



**IB CONFERENCE OF THE AMERICAS 2014**  
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# **Developments in IB programmes: current and future**

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# Envisioning the future

*scenario planning*



*our changing world*

*strategic planning*



*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?

- *'life-worthy learning'* (David Perkins)
- to extract relevant information
- to understand multi-dimensional problems
- to understand themselves as learners
- learning that nurtures strong social and emotional growth
- to value difference and diversity
- opportunities to collaborate
- to be multi-lingual
- to manage complexity and ambiguity
- to move from daily life to future possibilities

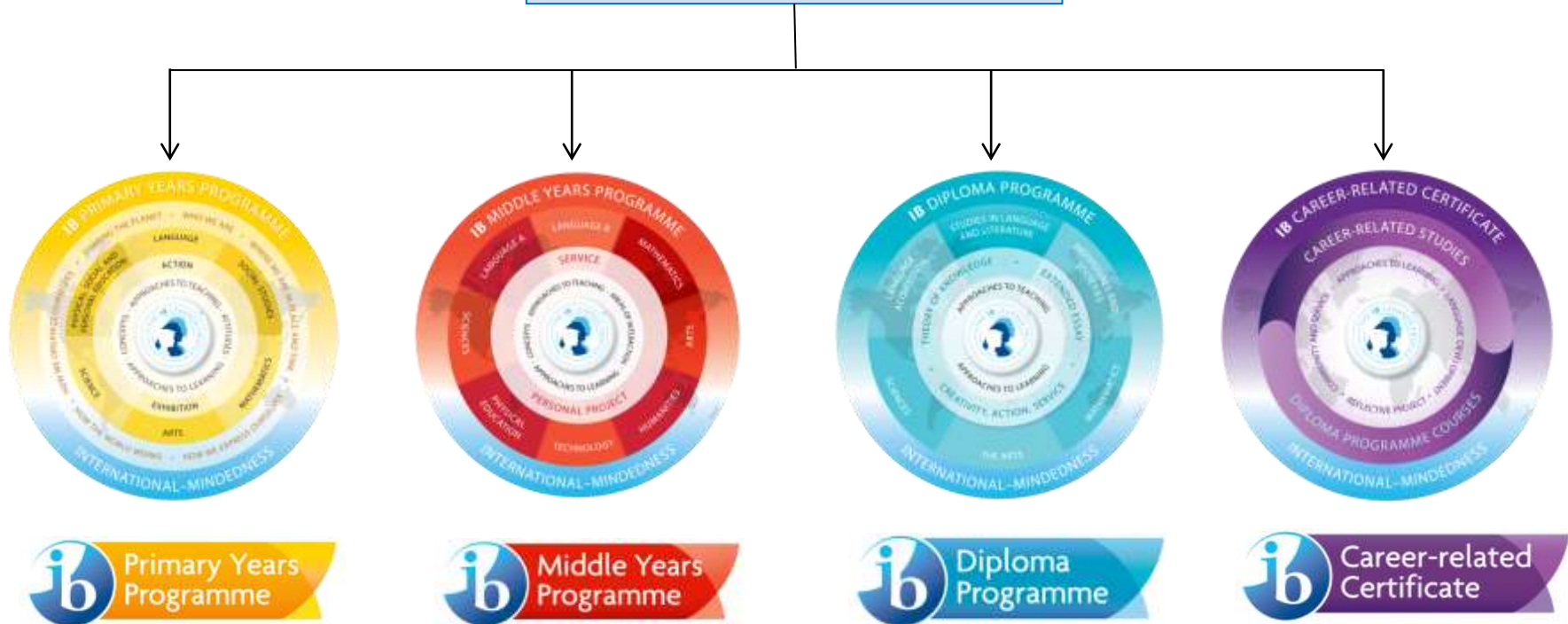
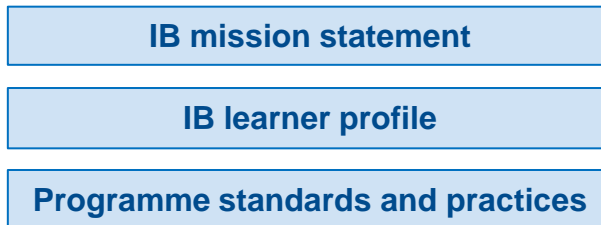
***To be able to ask good questions!***

