



IB CONFERENCE
OF THE AMERICAS 2013
NEW ORLEANS 18th - 21st JULY

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IB Americas



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Burning questions

- Have questions?
- Write them on post-its. We'll collect them to answer them later.

Where we are



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Where we work

Bethesda - Americas Global Center



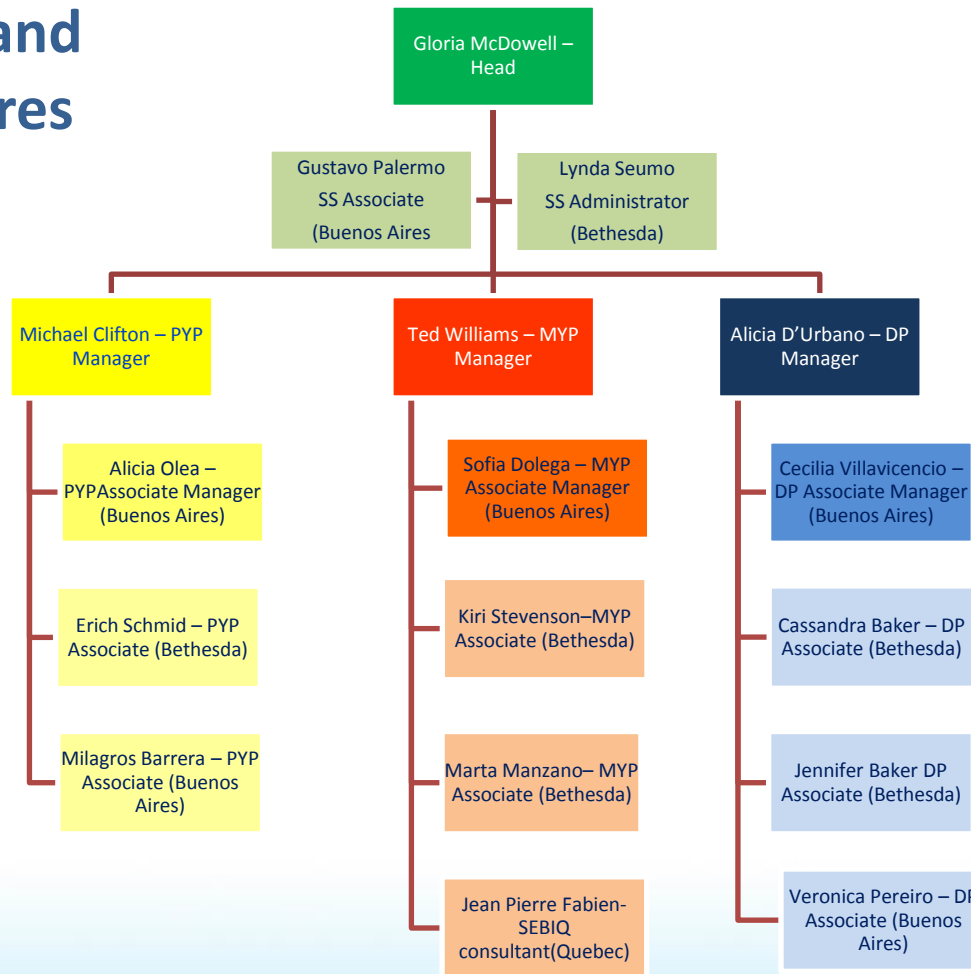
The Hague – DP Development Team



Buenos Aires Office

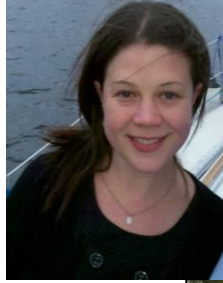
IB Americas School Services Team

Bethesda and Buenos Aires

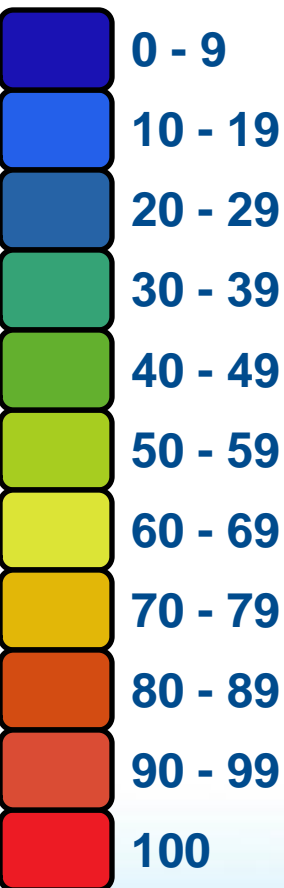


The DP development team

The Hague



Key:
Color/ # schools



Regional School Services

The Americas in figures



DP LA Authorized Schools (307 total)

Mexico	60
Ecuador	58
Argentina	48
Peru	30
Colombia	28
Chile	23
Brazil	18
Costa Rica	12
Venezuela	8
Uruguay	5
Guatemala	4
El Salvador	4
Bolivia	3
Nicaragua	2
Paraguay	2
Honduras	1
Panama	1

