IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2013

THE HAGUE 24TH - 27TH OCTOBER
Global connectivity for every learner

Simon Armitage, Director of Communications
Daniel Edwards, Director of Digital Strategy

stephen perse foundation

Cambridge, UK
stephen perse
foundation
The Stephen Perse Foundation

Country / Territory: U.K

IB region:
Africa/ Europe/ Middle East

IB school code: 003641
LATIN GAVE US NOUNS, VERBS, ADJECTIVES
300 LANGUAGES

MANDARIN HAS THE MOST NATIVE SPEAKERS
75% OF THE WORLD'S POPULATION DON'T SPEAK ENGLISH
SPANISH HAS NO WORD FOR WRONG
9/10 BRITISH COMPANIES WANT EMPLOYEES WITH LANGUAGE SKILLS
6,000 LANGUAGES ARE SPOKEN IN THE WORLD

A MOBILE PHONE IS DAS HANDY IN GERMAN

SPORT DERIVES FROM FRENCH BUT THEY THINK IT'S ENGLISH

THE WORLD IS OUR CAMPUS
RUSSIA IS THE UK'S FASTEST GROWING MAJOR EXPORT MARKET
FOR THE FRENCH, THE DAILY GRIND IS MÉTRO-BOULOT-DODO

LINGUISTS EARN MORE THAN MONOGLOTS
• Authorised in 2007

25-30% of students take IBDP - numbers now growing
2010

38.4 pts
2011

38.8 pts
2012

39.6 pts
2013

42.1 pts
Thinkers
Inquirers
Knowledgeable
Communicators
Principle
Risk-takers
Open-minded
Balanced
Reflective
Caregivers
• Is knowledge enough if it works for exams?
Do we allow students to question?
• Do we challenge their perspectives?
Internationally-minded
Traditional opportunities

Exchanges
Visits
TV / video / film
what more can we do?
World of learning - but what is the reality?
They are already connected!
Beyond the internet?
Do our students engage with the global community?
what about the teachers?
Learning communities

School

Community

Students

Teachers

Parents

Support

Staff

Subject leaders

Administrators/Management

Governors

Community

School
Learning communities

School

Governors

Parents

Community

Subjects

Teachers

Support staff

Administrators/Management

Students

Parents

Governors

Subject leaders

Administrators/Management

Teachers

Support staff

Students
Our approach: holistic learning
Developing character

The only certain thing about the future is that it will be different from today. To make the most of whatever comes along, our pupils need to be creative, risk-taking, independent thinkers, happy to respond positively in the face of change.
What is the student perspective on the world?
How do they see the world?
Why not like this?
so...

How easy is it to link a school or a class?
We are a room-full of connectivity.
Globally connected: as a teacher?

http://worldmap.harvard.edu/tweetmap/
Globally connected as an IB coordinator?

Information for coordinators - The International Baccalaureate
www.ibo.org › Information for › Educators › Coordinators
Each IB World School appoints a coordinator who is responsible for the ... IBIS is the dedicated password-protected secure website for IB coordinators. It is the ...

IB programme coordinators - The International Baccalaureate
www.ibo.org/ibap/professionaldevelopment/ibprogramme coordinators/
Programme coordinators play a vital role in IB schools. They are the regional ...
What are the IB PD ... - PD Regional Workshops - In-school workshops

[PDF] The Role of the Diploma Programme Co-ordinator
www.ibo.org/ibap/.../StuartJones-RoleoftheDPCoordinatorIBAsiaPacific....
Globally connected as a school leader?
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foundation
Potential
Why connect?
Connect with us

www.stephenperse.com
@SPFlearning

daniel.edwards@stephenperse.com
(@syded06)
simon.armitage@stephenperse.com
(@s_armitage)
Barriers to connectivity

Internet  Wireless  Qualification  Vision
Internet Connection
Where we started?

- School Website
- Storage
- Blog
Internet Connection
Where we started?

Existing Portal
Low Cost?
Domain/Brand
Internet Connection
Where we started?

School Website

Storage

Blog

Export to stakeholder
Self hosted
Email
Internet Connection
Where we started?

School Website
Blog
Storage

Central access point
Live document
Collaboration
Feedback
Stick or carrot – what matters in education

As the mercury hits 30 degrees, and schools finally breath a collective sigh of relief at the end of term, the government makes its latest summer announcement. And it was hot. Proposed baseline testing for 5 year olds and secondary ready testing at age 11. Wow! Each child, including children with special needs, will be ranked against each other. Clear, straightforward and necessary to ensure pupil progress. Or is it?

