IB World Schools Department: Serving and Supporting Authorized Schools

IB Americas Associations Meeting

Adrian Kearney
Director, IBWS
(adrian.kearney@ibo.org)
Today, we’d like to …

✓ Introduce myself and the new IB World Schools department

✓ Give you some background about why we created the new department and what has changed in Schools Division

✓ Bring you fully up to date with our purpose and goals

✓ Benefit from your advice and guidance, especially on how IB associations and IBWS can collaborate to better serve the needs of our schools
The IB and IB World Schools and associations are united by ...

- Shared mission
- Educational philosophy
- An international curriculum
- The IB Learner Profile
- Common standards and practices

Together, we provide high-quality education to millions of children and young people who impact the world. We want to support you more in delivering the IB mission.
But, no two IB World Schools are the same
Let’s hear from Nikki Woodson, District Superintendent & IB Board Member

“Why establish the IBWS department?”
So, we have reorganized

New IB World Schools department

- Responsible for programme evaluation processes
- IBWS is a new team within the IB Schools Division
- Incorporates IB Answers
- Operates globally with staff in all IB Global Centres
- A ‘relationship manager’ is allocated to every school

IB Development teams continue to be organized by region

Other teams in the Schools Division provide support to schools prior to authorization

We’ve retained IB staff with high levels of programme, language and school experience
Why?

New IB World Schools department focused on authorized schools

We want to use data and systems to help us target our support where it helps schools most

We want to drive our service by the needs of schools, not only by geography

We want to pay more attention to supporting schools post authorization

We want to continue to add value to relationships between the IB and schools that last decades
The Authorization Department

New department within the IB Schools Division, headed by Sean Rankin

Operates globally with staff in three IB Global Centres: Singapore, The Hague and D.C.

Responsible for the authorization process: from awarding candidacy through to authorization

A Programme Relationship Manager is allocated to every candidate programme

Programme Relationship Managers are allocated based on programme and language requirements

IB Development teams continue to be organized by region and support interested schools

Authorization, IBEN and School Delivery collaborate to ensure processes are seamless for schools

Authorization handover to IBWS who provide support to schools post authorization
Organized by school communities, not only geography

Initially:
• Private national
• Private international
• Public

In time, we will learn about other shared needs and add/change the communities to respond.
Proactive support throughout your IB experience

From ...

Year 0 ➔ Year 1 ➔ Year 2 ➔ Year 3 ➔ Year 4 ➔ Year 5 ➔ Year X ➔ Year 10

IB authorizes school ➔ Retroactive response to reported concern ➔ Retroactive response to reported concerns ➔ Retroactive response to reported concern ➔ Retroactive response to reported concerns ➔ IB evaluates school ➔ Retroactive response to reported concerns ➔ IB evaluates school

To ...

Year 0 ➔ Year 1 ➔ Year 2 ➔ Year 3 ➔ Year 4 ➔ Year 5 ➔ Year X ➔ Year 10

IB authorizes school ➔ Proactive support on the basis of identified need ➔ Proactive support on the basis of identified need ➔ Proactive support on the basis of identified need ➔ Proactive support on the basis of identified need ➔ IB evaluates school ➔ Proactive support on the basis of identified need ➔ IB evaluates school
Summary

• Together, we are committed to the same mission and principles.
• No two schools are the same. We’ve heard your feedback and want to increase your satisfaction with our service to schools:
  o You want more attention for schools post-authorization
  o You want easier and faster resolution to your queries
  o You want ongoing support, not just support at evaluation time every five years
• We won’t achieve this by setting up a new department; but by being a catalyst for change IB-wide.

Any reflections?
IBWS – our purpose and goals
IBWS aims to ensure that the IB is the long-term partner of schools in achieving their optimum teaching, learning and assessment.

- Create a new operating structure, and working culture in the IBWS team to best meet the needs of IB World Schools.
- Build and share deep knowledge of how the IB adds value over time to the quality of IB World Schools.
- Create and deliver the “IB World Schools’ Experience” as an IB-wide catalyst to change the way schools feel supported.
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New department created:
- IBWS is organized by school communities
- Team located in all four IB Global Centres
- Incorporates the IB Answers team
- Makes knowledge and information a priority
- Has strong programme, school and language expertise
IBWS aims to ensure that the IB is the long-term partner of schools in achieving their optimum teaching, learning and assessment.

