

Breaking down the barriers - diversity & inclusiveness in the IB

Ian Hill & Glynn Richards
AEM Conference
October 28th, 2011

Breaking down the barriers:

Diversity and inclusiveness in the IB

Increasing access

In 2011, the IB published its new strategy, *Impact Through Leadership*

2011 also saw the creation of a new IB division, **Education Innovation Services (EIS)**, charged with shepherding and promoting initiatives which break down socioeconomic, geographic, cultural, linguistic, and other barriers

The goal was to allow **more students to benefit from an IB education, regardless of personal circumstances**

Breaking down the barriers:

Diversity and inclusiveness in the IB

Education Innovation Services

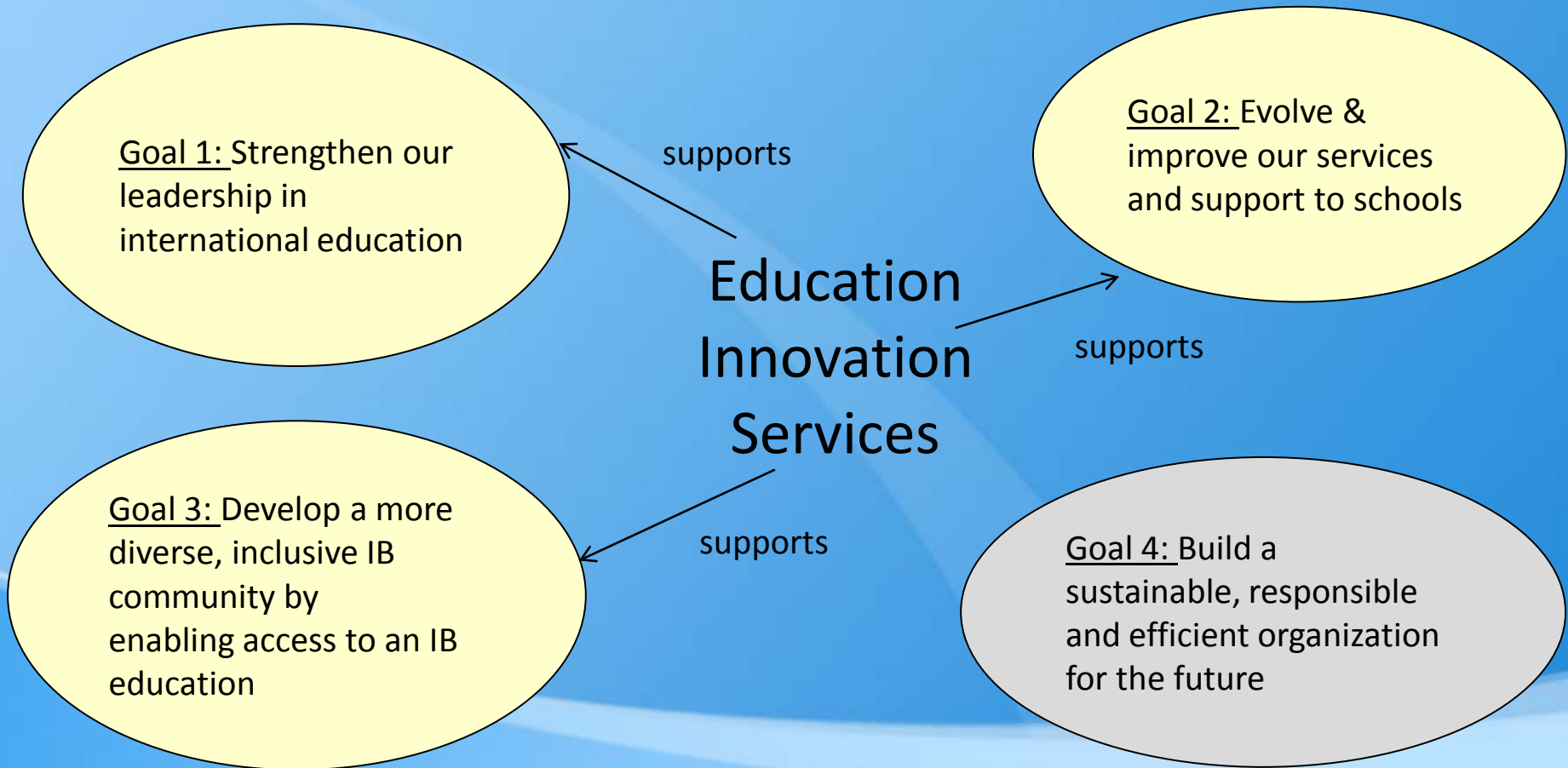
«**Services**» = support and/or catalyst

