

# IB WORLD

THE MAGAZINE OF THE INTERNATIONAL BACCALAUREATE ORGANIZATION



**Focus on  
the continuum:  
perspectives, values,  
language provision**

## A letter from the editor

By any standards, the growth in the International Baccalaureate Organization since its earliest days some 40 years ago has been remarkable. For the pioneering ideas of those visionaries who had faith in the notion of an internationally acceptable pre-university qualification to have got off the ground at all was quite some achievement: for the IB Diploma Programme (DP) to have continued to grow and flourish—despite some shaky periods along the way—in different continents, many different countries, private schools and state schools, through the medium of three different languages, is testament to the foresight of that early vision.

If the story were to end there, in terms of an established DP continuing to go from strength to strength, it would be noteworthy enough. But the story did not end there: refusing to be satisfied with the success story that was the DP, the IBO took on the two other programmes, which now allow IB programmes to be studied across the entire school age range. Growing out of the International Schools Association (ISA) curriculum, the Middle Years Programme (MYP) was adopted in 1994, while the International Schools Curriculum Project came under the wing of the IBO as the Primary Years Programme (PYP) in 1997.

Curriculum developers, given a blank sheet and asked to design a curriculum continuum for the entire pre-university age range, would almost certainly not choose a model based on three programmes developing at different times, virtually independently of each other, under the auspices (initially at least) of different teams of educators.

But rarely are curriculum developers given a blank sheet; more often they are presented with a *status quo* which requires a strong dose of pragmatism to accompany idealism in moving forward. Such was the situation when the IBO took the bold decisions to

incorporate the PYP and MYP, with the three programmes each having their own very individual characteristics arising from the ideologies from which they had grown.

As increasing numbers of IB world schools have chosen to offer all three programmes, or indeed the combination of PYP and MYP or MYP and DP, the fact that the programmes were not designed as a seamless continuum has led to some interesting issues and challenges being raised by those involved in both teaching the programmes and their administration in the various IB offices around the world. Not always easy challenges to face, the debate that has ensued is symptomatic of a healthy approach to curriculum design and development that reflects the enquiring approach to learning encouraged in students studying these very programmes.

It is against this backdrop that this edition of *IB World* has been generated, with the concept of articulation as its theme. The scene is set by our first article, by Judith Fabian, head of programme development for the IBO, which provides a helpful overview of the current state of play with respect to developments in this area. Also from the IB curriculum and assessment centre, Kate Jenkins reflects on one of the key features running through all programmes: language provision.

Our other articles in this edition provide a variety of school's-eye perspectives on issues arising from articulation across either two or three of the IB programmes: from different types of school in different countries with different lengths of IB experience and facing sometimes different—and sometimes similar—challenges, they make fascinating reading. We are, as ever, indebted to our contributors for taking the time to share their thoughts so that others may identify with them, and learn from—or indeed challenge—the issues raised.

This edition has been a difficult one

for which to seek accompanying photographs: “photo opportunities” do not suggest themselves as easily for “articulation in action” as they do for some other themes. Nevertheless our contributors have provided a good selection of attractive and relevant photographs to accompany their submissions. I hope you enjoy sharing the articles and accompanying pictures in this edition as much as I have enjoyed compiling it.

Mary Hayden  
Editor



### Cover picture:

An upper school student from York School shares her laptop project with lower school inquirers.  
See page 19.

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## 2 **Around the IB World**

AGM 2005; Towards an international curriculum of ethical education; Asia Pacific annual regional conference; New director general named; A new IB World for 2006; Redevelopment of the IBO's web site; The IB Tsunami Appeal



## 7 A continuum of international education Judith Fabian

## 9 Perspectives on the articulation between the three IB programmes Terry Hedger



## 11 Les programmes du Baccalauréat International : un choix qui ouvre de nouveaux horizons Kim Brisebois et Nathalie Kayser



## 13 The IB Continuum: a classic trilogy or just a good read? Rebecca Butterworth, Julian Edwards and Robin Klymow

## 15 The IB curriculum continuum at ACS Egham International School Moyra Hadley, Anne Barker, Colin Sercombe, Matthew Underwood and Tristian Stobie



## 17 Values cementing the IB continuum Roger Marshman

## 19 The York School—from pre-school to global schoolhouse Eric Roberston



## 21 Language provision across the three IB programmes Kate Jenkins



All articles are available on the IBO's public web site:

[www.ibo.org/ibworld](http://www.ibo.org/ibworld)

# Around the IB World

## Annual General Meeting 2005

The 44th meeting of the Council of Foundation took place in Geneva, Switzerland on 2–4 May 2005, culminating with the Peterson Lecture and the annual general meeting (AGM) at Château de Coppet near Lake Geneva.

Monique Seefried, president of the Council of Foundation, began her introduction at the AGM by highlighting various changes to the membership of the Council, including the retirement of the treasurer Joe Clinch, who has been elected as an honorary member. Joe Clinch expressed to participants his wish that the IBO be seen as a “beacon of opportunity” for the world and that the organization should also strive to open opportunities of international education for more job-oriented students.

Jacques Tortoroli, executive vice

president and chief financial officer of Infinity Broadcasting based in New York, USA was approved unanimously by the Council to become the new treasurer.

Ms Seefried announced the retirement of Anja-Liisa Alanko, current vice-president of the Council, and Evie Hiatt, outgoing president of the IBNA board, and thanked them for their ongoing input and support for the development of the IBO.

New members elected to Council were Delia Pompa, the new president of the IBNA board, and Ian Andain, head of Broadgreen High School in the UK.

Director General George Walker highlighted in his report to Council the work conducted in response to the tsunami disaster in South Asia and the formation of the schools-to-schools



*Dr William McComish, dean of St Peter's Cathedral in Geneva, gave the Peterson Lecture.*

(STS) project, partnering IB world schools with affected schools in Indonesia and Sri Lanka.

He also mentioned the work being conducted to develop the idea of an Open International College in order to fulfil the IBO's strategic aim of access, and the work in ethical education to translate the mission of the organization into reality in the classroom.

The Peterson Lecture was delivered by the Dean of St Peter's Cathedral in Geneva, Dr William McComish and covered “the role of religious knowledge in education”. Dr McComish suggested answers to the questions of why religion should be studied at school, what should be studied and what our aims might be in teaching religion to students.

A transcribed copy of this lecture is currently being generated and will shortly be made available on [www.ibo.org](http://www.ibo.org).



*Council of Foundation members met at Château de Coppet, situated beside Lake Geneva.*

## Towards an international curriculum of ethical education

IBO staff and invited IB world school practitioners attended a seminar entitled "Towards an international curriculum of ethical education" in Boston, USA between 31 March and 3 April 2005.

It involved 23 representatives from the IBO and experts from related fields including Dr Willem Wardekker from Windersheim University, Netherlands and Dr Howard Gardner, Professor of Cognition and Education at Harvard Graduate School of Education.

The purpose of the seminar was to discuss how issues of ethical education can and should be included in programmes of international education.

The ideas generated will have a practical outcome as they influence the development of the IBO's existing programmes of international education as well as strengthening the important dimension of the IBO's continuum of international education.

The seminar involved very intense discussion and reflection on some of the most important issues in education.

Dr Wardekker spoke about education as the construction of identity for all students, whatever the age, and how learning only takes place when that identity is changed in some way.

Ethical or moral understanding will not occur unless it impacts the learner's identity. How best to do this through the IB programmes was a question posed at the seminar.

In addition to its role as developer of educational programmes, which have a direct influence on student learning, there are ways of encouraging schools to recognize and understand the importance of ethical understanding, and to help them explore the most effective ways to develop it in their students.



*East Perth, Australia was the location of this year's Asia Pacific regional conference.*

## 20th Asia Pacific annual regional conference

The Asia Pacific regional conference took place between 26 February and 1 March 2005. "Leadership and learning—the role of the coordinator" was the theme and the opening address, entitled "moving forward—the strategic plan in Asia Pacific", was given by the regional director, Judith Guy. Professor Alan Robson, Vice Chancellor of University of Western Australia, welcomed attendees to Perth.