**Purpose**

Create a new operating structure, and working culture in the IBWS team to best meet the needs of IB World Schools.

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**Goals**

**Our new leadership team:**

[Images of our new leadership team]
“Our work only matters when it matters to IB World Schools and community”
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Allocated a new contact point for your school:
Every school has a “relationship manager” in IBWS who will:

- Support you with key processes like programme evaluation;
- Identify and work on issues from the community of schools they support;
- Invite you to appropriate webinars and events;
- Build a deeper knowledge of school needs in your community.

NOTE: IB Answers is still your first point of contact for general questions and support related to PD, assessment, curriculum, etc.
What is the role of the relationship manager? (1)

• **A single point of contact** for authorized schools.
• Your relationship manager **takes care of your more tailored needs**. They partner with you and with other schools around the world with similar needs. And they don’t work alone …
• **Behind every relationship manager is the programme expertise of their colleagues** and staff across the IB who support them in supporting you.
• And don’t forget that **IB Answers remains your first point of inquiry with any general queries** for things like professional development and finance.
What is the role of the relationship manager? (2)

- Relationship managers develop and implement action plans to support their portfolio of schools so that the IB better meets your needs at key points in your school’s lifecycle/journey.
- They’ll welcome you when you are first authorized and ensure that you have everything you need to get going.
- They ensure that all conversations with their schools are logged and any actions followed through.
- They work with schools in the years leading up to and in between evaluation to ensure that schools are supported on an on-going basis, not just at evaluation time.
What is the role of the relationship manager? (3)

• Your relationship manager provides targeted support at Diploma Programme and MYP assessment time to help assist schools in their assessment readiness.

• They’ll use the local and regional knowledge of their colleagues to understand you on that local level, and they’ll use their knowledge of your school to invite you to webinars and events that will help you in specific areas.
**Purpose**

IBWS aims to ensure that the IB is the long-term partner of schools in achieving their optimum teaching, learning and assessment.

**Goals**

- **Create a new operating structure, and working culture in the IBWS team to best meet the needs of IB World Schools.**
- **Build and share deep knowledge of how the IB adds value over time to the quality of IB World Schools.**
- **Create and deliver the “IB World Schools’ Experience” as an IB-wide catalyst to change the way schools feel supported.**
- **Use BI tools to explore our existing data.**
- **Undertake structured research and test hypothesis with schools.**
- **Expand the range of data we hold.**
a) Using BI to explore existing data

Recommended allocation New
- International
- National
- Public A
- Public B
- Recently Authorized and Awaiting Allocation

Average school IB age: 10.19 years

Open MIBAs/resolutions: 23, 16, 267
c) Expanding our data assessment performance

Diversity registered at assessment

Transcript destinations

Student data

School data

Basic school information

Size of ‘customer’

Level of engagement with IB

Programme implementation data

Matters to be Addressed history

Challenges experienced in assessment

360’ view of a school

AND

Aggregate view of all schools

Primary research

Primary research
Purpose

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Goals

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The new Heads Engage online community went live in April:

This includes three new online communities within Heads Engage for the following groups of heads:

- German International Schools;
- Schools approaching evaluation;
- Continuum schools.

All heads will be encouraged to initiate their own community discussions to connect with schools both regionally & globally.

Heads Engage sits within the wider Communities of Practice that we will be rolling out to all IB educators during 2017.
Welcome to Heads Engage!

A place where you can ask questions, submit ideas, and collaborate with your colleagues!
**Groups**

**Recently Viewed**

5 items • Updated a few seconds ago

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<thead>
<tr>
<th>NAME</th>
<th>LAST ACTIVITY</th>
<th>MEMBERS</th>
<th>OWNER</th>
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<td>Continuum Schools</td>
<td>17/07/2017 05:31</td>
<td>14 Members</td>
<td>John Wray</td>
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<td>Heads Consultative Group</td>
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<td>10 Members</td>
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Engage with Heads Council

I would like to know how (if there are) Associations of Heads of IB World Schools function in different countries.

