



International Baccalaureate®
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Bachillerato Internacional



IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2013



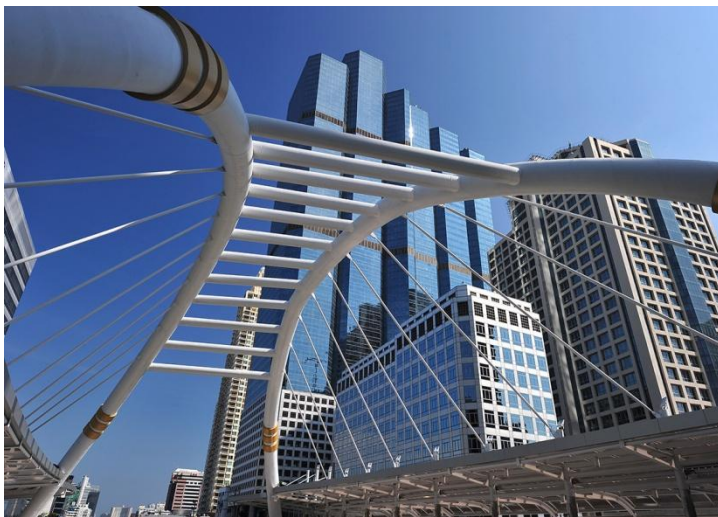
THE HAGUE 24TH - 27TH OCTOBER

Envisioning the future: developments in IB programmes

Judith Fabian, Chief Academic Officer

Envisioning the future

scenario planning



our changing world

strategic planning



the learner of the future?

Envisioning the future

- What will the learner of the future need and want?
- How might we re-think learning?
- What should we do differently now?



What will the learner of the future need and want?

- learning that matters: *'life-worthy learning'* (David Perkins)
- to be able to extract relevant information from the mass
- to be able to understand multi-disciplinary/dimensional problems
- to understand themselves as learners
- to engage in learning that nurtures strong social and emotional growth
- to understand and value difference and diversity
- to seek out opportunities to collaborate
- to be multi-lingual
- to be able to manage complexity and ambiguity
- to be able to move from daily life to future possibilities



How might we re-think learning?



- Provide rich learning environments
- Organize learning in multiple, flexible ways
- Provide more personalized opportunities
- Attend to the social and emotional dimensions of learning

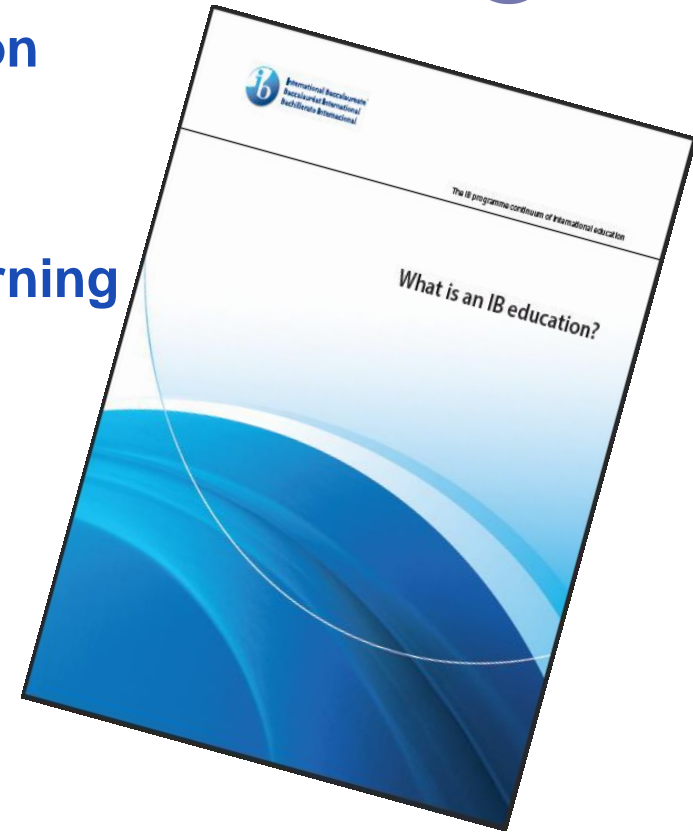


Cognition – emotion – biology – culture

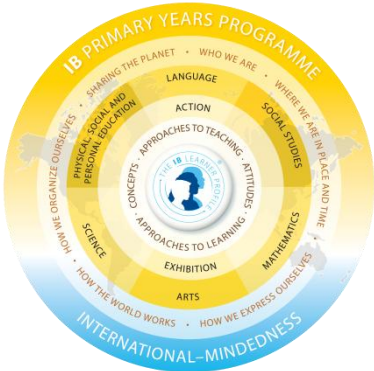
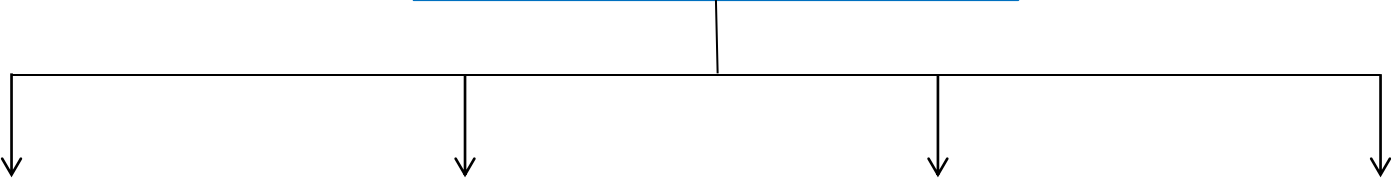
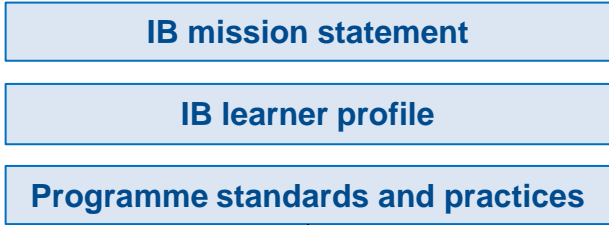
What should we be doing now? What are we doing now?