The first plenary was conducted by Director General George Walker, who focused on "leadership and change". George's speech distinguished between leadership and management and he

highlighted that management is the achievement of objectives, on time and on budget. However, leadership is bringing about constructive or adaptive change.

The keynote speaker was Viv White, chief executive officer of Victorian Schools Innovation Commission. The four-day event included various round table discussions such as "special education needs and diploma students" along with updates for coordinators on IBO initiatives.

With a variety of interesting topics and discussions the Asia Pacific conference attracted more than 400 participants and received excellent feedback.

The IBO can encourage and support schools in this endeavour through various processes such as school authorization and evaluation, the ways in which we assess student work and the professional development of teachers to name a few.

There was strong consensus, however, that developing and implementing a course on ethics would not be an

effective method of achieving the desired outcome.

Further meetings will be organized to progress this topic in the coming year. The IBO would like to take this opportunity to gratefully acknowledge support from Babson College, The Richard Davoud Donchian Foundation, Ferdinand and Monique Seefried and Sodexo.



Director General George Walker with Jeffrey Beard.

## New director general named

Jeffrey Beard has been named as the new director general of the IBO, with effect from 2006 after the retirement of George Walker.

Mr Beard has most recently been the division president and chief operating officer for one of the major operating divisions of Syngenta AG, a world-leading agribusiness committed to sustainable agriculture through innovative research and technology, based in Basel, Switzerland.

His move to the IBO represents an opportunity for him to leave the business world and apply his management knowledge and experience to international education, an area to which he is greatly committed.

Mr Beard will become director general designate from 1 September 2005 and will formally assume his role as director general from 1 January 2006. George Walker will remain as director general emeritus working on special projects between 1 January and the meeting of the Council of Foundation in May 2006.

For more information please visit [www.ibo.org/jeffreybeard](http://www.ibo.org/jeffreybeard).

## A new improved *IB World* for 2006

The IBO communications team are happy to announce the re-launch of *IB World* in January 2006. Following the questionnaire we ran in October 2004, and input from a wide variety of IB world schools, we are currently working to improve this important service to schools and develop this forum of ideas for our readers' benefit. The new look *IB World* will feature:

- New regular features including letters from our readers.
- Content on best practice from IBO members around the world.
- A more modern design and layout.

From 2006 the magazine will be distributed three times a year, in January, May and September, which we hope will give potential authors more time between each issue to produce and submit material for consideration. This will also allow the IBO to make better use of the available budget to improve the appearance and content of the magazine.

The improvements being made to *IB World* are just a few of the many initiatives being undertaken to link the organization's activities to the strategic aims of quality, access and infrastructure.

While the new *IB World* will contain articles on a variety of topics, the theme of the January 2006 issue will be "IB in the 21st century", focusing on the ways in which the IBO mission and programmes can be applied to a world characterized by conflicts, ever-increasing advances in technology and science and marked inequalities between the haves and have-nots.

We would like to invite all *IB World* readers to consider contributing to this special edition of the magazine; particularly with letters about articles that have appeared in previous issues, articles about your experiences of teaching IB programmes or news about IB graduates from your school who have gone on to take part in interesting areas of study or work. Please submit all

material before 15 September 2005 and see page 24 for guidelines to contributing to *IB World*.

## Redevelopment of the IBO public web site

The IBO public web site, [www.ibo.org](http://www.ibo.org), is currently undergoing a crucial redevelopment initiative. Creo Interactive, a company based in Cardiff, UK, that specializes in web development, has been commissioned to work on the new design for the site, which aims to be online by the end of the year.

A large amount of new content is currently being drafted to ensure that the new site contains information that is relevant to IBO stakeholders.

As the site is so complex, pulling information from a number of different sources and containing numerous dynamic elements, not all aspects will be included in the scope of the current redevelopment project.

However, when the new site is established, smaller projects are likely to follow, concentrating on those individual aspects of the site that require focused attention. The first priority is to publish a web site that looks up-to-date, professional and that is structured logically.



# The IB Tsunami Appeal

by Peter Kenny



*Children from Aceh showing their work to teachers from United World College South-East Asia.*

An email to IB world schools in Sri Lanka, Indonesia, India and Thailand, copied to George Walker, began a journey that has connected over 166 school communities, enlisted 40 teacher volunteers, established four country coordinators and formed partnerships between organizations that strive to make a difference.

From the day the IBO responded to the tsunami disaster in South Asia, it made a commitment on behalf of the educational community that it would work now to ensure that long-term, sustained support was initiated.

The media window of attention would only be open for a short moment and the IB Tsunami Appeal was launched to raise the funds needed to initiate and establish projects and programmes that would re-build lives and direct the core resources (teaching and learning) of the IB community to service.

The task to write this article that encapsulates the journey of the past five months is somewhat overwhelming. The experience of

working with inspirational educators, students and communities that model the collaboration and compassion I had only hoped was possible has reignited my own optimism and empowered many of us to make a difference.

My role has been to coordinate and initiate projects that would maintain and "live out" the mission of the IBO in action and to support the many fine projects and aid initiatives that develop education in these affected regions. I hope this short piece will do justice to the school communities, teachers, students and agencies that I have had the honour of working with.

This piece should acknowledge foremost the support and compassion that many, many schools initiated within their own communities. Our efforts, funds and objectives are directed to action, service and substance not branding, flag waving and sound bites.

The communities and people within

them that we connect with today will be making a difference tomorrow.

Schools-to-schools (STS) is not an original idea. It was born from my knowledge of the Yokohama International School's (YIS) schools-building-schools (SBS) programme. Neil Richards (head of YIS) contacted me soon after 26 December 2004, offering to assist in any way possible.

Shortly after my return from Aceh, Indonesia and Sri Lanka YIS released and funded Glynn Richards and Carmen O'Brien to spend three days with me in Singapore to see what synergies existed in our aims. These few days greatly assisted the development and articulation of the STS project. As Glynn, Carmen and I worked we found that the STS ideals and those of SBS paralleled, and that we could bring these two programmes together.

Since this time we have been working in tandem in developing the new website [www.schoolstoschools.org](http://www.schoolstoschools.org) and to promote this STS project to schools that were committed to long term



*Downtown Banda Aceh, January 2005.*

releasing teacher volunteers has been inspirational. Gandhi Memorial International School (GMIS) and Global Jaya International School (GJIS), Indonesia have released 13 teachers thus far and given them enormous support.

Berlin Brandenburg International School (BBIS)

partnerships that connect students and teachers and involved a capacity building component.

Partnerships between the IBO, Red Cross and World Vision International (WVI) have now developed so that projects and schools they are working with will also be matched with STS partners world wide.

Working with agencies such as Unesco, World Vision, Unicef, Sarvodaya, AusAID and the Red Cross has allowed the IBO to contribute in many varied ways. We have been able to advise and consult in developing community education programmes, lead educational coordination meetings, assist in setting up emergency schools and most importantly many IB teachers have trained and are continuing to train other teachers in Sri Lanka and Aceh, Indonesia.

The generosity and willingness of the IB world schools directly involved in

has released two teachers that facilitated the Early Childhood Development workshops for Sarvodaya trainers in Colombo, Sri Lanka. The IB teachers who have volunteered their talents and time but have yet to be called upon also need acknowledgement. As these programmes expand these volunteers will contribute enormously to re-building capacity within these countries.

The feedback I receive from Unesco, Sarvodaya and the governments of both Indonesia and Sri Lanka has been very positive. So much so that we arranged further workshops in Sri Lanka in June 2005 and used more IB volunteers to facilitate them.

The funds raised through the IB Tsunami Appeal have and will finance the travel and expenses of these volunteers and are used to purchase resources, produce materials and distribute them to the communities, students and teachers we are working with.

The encouragement, support and tireless efforts of the IBO personnel in each region, Cardiff and headquarters in Geneva has been crucial. On top of their existing workloads, these people have responded to my endless requests, initiated databases, participated in telephone conferences and in short turned our wishes and aspirations into action.

