

# Head-to-Head

**A session for IB Heads of School**

Singapore  
March 25, 2010



# Our purpose

---

2020 vision: capability building

Align global standards, practices,  
delivery of services

Leverage technology,  
partnerships

Ultimately, in order to live up to our mission, we aim to better serve and support the growing number of IB World Schools, students and their communities.




Education for a better world




# Summary of recent issues; opportunities

---

1. **Curriculum/Academic model** - more coherent, assessable, and research-based renewal
  2. **Assessment** - greater reliability, integrity
  3. **Professional Development/training** - streamlined, flexible, cost effective
  4. **Authorization, evaluation** - fewer rules, more learning outcomes
  5. **Organizational/governance** - organization aligned to core products; governance which recognizes IB School Heads
  6. **Communication** issues - heads not “in the know”; feeling that their concerns heard; use of new business terminology
- 


# Academic/Curriculum

---

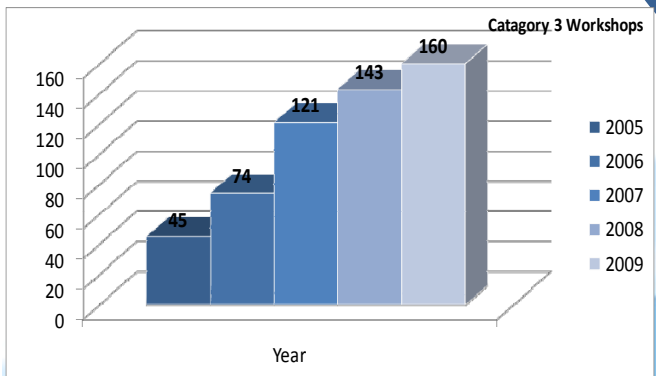
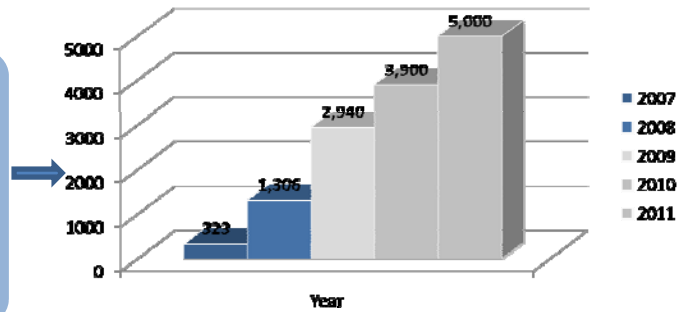
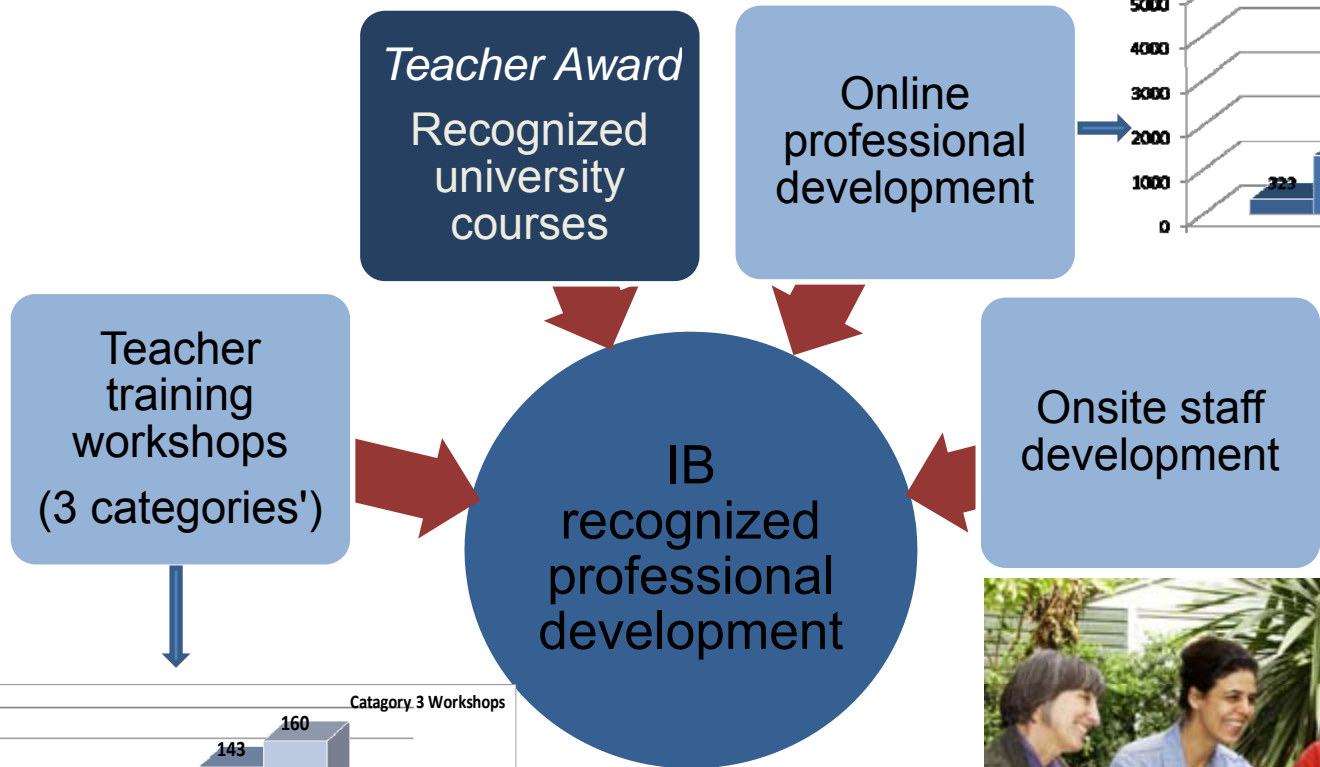
- Programme coherence/alignment work
  - Curriculum renewal: using experts; new research
  - DP online—expansion of course offerings
  - IBCC—extends programme options for schools
  - New PYP service: monitoring programme of inquiry
  - Review/simplify programme standards and practices
- 

# Assessment

---

- Becoming more service-oriented and results-focused
  - Attention to quality assurance
  - Leveraging technology
- 

# Training: more options; greater availability



# Procedural: Authorization, Review, etc

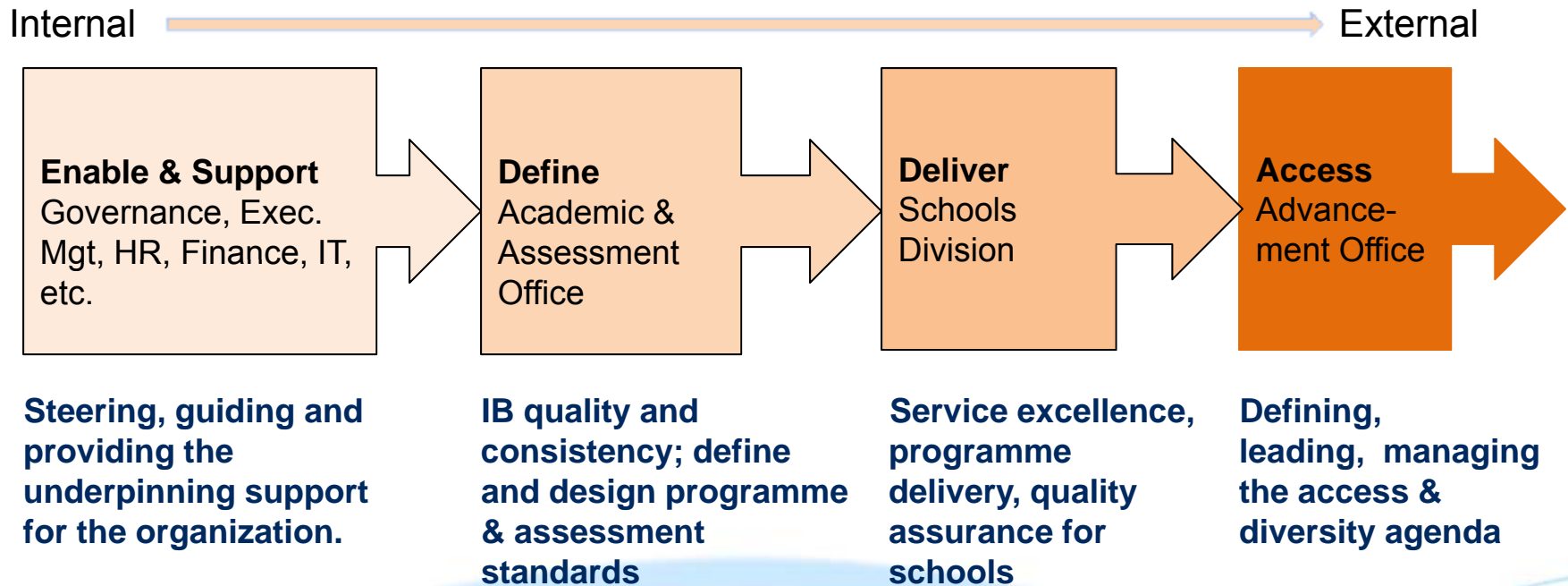
---

- Re-aligned authorization criteria
- Establishing consistent school evaluation standards
- Creating & managing quality assurance frameworks.
- Coordinating school-directed communications;
- *IBID* → 24 hr support



# Organizational structure

**Organizational structure**  
*Clear roles and responsibilities, aligned to core activities*



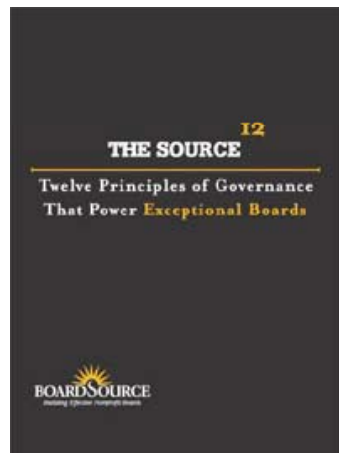
# Heads' presence on the IB Board and its committees has increased

## IB BOARD

**2005:** 5 heads (all elected)

**2009:** 9 heads (1 elected)

guided by...



