

# IB Americas September eNewsletter

## Welcome to the September 2011 edition of the IB Americas eNewsletter

Dear Educator,

Welcome to the September edition of the IB Americas eNewsletter. This edition focuses on technology. Technology has entered our classrooms and our lives in a variety of ways. Therefore, we have asked schools from across the Americas to share stories about how they enhance their curricula through technology. It is my hope that you will be able to incorporate these ideas in your classrooms. As usual, routine updates appear towards the end of the eNewsletter.

This edition of our eNewsletter contains inspiring stories from the United States, Guatemala and Canada. From the Primary Years Programme at Lincoln Center Elementary in South St. Paul, Minnesota, USA, we learn how to form a tech team to increase technological know-how within a school. The Middle Years Programme at the Atlanta International School in Atlanta, Georgia, USA, shows us the impact of creating wikis to increase communication and engagement among students. Centro Escolar Campoalegre's Diploma Programme in Guatemala City, Guatemala, explains how three technology based resources have improved the learning processes at their school. Stratford Hall's IB Continuum in Vancouver, British Columbia, Canada, demonstrates the exciting transformation happening in their school by which learning—and the writing process—is relying more and more on podcasting, video creation, Google Documents, blogging and Twitter.

Due to an overwhelming response to the call for articles for the September eNewsletter, we have created an ejournal of technology articles, [IB Americas ejournal: Enhancing curricula through technology](#).

Technology also played a significant role in the IB Conference of the Americas from 21–24 July in San Antonio, Texas, USA. Those in attendance and those unable to make it were able to experience the conference virtually through a variety of technology and social media tools. Please visit the [conference blog](#) for a complete recap, including blog posts, tweets and videos.

I encourage you to use the many forms of social media we have set up for you, our stakeholders.

- Read one of our many [blogs](#)
- Follow us on [Twitter](#)
- Join our [Linkedin group](#)
- Visit our [Facebook page](#)
- Watch videos on [IBtv](#) or through [iTunes](#)

As always, I hope this eNewsletter provides inspiration and ideas for you as you implement and offer IB programmes to your students.

I welcome your feedback and your ideas. Please do not hesitate to contact me at [iba.director@ibo.org](mailto:iba.director@ibo.org).

Warm Regards,  
Drew Deutsch  
Director, IB Americas

## The IB Primary Years Programme: Lincoln Center Elementary students are technology leaders

*Nancy Gerber, PYP Coordinator, Lincoln Center Elementary School and Kaposia Education Center, South St. Paul, Minnesota, USA*



Students at Lincoln Center Elementary in South St. Paul, Minnesota, USA, are becoming technology experts. A group of enthusiastic fifth and sixth grade students provides informal technical support by participating in the Lincoln Center Tech Team.

A year ago I attended a session by Eric Lauzon, the Global IT Director for the IB. His presentation included a story about a company based in India that put a computer in a hole in the wall so that children in the alley could have Internet access. The children learned to operate the computer, navigate the Internet, and teach each other new skills. Lauzon gave several examples of students learning with and about technology with little adult assistance. This presentation sparked an idea to solve a problem and cope with one of my weaknesses—technology. Although I am a lifelong learner and enthusiastically embrace new technology, there are a lot of things I have not learned yet.

Additionally, like many PYP coordinators, I have a complex job description. Part of my job involves technology integration and support. I needed help, so I enlisted some tech experts—the fifth and sixth graders. Teachers were willing to allow a few students to volunteer to be members of the Tech Team. Commitment, caring and the ability to be risk-takers were the criteria for selection. A dozen fifth graders and ten sixth graders met in the media center twice a week to learn new software programs and become familiar with new equipment.

We discussed our task and developed some essential agreements about helping one another. I told them that they would likely know more than me and that it was okay. We made our way through the Microsoft Office suite of programs and a few other websites learning each new skill together. I demonstrated basic program features and then they proceeded to learn additional features and functionality. They, in turn, taught their classmates new skills. As a result, Excel, Publisher, PowerPoint and Prezi are common skills among our intermediate students. Eventually teachers throughout the building requested Tech Team demonstrations in their classrooms. The Tech Team members were proud to carry their own flash drive to store their presentations. The team also assisted teachers in the computer lab. Additionally, they would shoot and edit video and transfer files. The “adult” tech department was supportive and familiarized themselves with Skype and Google Talk.