Above all it has been the people within all the school communities, the aid agencies, organizations and the IBO community across the world that continue to make a difference.

The path forward is to maintain and strengthen the STS partnerships that are established. I strongly urge all schools (IB world schools and non-IB world schools) to consider the STS partnership project as a service project within their own school. STS is about supporting service and intercultural awareness. We seek to support schools to develop these partnerships and to take ownership of the project.

If each school community in the developed world and international schools could find the empathy and commitment to explore the benefits in having an STS partner then the positive impact for all stakeholders would be immense. We have many more schools in need of an STS partner, a school community that will support, communicate and work with them to develop and re-build the lives of children. Does your school have a partner?

My deepest appreciation to all who have contributed and to those who have maintained and sustained their contribution. I look forward to working with and for you in the future.

*Peter Kenny is head of projects, IBO Asia Pacific.*

A longer version of this article can be found on the IBO's web site [www.ibo.org/ibworld](http://www.ibo.org/ibworld).

*Wayra Montero Fernandez, a volunteer from BBIS, with children in Sri Lanka.*



# A continuum of international education

by Judith Fabian

**T**he Diploma Programme (DP) is over 35 years old, the Middle Years Programme (MYP) is ten years old and the Primary Years Programme (PYP) is seven years old. Each one is strong and vigorous, the product of a team of creative, passionate educators, and is designed to meet the developmental needs of a particular age group of students. There is clear consistency in the broad base of the three programmes, as outlined in the IBO document *A Continuum of International Education* (IBO 2002):

- The broad nature of study, including more than one language.
- The flexibility of each programme's curriculum model.
- The diversity and flexibility of pedagogical approaches.
- Promotion of the education of the whole person.
- The overarching concept of how to develop international mindedness.

The challenge for the IBO and for the schools, school districts and local educational authorities that have chosen to implement more than one of the IB programmes, is how to develop an effective and innovative template of international education spanning the formal years of schooling. How do we preserve the qualities and integrity of the individual programmes and, at the same time, develop the big picture?

At the IBO we are currently exploring the potential of the PYP student profile to be adopted as a cross-programme learner profile. The PYP student profile is "the common ground on which PYP schools stand, the essence of what they are about. The profile describes the kind of student who we hope will graduate from PYP schools, the kind of person we would proudly call an internationalist... It is what the PYP stands for and it is the embodiment of what international education is all about."

This description was taken from *Making the PYP Happen* (IBO 2004), the main curriculum document for the PYP. It makes little sense that a profile that embodies the learning we hold so dear ceases at the end of year 5.

The profile has been discussed by groups of IB teachers and administrators across the four IBO regions and by IBO staff, and the outcome is an IB learner



*Judith Fabian, head of programme development for the IBO.*

profile composed of ten attributes that describe the academic, intellectual, social and emotional dimensions of learning. The profile is of the learner, meaning all members of the IB community, teachers and IBO staff as well as students; it is a profile of a journey of lifelong learning, not a picture of the perfect student.

The IB learner profile is work in progress. Several schools across the world are currently sharing it with older students to gauge their reaction, and to test how well it works across cultures. Some schools have already implemented it as a cross-programme profile. We are still critically reviewing it, questioning the terminology and the language and looking for what may be missing. I hope this process will not stop.

We are confident that the learner profile has the potential to draw together the three programmes in ways that will strengthen their fundamental precepts. We believe it will provide the big picture for schools and for the IBO as it develops the PYP, MYP and DP.

It has the potential to strengthen the IB philosophy across school divisions and sites and to encourage a shared meaning and common language for students

and teachers. A learner profile will also provide a very clear and accessible statement for parents and students about what is expected of them and why the IB experience is different from any other.

The IB learner profile is a central strand in the programme continuum, but we are developing others simultaneously. The programme evaluation process is fundamental to programme and school development. Working towards a coherent programme of international education, the IBO is introducing a revised set of programme standards and practices, the basis of programme evaluation in schools that takes place approximately every five years.

From 1 September 2005, there will be one set of standards for all three programmes. Most of the practices will also be common to the three programmes, but there will be some that are programme-specific. To accompany the *Programme Standards and Practices*, there will be a common *Guide to Programme Evaluation* and a common *Programme Evaluation Self-Study Questionnaire*.

Over the next two years we will also be piloting joint programme evaluation visits. For schools that are authorized to teach the PYP and MYP, both evaluation teams will visit the school at the same time and, as well as evaluating each programme to the same depth as in the past, the visiting teams will combine to evaluate and advise on cross-programme, general school issues and the transition between programmes.

The MYP team visiting a three-programme school will also evaluate and advise on the transition between the Diploma Programme and the MYP. The purpose of these joint programme documents and visits is to encourage schools that teach more than one IB programme to see the programmes as a continuum and to work towards developing curricular and structural

coherence, and a strong and vibrant school ethos.

There are core elements of each programme that we are also exploring for their cross-programme viability, and their potential to bring a new, or deepen an existing, dimension to the other programmes.

For example, in the MYP one of the areas of interaction, approaches to learning, has the potential to focus the attention of Diploma Programme students and teachers on learning to learn in a way that has not been made explicit by the Diploma Programme up to now.

In the culture of programme development in the IBO, how the learner profile will be implemented, how schools will most effectively exploit the common evaluation process and how the core element of one programme will transfer to, and maybe transform, another, will continue to depend upon the “creative professionalism” (Hargreaves 1998) of IB teachers and administrators.

I have been delighted but not surprised at the energy some schools are already putting in to developing for themselves a continuum of international education. The successful articulation of the programme continuum will result from the continued collaboration of enthusiastic, creative and committed IB teachers and IBO staff.

*Judith Fabian is head of programme development for the International Baccalaureate Organization.*

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*“The MYP team visiting a three-programme school will also evaluate and advise on the transition between the Diploma Programme and the MYP. The purpose of these joint programme documents and visits is to encourage schools that teach more than one IB programme to see the programmes as a continuum and to work towards developing curricular and structural coherence, and a strong and vibrant school ethos.”*

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# Perspectives on the articulation between the three IB programmes

by Terry Hedger

**I**nternational College Spain (ICS) is this year celebrating 25 years as an international school. We have now been involved with the Diploma Programme (DP) for 22 years, the Middle Years Programme (MYP) for ten years and the Primary Years Programme (PYP) for six years. We have been an IB world school since 1999 and are proud of it! However, we do have concerns about the articulation between the three programmes, and what follows is our perspective on some of the issues involved.

Overall we consider the three programmes to have well-articulated philosophies and fundamental principles. They share a common vision and are all broad-based, balanced and holistic. They encourage students to be independent learners, to develop international perspectives, to engage in critical thinking and to get involved in service to the community. In addition they are adaptable to the school's needs.

ICS was one of the pioneer schools that introduced the MYP based on the IBO's published philosophy, and before any subject guides or assessment criteria existed. Several years later the PYP followed naturally, giving the whole school—from kindergarten to year 12—an

international curriculum with a common educational philosophy.

All three programmes are consistent in their aim of providing students with the attitudes, skills and values they will need to become effective citizens of the world, but the method of delivery of each is significantly different. In our opinion it is this that accounts for many of the articulation problems between them. The MYP is caught between the highly collaborative, inquiry-based methodology of the PYP and the essentially content-driven, individual-subject approach of the DP.

It is little wonder that the MYP is sometimes perceived as having an identity problem when it is sandwiched between such different but highly successful programmes. Teachers involved with the delivery of the MYP have to embrace collaborative curriculum development. This takes some secondary teachers, who are used to teaching a more prescribed syllabus, out of the area where they feel comfortable and exposes them to new challenges.

Successful articulation between the three programmes requires teachers to understand the different teaching methodologies appropriate for each

*The perceived academic gap between the MYP and the DP seems to be closing as the moderation of the MYP becomes more rigorous.*



and to adapt their teaching accordingly. We have had ten years' experience of our DP/MYP interface and six years of our PYP/MYP border, but we still have a long way to go to turn the whole curriculum into a "seamless cloak", as described by an IBO officer many years ago.

