Number of active IB Educators AEM

PYP  181
MYP  176
DP   476
IBCC 21
Training in 2012

• 21 DP Consultants/reader/team member training
• 15 DP Evaluation readers
• 8 MYP Consultants/readers
• 6 PYP team member/leader in Africa
• 7 PYP Consultants
• 6 PYP Common Core training
• 29 PYP team member/workshop leader/reader
• 11 DP workshop leaders (Spanish)
• 19 PYP team member/workshop leader/reader (Africa)
• 18 MYP workshop leaders
<table>
<thead>
<tr>
<th>Languages:</th>
<th>Countries and Regions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>Spain</td>
</tr>
<tr>
<td>Spanish</td>
<td>Turkey</td>
</tr>
<tr>
<td>Turkish</td>
<td>Africa – an IB Educator in every</td>
</tr>
<tr>
<td></td>
<td>African school</td>
</tr>
<tr>
<td>Russian</td>
<td>Middle East</td>
</tr>
<tr>
<td>French</td>
<td>Increasing the diversity of our</td>
</tr>
<tr>
<td></td>
<td>IB Educator Network</td>
</tr>
</tbody>
</table>
IB Educator Network – IB Americas

Countries with high numbers of IB World Schools in the Americas:

1. United States (1379)
2. Canada (320)
3. Mexico (93)
4. Ecuador (51)
IBA PYP Educator Assignments 2012

• 352 regional, district, provider, and in-school workshops

• 69 consultancies

• 159 authorization / evaluation visits = 350 visitors on teams of 2 and 3)
IBA MYP Educator Assignments 2012

- 472 regional, district, provider, and in-school workshops
- 65 consultancies
- 117 authorization / evaluation visits = 325 visitors on teams of 2 and 3
IBA DP Educator Assignments 2012

• 499 regional, district, provider, and in-school workshops

• 65 consultancies

• 47 authorization / evaluation visits = 100 visitors on teams of 2
IB Educator Network Americas – Ecuador Project

- Large state school initiative underway
- January meeting with President Rafael Correa
- Plan to add up to 500 new state schools over five years
- All departments involved in planning
- Unique IBEN consultancy structure in place to support Ecuadorian schools
IB Educator Network – IB Asia Pacific

Total IB Educators in 2011 = 808
Newly trained IB Educators in 2012 = 142

Strength of the IBEN in IB Asia Pacific = 950
IB Educators per Programme in IB Asia Pacific
950 -> 979

- DP: 382
- MYP: 218
- PYP: 370
- IBCC: 3
- Continuum: 6
## IBEN Trainings – IB Asia Pacific

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2012</td>
<td>PYP, MYP and DP Workshop Leader training</td>
<td>Chiang Mai, Thailand</td>
</tr>
<tr>
<td>August 2012</td>
<td>PYP, MYP and DP Workshop Leader training</td>
<td>Tokyo, Japan</td>
</tr>
<tr>
<td>September 2012</td>
<td>PYP, MYP and DP Workshop Leader training</td>
<td>Bali, Indonesia</td>
</tr>
<tr>
<td>September 2012</td>
<td>PYP, MYP and DP School Visit Team Member training</td>
<td>Bali, Indonesia</td>
</tr>
<tr>
<td>October 2012</td>
<td>PYP, MYP and DP Workshop Leader training</td>
<td>Beijing, China</td>
</tr>
<tr>
<td>November 2012</td>
<td>PYP, MYP and DP Combined Team Leader and Consultant training</td>
<td>Singapore</td>
</tr>
</tbody>
</table>
IBEN WSL Refresher Courses in IB Asia Pacific

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2012</td>
<td>WSL Refresher Course in Bahasa Indonesia for WSL based in Indonesia</td>
<td>Bali, Indonesia</td>
</tr>
<tr>
<td>November 2012</td>
<td>WSL Refresher Course in India for WSL based in India</td>
<td>Hyderabad, India</td>
</tr>
</tbody>
</table>
## IBEN Contribution in 2012

### Table: IB Educators and IBEN Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total IB Educators</th>
<th>Total IBEN Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Workshop</td>
<td>477</td>
<td>421</td>
</tr>
<tr>
<td>Visit</td>
<td>356</td>
<td>204</td>
</tr>
<tr>
<td>In-school Workshop</td>
<td>317</td>
<td>236</td>
</tr>
<tr>
<td>Consultation</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>Outsourced Workshop</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td>Review</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1287</strong></td>
<td><strong>999</strong></td>
</tr>
</tbody>
</table>
Promotion of IB Education in Malaysia and Japan

Japan

• Close to agreeing to create a bilingual Diploma (English and Japanese)

• The Ministry of Education surveyed 177 schools and 60% schools indicated their interest in implementing the Bilingual IB Diploma.