1. The continuum of international education
2. The profile of the IB learner
3. Approaches to learning
4. Re-thinking content; concept based learning
5. MYP and PYP reviews
6. Career-related education
7. Technology enhanced learning



IB continuum of international education



ib Primary Years Programme



ib Middle Years Programme



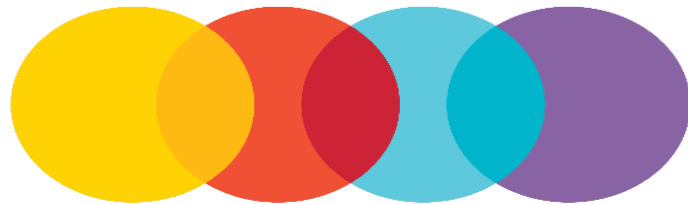
ib Diploma Programme



ib Career-related Certificate

What is an IB education?

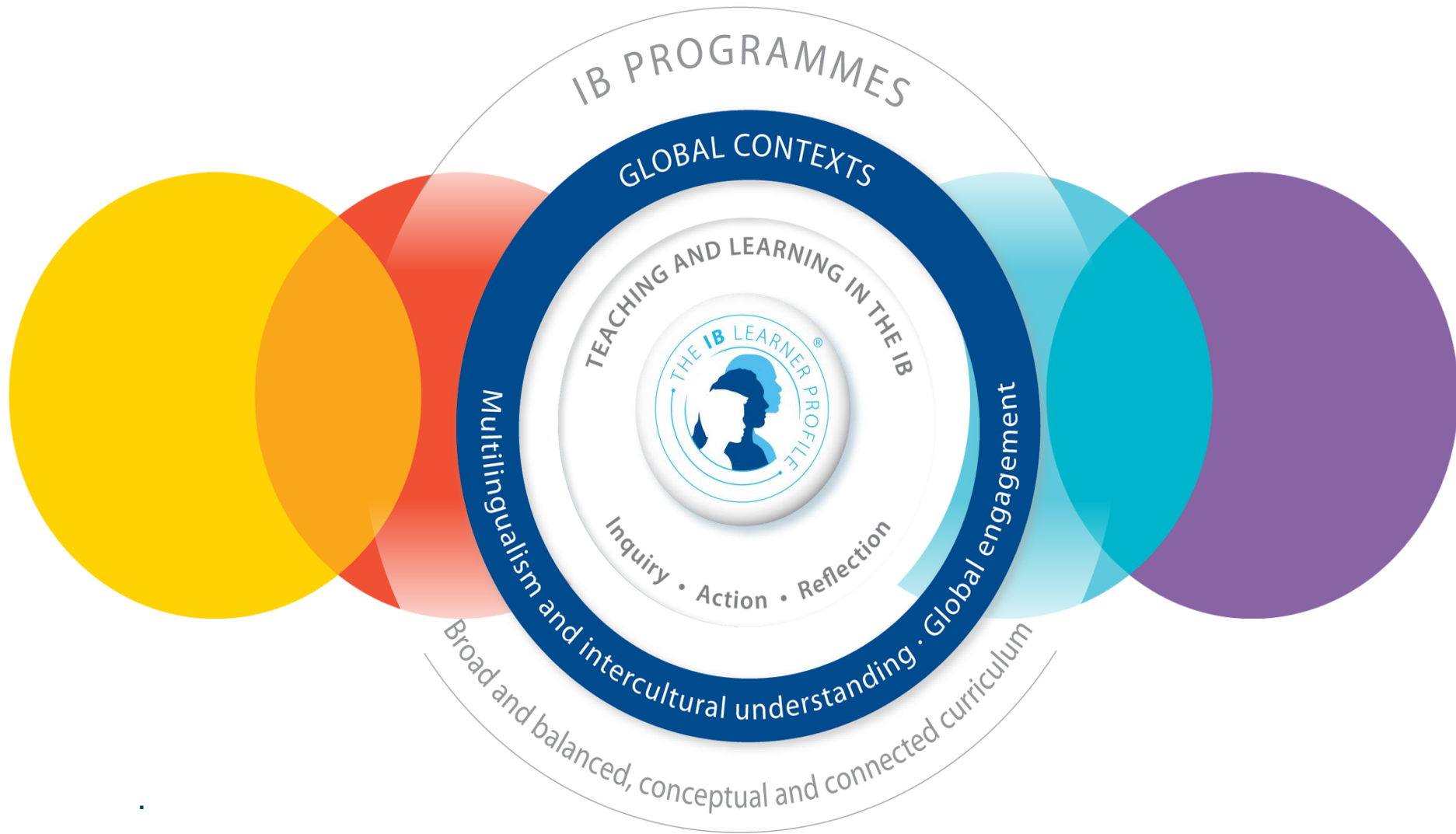
The aim of this document is to communicate clearly what lies at the heart of an International Baccalaureate education. For educators, supporters, students and their families, it explains the ideals that underpin all IB programmes.



THE IB CONTINUUM



What is an IB education?



IB Learner Profile 2013

Perfil de la comunidad de aprendizaje del IB

El objetivo fundamental de los programas del Bachillerato Internacional (IB) es formar personas con mentalidad internacional que, conscientes de la condición que las une como seres humanos y de la responsabilidad que comparten de velar por el planeta, contribuyan a crear un mundo mejor y más pacífico.

Como miembros de la comunidad de aprendizaje del IB, nos esforzamos por ser:

