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## IB World Schools Department: Serving and Supporting Authorized Schools

## IB Americas Associations Meeting

**Adrian Kearney**  
**Director, IBWS**  
**([adrian.kearney@ibo.org](mailto:adrian.kearney@ibo.org))**



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# 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



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# The IB and IB World Schools<sup>4</sup> 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.***



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## But, no two IB World Schools are the same



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# Let's hear from Nikki Woodson, District Superintendent & IB Board Member

## “Why establish the IBWS department?”



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# So, we have reorganized

## New IB World Schools department

focused on  
authorized schools

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



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# 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 pay more attention to supporting schools post authorization

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

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



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# The Authorization Department

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## New Authorization Department

focused on  
candidate schools

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



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# 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.



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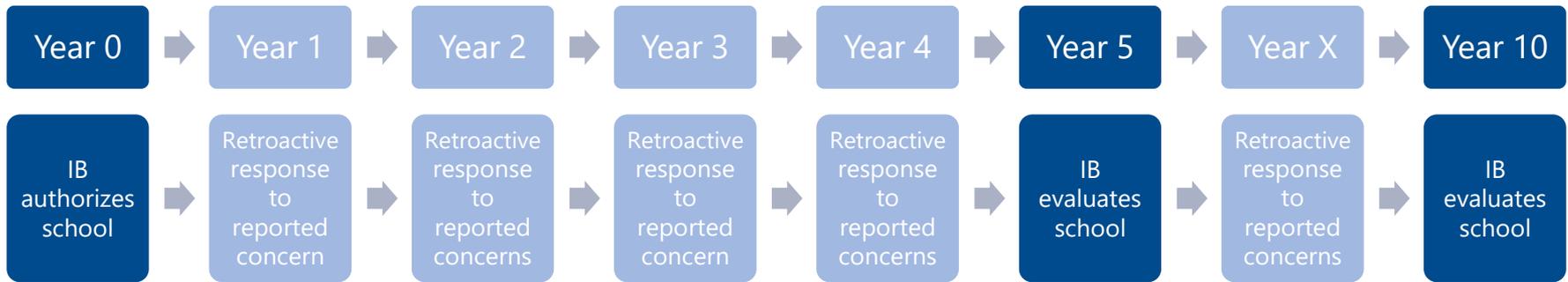


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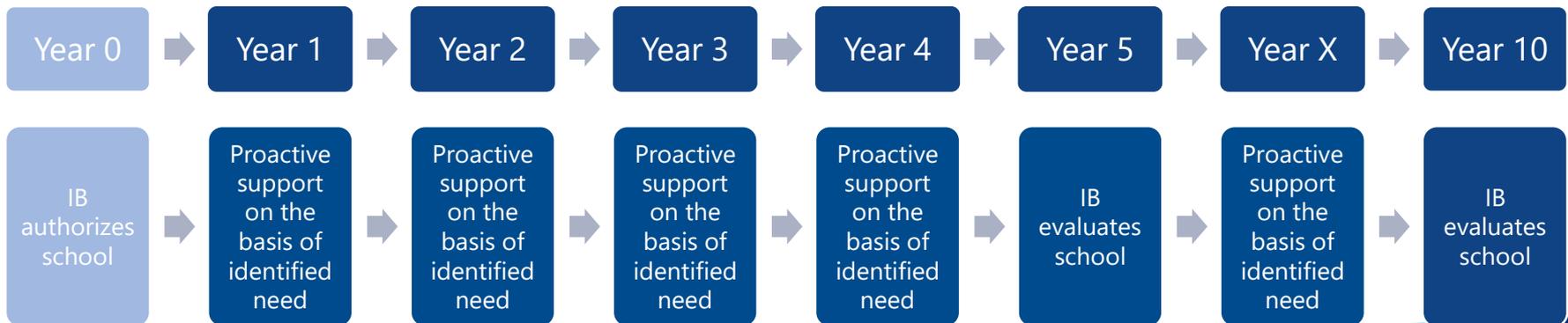
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## Proactive support throughout your IB experience

From ...