 **BOARDSOURCE®**  
Building Effective Nonprofit Boards

## COMMITTEES

- **Governance**  
1 head + 1 superintendent
- **Finance**  
3 heads
- **Audit**  
1 superintendent
- **Education**  
6 heads
- **Compensation**  
1 head and 1 superintendent
- **Access and advancement**

# Head positions on other IB committees has also increased

---

<b>Governance</b>	→	24
<b>Management advisory</b>		
Heads Council / 3 RCs	→	30
Academic, Fees	→	<u>6</u>

14 committees: **60** head positions (Oct 09).



# Improving communications w/IB heads

---

## Increase/improve flow of information:

- a. Aware of progress and changes
- b. Key: feeling “in the loop”
- c. Strive for relevant content


## Improve stakeholder engagement

- a. Sense of community
- b. Seeking genuine interaction

## Actions (w/HC collaboration):

- a. Changes to HeadNet
- b. Care with language; IB terminology
- c. Academic newsletter
- d. DG/strategic initiatives
- e. Assessment newsletter
- f. Regional communication
- g. *IB World*

## Actions:

- a. Regional conferences
  - b. Virtual community
  - c. Blogs
  - d. Engaging w/heads groups
- 

# In conclusion, we constantly ask ourselves...

---

“What more could the IB do to improve its programmes, and to better support schools in implementing its programmes?”





# Q&A

# Academic/Curriculum


---

- Programme coherence; articulation
  - Increasing alignment; interdisciplinary learning
  - Maths & Science (2010); other subject areas to follow
  - Fully articulated N-13 curriculum → strategic discussions
- Assessable, transferable learning outcomes
  - Learner profile
  - DP/MYP already partially aligned; more to follow
  - PYP/MYP: frameworks; focus on how students learn
- Curriculum renewal
  - 7 year cycle; includes experts, consultants
  - New research manager for programme development

# Academic/Curriculum (2)

---

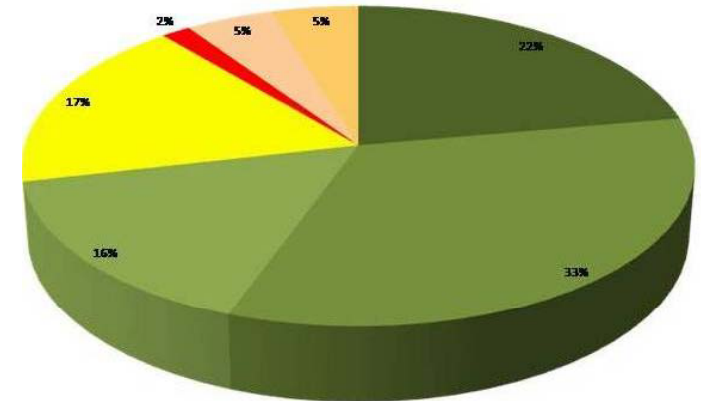
## **Additional work-in-progress**

- DP online—expansion of course offerings
  - IBCC—extends programme options for schools
  - New PYP service: monitoring programme of inquiry
  - Review/simplify programme standards and practices
- 

# Assessment

- Becoming more service-oriented and results-focused
  - 2009: > 99% results issued by deadline
  - EURs policy change: increased accuracy; 50% reduction in volume
- Quality assurance
  - Teacher PD: new category 3 workshops
  - Interactive examiner training: 135 courses & 3500 participants in 2009
- Leverage technology
  - E-marking software: reduce/eliminate need for moderation
  - Carbon footprint friendly: most paper marking gone by 2013

Most examiners liked e-marking



\*64 out of 199 examiners involved in the Nov 09 e-marking responded to the questionnaire.

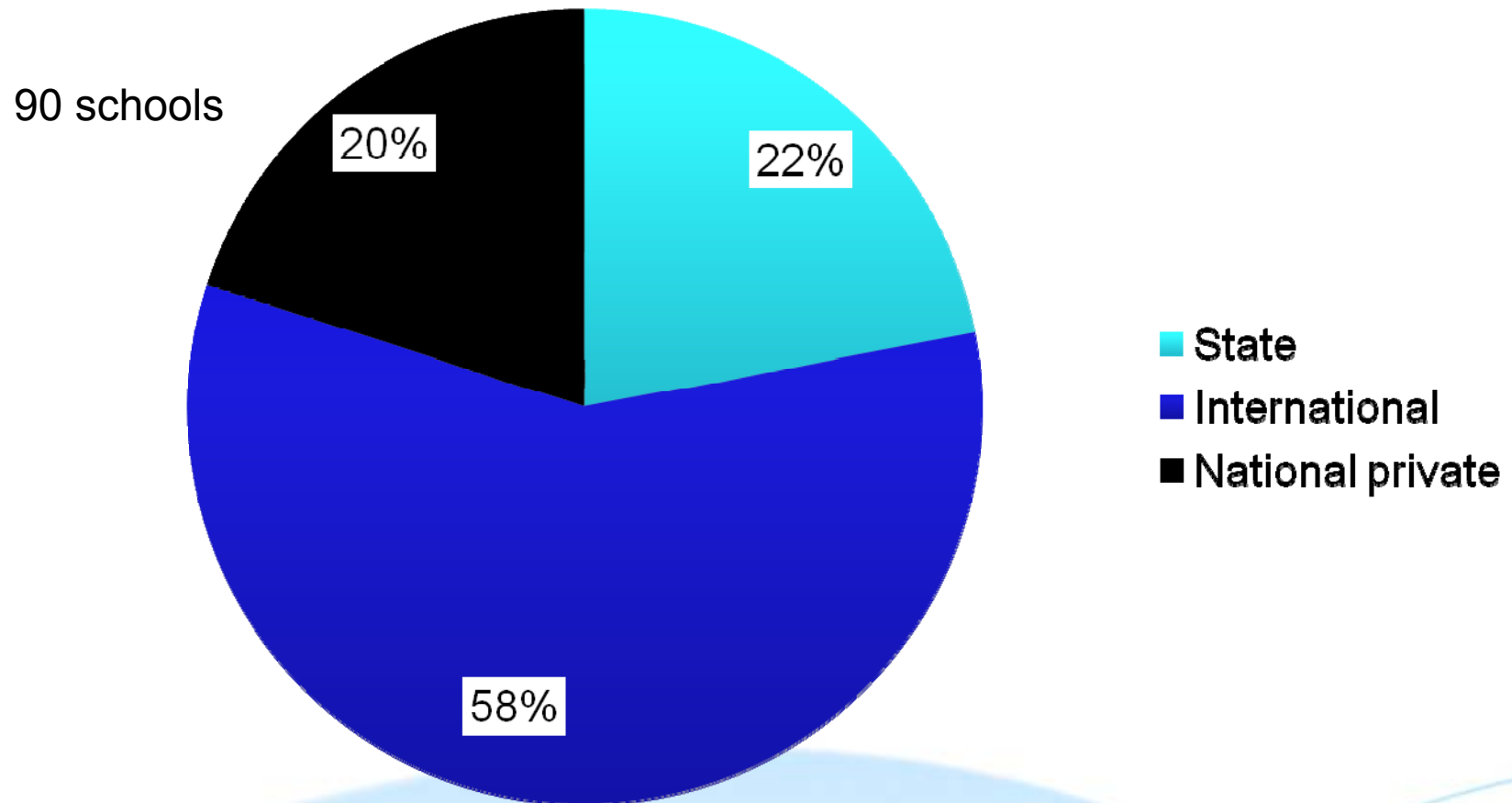
# Assessment: Reaching out to schools to improve service, support

---

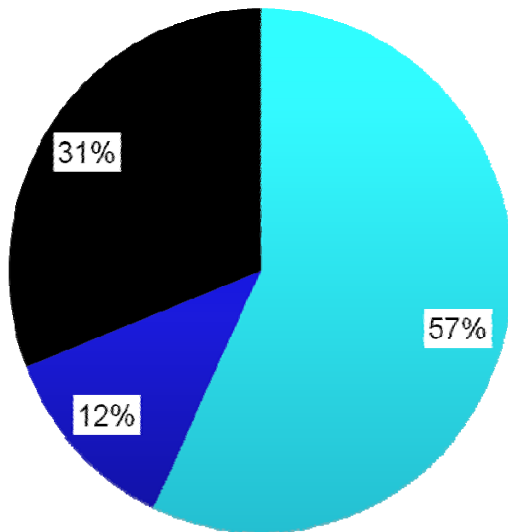


- Resolving internal disputes with students and parents over IB matters
- Offering a re-moderation service to schools
- Involving IB heads in applying the academic honesty policy and in decisions on serious cases
- Allowing schools to apply IB criteria for disabled students taking IB assessments
- New service: comprehensive statistical feedback on Diploma results based on students' responses to individual questions in papers
- Providing twice-yearly newsletters for Heads