Assessment procedures are another articulation challenge. In all three programmes, assessment criteria are developed from course aims and objectives. However, DP assessment is predominantly driven by external examinations, MYP assessment is dependent on teacher interpretation of criteria provided by the IBO and PYP assessment is internally devised using IBO guidelines.

Written in narrative form, our PYP report cards describe the students' progress and effort in terms of learning outcomes, and the sudden dramatic change to modified MYP criteria and numerical grades can be disconcerting for students and parents.

Assessment for the DP includes a limited amount of coursework assessment in addition to the final examinations, but attainment of MYP certification requires the external moderation of internally marked coursework only.

This difference is often seen by teachers as being too great a step and not a smooth linkage between the two programmes. We also have problems with some of the MYP assessment criteria weightings in the sciences, for instance. In our opinion these are areas that need to be further addressed by the IBO.

ICS was one of the eight schools which submitted MYP work for moderation back in 1995, and we have entered students for MYP certification every year since then. There is no doubt that the effectiveness of the MYP moderation has improved and that the standards have risen.

The perceived academic gap between the MYP and the DP seems to be closing as the moderation of the MYP becomes more rigorous, to the point at which we now feel we could determine MYP grades reliably as prerequisites for taking DP higher level courses. On the negative side, however, the pressure on grade 10 teachers preparing work for moderation is high, and the coincidence of MYP and DP deadlines does not help.

The coherence of the PYP and the MYP in providing a broad, balanced curriculum has now highlighted inconsistencies with the DP. It could be argued that a broad, balanced curriculum requires students to study an arts subject at DP level, and a case can also be made for technology and physical education (PE).

We now offer both theatre arts and visual arts in order to give students a greater choice in group six,

and provide year 11 students with PE lessons and European Computer Driving Licence training.

We believe that the articulation between the PYP, MYP and DP "threads" is generally good. Action, community service and CAS make a consistent continuum, as do thinking skills, approaches to learning and theory of knowledge. The stars of the show, however, have to be the exhibition, personal project and extended essay.

The very high quality of work produced by our students in these is a testimony to the overall value of the IB programmes.

One obvious shortfall, though, is the lack of a DP equivalent to Personal and Social Education (PSE) in the PYP and Health and Social Education (HSE) in the MYP, and we have even had year 11 students asking for a social education course to be included in their already highly demanding programme. Additionally, "international mindedness and global citizenship" are consistently encountered in both the PYP and the MYP but are more implicit than explicit in the DP.

Since the introduction of the MYP we have seen a steady rather than spectacular increase in both the students' average DP points and their extra points. An ever-increasing number of our highest-scoring DP students have now experienced all five years of our MYP course, and a higher proportion of our less able students are now gaining the full diploma.

Many different factors could contribute to these trends, but we believe that having a consistent, articulated educational philosophy throughout the secondary school must be significant.

It is still too early to see the effect on the DP scores of students who have been exposed to all three programmes, but judging by the levels of confidence, research skills and self-involvement now shown by students transferring from primary to secondary, we anticipate that our educational standards will rise even higher in the future.

In conclusion, we believe that the IBO must continue working with the schools to address articulation issues such as those mentioned above. We look forward to the promised DP review and hope that the trend towards increased flexibility in implementing the MYP continues. Although we have gone a long way towards achieving our goal of providing a high-quality international education from kindergarten to year 12, the journey is far from over.

*Terry Hedger is director of the International College Spain, Madrid.*



*Quelques étudiants du Collège catholique Franco-Ouest.*

# Les programmes du Baccalauréat International : un choix qui ouvre de nouveaux horizons

par Kim Brisebois et Nathalie Kayser

**L**e Collège catholique Franco-Ouest (CCFO) à Ottawa (Canada) a officiellement obtenu l'autorisation de dispenser le Programme de premier cycle secondaire (PPCS) et le Programme du diplôme au cours de l'année scolaire 2002-2003. La mise en œuvre de ces nouveaux programmes au sein de notre établissement scolaire s'est avérée pleine de défis qu'enseignants et élèves ont su relever avec succès.

En effet, cette année, une quarantaine d'élèves de 10<sup>e</sup> année (5<sup>e</sup> année du PPCS) feront partie de la première cohorte éligible au certificat du PPCS, alors qu'une quinzaine d'élèves de 12<sup>e</sup> année (dernière année du secondaire) seront les premiers à passer les examens du Programme du diplôme.

L'introduction de ces deux programmes a nécessité beaucoup de travail de la part des enseignants. Dans le

cadre du PPCS d'abord, plusieurs enseignants ont travaillé avec acharnement pour trouver des façons innovatrices d'intégrer les aires d'interaction. Puisque le guide de l'IBO met plutôt l'accent sur le développement des aires selon les élèves, la culture et la philosophie de l'établissement scolaire, il nous fallait trouver un moyen de profiter des richesses de notre collège.

Grâce à l'aspect multiculturel du CCFO, l'ouverture internationale s'est opérée de façon naturelle. Des rencontres entre les enseignants d'un même niveau et entre les animateurs de divers comités (pastoral, multiculturel et culturel) ont eu lieu pour trouver des idées ainsi qu'un moyen de comptabiliser ces activités tout en montrant que le programme repose sur les aires d'interaction. À la suite de plusieurs formations et discussions auprès des enseignants d'autres établissements, nous sommes arrivés à une solution

inspirée par nos voisins québécois de la Société des établissements du baccalauréat international du Québec (SÉBIQ).

Dans les mois à venir, nous comptons élaborer un cahier dans lequel l'élève inscrit au PPCS décrira les activités liées aux aires d'interaction auquel il aura participé dans le cadre de ses cours et au sein de notre établissement. Par exemple, les propositions ainsi que les descriptions et les réflexions propres aux activités de l'aire *communauté et service* seront détaillées dans ce cahier. L'élève pourra ainsi décrire mensuellement les activités auxquelles il aura participé dans chacune des aires d'interaction.

Un autre grand défi au CCFO est le développement et la mise en œuvre du projet personnel. Grâce au guide fourni par l'IBO ainsi qu'à l'aide offerte par la SÉBIQ, nous avons développé un livret de l'élève et de l'enseignant superviseur qui décrit l'élaboration du projet personnel. L'aspect théorique bien réussi, les enseignants essaient maintenant de maintenir la motivation de l'élève.

Étant donné que le projet personnel ne fait partie ni d'un cours ni de l'évaluation effectuée pour le bulletin scolaire de l'Ontario, plusieurs élèves qui n'ont pas l'intention de s'inscrire au Programme du diplôme décrochent et ont de la difficulté à mener leur projet à terme. Les enseignants et superviseurs cherchent toujours un moyen d'éviter un tel scénario.

Un autre groupe d'enseignants, tout aussi dévoués et ingénieux, a fait face aux défis présentés par le Programme du diplôme. Le premier fut le choix des cours à offrir. Les enseignants, connaissant bien la population d'élèves, ont scruté à la loupe les différents programmes afin d'arriver à un équilibre académique adéquat. Mission accomplie!

Certains choix allaient de soi, tels l'histoire des Amériques, les trois sciences expérimentales (biologie, chimie et physique), le cours de méthodes mathématiques (un compromis réalisable par tous avec quelques efforts), les arts visuels et la psychologie. Cette structure de cours permet d'offrir quatre filières aux élèves : les sciences pures, les sciences de la santé, les sciences humaines et les arts.

Les langues nous posaient cependant un problème. Puisque nos élèves viennent d'une communauté bilingue, nous avons dû choisir deux langues A : français A1 et anglais A2. Ne restait plus qu'à déterminer le niveau. Difficile d'envisager que nos élèves fassent deux ans de littérature sans avoir l'opportunité de maîtriser la base de l'écriture ! Notre décision s'est donc basée sur les besoins réels de nos élèves : approfondir leur connaissance de la littérature

et de la grammaire.

