Internationalising the Curriculum in Australian Schools

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Submitted in fulfilment of the requirements for the degree of
Doctor of Philosophy

Deakin University
August, 2011
I am the author of the thesis entitled

“Internationalising the Curriculum in Australian Schools”

submitted for the degree of Doctor of Philosophy

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Is the result of my own work and that where reference is made to the works of others, due acknowledgement is given.

I also certify that any material in the thesis which has been accepted for a degree or diploma by any other university or institution is identified in the text.

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Date – August, 2011
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Acknowledgements

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International Baccalaureate Coordinators in schools in different states in Australia; these being South Australia, Victoria and Tasmania who participated in semi-structured interviews.

A Principal of an IB school who participated willingly in a semi-structured interview.

Senior IBO administrators – who participated in surveys and semi-structured interviews.

I would also like to thank the Principal, Dr. Barry Arnison, under whom I researched and wrote this thesis, for his encouragement and generous support throughout the entire process. I would like to acknowledge the help of my first supervisor, Professor Shirley Grundy, who helped me in the initial stages. To my current supervisor, Doctor Jennifer Angwin, my heartfelt thanks for the great balancing act, between tact and criticism, in keeping me on task and enabling me to complete this thesis. Whilst I am delighted to reach the culmination it has been the journey that has undoubtedly been so enriching for me.

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Abstract

My thesis, ‘Internationalising the Curriculum in Australian Schools’ is significant and timely in that one international educational programme, the International Baccalaureate, has experienced unparalleled growth in schools in Australian over the last decade (132 Diploma, Middle Years and Primary Years schools Australia wide- www.ibo.org – Accessed 2nd January 2011). Whilst this growth in itself does not automatically mean that Australian education has experienced any particular level of internationalising as the concept of internationalising and the adoption of the International Baccalaureate Diploma is not necessarily synonymous, nevertheless the effect of the IB Diploma programme on the fabric of Australian national (both state and independent) schools bears close examination. In the process of doing this, my thesis considers the history and growth of the International Baccalaureate in the world and in Australia and analyses the process and outcomes of the implementation of the IB Diploma, through its capacity to internationalise education through changes in curriculum and staff development, leading to holistic school change, and its legacy and future in the Australian educational environment.

My study examined the phenomenon where a ‘pragmatic’ and product oriented system of education designed with a specific purpose in mind, originating in Europe in 1970 for globally mobile students could now, (41 years later), be argued to have transformed to one that is more process and praxis oriented. Peterson (1987) stated that the International Baccalaureate had been criticized because it was “too dominated by the demands of university entrance, not genuinely international enough, too Western-oriented and too academic” (p.199). One could argue that the IB Diploma has changed from a system that was concerned with objectives and measurable outcomes (as well as being idealistic) to one that prioritises social vision, a focus on interactions, a shift from (simply) teaching to learning, emphasizing interpretation, meaning making and thinking, and treating learners as subjects rather than objects.

I studied the history of the growth of the IB Diploma programme (linking it to the rise of globalisation) and its consequent growth in Australia. I then examined the process and outcomes when the IB Diploma programme is introduced into a national school through the use of semi-structured interviews and surveys with teachers of the IB, IB
Coordinators, a Principal of an IB school and selected senior IBO officials. In these interviews and surveys I wanted to know from teachers and coordinators what they saw as the indicators that a national school was being internationalized through the introduction of the IB Diploma. I wanted to gain from the participants in the interview process, the way in which the IB Diploma has been represented to them from the IBO itself and what they (through this representation) imagined the IB Diploma to be.

Through this expression of their perceptions of the Diploma, I hoped to be able to understand just how the IB Diploma is produced and consumed (Doherty, 2009). My singular focus was on the primary sources of the interviews as I wanted to obtain the information on the Diploma that is not part of the conventional IBO publications nor from critical (anti-IB sources) sources only. I also utilised surveys from IBO officials and students who completed the IB Diploma. I described, interpreted and analysed these interviews and surveys with a focus on issues relating to curriculum, staff development and change in school ethos, with a view to becoming internationalized. In this process, I also wanted to understand the difference between the intended curriculum of the IB Diploma and the (actually) implemented curriculum; that is what is actually taught to students when the curriculum is actualized. Much of this was gleaned from the teacher participants; those at the chalk face of the implementation process. With the student participants, there was an attempt to understand the level of the attained curriculum; that is, what the student has actually learned and the attitudes the student has acquired as a result of being immersed in the IB Diploma programme.

Despite the arguable shift from a combined idealistic and product oriented curriculum to one that represents a mix of measurable outcomes, social vision and formative learning, the IB in Australia is nevertheless still most often perceived or imagined as ‘the niche curriculum of choice for the academic elite’ (ibid, 2009 p.6). This is evident with schools that offer the Diploma being perceived as “selling social advantage rather than social justice” with the IB being “deployed as a commodity that increased their advantage in the marketplace” (Whitehead 2005, p.1). Bagnall (1994) concluded that:
The parents and students of the IB program are aware of the potential cultural capital that the IB offers them. The selection of the IB program is more than a casual choice made the year before beginning the program. The advantages offered by this international diploma are likened by Bourdieu to trumps in a card game” (p. 3).

Canterford (2003) agreed with Bagnall’s statement when he stated:

Parents (and pupils) are realizing that in a world of economic uncertainty, quality resources, especially in education, are becoming more restricted. It would seem that, at the moment, the majority of international schools are offering a product that almost guarantees access to higher education but at a price: if you want it, you have to pay for it (p.56).

This perception has the potential to further consolidate the elitist image of the IB in the Australian education environment, especially when one considers the trend in Diploma uptake in Australia; 61 Diploma schools; 50 independent and 11 state (www.ibo.org – Accessed 2nd January 2011). So, despite the IBO rhetoric about educating the whole person, it could be argued that there is a gap between the intended and implemented curriculum leading to a less than adequate, attained curriculum. Bagnall (1994) referred to the value of the ‘symbolic imposition’ of the IB Diploma as opposed to its intrinsic educational value.

My thesis (through the research) found that the IB Diploma, despite being described as “a strong-handed, authoritarian regime with ‘compulsory’, ‘required’, ‘mandated’ features thus resonating with the ‘cultural restoration’ (Apple, M. 2004, p.175) values of neo-conservatism” (Doherty, C. 2009, p.85), has evolved from a condition of necessary pragmatism to being perceived as visionary. In the process it has made and continues to make a worthwhile and enduring contribution to a specific niche in the Australian educational environment through its 'radically conservative’ (Apple, M. 2001, p. ix) curriculum, its capacity to improve teaching outcomes and the way these two aspects ‘radicalize and reinvigorate’ implementing schools. I also found that the IB Diploma has much work to do in resolving the tensions between the rhetoric and the reality and that any global system of education that professes or claims to be equipped to serve all the needs of all students across the globe is in danger of hubris and consequently in danger of losing it potency.
<table>
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<tr>
<td>ACARA</td>
<td>Australian Curriculum</td>
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<tr>
<td>ACE</td>
<td>Australian Certificate of Education</td>
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<td>ACER</td>
<td>Australian College of Educational Research</td>
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<td>ATAR</td>
<td>Australian Tertiary Admissions Rank</td>
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<td>CAS</td>
<td>Creativity, Action and Service</td>
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<td>CAS</td>
<td>Creativity, Action, Service</td>
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<td>CIS</td>
<td>Community of International Schools</td>
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<td>ECIS</td>
<td>European Community of International Schools</td>
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<td>ERI</td>
<td>Education Resource Index</td>
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<td>GRIBO</td>
<td>General Regulations of the IBO</td>
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<td>HDR</td>
<td>Higher Degrees by Research</td>
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<td>IB</td>
<td>International Baccalaureate</td>
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<td>IBAP</td>
<td>International Baccalaureate Asia Pacific</td>
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<td>IBDP</td>
<td>International Baccalaureate Diploma Programme</td>
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<td>IBO</td>
<td>International Baccalaureate Organisation</td>
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<td>ISA</td>
<td>Independent Schools Association</td>
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<td>MYP</td>
<td>Middle Years Programme</td>
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<td>NAPLAN</td>
<td>National Assessment Programme Literacy and Numeracy</td>
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<tr>
<td>OECD</td>
<td>Organisation for Economic and Community Development</td>
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<tr>
<td>OP</td>
<td>Overall Position</td>
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<td>PISA</td>
<td>Programme for International Student Assessment</td>
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<td>PYP</td>
<td>Primary Years Programme</td>
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<tr>
<td>QSA</td>
<td>Queensland Studies Authority</td>
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<tr>
<td>QTAC</td>
<td>Queensland Tertiary Admissions Centre</td>
</tr>
<tr>
<td>SACE</td>
<td>South Australian Certificate of Education</td>
</tr>
<tr>
<td>SES</td>
<td>Socio Economic Status</td>
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<tr>
<td>TER</td>
<td>Tertiary Entrance Rank</td>
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<tr>
<td>TOK</td>
<td>Theory of Knowledge</td>
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<td>UWC</td>
<td>United World Colleges</td>
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CHAPTER ONE

The Phenomenon of International Education

1.1 The Background to my Research

In my research I set out to investigate the development of the International Baccalaureate in five separate independent schools in four states in Australia. I interviewed the International Baccalaureate Diploma Coordinators of four separate schools and 14 IB Diploma teachers from my present school. I also surveyed a number of IB Diploma students from my present school, some who were current students (at the time of the surveys) and some students who had just completed their Diplomas. In addition, I interviewed a principal of an IB Diploma World School and three significant members of the International Baccalaureate Organisation (IBO). This combination enabled me to obtain information from a diverse range of sources, each with a different perspective on the Diploma. The students were the receivers of the programme, the teachers were the deliverers of the programme and the coordinators were the implementers of the programme. Similarly, the principal and the IBO administrators had different ideologies as concerns the IB programmes; one with the growth and consolidation of a school in mind and the IBO personnel with an ideological commitment to the growth of the IBO.

My interviews and surveys sought to investigate the questions:

Has IB Diploma programme in the Australian educational context altered the way the curriculum - consisting of constructing the pedagogies for imparting skills and content, assessment and reporting - is approached and constructed;

Has the introduction of the IB Diploma programme altered teaching methodologies and strategies and the overall quality of teaching (through professional development) in implementing schools;

Has the combination of the first two items led to changing the educational landscape of implementing schools - progress on a holistic level or change which alters the direction, focus and mission of the school.

The questions put to staff in the semi-structured interviews focused on:
Reasons for implementation

Staff perceptions of the IB Diploma programme pre and post implementation

Perceptions about the quality of the IB Diploma programme, possible impact of the IB Diploma and its capacity to change / mould staff, students and school charter in career development and delivery of curriculum.

The questions put to IB students in the survey focused on:

Perceptions of the quality of the IB Diploma in terms of better tertiary access
Perceived academic and social development due to the IB Diploma
Perceptions of the IB Diploma in terms of breadth, inquiry based learning, university preparation, global citizenship, life experience, emotional and spiritual maturity and community mindedness
Perceived value of the IB Diploma for all senior students.

A significant proportion of my data was accessed via in-depth, open-ended, semi-structured interviews and surveys.[See Appendix C page 247 for examples of the questions asked in the semi-structured interviews and see Appendix D page 253 for examples of surveys] All interviews were taped so that the flow of the interview was not impeded by note taking. After the taped interview, information on the tapes was transcribed on to computer. All of the persons interviewed in this section were participants (in some way) in the IB. Some of the respondents were initiators of the IB Diploma programme, others the (involuntary) implementers and others were those who received the teaching of the IB curriculum. The qualitative semi-structured interviews were sourced from:

a) IB Diploma teachers from the one independent co-educational school on the Gold Coast in Queensland which offers all three IB programmes, the Diploma, the MYP and the PYP; [See Appendix C page 247 for examples of the questions asked in the semi-structured interviews]
b) IB Diploma Co-coordinators from schools in Adelaide, Melbourne and Hobart; [See Appendix C page 247 for examples of the questions asked in the semi-structured interviews]

c) The Principal of an IB PYP, MYP and Diploma school on the Gold Coast in Queensland; [See Appendix C page 247 for examples of the questions asked in the semi-structured interviews]

d) Policy makers from the IBO;

[See Appendix C page 247 for examples of the questions asked in the semi-structured interviews]

The surveys were sourced from:

a) IBO personnel responsible for policy development;[See Appendix D page 253 for examples of survey]

b) IB Diploma students (past and present) from one IB Diploma college. [See Appendix D page 253 for examples of survey]

My Relationship to the Research Process

I am a critical supporter of the three IB programmes. According to Michael Quinn Paton (1990), “the critical thinker studies details and looks beyond appearances to find out what is really happening” (p.433). Thus whilst I view the IB Diploma programme as occupying a valid and credible place in the Australian educational environment, I also recognise imperfections and contradictions in the system. One significant aspect deals with the contradictions and shortfalls between the intended, implemented and attained IB Diploma curriculum or in short, the gap between the rhetoric and the reality as referred to by Cambridge and Thompson (2004), Tarc (2009), Bunnell (2010), Smith and Morgan (2010). Other imperfections may be its ‘radically conservative’ (Apple, M. 2001) format, and the focus on encouraging the concept of the literary canon, the pure sciences and external examinations. My research was objective. My personal connection to the IB programmes, does not, make the findings of my research any less valid. On the contrary, it makes it stronger and even more pertinent. My insider knowledge of the IB programmes gives me added insight into the positive attributes and the shortcomings of these programmes.

Over the past eleven years I have been involved with the IB in a number of roles such as:
• IB Coordinator

• Assessor for the IBO

• Evaluator for new schools seeking authorization to offer the IB Diploma

• Organizer of the AAIBS national conference (2006)

• Member of the Queensland IB schools group

It was my responsibility to conduct the preliminary research into the IB Diploma programme in 1998 and 1999 in my current school and also my responsibility to report on the feasibility of implementing the IB Diploma programme into my current school to the Principal and the School Council. I had sole responsibility for the authorisation process that a school undergoes in being admitted into the IB Diploma programme. In addition, I taught (and still teach) IB A1 Higher Level / Standard Level English and the IB Theory of Knowledge course. In being Coordinator of the IB Diploma and having oversight over every aspect of the IB Diploma programme at the school from 1998 till the current year (2011), I have had firsthand experience of the phenomenon of change and growth that a school undergoes and the implications this growth has for implementing schools due to the opportunities for change and the challenges of change. In all this there is a unique combination here, of the under-researched phenomenon of change that may be taking place in a number of Australian schools (61 in total as at 22nd March 2011) which are authorised IB Diploma schools and my personal interest and involvement as researcher in the topic.

The Research Participants

I interviewed 14 teachers in one school, four diploma coordinators in four independent schools, one school principal (in the fifth school), three senior IBO administrators and a number of Diploma students from one participating school. All participants in surveys and semi-structured interviews agreed (ethical consent) to have their names used in the context of the research findings. Despite this, I have made the decision that it would be much fairer to all concerned, if there was a consistent process used to maintain absolute participant anonymity. For the purposes of this thesis, all teacher participants will be referred to by a pseudonym.
With the students their first names have been used. The other participants; school principal, the four IB coordinators and the three IBO personnel, are all referred to by a letter in the alphabet.

**The Schools**

Five schools (the four plus Andrews College) have also had the stages of their implementation process (for the IB Diploma) and the historical context of their development discussed via the semi-structured interviews with the respective IB Coordinators in these institutions. The schools have not been identified by name. Instead the names of five families of note who have contributed to the growth of the hinterland area of the Gold Coast have been used to identify these schools. These families are the Andrews family [see Appendix E page 255] for Mission Statement of main focus school], the Franklin family, the Laver family, the Starkey family and the Veivers family. It should be noted that it would be relatively simple to make an educated guess as to which schools these are in any case. However the information concerning the implementation process in these schools is not controversial or contentious, nor does it in any way reflect poorly on these schools. The use of traditional family names in an area, Mudgeeraba, Queensland, which has been settled for over 150 years and has a rich history, is a deliberate inclusion in this study of the effect an international system of education has on national (state and independent) schools. It serves as a metaphor for the intricate task of juxtaposing tradition and change, local heritage and internationalism, in the task of preserving of cultural diversity and at the same time transforming culture; endeavours to which the International Baccalaureate aspires; thus qualifying the IB Diploma programme as an international system of education.

**1.2 Unravelling the Narrative and Contextualising the Issue**

Over the last 41 years, International systems of education such as the International Baccalaureate Organisation (IBO), the United World Colleges (UWC) and the European Community of International Schools (ECIS) have evolved from mainly pragmatic and product orientated to programmes that could be argued to be visionary and process orientated: contributing – in an educational context - to a
globalised world that presents significant challenges to young people. Through the development of international education curricula, it could be argued that it may be possible to prepare young people to become global citizens who can cope with the effects of globalisation by enabling them to understand and live creatively and effectively in this globalised world. This vision of empowering learners, of taking learning beyond the classroom and equipping it with a social vision, has gradually evolved over a period of 41 years. The International Baccalaureate Organisation (IBO) has – in that time - endeavoured to transform itself into an inclusive system of international education for all schools, whether they are primarily international schools or national (state and independent) schools. This intended transformation is reflected in the mission statement of the IBO:

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 (www.ibo.org – Accessed 4th January 2011).

The International Baccalaureate Organization (IBO), the most widely utilised of international education programmes, is a not-for-profit Swiss Foundation. The activities of the organisation are determined by an Act of Foundation approved by the Swiss authorities. A number of other legal entities make up the organisation (e.g. IB North America, the IB Fund). The relationship is legally governed by the General Regulations of the IBO (GRIBO) and a series of Adhesion Agreements (www.ibo.org - 21 Things you should know about the IBO - Accessed April 2006, Page 3). The IB is governed by an elected 17-member Board of Governors, which appoints the director general, sets the strategic direction of the organization, adopts a mission statement, makes policy, oversees the IB's financial management, and ensures the autonomy and integrity of IB Diploma Programme examinations and other student assessment. Board membership represents cultural and geographical diversity (www.ibo.org – Accessed 4th January 2011).
Whilst the IBO is based in Geneva, it has major offices in London, New York, Buenos Aires and Singapore and regional centres in Vancouver, Nairobi, Sweden, Sydney, Mumbai, Beijing, Yokohama and Amman. The IB Curriculum and Assessment Centre is based in Cardiff, Wales (www.ibo.org – Accessed 2nd January 2011). This structure however is changing as I write, in the major organisational and structural changes taking place in the IBO as it gears itself for the significant growth of the organisation towards 2020. These changes will be mentioned in the concluding chapter of this study.