To ...



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# 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:
  - You want more attention for schools post-authorization
  - You want easier and faster resolution to your queries
  - 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?



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# IBWS – our purpose and goals



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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



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## Our new leadership team:



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***“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.



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# 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.



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# 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.**



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# 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.



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- 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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Use BI tools to explore our existing data

Undertake structured research and test hypothesis with schools

Expand the range of data we hold

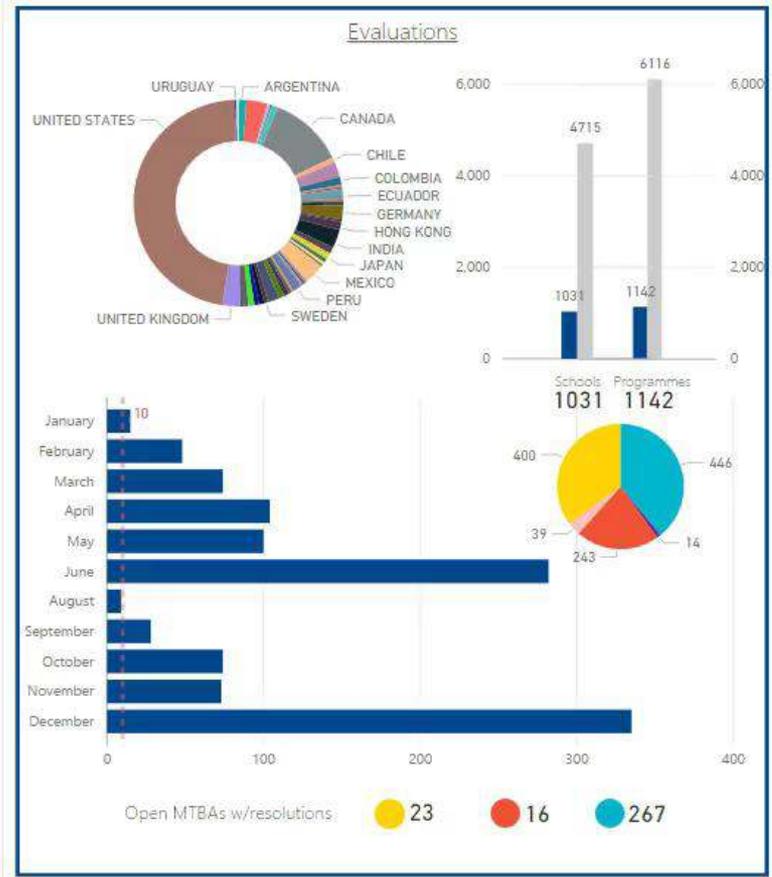
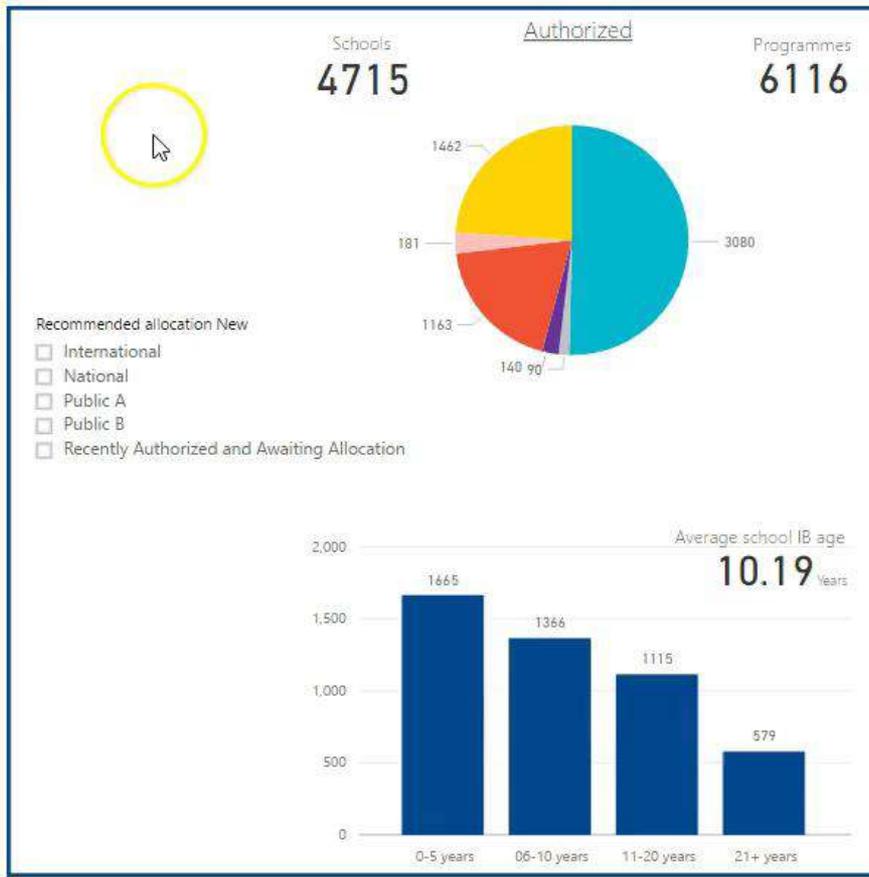


