

# IB Americas December eNewsletter

Third Edition

## Welcome to the December edition of the IB Americas eNewsletter

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Dear Educators,

Welcome to the December edition of the IB Americas enewsletter.

As we end a year full of change, I would like to thank each and every one of you for your ongoing support and patience throughout the year as we developed the IB Americas region.

This edition of our enewsletter—the third and final of 2009—embodies this theme of change. We learn from three educators on how our programmes have helped to embody change within students' approaches to learning at the Carrollwood Day School, in long-held cultural perceptions in East Los Angeles and in one country's approach towards public and private education as exemplified with the Manuela Cañizares School in Ecuador.

I hope you will find the articles within insightful and helpful to you as you offer an IB education to your students.

As always, I welcome your feedback and your ideas. Please do not hesitate to contact me at [iba.director@ibo.org](mailto:iba.director@ibo.org).

I wish you all a happy holiday season and a prosperous new year.

Warm Regards,

Drew Deutsch  
IB Americas Director

## The Role of the Primary Years Programme in the Continuum

*By Sabrina McCartney, PYP coordinator at Carrollwood Day School in Tampa, Florida, USA*

How often do you get to witness the fruition of your work? As a Primary Years Programme (PYP) coordinator and Middle Years Programme (MYP) year three humanities teacher, I am able to view the impact of the PYP on students' development. Working at Carrollwood Day School, an independent school located in Tampa, Florida, which implements the full continuum beginning PYP at age three continuing through MYP and the Diploma Programme, we are able to see the connections throughout the three programmes.

Our school began the IB journey with the Primary Years Programme, so it is no surprise that we truly believe that the PYP lays the foundation for the framework. For continuum schools, the learner profile is the thread that ties a school together. It is the common language that begins with the youngest of learners and continues through the high school years. The learner profile, which began as the PYP student profile, is developed and nurtured within the curriculum framework. As a school community, we also encourage the development of the PYP attitudes. Though the attitudes are officially only part of the programme, we consider that such traits as creativity, cooperation, and tolerance are important to foster at any age.

Like the learner profile, action is a common component in all three programmes. At Carrollwood Day School, the action cycle of choosing, acting, and reflecting begins at the early childhood level. Students become part of community service projects along with learning to make choices and reflecting on their decisions. For example, before our prekindergarten students enter our Exploratorium area, which includes many centers and manipulatives, they first must choose and plan their activities. When returning to the classroom, the students reflect on their experience, consequently reinforcing the action cycle.

Throughout the year, individual classes and the school community take part in community service opportunities. For example, our students in kindergarten partner with a nearby assisted living community, where they visit and share experiences at least once a month. Also, our students in grades two, three, and five started an action club dedicated to community service. Recently, they chose to take action on the IB community theme of [Sharing Our Humanity](#) specifically focusing on education for all by organizing a book drive to help support a library at a local children's home. Learning to take action at a young age continues on as they enter the Middle Years and Diploma Programmes.

Perhaps one of the most impressive outcomes of a solid PYP foundation is how it affects student learning. This past year, I had the opportunity of teaching our first class that went through the PYP exhibition as fifth graders. The students came well prepared with their inquiry and research skills. They formulated questions and sought to find answers. Over the past fifteen years, I have taught many knowledgeable and hardworking students. Students who completed the PYP stood out—as an entire grade—that had a genuine interest in learning. According to my colleagues who teach MYP years one and two, they see the same desire to learn in their students as well, thus showing the impressive impact of a Primary Years Programme learning foundation.

## One School's Story: a Passionate Response to Educational Inequity and a New Beginning with the IB Middle Years Programme

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**By Marcos Aguilar, Tlayecantzi, executive director of Semillas Community Schools  
Los Angeles, California, USA**

*Enough. It's time to stop letting bureaucrats stomp out parent and student led initiatives in one of the most under-served neighborhoods in Los Angeles. It's time to start our own school; a community-based school that teaches the culture, languages and worldviews of the families it serves as it prepares its students for the 21<sup>st</sup> century through the IB Middle Years Programme.*

Altruistic or not, this logic fuelled a passion to build a response to the injustices my wife and I witnessed on a daily basis as public school teachers in the urban center of Los Angeles, California, USA. The idea took off like a wildfire in East Los Angeles, and has metamorphosed into Semillas Community Schools ('Semillas'), a Mexican Indigenous, non-governmental, community-based, educational organization whose mission is to promote academic excellence rooted in the cultural and intellectual heritage of Indigenous Peoples and the advancement of social justice.

