

A Letter from Orlando

Highlights of the Annual IB Association Leader's Meeting
2017

- 1) The Alberta Story
- 2) IB World Schools (IBWS)
- 3) Highlights from the Global Conference

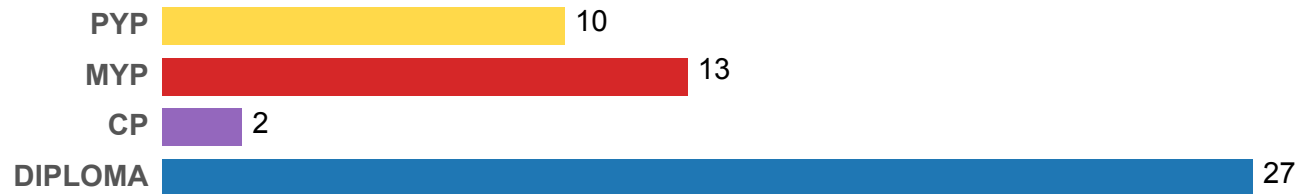
A Snapshot of the IB in Alberta

Click on region, programme or legal status to filter. Click again to de-select.

Number of Schools by Region



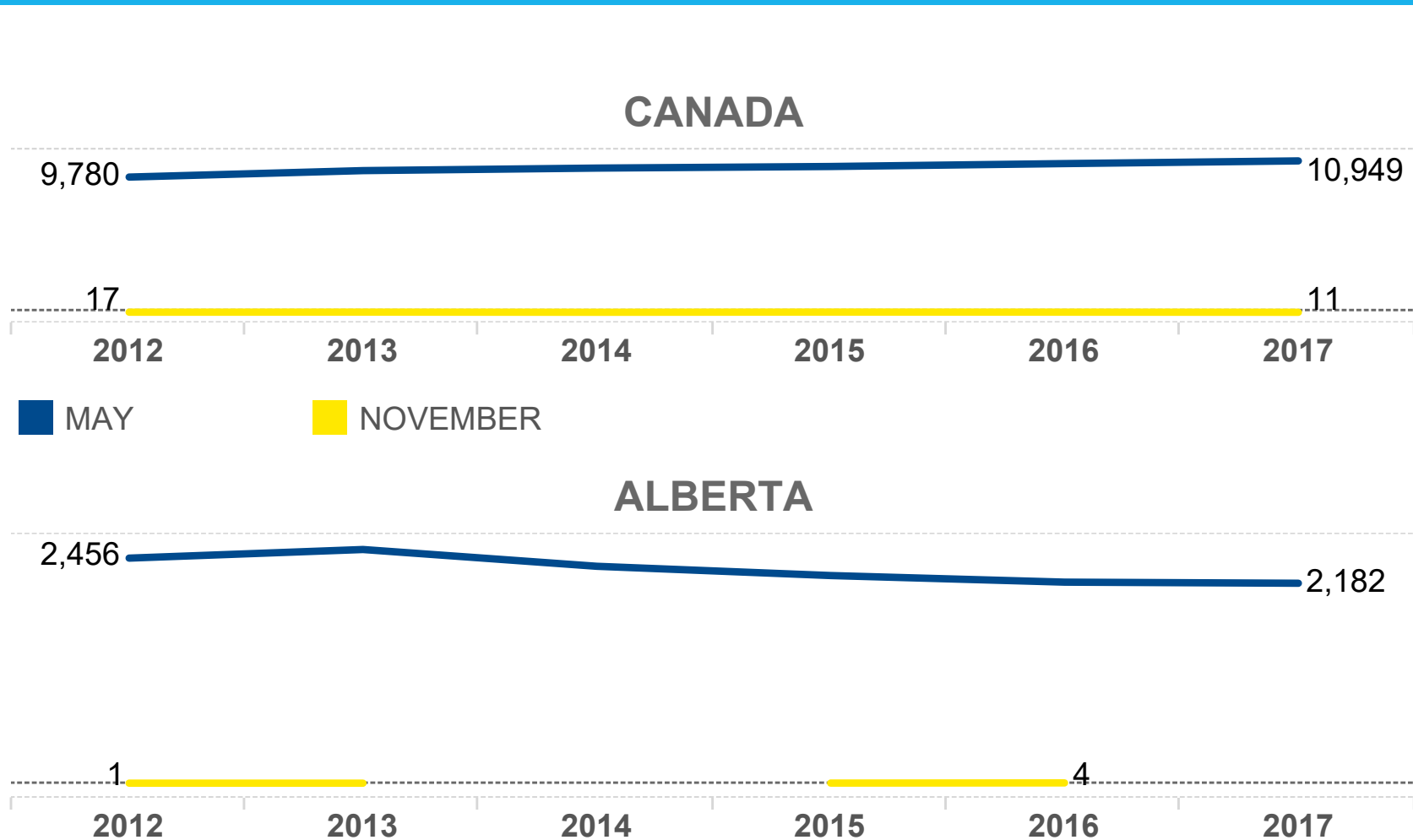
Number of Schools by Programme



Number of Schools by Legal Status

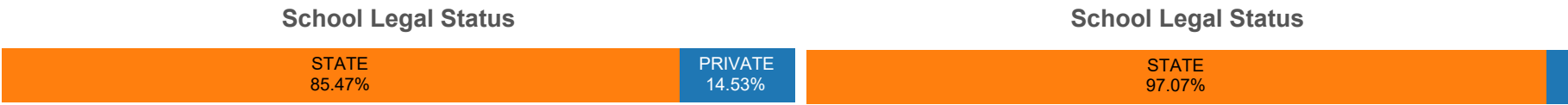
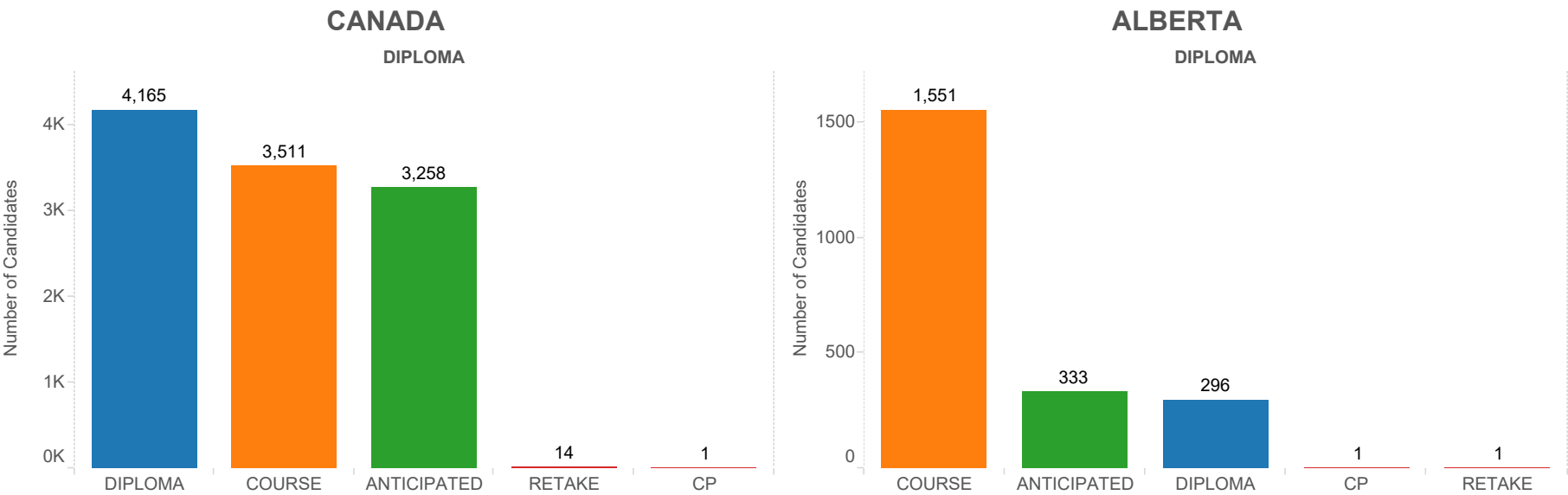