The team needed supervision and guidance and they did not get everything right the first time around. Children at this age are still working on their presentation skills. However, tech knowledge and expertise spread quickly and with greater depth than I could have ever accomplished on my own. Students learned to value service, and gained confidence as well as practice with several IB attitudes and the learner profile. In an effort to continually grow, we will roll out an iPad initiative next year. The tech team members will play an integral role in our continuing technology adventure.

## The IB Middle Years Programme: Promoting student engagement through wikis

*Alan Preis, IT Coordinator; Jen Weyburn, MYP Coordinator, and Kate Preis, English Teacher, Atlanta International School, Atlanta, Georgia, USA*



At Atlanta International School, we are always looking for ways to authentically integrate technology into our curriculums to enable students to increase their level of engagement with subject learning and develop enduring technology skills. Wikis, easily edited websites that students can use for a variety of projects, are a natural fit for our goal of student-centered instruction. Over the past two years, we have started to integrate wikis into our middle school English classes.

In Year 1 English, students explore Native American societies in a unit that asks two questions: “How do various societies try to make life good for people?” and “How can we use the design cycle to create the best wiki to educate our classmates?” In groups, students research a particular Native American tribe. They create wiki pages to document the process of designing a final website that showcases their learning. Using wikis allows them to incorporate links to other websites, pictures, embedded video, and other content. In addition, students evaluate their progress using design specifications and track their research using NoodleTools, a software that facilitates the research process for both students and librarians.

Discussion tabs on each page make the peer evaluation process flow much easier. This project embodies many aspects of the MYP's Approaches to learning—collaborative skills, organizational skills and attitudes towards work, and information literacy.

In Year 2, students build on what they learned in Year 1 by using wikis to create a CAS website. Students work in groups to create a unique site for each of the school's CAS groups. The goal is for students to create a site that the school community will use, so the products serve an authentic purpose. Pages include information about each group, interviews with CAS leaders, and details on how to get involved. Finally, each group of students designs an informational page to “sell” their group in order to promote attendance and an active level of engagement.

We have also begun to incorporate wiki use into our Year 3 English class. Wikis are used to create a simulated social network, similar to Facebook, in a Response to Literature exercise. Each student is assigned a character from Shakespeare's *A Midsummer Night's Dream*, and they create a home page that includes a character image and profile information. The discussion tab on each page is used as a “wall” to gather comments and ease dialogue. Students follow each other's discussions and respond to comments and questions in the role of their character that allows the teacher to check for understanding throughout the reading of the play while keeping the students actively engaged. Postings and responses serve as a springboard for authentic class discussions and further work.

Wikis have become a valuable tool for instruction at our school. As students progress through each of these units, they acquire additional skills that they apply and share with each other and become more independent and self-directed learners. Many choose to use wikis in place of traditional methods of work. They are able to use this more dynamic medium to effectively apply the strategies of communication, collaboration, research skills, and organization to other MYP subjects.

## IB Diploma Programme: Implementing technology in the classroom

*María Gabriela Martínez Ortiz, Technology Integrator, Centro Escolar Campoalegre, Guatemala City, Guatemala*



There is a new challenge for the administration and teachers of the Centro Escolar Campoalegre: how can technology be truly implemented in the classroom, as opposed to merely serving as a resource to present a topic more easily? How do we make it a means to focus on sparking interest among students who currently live in the digital era? And how do we determine the way in which modern technological mediums can support the teaching-learning process?

This change has required the preparation and training of teachers who, during their training years, did not experience the digital world we currently live in. The initiative was widely accepted by teachers; they search and research new means for incorporating technology into the subjects they teach.

In our school, we have implemented a series of technological elements; I would like to share three of the most relevant ones.

In order to initiate our transition into a more digital environment, the first resource made available to the teachers was a virtual platform to manage the different courses taught. Within this platform, teachers have a workspace where they can provide their students with different learning resources, which can also be used to teach classes or as a source of bibliographic references and support materials. Students have experienced the world of e-learning, giving them access to information they use in the classroom, as well as digital material they can access at all times.

Student Andrea Miranda IV of Class B shared her experience with the virtual platform: “The school’s platform is a very useful tool for IB students since it provides access to files that we would otherwise have to get as hard copies. Each class covers a lot of content and includes numerous handouts and presentations. Therefore, it is sometimes difficult to be organized and keep track of all of the information. Now, thanks to this platform, materials can be organized easily and quickly, requiring only Internet access and a password.”