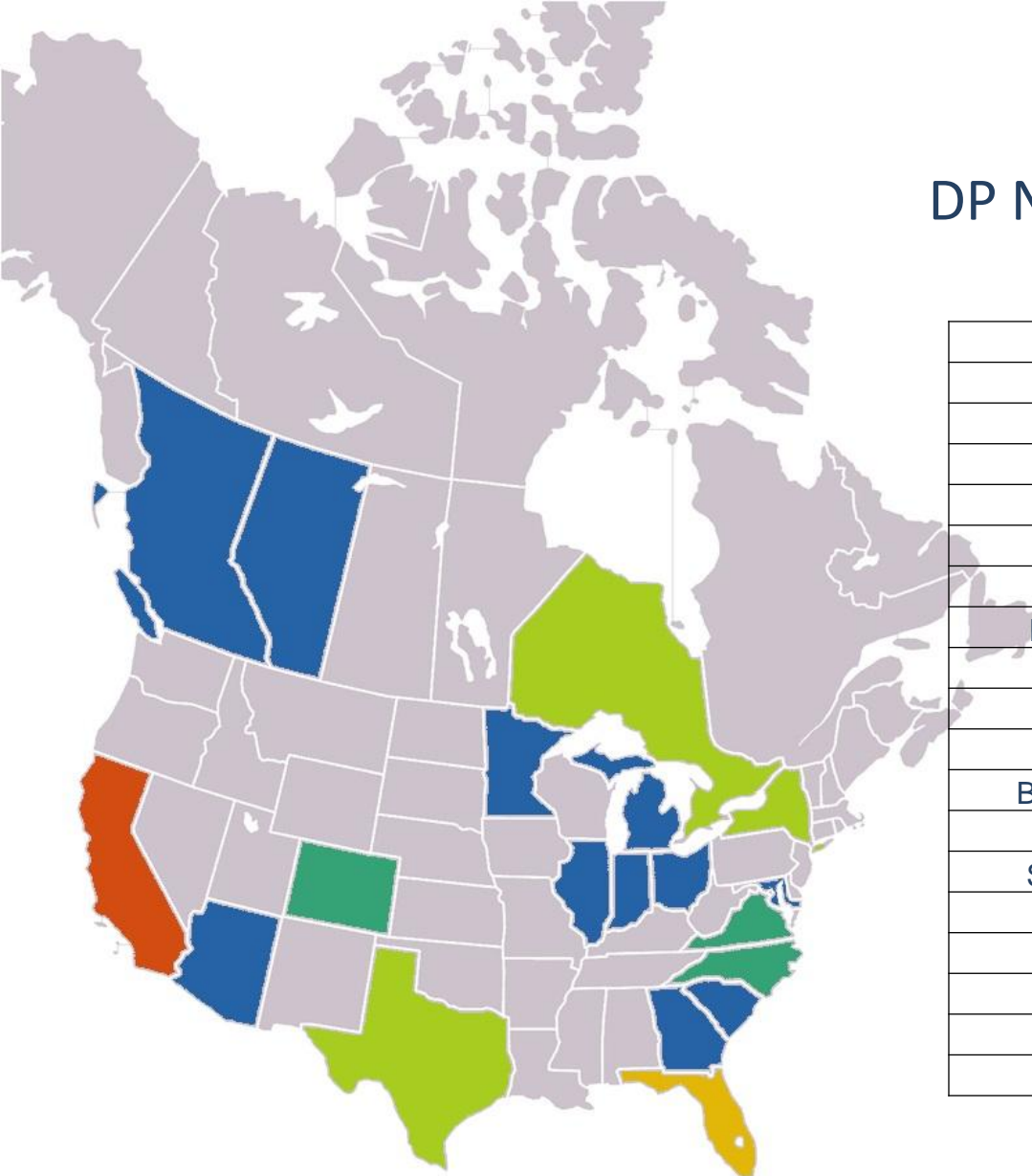




DP LA Candidate Schools (172 total)

Ecuador	135
Argentina	13
Mexico	8
Costa Rica	7
Colombia	4
Peru	2
Chile	1
Uruguay	1
Venezuela	1