Our call to action to build a community-based school first materialized as Academia Semillas del Pueblo, an independent charter elementary school authorized by the Los Angeles Unified School District (LAUSD) in 2001. We started teaching with just eight teachers in a park gymnasium. Our work has now grown into three community-based institutions that offer a K-12 continuum in partnership with Academia's sister school, Anahuacalmecac International University Preparatory High School of North America.

Eight years after we began this journey, Anahuacalmecac is now the first and only public IB World School in the city of Los Angeles. Academia is not far behind, as the first public school to become a candidate for IB authorization to offer the Primary Years Programme.

Semillas has now become a social safety net for children at risk of disenfranchisement and social marginalization. Over 90% of Semillas students live in poverty. The majority of Semillas students reside in communities with the highest gang violence rates in Los Angeles, making prison an all too common prospect. Nearly 100% of the over four hundred Semillas students are Indigenous children of Mexican origin whose parents have migrated to Los Angeles in the hopes of finding a better future. Public schools our students would otherwise attend have alarming dropout rates of over 60%. Of those that are fortunate to graduate, less than 5% attend four-year universities. We believe that community-based education can reverse such marginalization so ingrained into the city's reality.

Far from becoming just another school, Anahuacalmecac is setting an international standard of education for Los Angeles with the IB Middle Years Programme (MYP) where students strive to become internationally-minded, culturally-sensitive community members. We aim to meet the rigor of internationally-recognized rights of children and Indigenous Peoples through cultural relevance and parental empowerment. Semillas schools, with the Middle Years, and soon the Primary Years Programme, are decisively paving the way for university success on the international stage for students in our communities.

Our vision and practice as a school community are founded upon the legacy of Indigenous Mexican education. Ancestral Mexican schooling ethos embodied social ideals and appreciations intended to

develop the child as a complete person and as a civically responsible member of a human collective. Indigenous Mexican schools organized pedagogy, curriculum, administrators, teachers, and sites as a part of collectivist societies that instilled individual autonomy in children. The indigenous heart of our vision is a repossession of an identity denied to our children in standard schools. Los Angeles is the city with the highest population of Indigenous Peoples in the entire continental United States. As such, Los Angeles continues to be a part of indigenous cultural networks and among its diverse children are Indigenous ones who will be part of the next century. Thus at Semillas, the Indigenous is addressed positively and consciously.

Our students are the children of real families in real communities that face real challenges they share as Indigenous Peoples, as workers and ultimately, as human beings. Our way of promoting community regeneration through education, aims to address these societal needs by preparing our students to succeed in life as they lead our communities to succeed in meeting common human needs. Hence, our practice as a school community is much more than a model; it is an organic system through which a community consciously and purposefully prepares its next generation of leadership. As Indigenous Peoples this social practice, this most basic human need has been abrogated for centuries. Semillas is yet one more effort to right the past wrongs committed against Indigenous children everywhere in America; North and South. Far from being enough, Semillas is yet another new beginning.

## The IB Diploma Programme in the Unidad Educativa Experimental Manuela Cañizares

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***By Rosa Elena de la Cadena de Yépez, IB Diploma Programme coordinator, the Manuela Cañizares School, Quito, Ecuador***

The Manuela Cañizares School in Quito is a century-old, secular, state institution that was founded in 1901 by constitutional president General Eloy Alfaro Delgado. Over its lifetime, the school has established itself as one of Ecuador's most representative educational institutions.

In the early months of 2006, in Ecuador's political circles and its Ministry of Education, the prospect was being discussed of raising the quality of education in the country's state schools through an agreement with the International Baccalaureate and its Diploma Programme, a programme that was already being offered in 15 accredited private schools in Ecuador dating back to 1981.

The media, public opinion, and the Manuela Cañizares School were all excited to learn that 22 provincial state schools had been selected for the International Baccalaureate.

In July 2006, official word was received to begin the process. The educational community accepted and approved this new challenge. Assemblies were attended by the schools and actions were initiated to fulfill the necessary requirements for IB authorization.

Many long months went into preparing and developing numerous activities: elaborating projects, meeting with school administrators, searching for material online, reading IB documents, creating awareness in the educational community, training teachers, organizing collaborative groups, and selecting students. All of these activities were met with a great deal of determination, effort, and resolve in order to bestow yet another honor on the Manuela Cañizares School.

The school's dedication was met with the Ministry of Education's offer of complete support together with the readiness to help on the part of the IB coordinator and head of the Albert Einstein school of Quito, all of which proved very helpful on the road towards providing an IB education to our students.