# 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**

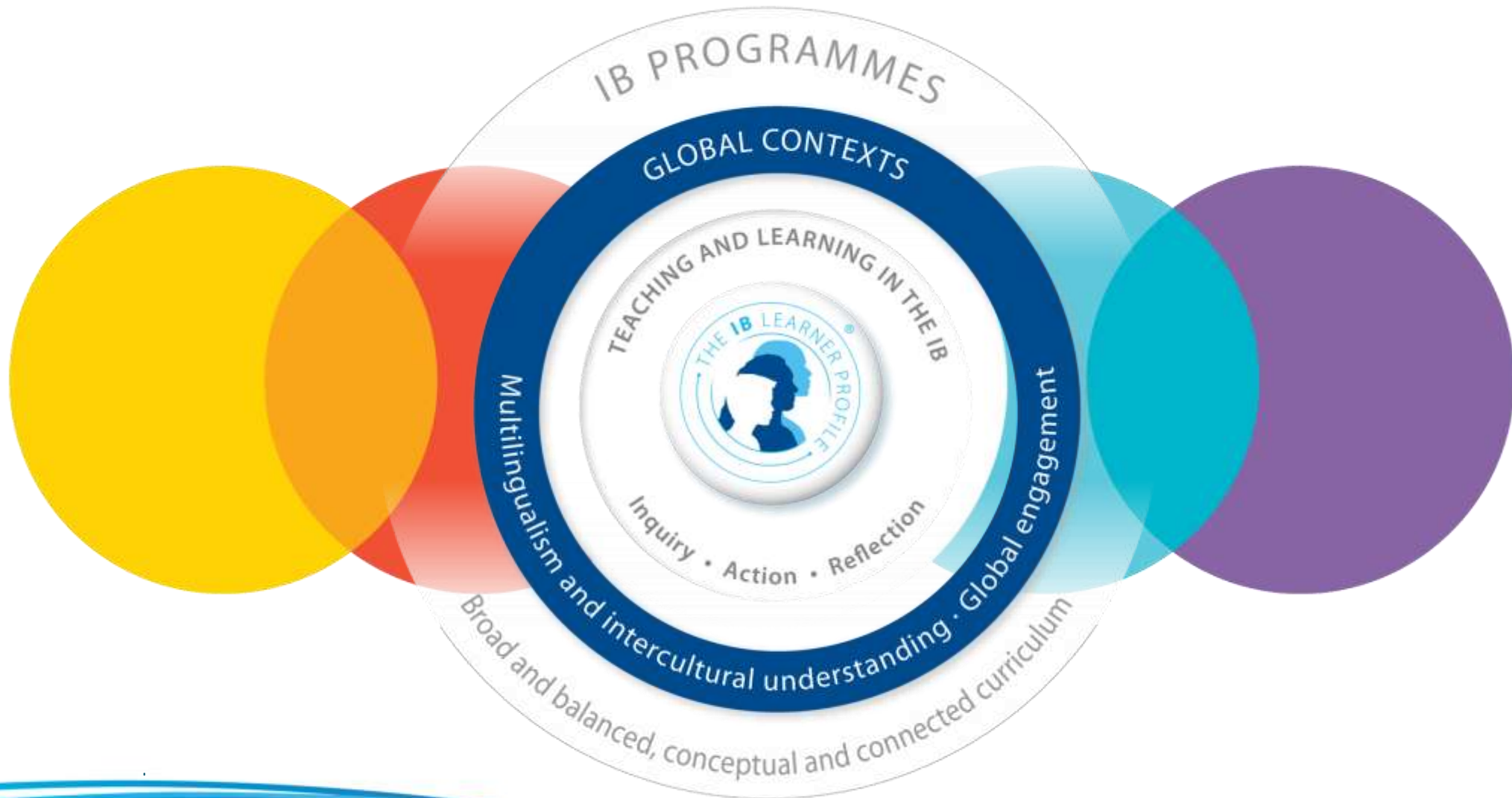
# What should we do differently now?