Puisque chaque année l'horaire de l'élève alloue 110 heures à chaque cours de langue (totalisant 220 heures sur les deux ans), nous avons décidé de choisir le niveau moyen en français A1 qui requiert 150 heures et le niveau supérieur en anglais A2.

Ceci permet à l'enseignant de français de dédier les 65 heures de différence à la maîtrise de la langue. Ce qui nous rassure est que de cette façon les deux langues bénéficient d'une composante de littérature et de grammaire. Le cours d'anglais A2 consacre déjà une partie de son programme à la maîtrise de la langue. Une solution gagnante!

Les élèves du Programme du diplôme ont aussi fait face à une autre réalité surprenante. La quantité de travail, les échéanciers serrés, le rythme accéléré des cours et les heures consacrées au programme CAS font maintenant partie d'un quotidien où la possibilité de remettre son travail à plus tard n'existe plus. Voyant une certaine anxiété chez certains, des enseignants ont élaboré et présenté une série d'ateliers pour leur venir en aide. Ces ateliers portaient sur la méthodologie de travail, notamment la prise de note, la lecture efficace, la planification et l'organisation du temps et du travail, et la préparation aux évaluations.

Un bon coup de pouce... Quant au mémoire, les élèves se sont sentis accablés par l'ampleur de ce travail de recherche. Qu'à cela ne tienne, avec de l'aide de l'extérieur (le Petit Séminaire de Québec à Hull et la *Colonel By High School*) d'autres enseignants ont élaboré un guide détaillant toutes les étapes de production du mémoire, du choix du sujet à la remise du produit final. Pratique tant pour l'élève que pour les superviseurs, ce document, toujours en révision, a rassuré les élèves face à leur démarche.

Pour le Collège catholique Franco-Ouest, l'aventure du Baccalauréat International ne fait que commencer. Grâce à l'esprit d'échange et d'entraide qui existe au sein de la communauté internationale, l'équipe dynamique de notre établissement se sent préparée à relever les quelques défis en cours et ceux qui surgiront au fur et à mesure de la mise en œuvre du PPCS et du Programme du diplôme. Prêts à envisager toutes les éventualités, les enseignants ont compris qu'il faut laisser aller son imagination et ne surtout pas hésiter à demander conseil. Les réponses existent, il suffit de les dénicher...

*Kim Brisebois est la coordonnatrice du PPCS et Nathalie Kayser est la coordonnatrice du Programme du diplôme au Collège catholique Franco-Ouest, au Canada.*

# The IB Continuum: A classic trilogy or just a good read?

by Rebecca Butterworth, Julian Edwards and Robin Klymow

**H**ow do three educational programmes, founded in different locations by different groups of educators, at different times and designed for students of different ages, backgrounds and languages, earn the title of “continuum”? The IBO programme coordinators at the Western Academy of Beijing (WAB) have spent the last year trying to find out.

The IBO created, and has perhaps worn out, the phrase “three programmes in one” yet still authorizes the three IB programmes separately. Schools that have been prepared to work hard at articulating the languages, pedagogy and practice of the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) have benefited from the attempt.

However, at an organizational level the IBO might still be accused of a preoccupation with the three separate programmes and a lack of focus and investment in the “one”. That is, perhaps, until now.

## Binding the IB programmes

JRR Tolkien writes of the power of “the ring that binds us all” and with the announcement from the IBO that it will

explore the introduction of a learner profile, based on the PYP student profile, as an overarching set of outcomes the organization has taken a significant step towards binding the programmes. Although it may be viewed cautiously by some, the IB coordinators at WAB have seen this as a timely opportunity to articulate and make real the core values of an education that is international.

WAB is one of, at the last count, 73 schools authorized to offer all three programmes—that is, the “one” IBO curriculum. It might be argued that it is schools like WAB that must accept the challenge that the proposed IB learner profile presents. With authorization now achieved the next logical step for us has been to refocus our attention strategically from the specific requirements of the single programmes to the distinctive strands for an IB continuum.

## An inquiry into articulation

Kathy Short (in Short *et al*, 1996) argues that all real inquiries must begin with tensions, and it was the feeling among the IB coordinators at WAB that there was far more to articulating the IB programmes than the occasional corridor conversation and end of term drink



that led to the creation of an IB coordinators team. In August 2004 we tasked ourselves to look beyond the superficial and easy connections across the IB programmes to more concrete yet transformational strands.

Articulation of scope and sequence documents does not automatically articulate an education that is international (although it is of course a very good idea!). Transdisciplinary studies make worthwhile connections between subjects, but do not in themselves guarantee that inquiry is happening in every classroom. What principles and practices, we asked, would allow us genuinely to develop the IB continuum at WAB?

Our initial conversations were illuminating. We shared the knowledge we each had of our “own” programmes and initially explored the differences from PYP to DP. In the process of articulating the essence of each programme to each other we began to recognize that our programmes had more in common than we believed.

Despite some structural differences, the underlying strands that IBO recognizes as necessary for an international curriculum made sense to us:

- Developing citizens of the world.
- Sense of identity and cultural awareness.
- Universal human values.
- Stimulating curiosity and inquiry.
- Skills to learn.
- International context and local context.
- Diversity and flexibility in pedagogy.

### Creating one programme from three

Our goal of identifying a “one school one curriculum framework” led us to develop an initial set of targets which we felt might lead to the development of “one programme from three”:

- Regular “gloves off” meetings between the IB coordinators.
- A deconstruction of pedagogy across the school leading to the development of a school wide understanding and model of inquiry.
- A re-emphasis on transdisciplinary skills across the school.
- The demonstration of a learner profile through the whole school use of portfolios.
- Regular meetings between the IB coordinators and senior management team.
- Professional development.
- Reassessment of whole school behaviour management systems.

- Meaningful partnerships with parents emphasizing a definition of “standards” beyond the traditional and academic.
- Partnerships with other schools exploring the IB continuum.
- Continued understanding and support from the director and board.

To meet these goals, WAB has adopted the learner profile and has begun to investigate its application into all areas of school. For us the adoption of the learner profile school wide is an acceptance of a fundamental “standard” for each student. From its inception WAB has been committed to a learner centred programme and also to the implementation of the IB programmes.

Although with full authorization of those programmes at WAB there has been a certain coming of age at the school, our concern as IB coordinators has been to guard against lip-service to the profile and to define how, in our learning community, it will be realized and lived.

Schools can be forgiven for achieving authorization and resting on their laurels (or at least on the laminated versions of the learner profile attributes). As a ten-year old school we believe that the learner profile can help WAB to maintain its “youthful idealism” and to make one programme from three.

These are early days in the IB articulation debate, but the IBO has addressed the issue head on by committing to some form of learner profile. Each attribute of the profile leads to its own set of questions: What does being an “inquirer” mean in the DP? What is being “knowledgeable” for an MYP student? WAB is one of many schools that will be exploring the structures and conditions that we must provide for all our students, given a continuum of learning that is articulated by the learner profile. This is a time for the boldest of curriculum reviews – to throw the learner profile at the written, the taught and the learned curriculum and find out how and where it sticks. Strategic planning anyone?

*Rebecca Butterworth is MYP coordinator, Julian Edwards is PYP coordinator and Robin Klymow is the DP coordinator at Western Academy Beijing.*

### Reference

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# The IB curriculum continuum at ACS Egham International School

by Moyra Hadley, Anne Barker, Colin Sercombe, Matthew Underwood and Tristian Stobie

**A**t ACS Egham International School the curriculum follows the IB Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme (DP) continuum. The school is committed to the philosophy and to the mission of the IBO, which precisely reflects the school's own mission.



*Year 6 students give thoughtful consideration to their own learning.*

A central question the school is addressing is: "How can we ensure that the three programmes in the school provide a coherent and consistent educational progression and that student learning is optimized?" The school accepts as a premise that, while the DP provides a largely prescribed curriculum leading to an external examination, the MYP and PYP provide a flexible framework that the school has to interpret and develop to best meet the educational needs of our student body.