Number of Candidates



MAY 2017 - Number of Candidates

ALBERTA, CANADA

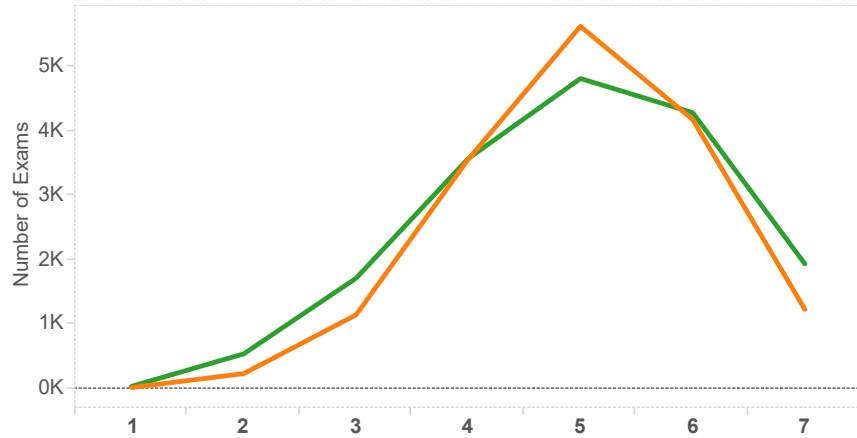


CANADA

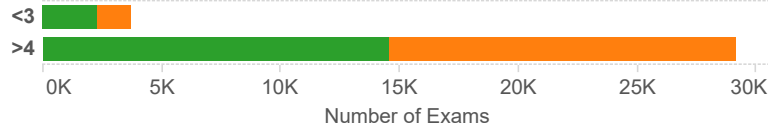
Level

HL SL

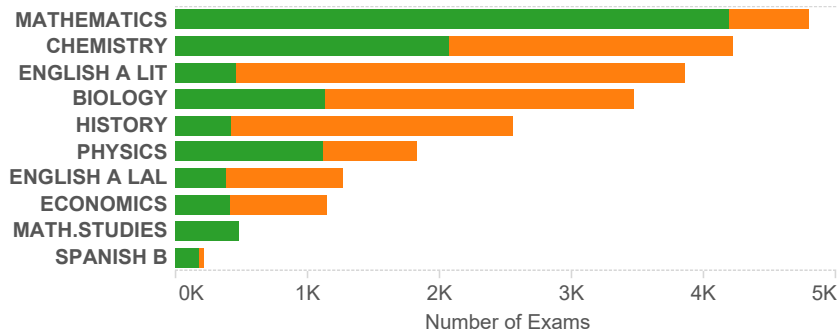
Grade Distribution by Subject Level



Number of Exams scoring 4 or above

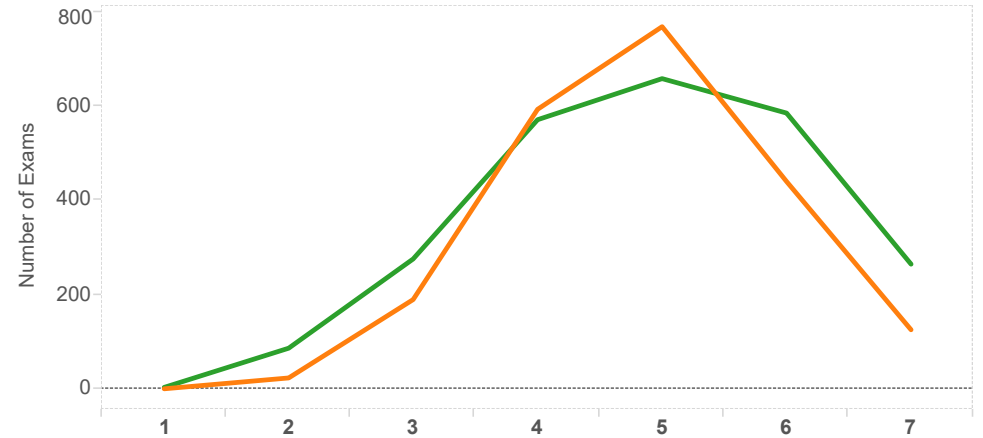


Top 10 Subjects

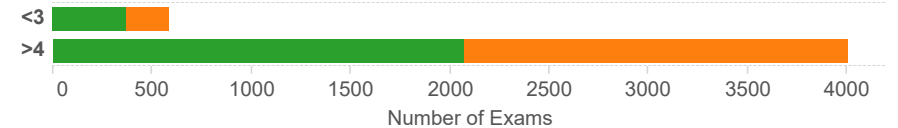


ALBERTA

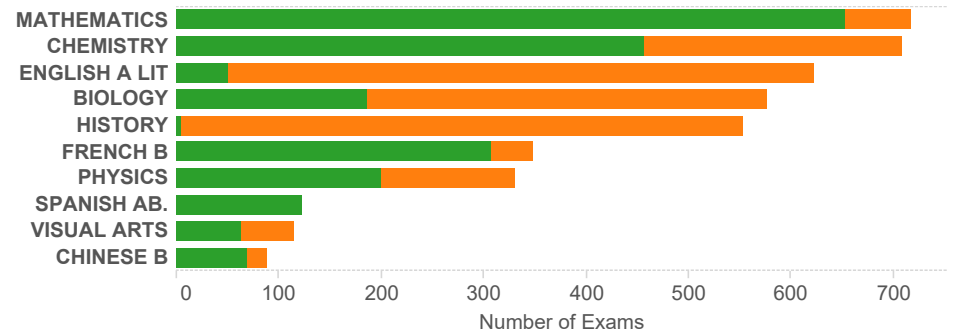
Grade Distribution by Subject Level



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Top 10 Subjects



PYP Research Highlights


A **global** study in eight case schools examined the **assessment literacy** of PYP teachers as well as the **assessment cultures** within these schools. Interviews with PYP teachers and administrators revealed a holistic and ongoing approach to assessment within the schools. Researchers also noted a rich array of assessment activities and strategies, demonstrating a strong grasp of the evidence required to assess student growth in knowledge, understanding and skills (Toe et al 2016).



To examine the **science literacy** of Year 6 PYP students in **Australia**, a study used data from the 2012 National Assessment Program in Science Literacy (NAP-SL) to compare PYP student performance with a national sample of primary school students. The science proficiency level of PYP students was substantially higher than the national level: 83.3% of PYP students tested at or above the suggested Year 6 proficiency level (3.2), compared with 51.4% of the national sample of students. Furthermore, 23.6% of PYP students performed at proficiency level 3.3 or above, compared with 9.3% for the national sample (Campbell et al 2014).

MYP Research Highlights

Researchers examined the **open-mindedness** of a sample of MYP students and non-MYP students across six schools in the **UK**. Findings of the mixed-methods study demonstrated that IB students and teachers tended to have a well-developed understanding of open-mindedness. Analysis of survey data also suggested that there was a significant relationship between attending an MYP school and a greater level of open-mindedness towards cultural differences (Stevenson, Thomson and Fox 2014).



The first phase of a large-scale **global** research study highlighted the perceptions of MYP teachers (n = 4,488), coordinators (n = 435) and students (n = 486) on the **implementation and impact of MYP: Next chapter**. While, overall, survey respondents were positive about the curricular changes involved in MYP: Next chapter, some teachers and coordinators didn't yet feel confident in their ability to fully implement the changes. Schools that had been implementing the changes for longer felt more confident and were more supportive of the changes; the study also suggested that implementation generally improves with time (Azzam et al. 2017).

