

International Baccalaureate (IB) Vision/Mission

The International Baccalaureate® (IB) is more than its educational programmes and certificates. At our heart we are motivated by a mission to create a better world through education. *(public website statement)*

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world *(learner profile statement)*

We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century. *(public website statement)*

All of the above is captured in our mission statement:

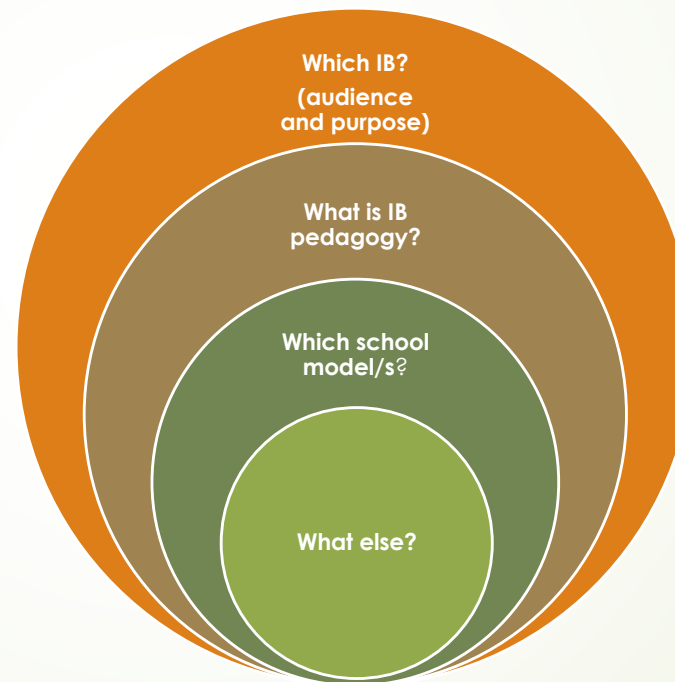
The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.



CHALLENGES AND OPPORTUNITIES OF INTRODUCING IB INTO JAPANESE CONTEXTS

Carol Inugai Dixon
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February 14, 2018

Layers of challenges





THE FIRST (outer) LAYER of CHALLENGE

- WHICH IB ARE WE TALKING ABOUT?
- WHICH IB DO YOU WANT? WHAT FOR? WHO FOR?

- **Take a minute and think, to yourself, how you would answer these questions**



WHICH IB?

- A DP HS qualification?(international schools)
- An elite HS qualification for Oxbridge, Harvard...? (Sevenoaks,UK; UWCs)
- An inclusive programme to raise national standards? (Gates Project, US)
- A new reformed national education fit for the 21st century(Ecuador)
- An incentive saving university time/money (subject model, Canada)
- An 'international' education that develops English skills (China, Thailand)
- A cult (authoritarian model)
- **An education to make the world a better & more peaceful place (mission)**
- Others?



AUDIENCE (who for) & PURPOSE (what for) INCOMPATIBILITIES?

- An elite HS qualification for Oxbridge, Harvard...? (Sevenoaks, UK; UWCs)
- An inclusive programme to raise standards? (Gates Project, US)
- A new reformed national education fit for the 21st century (Ecuador)
- An incentive saving university time/money (subject model, Canada)
- A cult (authoritarian model)
- An education to make the world a better & more peaceful place (mission)



AUDIENCE (who for) & PURPOSE (what for) IMPACT IMPLEMENTATION

- An elite HS qualification for Oxbridge, Harvard...? (Sevenoaks,UK; UWCs)
- Student screening and selection
- Subject selections
- Pedagogical approaches
- An educated elite to make the world a better & more peaceful place?



AUDIENCE (who for) & PURPOSE (what for) IMPACT IMPLEMENTATION

- An incentive saving university time/money (subject model in Canada)
- **Subject selections**
- **Subject omissions**

- **An IB education (without TOK, CAS and EE... the core...international mindedness) to make the world a better & more peaceful place?**

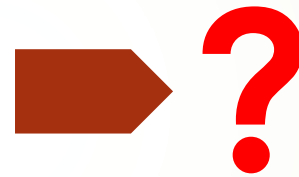


AUDIENCE (who for) & PURPOSE (what for) IMPACT IMPLEMENTATION

- A cult (authoritarian model)
- Pedagogical values and approaches (limitations to critical thinking)
- An education (subservient to an external authority) to make the world a better & more peaceful place?