This means that we cannot assume that the IB prescribed curriculums will automatically provide for a smooth progression; we have to make it work. In order to make it work the school has introduced a number of activities and instruments, including those described below.

## **Periodic curriculum review**

The school follows a review cycle in which two or three departments are reviewed annually. A committee

reviews the curriculum format, the written curriculum, the taught curriculum and the learned curriculum.

Evidence showing progression and any discontinuity is gathered, concentrating on vertical progression between the PYP, MYP and the DP. A follow-up action plan is made that deals with recommendations.

## **Systematic analysis of external results**

Final IB Diploma Programme results are analysed for areas needing strengthening. The school has recently also introduced International Schools Assessment (being developed by the Australian Council for Educational Research) in years three, five, seven and nine. We have found the nature of these tests far more consistent with the IB curriculum than the alternative standardized tests used previously.

The fact that they are normed against similar international schools makes them very useful for comparison. The school has also recently decided to use the MYP moderation of assessment option to gain systematic feedback from the IBO on MYP assessment and to use this as part of the curriculum review process.

## **Systematic use of internal assessment results for benchmarking standards**

The school is working hard on using IB assessment

*In year 1, students explore language concepts and apply their knowledge using the THRASS chart.*



criteria consistently. The IB 1–7 grading system has replaced the North American system, and criterion referencing has replaced norm referencing. All departments publish assessment rubrics for each activity and year of the programme, concentrating on the different domain descriptors. The aim is not to record a final grade so much as to record progress against each subject descriptor.

The reporting and recording process now maps these. Student attainment is therefore recorded against each prescribed domain, and teachers, students and parents are becoming clearer about standards. Departments consistently practise internal moderation exercises to ensure consistency between teachers.



*The choir provides an opportunity for students to demonstrate perseverance and self-discipline.*

assessed predominantly through external examinations, content coverage is a problem in preparing students adequately in some subjects.

In an attempt to improve this situation, more pressure is being placed on students in the last two years of the MYP to ensure they have the

knowledge base required to start the DP. The MYP prepares students well in terms of critical thinking skills and approaches to learning, and we find that students do adjust quite well to the more structured learning in the DP.

It would be helpful, however, if the IBO would publish clearer guidelines on diploma-level entry standards and presumed knowledge, and tie this up with the level five exit criteria of the MYP. The school has adapted some of the assessment criteria in the MYP, notably in mathematics, to bring them more in line with diploma expectations and standards.

As an educational continuum we find the IB provides an excellent progression for our students, stimulation for our teachers and a marketable end credential for our graduates.

*Moyra Hadley, Anne Barker, Colin Sercombe, Matthew Underwood and Tristian Stobie are members of the administration team at ACS Egham International School, UK.*



*Students explore concepts and ideas which have global relevance and importance.*

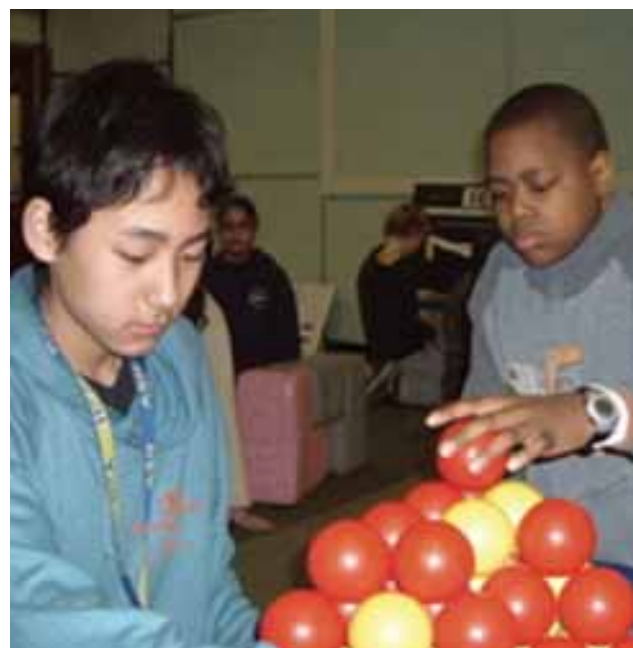
### **The formal development of differentiating in the classroom**

In order to challenge all our students, the school has been working on differentiated instruction. ACS Egham has a history of supporting students with special education needs well, so recent effort has been on extension activities for the most able.

This has ranged from modifying standard class assignments and assessment criteria to allowing and encouraging a gifted MYP student to complete an Open University course in creative writing. The school has an open door policy to Diploma Programme entry, encouraging all students to attempt it provided they have a chance of success. Currently over 90% of our mixed-ability students complete the full diploma.

### **Our experience with the continuum**

The most difficult transition we have found is between the MYP and the DP. With so much content being prescribed in the DP, and the programme being



*Children have many opportunities to exercise initiative in applying thinking skills critically and creatively.*

# Values cementing the IB continuum

by Roger Marshman

St Dominic's International School has two complementary features that define its ethos and mission: the first is the Dominican tradition and the second its commitment to all three IB programmes. The Dominican motto *Veritas* is reflected in the school in a values system based on liberal understanding, tolerance and respect rather than dogma and absolutism.

It is sometimes asserted that the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) do not readily articulate, perhaps because of differences in the ages and origins of the programmes.

I see constructivism, however, as supporting a values-based framework that helps us to see the programmes as a continuum. In this article I will explore how the MYP areas of interaction provide a link to the DP, particularly with respect to theory of knowledge, creativity action service (CAS) and the extended essay.

Similarly, the concepts, skills, attitudes and actions at the centre of the PYP support the constructivist foundation for programme articulation through teaching and assessment, taking us beyond the obvious commonality in the continuum: the requirement of holistic breadth in curriculum and emphasis on intercultural awareness and communication.

Though it is sometimes claimed that the MYP does not explicitly capitalize on the constructivist strength of the PYP, I believe that the MYP fulfills quite explicitly many accepted criteria of constructivist approaches to curriculum, approaches widely held to be vital for middle schooling if our students are to be truly engaged in their learning.

At the heart of the MYP are the five areas of interaction, which provide globally significant values-related perspectives through which much of the subject curriculum must be viewed. Some broad guiding questions, constructivist in style, characterize each area.

The table overleaf shows further questions that are used at St Dominic's to underscore the importance of values clarification and the analysis of values as a determinant of meaning and of action in citizenship. Note that *homo faber* can also accommodate a futures education perspective.

The table also shows our exploratory thinking about explicit links to theory of knowledge in the DP. It is intended to give a thorough grounding in the skills of distinguishing personal (private) knowledge from propositional (public) knowledge.

The recognition of the "hidden curriculum" is supported not only through the conscious exploration and deconstruction of values, but also in the explicit MYP requirement that teachers will use a range of assessment techniques, so that students internalize the sense that different styles of learning and demonstration of learning are valued by their adult mentors.

Teachers must apply an assessment repertoire that genuinely seeks a significant place for communication, problem solving, values clarification, interconnectedness across disciplines, sustained writing or oral presentation, self- and peer-assessment and conscious reflection.

These are to complement approaches that rely more exclusively on various tests of recall of factual knowledge, learned ideas and procedures—the "core content" of more traditional curriculums. Such elements are not unimportant—they are merely the pre-constructivist elements that still have a place in the balanced picture of the MYP and PYP.

One challenge at St Dominic's has been assessment and reporting in the PYP; we are currently working downwards from our MYP practices, which make full use of the learning objectives, assessment criteria and level descriptors in a way that is greatly appreciated by parents and students alike.

In the other direction, within the MYP framework we are challenged by our PYP colleagues to help older children to be both engaged and responsible through reflective reporting processes such as cumulative portfolios and formal student-led conferences.

