Developments in IB programmes: current and future

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?

- ‘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?

- IB mission statement
- IB learner profile
- Programme standards and practices
An holistic, broad and balanced education
What is an IB education?

IB PROGRAMMES

GLOBAL CONTEXTS

TEACHING AND LEARNING IN THE IB

Inquiry • Action • Reflection

Multilingualism and intercultural understanding • Global engagement

Broad and balanced, conceptual and connected curriculum
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
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
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

<table>
<thead>
<tr>
<th>Aesthetics</th>
<th>Change</th>
<th>Communication</th>
<th>Communities</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Perspective</td>
<td>Relationships</td>
<td>Time, place and space</td>
<td>Systems</td>
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</tbody>
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© International Baccalaureate Organization 2013
<table>
<thead>
<tr>
<th>Subject group</th>
<th>MYP related concepts (sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and literature</td>
<td>character, theme, genre</td>
</tr>
<tr>
<td>Language acquisition</td>
<td>word choice, accent, idiom, voice</td>
</tr>
<tr>
<td>Individuals and societies</td>
<td>globalization, power, sustainability</td>
</tr>
<tr>
<td>Sciences</td>
<td>energy, transformation, evidence</td>
</tr>
<tr>
<td>Mathematics</td>
<td>measurement, pattern, representation</td>
</tr>
<tr>
<td>Arts</td>
<td>composition, style, role, intent</td>
</tr>
<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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</tbody>
</table>
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
- Cooperation
- Security
- AID
- Legitimacy
- Conflict
- 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

Globalization

Cognitive & Biological Developments

Technology Digital Learning Personalization

Childhood in the 21st Century

Work in the future

Educational Impact
## PYP review: additional research

<table>
<thead>
<tr>
<th>Investigate flexibility, inclusion, differentiation &amp; access</th>
<th>Well-being &amp; resilience (personal, social, emotional)</th>
<th>Relationships to standards-based instruction</th>
<th>Early Years Education (cognitive development, brain-based learning)</th>
<th>The role of technology (ICT)</th>
<th>Creativity, Entrepreneurship &amp; Innovation</th>
</tr>
</thead>
</table>

The table above outlines the additional research areas covered in the PYP review. Each section explores different aspects of education, from well-being and resilience to early years education and the role of technology.
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
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
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)

- Pilot feasibility
- Quality Assurance
- Pamoja Education (Course provider)

IB

Pilot support

IBOWS

• Partnership
• Recruitment
• Registration
• Support (SBC)
• Exams

Link School

Link Mentor

Teaching and Learning

Reporting

Technical Support
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
January 2014

Y1 Students = 10
Y2 Students = 4
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

**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