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Chicago, IL • 23–26 July

Diploma Programme update Academic division

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Objectives

This part of the session has three main objectives:

- To provide **updates** on curriculum developments in the DP
- To present and gather feedback on ideas for current and future **initiatives**
- To answer **questions** about implementing the programme



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DP Development – where we are





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DP Development – who we are

The **head of programme** manages the work of the department as a whole and is supported by the **academic coordinator**

Heads of curriculum manage the work of teams conducting curriculum reviews; the teams are organized by subject groups:

- DP languages (studies in language and literature, language acquisition)
- DP individuals and societies, and the arts
- DP sciences and mathematics
- DP core

Curriculum managers are responsible for leading the review and creation of teacher support material for individual subjects; they are supported by **academic officers**



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DP Development – what we do

The process for review is spread across three phases.

Evaluation

- Reports from senior examiners and external consultants
- Survey data (alumni, teachers, etc)
- Literature review
- Syllabus comparisons
- Feedback from universities



Development

- Meetings with teachers, examiners and consultants from all three IB regions
- Feedback through teacher surveys
- Feedback from review committees
- Trialing of new assessment tasks and criteria



Implementation

- Production of new materials
- Upskilling of workshop leaders
- Subject-specific seminars
- Accreditation and recognition of new courses

Implementation

Research

Evaluation

Development

Implementation

T1

T2

T3

T4

T5

T6

T7

1st teaching of new course
Evaluation of previous review
Initial research

1st exams of new course
Research
Evaluation of 1st assessment

Evaluation and development year
Review Committees

Development meetings

Draft guide
Draft TSM
Spec papers

Upskilling of workshop
leaders
Guides published
Subject Specific Seminars



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Updates – New in 2015

These subjects have finished their curriculum review and have new guides for **first teaching in 2015**:

- Creativity, Activity, Service (CAS)
- Environmental systems and societies
- Global politics
- History

New guides for these subjects are now available on the OCC.



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CAS – first teaching 2015

Overview of changes

- CAS renamed Creativity, Activity, Service
- Learning outcomes reviewed and rewritten
- CAS activity now CAS experience
- CAS experience criteria provided
- ‘CAS stages’ introduced for CAS experiences and projects
- A greater focus on service learning
- Greater guidance on approaches to reflection
- Emphasis on ‘think global, act local’
- Extensive teacher support material (TSM) developed



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ESS – first teaching 2015

Environmental Systems and Societies:

- New guide and specimen papers are currently available on the OCC
- New TSM with IA exemplars and a large new section with practical support for schools and teachers available on an ESS website (digital publication)



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Environmental systems and societies

English ▼



Guide

In practice

Assessment



Guide

Introduction

Aims and objectives

Syllabus



In practice

TSM



Assessment

Assessed student work



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Global politics – first teaching 2015

- Has completed a successful pilot phase
- Mainstream course now with a new guide for first teaching in September 2015, first assessment in 2017
- Available in both May and November sessions, at SL and HL
- Guide available now on the OCC; teacher support material will be available through the OCC in May
- Explicitly focused on concepts such as power, liberty, sustainability and conflict
- Internal assessment is an engagement activity, e.g., Model UN



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Global politics

English ▾



Guide

In practice

Assessment



Guide

Introduction

Syllabus

Assessment

Approaches to teaching and learning

Appendix

Download guides



In practice

Teacher support material



Assessment

Assessed student work



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Updates – New points matrix for Theory of knowledge and Extended essay

The extended essay (EE) and the theory of knowledge (TOK) essay are awarded letter grades from A (highest) to E; together they contribute 3 points to the Diploma points total of 45.

Changes from May 2015 onward:

- B + C combination results in 2 points
- A + E combination results in 0 points ***and is a failing condition***



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History – first teaching 2015

- New guide and TSM are available on the OCC now
- Specimen papers soon to come
- Significant changes to the curriculum, including the end of the division between route 1 and route 2.
- Registrations should now be much simpler for coordinators as they will no longer have to pre-register for a particular prescribed subject for paper 1.



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Updates – New in 2016

These subjects have finished their curriculum review and have new guides for **first teaching in 2016**:

- Extended essay
- Sports, exercise and health science (adding HL)

New guides for these subjects will be available in time for subject specific seminars beginning in February 2016.



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Extended essay – first teaching 2016

- First teaching of the new guide is 2016, for first assessment in 2018
- Reduction of assessment criteria from 11 to 5
- Introduction of a criterion which assesses ‘engagement’ through a reflective process. This will be assessed using the *Reflections on Planning and Progress form* (RPPF)
- *Reflections on planning and progress form (RPPF)* is on the OCC. First formal submission will not be until the new guide takes effect for first assessment in 2018.



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Sports, exercise and health science – first teaching 2016

- HL will be available for first teaching in 2016
- 7 new additional HL topics and new material for the existing options.
- The IA will be changed for both SL and HL starting from September 2016 to bring it in line with the other main group 4 subjects
- Details on both of these changes will be published in a new guide



Updates – School-Based Syllabuses

What is an SBS?

- An optional sixth subject in the Diploma Programme
- It is linked to a subject group
- It can be offered at SL only
- Schools must apply to become authorized to teach an SBS (new or existing)
- Students are permitted to do one SBS only
- The IB is now responsible for the quality assurance processes associated with the assessment of the SBS and the curriculum review of the SBS

Current SBSs:

- Art History
- Astronomy
- Classical Greek and Roman Studies
- Marine Science
- Political Thought
- World Arts and Cultures



Initiatives – Possible future courses?