Engage with Heads Council — Seetha Murty • 20 May 2017 at 21:40

Best Answer

2018 IB Heads World Conference
Engage with Heads Council — Erin Stephens • 30 May 2017 at 14:37

HSA constitution v.April 2017
Engage with Heads Council — Erin Stephens • 25 April 2017 at 18:16
IBWS aims to ensure that the IB is the long-term partner of schools in achieving their optimum teaching, learning and assessment.

**Purpose**

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**Goals**

We have significantly reduced the number of school queries that remain unresolved after one month.

A good start, but we plan to ‘raise the bar’.

![Comparison Chart]

- August: 306, 452
- September: 396, 480
- October: 356, 356
- November: 211, 453
- December: 508, 211
- January: 462, 125

*Comparison*
We aim to become a catalyst for IB-wide change, so we are:

- Implementing a new system to handle school queries and issues for more efficient tracking from initial contact through to resolution, and to learn from the data, IB-wide.

- Working across the IB to define and deliver a consistent experience for IB World Schools – wherever, whenever, and whoever contacts us.
What is different …

IBWS allows us to ensure that schools receive:

• A holistic service (across geography, programme, IB division) providing a single, coherent response on behalf of the IB.

• A dedicated relationship manager within IBWS.

• A faster response to queries and complaints with a complete and full answer.

• More proactive support from the IB, using research and data to direct support where it will most help.
IBEN related queries

<table>
<thead>
<tr>
<th>IBEN Americas</th>
<th>Dalit Halevi – <a href="mailto:dalit.halevi@ibo.org">dalit.halevi@ibo.org</a></th>
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<tr>
<td>IBEN Africa, Europe, Middle East</td>
<td>Juner Garcia – <a href="mailto:juner.garcia@ibo.org">juner.garcia@ibo.org</a></td>
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<td>IBEN Asia Pacific</td>
<td>Gillian Presland – <a href="mailto:gillian.presland@ibo.org">gillian.presland@ibo.org</a></td>
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<tr>
<td>Examiner Recruitment and Training (ERT)</td>
<td>Craig Escott – <a href="mailto:craig.escott@ibo.org">craig.escott@ibo.org</a></td>
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Professional Development (PD) workshop requests
Please contact IB Answers

General authorization queries
Please contact IB Answers

Schools in candidacy
Contact your allocated consultant
IB Associations & IBWS department

Discussion
Substantial points of synergy...

- Importance of community for networking, sharing best practice and professional exchange.
- Schools should thrive and be supported in doing so.
- IB associations provide a clarity of voice as to school support needs at the regional network level and raise the profile of IB in their context to further promote and build recognition.
- Professional development at faculty and leadership levels is key to building quality and more impactful classrooms.
- Student cohort size is vital to sustainability and educational impact on the wider school community and beyond.
Working together effectively

• Every school will have a relationship manager to provide tailored support, especially at key points in its lifecycle.
• IBWS works closely with the IB regional development teams worldwide. Each association will have an IBWS manager responsible for coordinating reports and input to association meetings on post authorization topics.

• **How can IB associations:**
  • Amplify communications and messages on IBWS matters?
  • Support research efforts?
  • Provide consolidated feedback as to needs and issues?
  • Help out in other ways?

Any points to add?
Programmes and schools: 2017
**DP Cohort Sizes**

### Average cohort size (Courses and Diploma)

- Districts: 62.29
- USA total: 58.65
- IBA total: 45.42
- Global: 37.93

### Average Diploma cohort size

- Districts: 19.9
- USA total: 19.37
- IBA total: 19.26
- Global: 21.65
# Top 6 IBA countries (prog’s)

<table>
<thead>
<tr>
<th>Country</th>
<th>Schools</th>
<th>Primary Years Programme</th>
<th>Middle Years Programme</th>
<th>Diploma Programme</th>
<th>Career-related Programme</th>
<th>Total Prg</th>
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<td>520</td>
<td>642</td>
<td>911</td>
<td>87</td>
<td>2160</td>
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<tr>
<td>Canada</td>
<td>368</td>
<td>82</td>
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<td>Ecuador</td>
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<td>Mexico</td>
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<td>Peru</td>
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<td>10</td>
<td>8</td>
<td>60</td>
<td>1</td>
<td>79</td>
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<tr>
<td>Argentina</td>
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<td>5</td>
<td>3</td>
<td>56</td>
<td></td>
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## Top 6 IBA countries (prog’s)