# An holistic, broad and balanced education



# What is an IB education?





# The IB learner

# IB Learner Profile: the learner of the future?

- Recognizes common humanity
- Guardianship of the planet
- Helps to create a better and more peaceful world
- Independent, lifelong learner
- Understands themselves as a learner
- Thinks conceptually and critically

**But.....**

Thinks creatively?

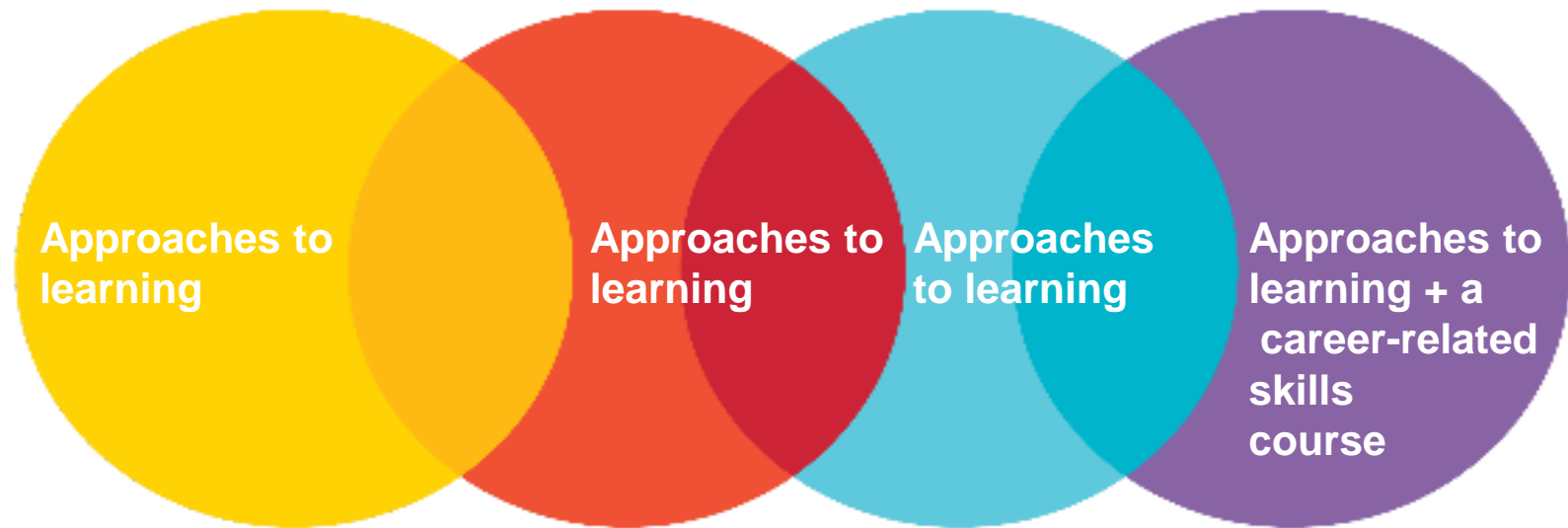
Can think in a multi-disciplinary way?

Attends to their social and emotional well-being?

Multi-lingual?

# Students understanding themselves as learners: Approaches to learning

# Approaches to learning(ATL): 2015



## THE IB CONTINUUM

# Approaches to learning skills: ages 3-19

Research skills

Communication skills

Social skills

Thinking skills

Self-management skills

# Approaches to learning in the DP

## AIMS

- to improve the quality of teaching and learning across the programme
- to support key values and principles of an IB education
- To support students in being successful learners
- to develop a new dimension of the DP, aligned with PYP and MYP

# Approaches to learning in the DP

Published in January 2015:

- *Approaches to teaching and learning in the DP* – guide
- 26 support videos for coordinators, teachers and heads/principals
- *DP: From principles into practice* – updated and including ATL

**(April 2015)**

- 3 DP unit planner templates – a range of samples
- DP ATL reflection tool
- 8 case studies and 6 interviews with thought leaders

# Theory of Knowledge update



## The new TOK course began 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



# 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




## World studies extended essay

World studies is available as an extended essay option from September 2011 (for first examinations in September 2013) to all students following the core components of the IB Diploma Programme.