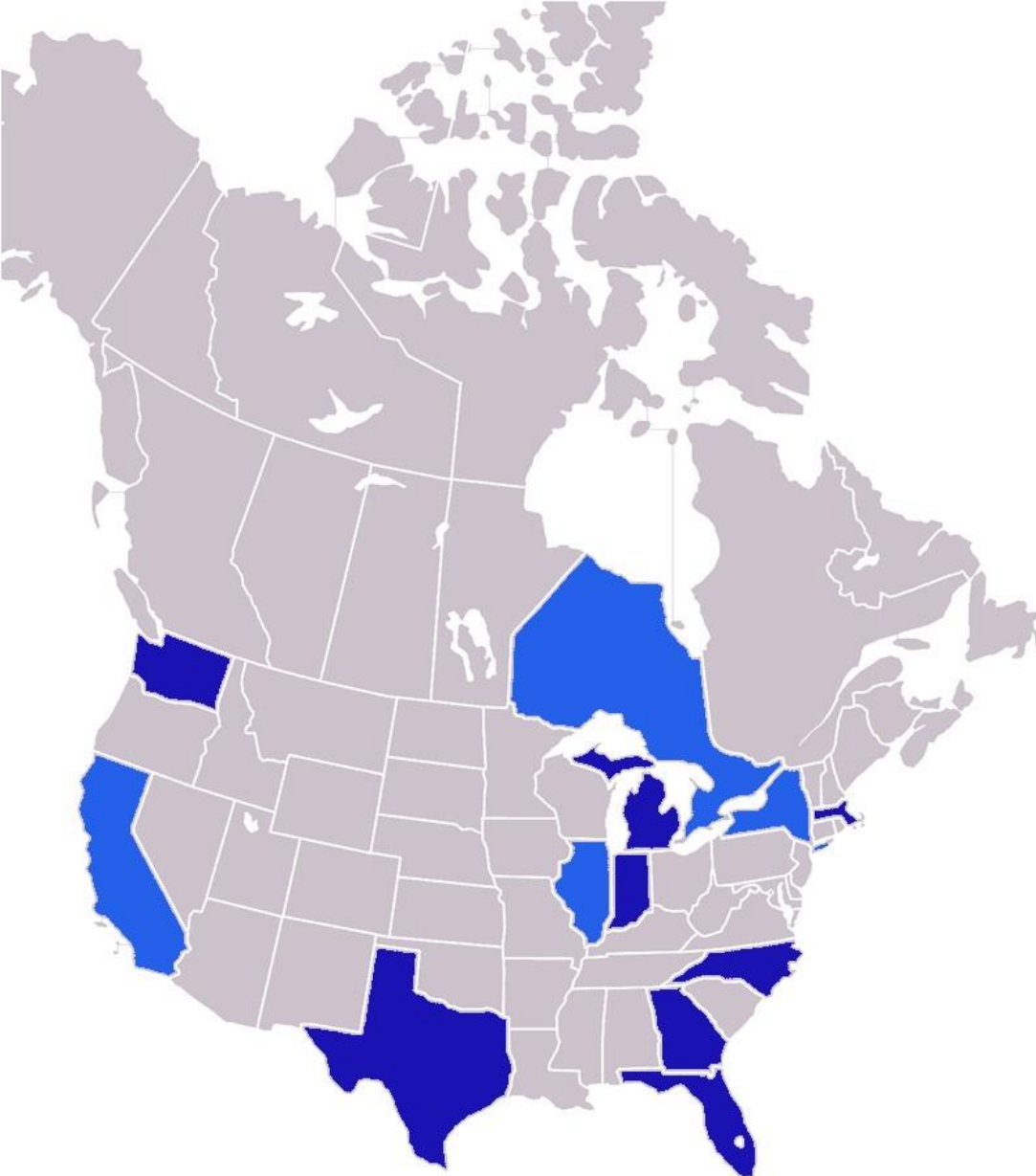
DP NA Authorized Schools (965 total)



California	87
Florida	78
Ontario	56
New York	52
Texas	52
Virginia	36
Colorado	33
North Carolina	30
Alberta	29
Michigan	29
Georgia	28
British Columbia	27
Maryland	27
South Carolina	26
Indiana	22
Ohio	22
Minnesota	21
Arizona	20
Illinois	20

DP NA Candidate Schools (111 total)

California	15
Illinois	15
Ontario	13
New York	10
Texas	7
Michigan	5
Florida	5
Indiana	3
Georgia	3
Massachusetts	3
North Carolina	3
Washington	3



IB Educator Assignments 2012

Americas – Diploma Programme

- 499 regional, district, provider, and in-school workshops
- 65 consultancies
- 47 authorization / evaluation visits = 100 visitors on teams of 2

Authorization process outcomes

- Improved action plans
- Improved budgets
- Better understanding of internal calendars
- Collaborative planning needs improvement
- Links to TOK needs improvement
- Basic understanding of Internal Assessment
- Information to parents needs improvement

The IB Diploma Programme model unpacking the new visual



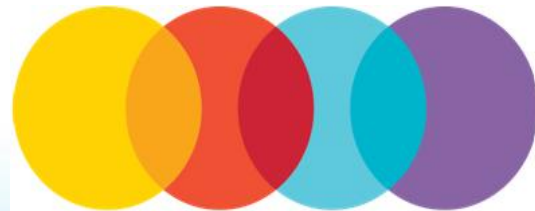
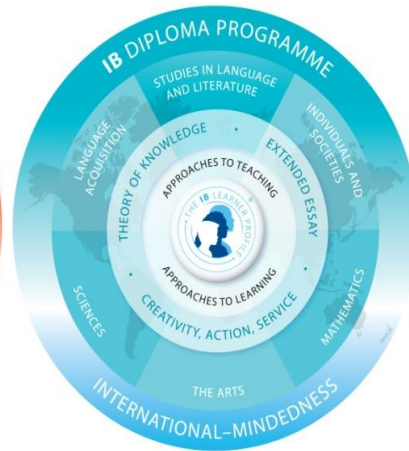
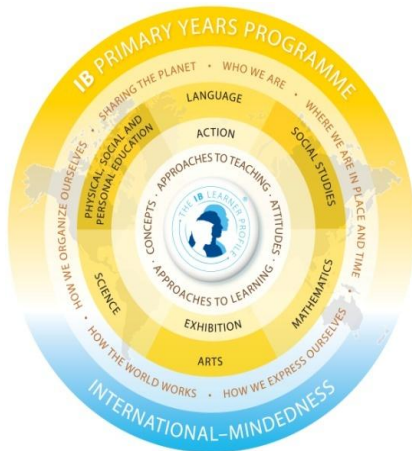
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March 2013