Waiting for the authorization visit, a necessary requirement to be able to review the degree of dedication, the improvements made, and the preparation of the administrators, coordinator, teachers, and students, seemed to last forever. Finally, on 18 and 19 February 2008, the school wholeheartedly opened its doors to the IB site visitors, Dr. Alicia D'Urbano and Dr. Jaime Concha, to verify the fulfillment of the IB requirements for authorization.

On 28 March 2008, a letter from the IB Director General informed the entire Manuela Cañizares educational community that the school had been authorized to implement the IB Diploma Programme beginning in the 2008-2009 school year. This news gave our institution great satisfaction.

After all of the effort that had been put in, expectation turned to joy and a sense of commitment. The challenge to improve the quality of education in Ecuador, and to establish a study regimen that was both rigorous and effective were the motivation needed to change policies and procedures, modify actions, and renew methodologies and assessment methods.

The administrators, coordinator, and teachers committed to the IB philosophy, together with a small group of students and their parents, began their first year of the Diploma Programme in September 2008.

Today, curiosity blended with excitement is keeping the institution's 3,500 students and teachers with bated breath.

The difficulties we have encountered have been offset by our commitment: new authorities joining the school, the uncertainty of not knowing whether the path to the top is the right one, discouragement when efforts seem to go unnoticed, interviews with the media, interdisciplinary tasks, ongoing research, and community-service activities. However, the conviction and expectation of the teachers, students, and parents in achieving a quality education for the children of Ecuador remains strong.

We are certain that in July 2010 the dream to once again transform the Manuela Cañizares School into the leading institution of education in Ecuador will become a reality.

## Professional Development Highlights

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### Global quality assurance framework

The IB is nearing completion of a new version of the quality assurance framework based on the goals and objectives of our new global professional development architecture. The goal of the framework is to ensure that teachers, coordinators and administrators attending IB workshops in any country around the world enjoy the same high quality experience.

Evaluation instruments will be piloted before the end of 2009 and the new framework will be implemented and published in 2010. This new framework will include the use of multiple methods for gathering data and checking processes, including surveys, interviews, focus groups, and evaluators to increase the validity and reliability of evaluations. Analysis of this data will allow us to continue to enhance and improve our professional development offerings as well as deliver timely and enhanced feedback to our workshop leaders. Further communications regarding the new framework will be sent in the coming months.

### Category 3 workshops for all programmes

The region has experienced tremendous growth over the past year in our category 3 workshops. Category 3 workshops provide a unique opportunity for in-depth, content-based professional development. For a complete listing of our January through June 2010 workshops, please visit our events [webpage](#).

We encourage workshop leaders in each of the programmes to submit proposals for additional category 3 workshops. The proposal form can be found on the workshop page of our [website](#). Please submit the form to [emily.ross@ibo.org](mailto:emily.ross@ibo.org) in New York or [susana.fernandez@ibo.org](mailto:susana.fernandez@ibo.org) in Buenos Aires.

### Online workshops for program authorization and/or evaluation

**For the Diploma Programme, the following online courses are recognized for authorization:**

#### Group 1

English A1

#### Group 2

Classical languages

#### Group 3

Social anthropology, business and management, economics, history, geography, ITGS, philosophy, psychology

#### Group 4

Biology, chemistry, physics, design technology

#### Group 5

Computer science - *will be recognized in 2010*

### **Group 6**

Music, theatre, film, visual arts

### **Core**

Theory of knowledge and creativity, action, service

### **For the MYP, the following online courses are recognized for authorization:**

Introduction to teaching in arts, humanities, language A, language B, maths, physical education, sciences and technology

**For the PYP, the following online courses are recognized for the evaluation process:** Induction workshop for new teachers to an existing program  
Assessment in the PYP

### **Update on the IB's online registration system for workshops**

The IB launched an online registration system this September for all interested, candidate and IB World Schools in the Americas. Online registration is available through the [IB Information System](#) (IBIS) and the [IB website](#).

The system was created to simplify the registration process for IB workshops as part of our continuing efforts to improve our professional development experience for educators.

We are pleased to announce that beginning in early 2010; the online registration system will also accommodate online credit card payments. Further information on using credit cards will follow from the professional development team.

If you have any questions about our online registration system or online credit card payments, please contact us at +1 212 696 4464, extension 1 for English and French language support or +54 11 4766 3900, extension 122 for Spanish language support. You may also reach us via email at [iba@ibo.org](mailto:iba@ibo.org).