Additionally, several electronic devices were acquired to be used in the classroom with two specific purposes: assessment and interaction. The review and assessment area is supported by clicker, a “simple personal remote answer system.” The device is used by the students to digitally send answers to questions posed; it lets them obtain results instantly and provides immediate feedback assessment data to teachers. Clickers are used for assessment purposes, to diagnose content and to clarify doubts that may arise.

Sofía Ordoñez, a student in year 5 B, found clickers to be useful when preparing for a history test. Sofia shared, “The experience with the clickers was much better than a simple oral test or a written trivia. The countdown system and the tables that show the most selected right and wrong answers make clickers more fun than any other way of answering questions.”

The last tool I would like to share is the use of interactive whiteboards. The interactive whiteboard allows a teacher to prepare different simulation activities. This experience allows students actively participate by walking to the board and interacting with a variety of electronic learning tools on the board.

We admit that taking on the challenge of successfully adding these new technologies to our learning community will take longer than one year and will require the joint effort of teachers, students and parents. However, this initiative has allowed us to experiment with various technological resources, to share these experiences with other schools, and to be part of the exciting changes occurring in our society and other learning communities around the world.

## IB Continuum: Transformation through technology

*David Wees, Learning Specialist for Technology, Stratford Hall, Vancouver, British Columbia, Canada*

Stratford Hall is in the middle of an exciting transformation. During the month of January alone, I noticed teachers and students using video cameras, podcasting radio plays, working collaboratively via Google Docs, blogging, tweeting, and taking advantage of educational technology. Over the past few months, our use of technology in the classroom has exploded.

Among the new technology services, podcasting, video creation, Google Docs, blogging, and Twitter inherently change the writing process. Perhaps most importantly, this “literacy revolution” allows students to connect with a global audience, benefiting from the gained exposure.

When students create an audio podcast, or edit a video in post-production, they pick up the crucial skill of editing their writing. As they discover how to shuffle and extend their digital work, they are also learning the basic framework of text editing. Students who might otherwise struggle to write 100 words down on a sheet of paper can create a three-minute radio play and learn many of the same skills. Furthermore, podcasting enables students to take risks and be reflective in ways not possible through traditional writing.

The process of planning the podcast or video is important, too. In writing, we call this the “outline”; in the podcast it is called the “script”. Learning how to look ahead, organize ideas, and search for supporting resources are all vital to the writing process. In podcasting, students must choose the script they follow and the other digital resources they use to complement their writing.

Google Docs is an online word processor that lets students collaborate real-time in the process of writing. Instead of passing paper back and forth and taking turns editing, they can work together simultaneously on the same document. One of the most important parts of learning anything is the feedback you receive. Google Docs lets students receive nearly instantaneous feedback on their work. We have also taught students to look at their revision history, and use this tool to reflect on the process of their writing.

Through blogging, students realize their writing has an audience—one with more depth than they might have imagined. We never write for only ourselves; even a diary is for a future, transformed you. Our students are learning how to make their writing interesting and engaging, and how to deal with the criticism of a public audience. They constantly question whether or not to rewrite one’s thoughts according to the thoughts of others, or act independently and stand up for themselves. Our students are learning the answer to this, and also to the important question of how to engage a potentially global audience with their work.

Tweeting is making the writing process mobile. Our students—who have cell phones—have some of the most flexible and powerful mobile computing devices ever made. More than any other technology our school uses, the mobile device has the power to be a game changer for learning. Now, 24/7, use-it-whenever-you-need-it, access-it-anywhere, learning is ubiquitous.

One result of the focus on using this communication technology in our school is that students are using it more outside the school. Some students have set up blogs, and others are sharing their creative work via Twitter, YouTube, and other social media sites. Our graduates created a video and shared it at their prom. In this sense, students are demonstrating that they understand how to use technology to connect with authentic audiences.

As lifelong learners, our teachers and students will continue to experiment with technology and learn how to use it effectively. Stratford Hall has the philosophy that we cannot ignore the technology that is abundant in our world, but we must also examine its use critically. The journey has its challenges but our world has changed, and so must we.

## Professional Development Highlights

*Contributed by Margot Hoerrner, Head of Professional Development, IB Americas*

### 2012 Workshop calendar

This year the full 2012 workshop calendar will be posted during the second half of 2011. The schedule for the first half of 2012 (January-June) was posted on the IB website the first week of September, and the schedule for the second half of 2012 (July-December) will be posted at the end of October. Please visit our [website](#) to view our 2012 calendar of face-to-face offerings.