Alignment across the continuum



IB CONTINUUM



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Approaches to teaching and learning

The aim of the project is to introduce and develop a new dimension of the DP, aligned with PYP and MYP, to improve the quality of teaching and learning across the programme and support key values and principles of an IB education through developing and offering commercial and fee-covered deliverables for schools, teachers and students.

Key messages

approaches to learning in the DP

Approaches to learning are designed to develop:

- ✓ self-regulated learners
- ✓ balance
- ✓ social and emotional learning
- ✓ mindfulness
- ✓ active learning

The five categories of ATL skills are:

- ✓ self-management skills
- ✓ thinking skills
- ✓ research skills
- ✓ communication skills
- ✓ social skills

Key messages

approaches to teaching in the DP

Approaches to teaching in the Diploma Programme should demonstrate a concurrency of learning and be approached in a way which is –

- ✓ inquiry based
- ✓ conceptually focused
- ✓ contextualised
- ✓ collaborative
- ✓ differentiated
- ✓ informed by assessment

Project deliverables

- Fee-covered publications:
 - (a) Approaches to teaching and learning in the DP (standalone document),
 - (b) Chapter in *DP: From principles into practice (2015)*,
 - (c) Non-mandated unit planner – examples of good planning
- Commercial publications: manuals, toolkits, etc
- Workshops (new and revised)
- Multimedia: video, audio, podcast, etc

Science Updates

- ❑ New courses – first teaching in 2014
- ❑ First assessment in 2016

- ❑ New IA criteria
- ❑ Nature of science pilot course from Sept 2015.
Applications from schools due in end of year



Arts updates

- ❑ New theatre and visual arts courses
- ❑ First teaching in 2014
- ❑ First assessment in 2016



- ❑ Theatre course focuses on 3 interrelated areas: “theatre in context”, “theatre processes”, and “presenting theatre”
- ❑ Visual arts course focuses on 3 interrelated areas: “visual arts in context”, “visual arts methods” and “communicating visual arts”

New Course: Global Politics

- ✓ Pilot course from 2012
- ✓ Mainstream from 2015
- ✓ Explicitly focused on concepts such as power, rights and conflict
- ✓ Dedicated unit on human rights



- ✓ Engagement activity for IA – e.g. Model UN, interviewing a member of an NGO, simulation gaming, etc.
- ✓ Oral presentation of 2 detailed case studies at HL

Theory of Knowledge Update

- The new TOK course will begin teaching in 2013, for first assessment in 2015
- The guide and TSM are available on the OCC



The IB learner profile review

Collaborative process included the IB community and external consultants, research studies and literature reviews.

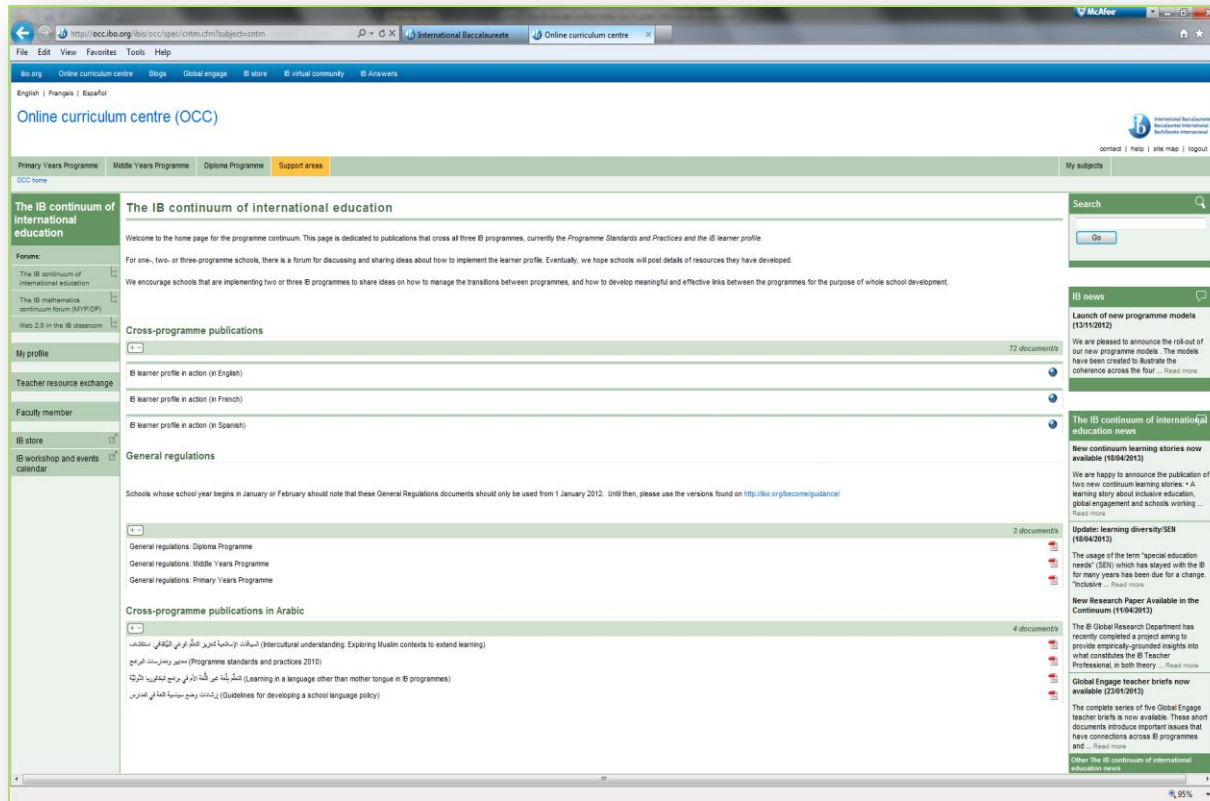
- Information gathered from over 1000 people (in IB regional conferences, focus groups, virtual communities, staff meetings, etc.
- online survey, available from March-October 2012, reflected the perspectives of approximately 6,000 people from 61 countries and 272 cities.