# Growth: Trends in Intl./Private Schools have changed over time- 1979

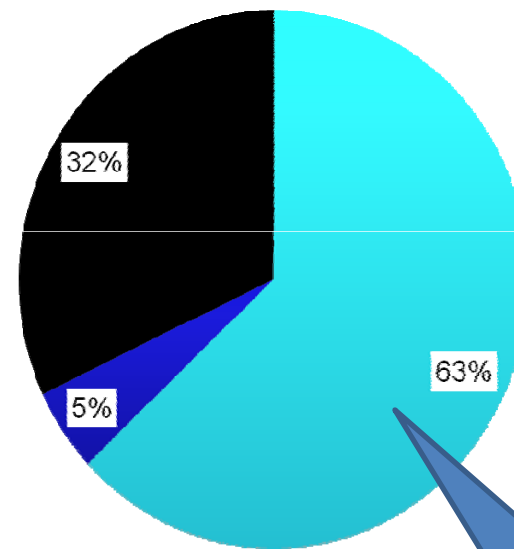


# Growth, Trends toward more international, private schools



2009  
2,747 schools

■ State  
■ International  
■ National private



2020  
10,000 schools

■ State  
■ International  
■ National private

*“one hopes...that the practice of introducing the IB...within national systems will spread”*  
Alex Peterson

## New stakeholders: Associations beginning to play a critical role in the IB community

---

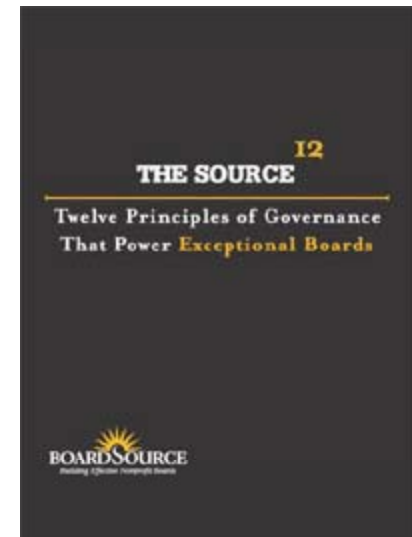


Currently 38 recognized associations worldwide:  
location and details featured on IB website, special logo designated  
20 more groupings being formed at different stages  
Ongoing work for compliance with IP guidelines  
Facilitate recognition, influence, service delivery

# IB Governance, management

---

Streamlined/unified  
governance: IB Board of  
Governors, with diverse  
membership  
Criteria set for board skill  
mix; governance committee  
manages process  
Clarity of purpose: create  
Regional and Heads  
Councils to advise  
management



# The future: capability and sustainability

---

Our commitment: to provide excellence in programme development, assessment and service



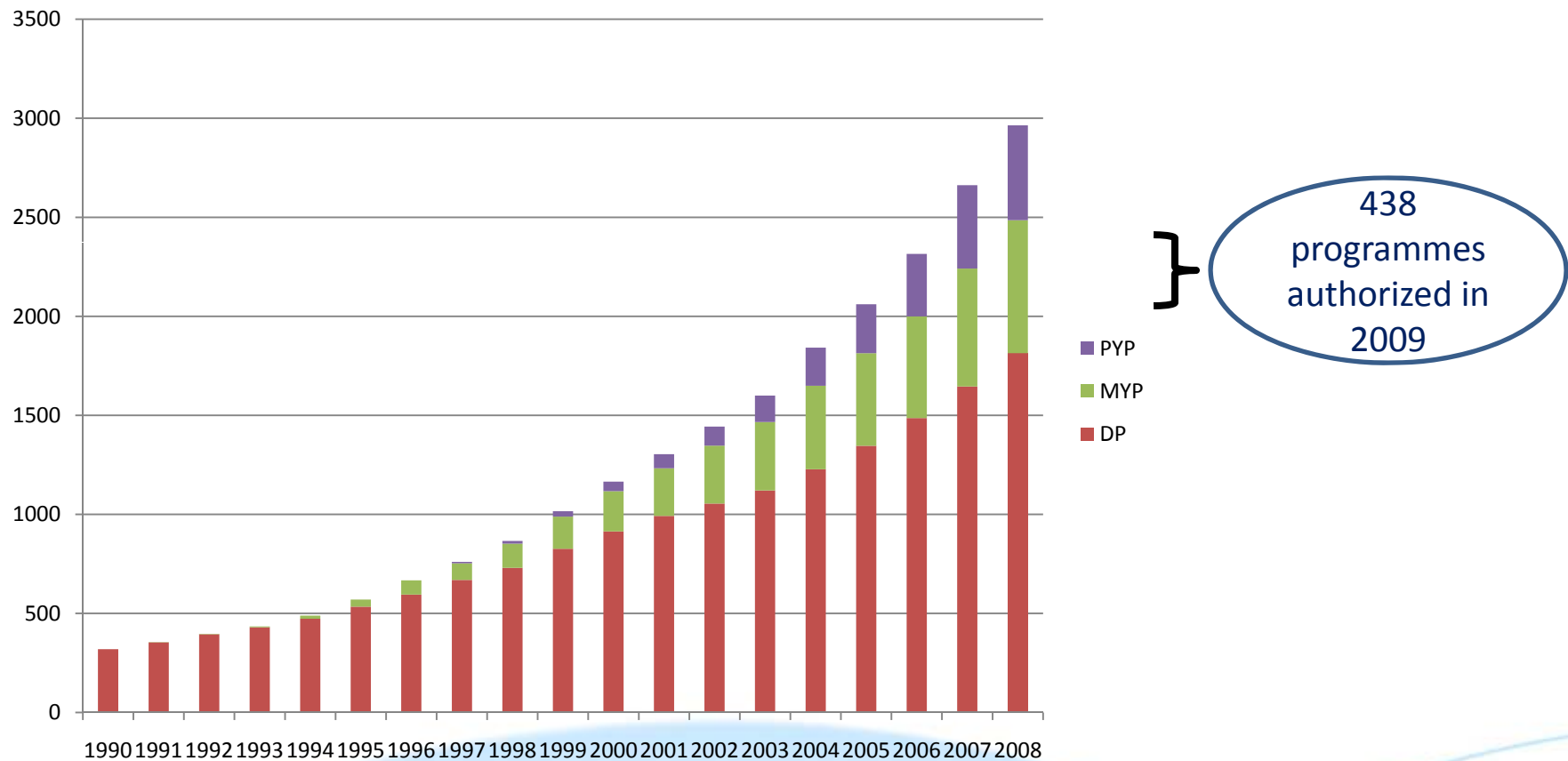
# 1. Schools division

---

- Global centres to bring schools closer to the IB
- Aligning authorization/evaluation standards
- Expanding teacher PD options
- Validating programme effectiveness through research
- Communicating with schools in a more coherent way

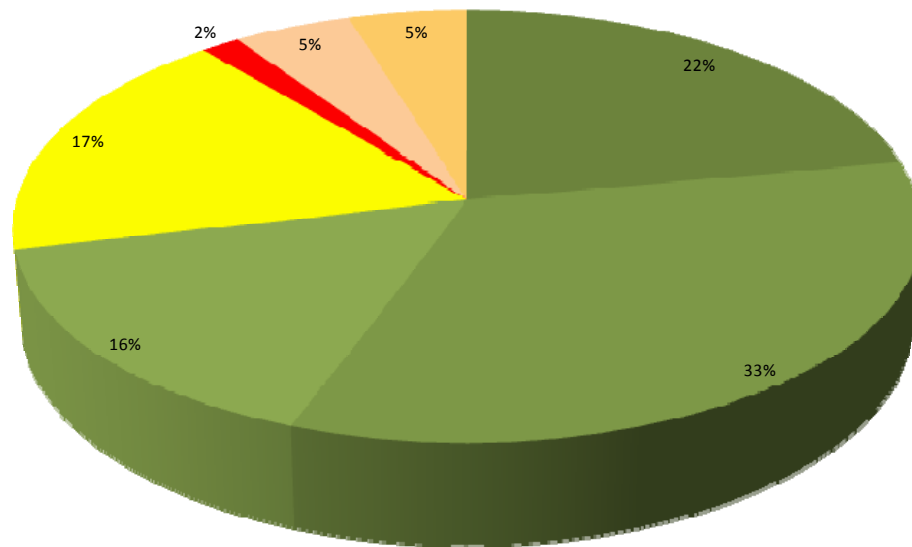


# Worldwide growth of schools offering the IB Diploma



# Assessment

## Most examiners liked e-marking



- 1) 22% liked e-marking – straightforward to use (14 examiners)
- 2) 33% liked e-marking and thought Scoris a good system but with scope for improvement such as: a) scrolling was difficult b) making and amending annotations was difficult c) system was slow d) script allocation problems (21 examiners)
- 3) 16% took a while to get used to it but OK once familiar with it (10 examiners)
- 4) 17% said it was OK, but more time consuming than paper script marking (11 examiners)
- 5) 2% didn't like it and wouldn't want to repeat the experience (1 examiner)
- 6) 5% said it was OK, but found it tiring on the eyes/wrist (3 examiners)
- 7) 5% had connectivity problems (3 examiners)

\*64 out of 99 examiners involved in the Nov-09 e-marking responded to the questionnaire

# Access/Advancement


---

The IB aims to create/provide access opportunities so that more students are able to benefit from a high quality, international educational experience