I am loath to react to this latest “good” idea and instead would like to respond based on my experience as a teacher and latterly principal. Integral to the learning of a child is engagement with that learning. The best model of education is one where children learn effortlessly because they are immersed in their learning. Teachers are placed on their mettle because this model is without a doubt a pedagogical challenge. There needs to be real inspirational teaching...
Feedback from external sources

Colin  September 30, 2013 at 4:29 PM
This is such a great idea and teachers and students from all around the world will be looking at this link thanks to #comments4kids. You could design a logo and a slogan, have you thought about getting other students involved to help or getting your class/school on board? What are you going to target once you raise the $50.00 that you seek? I will put a post about it on our class page to help with the traffic for your blog/site idea as its such a worthy cause!
Mr Webb and Room Five, Melville Intermediate, Hamilton, Waikato, New Zealand mewilleroom5.blogspot.com
Reply

Colin M.  September 30, 2013 at 4:54 PM
Thank you for commenting on my blog all the way from New Zealand. That is a great idea to make a logo for my campaign. I don't know what I could do though? That is a good idea to get my friends on board too. Thanks again.
Reply

Myles Webb  October 1, 2013 at 12:12 AM
Not a problem Colin, as I have mentioned I am going to put a link onto our class page in New Zealand, its a bit unfortunate that we're on our end of term break at the moment otherwise we'd be able to come onto your site as a class and I could get some of our students to think of ideas.
Reply

Denise Krebs  September 30, 2013 at 7:08 PM
Hi Colin,
Great work! You are so right to be concerned about water. There really isn't another one resource that is so vital to health and life. Thank you for doing something about the problem.
Potential

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Broadband/Wireless

Cloud Storage

Social Media

Mobile Technology
Shared documents
Shared folders
‘Real time’ collaboration
Connecting Students Teachers Parents Everybody?
Broadband/Wireless

Cloud Storage

Mobile Technology

Social Media

Access
Remove barriers
Challenge for learning
Impact on learning

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Vision
stephen perse foundation
Practical example: learning with yr9 (8th grade)

Global learning journey
September 8, 2013 by cambridgelearning | 4 Comments

Where to with the iPad?

This year, my class (8th grade, year 9) will be looking at the meaning of development and the process of globalisation. Nothing new in that, then. The thing is that it seems to me that there is a lot of misunderstanding possible when studying this topic and, although it is clearly important to cover the core ideas and the tradition divisions of less and more economically developed countries, some of the more controversial aspects of the topic should be suitable for discussion with my year 9s (8th grade) at the Stephen Perse Foundation.

Take for instance the challenges that the wonderful Hans Rosling presents in his TED video (just the first 5 minutes or so):
A world of possibilities

Put this together with the world of possibilities, literally, of the online community and there is a potentially powerful solution. Connecting to students and teachers in other countries could bring a live engagement to the classroom. What if I could connect to someone in Ghana or from Ghana when we look at that case-study? Are there students who could join us in our lesson real-time via the internet? – I am hoping for Google Hangout here because of the possibility of referring to GoogleDocs at the same time and to record the whole link-up, live.

So far, I have used some of my own contacts and have also asked twitter. This has yielded another link to Ghana via Switzerland which I am now working to develop. Establishing the right links are important – just having someone in another country or even a class that wants to link up is great but unless the expectations are aligned the value will be very limited. That’s the tricky thing. I’ve also asked my class at our first lesson – their contacts within their immediate families stretch from Spain and France to Nigeria, China, USA, Australia, Canada and Peru. I am sure some of them have yet to declare their hand, too.

Simon Armitage
@s_armitage

possible links to Ghana, Nigeria, China, Peru, France, Spain, Switzerland, USA, Australia, Canada all in one yr9 class #geography #mlearning
7:08 PM - 6 Sep 2013
Question: what should be included when measuring a country’s state of development?

_all of the following are extracts from student work – not the full arguments – they’ve all agreed to share their ideas with the world._

Niah writes:

First, I think the most important thing to be considered is the relationship of the government and the people it’s ruling. The government should ideally reflect and represent the views of the people of their country. If the government and the public don’t agree, and the government doesn’t listen to what the public has to say; what the government says about the development of the country isn’t totally trustworthy and can be completely biased.

Secondly, it’s important to consider the how this judgement affects the people in the country. If the country is seen to be poorly developed, the country then gets classed and stereotyped by all sorts of different people. This opens up the people of that country to discrimination, disdain and contempt from others who are perhaps better off than them.

Thirdly, a question that should be raised is, “are all the reasons for calling this country undeveloped/developed justifiable?” If the judgement is based on only one part of the country, the judgement isn’t fair. The final decision should be made with the average situation in mind, and anomalies not considered.

Karen writes:

When I think about the word development I think about a change or an evolution of something. But when I think about whether a country is developed or not I normally think about its education and wealth.

Education: A large proportion of the country’s population should be educated and/or have a degree. A developed country will provide education to the majority of its population. This means that the person has a greater chance of getting a job and have a successful future. Also, most countries that provide good education for students tend to be richer than other countries i.e. Canada and Japan.
Partner school in St Louis, Missouri
Use the page numbers at the bottom of the pages

Bridget Cordie
Ben Edwards
Jack Grossman
Ford Howell
Omar Jawaid
Casey Jones
Gaelen Joseph

Page 3 “How important is Economic Wealth?” (2 questions)

Casey: Yes, I think everyone deserves a right to free healthcare. It becomes difficult though when the quality of the health-care would lower if it was accessible to all, or if it would be better when others paid. I still would think that health-care should be free even if it is lower quality, because then it prevents certain people from suffering. Doctor, humanitarian worker, research scientist, policeman, priest, banker, pilot. I would rank doctor and humanitarian worker both top importance because both of these have to do with helping, sometimes saving people.
Where to now? Google Hangout
Why did we make these decisions?

For the learner

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foundation
augmented reality

AURASMA app
no need to sign in or join

tap the triangle symbol
search (magnifying glass) for:
Stephen Perse Foundation
Tap JOIN