### Workshop providers

IB Americas recently authorized three Associations of IB World Schools in Latin America to become Workshop Providers offering IB Professional Development Workshops in Peru, Colombia, and Costa Rica in 2012. The Asociación de Colegios IB Perú (ASCIBP) will begin offering MYP category 1&3 workshops in February, the Asociación Andina de Colegios de Bachillerato Internacional (AACBI) will offer PYP category 2&3 workshops in May, and the Asociación de Colegios del Bachillerato Internacional de Costa Rica (ASOBITICO) will offer Diploma Programme category 1 workshops in July.

### Professional Development needs survey

The IB Americas Professional Development recently issued its first annual “Professional Development Needs Survey” to all IB coordinators in the Americas. The survey was designed to gather relevant and current data from schools to support the scheduling process for professional development workshops held throughout the Americas.

In previous years, the workshop schedule was planned with information provided internally, and by analyzing the data from previous years’ attendance. This new survey allowed IB coordinators to contribute to the scheduling process directly for the first time. By developing the 2012 Workshop calendar with input from IB Coordinators, we hope to increase awareness of the current needs of our schools and to make it easier to access the IB training that is for authorization and evaluation.

The survey was distributed at the end of May and results were gathered through the first week of June. In the survey, IB coordinators communicated specific workshop subject needs, outlined specified travel or financial restrictions that they face, shared information on their preferred time to receive the professional development schedule and attend workshops, and indicated their interest in a new green initiative planned for 2012. Additionally, IB coordinators from Latin America were given the opportunity to request more information about hosting regional workshops at their schools.

The survey had a very respectable response rate of 46%. The feedback from the survey will help to direct the workshop scheduling process in the future. Our promise to survey participants is to use the survey responses to choose the month to publish workshop schedules, to identify which workshops will be offered at each venue, and to refine the best way to announce and advertise the workshops to the entire IB community.

### Upcoming Subject specific seminars

Subject specific seminars introduce curriculum changes to experienced teachers. The faculty will include master teachers and those involved in the curriculum review. Staff from IB’s global curriculum and assessment team will be available to answer questions.

**Diploma Programme:** For 2012, group 5 and computer science are the revised subjects, with teaching beginning in September 2012 in the northern hemisphere, and February / March 2013 in the southern hemisphere. Each IB region will be hosting **subject specific seminars** in early in 2012. Subject specific seminars are unique category 3 workshops which are designed to address the curriculum changes to Diploma Programme courses as part of the review cycle. Dates and Locations for subject specific seminars are as follows:

**2-4 March:** Portland, Oregon, USA  
**17-19 March:** Memphis, Tennessee, USA  
**26-28 March:** São Paulo, Brazil  
**2-4 May:** Buenos Aires, Argentina  
**10-12 May:** Quito, Ecuador

**Middle Years Programme:** For 2012, language B and humanities are the revised subjects, with teaching beginning in September 2012 in the northern hemisphere, and February / March 2013 in the southern hemisphere.

Each IB region will be hosting **subject specific seminars** in early in 2012. Subject specific seminars are unique category 3 workshops which are designed to address the curriculum changes to Middle Year Programme courses as part of the review cycle. Dates and Locations for subject specific seminars are as follows:

**2-4 March:** Portland, Oregon, USA  
**17-19 March:** Memphis, Tennessee, USA  
**11-13 April:** México City, México

### Upcoming New subject seminars

New subject seminars (NSS) are unique category 1 workshops designed to launch a new mainstream subject that has only previously been offered as a pilot course. NSS are equally relevant to educators who are new to teaching an IB course in an existing IB World School, as to those from a school preparing for authorization to become an IB World School. More specifically the goals of the new subject seminars are:

- to provide an understanding of the basic philosophy of the IB
- to explore the IB standards and practices appropriate to the role of a subject teacher
- to provide an understanding of the significance of the Diploma Programme hexagon
- to discuss subject specific course requirements, including internal and external assessment
- to develop a course outline that supports IB pedagogy.

In 2012 there will be new subject seminars for Sports, exercise and health science. The seminars will be held from 14-16 April in Kansas City, MO, USA.

