Breaking down the barriers - diversity & inclusiveness in the IB

Ian Hill & Glynn Richards
AEM Conference
October 28th, 2011
Increasing access

In 2011, the IB published its new strategy, *Impact Through Leadership*

2011 also saw the creation of a new IB division, *Education Innovation Services (EIS)*, charged with shepherding and promoting initiatives which break down socioeconomic, geographic, cultural, linguistic, and other barriers.

The goal was to allow more students to benefit from an IB education, regardless of personal circumstances.
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**Educational Innovation Services**

«Services» = support and/or catalyst

«Innovation» =

- *new* educational products and services which increase access in new or existing situations
- the application of *existing* educational products or services in new situations—or in new combinations—to increase access
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EIS supports the IB’s strategic goals

Goal 1: Strengthen our leadership in international education

Goal 3: Develop a more diverse, inclusive IB community by enabling access to an IB education

Goal 2: Evolve & improve our services and support to schools

Goal 4: Build a sustainable, responsible and efficient organization for the future
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**EIS: Purpose and skills**

**PURPOSE**
*The EIS supports the development of innovative, externally-facing educational products & services (internally-generated or donor funded) by:*
- acting as «catcher»: filtering new ideas for viability
- acting as a catalyst for new ideas
- responsible for oversight of the access and innovation agenda

**SKILLS**
EIS has a **mix of skills** in education business development, access projects, fundraising, comms/mktg, publishing, language services, alumni relations
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Catalyst role

Proactive role by 2012

- continuous, cross-divisional, incubator process
- consider the global education landscape for gaps which IB can fill, particularly with an eye to our access agenda
- innovations informed by competitor analysis, annual school survey, etc.
- « venue » for exploring innovative educational ideas
- R&D type facilitation which looks to the future
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**EIS Structure**

- **Head of Access & Advancement (vacant)**
  - Manager
  - Educational Business Development (vacant)
  - Senior Manager
  - Educational Access Projects
  - Glynn Richards

- **Head of Fundraising**
  - Janella Franklin

- **Head of Comms/Mktg (includes Alumni Relations)**
  - Bartjan Willenborg

- **Manager of Language Services**
  - Serge Ansar

- **EDUCATION INNOVATION SERVICES**
  - DDG/Chief Officer
  - Ian Hill

- **Head of IB Publishing**
  - Justine Cooper
KFF-IB Project
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**KFF-IB Project**

IB and the **King Faisal Foundation** (KFF) first discuss possible collaboration in 2007

Widen access to the three IB programmes by providing foundational training to teachers and,

increase the number of students benefiting from a high-quality, international educational experience in Saudi Arabia and the rest of the Arabic-speaking world, particularly those students who do not have such access at this time.
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**KFF-IB Project**

The IB piloted access professional development at one national private school (PYP)

Access professional development was produced to assist teachers and administrators **understand** the foundations of learner-centred pedagogy

All PYP documents and a number of MYP and DP documents were translated into Arabic (on-going)
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**KFF-IB Project**

The pilot was favourably received and key objectives for a second phase were determined:

• Extend the model to **10 national schools** in Saudi Arabia

• Pilot of IB **Teacher Awards** initiative in at least one Saudi Arabian university for pre-service teacher training

• Conduct a **Feasibility Study** for broadening access more widely in the Arabic speaking world
“Teaching and Learning from an International Perspective” project
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**TLIP project**

In 2009, the IB entered into talks with the Arcelor-Mittal Foundation (AMF) to explore project work to support schools in the vicinity of Arcelor-Mittal plants

Phase one of the project, entitled *Teaching and Learning from an International Perspective*, began in 2010 in Poland and Romania
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**TLIP project**

The initiative aims to help bring schools into the IB community which would not otherwise have been able to move forward to candidacy and which are from countries and language groups currently under-represented in the IB
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**TLIP project: objectives**

Develop a ‘blended’ model for “access” PD, incorporating face-to-face workshops and online learning, focusing on the essential elements of IB pedagogy

Deliver training to **60 state high school teachers and leaders** in Galați, Romania and Krakow, Poland

Train a cadre of **20 local, indigenous workshop leaders and on-line moderators** in the ‘learner-centred model’

Train **20 school principals, leaders and senior administrators** in learner-centred pedagogy
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**TLIP project**

Workshops and approaches honed in Phase 1 transferable (with adaptation) to other contexts

Together with KFF-IB project, represent a significant step forward in the IB’s ability to reach and support under-represented schools

The project is set to expand into **South Africa** and the **Czech Republic**, with parallel work with the Arcelor Mittal Foundation in **Mexico**
Gates Project
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Gates project