The three major themes of the IBO’s strategic plan are:

- **Quality**: continuously improving the quality of our three programmes
- **Access**: enabling more students to experience and benefit from an IB education, regardless of personal circumstances
- **Infrastructure**: building a highly effective and efficient infrastructure so that we can provide excellent service to students and schools (www.ibo.org – Accessed 4th January 2011).

See Appendix A on pages 237, 238, 239 and 240 which show diagrams illustrating four significant facets of the IBO; essential in understanding the scope of the organisation. These are:

- Governance Structure of the IBO (Figure 1)
- Management Structure of the IBO (Figure 2)
- Geographical location of IBO offices (Figure 3)
- Expenditure and Income facts about the IBO (Figure 4)


The International Baccalaureate programme is a respected and widely utilized international education programme. On the IBO website the unique areas of the IB are noted as:

- High-quality education sustained for over 35 years.
- International-mindedness in IB students.
Positive attitude to learning by encouraging students to ask challenging questions, to critically reflect, to develop research skills, to learn how to learn and to participate in community service.

Accessible to students in a wide variety of schools—national, international, public and private (www.ibo.org – Accessed 29th December 2010).

Peterson (1987) in the early days of the IB described the philosophy of the IB curriculum:

If the whole philosophy underlying the distribution requirement is that what matters is not the absorption and regurgitation of facts or predigested interpretation of facts, but the development of powers of the mind or ways of thinking that can be applied to new situations and presentations of facts as they arise, the same philosophy is exemplified in the treatment of individual subjects, and it is through them that we seek to give general education. By the serious study of history we hope not that the pupil will memorize, although he needs to memorize as a means to amend, but that he will learn to think historically so that when faced with criticism or any other human predicament, he will not neglect, but will be able to assess, the historical element in the situation. Why else should those who are not going to practice as professional historians learn history at school, in order to forget it when they leave? … To have learnt to think historically about the seventeenth century, without realizing what thinking historically means, may not help the young administrator faced with the problems of a Caribbean island or the labour-relationsofficier in a large factory to think historically about his problems at all. The purpose of the Theory of Knowledge course is to make explicit in the minds of the pupils the differing methodologies of the carefully planned range of subjects which they study. It will succeed in its purpose if no holder of the International Baccalaureate enters the university unaware of the difference between moral aesthetic judgments and the problems of their inter-relation, and without having thought about the differences between a ‘proof’ in mathematics, in physics, and in sociology (pp. 40–41).

In Peterson’s comments, the idealism of the early years of the IBO is noticeable and yet at the same time one notices the subtle yet persistent references to competences for the globalised world and the ultimate destinations of IB graduates; university studies, professional careers and then into positions of leadership. These subliminal messages one could argue are intended for the consumers of the IB Diploma programme, conveying the message that the IB Diploma is not only idealistic but also highly academic and able to equip candidates with the necessary skills to lead at an elite level in a globalised society.
In January, 2011, 3, 105 authorised ‘World Schools’ schools offered one or more IB programme in 140 countries to 889,00 students (www.ibo.org – Accessed 2nd January 2011). The IB Diploma reached the 100 mark in 1982, the 300 mark in 1990, the 500 mark in 1994 and passed the 1000 mark in 2002 (Bunnell, T. 2007, p. 4110). Evidence of the growth of the IB programmes is supplied from the IBO website in a one year cycle with the PYP registering meteoric growth:

One-year growth by programme

<table>
<thead>
<tr>
<th>Programme</th>
<th>Jan 2010</th>
<th>Jan 2011</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYP</td>
<td>610</td>
<td>742</td>
<td>21.64%</td>
</tr>
<tr>
<td>MYP</td>
<td>746</td>
<td>857</td>
<td>14.88%</td>
</tr>
<tr>
<td>DIPLOMA</td>
<td>2,050</td>
<td>2,192</td>
<td>6.93%</td>
</tr>
<tr>
<td><strong>Total schools</strong></td>
<td>3,406</td>
<td>3,791</td>
<td>11.30%</td>
</tr>
</tbody>
</table>


According to Bunnell (2008),

The IBO has moved during the last four decades from being a niche player among a diverse group of educational institutions known as ‘international schools’, to offering the world’s major and most well known international curriculum (p.327).

Schools offering the IB or what could be defined as an international education, are not however, all similar in their outlook, with some being ‘ideology-driven’ (offering a show-case for the programme) and some being ‘market-driven’; that is, using the IB Diploma as a pragmatic vehicle for the globally-mobile community or magnet schools in the United States seeking a marketing niche or schools dissatisfied with the rigour of the Advanced Placement (AP) examinations.

According to Wilkinson (1998), “the adoption of the IBDP is for many schools the most obvious outward manifestation of their ‘international school’ status” (p.189); which is to say that a number of so-called ‘international schools’, are in fact barely international in their outlook, apart from their implementation of the IB Diploma.

It is anticipated that by 2020, there will be 10, 000 IB schools in the world with a student population of 2.5 million (www.ibo.org – Accessed 30th December 2010). Across the globe, in stark contrast to the Australian experience, these numbers are
nearly evenly divided between state and private schools. And yet there is another side to this success story of the growth of the IB across the world. Even though the IB, which covers 140 countries (in January 2011), yet in 80 of these countries there are fewer than five schools. The spatial distribution of IB schools is actually quite isolated and many schools operate in a monopolistic setting. The largest economies in Africa – Nigeria and South Africa – have two IB schools each. There are fewer than 60 IB schools across the entire Middle East. The vast majority of schools (83%) still offer a single programme, mainly the IBDP (Bunnell, T. 2010 p. 354).

Of this number, 2,192 are Diplomas schools, 857MYP schools and 742 PYP schools, for a total of 3,105 schools in 140 countries catering to 889,000 students (www.ibo.org – Accessed 2nd January 2011).

Bunnell (2010) quoted Connor (2008) who argued that the IB has attracted a varied clientele and made enormous inroads in state-funded schooling especially in parts of the USA, where 92% of the IB schools are state-funded, and many serve poor inner-city areas (p.352). Bunnell (2010), stated:

The IB features highly among the academically elite; 34 of the top 100 schools in the 2009 Newsweek listing of ‘Americas Best Public Schools’ offered the IBDP. Other areas of major activity include Quebec, South Australia (Adelaide especially), plus Ecuador, and Nova Scotia (ibid, 354).

To support this, (Bagnall, 1994) concluded that many schools were interested in the ‘symbolic imposition’ that the IB programme bestowed on the respective schools.

Between 1997 and 2002 more than 80% of the IB growth came from developed countries, particularly North America and Europe. The other area of greatest growth has been the Middle East. Whilst there has been some growth in Asia, Latin America and in Africa, these rates have been small in comparison with the growth in the developed nations of North America and Europe. The prediction made in 2004 was that if the IBO continued to grow in the manner it had until then, that is with the greatest growth in the developed nations, by the end of 2010, the percentage of students outside the developed world would have declined by 5% (Strategic Plan IBO 2004, p.6). This growth demographic presents a strategic
dilemma for the IBO. It must decide what sort of international educational organisation it wants to be. If it is successful mainly in reaching the elites in developed countries, it is only carrying out a very selective part of its nominated mandate. It will be educating these students in the precepts of global citizenship but it will be failing in its quest to be recognised as non-elitist, non-western, inclusive and global in its outlook.

With statistics like this in mind, the IBO has, in an international context over the last decade, worked hard to bring the IB programmes (PYP, MYP and Diploma) to state schools and thus address issues of perceived elitism. More than 50% of IB World Schools are now state or public funded (of the 3,105 IB schools worldwide, 1,963 are State schools and 1,828 are independent schools www.ibo.org – Accessed 2nd January 2011) and there is a growing interest from governments across the world in using International Baccalaureate programmes within state education. Some of these include:

the announcement by the then UK Prime Minister, Tony Blair to support the implementation of the Diploma Programme in one state school or college in each local authority area in England where there is currently no provision;

the investment of AUD 140 million in three selective IB Academies by the state government in Queensland, Australia;

the continued support from the US Department of Education for IB work in ‘Title One’ Schools. These schools typically have around 40% or more of their students coming from families that qualify under the US Census definition as low-income (IBO Australasia Newsletter June, 2007, Volume 5 Issue 3 p. 4).

Over the past five years, the number of students taking the International Baccalaureate worldwide has doubled. Between 1997 and 2006, more than 80% of the growth has come from developed countries, particularly North America, Europe and most recently, from Australia (IBO Strategic Planning Document February 2007 p. 3). It could be argued that this fact perhaps points to the increasing elitism of the IBO (especially in the Australian context) as more and more schools utilize the IB Diploma to signify an emphasis on high academic
standards; and in the process (unwittingly) shifting the IB programmes from visionary to utilitarian and pragmatic.

The part that the IB Diploma plays in the Australian educational context is unique. In a nation of 22 million, there are eight different senior or pre university graduation systems, each with its own measurement of academic success. In addition to the eight different systems, there is a ninth, the International Baccalaureate Diploma programme. In Australia there are 132 schools in total authorized to offer one or more of the three programmes. Of these, there are 63 PYP schools, 45 MYP schools and 61 Diploma schools (www.ibo.org – Accessed 2nd January 2011). According to Doherty (2009);

While to the Commonwealth government in Australia has a Department of Education with broad policy functions, the provisions and governance of public schools has been the constitutional responsibility of the six states and two territories. Historically, this has produced multiple solutions to the same problem, each with jealously guarded traditions in curriculum, assessment, teacher registration, and even the age of commencement (p. 79).

What follow is a brief summary of school systems in Australia:

- **Australian Capital Territory (ACT)** - Primary school goes from Years 1 to 6. Secondary school commences in Year 7 to 12. Secondary students who continue through the post-compulsory years receive a Year 12 Certificate which lists all subjects and results gained. For those eligible, there is a Tertiary Entrance Statement.

- **New South Wales (NSW)** – Primary school goes from Years 1 – 6. Secondary school commences in Year 7 to Year 12. The examination system is called the Higher School Certificate (HSC). The end result for students is a combination of their accumulative subject results and the results from the HSC exams.

- **Northern Territory (NT)** - Primary school starts at the age of 6 through till the age of 11 (Years 1-7). Secondary School begins at age 12 and carries on through to 18 years (Years 8 – 12). Senior Students (in years 11 and 12 of school) complete a Northern Territory Certificate of Education.

- **Queensland (QLD)** - Primary school goes from Years 1 – 7. Secondary school commences in Year 8 to Year 12. School is compulsory until Year 10. To be considered for University or TAFE entrance students are required to sit the Queensland Core Skills Test (QCST). The result of this test along with subject results is averaged out according to both school and individual performance. Students are awarded a rank (for TAFE entrance) or an Overall Performance (OP) for university entrance. The rank ranges from 1 - 100; and an OP ranges from a 1 - 25 (one being the best).
South Australia (SA) - Primary school goes from Years 1 – 7. Secondary school commences in Year 8 to Year 12. During the two senior post-compulsory years (year 11 and 12) students study for the South Australian Certificate of Education. Similar to that of other states it is a measure of their results in specified subjects.

Tasmania (TAS) - Primary school goes from Years 1 - 7. Secondary school commences in Year 8 – Year 12. Students who enrol in post-compulsory education take subjects that contribute to the Tasmanian Certificate of Education.

Victoria (Vic) - Primary school goes from Years 1 - 7. Secondary school commences in Year 8 – Year 12. Secondary school students participate in a similar exam to that of NSW except it is called a Victoria Certificate of Education (VCE).

Western Australia (WA) - Primary school goes from Years 1 - 7. Secondary school commences in Year 8 – Year 12. Secondary school commences in Year 8 - Year 12. Senior Students sit for the Western Australia Certificate of Education. The certificate is a measure of the student's results in specified subjects.

For consistency sake and to allow for easy movement between states as far as university entrance is concerned, the different year 12 measurements / qualifications are converted to a Tertiary Entrance Rank (now) called the Australian Tertiary Admission Rank (ATAR).

In all Australian states there exists an uneasy alliance of state (public) and independent schools. Under the ‘independent umbrella’ there are a disparate group of schools, some low fee paying and some costly and elitist in their fee structure. There are the systemic schools like the Catholic system and the Lutheran schools, low fee paying Fundamental Christian schools, Muslim and Jewish schools, International schools like Kilmore International School in Victoria (that does not get Federal or State funding), Anglican schools which range hugely in fee structure, stand alone Christian non-denominational schools, and the ‘sandstone’ established independent schools (Greater Public Schools or GPS) which are high fee paying.

The history of school funding in Australia has been varied from pre 1973 when funding was on a per capita basis, to the 1980s and the Schools Recurrent
Chapter One

Resource Index, to the Education Resource Index (ERI) and finally, to the present Socio Economic Status (SES) system. All Australian schools receive some sort of state and federal funding, under the Socio Economic Status (SES) formula which is calculated on the socio economic value of the residential locations of the student body for a particular school; the higher the index, the less the funding. Doherty (2009) refers to the ‘deliberate’ moves by the Commonwealth government since the 1960s to “subsidise private school options in competition with the State public sector” by accruing state aid and by increasing funding towards the private sector in order to use this funding as a lever to shift enrolments towards the private sector (Doherty, C. 2009, p.79).

Dan Harrison from the Age Newspaper (January 18th 2010) commented on a report written by Jim McMorrow, a former senior public servant and policy adviser and honorary Associate Professor at the University of Sydney:

For the first time in more than a decade, federal funding for government schools was increasing at a faster rate than for private schools. Government schools will get an extra $2.1 billion in Commonwealth funding over the course of the current four-year funding agreement - an increase of more than 80 per cent. Meanwhile, non-government schools will get an extra $2.8 billion - a 50 per cent boost. But it finds that by 2012-13, the final year of the agreement, public schools' share of the federal pie will have dropped to 36 per cent. The report says the Commonwealth would need to inject an extra $1.5 billion into government schools in 2012-13 to return their share of federal funding to the 43 per cent they enjoyed in 1996, the final year of the Keating government. The Independent Schools Council of Australia said the report misrepresented school funding arrangements because it ignored the contribution of state and territory governments, which provide the bulk of funding for public schools. The council said combining state and federal funding, a student in a government school received an average of $11,874 a year from government sources, while average total government funding for an independent school student is $5810 a year. Ms Gillard said the increase in funding for non-government schools reflects the increase in enrolments and indexation. In the lead-up to the 2007 election, Labor promised to continue the SES model until 2013 and conduct a review of the model, which attempts to take into account a community's capacity to support a school by looking at income and education data for the postcodes in which students reside (Harrison, D. 2010).

In the last decade, there has been a noticeable drift of students from the state system to the independent system (from low fee paying, to systemic, to fundamental schools to high fee paying schools). The reasons for this shift vary depending on the ideological perspectives of the group or person, but several
reasons have been advanced such as: poor government resourcing of state schools resulting in low teacher morale; inequitable funding between state and independent; perceived lack of discipline in state schools; underachieving students in the area of academic performance in some state schools, particularly in lower socio economic areas; lack of autonomy at the grass roots level for state school principals to deal with behavioural issues and media created perceptions of school sectors.

Finally, the most recent educational initiative in the Australian educational context has been the introduction of compulsory testing on literacy and numeracy in years 3, 5, 7 and 9. This testing programme, called NAPLAN (National Assessment Programme Literacy and Numeracy) will complete its fourth year in May 2011. All schools, state and independent must sit their cohorts for the test. Results are published on a website (My Schools) where statistically similar schools based on the social backgrounds of students are compared in the areas of Reading, Writing, Spelling and Numeracy. On the new website, (www.myschool.edu.au – Accessed 21st January 2010) anyone can analyse the profile of a particular school; analyse the NAPLAN results of that or any school; compare results with similar schools across the nation and compare results with neighbouring schools.

Reaction to publishing these results has been mixed with Teachers’ Unions threatening strike action (May 2010) which did not eventuate, and parents applauding the greater transparency. Despite this perceived transparency, it needs to be stated that such ‘league tables’ of schools serve to heighten tensions between the state and independent section and even amongst schools within the independent sector making genuine sharing of pedagogy difficult.

This then is the educational landscape that the IB Diploma programme has found and finds itself in within all Australian states. In the Australian context, the balance of uptake of the Diploma programme in schools is markedly different to the rest of the world and in itself charts a fascinating narrative to educationalists; one that traces the fundamental schism between state and independent systems. Figures indicated that the uptake of the IB Diploma in Australian schools has been
predominantly from the independent sector (50 of the 61 IB Diploma schools in Australia are independent [www.ibo.or – Accessed 2nd January 2011]) where schools often strive to find that competitive edge in the search for enrolments. These are usually national, largely homogenous, English speaking, middle class, partly government funded, high fee paying schools in a first world country offering an international curricula and due to this, claiming to be international. Michael Wylie(2008) states that schools like this often use international education “for marketing to gain competitive advantage” (p.16). In the independent and state sectors in Australia the number of schools implementing either one or a combination of the three International Baccalaureate Diploma programmes (the Primary Years Programme; the Middle Years Programme and the Diploma Programme) numbered 132 in December 2010. Of these 132 IB World Schools offering one or more of the three IB programmes, 61 are Diploma schools, 45 MYP schools and 63 PYP schools. ([http://www.ibo.org – Accessed 2nd January 2011]). The vast majority (50) of IB Diploma schools are independent schools, while the remaining eleven are state schools (one in Victoria, six Queensland, three in the ACT and one in South Australia) with the noticeable absence of any state schools from New South Wales. Whilst the Queensland State Government has embraced the IB Diploma with its three Academies and additional three state schools offering the Diploma, the New South Wales state system will not endorse the IB in any of its public schools (Patty, 2007). Finally, even the state schools offering the IB Diploma are academically selective state schools with a privileged background; in effect, private schools minus the high fees.