The new subject guides are for first teaching in September 2012/January 2013 and first examinations in May 2014/November 2015. They will be published in December 2011 on the Online Curriculum Centre (OCC) at <http://occ.ibo.org/ibis/occ/guest/home.cfm>. Dates and locations for new subject seminars are announced on the events website: <http://www.ibo.org/events/workshops.cfm>

**Space is still available at workshops throughout the Americas for the remainder of 2011!** For more information, please visit the event web pages at: <http://www.ibo.org/events/workshops.cfm>

## Announcements

### IB Student video contest winners

In the December 2010 enewsletter edition, we invited you to submit student videos highlighting the culture of your school, and how that culture has been affected or enhanced by the International Baccalaureate. We had an overwhelming response, and are pleased to announce the winning videos from each programme:

Primary Years Programme: Glennwood Academy in Decatur, Georgia, USA

Middle Years Programme: Saluda Trail Middle School in Rockhill, South Carolina, USA

Diploma Programme: Colegio Mayor Secundario Presidente del Peru, Chaclacayo, Lima, Peru

The videos can be found on the IB Americas homepage, [www.ibo.org/iba](http://www.ibo.org/iba). Thank you to all who participated. Stay tuned for upcoming contests!

### Service in action; 2011 IB Conference of the Americas

They say everything is bigger in Texas, and they're not wrong! The 2011 IB Conference of the Americas held in San Antonio between 21-24 July attracted over 1300 participants ranging from IB educators, IB students, members of the IB Alumni network and IB staff.

Service in action was the theme of this year's conference and was prevalent in all of the plenary speakers' sessions. Craig Kielburger set the tone of the conference on Friday 21 July; he celebrated educators as the unsung heroes of society and – in his opinion – the most important people in the world. The standing ovation following his speech demonstrated how inspired the attendees were by Craig's words.

This celebration of service was continued on the second day by author of *The Kite Runner* and *A Thousand Splendid Suns*, Khaled Hosseini. Khaled ([video](#)) introduced his charity work through [The Khaled Hosseini Foundation](#) and their Student Outreach for Shelters (SOS) programme – his service-learning initiative. Linda Darling-Hammond and Maria Nieves Tapia ([video](#)) also addressed the conference focusing on academic excellence and the high standard of an IB education.

This year four student bloggers from Samuel Clemens High School in Texas - Aruna Kharod, Alexis de la Garza, Gabby Ford, and Jamie Kleypas - joined the conference. The students attended plenary sessions as well as several breakout sessions and provided a Twitter feed and blog posts based on their experiences. All of the blogs and videos can be found on the [2011 IB Conference of the Americas blog](#). We were also joined by IB graduates who introduced each of the session speakers and spoke about their own IB journeys.

Drew Deutsch, Director, IB Americas said "this year's conference was our biggest yet and the feedback has been overwhelmingly positive; we're looking forward to next year already. We hope that those who attended will take back new ideas and initiatives and implement these in classrooms across the region and – thanks to social media sharing – across the world".



Mark your calendars for the 2012 IB Conference of the Americas in Quintana Roo, Mexico, from 12-15 July 2012! Register now to lock in the early bird registration rate.

### Research update

The Research Team is excited to announce a number of new developments.

The first is a new report on the impact of the IB Middle Years Programme. This study compares five MYP middle schools with five demographically similar non-MYP middle schools in the same district. Analysis was conducted of student engagement and performance, student and parent perceptions of school climate, and principal interviews from each school. Key findings include:

- Evidence of improved performance in mathematics and science for MYP students
- Although ratings of student engagement were similar for both groups, overall rating of school environment was higher for MYP students, and a higher percentage agreed that "Overall, I feel good about being in this school"
- All five MYP principals noted interdisciplinary learning as a positive influence, and four identified teacher training and the support of the MYP coordinator as important benefits.

You can find the full report, in addition to other studies on the impact of the IB's Programmes, on our newly reformatted research web pages: <http://www.ibo.org/research/policy/programmevalidation/index.cfm>

We would also like to congratulate our latest round of Jeff Thompson Research Award winners. We very much look forward to assisting these IB teachers in their research, and sharing their work once complete.