### **Continued collaboration with the prestigious American Museum of Natural History**

Begun in 2007, we are continuing to offer IB teachers the museum's award-winning *Seminars on Science* program, which currently features ten online courses ranging from evolution to ocean dynamics to quantum physics. Each course is six weeks long and is designed specifically for educators. The courses, taught by a museum scientist and a veteran classroom instructor, tap into AMNH's immense resources and the expertise of leading scientists. Teachers earn up to four graduate credits and/or IB professional development credit. The final assessment activity required of each course will focus on an IB classroom application.

For more details, please visit the workshops and conferences [webpage](#) or contact Irene Pingol at the IB New York office via email at [irene.pingol@ibo.org](mailto:irene.pingol@ibo.org).

## **English A workshops in Mexico for Diploma and MYP**

### **Diploma**

New category 1 and 2, English A1 workshops will be held in Monterrey, Mexico, from 12-13 January 2010.

### **MYP**

New category 1 and 2, English A workshops will be held in Mexico City, Mexico, from 21-22 January 2010.

For more information and to register, please visit our workshops [webpage](#).

### **New continuum workshops**

Special education needs in the MYP and Diploma workshop will be held in Montreal, Québec, from 12-15 March 2010.

Cómo desarrollar una política de Lenguas workshop will be offered in Mexico DF, from 21-22 January 2010.

## Announcements

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### **New application and authorization process**

As part of the ongoing work to align processes within the Americas region, we have developed a new application and authorization process that for all schools submitting application form *part A* in 2010 or later.

These changes are explained in detail in the new application process and fees documents for each programme located on the Americas [website](#).

We would like to take this opportunity to highlight several important changes to the process:

#### ***For all three programmes:***

- new application deadlines for both northern and southern hemisphere schools;
- introduction of a candidate fee payable annually that replaces all prior application fees (application form *part A* and *part B* fees and the continuation fee);
- and ongoing services of a consultant for all candidate schools.

#### ***For Primary Years and Middle Years Programmes:***

- an increase in the minimum time between application *part A* and *part B* to 18 months;
- an increase in the remote consultant assignment time from one to two years with an additional honorarium;
- and changes to professional development requirements.

If you have any questions, please do not hesitate to contact the IB support desk via email at [iba@ibo.org](mailto:iba@ibo.org) or by phone at +1 212 696 4464, extension 1 for English and French language assistance or +54 11 4766 3900, extension 122 for Spanish language assistance.

### **Appointment of the Americas Middle Years Programme school services manager**

We are pleased to announce the appointment of Mr. Ted Williams as the new Middle Years Programme school services manager for the Americas region.

Mr. Williams comes to the IB from M.B. Lamar High Schools in Houston, Texas, USA where he was the MYP coordinator for the last five years. He brings over thirty years of educational experience to the position including tenure as a classroom teacher, football coach, dean of boys, assistant principal, MYP workshop leader, site visitor, consultant, field representative, moderator, and former MYP schools committee member.

Mr. Williams received his bachelor of arts degree from Anderson University and his master's degree from Ball State University in educational administration and supervision. Both universities are located in Indiana, USA.

Please join us in welcoming Mr. Williams to the IB.

## Student Photo Contest

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Be featured on [IBtv](#)! We are seeking to portray the IB in action in the Americas by inviting your students to submit photos of themselves, their fellow students or a group of students, holding either a poster or piece of paper, describing the impact of an IB education on their lives—in one word. Students may write the word in either their native language or one that they are learning as part of their IB education.

We will choose fifteen photos from those submitted to be featured in a compilation video on [IBtv](#).

Please submit your photos **by Friday, 18 December**, in jpeg format to [iba.comm@ibo.org](mailto:iba.comm@ibo.org). Finalists will be selected and notified during the week of 10 January 2010.

If you have any questions, please contact the communications division at [iba.comm@ibo.org](mailto:iba.comm@ibo.org).

## New IB World Schools in the Americas

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We are pleased to officially welcome schools that have been authorized to teach an IB programme between **1 August and 1 November 2009**:

### Primary Years Programme

Center for Inquiry at School 84, United States  
Charles Hay Elementary School, United States  
Escola Beit Yaacov, Brazil  
Gimnasio del Norte, Colombia  
Heights Elementary School, United States  
Independent Day School, United States  
Instituto Jefferson de Morelia, Mexico  
Kate Sessions Elementary School, United States  
Maple Crest Private School, Canada  
Plantel Educativo Particular Terranova, Ecuador  
Rock Ridge Elementary School, United States

### Middle Years Programme

Collège Saint-Joseph de Hull, Canada  
Holy Cross Académie Internationale, Canada  
Northwoods Park Middle School, United States  
Star International Academy, United States  
Stratford Hall, Canada