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## Student data

## School data

## Programme implementation data

Assessment  
performance

Diversity  
registered at  
assessment

Transcript  
destinations

Basic school  
information

Size of  
'customer'

Level of  
engagement  
with IB

Matters to be  
Addressed  
history

Challenges  
experienced in  
assessment

360' view of a school  
AND  
Aggregate view of all schools

Primary  
research







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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.



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## Welcome to Heads Engage!

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

Featured discussions

Trending discussions

My feed



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## GROUPS Recently Viewed

5 items • Updated a few seconds ago



NAME	LAST ACTIVITY	MEMBERS	OWNER
Continuum Schools	17/07/2017 05:31	14 Members	John Wray
Heads Consultative Group (Private)	03/05/2017 23:02	3 Members	Ulrika Wiman
Heads Council (Private)	22/05/2017 22:07	11 Members	Erin Stephens
Swedish IB Heads (Private)	03/05/2017 16:21	1 Member	Ulrika Wiman
Heads of Small IB World Schools	10/06/2017 12:50	10 Members	Shaney Crawford



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## Engage with Heads Council

### Discussions

Top Questions



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

87 views 2 likes 9 comments

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

Best Answer

2018 IB Heads World Conference

54 views 3 likes 1 comment

Engage with Heads Council — Erin Stephens · 30 May 2017 at 14:37

HSA constitution v. April 2017

36 views 3 likes 0 comments

Engage with Heads Council — Erin Stephens · 25 April 2017 at 18:16

Start a new discussion

### Related Topics



HSA Constitution

HSA





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## Goals

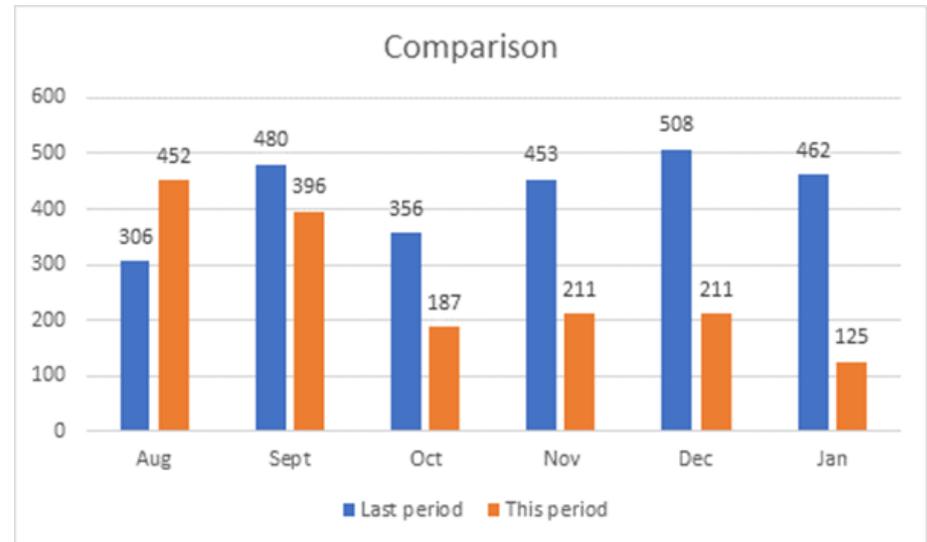