"Through [the extended essay] I was able to use all the knowledge I had gained from a number of subjects and merge them to form a document in an effort to bring about a positive change for the future."

Zilna Shavdia  
Aga Kahn Academy Mombasa, Kenya



International Baccalaureate  
Baccalauréat International  
Bachillerato Internacional

# Approaching knowledge and understanding through concepts: life-worthy learning



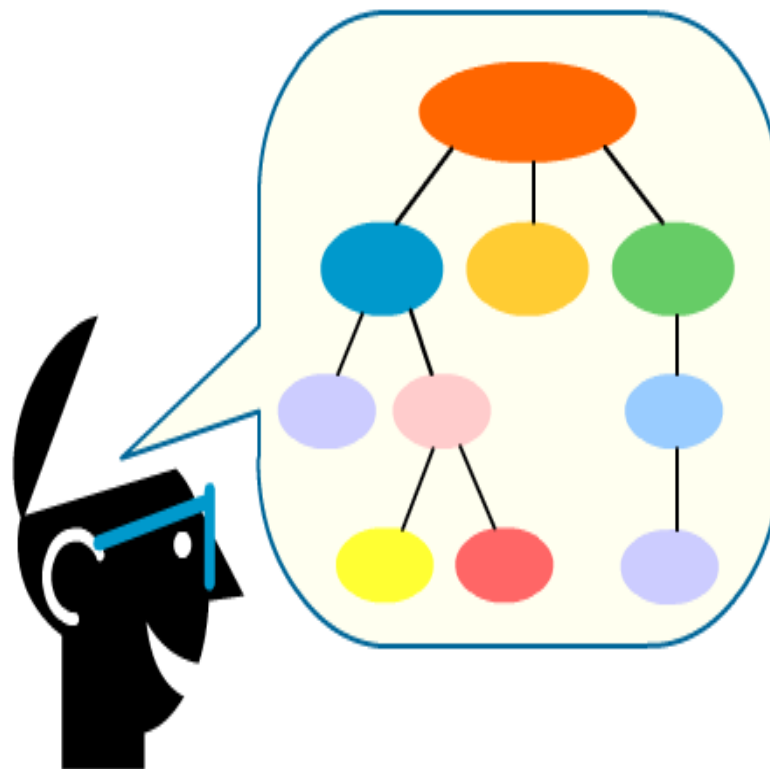
# Teaching and learning through concepts

Disciplinary and interdisciplinary

Deeper understanding through meaningful connections and transfer

Teaching beyond the local, national or cultural context

‘Lifeworthy learning’



# MYP: key concepts

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

## Subject group

## MYP related concepts (sample)

Language and literature	character, theme, genre
Language acquisition	word choice, accent, idiom, voice
Individuals and societies	globalization, power, sustainability
Sciences	energy, transformation, evidence
Mathematics	measurement, pattern, representation
Arts	composition, style, role, intent
Physical and health education	balance, movement, systems
Design	form, function, innovation

# DP Global politics pilot

- Pilot course from 2012
- Mainstream course from 2015
- Explicitly focused on concepts
- Four core units:
  - Power, sovereignty and international relations
  - Human rights
  - Development
  - Peace and conflict
- IA: engagement activity—  
e.g. Model UN, internship at an NGO, gaming – followed by a written report on a political issue embedded in the activity
- HL extension: oral presentation of 2 detailed case studies on global political challenges

# Concepts in DP Global politics

**Power**

**Sovereignty**

**Legitimacy**

**Cooperation**

**Conflict**

**Security**

**AID**

**Equality etc.**

# Programme reviews



# MYP 2014 and beyond



New MYP curriculum framework and requirements first teaching September 2014/ January 2015



First eAssessments available May-June 2015 for a selected subjects/ disciplines (onscreen exams)