In 2010, the IB entered into a project, funded by the Bill and Melinda Gates Foundation, to expand access to the IB programmes for under-represented students. The project seeks to expose low-income and minority students to challenging and rigorous educational opportunities in the years 9 and 10, leading up to DP. Focus is on enhancing teacher practice in designing MYP curriculum and assessment, as well as improving teacher access to resources and opportunities for collaboration through online learning.
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Gates project

In the U.S., student participation in the Diploma Programme is uneven across ethnic and income groups

Percent of 11th graders in U.S. IB high schools who participate in the Diploma Program

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<thead>
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<th>Ethnicity</th>
<th>Low-income</th>
<th>Non low-income</th>
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<tr>
<td>White</td>
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<td>18</td>
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<tr>
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<tr>
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<td>2</td>
</tr>
<tr>
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</tbody>
</table>

Percent of 11th graders in U.S. IB high schools who participate in the Diploma Program
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Gates project

Low income students are less likely to earn the Diploma

Percent of candidates in each segment successfully completing the Diploma Program
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**Gates project: Expected Outcomes**

- **Materials in 4 subject areas:** Language A/B, Science, Math
- **Bridge to Success** (online learning community)
- **Curriculum Materials:**
  - MYP Units
  - Assessment Task Bank
  - *Disciplinary learning in the MYP* (with Harvard Project Zero)
- **Professional Development Resources:**
  - Online mentoring for MYP teachers
  - Online and In-Person Professional Development
- **Piloting in 3 US School Districts**
- **Research and Evaluation**
Welcome to Bridge to Success
This pilot website aims to provide resources that help MYP teachers prepare more students for the Diploma Programme.
German Project
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**German Project**

In 2002, the IB has been running a project with the **funding of the German ZfA** (Central Agency for Schools Abroad)

- German as a response language in **biology** (HL and SL)
- **History** (SL and HL aspects of the history of Europe and the Middle East)
- **Extended essays** in these subjects
- **Theory of Knowledge**
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**German Project**

24 ZfA schools have been authorized

2 ZfA schools going through authorization

8 ZfA schools have expressed interest

17 ZfA schools will have submitted candidates for examination sessions by the end of 2011

172 candidates in May 2011 were registered for examinations
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**German Project**

- Subject guides
- Teacher support material
- Specimen papers
- Exam papers
- Other curriculum and assessment material in ToK, history and biology
- General guidelines for extended essays,
- The relevant DP handbook sections for extended essay, ToK, history and biology
IB Career-related Certificate (IBCC)
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**IB Career-related Certificate (IBCC)**

A new qualification designed to provide access to an IB education to students seeking a “value-added” alternative pathway to their future

Not a vocational qualification, but is an alternative to the IB Diploma Programme, focusing on a **mix of practical and academic skills**.

Approved for mainstream offer to IB World Schools which offer the Diploma Programme (from September 2012)

The IBCC has been accredited by OFQUAL (UK) as a level 3 certificate
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**IB Career-related Certificate (IBCC)**

The vision of the IBCC is as follows:

By 2020, the IBCC will be acknowledged throughout the world as the leading international career-related qualification, providing students with the academic, practical and social skills required by the 21st century learner.
The groups targeted by the IBCC are:

- Students in IB schools who wish to specialise in a particular technical/vocational education
- Students doing career-related courses who would not at present have access to an IB education
- Students in IB schools who may not wish to pursue the Diploma for any reason
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**IB Career Certificate (IBCC)**

In AEM, there are 19 new schools applying for authorization for 2012 plus 24 pilot schools.

Expect by 2014 approximately 100 schools to be applying for, or authorized for, the IBCC.
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**IBCC Framework**

- At least two Diploma Programme subjects & a specially designed **IBCC core** recognising and emphasising IB values, missions and needs of career-related students
- An approved career/vocational course
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**IBCC Framework**

- 2 Diploma Subjects
- Approaches to learning
- Language Development
- Community Service
- Reflective Project
- Vocational course
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**IBCC: Reflective Project**

• A structured piece of work that can take a variety of forms

• Intended to encapsulate the fundamental elements of the certificate

• Student will be able to identify, analyse, explore, critically discuss and evaluate an ethical issue arising from their vocational study
Curriculum Manager for Inclusive Education
Curriculum Manager for Inclusive Education

• Identifies and researches issues relating to inclusive education; advises on implications for IB’s curriculum and assessment development

• Develops resources in collaboration with programme staff for schools and professional development

• Provides input on inclusive education within access-related projects to the Access and Advancement team