«**Innovation**» =

- **new** educational products and services which increase access in new or existing situations
- the application of **existing** educational products or services in new situations—or in new combinations—to increase access

Breaking down the barriers: Diversity and inclusiveness in the IB

EIS supports the IB's strategic goals



Breaking down the barriers:

Diversity and inclusiveness in the IB

EIS: Purpose and skills

PURPOSE

The EIS supports the development of innovative, externally-facing educational products & services (internally-generated or donor funded) by:

- acting as «catcher»: filtering new ideas for viability
- acting as a catalyst for new ideas
- responsible for oversight of the access and innovation agenda

SKILLS

EIS has a **mix of skills** in education business development, access projects, fundraising, comms/mktg, publishing, language services, alumni relations

Breaking down the barriers:

Diversity and inclusiveness in the IB

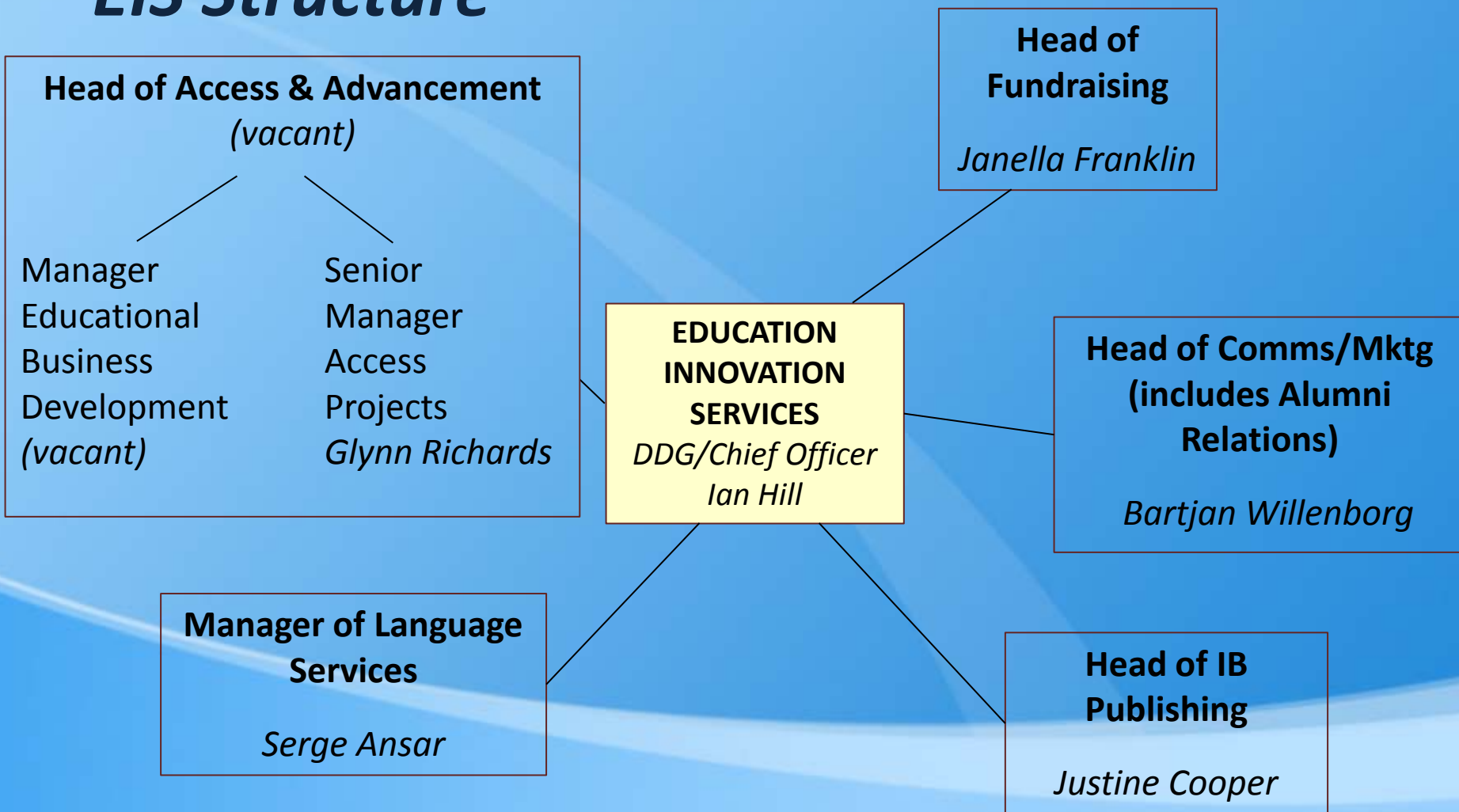
Catalyst role

Proactive role by 2012

- continuous, cross-divisional, incubator process
- consider the global education landscape for gaps which IB can fill, particularly with an eye to our access agenda
- innovations informed by competitor analysis, annual school survey, etc.
- « venue » for exploring innovative educational ideas
- R&D type facilitation which looks to the future

Breaking down the barriers: Diversity and inclusiveness in the IB

EIS Structure





KFF-IB Project

Breaking down the barriers:

Diversity and inclusiveness in the IB

KFF-IB Project

IB and the **King Faisal Foundation (KFF)** first discuss possible collaboration in 2007

Widen access to the three IB programmes by providing foundational training to teachers and,

increase the number of students benefiting from a high-quality, international educational experience in Saudi Arabia and the rest of the Arabic-speaking world, particularly those students who do not have such access at this time

Breaking down the barriers:

Diversity and inclusiveness in the IB

KFF-IB Project

The IB piloted access professional development at one national private school (PYP)