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**We have significantly reduced the number of school queries that remain unresolved after one month.**



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



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## 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.



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Any reflections?

# 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.



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# Contacts

## IBEN related queries

IBEN Americas	Dalit Halevi – <a href="mailto:dalit.halevi@ibo.org">dalit.halevi@ibo.org</a>
IBEN Africa, Europe, Middle East	Juner Garcia – <a href="mailto:juner.garcia@ibo.org">juner.garcia@ibo.org</a>
IBEN Asia Pacific	Gillian Presland – <a href="mailto:gillian.presland@ibo.org">gillian.presland@ibo.org</a>
Examiner Recruitment and Training (ERT)	Craig Escott – <a href="mailto:craig.escott@ibo.org">craig.escott@ibo.org</a>

## Professional Development (PD) workshop requests

Please contact **IB Answers**

## General authorization queries

Please contact **IB Answers**

## Schools in candidacy

Contact your allocated **consultant**



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# IB Associations & IBWS department

## Discussion



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# 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.

?

Any additions?





# 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?



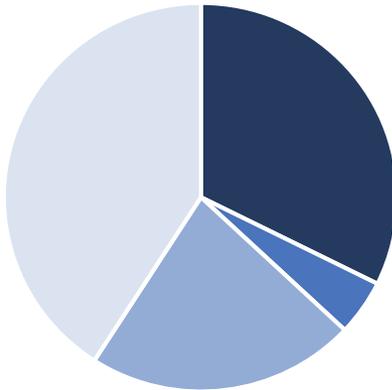


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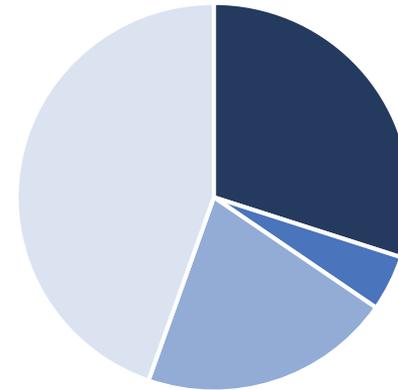
## Programmes and schools: 2017

### Schools



- Districts
- USA (non-district)
- Rest of IBA
- Rest of World

### Programmes



- Districts
- USA (non-district)
- Rest of IBA
- Rest of World



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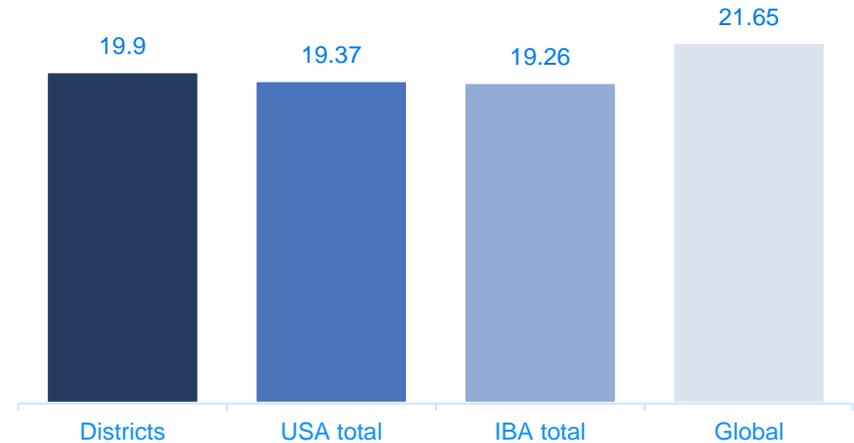
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## DP Cohort Sizes