MYP certification / records of achievement through moderation in 2014 and 2015



IB MYP results and IB MYP certificate available in 2016 with eAssessment (onscreen exams and ePortfolios)



Registration of all students on IBIS and moderation for the personal project for June 2016 session

# The revised MYP curriculum

- Greater opportunities for interdisciplinary learning
- Prescribed key concepts
- New culminating project for students who finish the programme in MYP year 3 or 4 – independent learning
- Increased emphasis on approaches to learning
- Introduction of global contexts to support the development of international mindedness
- Closer alignment across the IB continuum

# Optional eAssessments

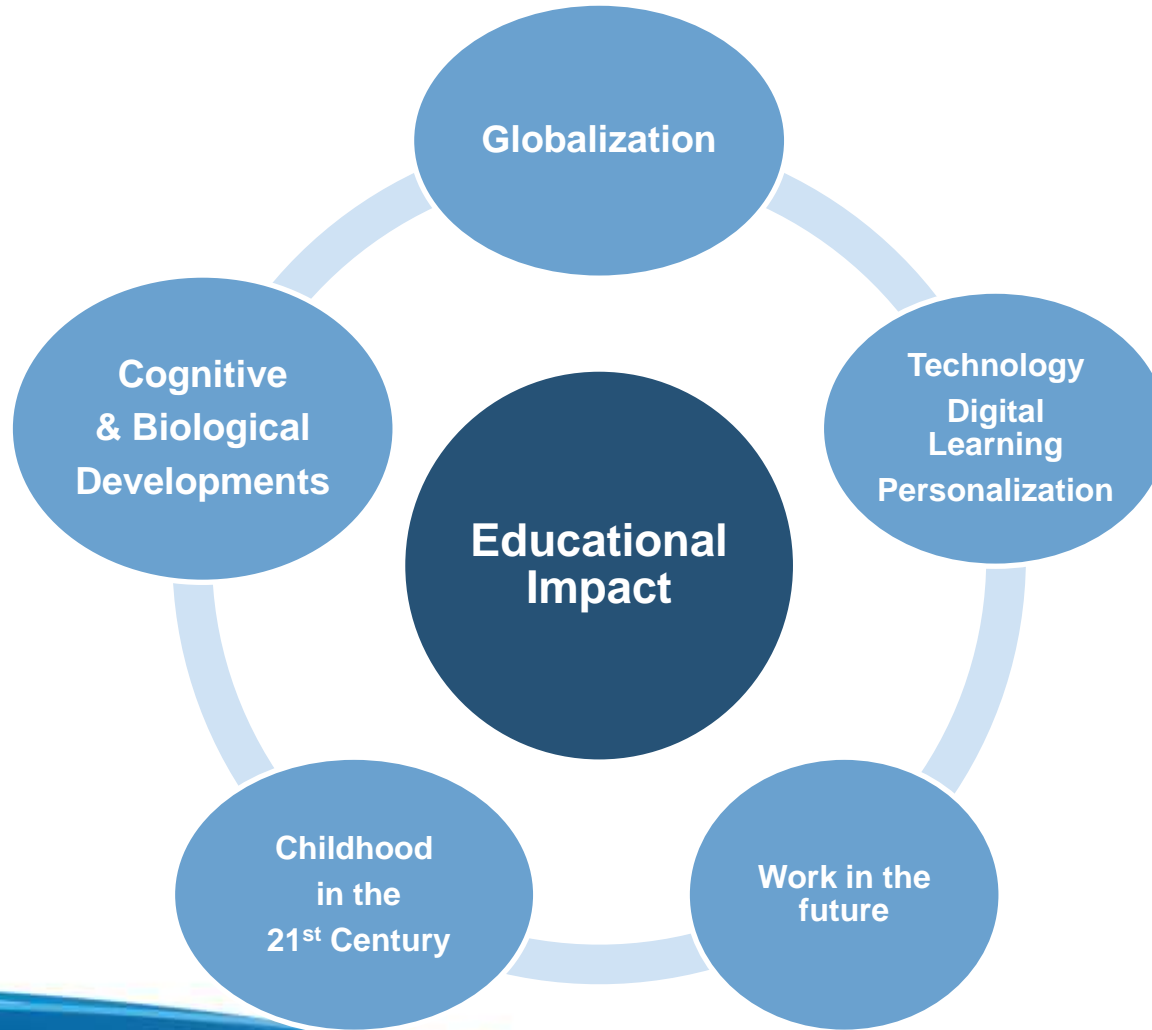
- Two hour onscreen examinations
- Focus on conceptual understanding and the application of knowledge in global contexts
- Clear learning objectives that develop critical and creative thinking
- Use of rich media and interactive simulations as background resources and source material
- Dynamic response tools that go beyond selected response and extended writing