<p>INDAGADORES Cultivamos nuestra curiosidad, a la vez que desarrollamos habilidades para la indagación y la investigación. Sabemos cómo aprender de manera autónoma y junto con otros. Aprendemos con entusiasmo y mantenemos estas ansias de aprender durante toda la vida.</p> <p>INFORMADOS E INSTRUIDOS Desarrollamos y aparamos nuestra comprensión conceptual mediante la exploración del conocimiento en una variedad de disciplinas. Nos comprometemos con ideas y cuestiones de importancia local y mundial.</p> <p>PENSADORES Utilizamos habilidades de pensamiento crítico y creativo para analizar y resolver de manera responsable ante problemas complejos. Actuamos por propia iniciativa al tomar decisiones razonadas y éticas.</p> <p>BUENOS COMUNICADORES Nos expresamos con confianza y creatividad en diversas lenguas, lenguajes y maneras. Colaboramos eficazmente, escuchando atentamente las perspectivas de otras personas y grupos.</p> <p>INTEGROS Actuamos con integridad y honestidad, con un profundo sentido de la equidad, la justicia y el respeto por la dignidad y los derechos de las personas en todo el mundo. Asumimos la responsabilidad de nuestros propios actos y sus consecuencias.</p>	<p>DE MENTALIDAD ABIERTA Desarrollamos una apreciación crítica de nuestras propias culturas e historias personales, así como de los valores y tradiciones de los demás. Buscamos y consideramos distintos puntos de vista y estamos dispuestos a aprender de la experiencia.</p> <p>SOLIDARIOS Mostramos empatía, sensibilidad y respeto. Nos comprometemos a ayudar a los demás y actuamos con el propósito de influir positivamente en la vida de las personas y el mundo que nos rodea.</p> <p>AUDACES Afrontamos la incertidumbre con previsión y determinación. Trabajamos de manera autónoma y colaboramos para explorar nuevas ideas y estrategias innovadoras. Mostramos ingenio y resiliencia cuando enfrentamos cambios y desafíos.</p> <p>EQUILIBRADOS Entendemos la importancia del equilibrio físico, mental y emocional para lograr el bienestar propio y el de los demás. Buscamos nuestra interdependencia con respecto a otras personas y al mundo en que vivimos.</p> <p>REFLEXIVOS Evaluamos detenidamente el mundo y nuestras propias ideas y experiencias. Nos esforzamos por comprender nuestras fortalezas y debilidades para, de este modo, contribuir a nuestro aprendizaje y desarrollo personal.</p>
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El perfil de la comunidad de aprendizaje engloba diez atributos valorados por los Colegios del Mundo del IB. Estamos convencidos de que estos atributos, y otros similares, pueden ayudar a personas y grupos a ser miembros responsables de las comunidades locales, nacionales y mundiales.

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Approaches to learning skills: ages 3-19