- ***The Perception and Practice of Creativity, Action and Service in the IBDP for Students, Teachers and Schools*** - Tom Brodie, Norway
- ***Writing to Enhance Learning and Inform Teaching in Mathematics*** - Ellen Mason, Hong Kong
- ***Free School Laws in Sweden and the Impact They Have on the Implementation of the IB Program*** - Jayson Williams, Sweden

The IB is pleased to be able to support the research of IB practitioners such as these. **The next deadline for applications is 31 October**. You can find out more on the award and how to apply at: <http://www.ibo.org/research/resources/jeffthompson/index.cfm>

In addition, there are two new position papers available. IB position papers, written by IB practitioners and educators, address topics related to the IB's philosophy and current educational practices and trends. You can find these and others here: <http://blogs.ibo.org/positionpapers/>

- ***Learners without Borders: A Curriculum for Global Citizenship*** - Irene Davy
- ***Thought Word and Deed: The Role of Cognition, Language and Culture in Teaching and Learning in IB World Schools*** – Michael Allan

### **Youth Service America invites applications from middle school educators for STEMester of service grants**

Administered by [Youth Service America](#), the STEMester of Service Grants program is designed to support middle school educators in STEM subject areas in engaging their students in a semester of service.

The STEMester of Service incorporates YSA's Semester of Service framework to engage educators and students in addressing critical environmental and disaster preparedness needs and connecting them to STEM (science, technology, engineering, and math) curriculums. The program is funded by [Learn and Serve America](#), a program of the Corporation for [National and Community Service](#).

YSA is seeking grant applications from STEM educators at middle schools (grades 6, 7, and 8) with large populations of disadvantaged youth (50 percent or more of the students qualify for a free or reduced price lunch). Schools must be located in one of the nineteen states with the highest dropout rates: Alaska, Arizona, California, Colorado, Delaware, the District of Columbia, Georgia, Hawaii, Illinois, Louisiana, Michigan, Montana, Nevada, New Mexico, New York, North Carolina, Rhode Island, Washington, and Wyoming. After school programs with strong academic connections that engage middle school students are also eligible.

The program provides grants of \$5,000 each to support teachers and afterschool program facilitators as they engage local partners and guide students in addressing local needs through planning and implementing sustainable service projects that launch on Martin Luther King, Jr. Day of Service (16 January, 2012) and culminate on Global Youth Service Day (20-22 April, 2012). Participants must attend training at YSA's Youth Service Institute 24-26 October, 2011, in Philadelphia, PA, USA. A small percentage of the grant covers travel and lodging for the institute.

Visit the YSA [website](#) for complete program information, the eligibility quiz, and the application.

## Target Corporation Accepting Applications for K-12 Field Trip Grants Program

[Target Corporation](#) is accepting applications from education professionals for the Target Field Trip Grants program to bring K-12 students in the United States to museums, historical sites and cultural organizations.

Since launching the program in 2007, Target has awarded \$9.76 million in grants—providing 1.2 million students in all 50 states with the opportunity to enhance their studies in the arts, math, science, and social studies. Grants are intended to fund visits to art, science, and cultural museums; community service or civic projects; career enrichment opportunities; and other events or activities away from the school facility.

Over 5,000 grants of up to \$700 will be awarded in January 2012. Grants are available to applicants from the United States for trips to be taken between 1 January 2012, and the end of the 2011-12 academic year (May/June 2012). Funds may be used to cover field trip-related costs such as transportation, ticket fees, food, resource materials, and supplies.

Education professionals who are at least 18 years old and employed by an accredited K-12 public, private, or charter school in the U.S. that maintains 501(c)(3) or 509(a)(1) tax-exempt status are eligible to apply. Educators, teachers, principals, paraprofessionals, or classified staff at these institutions must be willing to plan and execute a field trip that will provide a demonstrable learning experience for students.

The Target Field Trip Grants program is managed and administered entirely by [Scholarship America](#). Visit the Target website for complete program guidelines and access to the application form.

### Contact:

[Link to Complete RFP](#)

## IB World Student Conferences: 2012

The IB is partnering with universities throughout the world to host IB World Student Conferences. The first conference in 2012 will be hosted by IE University (Instituto de Empresa) in Segovia, Spain, from 2-6 July, and will focus on the theme of social entrepreneurship. The second conference will be from 23-27 July, on the campus of the University of British Columbia in Vancouver, BC, Canada, where students will explore how to make the world more sustainable. Both conferences will feature world-renowned speakers and the opportunity for students to engage intellectually with the university faculty. They will be challenged to confront significant global issues as they enhance their leadership skills and build lasting friendships with fellow IB students from all over the world.

More details can be found on the respective conference websites: <http://ibwscsegovia2012.org> and <http://www.ubc.ca/ibworldstudentconference2012>. Email inquiries can be sent to [ibwsc@ibo.org](mailto:ibwsc@ibo.org). Registration begins on **1 November**.