It is sometimes claimed that the MYP does not articulate with the DP because the latter has assessment based to a large degree on an external examination. At St Dominic's we would caution against any assumption that the MYP rejects examinations; rather *Approaches to Learning* would have teachers and students understand that examinations are but one limited form of

<b>Areas of interaction (AOI)</b>	<b>Characterizing questions taken from the AOI guide</b>	<b>Further suggestions for focusing on values</b>	<b>Related to theory of knowledge: ways of knowing and areas of knowledge</b>
Approaches to learning	How do I learn best? How do I know? How do I communicate my understanding?	Where do my values come from? How do they colour my learning?	Language, reason, emotion, perception (sensory and cultural)
Community and service	How do we live in relation to each other? How can I contribute to the community? How can I help others?	What are my values? How have they been formed? What action can I take?	Perception (cultural), <i>history, ethics</i>
Environment	Where do we live? What are my responsibilities?	What are my values? How have they been formed? What action can I take?	<i>Natural sciences, ethics</i>
Health and social education	How do I think and act? How am I changing? How can I look after myself and others?	What are my values about personal relationships? What action can I take? How should I act?	<i>Ethics, human sciences, natural sciences</i>
<i>Homo faber</i>	Why and how do we create? What are the consequences?	Where does the power lie? By what values were famous thinkers motivated? What might the future hold? What is the truth? How do I know what is right?	Language, reason, emotion, perception, <i>history, sciences (natural and human) ethics, arts, mathematics</i>

demonstrating some types of learning.

The concepts of service learning and learning in a community context have been alluded to already; at St Dominic's we combine the roles of DP CAS coordinator and MYP area leader for community and service. In the future this service-learning coordination might extend to the PYP as well, to support the fact that all three programmes encourage real-life, collaborative, active learning through projects that seek to be as authentic as possible.

Such learning is another established mark of constructivist thinking, as is the place of personally driven learning, which is stressed throughout the MYP experience but culminates in the personal project, in which students must choose for themselves a problem- or purpose-based investigation, construction or creation, and reflect metacognitively on what they have achieved.

In case anyone should think there are no problems in our three-programme school, I hasten to point out

some pitfalls and uncertainties that we are currently addressing. Even though we have offered the MYP for many years, some secondary school teachers still arrive believing that the MYP somehow attacks subject disciplines.

I believe this article shows how we are approaching that challenge. Teachers still have to translate a general mindset of rigorous academic expectations into manageable classroom assignments, explicit in terms of objectives, metacognitive reflections and assessment criteria (sometimes called "task-specific rubrics") adapted to the particular work. Open-ended guiding or essential questions can allow for some level of differentiation. Again, the teachers' unit preparation requires a clear and explicit approach.

A current focus of our professional development is to help teachers to make the links shown in the table above sufficiently explicit to students. This is just an extension of a basic challenge with MYP: building

meaningful, explicit reflection on expanded understanding of the areas of interaction into their assignment work.

It is the constructivist pedagogy of the PYP and MYP that makes the programmes a vehicle for promoting a sense of global citizenship; it is also what moves the three fundamental concepts of the MYP—intercultural awareness, communication and holistic learning—from theory into practice.

At St Dominic's we believe that the questioning- and

research-based learning of the PYP and MYP provides a fine foundation not only for Diploma and university studies but also for a rich life. And that life is not just the future; it is here and now in the richness of relationships, intercultural understanding and the satisfaction of rigorous learning. *Veritas* indeed.

*Roger Marshman is vice principal and head of secondary school, St Dominic's International School, Portugal.*

A longer version of this article can be found on the IBO's web site [www.ibo.org/ibworld](http://www.ibo.org/ibworld).



## The York School – from pre-school to global schoolhouse

by Eric Robertson

**I**n March 2005, when our Middle Years Programme (MYP) made the grade with the IBO, The York School—a coeducational independent school in Toronto—became the first and only school in Canada, and the fourth in North America, to offer a continuous, integrated IB experience from pre-school to university entrance.

Growth and innovation have been constants since we first opened our doors as a Montessori pre-school in 1965. Now, all of our 550 students participate in the highly regarded IB programmes, with standards recognized throughout the world. In just four short decades, under the tutelage of founding head, Barbara Goodwin-Zeibots, we have truly graduated from pre-school to global schoolhouse.

This milestone allows us to look back as well as forward at how we are building our own unique IB culture as the foundation of our global schoolhouse. In many ways, the ideals and pedagogy associated with developing “citizens of the world” have always been implicit in our York School mission, and the IB framework has simply enabled us to articulate this vision more effectively.

To this point our upper school, established in 1996, embraced the Diploma Programme (DP) as the basis for its first-ever years 11 and 12 curriculum. Our Primary Years Programme (PYP) (introduced in 2003) and MYP (2005) also represent major turning points in our journey so far.

Together, these programmes have helped us shape our school culture and the way we deliver the curriculum.

From trans-disciplinary themes to areas of



*York students spell out school pride during an outdoor education retreat.*

interaction, from burning to guiding questions, from units of inquiry to monitoring of assessment, we have grappled with how best to integrate new IB terminology and approaches into our classroom dynamic.

Much time and thought later, we no longer view such components as a set of tricks our teachers must master or hoops they must jump through, but as valuable tools within a larger pedagogical repertoire our staff have developed over many years. It has always been clear to us that what takes place on different floors in our lower school, middle school and upper school is all interconnected. So we are well prepared for the challenge of linking PYP, MYP and DP as part of a larger continuum.

Certainly our development in response to the many challenges in the implementation process has been far from a linear progression. We have experienced, and have come to expect, what education management guru Michael Fullan calls “implementation dips”. Yet despite these, York School has built solid pillars to support our global schoolhouse and its IB continuum.

The first pillar I will refer to is “instructional



*Upper school student shares her laptop project with Lower School inquirers.*

intelligence". The constructivist, inquiry-based model has been central to the York School's mission since inception, so our recent collaboration with educators at the University of Toronto, specifically with its Ontario Institute for Studies in Education (OISE), has been a valuable extension of this work within the IB framework, including adapting such methods to our laptop classrooms in the middle and upper schools.

Moreover, this research initiative is leading us to a more collaborative professional development that focuses on the same "peer mentoring and sharing" model we espouse for our IB students as researcher-learners.

This initiative encourages dialogue not only between teachers of different subjects, but also between teachers of different years and the three IB programmes. We envisage that this professional development will present our faculty with many collaborative and leadership opportunities, and will promote collaboration within the larger community of IB schools, whether IB Schools of Ontario or IB North America.

Our second pillar is experiential learning. The IB framework, specifically PYP and MYP, has contributed to our continuing efforts to connect our in-class studies with the world beyond our school walls. An appreciation of community, and by extension service,

factors to a great extent across the IB continuum—from the PYP student profile's "caring" to the DP's community, action service (CAS) component.

We are becoming ever more mindful of service opportunities outside the classroom; for example, a select group of our upper school students travelled to rural India in March 2005 to work at an orphanage founded and run by a York School family.

As part of their longer-term learning experience, each student teamed up with a lower school or middle school class to forge curricular links and to encourage all of our students to become more internationally minded and "internationally hearted".

When our students headed north for retreats last autumn and winter at Camp Oochigeas, a place where children living with cancer can experience summer camp, they too worked on service projects. Weeks later, our entire school community—parents, students and faculty—participated in what we affectionately call our annual "Ooch-a-thon", a day when we find creative, sports-related ways to raise money to send as many children as we can to camp.

Our middle school and upper school students in years 9 and 10 challenge themselves for one week each May by participating in one of several faculty-designed trips or experiences that allow them to explore MYP areas of interaction in extraordinary and diverse ways.

Middle school students can work locally, whether serving refugees at a furniture bank or creating a movie dealing with adolescent issues set in the city.

Our upper school students can go even farther away, whether visiting a horse ranch and helping disabled children learn to ride, or flying to New Brunswick, Canada to immerse themselves in marine biology.

One final example comes perhaps from an unlikely source, but exemplifies the enhancement the IB framework has brought to our approach to learning at York School. We now use the issue of homelessness as the context for data management in year 7 mathematics, culminating in a workshop on the streets of downtown Toronto, Canada and a letter writing campaign to local political leaders.

Perhaps the most irresistible agent of change is our group of young inquirers, as they climb the stairs to the next floor and to the next level asking their burning questions.