Research skills

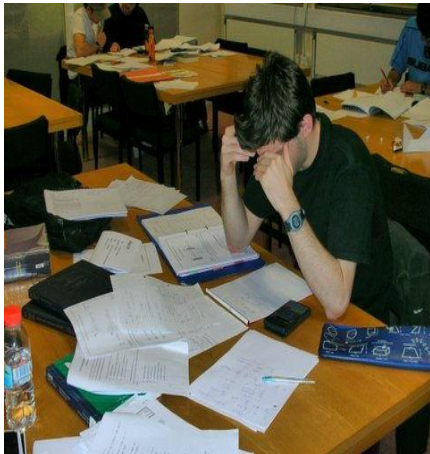
Communication skills



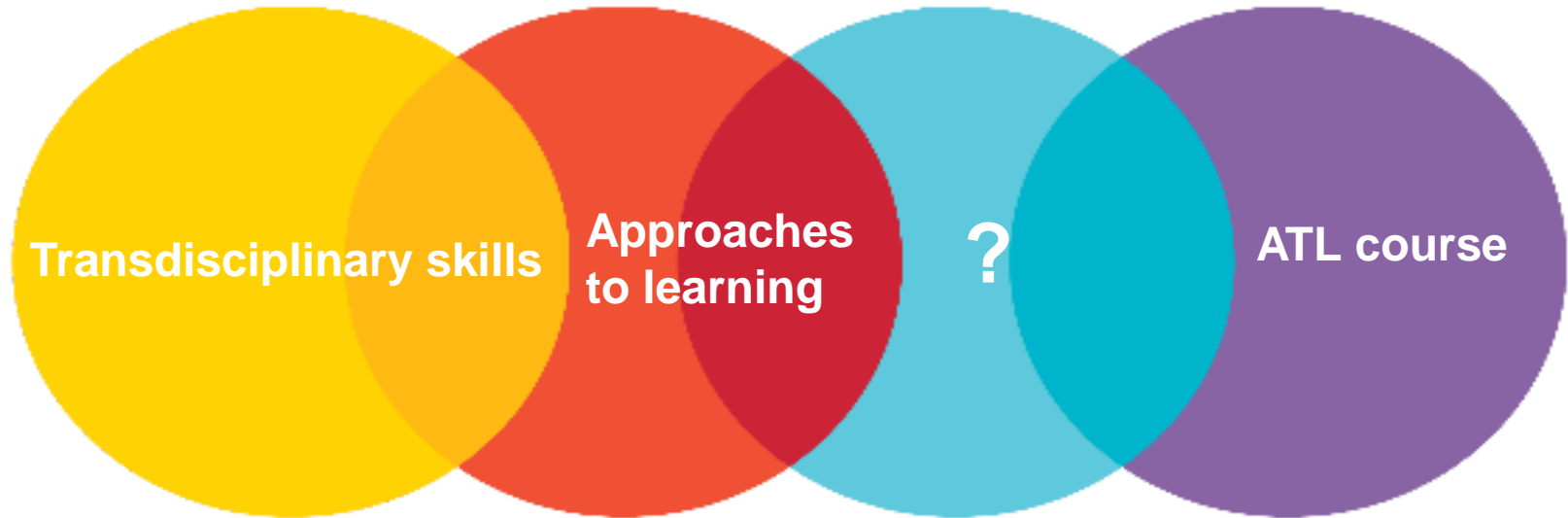
Social skills

Thinking skills

Self-management skills

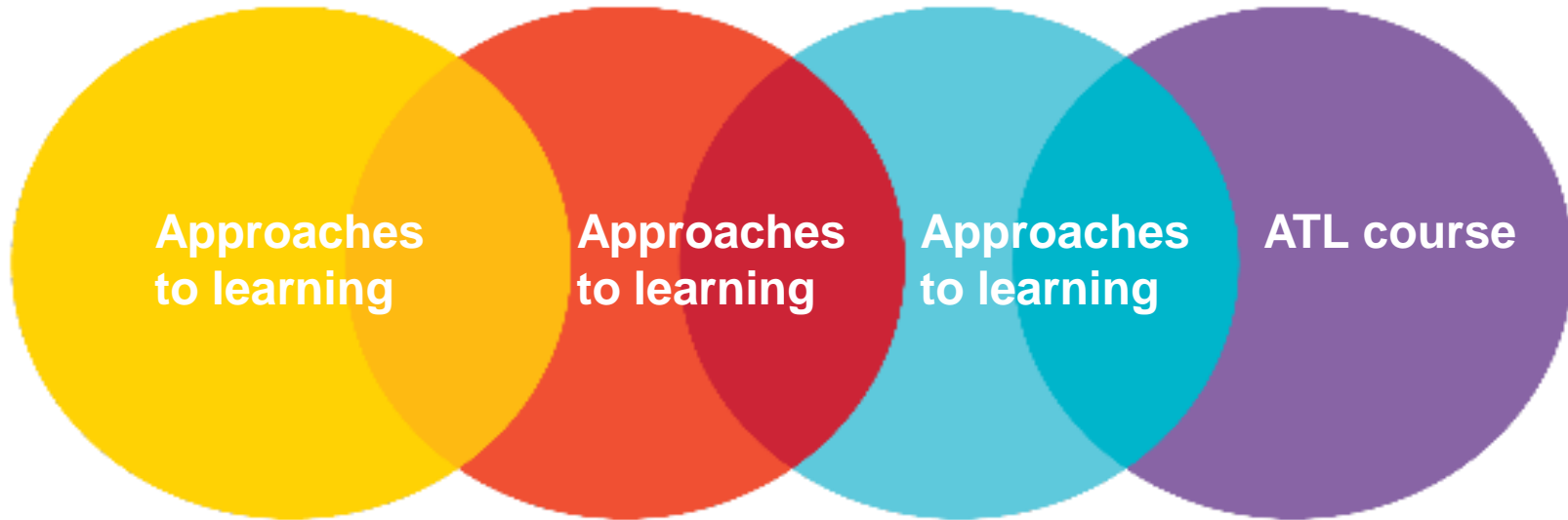


Approaches to learning (ATL): 2013



THE IB CONTINUUM

Approaches to learning (ATL): 2015



THE IB CONTINUUM

Approaches to learning in the DP

**Embedded, integral, part of everyday teaching;
piloting with 100 schools, September – April 2014**

2015

Publications :

- (a) *Approaches to teaching and learning in the DP* (stand-alone document),
- (b) Chapter in *DP: From principles into practice*
- (c) Non-mandated unit planner – examples of good planning

**Manuals, toolkits; workshops (new and revised); multimedia: video,
audio, podcast etc**

Significant content

Both disciplinary and interdisciplinary

Broad and balanced....meeting university standards for rigour in depth and breadth.

Conceptual and connected: focusing on broadly powerful ideas that have relevance within and across subject areas.

Broad ideas that reach **beyond national and international boundaries**.



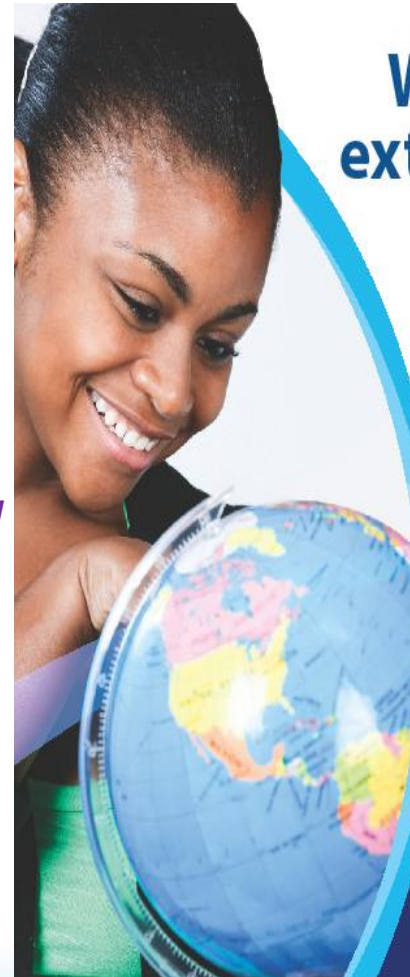
The World Studies Extended Essay (first examination 2013)

- Interdisciplinary
- Global issue within a local context
- Emphasis on process and reflection
- Challenging for schools and students

Examples:

'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



World studies extended essay

World studies is available as an extended essay option from September 2011 (for first examinations in September 2013) to all students following the core components of the IB Diploma Programme.

"Through [the extended essay] I was able to use all the knowledge I had gained from a number of subjects and merge them to form a document in an effort to bring about a positive change for the future."

Zilna Shavdia
Aga Kahn Academy Mombasa, Kenya

New DP subject: Global politics

Pilot: 2012-2014

Four core units:

- power, rights and conflict
- Unit on human rights
- IA – engagement activity eg MUN
- Oral presentation of 2 case studies

Scheduled for first teaching September, 2015.



DP Science updates

New courses:

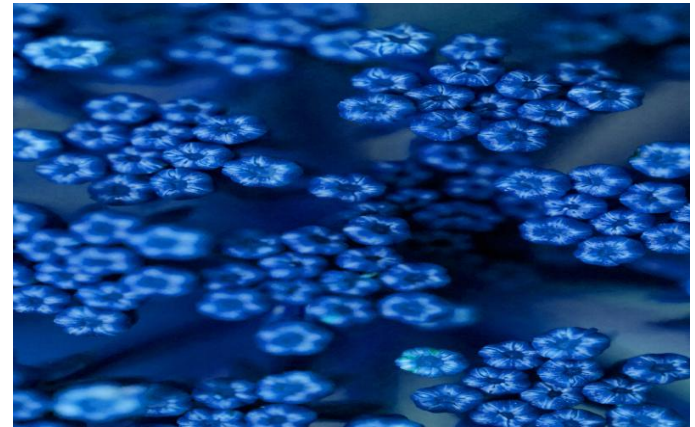
- first teaching in 2014;
- first assessment in 2016
- new IA criteria:
 - 1 option from 4 instead of 2 options from 8 (SL and HL)
- ***Nature of science*** pilot course from Sept 2015.
Applications from schools due in end of year



Theory of Knowledge update

The new TOK course will begin teaching in September 2013, for first assessment in 2015

- New ways of knowing: intuition, imagination, faith and memory
- New areas of knowledge: religious knowledge and indigenous knowledge systems
- A knowledge framework: scope, concepts and methods of each area of knowledge
- Global impression marking approach