## **The Diploma Programme Graduate Destinations Survey**

In 2011, the IB Global Recognition team is conducting the IB Diploma Programme Graduate Destinations Survey in seven countries: Australia, Canada, India, Mexico, Spain, United Kingdom (UK) and United States (US). This survey aims to capture data on the trends in university application and admissions for 2011 Diploma Programme graduates, both diploma candidates and Diploma Programme course students. Information being collected includes whether students are intending to go on to further education, colleges/universities they applied to, admission offers received, scholarship offers, final choice of destination, how well they feel that the Diploma Programme has prepared them for future studies, and whether they would recommend future students to undertake the Diploma Programme.

Over 50% of eligible Diploma Programme schools in the seven countries have registered to participate in this survey. In the US, the survey launched in May and closed in June. In Mexico, the survey launched in June and closed in July. There are more than 4,000 graduate responses in the US, more than 1,000 in Canada, and more than 500 in Mexico. Overall, the results of the survey so far have been extremely positive. Reports for Canada, Mexico and the US will be available November 2011.

The survey is currently open in the UK, Spain and India, and it will launch in Australia in January 2012. A full global report of the IB Diploma Programme Global Destinations Survey will be available March 2012.

## **Update on the IB Americas office in Vancouver, BC, Canada**

As part of the IB's strategic vision, we have sought to align our standards, practices and operations regionally and globally. As part of that work, we have analyzed the most effective ways to support our stakeholders and to increase the ability to deliver support and services for our region. As part of this analysis the IB Americas management team and the IB senior leadership team have decided to incorporate the activities of the IB Vancouver office into the Americas Global Centre in Bethesda, MD, USA, effective 1 January 2012.

Bob Poole, our university and government recognition specialist, will continue in his role working from a home office. Bob will continue to provide support to the Americas region and the work that we do with associations, governments, and universities.

This movement of positions will provide the IB with the opportunity to bring recognition closer to the heart of what we do at the Americas Global Centre and will bring the important work of building relationships with governments and universities more closely in line with the Regional Development team managed by Paul Campbell and with the global team managed by Paul Sanders.

## New IB World Schools in the Americas

*We are pleased to officially welcome schools that have been authorized to teach an IB programme between 1 April 2011 and 31 July 2011*