# PYP review process

- Research based
- Rigorous
- Collaborative
- Focused on learner outcomes within a global context



# PYP review: setting the context



# PYP review: additional research



Investigate flexibility, inclusion, differentiation & 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, Entrepreneurship & Innovation

# PYP review – exploration of key themes

1. Approaches to teaching and learning
2. Assessment
3. Early years
4. Language and learning
5. Leadership
6. Technology

A large blue arrow points from the list of themes to the text 'BIG IDEAS', which is written in a large, bold, blue font with a reflection effect below it.

# **PYP review – consultation with IB community**

## **Exploration of six key themes**

- Consultation paper
- 150+ responses

## **Focus Groups**

## **Interviews**

## **Consultation with students**



# **PYP review – next steps 2014-2015**

**Analysis** of 2014 consultation

**Develop options** for phase 5 development

**Work with schools**  
to develop concepts/proposals  
for strengthening and  
enhancement of the programme

# The learner of the future: career-related education and technology?

# IBCC: the story so far.....

**Mainstream in September 2012**

**June 2014 - 75 authorised schools**

May 2013 - 144 candidates

May 2014 – 343 candidates



*“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”. (Principal, UK)*

# IBCC developments 2014

## Curriculum review

IBCC is currently undergoing a review of the core.

## Developments for first teaching 2016

- ATL redesigned with a focus on personal and professional learning.
- Reflective project adjusted to align with best practices in assessment

# IBCC developments 2014

- New online workshops
- More IBCC resources: screencasts, informational videos, support documents

## IBCC schools: phase 2 begins!

- To be an IBCC school now the IB requires authorization for the Diploma Programme.
- IBCC will be made available to all schools as a stand-alone programme (2018)
- A formal announcement to be made later in 2014.

# The IBCC learner: the learner of the future?

- Career-related studies + academic studies
- Approaches to learning + personal and professional skills
- Multilingualism - language development
- Ethics – reflective project
- Contributing to the community - service learning
- International mindedness