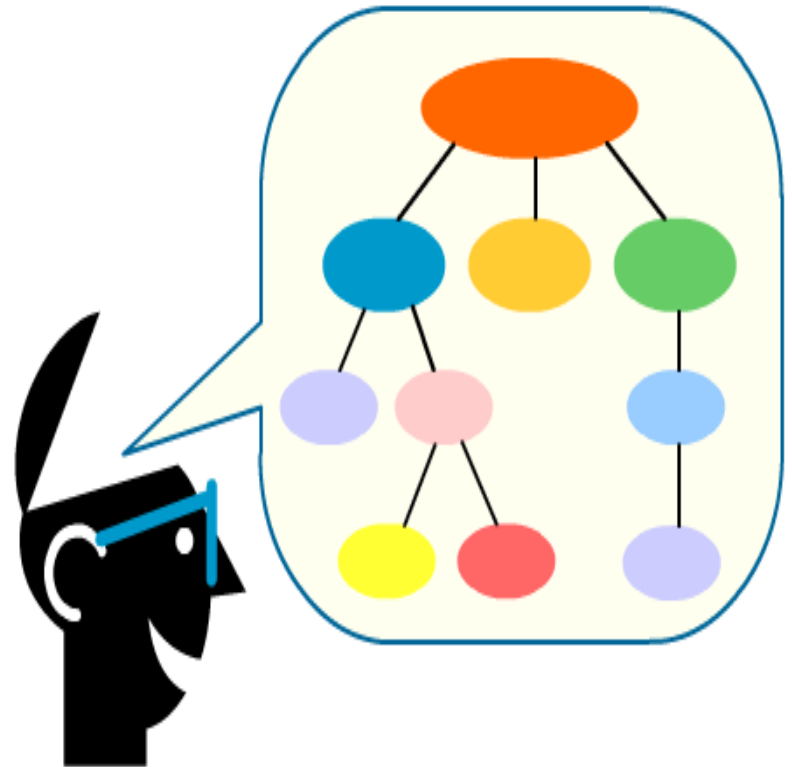


Teaching and learning through concepts

Disciplinary and interdisciplinary

Deeper understanding through meaningful connections and transfer

Teaching beyond the local, national or cultural context



MYP: key concepts – ‘*life-worthy learning*’

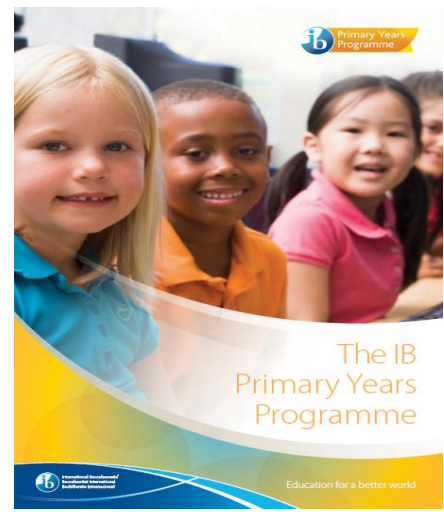
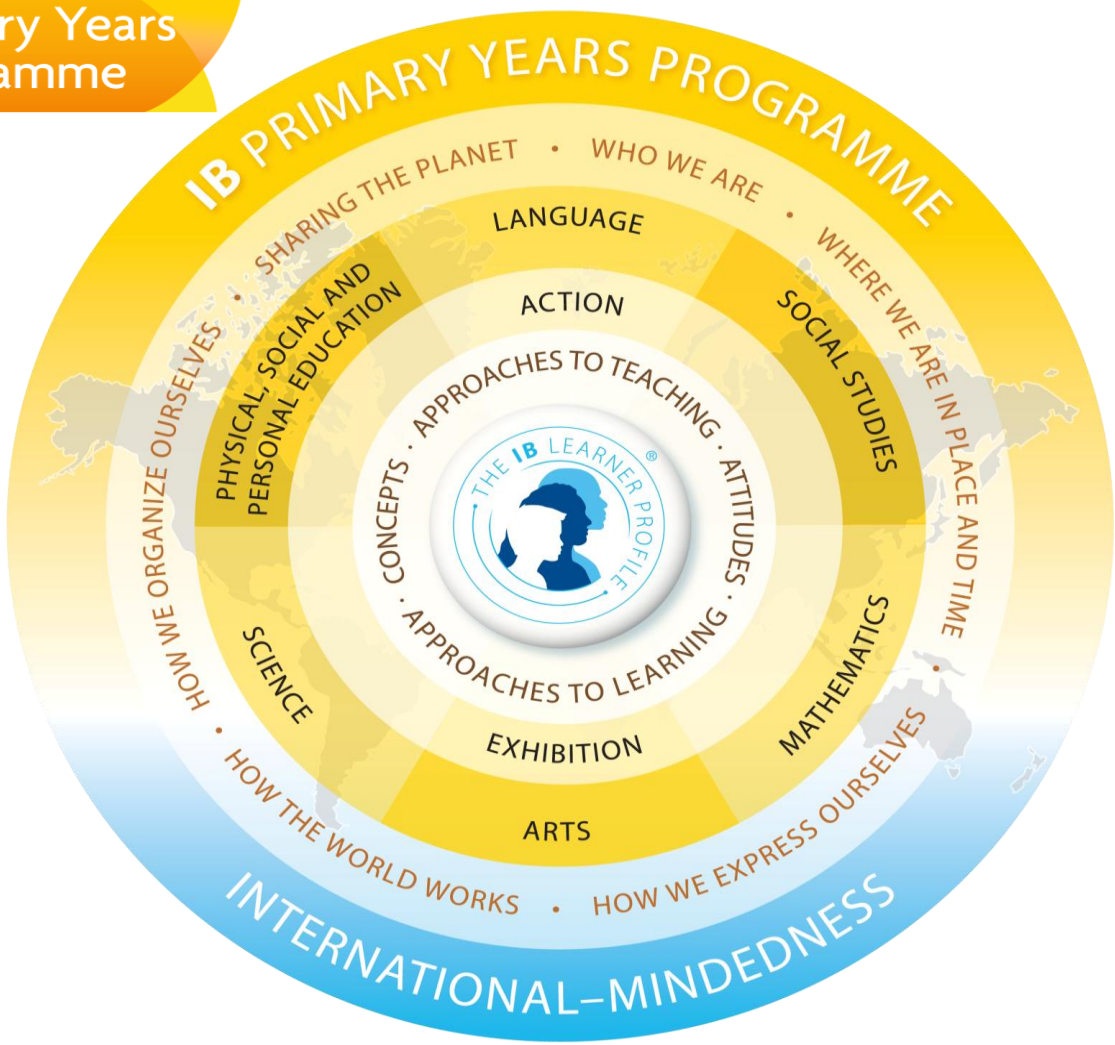
Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