Average cohort size (Courses and Diploma)



Average Diploma cohort size



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## Top 6 IBA countries (prog's)

	Schools	 Primary Years Programme	 Middle Years Programme	 Diploma Programme	 Career-related Programme	Total Prg
USA	1765	520	642	911	87	2160
Canada	368	82	170	171	3	426
Ecuador	262	12	11	262		285
Mexico	220	57	37	71	5	170
Peru	61	10	8	60	1	79
Argentina	57	5	3	56		64



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# Top 6 IBA countries (prog's)

	Charter	Private	State	State sub	Total Prg
USA	155	234	1761	10	2160
Canada	1	103	319	3	426
Ecuador		83	193	9	285
Mexico		166	4		170
Peru		55	24		79
Argentina		52	11	1	64



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# Thank you for your time and your continued commitment

Mail to: [adrian.kearney@ibo.org](mailto:adrian.kearney@ibo.org)



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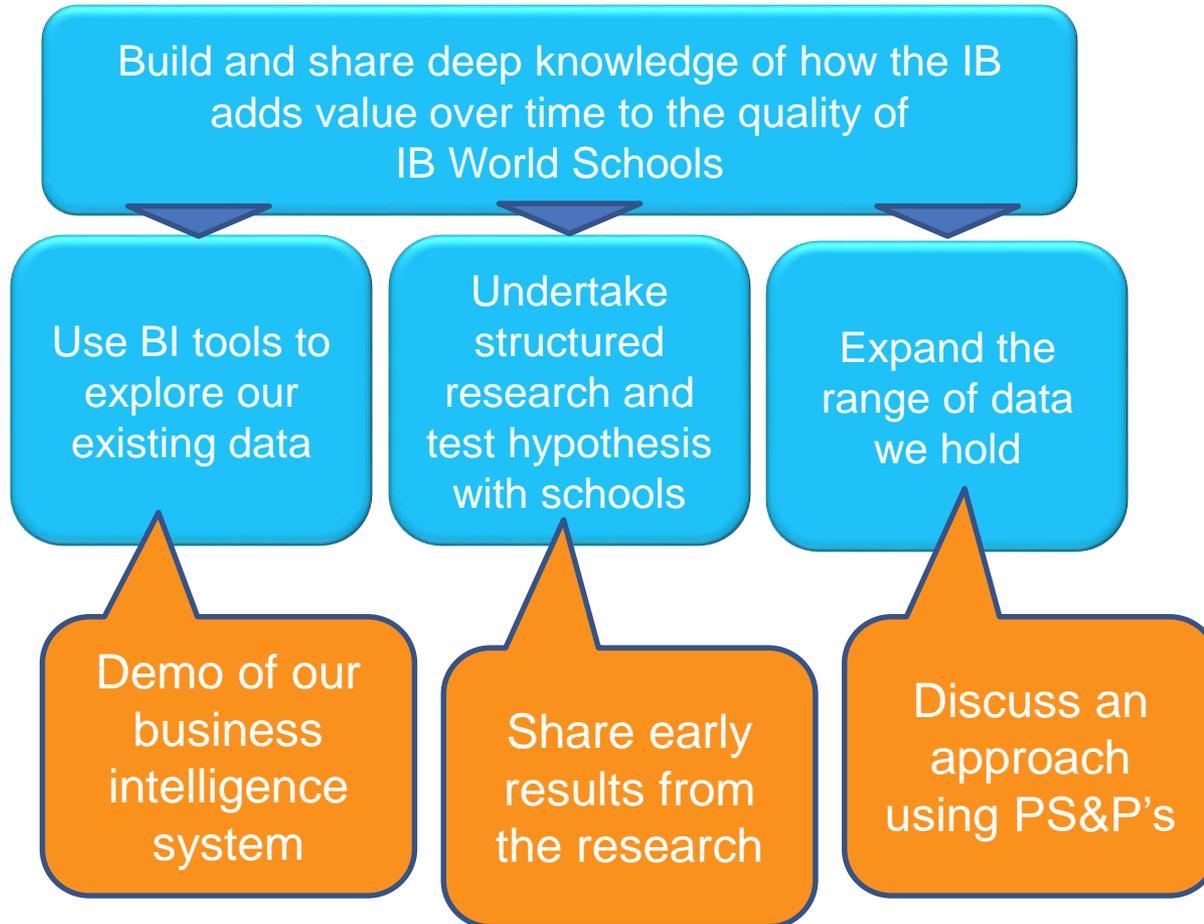