IB World Schools

- * A significant part of the Leader's Association Meeting focused on the new IB Department: IB World Schools
- * This department was created in order to better support authorized schools in between evaluation years

The Relationship Manager

- * A key feature of the new department
- * Each school would be assigned a specific person who would help them navigate problems
- * The hope is that over time the RM for a school would use data to build a profile, and deal with issues before evaluation years

- * Relationship Managers would be assigned strategically to groups of schools that might face similar issues
- * For instance, the same RM might be assigned to schools in Africa and Quebec because both schools have Francophone and Anglophone students
- * There would be an attempt to not group schools solely on the basis of geography in order to prevent localization of programs
- * The general consensus among Canadian Association Leaders was that it might be short sighted to minimize regional similarities

Timeline?

- * Implementation date was not shared at the meeting, but IB Is moving forward. Most of the hiring had been completed by July 2017.

Food for Thought

- * Would knowing the most common “matters to be addressed” for a regional association be helpful for schools undergoing a 5 year review?
- * This was cited as an example of how data collected in this department could be used to support schools.

Conference Highlights

DP subjects reviewed for first teaching 2018

The following subjects are being reviewed for first teaching 2018:

- **Language ab initio**
- **Language B**

These reviews have concluded assessment trials and are in the publishing process.

Subject Specific Seminars start in February 2018.



Identities

Experiences

Human
ingenuity

Social
organization

Sharing the
planet

- Five prescribed themes across **language B** and **language ab initio**
- These themes relate to the MYP global contexts and the PYP transdisciplinary themes



Audience

Context

Purpose

Meaning

Variation

- All three syllabuses develop conceptual understandings
- Conceptual understandings support skills development (receptive, productive, interactive)

Language acquisition – assessment

Changes to assessment (from 2020)

Eliminated:

- Written assignment
- Interactive oral activities (Language B) – these were not directly assessed

Added:

- A listening comprehension assessment, so that the receptive skills assessment will feature both listening and reading comprehension (in separate sections)

Modified:

- Conceptual understanding will be directly assessed as Criterion C for the written productive external assessment
- Language B HL oral to be based on the required literature component in the syllabus

Language acquisition – TSM

The new TSMs for language B and language ab initio will contain traditional materials...

- Course preparation: course features, sample unit plans
- Assessment: instructions, student samples

...as well as new features which haven't appeared in previous TSMs

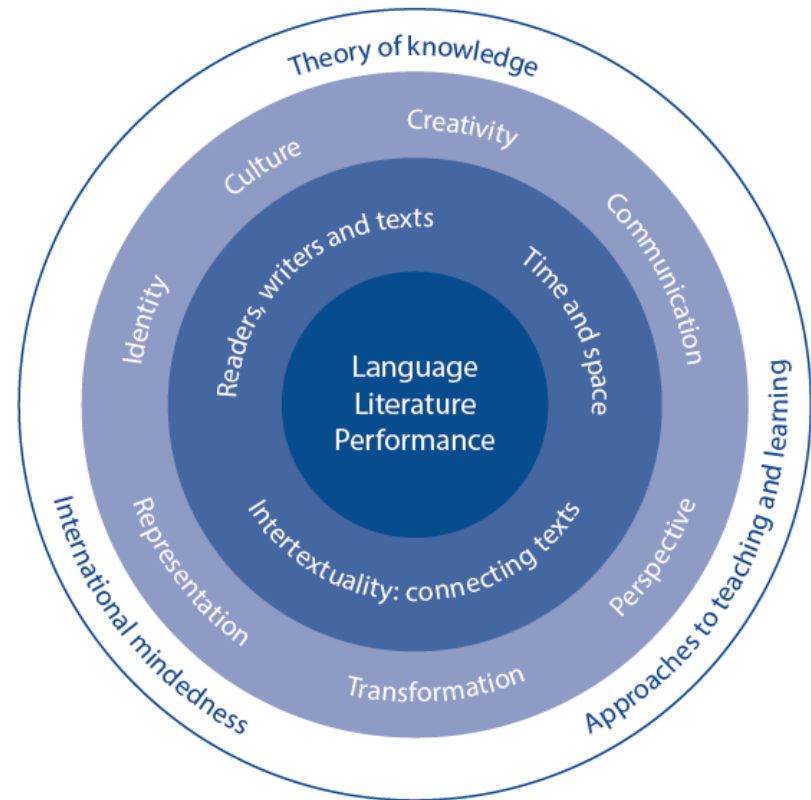
- Sample thematic integrative unit plans incorporating conceptual understanding, DP core and skills development
- Sample course design approach models
- Incorporating literature into language acquisition courses
- Managing the Individual Oral Activity (internal assessment)