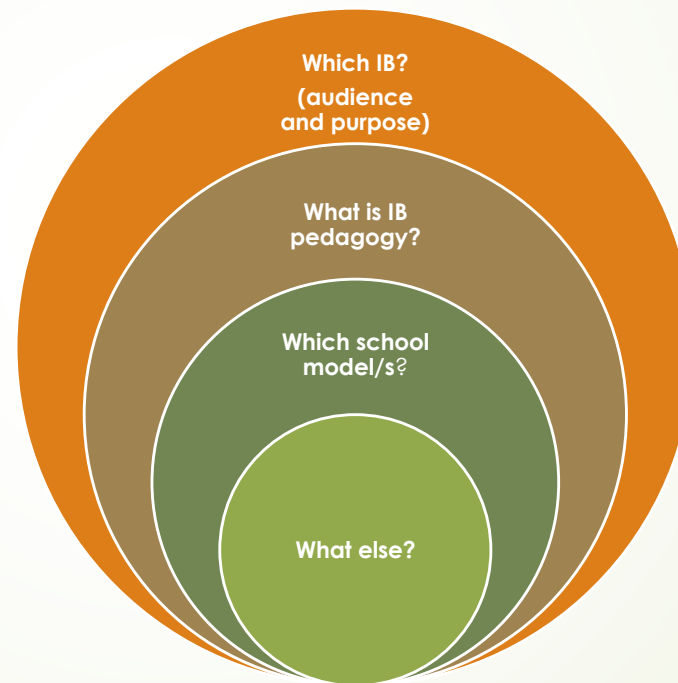


FOR JAPAN?



- ▶ **An education to make the world a better & more peaceful place**

Layers of challenges





THE SECOND LAYER of CHALLENGE: WHAT IS IB PEDAGOGY?

UNDERSTANDING IB PEDAGOGY SO AS TO IMPLEMENT IT IN JAPANESE CONTEXTS

WHAT EXACTLY IS IB PEDAGOGY?

How would you explain it? To students, teachers, parents, school governors?



WHAT IS IB PEDAGOGY?

- IB programmes offer curriculum frameworks for an international education that can be *adapted* to specific cultural and other contexts
- An IB international education is not the same as an international school culture
- *International mindedness* is a shared value in IB international education programmes which are implemented in very diverse cultures



International mindedness what is it?

- ▶ a conscious and active openness to diverse perspectives/world views
- ▶ demands AN INQUIRY approach to learning about alternatives and diversity
- ▶ central to the IB mission:
to provide an education to make the world a better & more peaceful place through the development of *INTERNATIONAL MINDEDNESS...*



THE NATURE OF AN INQUIRY APPROACH TO LEARNING

- Inquiry is a different approach to, or model of, learning than that of transmission.
- A transmission model of learning is common in Japanese school contexts
- WHAT ARE THE MAJOR DIFFERENCES?

INQUIRY v TRANSMISSION

INQUIRY APPROACH to LEARNING

Curriculum driven by questioning knowledge construction. No set text

Library & research skills essential for learning
Academic integrity integral to inquiry

Higher order thinking skills (HOTs) important:
critical, creative reflective thinking

Conceptual understandings developed as cognitive tools for HOTs

Small group work, discussions, collaboration. Teacher facilitates.

Criteria based, transparent assessment

TRANSMISSION MODEL of LEARNING

Set texts of knowledge drive the curriculum

Library and research skills not essential for learning
Academic 'honesty' more appropriate

Lower order thinking skills often suffice (LOTs):
information questions within the text

Factual canonical content memorised

Large single classes. Teacher at the front as information provider

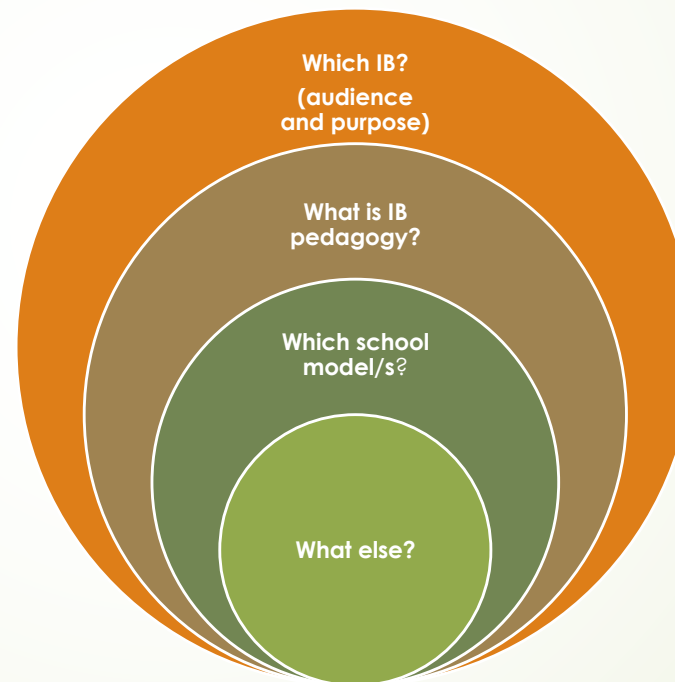
Correct/incorrect answers are marked



CONSEQUENT CHANGES OF INTRODUCING IB INQUIRY BASED LEARNING...