## 4. Access/Advancement

---

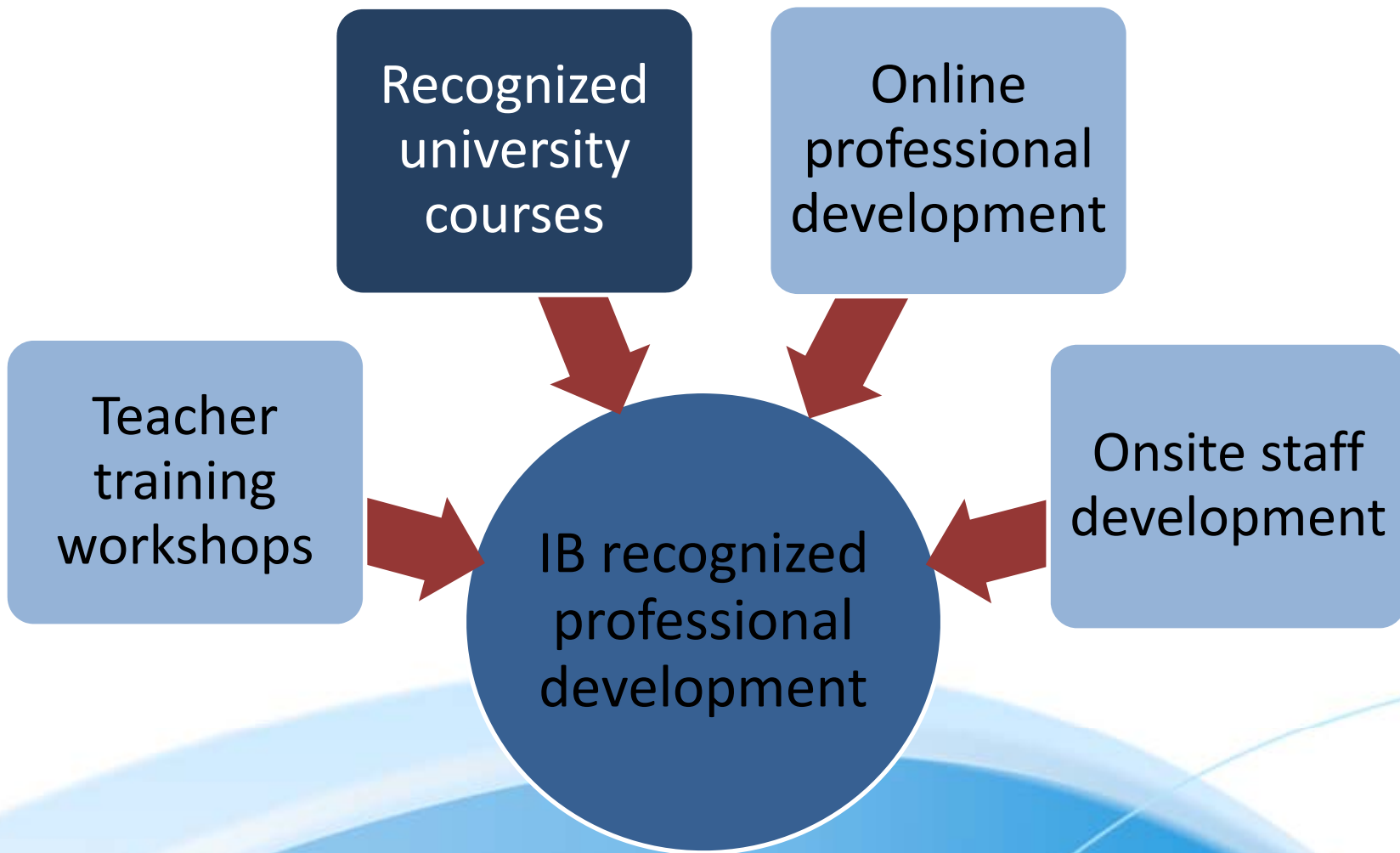
- Gates Foundation grants
  - Aga Khan Academies
  - Aceh and Cambodia: interactive teacher training projects
  - Sri Lanka: early childhood care and development project
  - Bosnia-Herzegovina: UWC-IB initiative
  - IB grants
- 

