

# Coordinator's notes

Information for Career-related Certificate coordinators and teachers

As we strive towards more effective and concise communication with IB World Schools, we have undertaken a review of the *Coordinator's notes* for all IB Programmes. The review results and information about the publication of the *Coordinator's notes* in 2014 will be communicated to IB World Schools in a separate mailing.

## General

### Welcome to the International Baccalaureate Career-related Certificate (IBCC) *Coordinator's notes*

These coordinator's notes are for all schools offering the International Baccalaureate Career-related Certificate (IBCC). They are published three times a year in March, June and October. The notes serve primarily to distribute any information or news that might be of interest to IBCC coordinators.

Should you have any information you would like to share with other IBCC schools through the IBCC coordinator's notes, please send it to: [dominic.robeau@ibo.org](mailto:dominic.robeau@ibo.org).

### International Baccalaureate (IB) conferences

At the IB Conference of the Americas (18–21 July 2013), seven presentations were held about the IBCC including two by Chris Mannix, Head of IBCC, and Natasha Deflorian, IBCC Associate Manager for the Americas.

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### Career-related Certificate *Coordinator's notes*

Published three times a year for Career-related Certificate schools by the International Baccalaureate.

#### IB Answers team

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### IB store, and sales and marketing

Email: [sales@ibo.org](mailto:sales@ibo.org)

Available on IBIS (<http://ibis.ibo.org>) and on the online curriculum centre (<http://occ.ibo.org>).

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Five more breakout sessions were presented by IBCC school practitioners. All presentations were well attended and received.

To view the presentations from the IB Conference of the Americas, please go to: <http://ibo.org/iba/conference/conferencearchive/2013conferencepresentations/>.

There will be presentations on the IBCC at the IB Africa, Europe, Middle East Regional Conference (24–27 October 2013).

## IBCC school statistics

As of August 2013, there are a total of 54 authorized IBCC schools in the following countries: Australia, Belgium, Germany, Italy, Mexico, Switzerland, Thailand, United Arab Emirates, United Kingdom, and USA.

Bachillerato UPAEP Santiago, an IBDP school in Mexico, was authorized for the IBCC in July 2013. This is the first authorized IBCC school in Latin America.

## IBCC on the online curriculum centre (OCC)

The IBCC now has a tab on the main page of the OCC to provide easy access to the IBCC forum, documents and videos.

A new online faculty member has been appointed to the IBCC forum: Jon Halligan. Jon will provide advice and support discussions and resources on the IBCC forum. Please drop into the forum to say hello!

The "Teacher resource exchange", found on the left hand side of the IBCC page, is a useful site to share resources.

IBCC documents on the OCC include:

- *Overview of the IBCC\**
- *IBCC Core Guide\**
- *Handbook of procedures for the IB Career-related Certificate\**
- General regulations: IB Career-related Certificate
- IBCC Standards, Practices and Requirements
- IBCC Language Portfolio
- IBCC Reflective Project: Student Guide
- IBCC Reflective Project Teacher Support Material

\*The *IBCC Core Guide*, *Handbook of procedures for the IB Career-related Certificate* and *Overview of the IBCC* were updated in September 2013.

## IBCC videos

Two IBCC videos in both English and Spanish have been produced for Language Development and Approaches to Learning. These videos can be downloaded from the IBCC page on the OCC, and will serve to assist teachers in understanding the two IBCC core components. The scripts for each video can also be downloaded.

## Award of the IBCC

**Please note that from May 2014, the IB Career-related Certificate will be issued subject to satisfactory completion of the following requirements:**

1. The candidate has completed the specified career-related study.
2. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme (DP) courses registered for the IBCC.
3. The candidate has been awarded a grade of at least D for the reflective project.
4. All approaches to learning, community and service, and language development requirements have been met.

All candidates will receive the IB Career-related Certificate results detailing achievement in the IB Diploma courses and reflective project along with status of completion of the IBCC core.

## Career-related study criteria

As part of our commitment to evolve and improve our services and support to schools, the IB has slightly revised the existing criteria (currently found on page 5 of the *Handbook of procedures for the IB Career-related Certificate* (November 2012) in order to assist schools with identification of an appropriate career-related study for IBCC students. This will not have any effect on existing IBCC schools; however, these revised criteria should provide greater understanding of the minimal requirements for future career-related studies.

Career-related study criteria
<p><b>1. Delivery of the IBCC</b></p> <p>The career-related study is part of the student timetable during the two-year duration of the IBCC.</p>
<p><b>2. Accreditation/recognition (one option or more)</b></p> <p>a. The career-related study and assessment plan is accredited/recognized by a government body.</p> <p>b. The career-related study and assessment plan is accredited/recognized by an awarding body.</p> <p>c. The career-related study and assessment plan is accredited/recognized by an appropriate employer, organization or professional body.</p> <p>d. The career-related study and assessment plan is accepted/recognized by a further/higher education institution.</p>
<p><b>3. Quality assurance</b></p> <p>The career-related study is subject to a demonstrable form of external quality assurance.</p>

For more information, please contact your regional office.