Access professional development was produced to assist teachers and administrators **understand the foundations of learner-centred pedagogy**

All PYP documents and a number of MYP and DP documents were translated into Arabic (on-going)

Breaking down the barriers:

Diversity and inclusiveness in the IB

KFF-IB Project

The pilot was favourably received and key objectives for a second phase were determined:

- Extend the model to **10 national schools** in Saudi Arabia
- Pilot of IB **Teacher Awards** initiative in at least one Saudi Arabian university for pre-service teacher training
- Conduct a **Feasibility Study** for broadening access more widely in the Arabic speaking world

“Teaching and Learning from an International Perspective” project

Breaking down the barriers:

Diversity and inclusiveness in the IB

TLIP project

In 2009, the IB entered into talks with the **Arcelor-Mittal Foundation (AMF)** to explore project work to support schools in the vicinity of Arcelor-Mittal plants

Phase one of the project, entitled *Teaching and Learning from an International Perspective*, began in 2010 in Poland and Romania

Breaking down the barriers:

Diversity and inclusiveness in the IB

TLIP project

The initiative aims to help bring schools into the IB community which would not otherwise have been able to move forward to candidacy and which are **from countries and language groups currently under-represented in the IB**

Breaking down the barriers:

Diversity and inclusiveness in the IB

TLIP project: objectives

Develop a **'blended'** model for “access” PD, incorporating face-to-face workshops and online learning, focusing on the essential elements of IB pedagogy

Deliver training to **60 state high school teachers and leaders** in Galați, Romania and Krakow, Poland

Train a cadre of **20 local, indigenous workshop leaders and on-line moderators** in the 'learner-centred model'

Train **20 school principals, leaders and senior administrators** in learner-centred pedagogy

Breaking down the barriers:

Diversity and inclusiveness in the IB

TLIP project

Workshops and approaches honed in Phase 1
transferable (with adaptation) to other contexts

Together with KFF-IB project, represent a significant step forward in the IB's ability to reach and support under-represented schools