# Professional Development Workshops Global Map for January – June 2010

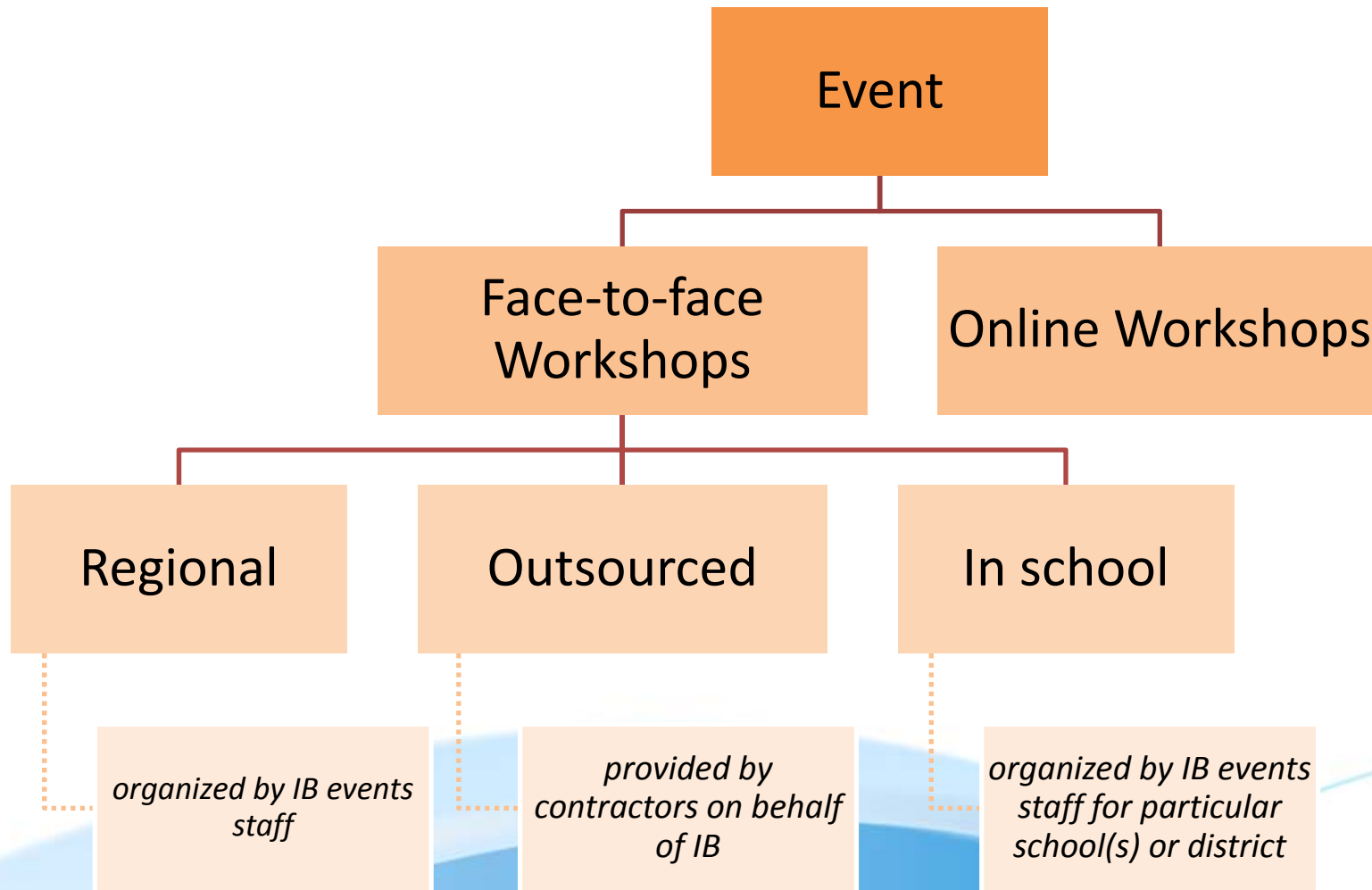


# Broadening and deepening IB Professional Development

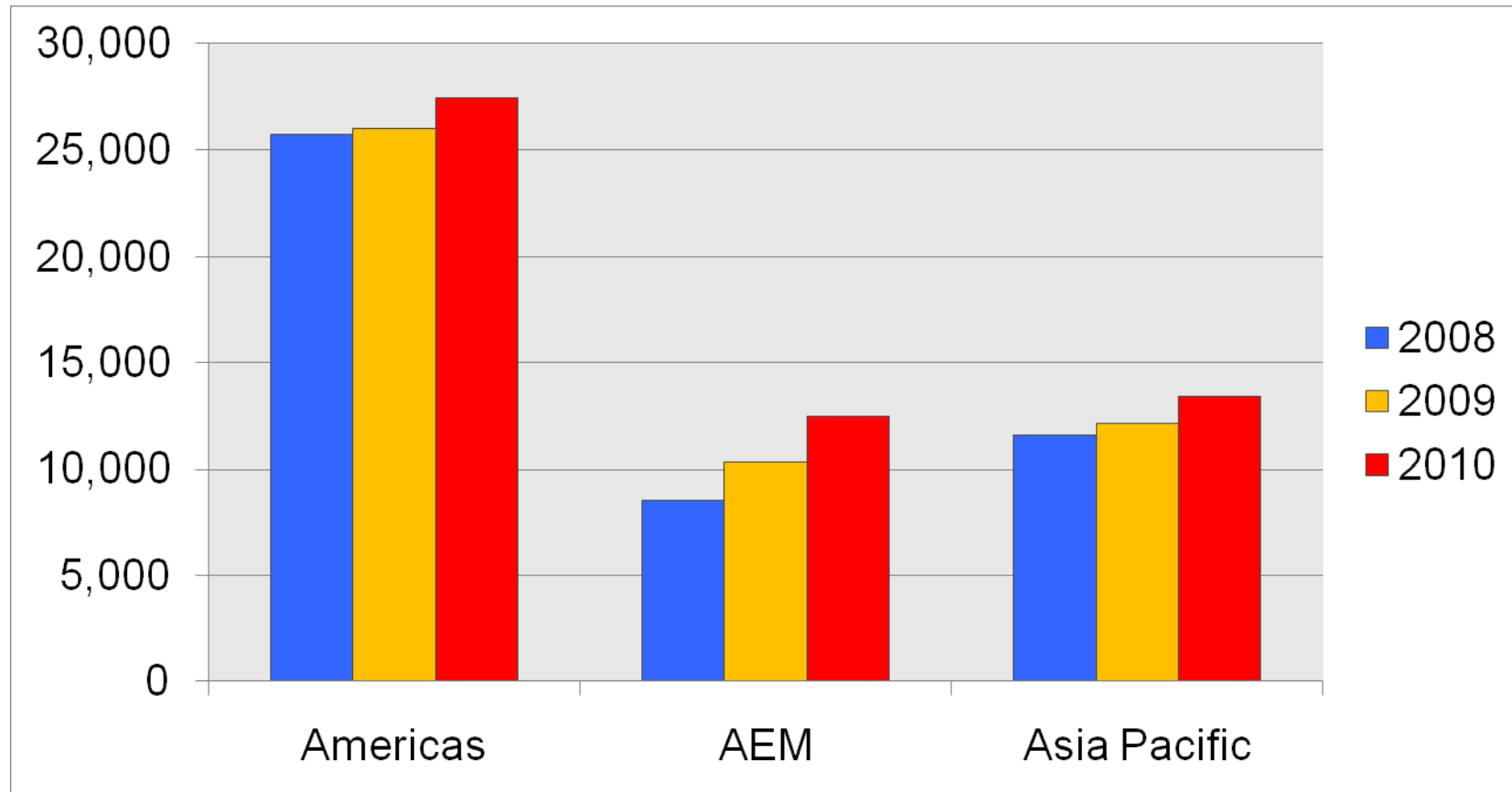
---



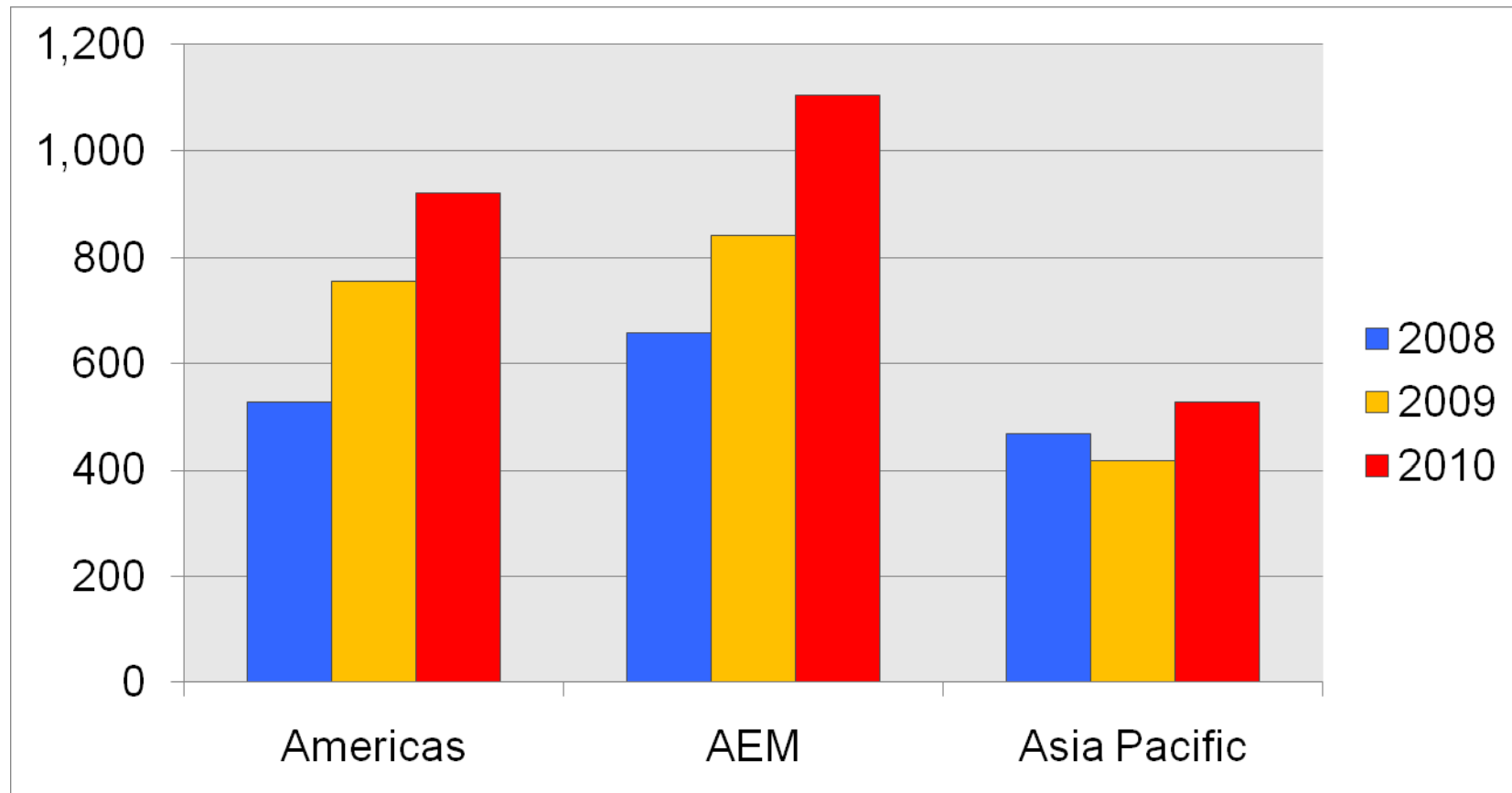
# PD delivery models



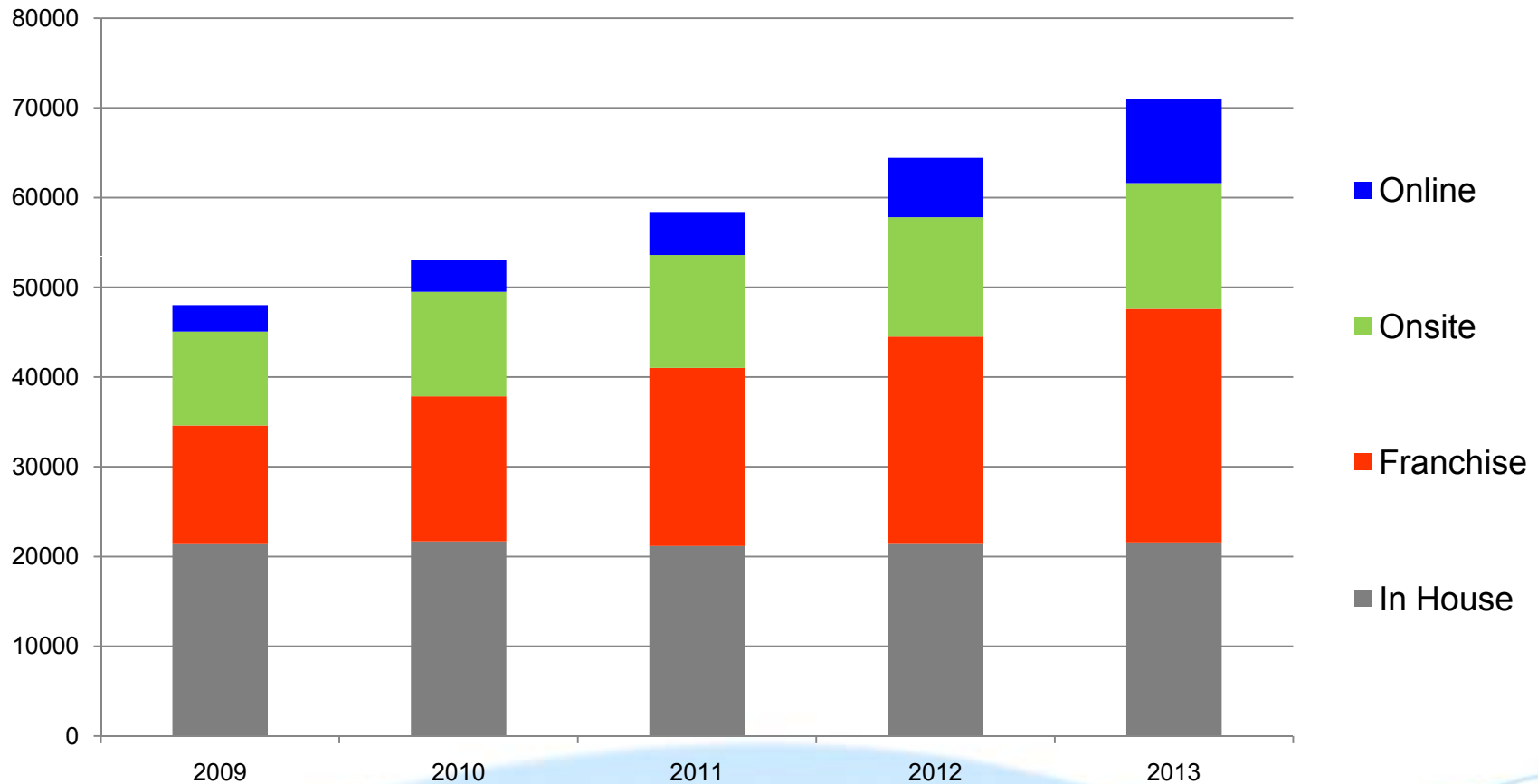
# F2F Workshop participants



# Online workshop participants

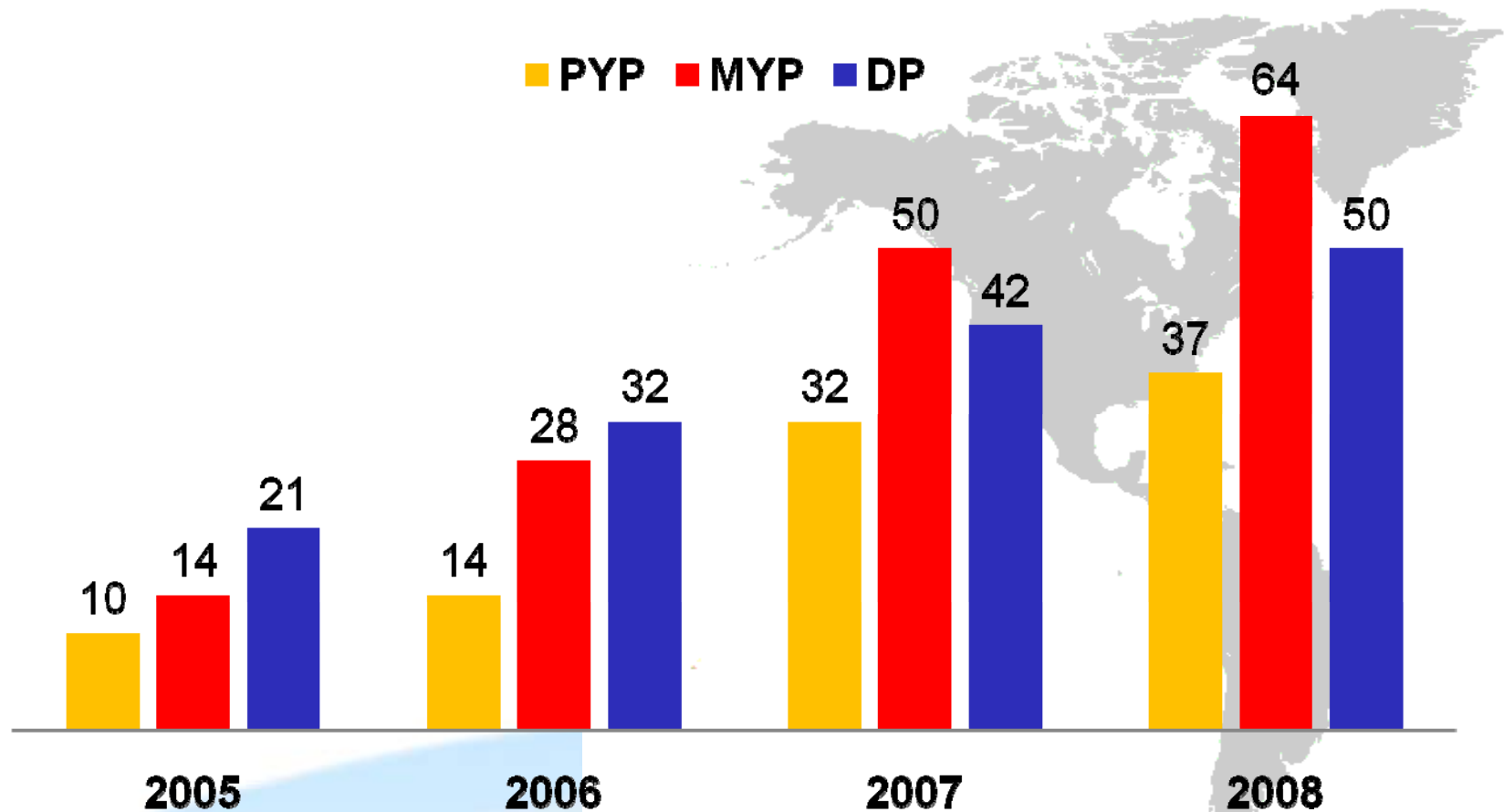


# Growth in professional development (NEW)

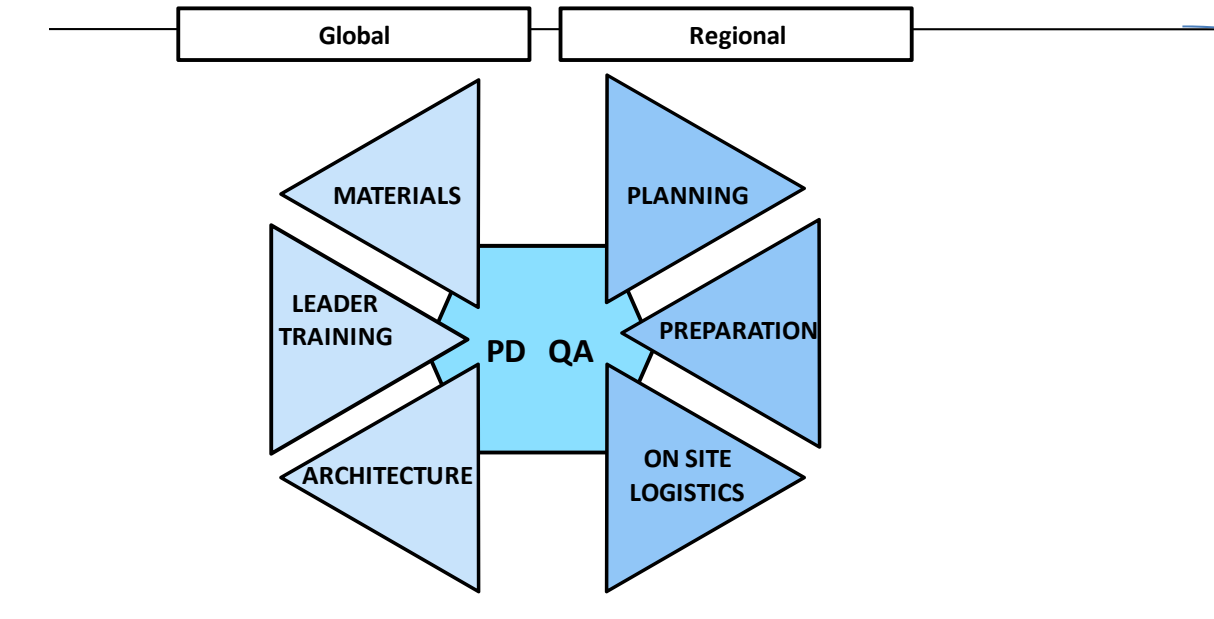


# Category 3 Workshops

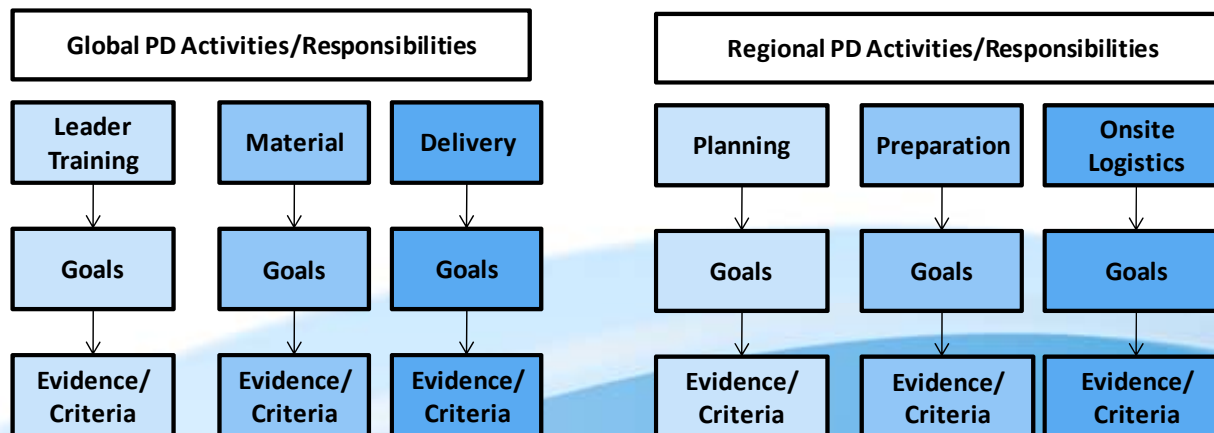
## Number of workshops from 2005-2008



# Structure of QAF model for PD




- Structure based on main processes in development and delivery of PD
- Evidence and criteria will be informed by goals and objectives in key process areas.
- Instruments and protocols created to address the goals and objectives.



# Benefits of the new framework

---

- Framework that can be implemented globally and reinforce new 2020 structure for core activities
  - Separate development and implementation of the process from the evaluation of the process
  - External consultation on the development of the model with experts in different countries
  - Use of multiple methods for gathering data and checking processes, including surveys, interviews, focus groups, and evaluators to increase validity and reliability of evaluation
- 

# Category 1

## Category 1 Workshop

The overall purpose of workshops in this category is to provide professional development and assistance for schools that have decided to apply for IB authorization. They are equally relevant for educators who are new to a school with an existing IB programme and those interested in joining an IB school.