Subject group

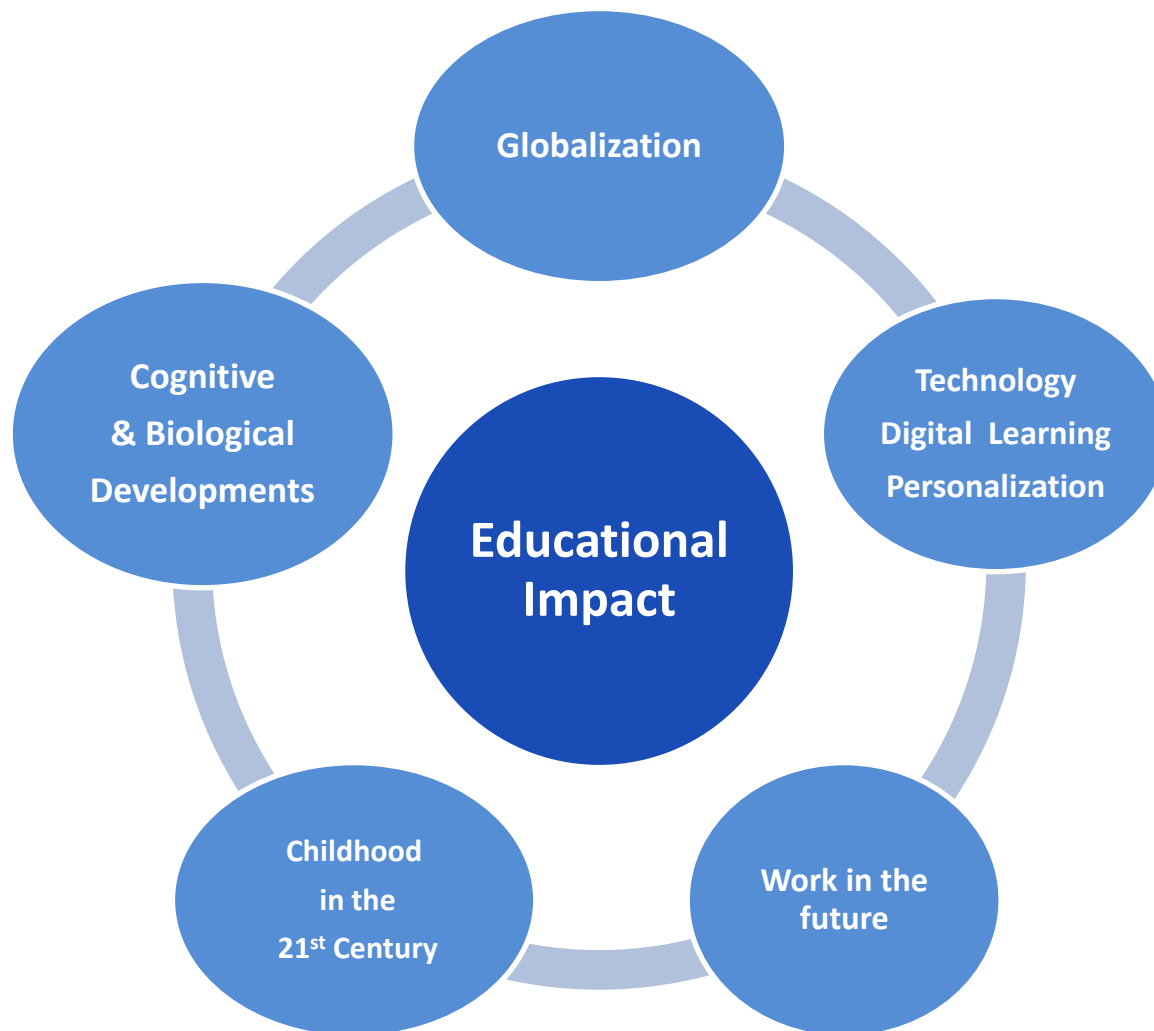
MYP related concepts (sample)

Language and literature	character, theme, genre
Language acquisition	word choice, accent, idiom, voice
Individuals and societies	globalization, power, sustainability
Sciences	energy, transformation, evidence
Mathematics	measurement, pattern, representation
Arts	composition, style, role, intent
Physical and health education	balance, movement, systems
Design	form, function, innovation

ib Primary Years Programme



PYP review: setting the context



PYP review: additional research

Investigate flexibility, inclusion, & access

Well-being & resilience (personal, social, emotional)

Relationships to standards-based instruction

Early Years Education (cognitive development, brain-based learning)

The role of technology (ICT)