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1:1 'structured dialogue' with 83 heads of school engaging in their first programme evaluation

### **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.



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## Illustration of an approach ...

### Framework



### 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.

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

### 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





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# 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



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## Q&A



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## IB World Schools Department

# Serving and Supporting Authorized Schools

**Adrian Kearney**  
**Director, IBWS**  
**([adrian.kearney@ibo.org](mailto:adrian.kearney@ibo.org))**



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# IB GLOBAL CONFERENCE 2017

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ALL Schools

Total schools

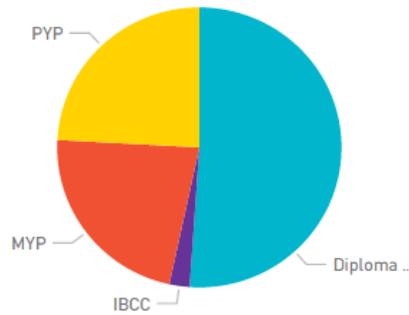
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Continuum Schools

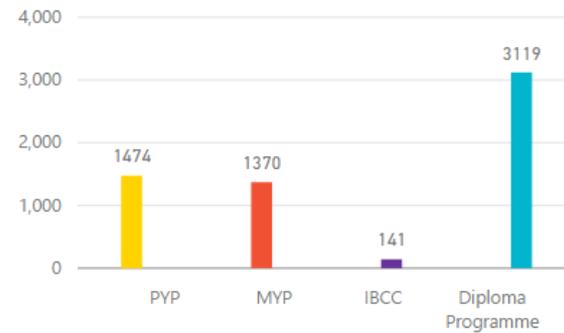
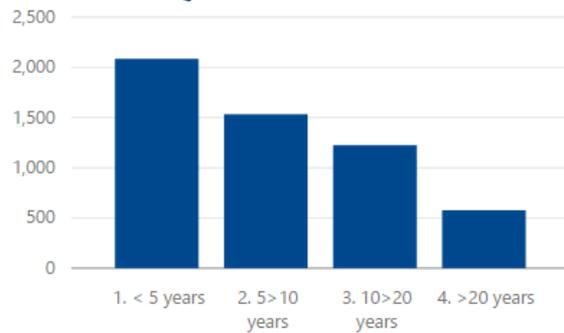


Total programmes

6194



A large proportion of 'young' programmes



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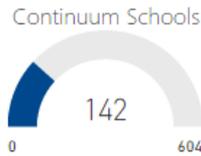


