Heads of Schools Panel

Ashley Bailey - PYP
Nicole Blackmon – MYP
Anuj Saran – DP
Carlos Acosta -CP
Do you lead an IB school or a school that does IB?
What does an IB Head of School look like?
The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
IB Learner Profile
IB PROGRAMME
STANDARDS AND PRACTICES

A. Philosophy

B. Organization
   B1. Leadership and structure
   B2. Resources and support

C. Curriculum
   C1. Collaborative Planning
   C2. Written Curriculum
   C3. Teaching and learning
   C4. Assessment
Standard A: Philosophy
The school’s educational beliefs and values reflect the IB philosophy

- Mission statement
- Governing body
- All aspects of the learner profile across the school community
- Action
- **Open communication**
- Language learning (mother tongue)
- Participation in the IB World Community
- **Support of access to the student body**
Standard B1: Leadership and structure
The school’s leadership and administrative structures ensure the implementation of the IB programme(s).

• Informing the governing body
• Implementation of IB Programme is a part of leadership structure
• HOS and IB Coordinator demonstrate pedagogical leadership
• **IB Coordinator with release time, support, resources**
• Policies and procedures that support the programme
• Continuity and ongoing development of the programme
• All stakeholders involved in programme evaluation
Standard B1: Leadership and structure
Role of the Coordinator

*From Principles into Practice.*

The coordinator must have a job description, release time, support and resources to carry out the responsibilities of the position and must be part of the school pedagogical leadership team.
Standard B1: Leadership and structure
Policies and Procedures

Policies
- Academic Honesty Policy
- Assessment Policy
- Language Policy
- Special Educational Needs/Inclusion Policy

Procedures
- open access to all students
- concurrency of learning (scope and sequence)
Standard B2: Resources and support
The school’s resources and support structures ensure the implementation of the IB programme(s).

- Governing body allocates funding
- Staff is trained and qualified
- Collaborative planning
- Labs, computers, etc.
- Media center
- Access to information on global issues
- Special needs students provided for
- Counseling

- Timetable allows for IB curriculum
- Use of community
- Culminating Project
Standard C1: Collaborative planning
Collaborative planning and reflection supports the implementation of the IB programme(s).

- Programme requirements
- **Collaborative planning & reflection** take place “regularly and systematically”
- Address vertical and horizontal
- All teachers have overview
- Expectations are agreed

- Differentiated learning and teaching
- Discusses student assessment
- All teachers responsible for language learning
- Address learner profile
Standard C2: Written curriculum
The school’s written curriculum reflects IB philosophy.

- Align with the programme requirements
- Available to all
- Builds on previous learning
- Knowledge, skills, concepts and attitudes
- Meaningful student input
- Relevant experiences
- Awareness of global issues
- Reflection on “human commonality, diversity and multiple perspectives”
- **Keeps up with developments in IB**
- Fosters IB learner profile attributes
Standard C3: Teaching and learning
Teaching and learning reflects IB philosophy.

- Aligns with programme requirements
- Engages students as inquirers
- Builds upon what students know and can do
- Promotes academic honesty
- Supports student responsibility
- Addresses “human commonality, diversity and multiple perspectives”
- Addresses language learning needs
- Range and variety of teaching strategies

- Differentiates instruction
- Range of resources including technology
- Teaching causes action
- Teaching causes reflection
- Fosters respectful environment
- Develop IB learner profile attributes
Standard C4: Assessment
Assessment at the school reflects IB assessment philosophy.

- Aligns with programme requirement
- Communicated with community
- Range of strategies and tools
- Provides students feedback
- Progress is recorded in ways aligned with IB assessment philosophy
- Assessment data used to affect teaching and learning
- “Students participate in and reflect on the assessment of their work”
- Consolidation of learning via the culminating project
How to prepare for the Authorization Verification or Evaluation Visit?

• Begin preparing 1 year prior, additional allocation of coordinators time
• Be involved in the process

Documents:
• Policies
• Evidence for the Standards and Practices
• Self-Study (evaluation only)
• Action Plan
• Curriculum Documents
• Culminating Project Documentation
• Student Samples
• ExternalModeration Reports
What to expect after the Authorization Verification or Evaluation Visit?