## Rethinking learning.....

Learning can be organized in multiple, flexible ways

Provides more personalized opportunities

Attends to the social and emotional dimensions of learning

# 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; co-creation of content eg *Learner Profile in action*

The role of technology in addressing needs of diverse learners



## 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





# Open World Schools pilot

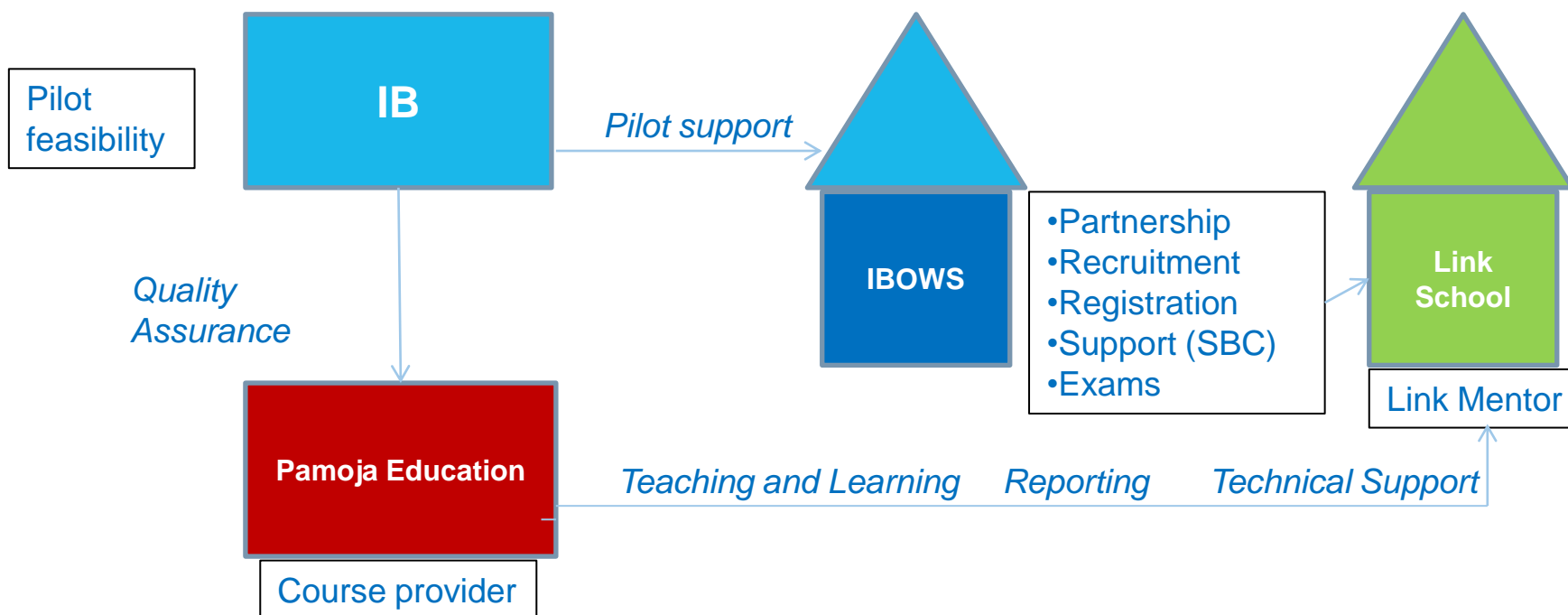
## extending access to an IB education

The Open World Schools pilot project from the International Baccalaureate (IB) is exploring how an authentic IB Diploma Programme (DP) experience can be extended to students who would otherwise be unable to access an IB education.

By digitally linking with an IB World School, students have the opportunity to undertake a two-year DP course online that meets the challenging academic standards and rigorous assessment for which the IB is renowned. Students collaborate worldwide with their peers while developing essential skills and expanding their global perspectives in a secure, teacher-facilitated environment.

# IB Open World Schools (IBOWS)

Current model: link school (2012 – 2014)