- Pedagogy > constructivist and emergent learning
- Role of teacher > facilitator
- Role of student > active inquirer
- Student/teacher relationship
- Classroom structure needs to be flexible
- Collaborative planning between teachers needs time
- Librarianship and library > central
- Need for individual & whole school community Professional Development

Layers of challenges






THIRD LAYER OF CHALLENGE: WHICH SCHOOL MODEL?

- **How can the necessary and consequential changes for introducing IB inquiry approach programmes into Japanese school contexts be accommodated?**
- **Which school models are the best fit for the changes?**



SCHOOL MODELS for introducing IB into Japanese contexts

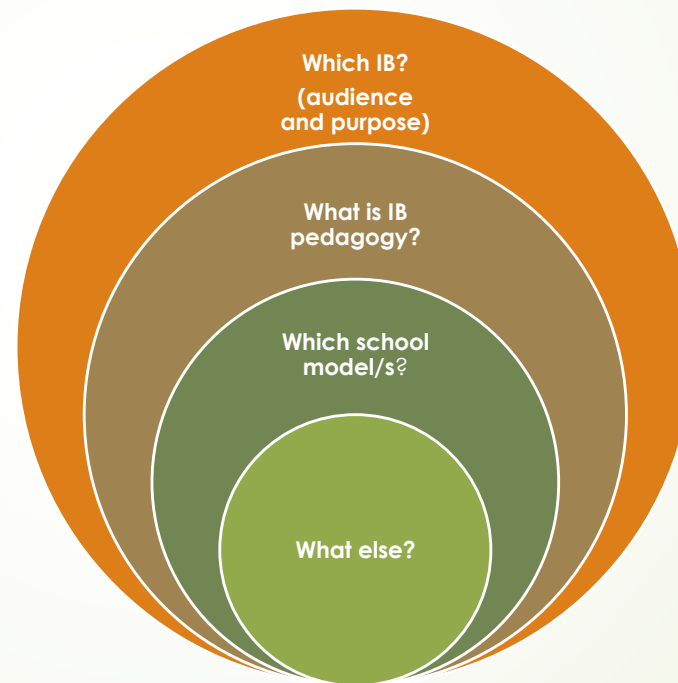
	INCORPORATED with NATIONAL CURRICULUM	INDEPENDENT of NATIONAL CURRICULUM
WHOLE SCHOOL CHANGE	Easier with PYP?	Purpose built schools
SMALL COHORT	Most manageable in early stages	> small separate schools (often for returnees or overseas students)



**JAPAN ASSOCIATION FOR RESEARCH INTO IB
EDUCATION: JARIBE
3rd annual conference
Saturday September 8:Okayama University**

<http://jaiber.org>

Layers of challenges





ADDITIONAL CHALLENGES

- Time management...x2 curriculums
 - Examination dates
 - Financial costs....school reform (libraries, IT, labs), PD, exam fees, student-teacher ratios
 - IBO liaison
- Perhaps you can think of more?

Layers of challenges





THE CHALLENGE OF CHANGE

resistance, anxiety, fear, insecurity, resentment, anger,
lack of motivation and engagement, sabotage

Validity?

Opportunities..

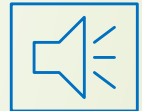
IMAGINE THE FUTURE



RENEWAL AND REVITALIZATION

CHANGE

COMMUNICATIVE English



Make the world a better and more peaceful place





IB VALUES INFORM MISSION AND VISION

- **INTERNATIONAL MINDEDNESS:**

multilingualism, intercultural awareness, global engagement

- **THE LEARNER PROFILE:**

inquirers: knowledgeable: thinkers: communicators: principles: open-minded: caring: risk-takers: balanced: reflective

- **APPROACHES TO LEARNING (ATLs):**

research, self management, social, communication, thinking skills

- APPROACHES TO TEACHING (ATTs):**

inquiry, conceptual, collaborative, differentiated, assessment

- **OTHER FOCI:**

academic rigour, holistic curriculum, TOK



IMAGINE THE FUTURE

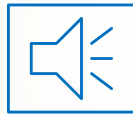
Critical, creative and conscious ethical thinking, risk taking, life long learning

= **HOPE** = student engagement=
=future potential=aspiration



RENEWAL AND REVITALIZATION

Reflective practice, metacognitive thinking, intercultural awareness, international mindedness =awareness, evaluation, critique of personal and Japanese cultural traditional values



COMMUNICATIVE English

A language for global participation, sharing, and making a difference



Make the world a better and more peaceful place

Responsibility, empowerment, caring, compassionate, problem solving

21st century citizen profile & VALUES



OPPORTUNITIES FROM THE CHALLENGES OF INTRODUCING IB INTO JAPANESE CONTEXTS

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February 14, 2018



Thank you

Please share your feedback of critical thoughts, questions, suggestions, creative ideas etc....

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