Malaysia

• Piloting the implementation of MYP next year

© International Baccalaureate Organization
Assessment – DP examiners

• Approximately 14,000 examiners
• May 2012 – 8,500 examiners
• Examiners in 147 different countries

• Different roles
  – Examiner
  – Team leader
  – Principal examiner
  – Senior examiners; Chief examiner, etc
Assessment – DP examiners cont

- IBAEM – approx. 6,500 examiners
- UK – over 3000 examiners
- UK
  - Nov 2008 – 24.4%
  - Aug 2012 – 21.6%
Assessment – DP examiners cont

• Group 1 and 2 assessment
  – 1st assessment 2013
  – School and examiner survey sent out in March 2012
  – Examiners have been reallocated based on preference and predicted candidate figures
  – All Group 1 and 2 examiners will be offered training
  – Initial meetings have just taken place to develop training materials and help identify the marking standard
  – Training for examiners will be provided just prior to the marking period
Assessment – DP examiners cont

• Visual arts
  – All work will be emarked in May 2013
  – Examiners will shortly receive a letter providing more information on the process
  – Candidates submit videos, audio files and images as part of their portfolio
  – 132 schools participated in pilot in May 2012
Assessment – MYP

• Approximately 1,000 MYP moderators
• June 2012 – 330 moderators (E60:F40)
  – 200 English
  – 130 French
• Moderators in 85 different countries
Assessment – MYP cont
Assessment – MYP cont

- IBAEM – approx. 350 moderators
- UK – 32 moderators
- Germany – 27
- UAE – 26
- Netherlands – 26
- Spain – 24
Assessment – MYP

• MYP monitors
  – New role focusing on monitoring of assessment
  – Different recruitment policy
  – Custom built training

  – Aim to improve the monitoring of assessment service
  – Remove delays caused by moderation
IBEN Educators involvement in the IB Continuum of Learning
<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Developer</td>
<td>An experienced IB educator who participates virtually or face to face in developing aspects of the curriculum. They advise on the direction of curriculum development and develop materials.</td>
</tr>
<tr>
<td>Knowledge Consultant</td>
<td>An external subject expert, most commonly from a university, who is contracted to conduct research, write reports and review documents on the present courses and advise for future changes.</td>
</tr>
<tr>
<td>Programme Committee Member</td>
<td>A person who monitors the development and quality of a given programme, and contributes to the committee's recommendations on issues that impact development, delivery and management of that programme.</td>
</tr>
</tbody>
</table>
As part of the PYP review, IB educators are making a significant contribution to ensuring that the programme remains relevant and fit for purpose in the service of IB World Schools.
MYP - The Next Chapter

IB educators were curriculum developers and worked on writing 8 subject guides plus the Personal Project guide and a new collaborative project guide. Teacher Support Material developers - started 2 TSMs, one done entirely virtually through Basecamp, the other face-to-face. Knowledge consultants worked on concepts and ATL.
IBEN Educators have been involved as curriculum reviewers and developers in many areas of DP activities, including approaches to teaching and approaches to learning becoming a project, many DP subjects and the core, including Theory of Knowledge for first teaching September 2013, the development of a new science course – the nature of science, and the global politics pilot.
Please pick up a flyer
IB educators were integral in the programme development of the IBCC and now play a crucial role in the implementation of the IBCC.
| Common planner pilot project working group: | Face to face and virtual participants shared experiences of piloting the **PYP/MYP common planner**, agreed on recommendations for the final project report and collaboratively developed professional learning activities on **What is an IB education?** to trial in their schools with a view to sharing the activities on the OCC. |
| Language and learning working group: | Curriculum developers and knowledge consultants convened to review, critique and develop resources for the revised category 3 language and learning workshop. |
| Learner profile think tank: | Knowledge consultants will be convened face to face and virtually to analyze information and ideas gathered in the **2011-12 global review of the IB learner profile**, engage in meaningful conversation about the cultural, linguistic and historical context of the IB learner profile and to draft the outline of a report to IB World Schools and other stakeholder regarding the IB learner profile review. |
IBEN Educators involvement in the IB Continuum
Curriculum development

If you are interested in becoming involved in the review and development of IB programmes then please look out for notification of upcoming activities in the Coordinator’s Notes.
Global IBEN Project

International Baccalaureate
What is IBEN & who are the educators?

• A project designed to enhance the professional relationship between the IB Educator and the IB.

• Education professionals who contribute to the development of IB programmes and certificates as; examiners, workshop leaders, school visitors, curriculum developers, consultants, and various other valuable activities within the IB community.
Why is Global IBEN critical?

The IB has always collaborated with educators in all aspects of curriculum development, workshops, school visits and assessment. As the IB grows, the demand for IB Educators also increases and the ways of working efficiently with educators becomes more challenging.
Global objectives

• Establish a Global approach to IB Educators.

• Provide a more rewarding & professional experience for IB Educators.

• Ensure a positive relationship between Global IBEN activities and IB World Schools.

• Establish a strategy for increasing the Global IBEN pool of educators to meet the growing and diverse needs of the IB.
Global objectives continued

• Harmonize, where possible, the legal, contractual and financial terms and conditions relevant to IB Educators.

• Recognize and agree on time sensitive IB activities that require the professional skills of the IB Educator and disseminate them effectively.

• Establish a Global IBEN database.
Benefits to schools

• Clear, consistent and more aligned global policies and processes in place.

• Quality activities ensuring a high level of service to all IB World schools.

• Schools will have more developed and experienced educators.

• Effective and consistent communication between members of the network across all their activities.
Benefits to schools continued...

• A professional community

• Share of best practice.

• IB World Schools receive increased recognition for educator activities

• New opportunities for career growth - professional development
Global IBEN Recommendations - Overview

38 Recommendations:

- 13 100% Complete
- 11 > 75% - 99% Complete
- 1 > 50% - 74% Complete
- 3 > 26% - 49% Complete
- 10< 26% Complete
Highlights so far...

- Agreed role definition, descriptions & tasks with the roles
- Policy on cross-regional educators
- Globally consistent honorariums
- Yearly strategy to address over-use and upskilling
- Global travel insurance for IBEN members
Highlights to come...

- Global rewards programme
- Common application form for all roles
- All training costs of educators covered by the IB
- Global IT support system
Q & A