The IB: a historical perspective
The IB Mission

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.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
Education trends (by the 1960s)

Traditional
- Memorisation
- Same content for all
- Hermetic subjects
- IQ tests
- Didactic
- Teacher-centred
- Academic intelligence
- Norm-referenced
- Machine-scored tests
- Translation (languages)
- Closed classrooms
- National perspective

Progressive
- Critical analysis
- Student choice
- Transdisciplinarity
- Range of skills testing
- Constructivism
- Child-centred
- Education of the whole child
- Criterion-referenced
- AV and AL (languages)
- Open plan rooms
- Multiple perspectives
Key influential educationalists

**John Dewey**
1859 – 1952
American philosopher, psychologist and educational reformer

**A.S Neill**
1883 – 1973
Scottish progressive educator, author and founder of Summerhill School

**Jean Piaget**
1896 – 1980
Swiss developmental psychologist and philosopher

**Jerome Bruner**
1915 – present
American psychologist and author of *The Process of Education*

**Key insight:**
- The importance of tapping into students’ natural curiosity
- Personal freedom for children – students developing in an environment free of constraints
- Academic intelligence develops in children through a cognitive cycle
- Learning by doing and self-discovery of information makes students better problem solvers
Building the foundations of the IB: 1962 - 1975

1962
- Atlantic College founded
- International Schools Association (ISA) conference of teachers of social studies in international recommends that International Passport to Higher Education be called “International Baccalaureate”, following Bob Leach report

1968
- IB Organization registered in Geneva

1970
- First official IB Diploma Programme exams taken by students at 12 schools from 10 countries – including two state schools (Germany and France)

1970 - 1980
- Recognition of the IB programmes negotiated in many countries

1975
- North American Regional Office opens in New York
Early IB influencers

Robert Leach

The original promoter of the IB
Organised the Conference of Internationally-minded Schools (1962) where the term “International Baccalaureate” was first mentioned
Developed a contemporary history syllabus and exam, which promoted critical inquiry
This pedagogy was applied to all IB Diploma Programme subjects and later to the MYP and PYP

John Goormaghtigh

Belgian lawyer
Treasurer, International Schools Association (1957 – 1962)
Chair, Board of the International School of Geneva (1960 – 1966)
President, International Schools Examination Syndicate (1965 – 1967)
President, IB Council of Foundation (1968 – 1980)

Alex Peterson

Instrumental in the formation of the International Baccalaureate Organization (1968)
Driving force behind IB curriculum design
First Director General (1968 – 1977)
First honorary member of the organisation’s Council of Foundation (1983 – 1988)

Kurt Hahn

Founder of Atlantic College in 1962 (Wales)
His theory of “Outward Bound” Four Pillars inspired the CAS element of the IB DP:
1. physical fitness
2. expedition of challenge and adventure
3. project to develop self-reliance and self-discipline
4. sense of compassion through service
The IB journey continued: 1975 onwards


1978: Standing Conference of Governments London - 32 countries represented

1982: Regional offices open in Buenos Aires, London and Singapore

1994: Middle Years Programme introduced

1997: IB becomes available in Chinese

1997: Primary Years Programme introduced

1998: IB develops mission statement

1982: Regional offices open in Buenos Aires, London and Singapore

2000: IB develops Learner Profile

2006: IB develops Learner Profile

2012: IB Careers Related Certificate (IBCC) introduced

Opening of Bethesda (2010), The Hague (2011) and Singapore (2012) IB Global Centres
Philosophy, structure, content and Pedagogy of the IB Diploma Programme developed
1962

Theory of Knowledge (TOK) introduced
1967

Creative, Action, Service (CAS) introduced
1968

Extended Essay introduced
1974

Alec Peterson authors:
*Arts and Science in the Sixth Form*
(Oxford Department of Educational Studies, 1960)

Ideas incorporated into the IB curriculum:

- Broader education with some degree of specialisation
- Ethics in science
- Humanities specialists ought to know about “the beauty of mathematics”
- Critical analysis and learning to learn rather than to accumulate encyclopaedic knowledge and learning through memorisation
- Moving from three specialised subjects to four, spread over humanities and sciences
Middle Years Programme

1980
International Schools Association Conference (ISAC) at Moshi IS, Tanzania recommends the development of a pre-IB course to meet the needs of students aged 11-16 years with a focus on six ‘needs’:

1. GLOBAL
2. INTELLECTUAL
3. PERSONAL
4. PHYSICAL
5. CREATIVE
6. SOCIAL

1992
IB formally takes over responsibility for ISAC

1994
IB introduces the Middle Years Programme (MYP)
Primary Years Programme

Curriculum based around six transdisciplinary themes:

1. WHO WE ARE
2. WHERE WE ARE IN PLACE AND TIME
3. HOW WE EXPRESS OURSELVES
4. HOW THE WORLD WORKS
5. HOW WE ORGANIZE OURSELVES
6. SHARING THE PLANET

1990
Idea for a programme for students aged 3-12 is first discussed at the ECIS (European Council of International Schools) Conference in Rome

1992
Frankfurt IS steering committee, led by Kevin Bartlett (Vienna IS), started the International Schools’ Curriculum Project (ISCP) ages 3-12

1997
IB introduces the Primary Years Programme (PYP)
Career-related Certificate

2000s
IB identifies a need to develop a career-related approach to learning
Result of global trends and attempts to bring academic and career-related study closer together
Recognition that the development of an IB career related certificate to support local vocational/career-related studies would broaden access to an IB education

2010
IB pilots IBCC in schools around the world
The IBCC incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning
Flexible educational framework allows schools to meet the needs, backgrounds and contexts of students
Each school creates its own distinctive version of the IBCC

2012
IB introduces the IBCC
Some IB statistics: then and now

1971
- 681 DP exam candidates
- Estimate of 749 students
- 7 schools

2014
- 135,849 DP exam candidates
- Estimated # of 1,100,000 students
- 3,789 schools

State schools 0%
Private schools 100%

State schools 56%
Private schools 44%