The project is set to expand into **South Africa** and the **Czech Republic**, with parallel work with the Arcelor Mittal Foundation in **Mexico**

Gates Project

Breaking down the barriers:

Diversity and inclusiveness in the IB

Gates project

In 2010, the IB entered into a project, funded by the **Bill and Melinda Gates Foundation**, to expand access to the IB programmes for under-represented students

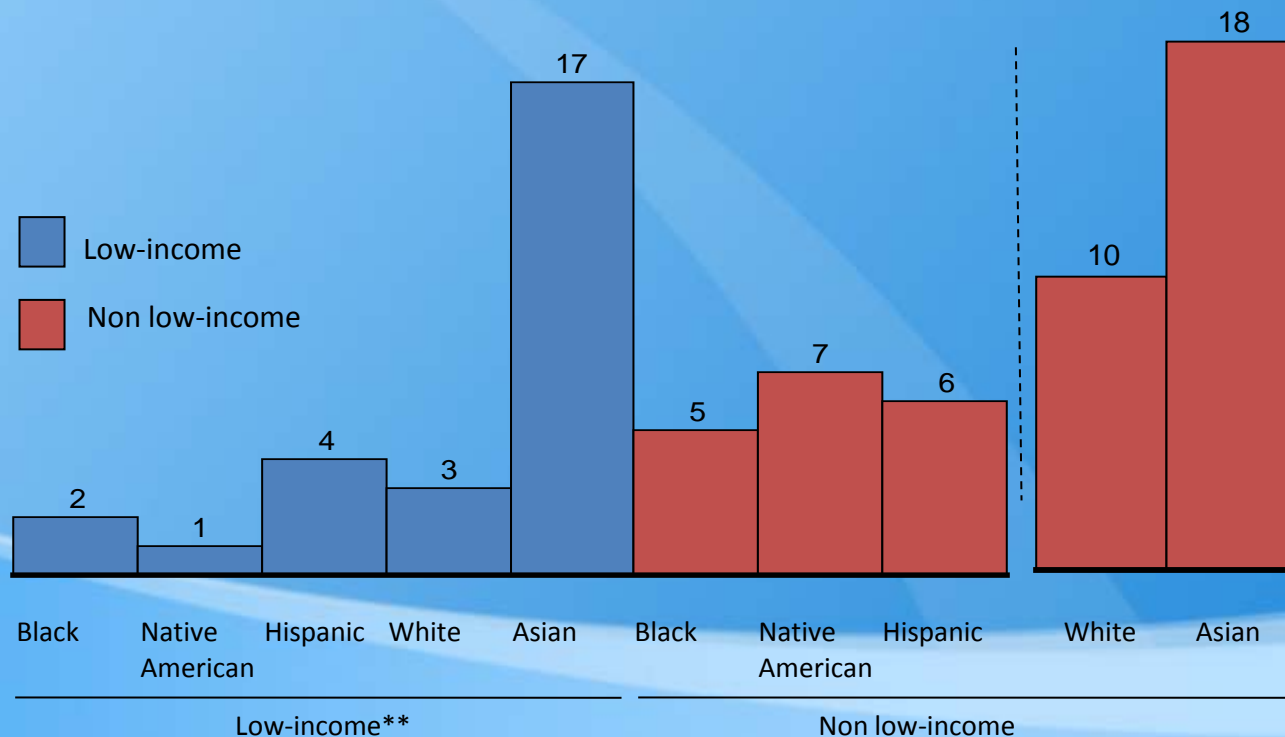
The project seeks to expose low-income and minority students to challenging and rigorous educational opportunities in the **years 9 and 10**, leading up to DP

Focus is on **enhancing teacher practice in designing MYP curriculum and assessment**, as well as improving teacher access to resources and opportunities for collaboration through **online learning**

Breaking down the barriers: Diversity and inclusiveness in the IB

Gates project

In the U.S., student participation in the Diploma Programme is uneven across ethnic and income groups