Categories	Goals	Objectives
Category 1 Workshop	<i>Provide an introduction of IB to educators new to the programme</i>	Participants will gain an understanding of the basic philosophy and curricular model of the programme. To this end, the following will be elaborated: <ul style="list-style-type: none"> <li>- Mission statement</li> <li>- Learner profile</li> <li>- Curriculum documents</li> <li>- Assessment in IB programmes</li> </ul>
		Participants will gain an understanding of programme standards and practices. The standards and practices will be introduced and discussed appropriate to the participants' role (e.g. teacher, administrator, head of school, etc).
		Participants will gain an understanding of the appropriate programme framework, fully discussing the elements of the following: <ul style="list-style-type: none"> <li>- PYP Framework</li> <li>- MYP Octagon</li> <li>- DP Hexagon</li> </ul>
	<i>Prepare educators to successfully implement the IB programme</i>	Participants will gain an understanding of the application authorization and implementation processes. In particular, the following will be presented: <ul style="list-style-type: none"> <li>- Timeline of the application process (including deadlines)</li> <li>- Professional development requirements</li> <li>- Structure of the site visit</li> <li>- Role of the consultant</li> <li>- Applications A and B</li> </ul>

# Category 2

## Category 2 Workshop

The overall purpose of workshops in this category is to provide a forum for experienced IB educators, focusing on programme delivery. There is an emphasis on assessment, teaching and learning methodologies, and exploring best practice in the classroom.