## IB digital communications toolkit

This digital toolkit (<http://ibo.org/myib/digitaltoolkit/>) is designed to provide authorized IB World Schools with a wide range of communications materials that can be used to present the IB and its programmes to stakeholders such as students, parents, teachers and school boards as well as universities and government bodies.

The toolkit enables IB World Schools to promote themselves in a consistent manner, fully complying with the IB brand and ensuring that messages are consistent and clear. It is important that communications from IB World Schools worldwide are developed with an awareness and sensitivity to local culture. Please contact your regional office for more information.

In order to understand how to use the various materials and how to apply the IB brand alongside your own marketing materials, please download a copy of the brand guidelines from the "Branding guidelines" section. Please contact the Communications and Marketing department at the IB if you require tools that are not yet available, by sending an email to [communications@ibo.org](mailto:communications@ibo.org).

## IBCC brochure

An IBCC brochure is available incorporating the programme model and relevant information. This brochure is suitable for educators, parents and students and can be downloaded from [www.ibo.org/ibcc/](http://www.ibo.org/ibcc/).

## IBCC higher education brochure

The IB has produced a higher education brochure for university admissions staff explaining the structure of the IBCC and the qualities that IBCC students will be able to offer higher education institutions. The brochure can be downloaded from [www.ibo.org/ibcc/](http://www.ibo.org/ibcc/).

## IBCC online workshops

IB online professional development is pleased to offer three separate workshops for teachers and coordinators of the IB Career-related Certificate:

### 1. IBCC—Coordinators Category 1

This workshop examines all elements of the IBCC. It provides information, resources and practical suggestions for the implementation and development of the IBCC in a school.

### 2. IBCC—Reflective Project Category 1

This workshop examines the IBCC core component of the reflective project. It provides information, resources and practical suggestions for the implementation and development of the reflective project.

### 3. IBCC—Approaches to Learning Category 1

This workshop examines the IBCC core component of ATL. It provides information, resources and practical suggestions for the implementation and development of an IBCC ATL course.

Each workshop is facilitated by an online educator and the language of instruction is English. The duration of each workshop is three weeks. Workshop time commitment will depend on the level of engagement from the participants; however, it is expected to be around 4–6 hours per week. Participants can log into the workshop at times of their choosing to complete the activities and participate in forum discussions.

Participants receive a certificate of completion on conclusion of the workshop.

The final IBCC workshops for 2013 will run from 6 November 2013 to 27 November 2013.

Register for IBCC workshops by visiting: <http://onlineworkshops.ibo.org/online-workshops-registration>.

We welcome you to visit the online professional development website in order to browse through a full 2013 online workshop listing: [http://onlineworkshops.ibo.org/workshop\\_search](http://onlineworkshops.ibo.org/workshop_search).

If your school has been recognized as an IBCC candidate school, a different method of workshop registration is required. Please contact your regional office for further information.

## DP online courses

Business management HL is the latest addition to the catalogue of DP online courses and will be on offer in September 2014. Psychology HL will be available for enrolment in September 2013. The IB is pleased to continue to expand the course offerings and reminds you that students may take one online course to contribute to the IBCC.

For more information, contact [dp.online@ibo.org](mailto:dp.online@ibo.org) or [admissions@pamojaeducation.com](mailto:admissions@pamojaeducation.com).

## Global Professional Development

With the growth in the IBCC, Global Professional Development are keen to develop more workshops and PD opportunities to reflect the needs of the changing IB community and focus specific professional development to support schools introducing the IBCC. To assist, we are seeking people who reflect the needs of the IB community, workshop leaders (including Spanish and French speaking), as well as those who have experience of facilitating online workshops. If you are experienced in the IBCC and wish to be considered to assist in future development of online PD please contact Liza Tercero (Head of Global Professional Development) at [diploma.pd@ibo.org](mailto:diploma.pd@ibo.org). If you would like to be considered for the role of online workshop facilitator, please contact [pdprojects@ibo.org](mailto:pdprojects@ibo.org).

## IBCC and Common Core State Standards

The IB has recently published high quality resource materials to support IB educators in the USA in aligning their curriculum to the Common Core State Standards (CCSS). The IB and the CCSS share many goals, the foremost of which is their mutual emphasis on career and college readiness. IB schools have an advantage when adopting the CCSS because they have already made the shifts required in teaching and learning as part of their journey to become an IB World School. Relationship studies were commissioned to educators with specialized knowledge of IB curriculums and CCSS for English Language Arts (ELA), Mathematics and the Common Career Technical Core (CCTC). Two relationship documents have been published, one on ELA and the other on mathematics; using the structure of the K-12 CCSS, they highlight the broad relationship with teaching and learning in the IB programmes. Each study also includes a brief overview of the overlap between the IBCC and the 12 CCTC career-ready practices. By examining both the stated aims and the defined content of each component, the 12 CCTC career-ready practices are found to be explicitly embedded in the IBCC core.

For more information, please visit: <http://www.ibo.org/iba/commoncore/>.