Creativity, & Innovation

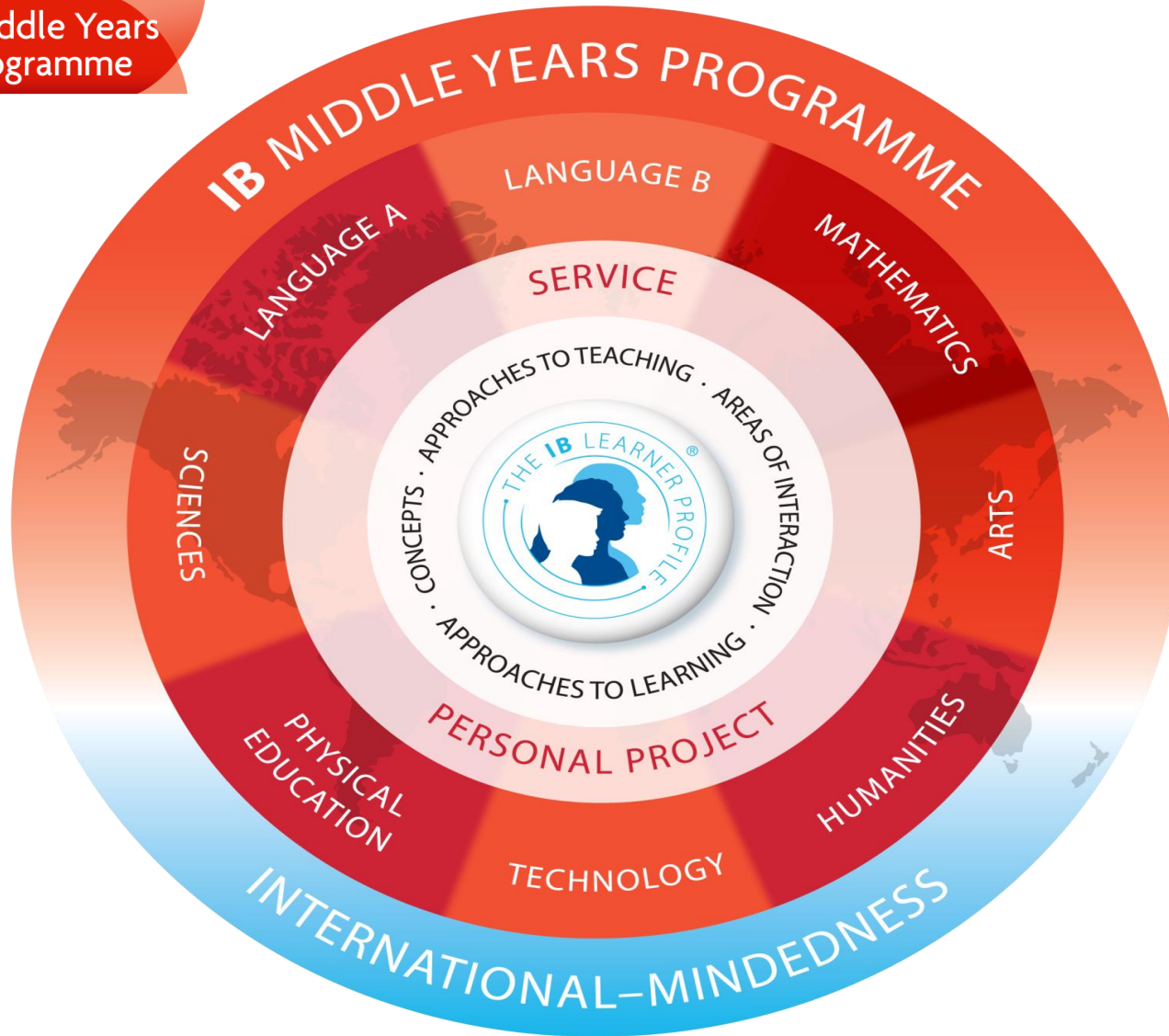
Primary Years Programme review: 2013 - 2017

Key areas of focus

- the 5 essential elements
- school transformation
- the international dimension
- flexibility and access
- early years education
- assessment
- communication



ib Middle Years Programme



MYP: next chapter The essentials...



First teaching is on track to start in September 2014 for northern hemisphere schools and the equivalent date for southern hemisphere schools.



First eAssessments June 2015; full MYP Certificate June 2016

MYP key developments



Curriculum

- Subject group flexibility in MYP years 4-5 (6 of 8 student choice)
- Increased focus on Approaches to learning
- Prescribed key and related concepts for all subject groups
- Global contexts replaces Areas of Interaction

Assessment

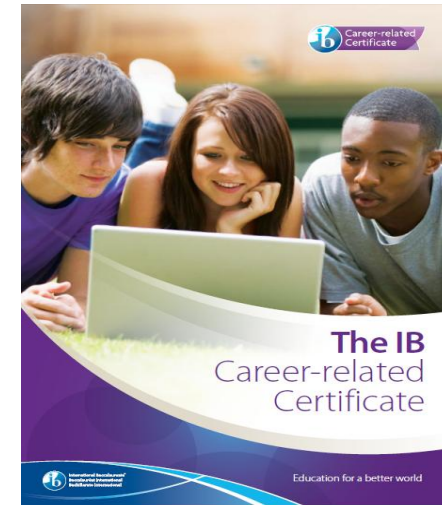
- Standardization of assessment criteria and levels of achievement
- Mandatory moderation of the Personal Project
- Community project for programmes ending in MYP year 3 or 4
- eAssessment (optional)
- Moderation continues in 2014 and 2015

MYP: the essentials of assessment



- **Subject moderation** and the resulting MYP Certificate will continue until the end of the 2015 examination session.
- **Mandatory moderation** of the personal project will start from **June 2016** providing global consistency across all MYP schools
- The new **optional summative assessment** framework including **eAssessments** will be available from **June 2015** with a limited number of subject disciplines plus the interdisciplinary eAssessment
- A more substantial range of eAssessments will be available from **2016**.

ib Career-related
Certificate



IBCC: the story so far.....



Mainstream in September 2012 50 authorised schools

2013 May results:

- No. of candidates: 144
- No. of IB Career-related Certificates awarded: 137 (95%)
- No. of students achieving 1 or more grade 5 or above: 88 (61%)

“Our students are preparing well for their futures through IBCC. It offers something very different and very special. The progress they have made in their first year of this course is testament to this. They are highly motivated not only to achieve the highest grades in their qualifications, but equal focus is placed on skills development”.

Deputy Head Teacher, Kent, UK

IBCC 2014 developments



- Potential optional assessment for the IBCC core
- IBCC schools: phase 2 pilot begins (pending IB Board approval)
- New online workshops developed
- More IBCC resources developed: screencasts, informational videos, support documents

Career-related education in the future?



Technology enhanced learning: collaborating and connecting

**We have all the technology but
how do we best use it?**

- It can enable us to see the world through another's eyes
- It can enable diversity of thinking and approaches to problem-solving
- It can enable users.....or make them dependent

We must set LEARNING GOALS!