Bob Poole, director of the Vancouver IB North America office, says, "The combination of inquiry-based and service-based learning gives younger students the confidence and skills to help them with the DP, and to become lifelong learners.

"The most profound change York School will see in its future is an increase in student participation and success in its DP." From our corner in midtown Toronto, the world's in full view.

*Eric Robertson is MYP coordinator at The York School, Canada.*

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# Language provision across the three IB programmes

by Kate Jenkins

This statement appears on the IBO public web site in the monograph *A Continuum of International Education—PYP MYP DP: "The role of language, the mother tongue, and the study of other languages, have a special place in each programme's curriculum design. It is through language that we access our own and others' culture"*.

But what is the place of language in each of the programmes? How are languages delivered within the overall structure of the programmes? Is there effective transition and continuity between the programmes? How is the IBO philosophy of education reflected in the language courses?

To try to answer these questions I have analysed documents from the three programmes. This article touches on that analysis and raises some points of comparison.

## Provision of languages in the three programmes: an overview

### Primary Years Programme (PYP) 3–12 years:

The approach to teaching and learning language is integrated, supporting the recognition that language is fundamental to learning and that it underpins and permeates the whole curriculum.

Although not a PYP requirement, schools tend to

construct a language profile on enrolment, taking into account features such as language(s) spoken at home, mother tongue, other languages spoken and oral/reading/writing skills of the language of instruction. Some key features of language provision are:

- support in the language of instruction
- mother tongue language development—for support in learning other languages and maintaining cultural identity
- an additional language must be introduced at age seven
- an appreciation of language and literature.

The curriculum is inquiry-based and comprises three interrelated components: What do we want to learn (concepts, knowledge, skills, attitudes, action)? How best will we learn? How will we know what we have learned?

These questions provide the headings for a detailed scope and sequence that set out teaching and assessment expectations under the four content areas of oral communication (speaking and listening), written communication (reading), written communication (writing), visual communication (viewing and presenting).

Knowledge of language is divided into three strands:

- metalanguage: the use of language to learn about language

- trans-disciplinary language: the language of other disciplines
- literature: the body of literary work deemed to have aesthetic merit.

### **Middle Years Programme (MYP) 11–16**

**years:** Students are required to study a mother tongue language (language A) and a second language (language B or language B Advanced). From 2006 a two-year foundation level of certification will be introduced to provide for non-standard situations, such as transfer students.

Courses of study must be constructed within a framework that includes the *fundamental concepts* (holistic learning, intercultural awareness, communication) and *areas of interaction* (approaches to learning, community service, *homo faber*, environment, health and social education). Each subject has aims and objectives that address knowledge, understanding, skills and attitudes.

The **language A** student is normally a native or near-native speaker. Language A is often the language of instruction of the school, but if this is not the case the school is encouraged to ensure that tuition is provided in the student's mother tongue. Any language that is on the IBO list of languages available may be studied.

The study of language A has two roles: it provides the basic tool of communication and it provides the study of a variety of forms of expression. In delivering the programme there should be a balance between five skills: reading, writing, listening, speaking, viewing. Literature should:

- be integrated with the study of language
- be as varied as possible (gender, region, periods)
- address differences in space (synchronic analysis) and time (diachronic analysis)
- include literature in translation
- include a variety of genres, literary and non-literary.

**Language B** is studied for four to five years, and typically students have had no prior instruction or proficiency in the language. Language B Advanced is for students with a higher level of competence. From 2006, a foundation level is proposed for situations where it is only possible for students to complete two years of second language study (for example, transfer students).

The placement of students in the MYP is based on a student profile. Some variables within a student's language profile are: mother tongue level of literacy, dual-language family backgrounds, parental expectations, changes of mother tongue, changes of

language of instruction, access to host country languages, dislocation in their previous learning of other languages, access to host-country languages, language of the carers in the home, possibility of learning disabilities.

### **Diploma Programme (DP) 16–20 years:**

Languages make up two of the six subject groups in the diploma hexagon (groups 1 and 2) and students must select one subject from each group. The courses may be taken at either higher level (HL) or standard level (SL), except for language *ab initio* (SL only).

It is intended that students study language A1 in their mother tongue, though in many cases it may be the language of instruction. Nine courses are offered in group 2: language *ab initio* (SL), language B (SL and HL), language A2 (SL and HL), Latin (SL and HL) and Classical Greek (SL and HL).

The **language A1** programme, the only course offered in group 1, is a literature course studied in the first language of the student or the language in which the student is most competent. The IBO policy of mother-tongue entitlement applies to the diploma and, where no teacher is available, a student is allowed to study his/her particular language A1 as a self-taught candidate at SL only.

Texts of oral literature may be studied as well as written literature. The course aims to develop oral and written communication skills, respect for the literary heritage of the student's first language and an international perspective through the study of world literature. At HL 15 works and at SL 11 works are chosen from two prescribed book lists.

The five courses in group 2 **modern languages** range from *ab initio* languages for beginners to language A2 HL for near-native speakers. A table entitled *Target students: which course?* is published in the group 2 subject guides and gives guidelines about placing students in courses. Principles of course design require flexibility, integration, making connections, variety, transparency and personal development.

### **Some points of comparison between the three programmes**

Because they cater for very different stages of development there are, perhaps inevitably, differences in the language provision across the three programmes. Some of these are:

- The study of language is increasingly fragmented and specialized as it moves from PYP to DP. For example, in the DP the only option for studying a "first language" is to study literature, and there are

six separate options for second language study.

- Classical languages may be studied as a second language option in the DP but not in the MYP.
- There are some differences in the skills identified across the programmes. For example, PYP includes “viewing and presenting”, while MYP includes viewing in language A (in language B it is included but not assessed) and DP does not include viewing at all.
- In the PYP and MYP, schools are required to provide support in the language of instruction whereas this is not a requirement in the DP.
- The required assessment in the DP is summative, whereas in the PYP and MYP it is both summative and formative. Reflection is also an important part of assessment in the PYP and MYP but is not emphasized in the DP language courses.
- There is a trans-disciplinary approach to teaching language in the PYP and the MYP whereas this is absent in the DP (apart from a trans-disciplinary text and performance pilot that is currently being trialled).
- In placing students in appropriate language courses, the MYP considers a detailed profile of each student. In the DP there are general guidelines for student placement across all group 2 languages. In the DP, students choose their course for a group 2 language at the beginning of the first year of the diploma; in the MYP the level of certification is chosen in the final year.
- Nomenclature varies considerably between programmes and in some cases it is contradictory. For example, in the PYP the word “rubric” refers to marking criteria whereas in the DP “rubric” refers to instructions in examination papers.

On the other hand, there are also similarities that represent central concerns of the IBO: mother tongue entitlement; the central role of literature as a means of studying language and as an insight into culture, and the requirement for students to study an additional language for communicating and for understanding other cultures.

The two diagrams provide an overview of provision across the three programmes.

## Language provision across the three IB programmes

PYP	MYP	DP
<p><b>Mother tongue entitlement</b></p> <p>The same curriculum applies to all learners of language.</p> <p>All teachers are language teachers.</p> <p>An additional language introduced at age 7.</p>	<p><b>Mother tongue entitlement</b></p> <p>Foundation two-year course (proposed)</p> <p>Language B</p> <p>Language B advanced</p> <p>Language A</p>	<p><b>Mother tongue entitlement</b></p> <p>Language <i>ab initio</i></p> <p>Language B SL</p> <p>Language B HL</p> <p>Language A2 SL</p> <p>Language A2 HL</p> <p>Language A1 SL</p> <p>Language A1 HL</p> <p>Latin (HL/SL)</p> <p>Classical Greek (HL/SL)</p>

Middle Years Programme	Diploma Programme
Language B advanced	A2 HL A2 SL B HL
Language B standard	B HL B SL
Language B foundation	B SL <i>Ab initio in a language <b>different</b> from that studied at MYP language B foundation</i>

Kate Jenkins is subject area manager at the International Baccalaureate Organization.



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