In some Australian state school settings, students enrolling in the IB pay additional fees in the order of $3000 to be registered with the IBO for examination purposes. These additional costs have necessitated the drafting of new clauses in the Queensland State Education Act to allow for additional fees to apply in such 'specialised programs' (Education Queensland, 2005). The IB is also officially recognised as an alternative credential for regulated tertiary admissions. For example, the Queensland Tertiary Admissions Commission (QTAC) website ([Queensland Tertiary Admissions Centre, 2007]) 'welcomes' applications from IB graduates, and offers tables explaining how the IB aggregate score is ranked against the local curricular scoring system, with advice on how individual IB
subjects may be mixed with State curricula to satisfy university prerequisites. QTAC and the IBO have established relations to allow for the automated lodgement and validation of results. Similar arrangements exist with tertiary admissions centres across Australia.

It could be argued that schools in Australia have adopted the IB Diploma Programme for a variety of reasons, often with the ideological and pragmatic interwoven. Some of these reasons I suggest are that: it offers a credible and academically rigorous alternative to the national / state / local senior curriculum; it serves as a rigorous pre-university preparatory course; it does not adhere to any fixed nationalistic or political agenda; of its particular emphasis on unique aspects of education which are not universally or consistently found in the state based systems, like the Theory of Knowledge, the Extended Essay, the compulsory component Creativity, Action, and Service (CAS); it is valuable in recruiting the best students and in raising the perceived status of the school; it is a valuable marketing tool in an increasingly competitive education market; of the ‘symbolic imposition’ of the IB Diplomas as opposed to its intrinsic educational value, as stated by Bagnall (1994).

As far back as 1986 Wagstaff (1986) listed the reasons for implementation of the IB Diploma as:

- Providing both a challenge and a broader subject matter to students interested in top quality education.
- Giving[our] staff the opportunity to participate in an on-going in-service updating of background material which will lead to better teaching.
- Providing a yardstick by which our academic standards can be measured, not only nationally but on an international basis.
- The satisfaction from students and staff from successfully meeting the challenge and knowing that they are on a par with the international community.
- Providing high international recognition of IB students by post- secondary institutions.
- Providing an opportunity to expand [our] library holdings so that all [our] students will have the resources available for extended study and research.
- Synergising the carryover of the IB flavour into other classes and down into the junior high schools (Wagstaff 1986 p. 6-7).
In Queensland, three State (IB) Academies opened in 2007. These state-sponsored Academies cater only for years 10, 11 and 12 and do not offer the Queensland Overall Position (OP) Senior Certificate. Instead, they only offer the IB Diploma programme to its students. These Academies, situated adjacent to the three major Queensland universities are:

Queensland Academy of Science, Mathematics and Technology partnered with University of Queensland in Toowong, Brisbane;

Queensland Academy for Creative Industries (Design and Technology, Media, Film, Music, Theatre Arts, and Visual Arts) partnered with Queensland University of Technology in Kelvin Grove, Brisbane;

Queensland Academy for Health Sciences (Medicine, Dentistry, Physiotherapy, Optometry, Public Health, and Medical research) partnered with Griffith University in Southport, Gold Coast (www.qldacademies.eq.edu.au – Accessed 20th January 2010).

The clientele for these Academies are selected from the most academically able students from Brisbane and South East Queensland state schools and students from independent schools, once again further positioning the IB Diploma as an elitist, academically oriented curriculum. Students sit for a special Australian Council of Educational Research (ACER) entrance test which is externally marked by ACER on behalf of the Academies and only then are positions offered. The places in Years 10 (pre IB Diploma) and Year 11 are offered to ‘high achieving Years 10-12 students’ (www.qldacademies.eq.edu.au – Accessed 20th January 2010). These state government sponsored academies are deliberately selective. Fees are $1568 per annum which means that the fees for specific IB Diploma subjects and per capita examination fees are all met by the state government. This move has been popular with students who may have wished to do the IB Diploma but could not afford the independent school fees. It has however, also been greeted with dismay by state school principals in that they fear they are likely to lose their best and brightest students to these academies. This initiative could be read as a devaluing of its own system of education by the Queensland Government or positively, as a diversification of the types of curricula on offer. The word ‘devaluing’ has connotations of a hierarchy of school curricula where local is seen to be inferior in
quality to international. However, the word ‘diversification’ has a more positive connotation in that not all families need or even want to be globally integrated. For some perhaps, a locally devised curriculum may be even more than simply adequate. It may in fact meet all their needs.

In this, there is a perceptible shift in the way education is offered to students in the Australian context. Whilst the state system is still viable and the independent and systemic schools are thriving, nevertheless there is a different type of educational institution that is also experiencing growth. These are the secondary senior schools that focus solely on academic work and belie the conventional definition of what a school is meant to be. There are the schools that are owned by private organisations or individuals who have shareholders and are expected to make a profit which flows back to the shareholders. These for-profit organisations are in their infancy in Australia but are widespread in the Asia Pacific region. For-profit does not always imply lack of social conscience and not-for-profit does not always imply socially responsible either, however it is important to recognise that education in Australia is on the cusp of a major change and this will have implications for the way education is viewed.

Part of the process of the diversification of the school curriculum in Australian schools, both private and - to a lesser extent - state, over a period of two and a half decades, has meant the introduction of the IB curriculum that has been called at different times – mainly by supporters of the programme and from within the IBO – challenging, rigorous, international, well-rounded, holistic and radically conservative. It has also been called elitist, conservative, exclusive and purely academically oriented (Bagnall, 1994; Cambridge and Thompson, 2004; Tare, 2009; Wylie, 2008; Hughes, 2009; Bunnell, 2010). The International Baccalaureate Diploma programme combines a set of features that are not found uniformly and with any degree of consistency in curricula in Australia. The International Baccalaureate is also different from the curricula of the six Australian states in its deliberate focus on the international aspect of every subject offered and in the planned transfer of knowledge from the classroom to life; from the theoretical to the experiential. This deliberate inclusion of international aspects of particular
subjects and the study of texts in translation are key aspects of a curriculum that could be termed international. The key features of the IB are ones that:

encourage and enable students to consider the knowledge in all their subjects from not only a national and international perspective (thus factoring in the concept of internationalism) but also from a broad nationalistic perspective;

help to understand and appreciate the vital connections that exist in knowledge between theoretical learning, experiential learning and life itself;

help students come to understand and appreciate themselves and those from other cultures from the perspective of the ‘common human condition’ (once again a key aspect of an international curriculum);

focus on cultivating metacognition and the concept of the Examined Life (www.ibo.org – Accessed 30th December 2010).

The mission statement of the International Baccalaureate Organisation, clarifies these unique features eloquently and with a sense of idealism and vision:

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” (www.ibo.org – Accessed 4th January 2011).

The IBO programme offers in its curriculum:

- a better and more peaceful world;

- intercultural understanding;

- links with governments and international organizations;

- an understanding that “other people, with their differences, can also be right;
Garavalia (1997) stated that an international education:

- gives students a global perspective on life;
- educates students concerning the realities of a more interdependent world;
- helps students better understand others’ cultures;
- has a focus on peace (Garavalia, B 1997, p.4).

However, others (Bagnall, 1994; Cambridge and Thompson, 2004; Tarc, 2009; Wylie, 2008; Hughes, 2009; Bunnell, 2010) argued that an international curriculum like the IB Diploma could be said to be far too western oriented and elitist.

From my own teaching experience and perspective, I suggest that some of the practical and educationally global manifestations of this holistic and internationally aligned mission statement are the compulsory study of literatures translated from other languages into English (the study of World Literature) in the English A1 course, the compulsory inclusion and study of at least one foreign language from year 6 (the beginning of the Middle Years) till the end of year 12 for all students and the introduction of ab initio (beginners’ languages which require no pre-requisite entry level) languages for students who wish to study a language at years 11 and 12 and do not have the prerequisite foundations in that language. Further to this, the deliberate and consistent fostering of student exchanges with, and immersion in, other countries, the familiarisation with other cultures, moves towards the relative standardising of the content in subjects to facilitate ease of transfer from one country to another, the inclusion of a Creativity, Action and (Community) Service component, the deliberate and compulsory inclusion of international segments in IB Diploma subjects, the value and beneficial impact of the Theory of Knowledge course on the academic subjects studied and the development of a meaningful dialogue between student and teacher in the process of negotiating internal assessment tasks, all contribute to this manifestation.
Effects of the Implementation Process in Schools

In the process of implementing the compulsory curriculum requirements of the Diploma Programme, I suggest that Australian schools have been expected to make changes in the way:

- subject curriculum is constructed and presented;
- subjects are assessed and the ratio between internal and external assessment is configured;
- subjects are taught by the teachers;
- students learn through pedagogical approaches to teaching;
- compulsory combinations or selection (breadth) of subjects are offered;
- emphasis is placed on foreign language learning;
- staff have opportunities to value and grow their contact with teachers in other countries and also with their students;
- subjects include a deliberate ‘inward and outward’ (national heritage and international links) focus.

This has led to subtle but significant changes in the overall make up of these schools, insomuch that schools metamorphose (albeit imperceptibly at first but when studied longitudinally showing significant differences) into different and more international institutions (on a variety of fronts) when compared to what they were before implementation of the IB Programme/s. To date, little research has been undertaken into the effects that the IB has had on these established school. It also needs to be said that were it not for the compulsory elements of an IB programme, implementing schools (in Australia) may not necessarily have brought themselves to a point where they become more outward looking and thus more international in outlook (Bunnell, 2007; Smith and Morgan, 2010). In this sense then, one could argue that there is a correlation between the concept of internationalising a school and implementing the IB Diploma programme in that the process of implementing the Diploma and the mandated changes required in this process, often forces schools to adopt a more significant international outlook.
Directly relevant to school change is the reference by Sen (2001) to the IB Diploma Programme as ‘an agent of cultural change’ (p. 7). Sen analysed the changes in schools adopting the IB, using three components. These are ‘…artifacts, espoused values and basic assumptions’. By artifacts, Sen referred to the ‘…visual or empirical manifestations of the school’ or the day-to-day measurable changes adopted in teaching pedagogy, subject focus, assessment and reporting due to the implementation of the IB Diploma (ibid, p. 7). This component is the articulation of the school’s artifacts and espoused values at the ground level of curriculum delivery. These also incorporate staffing and staff professional development strategies adopted due to the implementation of the IB Diploma. By espoused values Sen meant ‘…the school’s published goals, declared strategies and philosophies…’ or ‘…the reasons people give for doing what they do’ (ibid, p. 7). These ‘espoused values’ often change with the germination and flourishing of the IB in the school. As the IB takes hold and the school changes, the goals, strategies and philosophies of the school may experience a retrospective change in order to accommodate the deliberately international philosophies of the IBO. These first two changes as described by Sen, usually occur as a result of the necessary shifts that a school is compelled to undergo in the process of becoming an IB school. The end result is a school that looks, feels and acts differently prior to the process of implementing the IB programme. In the process what has eventuated is that the school has been forced to look outward; out of its purely national or nationalistic outlook and accommodate an international perspective. Finally, for basic assumptions, Sen referred to ‘the unexpressed premises of what is done in the school and the ways in which it is done’ (ibid, p 7). This is the ‘unexpressed’ nevertheless generally accepted understanding of the way things are done at the school and why they are done this way. This unexpressed premise, intangible though it is, is absolutely vital in the smooth functioning of the school and has the capacity to undergo significant alteration due to the introduction of the IB programme. The unexpressed premise can result in change at the deepest level of the school.
1.3 Aims of Research into the International Baccalaureate in Australian Schools (The Research Question)

This thesis sets out to investigate the changes that Australian schools implementing the IB Diploma Programme often find themselves experiencing and assess the level this change leads to an internationalising of a national school. The growth of the IB Diploma programme in Australia and its implications for implementing schools due to the possibilities for change, challenges of change and the educational value that lies in mapping the dimensions of change, is significant enough to warrant research.

My research into the IB, set out to find the ways in which the implementation of the IB Diploma in Australian schools has impacted on teaching methodology, curriculum focus and structure, subject offerings, assessment and reporting; in particular in five selected schools. In addition, I set out to find out if the introduction of the IB Diploma has impacted (negatively or positively) on quality and delivery of teaching. The final and third aim was to find evidence of broad and enduring changes to the fabric of a school by way of change in mission statement and overall change in direction of the school itself; this aspect of change occurring as a result of changes to curriculum and staff development. From this information, larger macro issues of the problematical and positive aspects of the IB Diploma programme, along with the legacy and future of the IB Diploma programme in Australia, were determined.

My research question was clarified from a number of sources. Extensive personal experience (positioned as both insider and outsider) and an enduring interest in this area gave me further insight. I used my personal experience of the IB Diploma (twelve years as an IB Coordinator, teacher and assessor) in one school and (in the case of the teacher semi structured interviews) my personal insight into the situations of my teaching colleagues to filter and make sense of the information obtained from the semi structured interviews and surveys. The findings produced to investigate the issues, were in the form of responses to questions posed in the semi structured interviews and the responses to surveys, tempered with personal experience and documentation from the International Baccalaureate Organisation (IBO).
My research investigated the phenomenon of the internationalising of four independent co-educational national schools in Australia and one international school situated in Australia. This was done by considering:

a) The history of the philosophy and the development of international education.
b) The (internationalising) effects of the implementation of the IB Diploma in several Australian schools.
c) The effect of developing (different) staff expertise and depth in specific IB subjects.
d) The way the IB Diploma has the capacity to change and internationalises schools on a holistic level.
e) The international legacy of the IB in the Australian educational context.
f) Directions and possibilities for the future of the IB Diploma in Australia.

1.4 Practical Purposes of this Research Study

I anticipate that my research will provide authorised IB Diploma schools to make qualified and more informed decisions about future curriculum decisions and directions. The expectation is that my study will also prove beneficial to schools new to the IB Diploma (those who are contemplating applying for authorisation or are in the process of applying for authorisation) in that it will help these new schools understand what the future implications of implementing the IB Diploma may be. This may help these schools implement the programme more effectively, thereby learning from the mistakes of others. That being said, it is also important to draw attention to the limitations of this study, these being the bulk of the school information from one school – making the inferences drawn not necessarily true for all Australian schools– and the possible restrictive impact on teacher and student statements due to the fact that I was a senior administrator in the school. Finally, study of the effects of the vast and diverse changes in schools brought on by the implementation of the IB Diploma programme is an area that is new and consequently under-researched, especially in the particular and idiosyncratic Australian educational context.

1.5 The Stages of this Thesis

The chapter that follows this initial context-setting chapter considers the history and the background of the development of the International Baccalaureate both
internationally and in Australia. It also details the configurations of the IB Diploma curriculum. Chapter Two positions and equips the reader to progress with the appropriate contextual knowledge onto the main focus of this thesis and that is the internationalizing effect that the IB Diploma has had in the Australian educational environment in terms of curriculum, staff development and school change (found in Chapters Five and Six) and its legacy and future (Chapter Seven). Chapters Three and Four serve as a transitional links from the conceptual, descriptive and historical underpinnings of the IB phenomenon (Chapter Two), to the chapters that consider the detail of the research (Chapters Five and Six).

Chapter Three considers the way in which international education has grown as a response to aspects of globalisation and as a viable alternative or supplement to the current educational environment. Chapter Four also provides a description of the way in which the study of the issues was undertaken. This description is important in that it focuses on a description of the basic information, instruments (semi-structured interviews / surveys) and rationale involved in undertaking my research via:

- An explanation about the basis of my research
- A clear statement of my research question
- A clear statement of the hypothesis that follows from this research question
- A justification of my research methodology
- A justification for rejecting alternative research methods
- A justification of the data collection instruments such as the inclusion of specific questions and the value they would bring to the collection of data and the possible piloting of the questions
- A justification and discussion of the validity and reliability of the data collected and a clarification of the limitations of the data collection process and the possible restrictions such limitations could place on my conclusions.

In the final Chapter (Seven) I have drawn conclusions under the following headings:
a) Significance of the IB Diploma in the Australian National educational landscape;

b) Dilemmas of the IB Diploma in Australia;

c) The IB Diploma and Change: Students, Teachers and Schools;

d) The Influence of the IB Diploma Programme in the Australian Context;

e) Future directions for the IB Diploma in the Australia context;

f) A Final Comment.
CHAPTER TWO

History and Background of the Development of the International Baccalaureate both Internationally and in Australia

2.1 International Education and the IB

Contextualising the Issue

Tarc (2009) defines the term ‘international’ in reference to education as programs that are recognized or enacted across or between national jurisdictions; on the other hand, the term ‘international’, where modifying education, invokes a set of liberal-humanist visions and progressive pedagogical approaches hinged on modernist hopes that education can make a more peaceful and prosperous world (p.236).

According to Sylvester (2002), John Amos Comenius (1592-1670), a Moravian bishop, is credited as being the ‘seminal figure’ in international education. Comenius proposed the establishment of a ‘Pansophis College’ where ‘learned men from the nations of the world would collect and unify existing knowledge towards international understanding’ (p.96). Thus, this idea of working towards some consensus of international understanding in order to alleviate conflict in the world, was not primarily a post World War Two concept; a time when the effects of globalisation began to be first noticed. In supporting this stance, Sylvester (2002) refers to ‘the current mythology of international education that sees the field simply as a direct outcome of the horrors of two world wars or as a by-product of the second age of globalisation’ (p. 91), when in reality the idea of an education that could “collect and unify existing knowledge towards international understanding” goes considerably further back into history. The “classic view behind international education” had been that “it arose out of the ashes of World War 1” (Goodings and Lauwerys, 1964, p.78).