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Private International

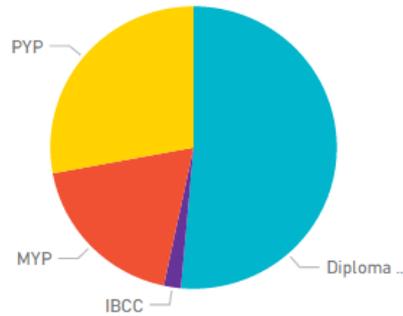
Total schools  
**604**



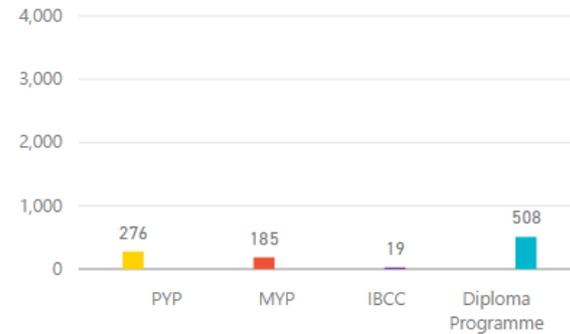
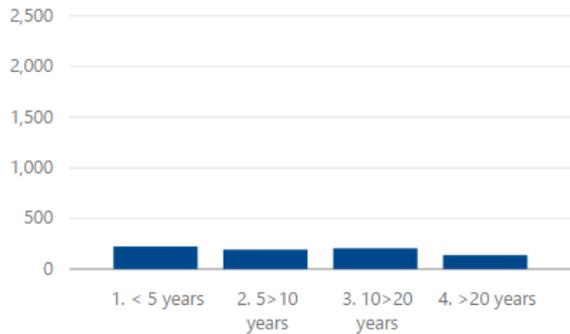
Small number of schools

Higher proportion of continuum schools

Total programmes  
**988**



An even spread of 'young' and 'mature' programmes



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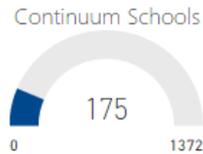
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Private National

Total schools  
**1372**

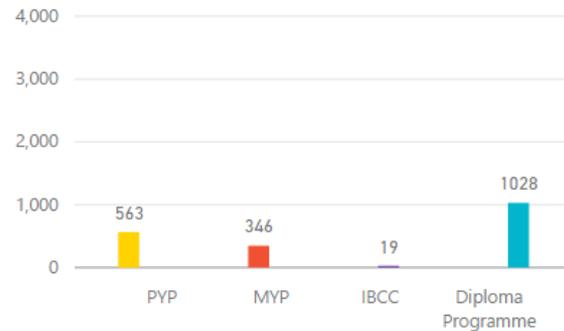
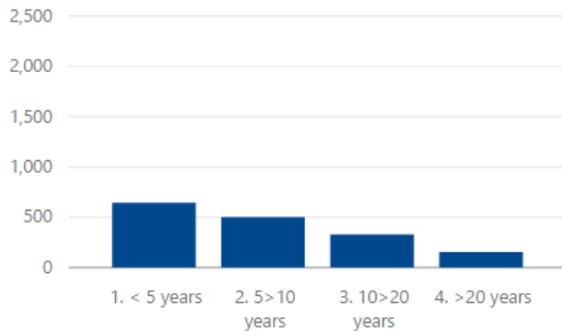
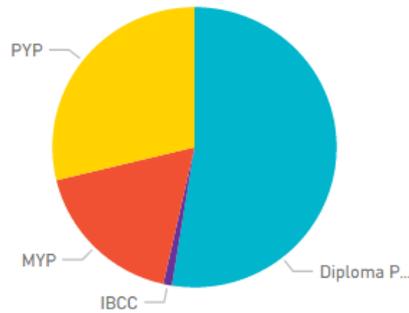
Large number of schools



Lower proportion of continuum schools

Total programmes  
**1956**

A large proportion of 'young' programmes





# IB GLOBAL CONFERENCE 2017

20-23

Public "Most of World"