The IB learner profile review (continued)

The Education Committee approved the recommendations and suggested revisions **in April 2013.**

Review report

Schools can download the full report of the learner profile review from the OCC *Support areas/IB continuum*



It contains implementation guidelines for schools

Implementation options for schools of the revised learner profile

The IB now provides more flexibility to help IB WS meet the needs of their communities.

Schools can:

- Use the published *IB learner profile* including the title and the IB's copyright
- Replace the attribute '*risk-taker*' with '*courageous*'.

Note the official IB version will continue to use risk-taker.

Implementation options for schools of the revised learner profile (continued)

Schools can:

- Within the descriptor of the attribute '*balanced*', include the word '*spiritual*' as follows:

We understand the importance of balancing different aspects of our lives--intellectual, physical, spiritual and emotional-- to achieve well-being for ourselves and others.

Note the official IB version will continue to use *balanced*.

Implementation options for schools of the revised learner profile (continued)

Schools can:

- Adopt the published IB learner profile and add one or more attributes (with explanatory descriptors) that are aligned with the IB's mission.
- The resulting document should be titled “[Name of School] Learner Profile (based on the *IB learner profile* © International Baccalaureate Organization 2013)”.

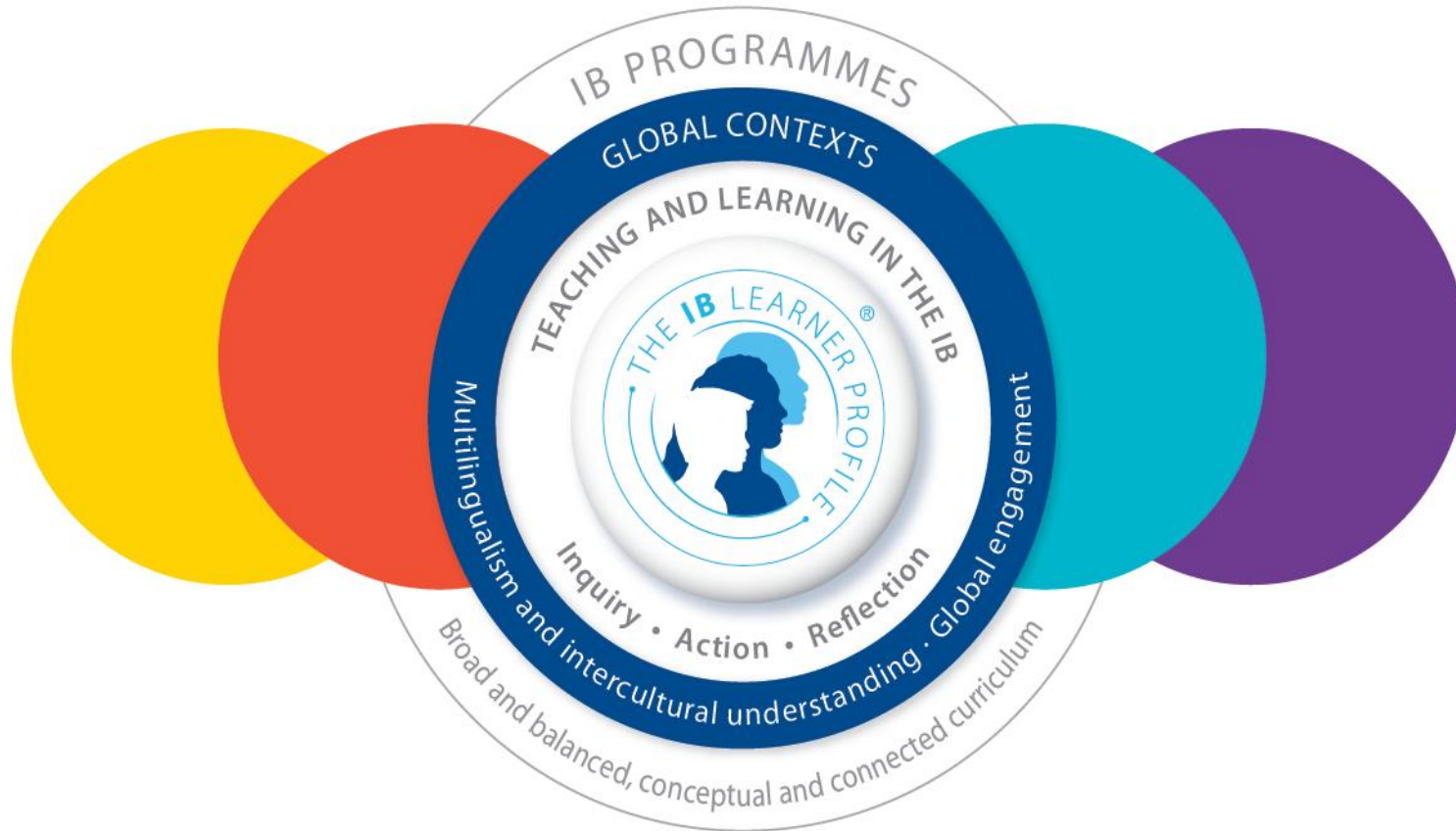
New visual representation

An enhanced visual representation of the learner profile logo illustrates the dynamic nature of the attributes.

A poster will be available from the IB store in August 2013. Schools can download the IB learner profile Design from the [digital toolkit](#).

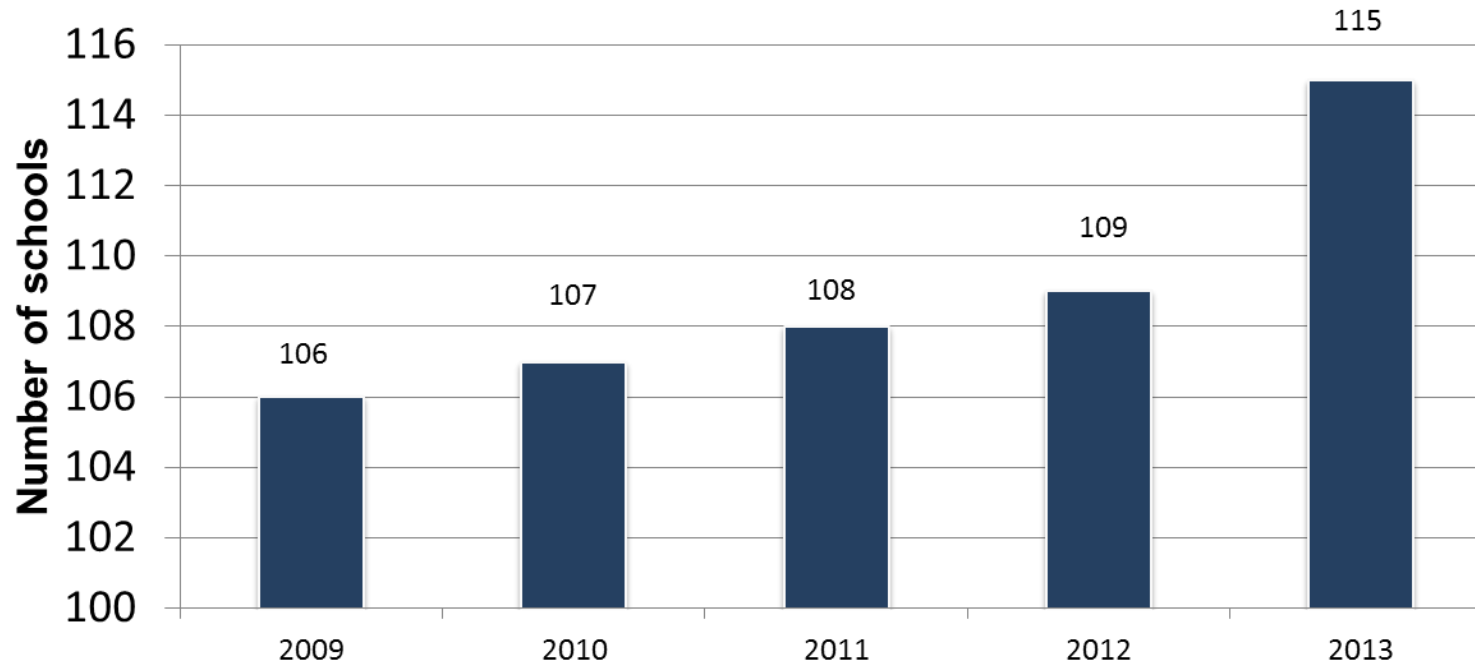


What is an IB education?



