IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2013

THE HAGUE 24TH - 27TH OCTOBER
Envisioning the future: developments in IB programmes

Judith Fabian, Chief Academic Officer
Envisioning the future

scenario planning  

strategic planning

our changing world  

the learner of the future?
Envisioning the future

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

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

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

Cognition – emotion – biology – culture
What should we be doing now?
What are we doing now?

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

IB mission statement
IB learner profile
Programme standards and practices
What is an IB education?

The aim of this document is to communicate clearly what lies at the heart of an International Baccalaureate education. For educators, supporters, students and their families, it explains the ideals that underpin all IB programmes.
What is an IB education?
IB Learner Profile 2013
Approaches to learning skills: ages 3-19

- Research skills
- Communication skills
- Social skills
- Thinking skills
- Self-management skills
Approaches to learning (ATL): 2013

Transdisciplinary skills  Approaches to learning  ?  ATL course

THE IB CONTINUUM
Approaches to learning (ATL): 2015

THE IB CONTINUUM
Approaches to learning in the DP

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

2015
Publications :
(a) *Approaches to teaching and learning in the DP* (stand-alone document),
(b) Chapter in *DP: From principles into practice*
(c) Non-mandated unit planner – examples of good planning

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

Both disciplinary and interdisciplinary

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

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

Broad ideas that reach beyond national and international boundaries.
The World Studies Extended Essay  
(first examination 2013)

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

Examples:

‘The feasibility of ethanol production from sugar cane and the viability of its use as a fuel in Mauritius’. Global issue: alternative energy sources

‘Changes to food consumption in Japan as a result of people living longer’. Global issue: ageing population
New DP subject: Global politics

Pilot: 2012-2014

Four core units:

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

Scheduled for first teaching September, 2015.
DP Science updates

New courses:
• first teaching in 2014;
• first assessment in 2016
• new IA criteria:
  • 1 option from 4 instead of 2 options from 8 (SL and HL)

• Nature of science pilot course from Sept 2015. Applications from schools due in end of year
Theory of Knowledge update

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

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

Disciplinary and interdisciplinary

Deeper understanding through meaningful connections and transfer

Teaching beyond the local, national or cultural context
MYP: key concepts – ‘life-worthy learning’

<table>
<thead>
<tr>
<th>Aesthetics</th>
<th>Change</th>
<th>Communication</th>
<th>Communities</th>
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<tbody>
<tr>
<td>Connections</td>
<td>Creativity</td>
<td>Culture</td>
<td>Development</td>
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<td>Form</td>
<td>Global interactions</td>
<td>Identity</td>
<td>Logic</td>
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<tr>
<td>Perspective</td>
<td>Relationships</td>
<td>Time, place and space</td>
<td>Systems</td>
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[Image of the table and graph]
<table>
<thead>
<tr>
<th>Subject group</th>
<th>MYP related concepts (sample)</th>
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<tbody>
<tr>
<td>Language and literature</td>
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<tr>
<td>Language acquisition</td>
<td>word choice, accent, idiom, voice</td>
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<tr>
<td>Individuals and societies</td>
<td>globalization, power, sustainability</td>
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<tr>
<td>Sciences</td>
<td>energy, transformation, evidence</td>
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<tr>
<td>Mathematics</td>
<td>measurement, pattern, representation</td>
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<tr>
<td>Arts</td>
<td>composition, style, role, intent</td>
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<tr>
<td>Physical and health education</td>
<td>balance, movement, systems</td>
</tr>
<tr>
<td>Design</td>
<td>form, function, innovation</td>
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</table>
Primary Years Programme

IB PRIMARY YEARS PROGRAMME

- LANGUAGE
- ACTION
- SCIENCE
- ARTS
- INTERNATIONAL-MINDEDNESS

- HOW WE ORGANIZE OURSELVES
- HOW THE WORLD WORKS
- HOW WE EXPRESS OURSELVES
- APPROACHES TO LEARNING
- APPROACHES TO TEACHING
- CONCEPTS
- PERSONAL EDUCATION
- SOCIAL STUDIES
- WHERE WE ARE IN PLACE AND TIME
- WHO WE ARE
- SHARING THE PLANET

Innovate educate create
PYP review: setting the context

- Globalization
- Cognitive & Biological Developments
- Technology Digital Learning Personalization
- Childhood in the 21st Century
- Work in the future

Educational Impact
PYP review: additional research

| Investigate flexibility, inclusion, & access | Well-being & resilience (personal, social, emotional) | Relationships to standards-based instruction | Early Years Education (cognitive development, brain-based learning) | The role of technology (ICT) | Creativity, & Innovation |
Primary Years Programme review: 2013 - 2017

Key areas of focus

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

- LANGUAGE A
- LANGUAGE B
- MATHMATICS
- PHYSICAL EDUCATION
- TECHNOLOGY
- HUMANITIES
- ARTS
- SCIENCE
- INTERNATIONAL-MINDEDNESS
- PERSONAL PROJECT
- APPROACHES TO TEACHING
- AREAS OF INTERACTION
- APPROACHES TO LEARNING
- SERVICE
MYP: next chapter
The essentials...

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

First eAssessments June 2015; full MYP Certificate June 2016
MYP key developments

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

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

• **Subject moderation** and the resulting MYP Certificate will continue until the end of the 2015 examination session.

• **Mandatory moderation** of the personal project will start from **June 2016** providing global consistency across all MYP schools.

• The new **optional summative assessment** framework including **eAssessments** will be available from **June 2015** with a limited number of subject disciplines plus the interdisciplinary eAssessment.

• A more substantial range of eAssessments will be available from **2016**.
IBCC: the story so far.....

Mainstream in September 2012
50 authorised schools

2013 May results:
• No. of candidates: 144
• No. of IB Career-related Certificates awarded: 137 (95%)
• No. of students achieving 1 or more grade 5 or above: 88 (61%)

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

Deputy Head Teacher, Kent, UK
IBCC 2014 developments

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

Career-related education in the future?
Technology enhanced learning: collaborating and connecting

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

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

We must set LEARNING GOALS!

It is global and democratic
Technology enhanced learning in the IB: collaborating and connecting

IB Portal – collaborative possibilities

The role of technology in addressing needs of diverse learners

Focus groups at regional conferences

PYP Exhibition

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

Collaborative planning for teachers; student interaction across schools

Opportunities to share reflections

Resource creation and sharing: teachers AND students
IB Open World Schools (IBOWS)

Current model: link school (2012 – 2014)
DP courses online: September 2013

Group 2
- Mandarin *ab initio*
- Spanish *ab initio*

Group 3
- Business & Management SL
- Economics SL
- ITGS SL
- ITGS HL
- Psychology SL

Group 5
- Mathematics HL

Group 6
- Economics HL
- Philosophy SL
- Philosophy HL
- Film SL
The learner of the future?

- Comfortable with ambiguity and complexity
- A capable and responsible agent of her own learning
- Socially and emotionally aware
- Aware of other’s perspectives; understands and values difference
- Able to navigate change
- Able to move from daily life to future possibilities
a common educational framework
a consistent philosophy of teaching and learning