First Exams in 2021

Studies in language and literature

The new studies in language and literature courses will achieve greater alignment across the courses:

- Seven central concepts
- Syllabus organization in three parts/areas of exploration
- Common course aims and assessment objectives



- 
- Reduction to two external assessment components in Lit and Performance and at SL of each of the other two courses - elimination of current Paper 1 in Lit and Performance and elimination of the written assignment (Lit SL) and the written tasks (Lang and Lit SL)
 - Elimination of non-externally moderated components: individual oral presentation (Lit) and further oral activities (Lang and Lit)
 - Modification of Internal Assessment:
 - (Lit and Performance) replacement of individual oral presentation by a teacher-student conversation and implementation of new assessment criteria for the performance
 - (Lit, Lang and Lit) shift to an approach in which journal work leads to an individual oral (presentation plus conversation with teacher)



Changes in prescribed lists

- Elimination of the Prescribed Literature in Translation (PLT) list and of the Prescribed Lists of Authors (PLA).
- Creation of a unified reading list of authors which contains authors from 56 languages, containing also suggestions from each of these languages for authors to be read in translation
- Greater consistency across languages in connection with genre classification and criteria for author inclusion in the list
- Inclusion of song-writers in the new list, and more visible presence of graphic novelists.

Mathematics

Currently: Further mathematics HL, Mathematics HL, Mathematics SL, Mathematical studies SL

In development for first teaching 2019, first assessment 2021:

Mathematics: Analysis and approaches HL and SL

- Analytic methods with an emphasis on calculus
- Appropriate for pure mathematicians, engineers, physical scientists, economists: students with an interest in analytic methods
- Some current Mathematics HL calculus option material will form part of the Analysis and approaches HL course

Mathematics: Applications and interpretation HL and SL

- Applications and interpretation with an emphasis on use of technology
- Appropriate for social scientists, some economists, natural scientists and students with an interest in the applications of mathematics and how technology can support this
- Applications and interpretation SL will be appropriate for students who would previously have taken Mathematical studies SL
- Some current Mathematics HL statistics, discrete and calculus option material will form part of Applications and interpretation HL

Mathematics

- New subjects will be available for first teaching in 2019 (first assessment 2021)
- Each subject will be available at SL and HL, with SL being a complete subset of the HL
- Approximately 60 hours of common material across both SL courses
- 30 hours will be allocated to developing ATL skills, collaboration, modelling, inquiry skills and for the internal assessment (IA)
- New IA will be based on the current Exploration model with some modifications to the assessment criteria and guidance
- Further development meetings to take place during 2017 and 2018
- A detailed summary report of the review which includes details of the assessment model, prior learning and proposed content is available on the OCC

Theory of Knowledge

- We are currently in the middle of the curriculum review process for TOK, creating a new course for first teaching in 2020 (first assessment 2022)
- There is a report to teachers and accompanying questionnaire currently available on the OCC (the questionnaire closes in mid-September 2017)
- We are currently exploring the option of replacing the current IA presentation task with a completely new task

Other Information

Initiatives – DP student workload study

- Pilot study into student workload and wellbeing conducted in 2014-2016. Results from the pilot have informed a large-scale longitudinal study, which started in November 2016
- Pilot: 2,340 students in 50 schools, in six countries
- Full study: ~4,000 students in 100 schools, in ~40 countries
- Areas of investigation
 - How demanding do students find the DP? Which particular courses or aspects of the programme do they find demanding?
 - What are students' perceptions of their workload and stress levels over the course of the DP?
 - Which students are most affected by the demands of the programme?