## International Education Research Database (IERD)

The Research team welcomes you to join a recently revitalized education resource—the International Education Research Database (IERD)—which allows users to learn more about the field of international education research, much of which relates to the IB's core work around the world. The IERD is a free online resource for students, researchers, teachers and others interested in all aspects of international education. As the IERD is a referencing resource, rather than an online library, it does not contain the actual full text of publications. In many instances, however, a link is provided to the full text or to the publisher's website.

The IERD can be a highly useful tool when searching for information on international education, various aspects of the learner profile, the IB and international schools. The IERD offers references for historical, and the latest, education research. While the IB Research team continually updates this resource, users are highly encouraged to submit new references to add to the IERD's reach and utility. To access the IERD and/or to add new references, please register first. This is a quick and free process. We hope that you will benefit from, and contribute to, this rich knowledge resource.

The IERD can be found at: <https://ibdocs.ibo.org/research/>.

If you have any questions or would like assistance with using the IERD, please contact the Research team: [research@ibo.org](mailto:research@ibo.org).

## IBCC spotlight

In each edition of the IBCC coordinator's notes, two IBCC schools will be invited to submit a brief explanation of how the IBCC programme is being implemented at their school. For this edition, two schools, both from the USA, provide readers with a fascinating glimpse into their IBCC programme.

### IBCC at Roosevelt High School, Minneapolis, Minnesota, USA

Roosevelt High School began its IBCC journey approximately five years ago in a rather unique fashion. It was selected to be one of the original 12 world pilot sites for the IBCC while the school was still in the process of preparing for its initial IB Diploma authorization. Thus, Roosevelt was able to grow both its infant IB programmes simultaneously, and offer students two different, yet equally rigorous, options. The faculty and administration adopted the "IB for all" philosophy, and all students are encouraged to formally enroll in either the IBCC or the DP pathways. At a minimum, we encourage students to take one Diploma Programme course as they prepare for graduation. At Roosevelt, the IB programmes are viewed as part of the norm, and a conscious effort is made to encourage both programmes to be inclusive.

Roosevelt's IBCC students are able to choose between a health careers focus, enroll in college credit-bearing Career and Technical Education courses in construction and welding, or participate in Roosevelt's NATEF certified automotive service or collision training. The IBCC has prepared these students academically for college admission at two- and four-year private and public colleges in the state, and beyond. The IBCC has also given them career skills for entry employment into their chosen fields. Students in the health careers pathways are trained as certified nursing assistants, and emergency medical responders. Automotive students are prepared to take the Automotive Service Excellence (ASE) professional tests in selected automotive areas.

Roosevelt has a very diverse student body—both economically and socially. Nearly 90% of the students are from families living in poverty, two-thirds of its students speak a home language other than English, and a large percentage are recent immigrants from East Africa, West Africa, Mexico, Central and South America. The Roosevelt community considers this diversity its strongest asset. This diversity of culture, customs, and political views enriches the Approaches to Learning course, invigorates the community service activities, expands language development opportunities and provides stimulating ethical dilemmas for the reflective projects for all Roosevelt IBCC students.

*Barbara Pederson IBCC coordinator, Roosevelt High School*

## **IBCC at Watkins Mill High School, Gaithersburg, Maryland, USA**

Watkins Mill High School (WMHS) is an IB World School delivering the DP since 2002 and is currently an MYP Candidate school. Watkins Mill was authorized in June 2012 to deliver the IBCC, bringing yet another fine academic choice to its 1450 students. With five career academies in place: Project Lead the Way, (Engineering); National Academy of Finance; Medical Careers; Hospitality Management; and Early Childhood Development, the IBCC fulfilled a meaningful need for WMHS students. Before adding the IBCC, students often faced the difficult choice at the 10th–11th grade juncture of whether to “go IB” and take the full DP, or to continue on the pathway to complete their respective career academy. Scheduling constraints prevented accomplishment of both IB Diploma and career pathways due to the high number of graduation requirements.

The IBCC appeared to be the perfect answer for WMHS. Finding a way to implement the IBCC was not without challenges, but fortunately, all stakeholders from the district office, school administration, IB and career academy staff, and the entire school community, worked collectively to

make this a reality. Language Development was a challenge in particular and the solution involved a very creative independent study which our students have embraced and are enjoying thoroughly. Approaches to Learning has been a wonderful experience for our students and teachers, and we've been fortunate in that (aside from our two very engaging ATL teachers who teach the course) each and every career academy staff member has taken the IB ATL online course and embedded ATL concepts in their career academy courses. Our first class of 22 IBCC candidates completed year one in May 2013 and will be the first graduating IBCC cohort in May 2014. Recruitment for our second cohort was even more promising, with 57 juniors who began year one of the IBCC in August 2013.

*Lisa Ingram IBCC/DP coordinator, Watkins Mill High School*

## **Submissions for IBCC Coordinator's notes**

If you would like to share information regarding the IBCC, please send it to [dominic.robeau@ibo.org](mailto:dominic.robeau@ibo.org) at least 10 weeks before scheduled publication of the coordinator's notes. (Publication is the first Tuesday in March, June and October.)