One particular report on The International Educational Congress of the Columbian Exposition in Chicago in 1893, indicates that the purpose of the congress was ‘bringing together representatives of all nations, and obtaining the results of their thought and experience in some great field of human activity’(Sylvester, 2002,p.
The congress sought ‘international fraternity and cooperation’ and stated that ‘a true and enduring educational system must have its national and international as well as its local relations’ (ibid, p. 98), or the reaching out to other cultures and in this experience coming to understand, appreciate and identify with one’s own heritage; a basic precept of the IB programmes. In his address to the congress, Charles Bonney described a new international vision of education in the world:

The new education, extended as it will be throughout the world, will do as much as, if not more than, any other agency to promote the unity and peace of mankind. For by education we mean not merely the training of the intellect; we mean also the culture of the heart and the hand. The golden circle of education embraces not only literature, science and art, but it includes as well the whole broad domain of virtue, morals and religion (ibid, p. 98).

These sentiments are reminiscent of the wording in the mission statement of the International Baccalaureate Organisation where it refers to:

knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding’ and ‘active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (www.ibo.org – Accessed 20th January 2010).

In addition, the idea of compulsory breadth in the choice of subjects in the Diploma is echoed in the idea of embracing of “literature, science and art”.

The imprint of this ‘new international vision of education’ is evident in the pedagogical approach of the Diploma, Middle Years and Primary Years programmes of the International Baccalaureate, which can be differentiated from the existing Australian state education programmes by the existence of a mission statement, its wholehearted focus on international co-operation, peace and human understanding, racial tolerance and emphasis on the areas of virtue, morals and religion. In this context then, is could be argued that a school that adopts the IB Diploma (for educationally sound or solely market-driven reasons) is at least making some effort towards internationalising its curriculum even though this adoption of the idea of the designed curriculum of the Diploma is never a guarantee that the implemented and learned curriculum will be a genuine actualisation of the original designed curriculum.
A paper titled *Entwurf einer Internationalen Gesammt-Akademie: Welkakademie* in 1900 in Budapest, Hungary, by Franz Kemeny as quoted by Sylvester (2002), proposed six areas in which international education and the development of global citizenship could be developed. Once again, the similarity with the programmes and aims of the IBO are recognisable. The areas are:

Studies of educational systems in various countries

International conferences for teachers

International codes for the organisation and structure of education

The teaching of human rights based on western democratic principles

Countering xenophobia and extreme nationalism, especially in textbooks

Eradicating racial prejudice (Sylvester, 2002, p. 100).

I argue then that an international education, through a specific curriculum such as the IB Diploma, and the consequent development of understanding of global issues, could be said to address threats such as:

The retreat to nationalism as a reaction to the mixing of and merging of populations

Cultural homogenisation

Linguistic imperialism

The unmooring of identity

Through maintaining the integrity of the international outward view and simultaneously giving young people a clear understanding of the value of their heritage, international education endeavours to encourage ‘a new level of intercultural cooperation through language, knowledge of other cultures and education, as the ‘only alternative to common doom’ (Hofstede1997, p.242). Former Director General of the IBO, Roger Peel said, “we require all students to relate first to their own national identity...Beyond this we ask that they identify
with the corresponding traditions of others’ (IBO, 2008, p.12). The International Baccalaureate could also be perceived as a suitable alternative to what Burbules and Torres (2000) describe as the conservative restoration backlash with its emphasis on more rigorous testing, attacks on bilingualism and education for employment (p. 58). This product-oriented approach is reflected in the original work of Ralph W. Tyler (1949) who has made a lasting impression on curriculum theory and practice, even up to present day programmes that emphasis objectives, assessment and measurability. Tyler shared the ideas of an earlier American curriculum theorist, Franklin Bobbit (1928), in his emphasis on rationality and relative simplicity. Tyler’s theory was based on four fundamental questions:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained? (Tyler, R. 1949, p.1).

arguably leading to loss of voice of the learner, an overwhelming insistence on measurability and a consequent focus on the parts rather than the whole. This can lead “to an approach to education and assessment which resembles a shopping list. When all the items are ticked, the person has passed the course or has learnt something” (Smith, M.K. 1996, p.5) and in the process, learning is trivialized.

The growth of the idea of an education curriculum that has its focus on more than simply achieving a list of competencies was advanced by Lawrence Stenhouse (1975) who suggested that curriculum is rather like a recipe in cookery; one that can be critiqued on the grounds of nourishment, taste and practicality or one that is imagined, grounded in practice and then offered to the consumer based on its proven value. Like the IB Diploma, it can also within limits, and with what ingredients are at hand, be varied according to local tastes; a sort of localisation of a global or international product. This is exactly what the IB Diploma is capable of offering to national schools (Stenhouse, L. 1975).
The definitions of international education vary from the visionary to pragmatic and can often depend upon context. Cambridge and Thompson (2001) identify international education as:

- a transplanted national system serving expatriate clients of that country located in another country;
- a transplanted national system serving clients from another country;
- a simulacrum of a transplanted national education system, for example the programmes of the International Baccalaureate Organisation, serving expatriate client and / or host country nationals;
- an ideology of international understanding and peace, citizenship and service (p.6).

Cambridge and Thompson (2004) supplement this list of criteria by adding that “an international school may offer an education that makes no claim to be international, whilst an international education may be experienced by a student who has not attended a school that describes itself as international (ibid, p. 162). They see international schooling as involving “a fundamental dichotomy of approach” “pragmatically educating the globally mobile child and the emerging middle-class in a national setting, and ideologically educating the global citizen” (Bunnell, T. 2010 p.351).

When discussing the issue of internationalisation, it is also important to understand the diverse body of schools which profess to be teaching an ‘international curriculum’, with the IB programmes being but one (albeit the most significant) part of this system. Bunnell (2010) provides information on numbers up to March 2010; 5600 in 236 countries, serving 2.6 million children with the expectation that there will be 15,000 such schools by 2020. Within these figures there are 2,800 IB World Schools (now up to 3,105 on 2nd January 2011) offering over 3000 programmes to 778,000 ‘IB Learners’ in 138 countries (889, learners in 140 countries as at 2nd January 2011) (Bunnell, T. 2010 p. 251-352).

Internationalisation, as a term, does not imply globalization. There are distinctions between the two. According to Lo Bianco (1999), “internationalisation does not
literally mean globalisation since large parts of the world are left out” (p. 8). He suggests that the definition of internationalisation relies on the existence of the nation (defined politically, culturally, linguistically, geographically and demographically and as arenas of public life) and that nations and globalisation are on a collision course” (ibid, p. 9). In reality, there is no one definition of international education as the definitions can range from the very practical, such as having students and teachers from overseas, to the focus on the proper implementation of a curriculum / programme that embodies all the aspects of a definable internationalism (Cambridge and Thompson, 2004; Bunnell, 2010).

The Evolution of the Pedagogy of the International Baccalaureate

According to Cambridge and Thompson (2004),

The history of the development of the International Baccalaureate Organisation (IBO), as related by Leach (1969), Peterson (1987), Goormaghtigh (1989), Renuad (1991) and Hill (2002), may be interpreted as an attempt to create a novel curriculum intended to develop international attitudes and awareness, with foundations in the academic, research-based interdisciplinary tradition of comparative education (p. 163).

The concept of an ‘International Education’ as a “practical development of comparative education” and as a “philosophy of education informed by an ideology of international understanding” (ibid, p. 163), go back as early as the nineteenth century. Cambridge and Thompson (2004), cite Sylvester (2002), who “cites an article discussing “International Education’ published in 1864 by the novelist Charles Dickens” (ibid, pp. 163). Cambridge and Thompson (2004) also cite Sylvester (2002) who writes about “an international school with students of many nationalities [which] was established near Isleworth, near Middlesex in 1866” (ibid, p. 163). Further to this, the idea of an international education which could bring “greater fraternity, more tolerance and secure peace (ibid p. 163), could also have been said to have arisen out of the crisis of civilization of the post World War 1 world. So whilst idea of an International Baccalaureate Diploma was first conceived by a group of teachers in the International School of Geneva in 1962, through the pragmatic need for an “educational Nansen passport”(Peterson, 1972a, p. 19), it is apparent that the idea of an international education was in existence much earlier than this.
The exact date of origin for the IB Diploma curriculum is difficult to pinpoint but there are two significant contenders, these being, the inaugural meeting in Paris, in 1949 of the Council of International Schools (CIS) and the four-week long conference, also organised by the CIS, in the summer of 1950 for teachers interested in international education at the international School of Geneva (Bunnell, T. 2007, p. 414). Further to this, there was the meeting in Geneva in March 1965 that drew up the IBDP Hexagonal framework (introduced in 1983 and formalized in 1993) and the curriculum meeting in Sevres in 1967 where the seven-point scale was developed (ibid, p. 414). Prior to this, in the move towards the idea of an international education,

the Multi-National (e.g.; European) and bi-lateral schools (e.g.; Franco-German Lycées) eventually combined with the other two types of international schools in 1951 to form the International Schools Association (ISA) (Bagnall, N. 1994, p. 73).

According to Bagnall (1994),

A grant from the Twentieth Century Fund to the ISA in 1963 made it possible to study further the future of an international examination system. In 1963 the International Schools Examination Syndicate (ISES) was established that later became the International Baccalaureate Office (IBO). The Ford Foundation grant of $300,000 in 1967 gave the IB the impetus needed to implant itself firmly in the international school scene. (ibid, p. 73).

Finally,

A meeting in Geneva in March 1965 of over 40 educationalists drew up framework that has been adopted by the IBO and remains in much the same format today. They believed that a balanced education was needed to best prepare students for university. A core of six subjects was fixed upon. It was felt that this structure would enable students to avoid unnecessary specialization (ibid, p. 74).

The idea of an international university entrance examination that could be sat in any country was first conceived by a group of teachers in the International School of Geneva and was taken up in a practical manner by the International Schools Association (ISA) in 1962.

The concept of an IB Diploma also presented an opportunity for experimentation and research for educationalists. The IB then had its beginnings as an opportunity
to provide alternatives to national education systems (a specific objective) and to even influence these systems in a positive way. According to Bagnall (1994),

By the end of the 5 year experimental phase (1970-1975) it was obvious that the IB was a viable examination system and would eventually become self funding. Up until this time, the IBO had been dependent on a wide range of sponsors for its continuation. It moved from being an educational idea to an experiment in the feasibility of a common curriculum leading to examinations that would enable students to cross national barriers and enter universities in many parts of the world (p. 81).

Tarc (2009) provided a valuable breakdown of the development of the IB over its early Creation and Experimental stages, to the process of its Institutionalization, then Corporatization and finally Branding. This information that follows is divided into the Time Period, followed by the process of Wider Change taking place in the world, accompanied by the resultant changes taking place in the IBO:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Wider Change</th>
<th>IBO</th>
</tr>
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<tbody>
<tr>
<td>1962–1973</td>
<td>Embedded liberalism</td>
<td>Creation and Experiment</td>
</tr>
<tr>
<td>1974–1989</td>
<td>Transitionary</td>
<td>Institutionalization</td>
</tr>
<tr>
<td>1990–2001</td>
<td>Ascendancy of neoliberal globalization</td>
<td>Corporatization</td>
</tr>
<tr>
<td>2002 onwards</td>
<td>Contemporary Movement</td>
<td>Branding (p.237)</td>
</tr>
</tbody>
</table>

The changes in the process of the IBO (as described by Tarc) are valuable in that it traces a narrative of growth of the IBO and considers the way the IBO has reacted and been influenced by the process of globalization from its initial period of creation and experiment in the era of embedded liberalism, to the process of institutionalising (consolidating) itself after the initial period of idealism, to the corporatization of the IBO as a reaction to neoliberal global agendas, to its branding in the contemporary world. The question to ask is whether the IBO has gone from a genuinely idealistic educational initiative to now being part of the conservative educational status quo, intent on survival.

According to Cambridge and Thompson (2004), Peterson (1977) described the IB Diploma Programme as “applied comparative education” (p. 163), when trying to encapsulate the definition of the IB Diploma as “a novel curriculum intended to
develop international attitudes and awareness, with foundations in the academic, research-based, interdisciplinary tradition of comparative education” (ibid, p. 163).

According to Doherty (2009):

the IB has its origins and vision in facilitating routes for transnational mobility of a cosmopolitan middle class. Significantly, this group of parents were professionals whose life opportunities hinged on their educational qualifications, and they were intent on ensuring the same opportunities for their children (Doherty, 2009 p.77).

As a system of education which was not controlled by any particular government or any tradition, the IB had an advantage. It also had difficulties to overcome in its early years. To begin with the IB had to devise programmes that would be accepted by universities in different countries. It also had to show acceptable methods of examining in order to gain credibility. In addition, it had the difficult tasks of gaining international recognition, finance and finally persuading schools to diversify by adding to the IB alongside their own national systems. To attain these objectives, the IBO had to be hard-headed (product oriented) to a degree. In other words, it had to undergo a process of:

- **Step 1**: Diagnosis of need (ascertain if a need existed for the children of expatriates)
- **Step 2**: Formulation of objectives (to enable these students to access tertiary study)
- **Step 3**: Selection of content (content that enabled students to compete against students from other systems like the A Levels)
- **Step 4**: Organization of content (breadth of compulsory subjects)
- **Step 5**: Selection of learning experiences (the expansion into CAS, TOK and EE)
- **Step 6**: Organization of learning experiences (the organization of each subject syllabi)
- **Step 7**: Determination of what to evaluate and of the ways and means of doing it (the process of internal assessment and external exams and how to allocate percentages to each) (Taba 1962 in Smith, M.K. 1996/2000, p. 4).

In its first decade of existence (1970s), due to the atmosphere in which it grew, the IB was highly results-oriented and quite specific in its mandate; as seen above. Despite this understandable focus, in its underlying pedagogy there lay the foundations for a visionary system of education. Peterson (1987) stated that the precepts behind the original IB Programmes are “the transfer of learning and the
application of principles learnt in one situation to the problems of a new situation’ (p. 44). Other ‘visionary’ aspects are the compulsory nature and the significance of CAS (Creativity, Action and Service), the enforced reflection of TOK (Theory of Knowledge) and the idea of an individual taxonomy in every subject offered. These are practical applications of what Walker (2001) refers to as the Socratian concept of ‘the examined life’ (p.3) where one takes an intellectual scalpel to even the most traditional wisdoms. These aspects existed even in the early versions of the Diploma, and whilst the programme can be perceived to have been hi-jacked by certain schools in Australia looking for that academic edge, in its original design stage, it contained the elements for an empowering international programme of education.

The focus of the IBO (via the Diploma programme) in these early days (where 147 students sat for exams in two schools) was primarily on students between the ages of sixteen and eighteen; of matriculation and university entrance age. Peterson(1972) is adamant that the years between sixteen and eighteen are the most formative period at which a young person could gain most from contact with a culture different from that of his homeland (p 9). Thus, whilst the vision for the formation of the IB may have been ambitious and its founding pedagogy broad, the scope of the programme - at its origin - was narrow.

Whilst the IB was concerned with both practical and educational needs, it was also conceived mainly for the benefit of students in international schools who often found themselves, in their final two years of secondary learning, split up into national groups where they would then study for their separate national exam system. The significant exams were the Swiss Maturite, the English G.C.E. ‘A’ Level, the American College Boards and the French Baccalaureate. Apart from the obvious disadvantages of splitting a class into splinter groups, the objections were also of an economic nature. Students often had to go into small and therefore expensive classes. If an external exam could be devised that met the criteria of the separate tertiary institutions of these countries and satisfied the requirements of national education boards, this would be a significant advantage.
The effects of globalisation, in creating a culture of ‘global nomads’ also contributed to the growth of the IB (Peterson 1997, p.13). According to Thompson (2002), these schools (schools providing the IB Diploma) also met a need among the globally mobile expatriate personnel associated with intergovernmental, multinational and diplomatic organisations (p. 5) and in the process, in the context of the impact of globalization on international education, have the capacity to facilitate “the spread of capitalist values around the world” (Bagnall, N. 2008, p. 19). On another level, Bagnall (2008) noted the link between globalization and education and its impact on international education,

cultural and social globalization is the most appropriate form for international schools in developing charters and institutional obligations and individual rights and responsibilities (ibid, p.17).

Therefore, whilst the IB sprang from the ‘pragmatic’ need to provide for children of parents who had to travel for work it was also based on “a synthesis of the aims and structures of different national systems” and “presented the concept of the balance between conservation and innovation” (Fox, E. 1998, in Hayden and Thompson (eds) p.68). Since its early days however, the IB has evolved into something much more substantial, enduring and universally appealing (visionary), suitable even for schools which do not have the issue of globally mobile students:

The curriculum framework of the IB, later characterized by Thompson as a hexagon (Hayden et al., in Kellaghan, 1995) offers a response to the continual search for balance by including and attempting to resolve such inherent dichotomies as national vs. international perspectives; depth vs. breadth emphasis; traditional vs. modern interpretations; requirements vs. choice regulations; theoretical vs. practical learning; subject centered vs. interdisciplinary approaches (Fox, E. 1998, p.68).

Intimately connected with the IB programmes are the United World Colleges (UWC), twelve of which exist in the world today. These not-for-profit educational institutions are primarily influenced by the ideas of Kurt Hahn. The first of these was Atlantic College opened in Wales in 1962. The other colleges are:

- UWC OF South East Asia located in Singapore (est. 1971)
- Lester B. Pearson UWC of the Pacific located in Victoria, British Columbia, Canada (est. 1974)
• Waterford-KaMhlaba UWC of Southern Africa located in Mbabane, Kingdom of Swaziland, (est. UWC 1981)

• UWC-USA located in Montezuma castle, New Mexico, (est. 1982)

• UWC of the Adriatic located in Trieste, Italy, (est.1982)

• Simon Bolivar UWC of Agriculture located in Ciudad Bolivia, Barinas, Venezuela, (est. 1986, UWC 1988)

• Li Po Chun UWC of Hong Kong (est.1992)

• Red Cross Nordic UWC located in Sogn og Fjordane Country in Western Norway, (est.1995)

• Mahindra UWC of India, located 40 km’s from Pune, (est.1997)

• UWC Costa Rica, (est.2006)


The UWC’s combine their own unique educational philosophy based on service to the community and growing through service, with the IB curriculum. Their original mission statement, revised in 1995, states:

Through international education, shared experience and community service, United World Colleges enable young people to become responsible citizens, politically and environmentally aware, committed to the ideals of peace, justice, understanding and co-operation and to the implementation of these ideals through action and personal example (Jenkins 1998, p. 93).