Pilot Study on Workload cont'd

Findings from the pilot study:

- Student wellbeing is affected primarily by perceived workload rather than actual (objective) workload
- Broad agreement between students and coordinators regarding
 - Perceived workload: (Lang/)Lit, History, Maths, Bio (all HL)
 - Perceived difficulty: Maths, History, Bio, (Lang/)Lit (all HL)
- Students spend on avg. 40 hours per week on DP: 23 hrs in regular lessons, 2 hrs in extra lessons, 15 hrs in homework
- Differences in hours spent by students on workload differ by subject combination rather than by school

Pilot Study on Workload cont'd

Main conclusions from the pilot study:

- Workload differs significantly across subjects and over the course of the programme
- The perceived workload in particular appears to affect students' wellbeing
- Students' wellbeing generally declines over the course of the programme, with girls in particular being at risk
- Parental involvement appears to be an important protective factor

Pilot Study on Workload cont'd

What students think would help most -

to make non-exam assessment workload more manageable:

- Having a clear schedule of deadlines for all IAs and other non-examination components - 71%
- Finalizing part of the other non-examination components (i.e. written assignment or task, oral, investigation etc.) in year one of the DP - 64.5%
- Finalizing part of the IAs in year one of the DP

Results of the DP Coordinator Survey

Flexibility in the DP

Coordinators indicated strong support for increasing flexibility in the programme in the following ways:

- Interdisciplinary subjects
 - “Upgrading” these to SL/HL and creating more subjects that can count for two subject groups
- Flexibility in time to deliver the programme
 - Authorizing a three-year DP for students in various situations
- Flexibility in building a six-subject package
 - Preserving breadth of curriculum but allowing for a bit more specialization

Initiatives – Is the DP undertaking a programme review?

- Across the IB we are examining the programme and its related services while considering options to increase **flexibility** in the design and implementation and strengthen its ongoing fidelity to the IB mission and the attributes of the IB Learner Profile
- We will approach the DP review via a “refinements” pathway, looking at known problems and missed opportunities with the current programme and related services; we are identifying and prioritizing those items at this time



Objectives

- Refine the existing Diploma Programme qualification to improve flexibility for learners in terms of their subject choice
- Simplify rules and regulations to improve understanding of the programme among school communities, universities, governments etc.
- Encourage greater participation in the full Diploma Programme

What are some potential refinements being considered in the DP review?

- Evaluate the potential of current mainstream SL only subjects to be offered at both SL and HL (not including language ab initio, school supported self-taught language A: literature, school based syllabuses or pilot subjects)
- Evaluate the potential of providing more interdisciplinary subjects available (counting for two subject groups)
- Evaluate the potential of authorizing a three-year DP for students in particular categories (e.g., significant major time commitments such as sport or music; particular assessment access requirements)
- Reduce and simplify DP rules that can be seen to impede access to the full Diploma

A Research-Based Intervention for IB Diploma Student Success: Targeting Stress, Coping, and Engagement

Shannon Suldo, Elizabeth Shaunessy-Dedrick,
Lindsey O'Brennan,
John Ferron, Robert Dedrick, Janise Parker et al.