**It is global and
democratic**

Technology enhanced learning in the IB: collaborating and connecting

IB Portal – collaborative possibilities

The role of technology in addressing needs of diverse learners

Focus groups at regional conferences



PYP Exhibition

5 PYP schools (Germany, Switzerland, Croatia, Finland)

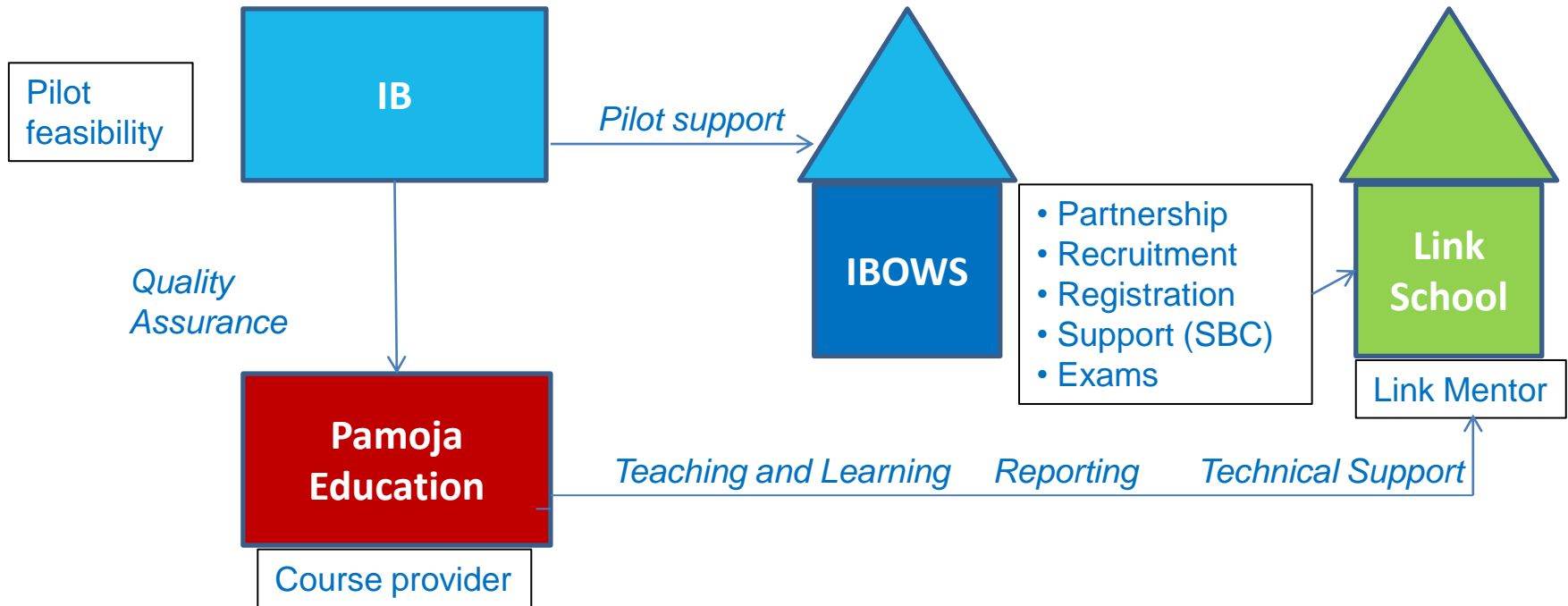
Collaborative planning for teachers; student interaction across schools

Opportunities to share reflections

Resource creation and sharing: teachers AND students

IB Open World Schools (IBOWS)

Current model: link school (2012 – 2014)

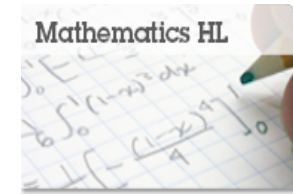


DP courses online: September 2013

Group 2



Group 5



Group 3



Group 6

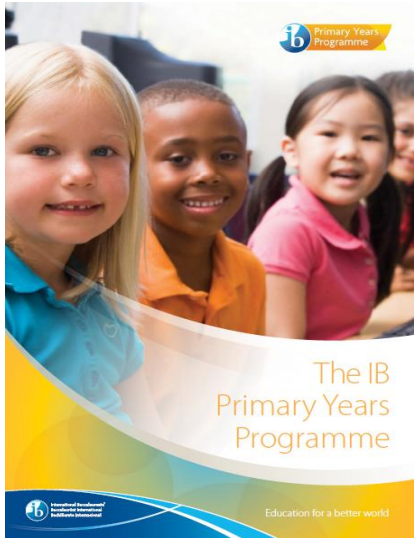


The learner of the future?

- Comfortable with ambiguity and complexity
- A capable and responsible agent of her own learning
- Socially and emotionally aware
- Aware of other's perspectives; understands and values difference
- Able to navigate change
- Able to move from daily life to future possibilities



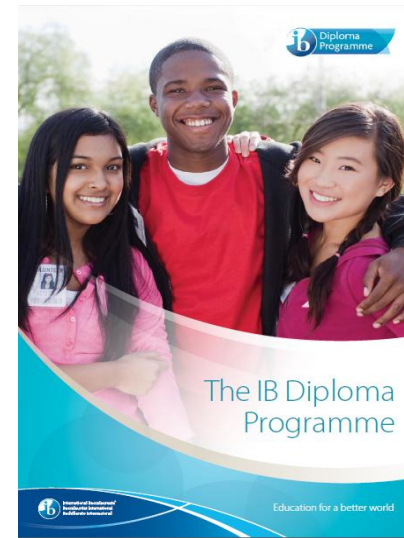
PYP



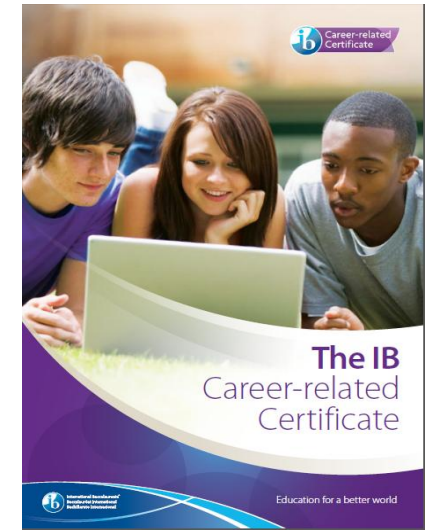
MYP



DP



IBCC



a common educational framework
a consistent philosophy of teaching and learning