OCC/DP coordinators/Cross programme publications
<http://occ.ibo.org/ibis/occ/spec/coord.cfm?subject=coord>

CAS sampling



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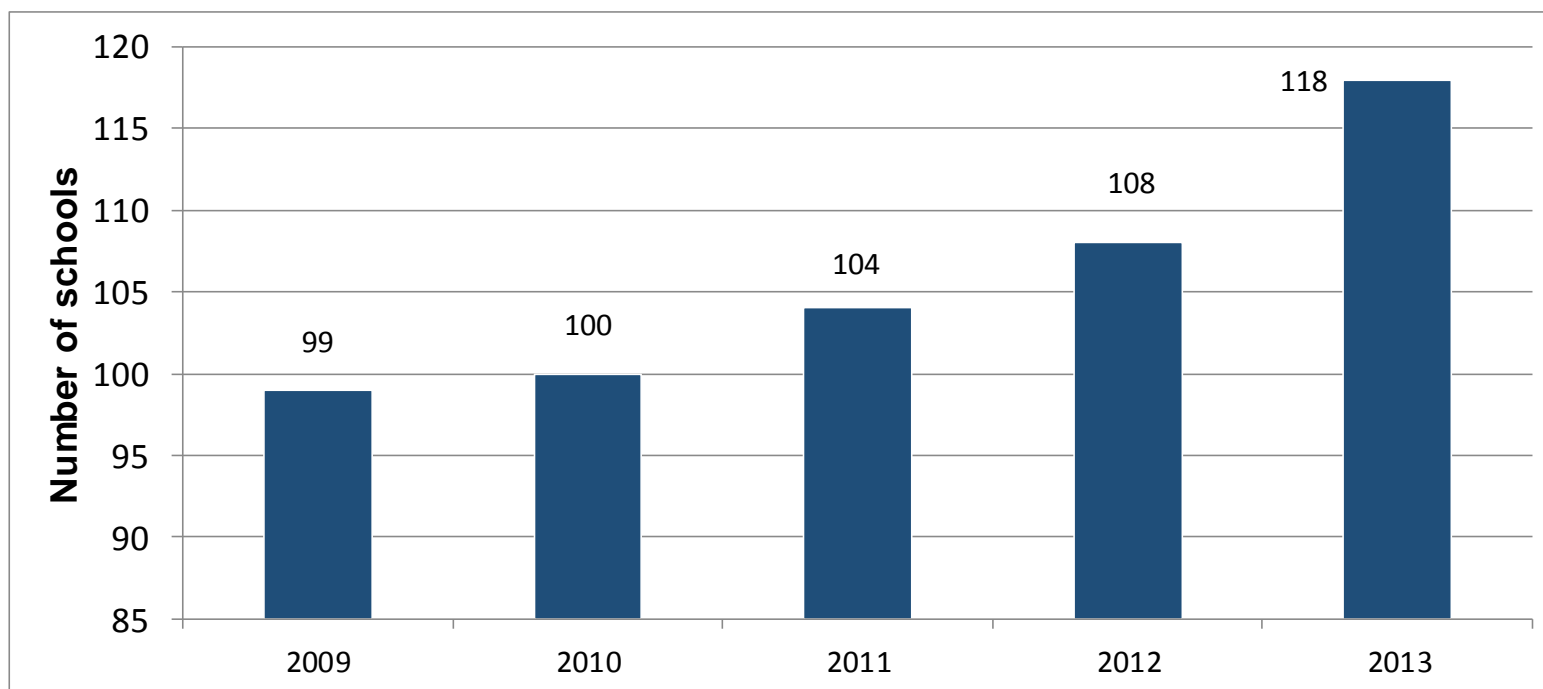


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CAS sampling Nov12/May13: main findings

- *The school has done a great job by relating the attributes of the IB learner profile with the proposed activities and projects of the CAS programme.*
- *The feedback provided by activity supervisors seems meaningful for students' experiential learning along the CAS programme.*
- *The school does not provide funding to support the delivery of an appropriate and varied CAS programme.*
- *The tacit link with the theory of knowledge ways of knowing needs to be further developed in the students' reflection on their learning through CAS.*