# IB Open World Schools pilot

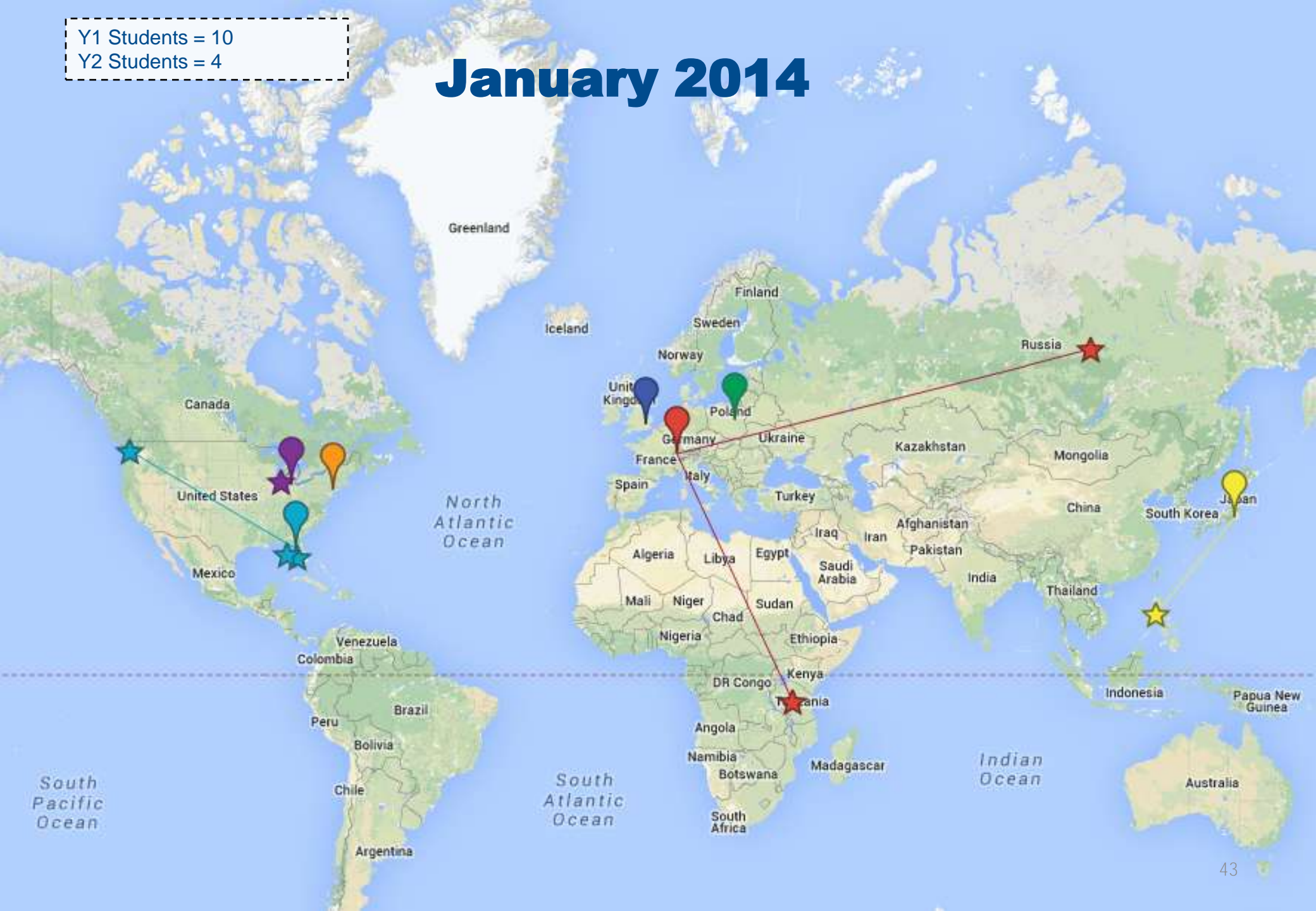
## Enrolment overview 2014:

- 7 IB Open World Schools
- 5 Link Schools
- 16 Link students
- 3 Independent students
- First cohort (4 students) in September 2012 for exams completed exams in May 2014
- Second cohort (10 students) in September 2013 for exams in May 2015
- Courses are taken online with final exam administrated at the Open World School or an agreed upon IB World School near the student
- Upon successful completion of the course, the link student will receive transfer credit and an acknowledgement on their transcript

Y1 Students = 10

Y2 Students = 4

# January 2014



# Diploma Programme courses online

## 16 courses covering 4 subjects groups

### Group 2, Language acquisition:

Mandarin ab initio  
Spanish ab initio  
Spanish B

### Group 3, Individuals and societies:

Business and management SL and HL\*  
Economics SL and HL  
Economics SL 1 year format\*

\*New from September 2014

### Group 3, Individuals and societies continued:

Information technology in a global society SL and HL  
Philosophy SL  
Psychology SL and HL

### Group 5, Mathematics

Mathematics SL\* and HL

### Group 6, The Arts

Film SL



# Diploma Programme courses online under development for 2015

## Group 1: Language and Literature

English A: Literature SL and HL

1 additional language TBD A: Literature SL

## Group 2: Language Acquisition

French ab initio

## Group 4: Sciences

Biology SL and HL

## Group 5: Mathematics

Mathematical studies SL

## Core

Theory of Knowledge

# The learner of the future?

## Competencies for lifelong learning

- Comfortable with ambiguity and complexity
- A capable and responsible agent of her own learning
- Socially and emotionally aware
- Aware of others' perspectives; understands and values difference
- Able to navigate change
- Able to move from daily life to future possibilities