In 1998, UWC Council President, Nelson Mandela, commented on the UWC:

The virtue and strength of UWC is that it provides small but powerful cells of innovation, catalysts for change, breaking learners of habit and opening broader vistas of experience for both students and educationalists’ (Jenkins 1998, p. 93).

In 2005, the UWC’s Mission and Vision Statement stated that the aim “is to make education a force to unite people, nations and cultures for peace and a sustainable future” (Bagnall N. 2008, p.29).

This is to be achieved by the promotional of the following values:

International and intercultural understanding
Celebration of difference
Personal responsibility and integrity
Mutual responsibility and respect
Compassion and service
Respect for the environment
A sense of idealism
Personal challenge


The United World Colleges then provide an interesting and stark contrast to other schools that adopt the IB programme. Whilst with UWC, the issue of accessibility (unlike other IB schools especially in Australia) and a sense of mission has been at the core of the movement, there are a range of reasons why schools (international and state and independent schools (national) implement the IB. Some of these reasons are based on sound and researched pedagogical decisions, some on idealistic reasons and some are based primarily on economic reasons. In Australia, introducing an international system of education, like the IB, to a national school which may be state, independent (Anglican, Catholic, Lutheran, fundamental Christian, non-denominational, Jewish or Islamic, without educationally sound reasons for doing it, could prove disruptive to that school. Looking further, international schools in South East Asia, the Far East, the Middle East and Africa, in the main, present an interesting dilemma for the IB. Many of these schools offer the IB Diploma programme and, in addition, the PYP and MYP. These are high fee paying schools that cater to expatriates and the wealthy, local demographic in the particular country. Local parents of modest means are not able to afford the high fees to send their children to these schools. These schools are privileged educational institutions, open to expatriates and the wealthy, offering an expensive programme coupled with high fees; a combination that could be argued, represents a contradiction of the vision and idealism of the IBO mission statement, especially
when this sort of stratified education does little to break down the barriers between the elites and those who are dispossessed. Under these circumstances, phrases like creating a “better and more peaceful world through intercultural understanding” could be seen as disingenuous.

The early ideals of the IB, as indicated earlier, were practical but not necessarily innovative or radical. According to Peterson, the first Director-General of the IBO, the aim was to provide the best possible education, a teachable course, satisfy university and national authorities and finally, incorporate best practice in teaching (Peterson 1987, p.34). In contrast to this, the (new) Mission Statement of the IBO, place emphasis on challenge, breadth, academic rigour, translating theory to practice, being international citizens as well as being citizens of their own nation and knowing and valuing one’s own heritage as a means to appreciating and respecting the cultures of others. This new mission statement of the IBO, in theory contains the necessary elements for what could be defined as an international education.

In recent times, contemporary developments show that the IBO has been proactive in aiming to resolve the dilemmas and tensions within the organisation by aiming to ascertain and positively address degrees of equity, accessibility, euro centric bias and the gap between the theory (the designed curriculum) and the reality (implemented and learned curriculum) (Tarc, 2009; Bunnell, 2010; Smith and Morgan, 2010). The establishment of the research arm of the IB (SAGE publications) encourages papers dealing with issues at the chalk face of the IB programmes and the IBO is not afraid to be critical about itself and its directions. Dr Helen Drennen, past IBO Director of Academic Affairs showed the organisation’s preoccupation and genuine concern with the issue of accessibility when she stated that after all the rhetoric, the issue of importance is ‘translating theory into the reality of experience’ (Drennen 2001, p.27). Past Director-General of the IBO, George Walker (2001) was also at pains to point out ‘the gross inequality of levels of the human condition that are experienced by different peoples around the world’ (p. 8). He mentions the gap between developed and developing countries when he compares Europe to the Middle East, Africa and South America:
in the Arab states one in four children (10.3 million) is out of primary school, in Europe there is 100% coverage of primary education, 42 million children are out of primary school in sub-Saharan Africa, and 95% of children in Latin America and the Caribbean attend primary school (ibid, p.8).

In George Walker’s address to the IB North America (IBNA) annual conference in 2005, he stated, that under the present model, the IB will remain a dream for the vast majority of students in the world. In its present state, the IB excludes more than it can ever admit (Walker, IBNA Conference 2005).

Walker also acknowledged the fact that the construct of the IB follows a Western Humanist tradition (Walker, IBNA Conference 2005). Whilst he showed an awareness of the contradictions, he did not propose constructive solutions or responses. The current Director-General of the IBO, Jeff Beard, agreed with George Walker and has set about implementing a clear and rigorous programme for bringing the IB to more students in the world; although the corporate background of the current Director-General, Jeff Beard, is an interesting indication of the directions of the IBO when compared to the educational background of the former Director-General, George Walker. Perhaps this may indicate a wish on the part of the IBO to establish a more efficient business model in its aim to grow and meet the demands of the 21st century? The new ideas proposed by Jeff Beard focus on three critical areas: Quality, Access and Infrastructure (Beard, IBAP Conference, 2008). Hill (2001), Deputy Director of the IBO, also recognises the problem of accessibility. According to him, the IBO is endeavouring to work with governments in poorer countries and to use the three IB programmes as pilots whereby educationalists could investigate which aspects of the IB could assist educational reform in these countries without implementing more IB programmes in their entirety (p. 10).

In November 2001, the IBO was awarded a grant of US$ One Million from The Goldman Sachs Foundation in order to expand and enhance the online curriculum centre (OCC). The aim of the grant was to improve the quality and accessibility of the IBO’s professional development and teacher-training services worldwide, with a focus on supporting schools in economically disadvantaged areas. Since that time, the grant has covered the online subscription fees for fifty disadvantaged
schools. This and a host of other ventures (like franchising the IB to governments) initiated by the IB, show that they are serious about making the IB programmes more accessible to those who simply cannot afford the cost. In this and in the attempts of the IBO to address the issues of equity and accessibility of the programmes to those who most need it, there is a sense that if the IB is to be genuinely credible it must match rhetoric with reality and in the last five years it is evident that the IBO has taken the issues of access to its programmes and the claims of elitism very seriously. Selections of examples of the IB’s attempts to open the programmes up and create greater access are:

the establishment of the IB Community Themes website which encourages and facilitates IB community action on issues of global poverty, education for all, peace and conflict, global infectious diseases, the digital divide and disaster emergencies;

the establishment of the Council of IB Fellows, who will be Global Thought Leaders stimulating and mentoring IB teaching;

the establishment of the Learner Profile and an active push by the IBO for schools to live the mission of the IB through the integration of the Learner Profile in the fabric of schools (The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose);

partnership with state governments to broaden access to the IB Diploma as seen in the 140 million investment by the Queensland state government in the establishment of three Queensland Academies;

partnership with the Aga Khan Academies in bringing the IB to an integrated network of schools in Africa, South East Asia and the Middle East;

partnership with the King Faisal Schools project to improve teacher training outcomes in Arabic schools;

partnership with the Bill Gates Foundation, through the Title One Students Scheme, to bridge the Diploma gap in the USA by giving help to socially and
economically disadvantaged students (Beard, G. IB Asia Pacific 23rd Annual Regional Conference, 17-20 October 2008, Beijing-China).

One of the most valuable contributions that the (modern) International Baccalaureate sets out to make to offset the negative effects of globalisation is ‘educating for moral responsibility’. This process is not simply a question of developing the knowledge of right and wrong, but also ensuring that children’s conduct conform to this knowledge (Hill 1997, p. 63). One particular example of an international school which has pioneered the concept of an unique international education based on moral values is the Ecole International (Ecolint) school in Geneva; one of the first schools to implement the IB Diploma programme in the world. Ecolint was established to implement the principles of the World Education Fellowship, which are ‘spiritual energy, individuality, citizen of the world, faith in humanity, unity in diversity and bilingualism’ (Oates 1997, p. 59); concepts that are remarkably similar to the very early international movements mentioned earlier in this chapter.

The International Baccalaureate Organisation has embedded in its mission statement the development of the ideals of global citizenship in its students. The IBO’s new and revised Mission Statement, Core Values and Act of Foundation embraces the idea of developing the individual who will be a positive and affirming force for a better and more peaceful world through offering inclusive, non-elitist international programme of education in collaboration with schools and tertiary institutions and government agencies. The mission of the IBO:

…aims to develop inquiring, knowledgeable and caring people who help to create a better and more peaceful world through intercultural understanding and respect (Strategic Plan IBO 2004, p.2).

The specific IB programmes:

…encourage students across the world to become active, compassionate and learners who understand that other people, with their differences, can also be right’ (ibid, p.2).
The Core Values of the IBO are motivated by international-mindedness (embracing diversity), quality, participation and partnerships; all indicative of a curriculum that that goes beyond educating for a life of work to educating for life itself; a curriculum that has evolved from product to process and praxis.

**Shifting Curriculum from the Classroom to the Community**

In considering how the IB curriculum translates from theory to practice, it is important to consider the opinions of practitioners of the IB at school level and see what they recognise as the main features of the IB. In a 2000 report on the features of the IB, G. Sen (2001), Diploma Coordinator of the IB in Koc School Turkey, sees the main features of the IB as:

- curricular balance, opportunities for limited specialisation, a diversity of learning styles, a diversity of assessment methods, a continuous process of curriculum review and implementation and flexibility of implementation’ (p.3).

In examining the suitability of the IB as a genuine international programme, it is also important to consider the distinctive features of the three programmes as understood by practitioners. In a 2001 report on the features of the three IB programmes, Evelyn Hiatt, Associate Senior Director, Texas Education Agency, compiled what she considered a list of the distinctive features of the Primary, Middle Years and Diploma programmes. She identified in:

the PYP,
- Student Learning Outcomes; encouraging inquirers, thinkers, communicators, risk-takers; emphasis on being caring, open-minded, well-balanced and reflective;
- The written, the taught, and the learned curriculum;
- Overarching themes.

the MYP,
- Octagon (Technology, Physical Education, the Arts);
- Areas of Interaction (Environment, Health/Social Education, Homo Faber, Approaches to Learning);
Personal Project.’

the Diploma,

Hexagon (The six subject groupings with CAS, TOK and EE at the core)

Extended Essay;

Theory of Knowledge;

CAS (p. 55). (See Appendix B Page 241 for detail)

In comparing these ideas to the IBO Mission Statement, one recognises the continuity from the broad philosophical aims of the Mission Statement to the more practical aspects. Taking the Diploma only as a comparison point, one sees a connection between ‘balanced curricula’ and the Hexagon-shaped choices where a student is committed to a language, a Humanities subject, a Science, Mathematics and another choice from any of the original groups. There is a connection between ‘international understanding and responsible citizenship’ in the CAS project and indeed in the Personal Project of the MYP. There is also a connection between ‘critical and compassionate thinkers, lifelong learners and informed participants’ and the Theory of Knowledge programme, leading to the point that by adopting the IB Diploma (and indeed the MYP and PYP) schools do move significantly along the continuum of internationalism.

Helen Drennan, then Director of Academic Affairs at the IBO, in her article, ‘An Overview of Developments in the Three IBO Programmes’, explored the ‘working ideas and pedagogical principles’ (Drennan, H. 2001, p.25) underpinning the IB programmes. She recommended ‘intellectual rigour and high academic standards, balanced by an emphasis on international understanding and responsible citizenship’ (ibid, p.25) and ‘an understanding of the nature and value of one’s own culture and the role of the study of others’ culture’ as vital to an education claiming to be international’ (ibid, p.25). Walker (2001) supported her when he stated, ‘Ideally, at the end of the IB experience, students should know themselves better than when they started, while acknowledging that others can be right being different’ (ibid, p.8).
Both Drennan and Walker emphasised the idea of encouraging diversity (of curriculum) in the IB Diploma. Walker (2001) referred to the ‘ongoing tension in our lives between, on the one hand unity, purity and simplicity and, on the other, diversity, mixture and the complex’ (ibid, p.7). He connected this idea to education by saying that composite materials are stronger and more versatile than their pure components.

The emphasis that the IB places on Independent Learning and Inquiry Based Learning, if employed appropriately, has the capacity to do what David Wilkinson, in his article, ‘International Education: A Question of Access’, stated that international education should do; that is be a ‘force for change’ because students are given the opportunity to question and challenge (Wilkinson 2001, p.232). This opportunity to question and challenge can bring together profound differences in thinking, such as those of the East and the West. Geert Hofstede considered this in his text *Cultures and Organisations*, when he used the example of the compulsory foreign language study, de rigueur in the IB programmes. He also mentioned the value of teaching and comprehending texts in their original language of writing. According to Hofstede, information is more than words. It is the words that ‘fit’ the meaning into the specific cultural format. Translations could have different meanings in different languages, thus perverting the original meaning of the text (Hofstede 1997, p.171). In addition, by increasing the possibility of becoming bi-lingual, as the IB attempts to do, one improves intercultural communication.

Hofstede supported his claim that understanding ways of seeing and thinking in other cultures is paramount to intercultural cooperation:

The Western concern with truth is supported by an axiom in Western logic that a statement excludes its opposite: if A is true, B, which is the opposite of A, must be false. Eastern logic does not have such an axiom. If A is true, its opposite B may also be true, and together they produce a wisdom which is superior to either A or B (Hofstede 1997, p.171).

This concept in itself then produces huge challenges for the IBO in trying to bring its programmes to all cultures. It is not enough to simply superimpose the IBO Programmes onto education systems in cultures that do not share the similar basic precepts of religion, tradition, ritual and family interaction. To do this would be to
ensure that students will be getting mixed messages; one from their home and cultural life and one from school. This can be a recipe for cultural dislocation.

This idea of questioning and challenging can be viewed from another perspective. Socrates promoted the concept of ‘the examined life’ and encouraged his students to take an intellectual scalpel even to the most traditional wisdoms. Professor George Walker draws comparison between this and a good Theory of Knowledge lesson. According to the Theory of Knowledge syllabus, this area seeks to achieve certain specific aims:

It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognise the need to act responsibly in an increasingly interconnected world (IB Theory of Knowledge programme 1999, p. 1).

Approaches to learning in the IB Theory of Knowledge course are very efficient means for developing a critical awareness of active citizenship. Despite this, the question needs to be asked: what about cultures that discourage questioning traditional wisdoms? For instance, the IB has – to date - made little progress in China simply because the Chinese curriculum is based on a far more inflexible and culturally specific set of paradigms. To allow the IB access into its curriculum would mean educating students to question and discriminate. This would have the capacity to disrupt the current Chinese educational model, and could eventually lead to students (and eventually adults) who would be less compliant. On the one hand this could be argued to be a positive thing in creating a more accountable and transparent government and on the other hand, it could be argued that the fabric of Chinese (Confucian) society, with its focus on community and not so much the individual, would be changed. Perhaps this process of increasing homogeneity is an inevitable consequence of the increasing globalisation of the world?

Walker (2001) stated that international systems of education should seek to develop a sense of belonging to a world community. He mentioned the ‘ignorance of each other’s ways’ as being a major catalyst for strife in the world (Walker 2001, p.5). The change that is brought about through the process of questioning and challenging even the most traditional of wisdoms, and the understanding that
is brought about through a process of coming to understand another cultural perspective, has the capacity to change ‘the inner capability of the individual so that the person acts as a self-responsible and self-motivated citizen’ (Burbules and Torres, 2000, p.158).

With the IB, there is a conscious attempt to develop understanding of other cultures and to encourage students to question and challenge conventional thinking in all academic disciplines. This can be a distinct advantage in developing citizens who are equipped to deal with an increasingly complex and globally integrated world. On the other hand, the understanding of cultures needs to be developed at a deeper level than ‘food and festivals’. There needs to be a genuine attempt to convey an understanding of the ways different cultural groups think about issues concerning morality, ethics and the universal issues of life.

Derek Pigrum (1998) identified as paramount the concept of understanding another culture and by ‘identifying difference’ how we can identify ways in which humans can even rise above cultural difference and see similarities. This is in agreement with Hofstede’s claim that ‘intercultural co-operation’ can be fostered by understanding the nature of other cultures and it also combats the concept of anything that is different is therefore dangerous. In addition to this, Pigrum identified a new view of creativity where intuition and creativity are not placed at odds with the rational and analytical. Instead, ‘it presents a view of creativity in all domains as an oscillation between judgemental and creative thinking’ (ibid, p. 125). He stated that:

there is a call for the new episteme for a terminology and approach that does not treat imagination and rational thinking as antithetical but as consistent and interdependent in some respects, and at variance in others (Pigrum 2001, p.125).

This new view of creativity can be identified as an essential component of the IB programmes with the emphasis on a breadth in subject choice. It aims create a new unity between the intuition and reason and helps foster a merging of the Arts and the Sciences.
Peterson (1972), in looking at the principles underlying syllabus construction in the individual subjects of the IB, saw a deliberate balance between General Education and Specialist Education in the IB. Peterson also mentioned the German concept of *examplarisches lernen* where there is ‘a combination of basic outline courses with limited study of selected topics in depth’ (p. 44). He gave the example of literature courses where the IBO ‘rigorously eschews courses in the history of literature or philosophy in favour of the more profound study of selected complete works or topics; and we try to test the extent to which the objectives of the course have been achieved by asking the pupil to write something of his own rather than to reproduce the views of the authorities’ (ibid, p. 44).

Peterson’s discussion of the compulsory requirements of the IB, referred to the broad-based study of subjects which form a compulsory core. The aspects included in this core are:

- the study of literature, the study of man, practice of creative and aesthetic activity, philosophical understanding of the forms of knowledge, testing hypothesis in experimental sciences and making historical judgment in the study of man (Ibid, p. 44).