Unannounced examination inspections



Unannounced examination inspections

Nov12/May13: main findings

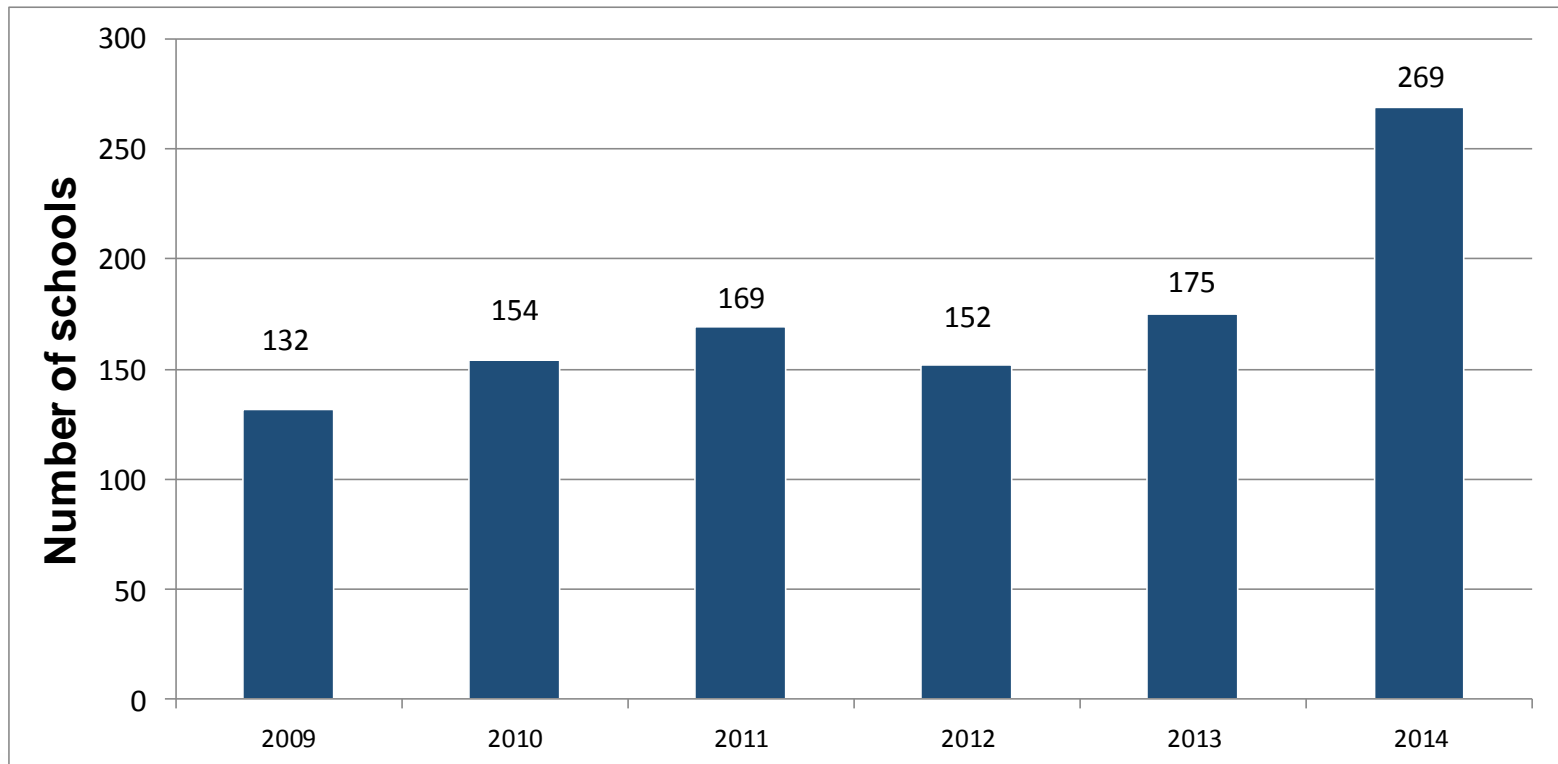
May 2013 examinations: 29 schools were sampled

- High level of compliance with IB regulations

Main flaws

- *Before leaving the examination room the invigilator did not place the candidates' answer cover sheets/scripts in a plastic envelope provided by the IB Assessment Centre.*
- *The invigilator(s) had no access to the IB booklets: Arrangements for the written examinations, Examination materials, Calculators + examination stationery.*

Self-studies



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Self-studies 2012: main findings

Most processes demonstrated a high level of compliance with IB evaluation regulations.

Most frequent matters to be addressed:

- SEN, assessment, language, academic honesty policies.
- Collaborative planning time.
- TOK in one year.

Common mistakes at evaluation

- All ratings H?...don't think so....Not a critical self reflection.
- Reflection not based on evidence.
- Suggested improvements are a restatement of practice instead of action oriented.
- Action plans not thoroughly thought.

Hints

- Be clear about the deadline for submission and find out if you will be visited
- Start early
- Read the 5-6 initial pages with leadership team
- Share and agree on final conclusions
- Allow time for upload problems
- If you have a visit, re-read self study beforehand

New!

- Split deadlines for the DP self-study document submission (1 June / 1 December)
- Visit (10%, follow up visits, synchronous visits, logistics, fees)

Professional Development requirements for Programme evaluation

Requirements for all programmes

- The head of school (or designee) if appointed during the period under review, must participate in an IB-recognized workshop related to this role.
- Professional development requirements for “teachers appointed during the period under review” refer to teachers who are new to the role or the IB programme concerned.

Professional Development requirements for Diploma Programme evaluation

- Diploma Programme teachers, theory of knowledge (TOK) teachers, creativity, action, service (CAS) coordinators and Diploma Programme coordinators appointed during the period under review must participate in an IB category 1 or 2 workshop related to their subject or role.
- Following the review of a subject, when a new guide has been published, at least one teacher of each subject must complete the relevant workshop.