Report from IB
• Feedback on the implementation of the Standards and Practices
  - Commendations
  - Recommendations
  - Matters to Be Addressed

Action Plan should be revised to include feedback from the Report
Heads of School Reading List

- Standards and Practices
- From Principles into Practice
- One Subject Guide
- Coordinator Notes

- Last Evaluation Report
- School Action Plan
- Policies
  - Assessment
  - Academic Honesty
  - Inclusion / Special Education Needs
  - Language
Primary Years Programme
For New HOS: What Makes the PYP Different from a Traditional School?

• IB PYP Components:
  ○ 6 Transdisciplinary Themes
  ○ Conceptual learning
  ○ Application to the real-world
  ○ Approaches to Learning
  ○ Global
  ○ Assessments
  ○ Exhibition
  ○ Action
  ○ Learner Profile
No IB Coordinator Left Behind

- Leadership Team
- Decision-Making
- PTO/PTA
- SAC
- School Improvement Plan (recommendations)
- Professional Development
- Support Decisions
- Everything should look through the IB lense
IB PYP Changes

• Changes to PYP
  ○ Planners
  ○ IB attitudes are embedded under the Learner Profile
  ○ New standards and practices
  ○ 7 Key Concepts (reflection omitted)
  ○ Early Learner
  ○ Play (freedom and choice)
  ○ Exhibition outside the POI
  ○ New professional development courses- March 2019
“Agency is the capacity each of us has to take responsibility to act and advocate, make our own choices and pursue our own passions.”
Agency

In summary: Provide voice, choice and ownership for both teachers and students at your school.
Middle Years Programme
What makes an MYP school different from a traditional school?
MYP Curriculum Model

- student-centered approach to develop lifelong learners
- approaches to learning: teaching students how to learn
- concepts connect learning across disciplines
- contexts connect learning to the real world
- holistic: 8 subjects
- international-mindedness
- take action to apply knowledge beyond the books and mortar
- service for others inspired by units and learner profile
- Culminating project transferring knowledge, skills and attitudes into a product or outcome

IB MIDDLE YEARS PROGRAMME

- Language and Literature
- Language Acquisition
- Individuals and Societies
- Physical and Health Education
- Sciences
- Arts
- Mathematics
- Design
- Community Project
- Personal Project
- Action: Service
The Inquiry cycle

- Inquiry
- Reflection
- Action
## The MYP unit planner

**Inquiry: Establishing the purpose of the unit**

<table>
<thead>
<tr>
<th>Key concept</th>
<th>Related concept(s)</th>
<th>Global context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2-3</td>
<td>1 and the exploration</td>
</tr>
</tbody>
</table>

### Statement of inquiry

**Conceptual Understanding:**

**Statement of Inquiry:**

### Inquiry questions

- Factual –
- Conceptual –

### Objectives

<table>
<thead>
<tr>
<th>Subject-group objectives:</th>
<th>Summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline of summative assessment task(s):</td>
<td>Relationship between summative assessment task(s) and statement of inquiry:</td>
</tr>
</tbody>
</table>

### Approaches to learning (ATL)
The MYP unit planner

*Action: Planning for teaching and learning through inquiry*

<table>
<thead>
<tr>
<th>Learning Process</th>
<th>Content</th>
<th>Learning Experiences and teaching strategies</th>
<th>Formative Assessment</th>
<th>Differentiation</th>
</tr>
</thead>
</table>

**Resources:**
The MYP unit planner

*Reflection: Considering the planning, process and impact of the inquiry*

<table>
<thead>
<tr>
<th>Prior to teaching the unit</th>
<th>During teaching</th>
<th>After teaching the unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The MYP assessment criteria across subject groups can be summarized as follows.