Categories	Goals	Objectives
Category 2 Workshop	<i>Enhance the understanding of the IB philosophy and programme model</i>	Participants will make connections between the programme framework and practice
		Participants will enhance their understanding of the role of assessment in IB programmes
		Participants will discuss and analyze standards and practices appropriate to their role
	<i>Improve the quality of programme delivery</i>	Participants will engage in discussion and activities aimed at sharing pedagogical techniques such as: <ul style="list-style-type: none"> <li>• Best practice in the classroom</li> <li>• Teaching and learning methodology</li> <li>• Finding, sharing, developing and using resources</li> </ul>

# Category 3

---

## Category 3 Workshop

The overall purpose of workshops in this category is to provide a forum for experienced educators to build on and enhance their professional development portfolios. Participants will engage in-depth investigation into specific areas of interest and expertise.

Categories	Goals	Objectives
Category 3 Workshop	<i>Provide a forum for exploring educational ideas and areas of interest</i>	Participants will engage in detailed discussion around topics such as: <ul style="list-style-type: none"> <li>• Learning theory</li> <li>• Pedagogy</li> <li>• Assessment</li> <li>• Other scholarly interests</li> </ul>
	<i>Provide opportunities for investigation into specific areas of expertise</i>	Participants will engage in detailed discussion around topics such as: <ul style="list-style-type: none"> <li>• Subject specific seminars (i.e. changes to the IB curriculum)</li> <li>• Subject specific content</li> <li>• Administrative leadership</li> <li>• Pedagogical leadership</li> </ul>

# New Developments

---

## Opening Classroom Doors

- A collection of multi-media examples of teacher practice in the three IB programmes, with an emphasis on PYP and MYP.
- Each example will document one unit of instruction through classroom footage, teacher reflection, examples of student work, and teacher planning materials.
- This project will improve quality of IB professional development by offering concrete examples of good IB teaching.

# Category 3 Workshop Innovations

---

## English

- Dual Language Programmes in the PYP
- Developing intercultural competence in the PYP
- Clarifying and developing values: a workshop linking CAS and TOK
- International Mindedness: From Outside to Inside the Classroom (MYP/DP)
- Curriculum mapping from the DP to the MYP in the following subject areas: English A, Humanities, Math, and Science
- Counseling for access in the MYP & DP, opening doors to IB & college for all students

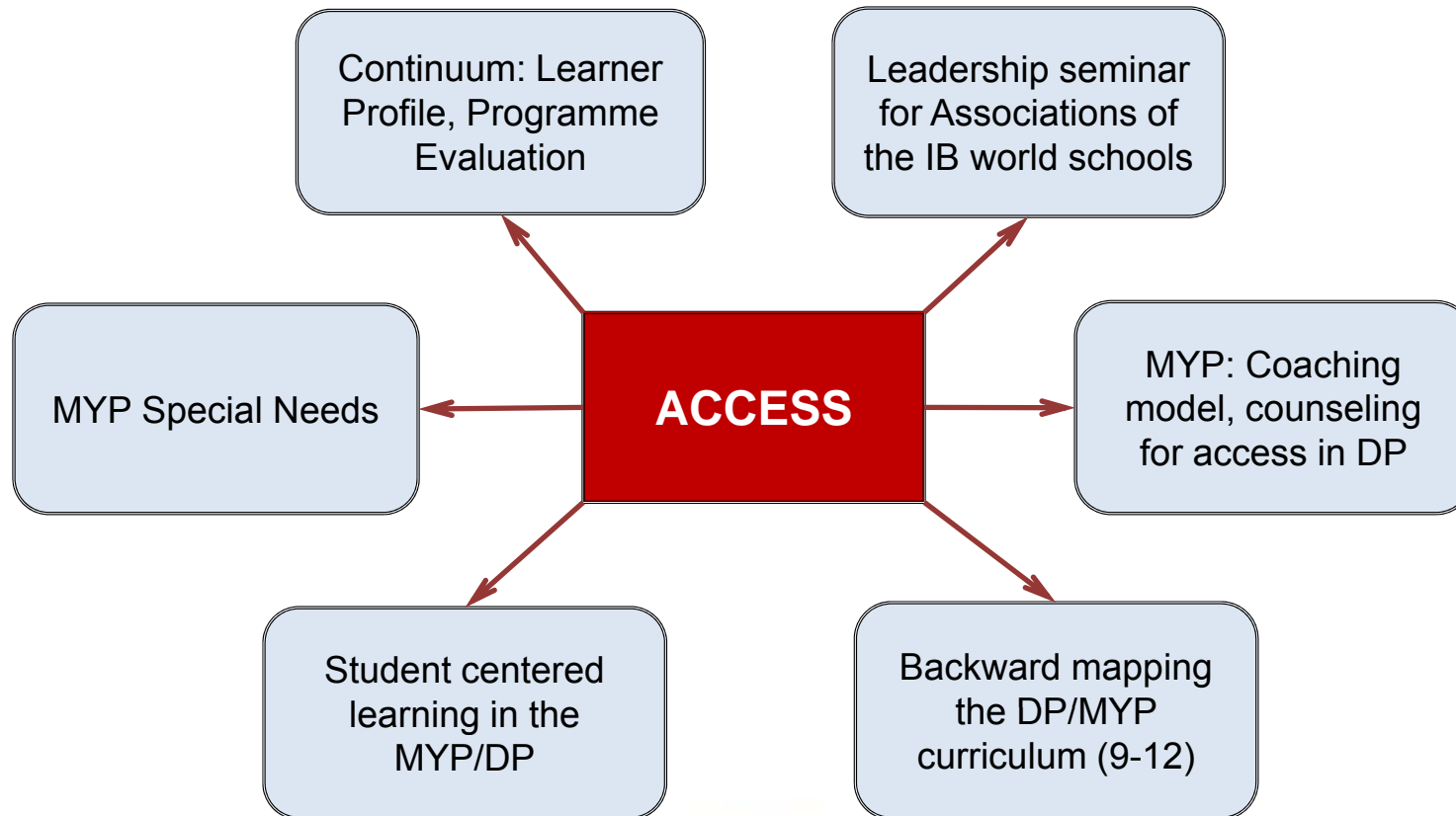
## Spanish

- El impacto de la tecnología en el aula de Matemáticas (DP)
- El impacto de la revolución cubana en la intelectualidad latinoamericana (DP)
- Enfoque interdisciplinario (MYP)
- Las áreas de interacción como organizadores de la enseñanza y el aprendizaje (MYP)

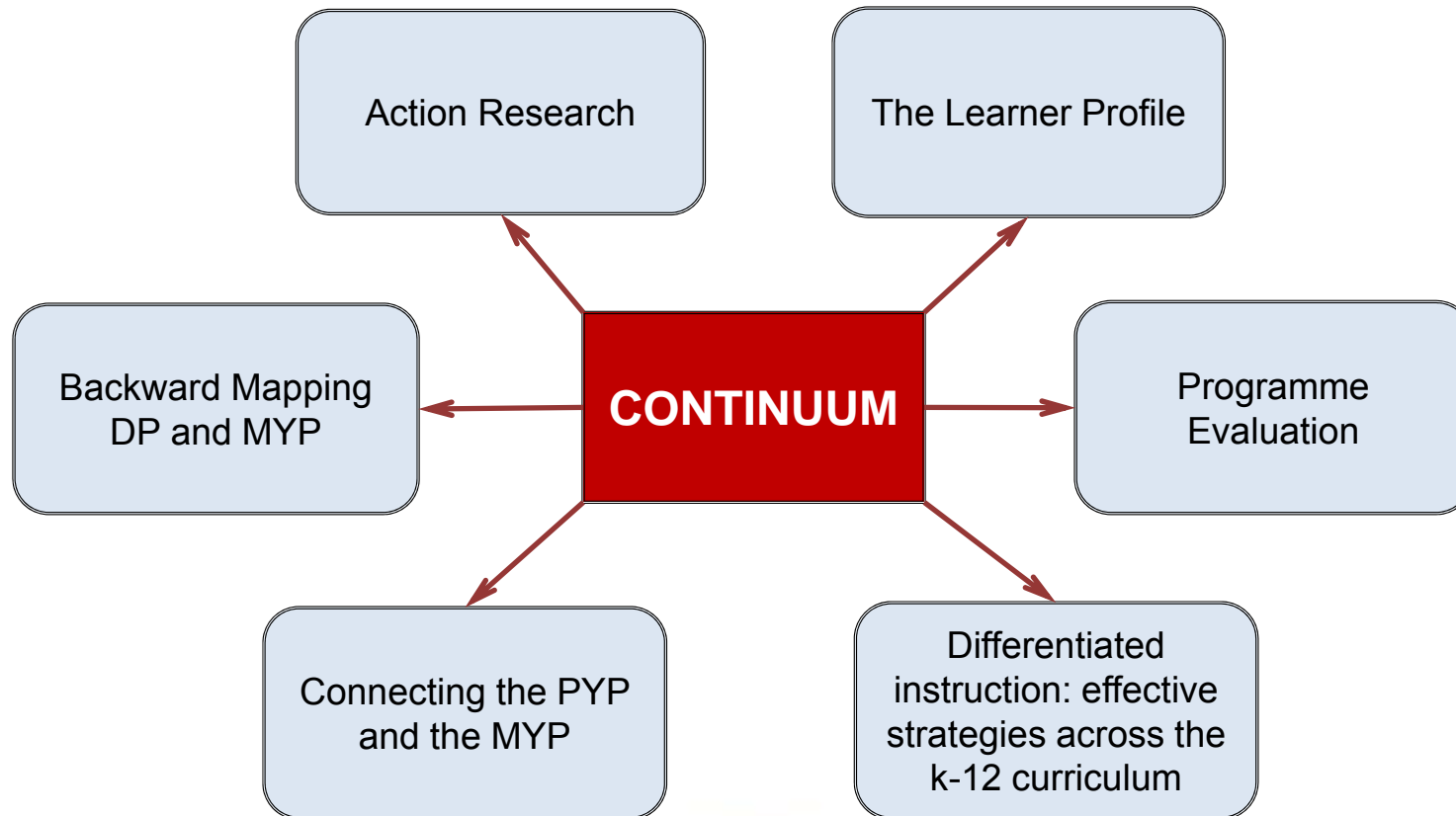
## French

- Strategies d'apprentissage (MYP)
- Strategies d'enseignement (MYP)