### Primary Years Programme

Alicia Sanchez Elementary School, Lafayette, CO, United States

Capilano Elementary School, North Vancouver, BC, Canada

Carlisle School, Axton, VA, United States

Centro de Estudios, Columbus, Veracruz, Mexico

Channing Hall, Draper, UT, United States

Colegio Bilingüe Madison Unidad, Herradura, Monterrey, Mexico

Colegio Peruano Norteamericano Abraham Lincoln, Lima, Peru

Great Lakes Elementary School, Holland, MI, United States

Green Lake School, Green Lake, WI, United States

H.M. Nailor Elementary School, Cleveland, MS, United States

Iroquois Point Elementary School, Ewa Beach, HI, United States

Jesse Boyd Elementary School, Spartanburg, SC, United States

Joshua D. Kershaw Elementary, Chicago, IL, United States

Julia Green Elementary School, Nashville, TN, United States

Loomis Basin Charter School, Loomis, CA, United States

Mountainview Elementary School, Waco, TX, United States

North Beach Elementary School, Miami Beach, FL, United States

Park Avenue Elementary School, Des Moines, IA, United States

Park Side Elementary School, Sebastopol, CA, United States

Rochester Arts & Sciences Academy, Rochester, MN, United States

Skyline School, Portland, OR, United States

South Pointe Elementary School, Miami Beach, FL, United States

St. Anthony Academy, Dallas, TX, United States

St. Michael School, Calgary, AB, Canada

Stanley Makowski Early Childhood Center, Buffalo, NY, United States

Stowe Elementary School, Des Moines, IA, United States

Thompson K-8 International Academy, Southfield, MI, United States

Wichita Public Schools - Gordon Parks Academy, Wichita, KS, United States

## Middle Years Programme

Anita White Carson Middle School, Greensboro, GA, United States  
Borel Middle School, San Mateo, CA, United States  
Brick Church Middle School, Nashville, TN, United States  
C. Alton Lindsay Middle School, Hampton, VA, United States  
Campbell Middle School, Smyrna, GA, United States  
Center for Inquiry at School 84, Indianapolis, IN, United States  
Christ Our King-Stella Maris School, Mt. Pleasant, SC, United States  
Colegio Albania, La Guajira, Colombia  
Colegio Colombo Británico, Cali, Colombia  
Colegio Experimental Alberto Einstein, Quito, Ecuador  
Corwin International Magnet School, Pueblo, CO, United States  
Decatur High School, Decatur, GA, United States  
Desert Academy at Santa Fe, Santa Fe, NM, United States  
Eagle Rock Junior/Senior High School, Los Angeles, CA, United States  
East Millbrook Magnet Middle School, Raleigh, NC, United States  
Fienberg-Fisher K-8 Center, Miami Beach, FL, United States  
Hampton High School, Hampton, VA, United States  
Homestead Middle School, Homestead, FL, United States  
Howard S. Billings High School, Chateauguay, QC, Canada  
Instituto Kipling de Irapuato, Irapuato, Mexico  
John Glenn Middle School, Indio, CA, United States  
La Quinta Middle School, La Quinta, CA, United States  
Loveland High School, Loveland, CO, United States  
Lucile Erwin Middle School, Loveland, CO, United States  
Mirabeau B. Lamar Senior High School, Houston, TX, United States  
Missouri City Middle School, Missouri City, TX, United States  
Myers Park High School, Charlotte, NC, United States

Nautilus Middle School, Miami Beach, FL, United States  
Pueblo East High School, Pueblo, CO, United States  
Randolph Middle School, Charlotte, NC, United States  
Renfroe Middle School, Decatur, GA, United States  
Sebastian River Middle School, Sebastian, FL, United States  
Sidney Lanier Middle School, Houston, TX, United States  
St. John Vianney Catholic School, St. Pete Beach, FL, United States  
The Samuel Scheck Hillel Community Day School, North Miami Beach, FL, United States  
Thompson K-8 International Academy, Southfield, MI, United States  
Thurgood Marshall High School, Missouri City, TX, United States  
Victoria School of Performing and Visual Arts, Edmonton, AB, Canada

### **Diploma Programme**

Academia Naval Almirante Illingworth, Guayaquil, Ecuador  
Archbishop Walsh High School, Olean, NY, United States  
Bay Port High School, Green Bay, WI, United States  
Betty H. Fairfax High School, Laveen, AZ, United States  
Bolton High School, Arlington, TN, United States  
Cardinal Carter Catholic High School, Aurora, ON, Canada  
Celebration High School, Celebration, FL, United States  
Centro de Enseñanza Técnica y Superior - Campus Mexicali, Mexicali, Mexico  
Cheshire Academy, Cheshire, CT, United States  
City High Middle School, Grand Rapids, MI, United States  
Colegio Alemán de Temuco, Temuco, Chile  
Colegio Alpamayo, Lima, Peru  
Colegio Experimental Británico Internacional, Quito, Ecuador  
Colegio Mayor de los Andes, Cajicá, Colombia  
Colegio Williams de Cuernavaca, Cuernavaca, Mexico  
Columbine High School, Littleton, CO, United States  
Cunae International School LLC, Spring, TX, United States  
Dakota Ridge High School, Littleton, CO, United States  
Goethe Schule Asunción / Colegio Goethe Asunción, Asunción, Paraguay  
Gramercy Arts High School, New York, NY, United States

Grande Prairie Composite High School, Grande Prairie, AB, Canada  
Green Bay West High School, Green Bay, WI, United States  
Instituto Alemán de Osorno, Osorno, Chile  
International High School of New Orleans, New Orleans, LA, United States  
Laguna Creek High School, Elk Grove, CA, United States  
Le Jardin Academy, Kailua, HI, United States  
Saint John's Preparatory School, Collegeville, MN, United States  
Seaquam Secondary School, Delta, BC, Canada  
Signal Mountain Middle/High School, Signal Mountain, TN, United States  
Southfield-Lathrup High School Lathrup Village, MI, United States  
Stoneleigh-Burnham School, Greenfield, MA, United States  
Unidad Educativa Santana, Cuenca, Ecuador  
W.B. Ray High School, Corpus Christi, TX, United States  
Washington Mathematics Science Technology Public Charter H.S, Washington, DC, United States  
Westwind Prep Academy, Phoenix, AZ, United States  
William T. Dwyer High School, Palm Beach Gardens, FL, United States  
Windsor Forest High School, Savannah, GA, United States