<table>
<thead>
<tr>
<th>Subject Group</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and literature</td>
<td>Analysing</td>
<td>Organizing</td>
<td>Producing text</td>
<td>Using language</td>
</tr>
<tr>
<td>Language acquisition</td>
<td>Comprehending spoken and visual text</td>
<td>Comprehending written and visual text</td>
<td>Communicating</td>
<td>Using language</td>
</tr>
<tr>
<td>Individuals and societies</td>
<td>Knowing and understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking critically</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowing and understanding</td>
<td>Inquiring and designing</td>
<td>Processing and evaluating</td>
<td>Reflecting on the impacts of science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing and understanding</td>
<td>Investigating patterns</td>
<td>Communicating</td>
<td>Applying mathematics in real-world contexts</td>
</tr>
<tr>
<td>Arts</td>
<td>Knowing and understanding</td>
<td>Developing skills</td>
<td>Thinking creatively</td>
<td>Responding</td>
</tr>
<tr>
<td>Physical and health education</td>
<td>Knowing and understanding</td>
<td>Planning for performance</td>
<td>Applying and performing</td>
<td>Reflecting and improving performance</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring and analysing</td>
<td>Developing ideas</td>
<td>Creating the solution</td>
<td>Evaluating</td>
</tr>
<tr>
<td>MYP projects</td>
<td>Investigating</td>
<td>Planning</td>
<td>Taking action</td>
<td>Reflecting</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Disciplinary grounding</td>
<td>Synthesizing</td>
<td>Communicating</td>
<td>Reflecting</td>
</tr>
</tbody>
</table>
# Progression of Learning

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade</td>
<td>8th Grade</td>
<td>10th Grade</td>
</tr>
</tbody>
</table>

## Objective A: Inquiring and Analysing

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Explain and justify the need for a solution to a problem</td>
<td>i. Explain and justify the need for a solution to a problem</td>
<td>i. Explain and justify the need for a solution to a problem for a specified client/target audience</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
<td></td>
</tr>
</tbody>
</table>
| 1-2               | The student:  
   i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates **limited** degree of thought or imagination and **minimal** exploration of new perspectives and ideas  
   ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience  
   iii. selects **few** relevant details and examples to support ideas. |
| 3-4               | The student:  
   i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas  
   ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience  
   iii. selects **some** relevant details and examples to support ideas. |
| 5-6               | The student:  
   i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination and **substantial** exploration of new perspectives and ideas  
   ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience  
   iii. selects **sufficient** relevant details and examples to support ideas. |
| 7-8               | The student:  
   i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas  
   ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience  
   iii. selects **extensive** relevant details and examples to support ideas. |
Diploma Programme
Whole School
Buy in; the shift
away from
school within a school

• Culture and Climate
• The haves and have nots
• Excellent PD for entire school – hire outstanding teacher presenters
• Diploma Rate: Focus on the process; the results will follow
• The Learner Profile
Full Diploma Program and IB Courses
• Acceleration Component of School grade: IB Diploma Vs Course Candidate
• University Admissions
• Scholarship Benefits for Students
• Consider English Lang & Lit SL or HL
• Film, Dance, Computer Science, Sports Exercise and Health Science, Design Technology
Balancing student options for courses vs. school grade necessities
Supporting coordinators and teachers with supplements/stipends using funds generated from IB exams, especially with extra duties that force time to work outside of the school day (ex. EE/CAS advisors, after school or on weekends)
Career-related Programme
What is the IB CP

• The CP incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning.

• The CP’s flexible educational framework allows schools to meet the needs, backgrounds and contexts of students. Each school creates its own distinctive version of the CP.
The IB Career-related Programme (CP)

“Career-related Programme students will access a broad, flexible education which will give them knowledge, practical training, intellectual engagement, and international mindedness, while developing higher order cognitive skills and academic behaviours that will enhance their employability and dramatically alter their world view.”

Dr Siva Kumari, IB Director General
Curriculum Model

CP core
- A Personal and professional skills course
- Service learning
- Language development
- Reflective project

DP courses
- Choice of at least 2 DP courses either SL or HL

Career-related Studies
- Chosen and implemented by the school that is accredited/recognized by an awarding body
Benefits of an IB CP education?

College and University Recognition
- IB courses receive heavy consideration in the application process
- Credit earned on IB exams articulates colleges and universities
How to approach a CP?

Examine current Career Pathways.

Examine which DP courses can support students in the Career Pathways.

Speak with authorized CP schools (7 in Florida).

Recruit teachers what wish to challenge all students to excel in rigorous learning environments to explore CP implementation.
What does an IB HOS look like?

• aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

• schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

• encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
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Please let us know what you would like to learn about during the December 2019 Heads of Schools Quarterly?

https://tinyurl.com/flightshos