According to Peterson (1972), the special nature of the IB Programmes allows the ‘transfer of learning and application of privileges learnt in one situation to the problems of a new situation’ (p. 41).

Peterson compared the IB with national education systems such as the GCE A Levels and the French Baccalaureate, and concluded that the IB has been instrumental in forcing change for the better in both systems. One reason for this ‘forcing of change’ in other systems could be that the IB has focused on certain compulsory elements in its programme/s; aspects such as greater number of subjects (six), compulsory second language, deliberate breadth of subject choice, a compulsory research element, the inclusion of a course in meta-cognition and increasing the profile of extra curricula activities, creativity and service, thus forcing other systems to go back and scrutinise the theoretical underpinnings of their systems. I argue that the IBO can also be a catalyst to galvanise governments into worthwhile educational action. This is the case in Queensland, Australia over the last few years. Andrews College implemented the IB Diploma programme in
2000 and then followed this with the implementation of the MYP and PYP in 2004 and 2005. This was followed by the implementation of the IB Diploma in three large state schools in South East Queensland, Indooroopilly State High, Mountain Creek State High and Cairns State High, and the implementation of the IB Diploma in three independent schools, Saint Peter’s Lutheran, Trinity Lutheran College and John Paul College. In addition to this, 2007 saw the creation of the three previously mentioned Queensland State Academies, offering only the IB Diploma for its students in Years 10, 11 and 12 and three state high schools offering the IB Diploma. It could be argued that the decision has finally been made (by the Queensland State Government) that the IB Diploma cannot be ignored. This example, it could be argued, goes to show that whilst a system such as the IB will not take over national education systems, there is a likelihood, with the growth of globalisation, the mix of cultures, the success of systems such as the IB and the existence of common human issues, that national systems will be led to reflect on the ‘cardinal virtues’ that underpin the particular international education system; in this case the IB. This process of reflection can only benefit the national education system.

There are however, problems with this globalisation of education. Burbules and Torres (2000), questioned to what extent is educational endeavour affected by processes of globalisation that are threatening the autonomy of national education systems and the sovereignty of nation states as the ultimate ruler in democratic societies. For instance, is implementing the IB Diploma into state schools simply substituting one bureaucratic system for another? They also question the manner in which globalisation is changing ‘the fundamental conditions of an education system premised on fitting into a community characterised by proximity and familiarity’ (Burbules and Torres, 2000, p. 4). The problem is that the IBO could create a new hegemony in curriculum, instruction and pedagogical practices, in general, as well as in policies concerning school financing, research and evaluation (ibid, p. 4). It could be argued that this is the case in Australia where there are regions where the IB programmes are strong. On the opposite side of the argument, the IB, as an international education system, has the potential to be a useful and valid alternative to the problematic aspects of globalisation. With its non-allegiance to national systems and with its emphasis away from profit driven
education, the IB potentially has the capacity to humanise globalisation. I say potentially, because in the real world, especially in the Australian educational context, the IB programmes can serve as ‘pragmatic’ vehicles by which the school can increase its market share of the clientele. It is not unreasonable to suggest that the government sector (in Queensland) is implementing the IB in selected schools in a direct attempt to win back some of the market share in educational terms, but this is not necessarily the only reason for its implementation. Despite this apparent contradiction, international education via the IB has the potential to be a suitable alternative to the economic rationalist ‘post-Fordist’ world whose mantra is efficiency and ethic of cost benefit, students as human capital, as consumers, education as a product, outcomes to be empirically tangible and subjecting schools to the discipline of market competition. Additionally, in spite of the perceived reasons for schools implementing the IB, international education has the potential to affect globalisation in a positive manner simply by the quality of the students it turns out. This is a case of employing one set of means (the IB) to achieve two dissimilar ends (the increased market share for schools and a different and more rounded exiting student). These exiting IB Diplomates, according to Burbules and Torres (2000) may be better equipped with aspects such as ‘the development of the human soul, self-motivation, self-actualisation and self-empowerment’ (p. 158 and 159).

This idea of the value of the IB Diploma programme being linked to the quality of the student who exits at the end of Year 12 can however, be called into question when it comes to Third Culture Kids (TCKs) and their specific educational problems. A third culture kid is a person who has spent a significant part of his or her developmental years outside their parents’ culture. It is an accepted fact that adolescents fail to develop a sound grasp of their first language if there is a lack of continued use, study or exposure of this language in the early stages of their development’. With children who have been subject to multiple movements across various national education systems over a course of a few years, there is a tendency to develop a phenomenon referred to as ‘subtractive bilingualism’. This phenomenon exists amongst a group of adolescents who could be termed Functionally Multi-Lingual (FML). These are often ‘children who are multi-lingual at a surface level of conversation but who appear to have difficulty
developing abstractions and higher order thinking skills’ (Burbules and Torres, 2000, p.158). Many of these students have fascinating backgrounds with a unique mix of parents, languages and rich experiences. Due to this, they often display a well-developed sense of maturity in their verbal dealings with adults. Despite this, these ‘products of globalisation’ have been left with some serious language problems. In many of these cases, these students have not been allowed to develop their first language skills to a solid foundational level before they have been immersed into the complexities of another language. A consequence may be that these students, whilst functionally multi-lingual may not necessarily possess proficiency in either language to more than the surface or concrete level. This prevents them from taking full advantage of the curriculum on offer. The growing number of FMLs may well be an unforeseen and unfortunate result of globalisation.

The issue here is that on the one hand we have students who have experienced a diverse and rich cultural life in the first decade and an half of their lives. With this comes a maturity of thinking in understanding the differing worldviews of societies. Paradoxically, however, these FML students, although equipped with two or perhaps three languages, appear unable to fully access the higher order thinking skills required of curriculum at the upper end of school.

Another perspective on the unique approach of international education systems (the IBO) is its focus on encouraging the learner to participate in the learning process and to own it and as a result to see the relevance of learning and be able to apply it intelligently to their own lives. Bawden (1997) interpreted this as a logical progression of knowledge (or of ways of knowing) which moves from Propositional Knowledge, to Practical Knowledge, to Experiential Knowledge, to Inspirational Knowledge (p. 82). It could be argued that a basic aim behind the IB is equipping students for the complexities of the 21\textsuperscript{st} Century, in that the focus is not simply about knowing but more importantly, knowing about knowing. Bawden argued that schools in the 21\textsuperscript{st} century should not only be places of knowing, but also about knowing about knowing (meta-cognition) and places where we come to know about the nature of knowledge and the assumptions that we make about it (epistemic knowing) (ibid, p. 82).
Learning about different paradigms, defined as that ‘entire constellation of beliefs, values and techniques shared by members of a given community’ (Bawden, p. 88) and worldviews, ‘those intellectual / normative frameworks through which we filter our experiences of the world about us’ (ibid, p. 88) and having the maturity to let meaning emerge through ‘tensions of difference’ are directions in which international education programmes like the IB are headed (ibid, p. 88). According to Bawden,

Schools are not places of knowing, but places of knowledge. Knowledge is the fallout from the knowing process. Knowledge is form separated from life. It stands by itself, removed from the vitality and dynamics of life, from the spirit. It becomes life only when it is brought again into the knowing process of an individual (ibid, p. 145).

The systemic approach of the IB is an advantage to schools in providing this process whereby a student assumes responsibility for their own learning (to an appreciable degree) and is exposed to prepositional, practical and experiential knowledge with experience being the core pedagogical approach.

The IB emphasises the concept of Lifelong Learning, which is the idea that ‘Knowledge is increasingly dynamic and that its ownership is becoming more dispersed’ (Keating 2002, p. 4). This can empower the marginalised if appropriately implemented. In this idea of Lifelong Learning however, there is an inherent contradiction. One needs to question if the ownership of knowledge is actually being dispersed equally into the wider community? If Lifelong Learning is simply that for the privileged elite, this is a case of further empowering the empowered and it does not sit easily with philosophical tenets of the IB.

This methodology of learning implies that it is acceptable to attempt to ‘clone’ on to non- Eurocentric educational models, educational systems and methodologies designed to accommodate cultural norms in another part of the world. At the 2003 International Baccalaureate Organization (IBO) World Heads’ Conference in Cancun, the then Director General George Walker indicated that a recent study undertaken by the McKinsey group had suggested that the IBO could be expected to influence as many as 100 million people in the foreseeable future and with this reach of influence comes the responsibility of ensuring that cultural integrity is not
diluted. The IB itself does acknowledge that the IB Diploma programme grew from a Western Humanist tradition with its promotion of ‘individual talents’, ‘responsible citizenship’, ‘critical thinking’ and ‘informed participation’ (Drake, B. 2004, p. 191). The issue that has opened the IBO up to criticism is that despite its best intentions, the IB curriculum, by imposing itself on other cultural norms is perpetuating a new and more subtle form of cultural imperialism.

The IBO is unapologetic in its commitment to its mission statement and to its teaching methodologies in the PYP, MYP and the Diploma. Phrases such as ‘multiple perspective-taking’, ‘open-mindedness’, ‘intercultural awareness’, ‘independent learning’, ‘creative thinking ‘and reflection’, often however tend to create tensions with certain traditional cultural attributes. Furthermore, the IB curriculum encourages a style of teaching which ‘stimulates curiosity, inquiry, reflection and critical thinking’ (www.ibo.org – Accessed 20\textsuperscript{th}January 2010). This approach creates tensions when compared with some traditional cultures which may promote ‘fatalism as opposed to proactivism; collectivism as opposed to individualism; and uncertainty avoidance’ (Drake, B.2004 p. 195). According to Drake (2004),

In some culture, for instance, uncertainty is often viewed as psychologically uncomfortable and disruptive, and people seek to reduce it and to limit risk by hanging on to the way things have always been done (ibid, p. 195).

Furthermore, all IB programmes actively encourage critical thinking skills and encourage the challenging of received wisdoms, including that imparted by the teacher. In many societies, such as in Africa, Japan, China, this open criticism of traditional and accepted wisdoms is deemed unacceptable. A child from these cultures, would experience an ‘inevitable cultural dissonance’ if the teaching from school and home are at odds (Drake, B.2004 p. 195). Inevitably one can find differences between the mission of the IBO and the accepted wisdoms of traditional cultures. Will this mean that, as the IB expands into the national systems of the non-Eurocentric world, the IB programmes themselves will need tinkering and adjusting to best fit the paradigms of these worlds? It is important to ask how this could affect, dilute and change the IB. These are important questions that will need careful consideration if the essential quality of the IB programmes is
to be maintained. Finally, is it at all rational to contemplate a curriculum that can cater to all societies and nations?

Provided the theory of the IB can be effectively translated into practice, there are numerous advantages to implementing it. The issue however, is that this international system is still largely European in its grounding and there is the reality that it is simply a more refined, covert and subtle form of colonialism. Students from less developed nations are being asked to look at problems from a perspective that may be foreign to their common cultural experience. This being said, the IB as a system designed to overcome the negatives of globalisation and to empower young people to be agents for positive global change has immense value. The problem as always lies in the reasons for implementation of the IB Programmes, the integrity with which schools implement the mission of the organisation and the way the IB can alter itself to be acceptable to other cultures without seriously compromising itself.

In summary, this section has considered the history and general guiding principles of the IB programmes. The section that follows will be a study of the detail of the IB Diploma curriculum.

2.2 The International Baccalaureate Diploma Programme

The International Baccalaureate Diploma was established in 1970, the Middle Years Programme in 1994 and the Primary Years Programme in 1997. With the establishment of the three programmes, the IBO’s concept of an educational continuum and of a consistent and broad-based international curriculum was born. For the purposes of this thesis, only the details of the Diploma Programme will be discussed. There are however, shared features across the three programmes including:

Study across a broad and balanced range of knowledge domains including languages, humanities, science and technology, mathematics and the arts, drawing on content from educational cultures across the world.

Giving special emphasis to language acquisition and development
Providing opportunities for engaging in transdisciplinary learning

Focusing on developing the skills of learning, culminating in a study of the Theory of Knowledge in the Diploma Programme

Including, to a varying extent, the study of individual subjects and of transdisciplinary areas

Providing students with opportunities for individual and collaborative planning and research

Including a community service component requiring action and reflection (www.ibo.org – Accessed 20th January 2010).

The IBO Diploma

The IB Diploma is premised on core values of active global citizenship, critical enquiry and intercultural understanding, with a strong tradition in the study of languages (Hayden & Wong, 1997). It is often described with reference to its 'balanced', 'integrated' and 'holistic' approach to education, in contrast to state curricula that encourage more streamed specialisation and disciplinarity at this stage of schooling (Australian Council for Educational Research, 2006). The International Baccalaureate Organisation (IBO) literature defines the Diploma Programme as a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world’s leading universities. The Diploma Programme is said to prepare students for university and to encourage them to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture and develop the ability to communicate with and understand people from other countries and cultures.

Schools teach the programme in English, French and Spanish. An option over the coming years may be the addition of Chinese to this language group. Over the course of the two-year programme, students study six subjects chosen from the six subject groups, complete an extended essay, follow a theory of knowledge course (TOK) and participate in creativity, action, service (CAS). Normally three of the six subjects are studied at higher level (courses representing 240 teaching hours) and the remaining
three subjects are studied at standard level (courses representing 150 teaching hours). Subjects, other than languages, may be taught and examined in English, French or Spanish (www.ibo.org – Accessed 20th January 2010). [See Appendix B page 241 for further detail on the IB Diploma programme]

Peterson (1997) claimed that the complex combination of curriculum, assessment and pedagogy is unique in the IB Diploma. These are:

capacity for conceptualisation;

curiosity (inquiry-based learning);

being able to formulate new interpretations;

problem solving and intellectualism;

learning to learn, balance and breadth;

moral and aesthetic;

study of the literature of man (homer faber);

creativity;

philosophical understanding of knowledge;

metacognition;

testing hypotheses;

making historical judgment (Peterson 1987, pp. 34-35). These concepts are similar to the pedagogical tenets that Drennen (2000) stated the three programmes of the IBO have in common. These are:

construction of knowledge;

branches of knowledge and culture;

inquiry and critical thinking;

higher order skills like analysis;

evaluation and synthesis;
transdisciplinary study;
balance and concurrency;
rigour;
innovation in teaching and learning;
ability to tolerate uncertainty;
importance of creativity’ (p. 28).

Diploma Programme Model

The curriculum is modelled by a hexagon with six academic areas surrounding the three core requirements (See Appendix F page 258)

All diploma students must complete the core programme (in the centre of the hexagon), and they must study six academic subjects – one subject from each corner of the hexagon (i.e. from each group). Of the six academic subjects, the IBO stipulates that at least three and no more than four subjects must be taken at Higher Level (HL), comprising 240 teacher–student contact hours; and the rest at Standard Level (SL), 150 contact hours. It is up to the student and the school advisers to determine which particular subjects are taken at HL.

Diploma Programme curriculum

Core requirements

The core of the curriculum model consists of three components.

(1) Extended Essay

The Extended Essay, with a prescribed limit of 4,000 words, offers students the opportunity to investigate a topic of individual interest and acquaints them with the independent research and writing skills expected at tertiary level. The extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. As a required component, it provides practical preparation for the kinds of undergraduate research required at tertiary level and an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject. Emphasis is placed on the research process:
formulating an appropriate research question
engaging in a personal exploration of the topic
communicating ideas
developing an argument.

Participation in this process develops the capacity to: analyse, synthesize and evaluate knowledge. Students are supported throughout the process with advice and guidance from a supervisor (usually a teacher at the school) (www.ibo.org – Accessed 20th January 2010).

(2) Theory of Knowledge (TOK)

The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across all disciplines, encouraging an appreciation of other cultural perspectives. The theory of knowledge (TOK) requirement is central to the educational philosophy of the Diploma Programme. It offers students and their teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge and to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world. In addition, it prompts students to be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge and recognize the need to act responsibly in an increasingly interconnected but uncertain world. As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is ‘How do we know?’ It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected. TOK also has an important role to play in providing coherence for the student as it transcends and links academic subject areas, thus demonstrating the ways in which they
can apply their knowledge with greater awareness and credibility (www.ibo.org – Accessed 20th January 2010).

(3) Creativity, Action, Service (CAS)

Participation in the school’s CAS programme encourages students to be involved in artistic pursuits, sports and community service work, thus fostering their awareness and appreciation of life outside the academic arena. The CAS requirement is a fundamental part of the programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies. Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects. Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects. Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people. Students are expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the programme. Each school appoints a CAS supervisor who is responsible for providing a varied choice of activities for students. Programmes are monitored by IBO regional offices. A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights acquired (www.ibo.org – Accessed 20th January 2010).

2.3 Growth and Progress of the International Baccalaureate in Australia

In the decade of the 1970s, the IB Diploma Programme did not have the credibility and prestige it has in the present educational climate; especially in Australia, where the IB is recognised as the ninth secondary school exit certificate (the other eight are those administered by each of the eight State / Territory Education Systems). During this earlier phase the individual subject courses were barely fleshed out and the rationale for the existence of the Diploma was very much in an
evolutionary stage. University recognition was not always a given and thus schools implementing the IB Diploma programme were, in a sense, taking a gamble.

Despite the obviously evolutionary nature of the IB Diploma and its uncertain place in the world of educationally proven programmes, certain schools in Australia decided to implement the IB Diploma. The first school to implement an IB Programme in Australian was, significantly enough, a state-funded senior college in the Australian Capital Territory (ACT). Since that time, the vast majority of schools implementing the Diploma in Australia have been independent schools. Narrabundah College, a state-funded college for students in years 11 and 12 introduced the IB Diploma into its educational offerings in February of 1978 (www.narabundah.act.edu.au/ - Accessed 26th February 2010). Narrabundah, despite being a state-funded college, is quite different to the normal perception of a state school. It is in fact, in many ways an independent school disguised as a state school. Many of the children of foreign diplomats attend Narrabundah and the school’s academic results are good. In 2005, Narrabundah had 53 different first languages spoken at the school and had 67 countries of origin in its student cohort (www.narabundah.act.edu.au/ - Accessed 26th February 2010). Under these circumstances it seemed like an appropriate place for the IB Diploma to begin in Australia.

