - launching now

- Heads of School
- Coordinators
- IB staff
- IB Educators

**Five surveys for
schools and 3 for
educators from
November**



Senior School Educator Project Trial in AEM region 2014

Ways forward for school services



Senior School Service
Educators

Training our school service educators through IBEN



**Globally
consistent
training of
educators**

Coordinator Initiative

What is it?

The Coordinator Initiative aims to:

- Support coordinators by finding ways to simplify processes as address their concerns
- Arose from feedback that the IB keeps adding responsibilities to the coordinator role, making it difficult to serve as the pedagogical leader.



Coordinator Initiative

What will it do?

- Identify the 5-10 most critical IB Coordinator “pain points”
 - Propose solutions and begin to address those concerns
- Produce guidelines for other IB divisions to consider in future interactions with coordinators
- Establish ongoing way to gauge coordinator concerns



Coordinator Initiative

What is the process?

- Engaged research firm to conduct a review of existing data to develop a baseline of coordinator concerns
- Interview coordinators to gather their perspectives, suggestions and ideas
- Write report to consolidate findings

When will I see results?

- Reports due in next two months
- Work will be ongoing



To note:

- Assessment is continuing to follow up on concerns raised in the initial coordinator project work and has already addressed a number of those (such as bulk upload of exam registrations)
- Mining the SSS for data and are working with every experienced coordinators as well as the regional staff, in addition to the research firm.
- The focus at this time is only on DP but we intend to look more broadly later

QUESTIONS AND ANSWERS?



Thanks!

andrew.atkinson@ibo.org