Initial research is being conducted regarding the feasibility of adding more courses of interdisciplinary nature to the DP, for example:

- Big History
- Sustainability
- Global media
- Musical technology
- Digital wisdom



Initiatives – DP student workload study

- Large-scale global survey of DP students at the beginning of the programme, at the end of the first year, and at the end of the programme
- Pilot results (DP students in approx. 100 schools) are currently being analysed
- Areas of investigation
 - How demanding do students find the DP? Which particular courses or aspects of the programme do they find demanding?
 - What are students' perceptions of their own stress levels while studying the DP?
 - Which students are most affected by the demands of the programme?



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Initiatives – Flexibility in the DP

Initial investigations are being conducted into flexibility in the DP.

- Where do we offer flexibility in the current programme, and where are we more prescriptive about programme requirements? What are the reasons for that?
- Flexibility in time (to deliver the programme) and flexibility in requirements / composition of a Diploma – what do schools need from the IB, and what can the IB reasonably provide in order to enable more schools to offer the DP ... **while maintaining the high standards of the programme**



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**Approaches
to teaching
and learning
(ATL) now
appear at the
centre of the
DP model**





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Initiatives – ATL in the DP

Resources

- Guide: *Approaches to teaching and learning in the Diploma Programme*
- Videos: 26 videos, each 5 minutes or less
- Unit planners
- Interviews with experts in the field, e.g. Grant Wiggins
- “Case studies” of ATL pilot school initiatives
- “Self reflection tool” for teachers
- New DP workshop (category 3) specifically on ATL
- A more detailed section on ATL in the next *DP: From principles into practice*
- Detailed sections on ATL in each subject guide as it comes out of curriculum review



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Approaches to teaching and learning

English ▼




Guide


In practice


Tools



Guide


 Approaches to learning


 Approaches to teaching


 Pedagogical leadership



In Practice

 Videos

 Case studies

 Interviews



Tools

 Self-reflection tool

 Unit planners



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Questions – Is the DP undertaking a whole-program review?

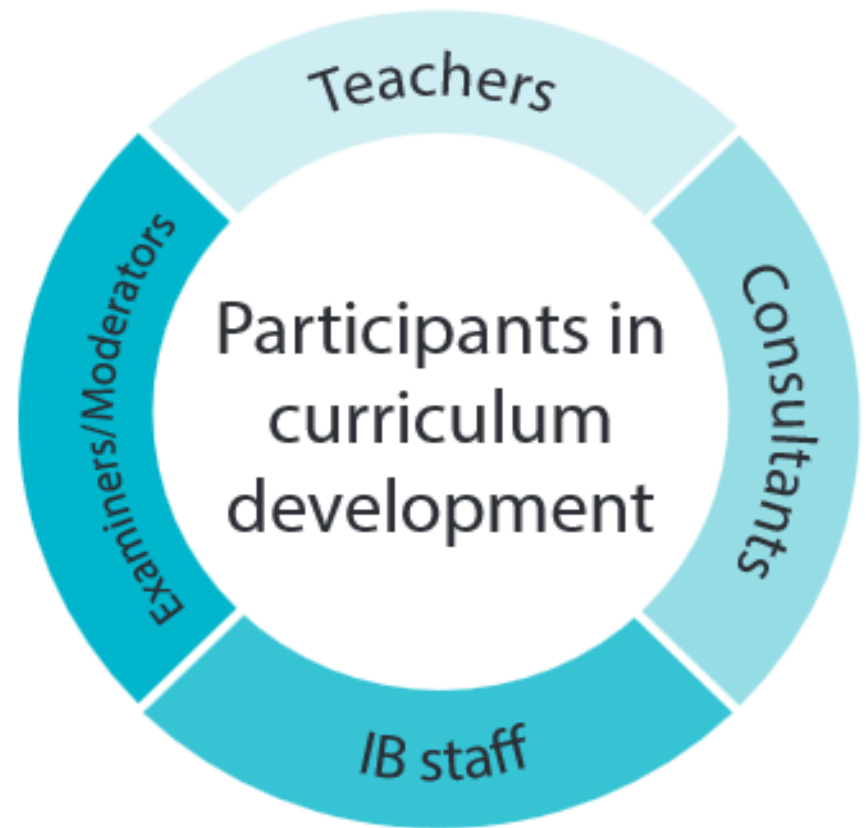
- The MYP has completed a whole-program review and the PYP is currently undertaking a whole-program review ... so people may be wondering whether or when there will be such a review done for the DP
- Over the next several months, we will organize ourselves within the IB to identify key areas for:
 - refining and advancing our curriculum and assessments,
 - providing more flexibility for accessing and implementing the DP
 - achieving the ideal of “one IB”: coherence across programs
- Any type of review effort takes time and careful research, so no worries ... nothing will be changed overnight



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Questions – In what ways can I work with the IB?

- Participate in a curriculum review meeting
- Complete a teacher or coordinator survey
- Write a commissioned review of materials
- Participate in a focus group
- Serve as an examiner
- Serve as a workshop leader
- Serve as a site visitor
- *...and many more possibilities*





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Thank you

Thank you very much for attending this session. Enjoy the conference!

Please share your questions and feedback with us regarding the Diploma Programme.

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