College of Education
University of South Florida

Suldo@usf.edu
(813) 974-2223

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Background Research by Our Team: AP/IB Students' Context of Stress (Risk)

Elevated perceived stress

- Relative to peers in general education, IB students perceive significantly greater levels of stress

Sources of stress

- The primary environmental stressors faced by IB students pertain to academic requirements
- Reduced frequency of stressors in other areas more historically credited with adolescent angst

Similarities in AP and IB

- The increased stress level of IB students is also reported by AP students, and significant even after controlling for demographic and personality differences between the students in AP/IB and general education

Freshmen experience

- The elevations in IB students' perceived stress is not present prior to beginning high school

Background Research: AP/IB Students' Psychological and Academic Outcomes

IB students' positive outcomes

- Relative to peers in general education, IB students' mental health is intact, and these students are thriving in terms of academic outcomes and affective engagement

AP vs. IB

- Positive mental health of IB students is shared by AP
- Except relative to AP students, IB students have greater perceptions of interpersonal relationships and school climate

Coping matters

- IB students' coping mechanisms can exacerbate or protect against the effects of stress

Unique coping styles

- IB students use creative and sophisticated means to cope with stress associated with academic requirements

Topics Covered in the ACE Modules

#11: Promoting Eustress

**#12: Strengths, Values,
and Goals**

**#8: Seeking Support
from Family, Teachers,
and Community**

**#9: Positive Thinking
and Relaxation**

**#10: Limiting
Ineffective Coping**

**#6: Time and Task Management –
Organization and Planning**

**#7: Time and Task Management –
Focusing and Limiting
Procrastination**

**#3: Pride in AP/IB
Program and School**

**#4: Relationships with Teachers
and other AP/IB Resources**

**#5: Extracurricular
Activities**

**#1: Adjusting to AP/IB:
Unique Stressors**

**#2: Factors Related to AP/IB Students'
Success: Coping and Engagement**

Tips and Tools to Help Students Seek Support at School



- Help students identify the **web of support options at school***
- Guide students to be **clear about what they need help with.**
- Suggest **best times that you are available** for students to approach you to ask a question or for support.
- Highlight instances of **effective communication** (e.g., praise proper email etiquette and proactive problem-solving)
- Support students by making sure you or others are not solving problems for them, but **cheering them along the way.**
- Remind students to **not wait until the last minute to ask for help**, or suggest to students who are beginning to fall behind to seek support.

Example: Limiting Distractions



My daughter needs far more time for studying and homework than she did in middle school, so **I've taken away a couple of her chores.** I'm making lunches for her and I've started folding my own towels again for the first time in a couple of years! **I'm trying to take some of the stressors at home off of her, so she can put her energy into her studies.** At first she told us, "You just don't know how hard it is...IB is harder than anything." It was a very, very tough beginning. So, as a family, we just had to think, OK, well, what do you need to do to make this work, and what can we do to help you?

Student Acceptability of MAP

1=Strongly Disagree to 5=Strongly Agree

MAP Meeting One (N = 49)			MAP Meeting Two (N = 42)		
Item	M	SD	Item	M	SD
I felt comfortable during this meeting.	4.39	0.90	SAME	4.74	0.50
The data and graph used in the meeting were easy to understand.	4.30	0.77	Since last month, I've thought about my strengths and values and how they play out in my daily life.	4.38	0.58
I liked reviewing the data and the graph with the coach.	4.39	0.88	I made progress on the goal I identified with my coach.	4.43	0.55
I liked the process used to develop the action plan.	4.34	0.85	I made changes in my behavior based on the first meeting.	4.29	0.60
This meeting was effective in helping me develop an action plan of strategies to help me reach my short and long term goals.	4.43	0.84	This meeting helped me revise my goal (or create a new goal) that will help be academic or emotionally successful.	4.55	0.63
I would recommend the meeting to other students.	4.26	0.86	SAME	4.38	0.66
I am likely to use ideas discussed today inside and outside of school.	4.36	0.88	SAME	4.38	0.79
I am ready to make a positive change in a target discussed during today's meeting	4.38	0.77	SAME	4.45	0.59
I will <u>not</u> make any changes in my behavior based on this meeting.	1.84	0.85	I will <u>not</u> make any changes in my behavior based on this meeting.	2.07	1.10
--			Because of this meeting, I feel confident that I will meet my goal.	4.45	0.63