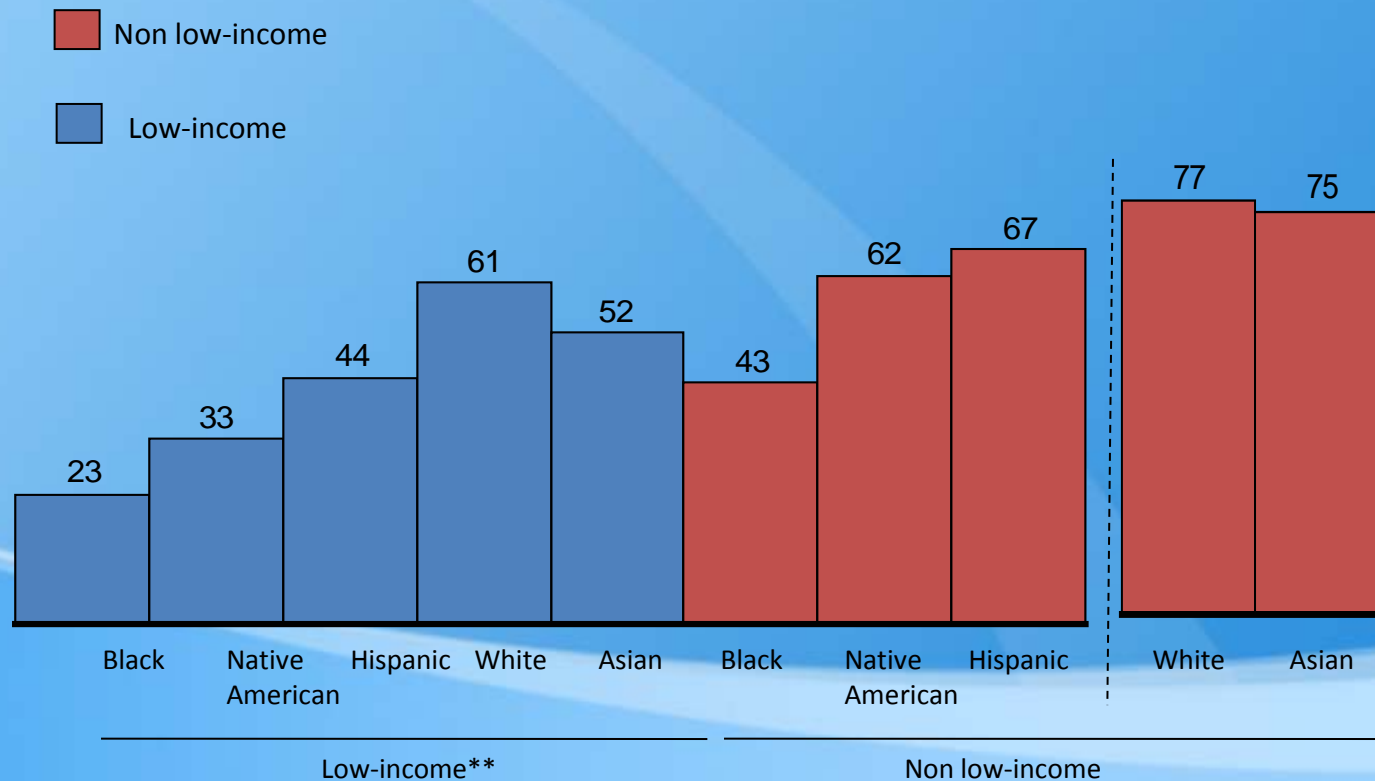


Percent of 11th graders in U.S. IB high schools who participate in the Diploma Program

Breaking down the barriers: Diversity and inclusiveness in the IB

Gates project

Low income students are less likely to earn the Diploma



Percent of candidates in each segment successfully completing the Diploma Program

Breaking down the barriers:

Diversity and inclusiveness in the IB

Gates project: Expected Outcomes

- **Materials in 4 subject areas:** Language A/B, Science, Math
- **Bridge to Success** (online learning community)
- **Curriculum Materials:**
 - MYP Units
 - Assessment Task Bank
 - *Disciplinary learning in the MYP* (with Harvard Project Zero)
- **Professional Development Resources:**
 - Online mentoring for MYP teachers
 - Online and In-Person Professional Development
- **Piloting in 3 US School Districts**
- **Research and Evaluation**

Login ▾

Home

Assessment
BankMentoring and
CollaborationMYP
UnitsProfessional
Development

My Portfolio

Inbox

FAQs

Help

Helpful Links

[Meet the mentors](#)
[Search for other users](#)
[My Profile](#)

Welcome to Bridge to Success

This pilot website aims to provide resources that help MYP teachers prepare more students for the Diploma Programme.