From those humble beginnings in 1978, the only growth in the IBO in Australia was in the Diploma Programme until the late 1990s. Barring Narrabundah College in the ACT and Glenunga International High School in South Australia, the main institutions implementing the Diploma were independent schools in South Australia, Victoria and New South Wales. Nigel Bagnall (1994) in his Doctoral thesis provided further information about the early implementing independent school in Australia:

St Leonard’s College in Melbourne followed in 1982. The principal at that time, Richard Cornish, felt the need to encourage education within a global rather than a parochial context. By offering the IB as an alternative to the local final year examination (Higher School Certificate {HSC} as it was then, now the Victorian Certificate of Education {VCE}) it was felt that the IB would challenge more able students. Sydney Church of England Co-Educational Grammar School (SCECGS) Redlands had been accepted into the IB program the year before the Singapore Conference and by the end of
1989 a further four schools were registered with the IBO. (These schools were Mercedes College and Pembridge School in Adelaide: Lauriston Girls School and The Kilmore International School both in Victoria.) The next 3 years saw 5 new member schools (Presbyterian Ladies College and Wesley College in Victoria, Glenunga High School in South Australia, St Paul’s Grammar School in New South Wales and Kormilda College Ltd. in the Northern Territory). It is interesting to note that of the 12 schools in Australia offering the IB up until November 1991, 10 were non-Government schools (pp. 90 – 91).

Bagnall (2005) offered insight into the idiosyncrasies of educational curriculum choice and the early influence of globalism on the education industry when he revealed the reasons for the implementation of the IB Diploma in two of the original implementing schools, which also happen to be privileged State (public) schools:

The first school to offer the IB, Narrabundah College, was strongly influenced by the need to cater for the large numbers of international students located in the country’s capital. Glenunga High School (now called Glenunga International High School) entered the programme in response to two government initiatives. The first was the gaining of a contract to build submarines in Adelaide in conjunction with a Swedish firm. It was felt that the Swedish workers on the project would need a school to which they could send their children. The adoption of the IB would allow them to re-enter the Swedish University system. The second was the sitting of the Multi-Function Polis (a government supported high technology centre) in Adelaide (p. 114).

Glenunga International High School implemented the IB Diploma Programme in 1989 due mainly to the reasons offered above and to the vision of the then Minister for Education in the South Australian Labour Government, The Honourable Greg Crafter. Glenunga International High School currently offers the Diploma and the MYP programmes and has established an enviable reputation as a state funded school which competes effectively with surrounding Independent academic schools. This is in no small way attributable to the rigour of the IB Diploma Programme and the students it has the capacity to attract. Glenunga does what the state senior colleges in Sydney and Canberra do so effectively by stemming the flow of academic students from the state system to the independent system. Glenunga IHS has students from 60 different countries in its student cohort.

The development of the IB in Australia was consolidated further when,
The IBO accepted an invitation to visit Australia and Robert Blackburn, Deputy Director-General, Dr Roger Peel, Director General and John Goodban, Regional Director for Asia, visited each state and territory. They met with a wide range of Australian educators and Roger Peel addressed the Australian Education Conference (AEC) in Darwin (1988). The Darwin meeting asked the Australian Conference of Assessment and Certification Authorities (ACACA) to investigate the IB as a supplementary qualification to local certificates and IB recognition by Australian tertiary institutions (Bagnall, N. 1994, p. 89).

It could be argued that this introduction of academic rigour, is what the Queensland government has in mind with the introduction of the IB Diploma programme into Cairns State High Schools, Indooroopilly State High School and Mountain Creek High School and with its ambitious introduction of the three IB Diploma only Academies which are linked to the three big universities in the South East Queensland Area. The three academies are: The Queensland Academy for Creative Industries based in Kelvin Grove, The Queensland Academy for Mathematics, Science and Technology based at Toowong and The Queensland Academy for Medical Sciences based on the Gold Coast (IBAP newsletter, Sept 2006 p. 7).

Over the course of the early implementation process, there have been several notable educationalists that have played a part in further the cause of the IB in Australia. Some are principals of schools and other politicians. Some of these individuals are:

- Dr Milton March, Principal of Narrabundah College who recognised that international students residing with their diplomat parents were not being adequately catered for by the ACT education system
- Dr Headley Beare, Chief Education Officer for the ACT, [who] was convinced that the move to offer the IB would alleviate one of the major problems facing foreign students. The problem of re-entry to their own national university system would be simplified by the introduction of the IB
- Professor Tom Millar, recently Director of the Sir Robert Menzies Centre for Australian Studies in the University of London, [who] was an active member of the Narrabundah board at the time.
- Richard Cornish Principal of St Leonard’s College in Melbourne. He felt the need to encourage education within a global rather than a parochial context.
- The Hon. Greg Crafter, Education Minister for South Australia in 1989
- Ken Axton, former Tasmanian Director-General of Education (Bagnall, N. 1994, pp. 88, 89, 90).
Over the 30 years of the existence of the IB in Australia, a significant pattern can be traced in the state by state implementation of the three IB Programmes. Of the 132 schools implementing one or more of the IB programmes, 61 are Diploma schools, 45 MYP schools and 63 PYP schools, with some schools offering more than one of the three programmes. Of the 61 Diploma schools, 50 are independent and 11 state schools, these being, Cairns State High School, Queensland, Indooroopilly State High School, Queensland, Mountain Creek State High School, Queensland, the three Queensland Academies (Science/Mathematics/Technology in Brisbane, Creative Arts in Brisbane and Health Sciences on the Gold Coast), Melba Copland Secondary College, ACT, Narrabundah College, ACT, The Canberra College, ACT, Werribee Secondary College, Victoria and Glenunga International High School, South Australia. Of the 45 MYP schools, 20 are independent and 25 state schools and of the 63 PYP schools, 47 are independent and 16 state schools. In the Diploma and PYP, the Australian trend is heavily in favour of independent school uptake but the MYP bucks this trend. The trend across the world is markedly different with 3,105 IB World Schools in 140 countries. Of the 2,192 Diploma schools in the world, 1,083 are independent and 1,109 are state funded schools. Of the 857 MYP schools, 301 are independent and 556 are state funded and finally, of the 742 PYP schools worldwide, 444 are independent and 298 are state schools. When one studies these figures, it is obvious that Australia is quite different to the worldwide trend especially in the uptake of the Diploma and PYP programmes, although it does resemble the worldwide MYP trend. (http://www.ibo.org – Accessed 2nd January 2011). As far back as 1994, “The proportion of schools in the Non-Government sector offering the IB (83%), was significantly higher than in the Government sector (17%)” (Bagnall, N. 1994, p. 101). This trend in favour of independent schools then also tends to create IB Diploma results averages that are far better than world averages in final Diploma scores and in individual subject averages.

When reflecting on the imbalance of the implementation of the IB Diploma between state (public) and independent (private) schools, Bagnall (2005) offered some relevant insight into the possibilities for this imbalance. One reason is simply the reputation of the programme and the desire of independent schools principals
and school councils to ‘ride’ on the coattails of the Diploma to academic prosperity without adequately comprehending the organisational and financial complexities of implementing a new curriculum. Bagnall (2005) stated,

There is a fair amount of ‘churning’ amongst IB schools globally and Australia is no exception to this. Private school principals or members of school boards often hear of the IB and push for its adoption, but once taken on board, they realise just how difficult and expensive it is to stay involved in the programme” (p. 114)

A state-by-state analysis of the implementation of the IB Programmes, uncovers some significant and revealing information. It is difficult to ascertain why Tasmania, WA and the Northern Territory (one IB Diploma School) have been so reluctant when it comes to implementing the IB Programmes. Perhaps distance from the main education centres or a satisfaction with their senior certificates is the answer. What is even more difficult to explain is the poor numbers of schools in the ACT which have implemented the IB Diploma programme. This is especially curious when the first IB school in Australia was an ACT school. The total absence of state schools doing the IB in NSW is explainable by the fact that the NSW Board sells its HSC system as an international system of education to countries such as Hong Kong and Singapore, in opposition to the IB Diploma programme. The two most populous IB states are Victoria and South Australia. Traditionally, in the Australian education setting, both Victoria and South Australia have been seen as the most radical, innovative and visionary states in terms of curriculum reform. Both within the independent system and the state education boards, there has been a willingness to embrace whatever is going to help students achieve well in their studies. Even here there is a discrepancy between the uptake of the MYP and PYP in Victoria and South Australia. South Australian State schools by far outstrip all other states in its uptake of the MYP and PYP. Perhaps this can be explained when one considers the radical, innovative and visionary climate in South Australia in the 1970s in the Don Dunstan era. This could be a factor that was instrumental in laying the foundation for government bureaucracies to be willing to let competing curricula share a platform with the established Senior Secondary Assessment Board of South Australian (SSABSA) SACE curriculum.
Queensland, the state which was originally slower in its acceptance of the IB programmes seems to be making up for lost ground in the last five years. Originally Queensland experienced what could be described as an inconsistent level of growth in the IB Programmes. Early in 1990, Kooralbyn International College implemented the IB Diploma Programme. Due to financial reasons and poor enrolments however, the IB Diploma closed at Kooralbyn in 2000. The information gained from this foray by prospective IB schools [Andrews being the foremost – see Mission Statement Appendix E page 255] was that a school needed to be financially resilient and the reasons for implementing the programme needed to be very clear and these reasons needed to be conveyed effectively to the staff, students, parents and the larger community.

The next major incursion into the IB began at Andrews College with discussion about implementation of the IB Diploma in 1998 and final authorization in 1999 with the first cohort beginning in 2000. Andrews is now in its twelfth year of the Diploma and has had a successful graduation of its eleventh IB matriculation group in November 2010. In addition, Andrews College has since then been authorized to teach the MYP and the PYP making Andrews one of only three schools in Australian which offers the three IB Programmes from P to 12 (www.ibo.org – Accessed 30th December 2010). Since Andrews College has begun its association with the IB Programmes, there has been a gradual but progressively stronger understanding and appreciation of the IB Programmes in Queensland. Andrews’ involvement with the IB, its strong IB academic results at May and November examination sessions, its regular and consistent success in the Studio Italia Italian scholarships each year in Queensland, and its rise in numbers of students studying a foreign language in years 11 and 12 (160 out of a year 11 and 12 cohort of 260), have contributed to raising the profile of the IB programmes in Queensland.

Over the last two years, the interest in the IB Diploma in Queensland has grown rapidly. In 2011, there are three big states schools in South East Queensland (Cairns State High, Indooroopilly and Mountain Creek), and three large independent schools, apart from Andrews, (Trinity Lutheran College, Saint Peter’s Lutheran and John Paul College) which offer the IB Diploma programme. In
addition, in 2011, there are three state government IB Academies, each linked to
one of three universities (Griffith, QUT and UQ) which offer only the IB Diploma
programme to students in years 11 and 12. (www.ibo.org – Accessed 2\textsuperscript{nd} January
2011).

This chapter has:

a) Described the history and the philosophy of the early IBO and
   attempted to trace the evolution of the IBO as it in itself has responded
to the shifts and changes of the globalised world.

b) Described the IB Diploma curriculum

c) Described the process of the advent of the IB into Australia.

Chapter Three defines the phenomenon that is globalisation and considers the way
in which the IB programme of international education has grown as a response to
aspects of globalisation and additionally as a viable alternative or supplement to
the current educational environment. Chapter Four deals with the Methodological
study and presents an explanation about the basis of my research; a clear statement
of my research question; a clear statement of the hypothesis that follows from this
research question; a justification of my research methodology; a justification for
rejecting alternative research methods; a justification of the data collection
instruments such as the inclusion of specific questions and the value they would
bring to the collection of data and the possible piloting of the questions; a
justification and discussion of the validity and reliability of the data collected and
a clarification of the limitations of the data collection process and the possible
restrictions such limitations could place on my conclusions. Chapters Five and Six
include case studies of staff, students, school principals, IB coordinators and IBO
personnel.
3.1 Globalization and Education

Economic, Political and Cultural aspects of Globalisation

In their assessment of globalisation, Burbules and Torres (2000) recognise three levels of globalised change. These are the economic, the political and the cultural. On the economic level, corporations have the power to affect work habits of a society and by logical extension, all social activity. On the political level, nation-states continue to survive, juggling their responses to free trade and the need to protect their own national labour interests, having a degree of power but constrained by the greater power of the economic groups. Hughes (2009) proposed that “state nationalism is by no means a natural organic process and is at best a contrived notion, at worst a myth of ‘imagined community’ based on Western ideals of ancient ethnic heritage” (p. 130) and Burbules and Torres (2000) argued that the power of the corporation to shape reality is significant. Despite this interpretation of a global reality, Burbules and Torres (2000) observed that the effects of globalisation are indeed not all inevitably negative. There are many instances where societies have successfully reconciled their own local and traditional values with the effects of globalisation. The idea of the migrant coming to a country and creating a ‘new’ culture that is a mix of the cultures of the old and the new countries is one example of this. As an extension of this example, the case in point is the largely successful multi-racial society that has evolved in Australian urban areas over the latter part of the twentieth century.

Features of Globalisation

Whilst globalization has both positive and negative consequences, some of the positive features of globalization have resulted in a better world for people generally. These features of globalisation include: the growth of awareness of other cultures; the information empowerment of the internet and growth in living standards and literacy. On the other hand, the negative features of globalization which may be tempered by an international education are: a retreat to nationalism
and the rise of the ultra-national movement in reaction to mixing and merging of populations; loss of cultural integrity; standardisation of practice and culture leading to one vast monoculture; exploitation of a workforce in an effort to make the greatest possible profit; linguistic imperialism; the effects of the internet (both a negative and a positive); economic imperatives on business and the lessening of ethical sensitivity and the development of complex multiples identities and the unmooring of identity.

It is possible to argue that the negative aspects of globalisation are offset by the positive and empowering experiences of globalisation. In the retreat to ultra-nationalism, standardisation of practice and culture leading to a monoculture, the exploitation of a workforce in an effort to make the greatest possible profit and in linguistic imperialism, one can recognise the negative characteristics of globalisation. It is here that international education and the resultant cultivation of global citizenship, with an emphasis on a commitment to social responsibility, may have a part to play. Wylie (2008) demonstrated the interdependence between the terms internationalisation and globalisation, when he stated that “it is through international education discourse that global issues and issues of globalisation are addressed” (p.8) and that students gain benefits and competencies through international education such as:

- A global perspective on life;
- An education concerning the realities of a more interdependent world;
- Better understanding of other cultures;
- What it is to foster peace. (Garavalia, B. 1997 p. 4).

One positive consequence of international education is the fostering of global citizenship by creating an interest and an awareness of other cultures, through a multitude of curriculum initiatives. International education can, in addition, make globalisation a positive and empowering experience by helping to break down cultural homogenisation and inhibit linguistic imperialism. This happens in the atmosphere of the school, where the cultural differences of religion, dress, food, languages and rituals are understood and appreciated in a considered and
structured atmosphere, although as a caution, Pasternak (1998) refers to this as “sari, samosas and steel bands” (p.260). On a more substantial level, human similarities are experienced in the commonly understood need to feel safe, to have dignity and respect, to have self-esteem and to feel empowered. Pigrum (1998) extended this view when he suggested that;

Understanding another culture, being taught by another culture, involves a new perception of one’s own cultural constellation. The most important part of this process is that in creatively understanding and identifying ‘difference’ we are also required to identify the ways in which we are similar (p. 122).

Martin (1998) referred to this process as moving from being ‘global consumers’ to ‘global citizens’ and in addition to being focused on efficiency, also advocated the building and fostering of social cohesion (p. 2).

Local manifestations of Global Policy

Lingard (2000) consolidated the concept of turning negatives into something empowering through his idea of ‘…local manifestations of global policy’ (p.100). In terms of the globalisation of education, this means that whilst there may seem to be a degree of homogeneity with respect to the essentials in international education on a global level, there is room for manoeuvre in order to accommodate local and regional needs; to generate local manifestations of global policy (ibid, pp. 100 – 101).

Despite this potential of imbuing globalisation with a local flavour, Christopher Sheil (2003) drew attention to the far reaching effects of globalisation ‘…on the distribution of power, wealth and risk in society through to the endangerment of the world’s languages and climate’ (p.2). Sheil (2003) referred to

the possibility that we are living through the construction of a qualitatively new or post-modern form of world capitalism and social life. (ibid, p.2)

He compared this modern interpretation of globalisation with the old, relatively benign view of globalisation which sees it as nothing more than ‘…the continuing expansion and interlinking of the world economy’ (ibid, p.4). Sheil’s view of the potential far reaching effects of globalisation, makes the need for the stabilising
effect of a different and more ‘globalisation resistant education’ more urgent than ever. International education, through the development of its students to come to understand how to live creatively in a globalised world and adapt globalisation to a particular local context can help readjust and make palatable some of the debilitating effects of globalisation. It is hoped that this can be achieved through the development of the global citizen through a global international education made real through combining internationalism and local perspective and an understanding of one’s heritage - that is, the local manifestation of global policy.

An Educational response to Globalisation

A definition of globalisation provided by Lukasiewicz, Elson and Watkins (2000), referred to globalisation as ‘The movement of goods, services, people, technology, ideas, information, atmospheric and water-borne currents across national currents, cultural divides and ecosystems’ (p.1). Globalisation could also be defined in terms of ‘time-space compression’ and ‘global consciousness’ (Burawoy, 2001, p.117). Parlo Sing (2004) suggested that time-space refers to the shrinking of space in terms of time taken to travel physically and electronically between places and locales, the increasing connectivity across places and finally, it suggests the simultaneous presence and absence of people in specific locales’ (p. 103).

Christopher Sheil (2003) elaborated on this definition when he dated his definitions after World War 11 (p.7). According to Sheil, the word ‘global’ was joined by all its offshoots ‘globalism’, ‘globalisation’, ‘globally’, ‘globalise’ and ‘globalised’, from 1960 onwards (ibid, p.7). Globalisation as a term, did not gain popular usage ‘until after the fall of the Berlin Wall in 1989 and the rapid subsequent collapse of the bipolar world of capitalism and ‘really existing socialism’’ (Sheil, 2003, p.7).