# Increase types of workshops to enhance access



# examples cont.



# American Museum of Natural History

---

- Seminars on Science online courses
  - Content enrichment
  - 10 courses
  - Collaboration with museum scientists
  - Assessment with an IB application focus
- PYP Inquiry workshop at museum in NYC
- Theatre workshop at the museum in NYC
  - Outstanding evaluations
  - OCC discussion forum for participants



# Online Workshops 2009:

---

## PYP

- Induction
- Assessment

(2)

## MYP

Areas of interaction (English, Spanish and French)  
Objectives and Assessment (English, Spanish, French)  
Assessment, recording and reporting (English, Spanish, French)  
From Principals into Practice - New requirements  
Introduction to the MYP  
Introduction to teaching MYP in...  
Developing MYP units in...  
Supporting student inquiry in...  
Arts, Humanities, Language A, Language B  
Mathematics, Physical Education, Sciences  
Technology

(33)

## DP

- **Group 1** (English A1)
- **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)
- **TOK**

(56)

# Online Workshops 2010:

---

## PYP

- Induction to the PYP
- Assessment in the PYP
- Making the PYP happen
- Promoting international mindedness
- The written curriculum
- Collaborative planning
- Teaching and learning
- Action in the PYP
- Pedagogical leadership

(9)

## MYP

- Areas of interaction
  - English, Spanish and French
- Fpip - New requirements
- Objectives and Assessment (English Spanish and French)
- Assessment, recording and reporting (English, Spanish & French)
- Librarianship
- Personal project
- Interdisciplinary teaching in the MYP
- Intro to MYP
- Intro to teaching MYP in ..
- Developing MYP units in.....
- Supporting student inquiry in ...
  - Arts, Humanities Language A, Language B, Mathematics, Phys Ed, Sciences, Technology

(40)

# Online Workshops 2010:

---

## DP

- **Group 1** (English A1)
- **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)
- **TOK**
- **100+ Examiner training modules**
- **+ 14 additional subjects**


(170)

## Continuum

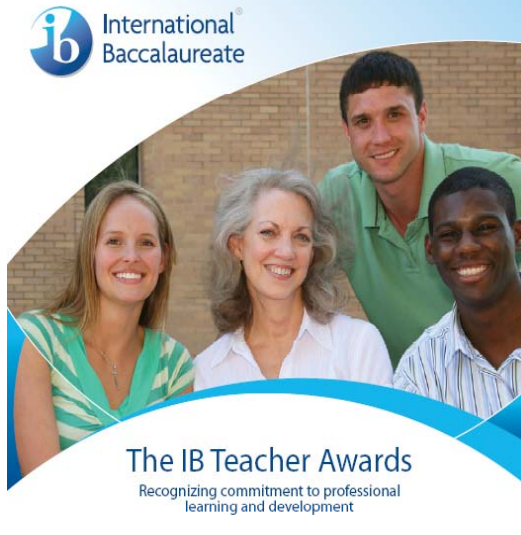
- **Developing a SEN policy**
- **Developing a Language policy**
- **Introduction to the Learner Profile**
- **Inquiry into the Learner Profile**

# In-School workshops in development

---

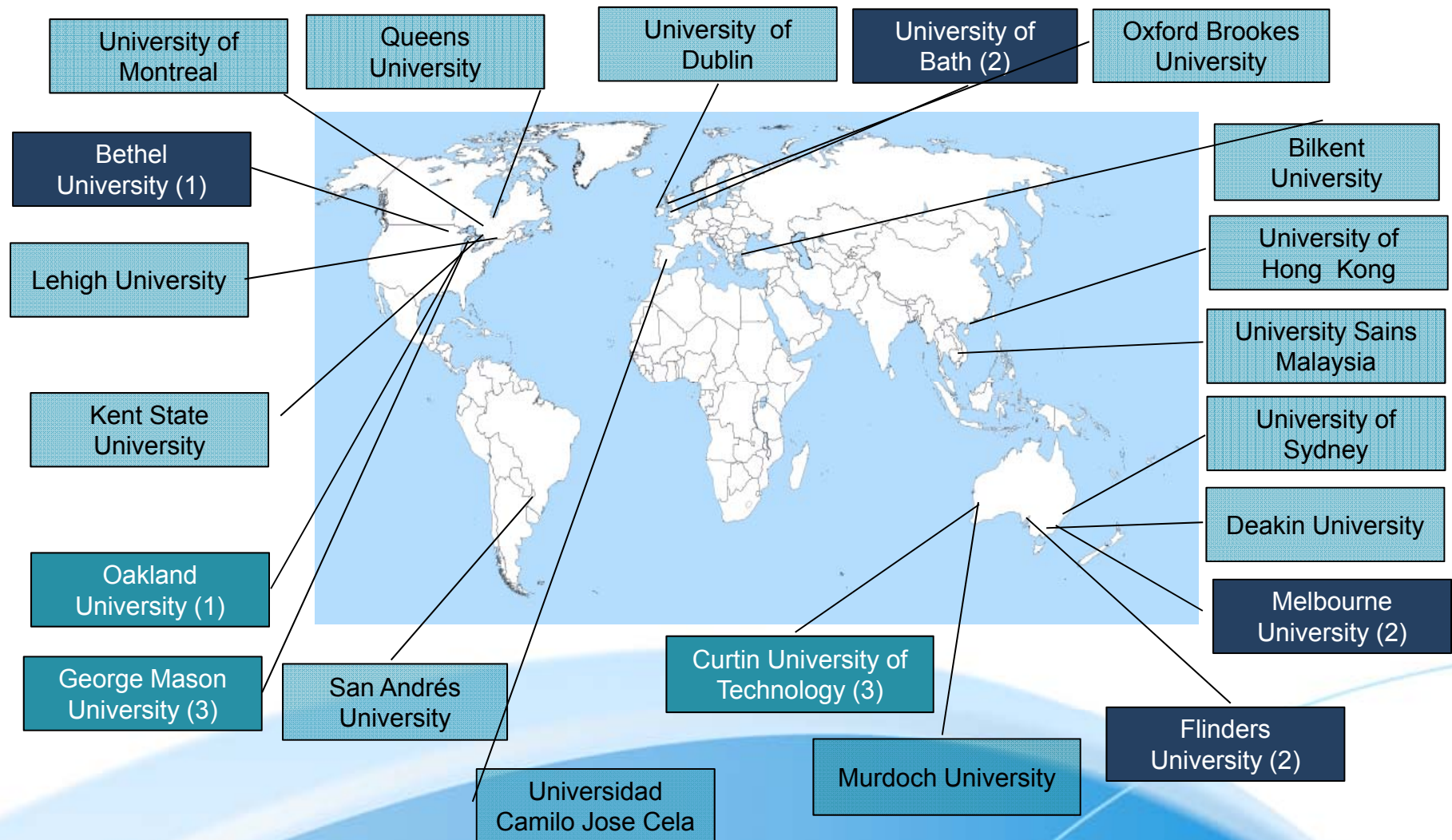
- Diploma Extended Essay
  - Diploma Counseling
  
  - MYP
  - Counseling
  - Coaching
  
  - Increasing Access
  - MYP/Diploma
- 

# The IB teacher awards




- Broadens and deepens the range of IB professional development
- Developed in response to need
- Provides a framework for universities to develop courses that target IB educators
- Growing network of university providers
- Two levels of award certificate that formally acknowledge IB programme knowledge and understanding - the Level 1 and Level 2
- <http://www.ibo.org/programmes/pd/award>
- Email: [teacher.award@ibo.org](mailto:teacher.award@ibo.org)

# University interest and involvement




# Global PD Strategy

---

- To ensure that all IB administrators, coordinators, teachers and schools have access to high quality resources and services pertaining to all aspects of IB programme delivery
  - Ensure ICT projects (PDIS, Regis, WRC) support the development of consistent global PD processes
  - Development & coordination of global policies & procedures to ensure quality and consistency in worldwide PD services
  - Development & administration of effective quality assurance standards & procedures against which to monitor & evaluate the PD services
  - Establishment of effective partnerships and strategic alliances with other like minded organizations
- 

# Strategy cont.

---


- Development of procedures to encourage new innovative PD products and business opportunities
  - Restructure the Online Professional Development department. Change the current business model to increase outsourcing options and revenue generated by online workshops.
  - Repurpose and begin to decentralise the Teacher Education Services Department. Target new initiatives and growth in the Americas.
- 

# Workshop sessions

---

Overall, I was satisfied with the quality of the workshop session.

<b>Overall satisfaction</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Disagree	217	2.6%
Disagree	379	4.5%
Neutral	478	5.7%
Agree	2,146	25.4%
Strongly Agree	5,213	61.8%
<b>Total</b>	<b>8,433</b>	



# Workshop sessions by programme

<b>Overall satisfaction</b>	<b>DP</b>	<b>MYP</b>	<b>PYP</b>	<b>Total</b>
Strongly Disagree/Disagree/Neutral	318 8.27%	445 18.06%	311 14.65%	1,074 12.74%
Agree/Strongly Agree	3,528 91.73%	2,019 81.94%	1,812 85.35%	7,359 87.26%
<b>Total</b>	<b>3,846</b>	<b>2,464</b>	<b>2,123</b>	<b>8,433</b>