Quick Links



**Assessment
bank**



**Mentoring and
collaboration**



**MYP
units**



**Professional
development**



My profile



Meet the mentors



**Search for
other users**



Help Resources



Live chat

German Project

Breaking down the barriers:

Diversity and inclusiveness in the IB

German Project

In 2002, the IB has been running a project with the **funding of the German ZfA** (Central Agency for Schools Abroad)

- German as a response language in **biology** (HL and SL)
- **History** (SL and HL aspects of the history of Europe and the Middle East)
- **Extended essays** in these subjects
- **Theory of Knowledge**

Breaking down the barriers:

Diversity and inclusiveness in the IB

German Project

24 ZfA schools have been authorized

2 ZfA schools going through authorization

8 ZfA schools have expressed interest

17 ZfA schools will have submitted candidates for examination sessions by the end of 2011

172 candidates in May 2011 were registered for examinations

Breaking down the barriers:

Diversity and inclusiveness in the IB

German Project

- Subject guides
- Teacher support material
- Specimen papers
- Exam papers
- Other curriculum and assessment material in ToK, history and biology
- General guidelines for extended essays,
- The relevant DP handbook sections for extended essay, ToK, history and biology

IB Career-related Certificate (IBCC)

Breaking down the barriers:

Diversity and inclusiveness in the IB

IB Career-related Certificate (IBCC)

A new qualification designed to provide access to an IB education to students seeking a “value-added” **alternative pathway to their future**

Not a vocational qualification, but is an alternative to the IB Diploma Programme, focusing on a **mix of practical and academic skills.**

Approved for mainstream offer to IB World Schools which offer the Diploma Programme (from September 2012)

The IBCC has been accredited by OFQUAL (UK) as a level 3 certificate

Breaking down the barriers:

Diversity and inclusiveness in the IB

IB Career-related Certificate (IBCC)

The vision of the IBCC is as follows:

By 2020, the IBCC will be acknowledged throughout the world as the **leading international career-related qualification**, providing students with the academic, practical and social skills required by the **21st century learner**

Breaking down the barriers:

Diversity and inclusiveness in the IB

IB Career Certificate (IBCC)

The groups targeted by the IBCC are:

- Students in IB schools who wish to specialise in a particular technical/ vocational education
- Students doing career-related courses who would not at present have access to an IB education
- Students in IB schools who may not wish to pursue the Diploma for any reason

Breaking down the barriers:

Diversity and inclusiveness in the IB

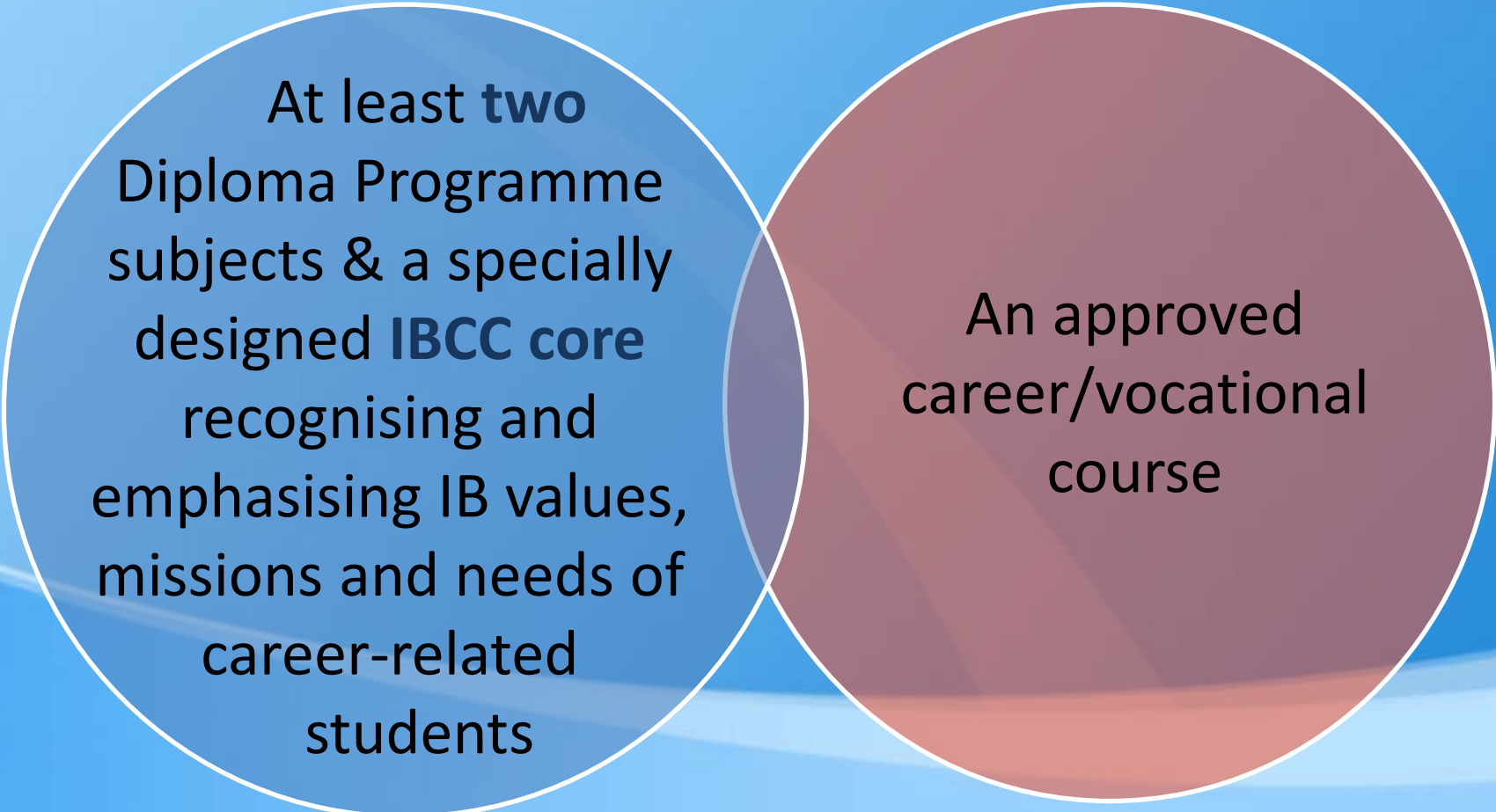
IB Career Certificate (IBCC)

In AEM, there are **19 new schools** applying for authorization for 2012 plus **24 pilot schools**

Expect by 2014 approximately **100 schools** to be applying for, or authorized for, the IBCC

Breaking down the barriers:
Diversity and inclusiveness in the IB

IBCC Framework



At least **two**
Diploma Programme
subjects & a specially
designed **IBCC core**
recognising and
emphasising IB values,
missions and needs of
career-related
students

An approved
career/vocational
course

Breaking down the barriers: Diversity and inclusiveness in the IB

IBCC Framework



Breaking down the barriers:

Diversity and inclusiveness in the IB

IBCC: Reflective Project

- A structured piece of work that can take a variety of forms
- Intended to **encapsulate the fundamental elements of the certificate**
- Student will be able to identify, analyse, explore, critically discuss and evaluate an ethical issue arising from their vocational study

Curriculum Manager for Inclusive Education

Breaking down the barriers:

Diversity and inclusiveness in the IB

Curriculum Manager for Inclusive Education

- Identifies and researches issues relating to inclusive education; advises on implications for IB's curriculum and assessment development
- Develops resources in collaboration with programme staff for schools and professional development
- Provides input on inclusive education within access-related projects to the Access and Advancement team