<table>
<thead>
<tr>
<th>Country</th>
<th>Charter</th>
<th>Private</th>
<th>State</th>
<th>State sub</th>
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<td>155</td>
<td>234</td>
<td>1761</td>
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<td>Canada</td>
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<td>Ecuador</td>
<td>83</td>
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<td>Mexico</td>
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<td>Argentina</td>
<td>52</td>
<td>11</td>
<td>1</td>
<td></td>
<td>64</td>
</tr>
</tbody>
</table>
Thank you for your time and your continued commitment

Mail to: adrian.kearney@ibo.org
Build and share deep knowledge of how the IB adds value over time to the quality of IB World Schools

- Use BI tools to explore our existing data
- Undertake structured research and test hypothesis with schools
- Expand the range of data we hold

Demo of our business intelligence system
Share early results from the research
Discuss an approach using PS&P’s
1:1 ‘structured dialogue’ with 83 heads of school engaging in their first programme evaluation

SCHOOLS DO NOT FEEL SUPPORTED IN EVALUATION.
The largest number of schools feel neither supported nor unsupported by the IB in programme evaluation. Overall, a majority are either neutral or negative about IB support.

BUT, HEADS EXPRESS A CLEAR DESIRE FOR MORE SUPPORT
There is clear demand for exemplar material and access to advice, support and consultancy. IB material is recognised as comprehensive; but hard to find and language is too complex (especially for schools that need to translate).

A SHIFT FROM COMPLIANCE TO CONTINUOUS IMPROVEMENT MATCHES HEADS THINKING
A majority of heads use the process to drive internal reflection and school improvement already. We’re pushing at an open door in shifting the IB emphasis from compliance to improvement.

BUT HEADS DO NOT ENGAGE THEIR BOARD
School board engagement is very low and heads seem unsure of if/how to engage boards. Is this good practice to promote?

DEEPER ANALYSIS TO FOLLOW
Initial analysis suggests some differences by community strand (e.g. private national schools and US public schools reporting greater challenges caused by staff turnover). The open responses contain valuable comments and insights yet to be analysed.
Illustration of an approach …

Framework
Programme Standards and Practices

Practice (examples)
EA1. School leaders regularly review and follow IB rules and general programme regulations to support the programme’s implementation and ongoing development.
ET3. The school provides time and resources for educators to collaborate effectively in the implementation of its IB programme(s).
CI1. The school’s inclusion policy removes barriers to learning by ensuring students’ fullest possible participation in IB programme(s), creating a culture of inclusion that values all learners for their variability and diversity.

Supporting indicators
List of non-compliance events (eg, missed deadlines, FAC issues) recorded by IB.
Timetabled teaching / admin / collaboration load per week reported by school and benchmarked.
% of students by year group enrolled in an IB programme
% of students completing IB programme assessment

(Note: indicators do not allow a practice to be evidenced in isolation; they contribute to a picture. Not all practices will have data indicators).
Summary

The IBWS department has:

• the needs of schools (post authorization) as its number one priority
• a named liaison person for your school (details to follow)
• a goal to deliver faster responses to your queries and complaints
• focus on improving service to schools, across the entire IB
• a goal to gather data and insights in order to direct support where it most helps
• a goal to be responsive to your requests and proactive with suggestions and ideas to help your school
Q&A
IB World Schools Department

Serving and Supporting Authorized Schools

Adrian Kearney
Director, IBWS
(adrian.kearney@ibo.org)
A large proportion of ‘young’ programmes
Private International

- Higher proportion of continuum schools
- Small number of schools
- An even spread of ‘young’ and ‘mature’ programmes
Private National

A large proportion of ‘young’ programmes

Large number of schools

Lower proportion of continuum schools
Public “Most of World”

- Large number of schools
- Very few continuum schools
- Slightly more ‘young’ than ‘mature’ programmes
- Dominated by the Diploma Programme*

*Including schools in Ecuador and schools in Europe, implementing 1 course
Public USA

An increase in the proportion of Middle Years Programmes

More ‘young’ than ‘mature’ programmes

Large number of schools

Very few continuum schools