Total schools

1105

Continuum Schools

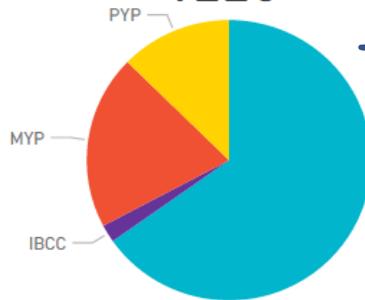


Large number of schools

Very few continuum schools

Total programmes

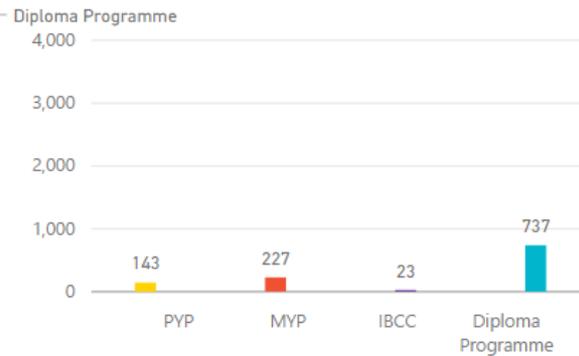
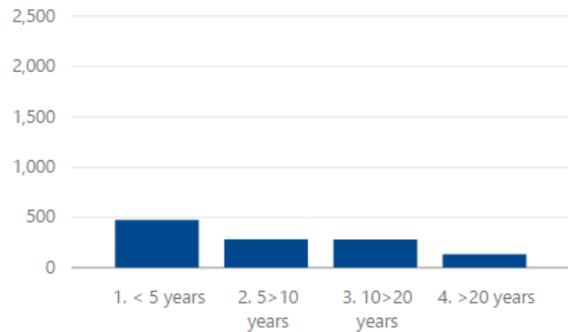
1220



Dominated by the Diploma Programme\*

Slightly more 'young' than 'mature' programmes

\*Including schools in Ecuador and schools in Europe, implementing 1 course



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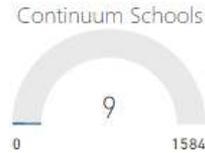


# IB GLOBAL CONFERENCE 2017

20-23

Public USA

Total schools  
**1584**



Large number of schools

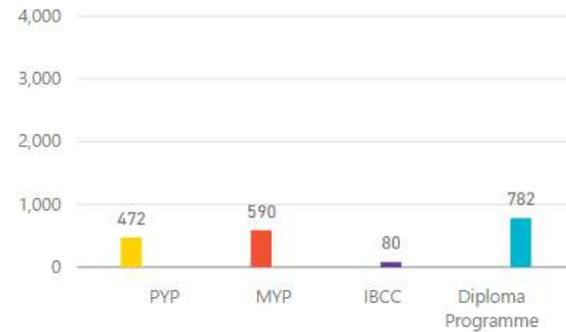
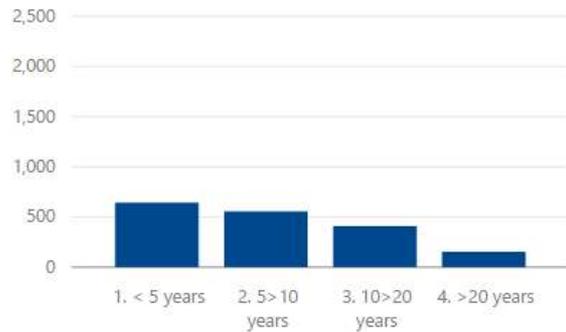
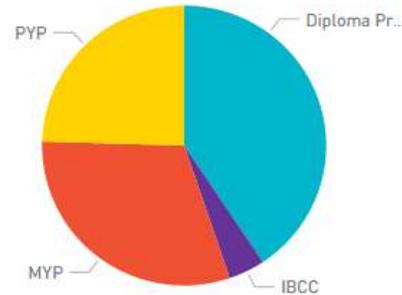
Very few continuum schools

An increase in the proportion of Middle Years Programmes

More 'young' than 'mature' programmes

Total programmes

**1924**



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