These definitions were given an extra dimension by Professor Colin Power in his 2003 Basset Oration, Queensland, when he defined globalisation as:

a multifaceted set of processes which include not only the changes that have flowed from the opening up of markets and the new information technologies but also new concepts which mean that shrinking space, shrinking time and
disappearing borders are linking people’s lives more deeply more intensely 
and more immediately than ever before’ (Power 2003, p.19).

Power (2003) stated that globalisation is ‘… neither new (c.f. Roman Empire) nor 
is it preordained: global changes bring with them a mix of opportunities and 
threats for every nation, culture, language and education system’ (ibid, p.19). This 
idea of globalisation being neutral and presenting both opportunities and threats is 
one that links cogently with the part that international education can play in 
positively affecting globalisation.

Finally, Burbules and Torres (2000) analysed globalisation from a purely 
economic perspective and yet recognised its effects as far reaching, even to the 
point of affecting educational endeavour. They contended that the economic 
manifestation of globalisation has far-reaching social effects in society, 
characterising globalisation in the following manner:

A new international division of labour; an economic integration of national 
economies; an increased emphasis on information and services over 
manufacturing; the relative ease with which capital can be moved across national 
frontiers; the restructuring of the labour market; the undermining of the power of 
the unions; the decrease in capital – labour conflict due mainly to surplus workers 
and intensification of competition; increased flexibility in the use of a labour 
force, inventories, labour processes and labour markets; the emphasis on the high-
tech information society; the emphasis on capital-intensive production with the 
resultant deskilling or redundancy of workers; the increase in part-time work; the 
growth of the service sector; movement (of goods, services, people, etc); linking 
(of people’s lives across geographical distance); time – space compression and 
economic (pp. 5-7).

It could be argued that the far-reaching social effects of globalisation in society 
such as loss of identity, dislocation from place, dilution of culture, breakdown in 
values and a redefinition of the idea of work, could be addressed - to a degree - by 
an international education which could serve as a means of insulating and / or 
creating new ways of dealing with these problems creatively.
Globalisation and its effect on Educational Policy

Power (2003) argued that:

education policy is increasingly shaped by global market ideologies and demands; education is being privatised; government commitment to public education is wavering; universities, colleges and schools compete for overseas students; and the quality of education is judged by international standards’ (p.19).

It is possible to view a diminishing government commitment to public education as a consequence of the effects of globalisation which disregards national boundaries. Instead, education becomes a concept with specific outcomes for specific purposes, provided by private organisations whose goals are not always in the public interest and whose allegiance lies primarily with shareholders (Doherty, C. 2009). MacDonald (2006) argued that,

There has been a clear trend towards the marketization of education in countries around the world recently, and some could argue that international schools are becoming more business-like in their approach (p.194).

The IB, as a case in point, is closely connected with the ‘Capitalist Plan In Education’, involving the commercialisation and privatization of education (Hatcher, 2001). Examples are Dulwich College in Phuket, Thailand in 1996 and Repton Dubai in 2009, of a system of education involving the exportation of a replicated elite English private schooling (Bunnell, T. 2010, p. 352). One example of an ambitious private schooling network is “the GEMS (Global Education Management Systems) grouping, headed by the Dubai-based entrepreneur Sunny Varkey, who aims for 5000 schools worldwide by 2020. The GEMS Wellington International School in Dubai was authorised to offer the IBDP in early 2009” (ibid, p. 352).

According to Bunnell (2010),

One possible outcome of greater global self-identification and affinity is that the elite ‘class-in-itself’ served by ‘international schooling’ might develop a class consciousness, forming a ‘class-for-itself’. This new form could use its position and networks to exert power and prestige, leading ultimately to economic and social advantage (p.352).
Increasingly, education is becoming a commodity provided by institutions which may or may not have a commitment to education for the greater public good; institutions that have shareholders and are compelled to profit from their educational endeavours. It is also possible to imagine that whilst some aspects of education, under these circumstances, may improve in quality dramatically, these improvements may not necessarily reach those in most need. The Australian phenomenon of enrolling overseas fee-paying students to universities, colleges and schools, whilst proving to be an economic boost for some educational institutions, does not necessarily indicate positive outcomes for the students themselves. This is because institutions – in their rush to attract fee paying international students - have often been inadequately prepared to deal with the particular problems of these international students such as social isolation and language difficulties encountered in courses and in living in a new community in general. This is simply one example of the economic imperative overriding the social mores of educational policy.

According to Power (2003):

> global cultural and economic forces are tending to polarize society: the powerful become richer and more powerful, and marginalised ethnic and religious groups more excluded and frustrated, laying the seeds of violence, terrorism, corruption, greed, and environmental degradation, and undermining the core values and institutions for social cohesion and national identity’ (p.20).

This scenario, plus the uncertainty and sense of flux precipitated by the forces of globalisation, can lead to a ‘…greater sense of uncertainty in daily life’ (ibid, p.20). In Australia, this has translated into the educational systems in its own idiosyncratic way, where there are ‘well-funded’ state schools (in prosperous suburbs) which are the equal of independent schools in terms of economic prosperity, morale and academic performance and there are the state schools (in less prosperous suburbs) which are at the bottom of the education spectrum (league tables) and languish in terms of ‘low levels of investment both public and private’ (Teese and Polesel 2003, p. 196), poor and inconsistent student attendance, low teacher morale and academic performance. The effect in these less advantaged schools is marginalisation of students in terms of academic
achievement and tertiary entry with consequent disaffection, disengagement and
ever school leaving with low levels of schooling. Add to this mix, the wealthy
independent schools in Australia -which are bastions of privilege and it is evident
that in the Australian educational context, marginalisation is a factor that can
polarise rather than unite societies. One contributing factor here is globalisation
which provides the preconditions (diminishing government commitment to public
education) for this marginalisation. Teese and Polesel (2003) referred to ‘a
distinctive hierarchy on two planes – the social and the academic’ (p. 119) when it
comes to schooling in Victoria, with public schools ‘from the foot of the double
hierarchy to the centre with few found at the higher levels. Catholic schools are
scattered throughout the hierarchy, but most are concentrated around the centre.
Private non-Catholic schools occupy the heights’ (ibid, p.119).

Lukasiewicz et al (2000), disagreed with Power and claimed that the advent of
globalisation, in relation to education, has had a major effect on boosting ‘…world
education standards and availability of education’ (p.2). Ventures like the Karachi
Plan and the Addis Ababa Plan have involved the use of foreign aid to establish
primary schools, educate primary school children and train teachers in Asia and
Africa (ibid, p. 2). This injection of money from other countries has been effective
in breaking the vicious cycle where a country lacked ‘…the taxable income
because national production wasn’t high enough, and economic development
couldn’t be increased without an education system’ (ibid, p.2). Other ways in
which globalisation has changed education are the increased tendency and ability
of students to study overseas, (compression of space) and the way the curriculum
is presented through the use of technology (linking people).

It is the reference to the ‘mix of opportunities and threats’, referred to by Power
(2003) that lies at the heart of the dilemma of globalisation (p.19). With specific
reference to education, the threats are considerable and despite this, it is clear that
opportunities simultaneously can rise out of these threats in that globalisation does
provide opportunities for international understanding and solidarity.

In reflecting on the implications of globalisation for education, McCollow (2000)
recognised advantages and disadvantages. He attributed the cutbacks in
government education funding in Australia, as a direct consequence of the global push to emphasise economic competitiveness. The subjecting of schools to the forces of the market place can be problematic in that schools now have to expend precious time and money selling their product. Schooling, according to McCollow (2000), has become a commodity and as a consequence, the ideal of universal provision of high quality education is undermined because unequal distribution of benefits is required in the market place (ibid, p. 2). This is reflected in private sponsorship of schools, private for-profit organisations running schools, managerial leadership styles in schools, enhanced central accountability, standardised testing and increased vocational education options (ibid, p.2). This applies at the local level, where, in Britain for example, private companies-national or transnational- variously build, own, run and govern state schools and other sections of local government educational services (Hatcher and Hirtt, 1999; Hatcher 2001, 2002). As Wilson (2002) queried:

There is an important democratic question here. Is it right to allow private providers of educational services based outside Britain (and, I would add, inside Britain, too, indeed, wherever they are based). In the event of abuse or corruption, where and how would those guilty be held to account? ‘Who is the guarantor of `the last resort´? (p.12).

A positive by-product of competition can be greater accountability in education systems, whether private or public, and this can benefit the users or recipients – the clients or the consumers in more consistent and regular flow of information from the school to their clientele as regards curriculum, assessment, reporting, school policies and mission statements, and the rationale for teaching pedagogies and methodologies; enabling the client/consumer to be able to make more informed decisions. A consequence of the increasing competition for student numbers - especially in the independent school system - is that the client/consumer is able to have some input into the direction of educational initiatives through frequent contact with teachers and administrators. Teachers and administrators in this instance, want to be seen to be open and receptive and in doing so run the risk of finding themselves held hostage to the demands of their clients. Increased accountability can also lead to a comparison of Australian educational standards (within individual schools and by country) with those in the international sphere.
such as the Organisation for Economic and Community Development (OECD) and the Programme for International Student Assessment (PISA).

Most schools in this age of global efficiency, have adopted ‘managerial and business organizational cultures and behaviours’ specifically managerial cultures such as ‘survival, efficiency, control and growth’ and business cultures such as ‘organisational behaviours of performance, including productivity’ (Levin, 2001, p. 64). Whilst Levin (2001) tends to favour the ‘homogenization thesis of globalization’ he does not discount the ‘hybridization thesis of globalization’ (ibid, p. 64) either. He referred to the ‘disjunctive and contradictory aspects of globalization’ by elaborating on the one hand ‘the pursuit of homogenization in production’ and on the other, ‘the tolerance of heterogeneity in work processes’ (ibid, p.180).

Kenway, Bullen and Robb (2002), observed that due to the influence of globalisation, policy statements on education are now increasingly made by various international and supranational organisations rather than by nation-states (p.1). They used Beck (2000) as their source when they considered the difference between ‘globalism, globality and globalisation processes’ (ibid, p.3). Globalism is associated with ‘…de-territorialised transnational global corporate capitalism’ (ibid, p.3). Globalism is seen to have,

somewhat overwhelmed the politics of the nation-state and of organised labour. It holds in its sway the economic, cultural, ecological and political, liquidating the difference between politics and economics (ibid, p.3).

Globality refers to a society once again that is outside the influence of nation-states and consists of such areas as ‘…global media, global labour markets, and global activism…’ (ibid, p.3). They describe this globality as a ‘transnational society’ which has ‘multiplicity without unity’ (ibid, p.3). The third area, the globalisation process, refers to the creation of ‘…transnational social links and spaces’ which ‘…alter and revalue the local, and promote third or hybrid cultures’ (ibid, p.3).

The three facets of globalisation (globalism, globality and globalisation processes) are connected and tend to operate outside the sphere of influence of the nation-state. This leads to further questions as to who exerts controls over these groups
and what are their moral grounds and ethical boundaries, if any? These issues of responsibility and accountability assume importance when we know that the primary focus of the main players of transnational companies is on ‘…free trade, the minimal state, global flexibility, lean production and knowledge workers’ (ibid, p. 9).

From this research it can be argued that the effect of globalisation on education can be far reaching. Globalisation has lead to a diminished government responsibility in the running of schools, an increased managerial style in school management, and greater push for relevance in a school’s curriculum. Globalisation has also provided significant opportunities for international understanding and solidarity (ibid, 2003).

The increasing globalisation of the world, with all its economic consequences, can lead to the growth of corporations with the economic power that far exceeds the Gross Domestic Product of many nations. Burbules and Torres (2000) asserted that, ‘Corporations are becoming so powerful that many are creating their own post-secondary and vocational education programmes’ (p 8). They cited corporations such as Burger King, IBM, Apple, Whittle Communications, Bell and Howell and ITT, who have profit-making educational academies for students or exchange goods for advertising in American schools. Burbules and Torres (2000) suggested that to corporations such as these, ‘global profitability’ is the prime objective and ‘country of origin’ is of little consequence (ibid, p. 8). Along with this focus on profit comes a new set of ‘neo-conservative and neo-liberal agendas’, advocated by these corporations and implemented by governments (anxious to placate, please and keep these corporations in their country) where there is less state intervention, greater reliance on the free market and more appeal to individual self-interest (ibid, p. 9). According to this agenda, the IB is also implicated. (Doherty (2009) argued that a curriculum should be developed locally to address local needs. Doherty (2009) argued that population mobility erodes this to some extent as localities become more permeable, fluid and entangled, however the import of an internationally designed and examined curriculum seems to be an over-reaction and an abrogation of the responsibility of a civil society to debate and design its own template for citizenship.
Possible consequences of the intrusion of globalised corporations into the classroom can be the loss of importance of national loyalties, the lessening impact of regional communities and the lessened sense of belonging to a geographically or proximally situated group. It also presupposes a movement away from public education for the greater good to an education that has defined economic and political agendas (Doherty, C. 2009). Education in this altered guise, it could be said, serves the profit-making needs of business by capturing a customer base from a very young age. The logical consequence of this is an environment where there is subtle but real pressure to teach certain subjects at the expense of others and even to alter the content of subjects so that they serve the needs of big corporations. The consequences of this - at the grass roots level - are evidenced in the devaluing and diluting of Humanities the Arts (Music, Visual Art and Drama) and Pure Science university faculties and courses in favour of Business, Commerce and Law in Australian universities. The repercussions of policy change such as this can be far reaching and can upset the economic balance of a nation and even go so far as to alter the social structure of a society. Just as problematical is the fact that putting a nation’s education system back on a more balanced course is a slow process and can take 20 years to have a recognisable effect, in a perceptibly altered economic and social landscape.

In this context, economic thought is converted into social policy through concepts about market privatisation, client choice and the social delivery of welfare policies (Popkewitz, 2000, p. 165). As evidence of this, the terminology of neo-liberalism is evident in some Australian schools, as both independent and state schools (systems) struggle to survive in an increasingly competitive market, hence the introduction, one could argue, of the IB programmes. The curriculum becomes ‘product’, students and parents become ‘clients’ and the principal becomes the ‘manager’ or the ‘CEO’ or the Company Executive Officer. In the de facto privatisation of selected state schools in all Australian states, ones sees the attempt by the state system to offer to the public what the independent system is seen to be able to offer. These are saleable educational items like discipline, rigour and results. In this context, the IB Diploma serves the functions of the neo-liberal agenda well with its reputation of internationalism, academic excellence and university entry.
Positive effects of Globalisation on Education

In the literature, globalisation and its ramifications are not always viewed as purely negative. Thomas (1998) contended that ‘the state is no dwarf’ (p.3). According to him, there is no entity in existence called the world state and because of this, the nation-state with its capacity to provide the infrastructure needed by transnational corporations to wield their trade, will always remain an essential ingredient in the globalisation mix. In the area of literacy, Thomas (1998) claimed that greater numbers of people are attaining higher standards of education and yet - paradoxically - there is evidence of a growing fringe of illiteracy among young people in the developed countries. Despite this, book sales and library usage are flourishing and are at a higher level in America than 20 years ago (ibid, p.8). Thomas argued that with globalisation the potential exists for the quality of life to move in a downward spiral or for it to improve. On a metaphysical level it comes down to a precise definition of ‘quality of life’. One could even narrow this down to the definition of literacy. There are obviously greater numbers of people who can read but access to a range of quality reading material is limited. This brings one to the differentiation of information and knowledge. In a globalised world there is information readily available at the touch of a button but the value of this information is often questionable. The ability to distinguish between knowledge and information remains a distinguishing factor between those who have a quality education and those who do not and thus separates those who are empowered from the marginalised. Petras (1999) argued that the nation-state, far from being weakened through the flourishing of globalisation, has an even greater raison d’etre for its existence. According to Petras, the nation-state has ‘…become an essential political support in spreading the message’ (ibid, p.25). The ability of a global economy to flourish is largely seen as being dependent on the ability of a particular nation-state to provide the political support, incentives and infrastructure.

Lonsdale (2002) supported the idea of the complexity of globalisation when he recognised free market capitalism, trade liberalisation and investment as the defining characteristics of globalisation (p.1) and stated that there are benefits and disadvantages to globalisation. He cited, as evidence, the improved life
expectancy, literacy levels and lowered infant mortality rates of countries like China, Mexico and India that have embraced economic globalisation whilst countries in sub-Saharan Africa (which have not) are still among the poorest in the world:

While there is evidence to show that Asian countries have benefited from globalisation, the situation in Africa is an indictment on wealthy nations. Nineteen of the 20 poorest countries in the world are in Africa. Defying trends elsewhere in the world, life expectancy in sub-Saharan Africa, where AIDS is endemic, has significantly declined. Life expectancy in Zimbabwe, for example, has fallen from 65 years to a projected 39 years by 2000 (ibid, p.4).

It is hard to accurately assess the part that globalisation plays in these situations, but it is a fact that if globalisation is to make a positive difference, then that difference must also be accorded to those who are living in developing nations. It must be difference on a global scale. There needs to be a greater culpability and accountability from the multinational companies with respect to affecting traditional ways of life through development and economic exploitation, and with respect to environmental degradation. Lonsdale’s point however is that ‘…globalisation is neither good nor bad; the critical issue is how globalisation is managed and for what purposes’ (ibid, p.4).

The Global Citizen and Third Culture Kids

Francis et al. (2000) defined global citizens as ‘…intelligent people with a broad range of skills and knowledge to apply to competitive, information based society’ (p.1). These future citizens, according to Francis et al. (2000) however, are shaped by the effects of globalisation, rather than reshaping and modifying the effects of globalisation. A global citizen, according to Francis et al. (2000) is one who is at ease with technology, can manipulate the internet wisely, can focus on inquiry based learning rather than memorising facts, develops skills which can be applied to global problems and can live with change (p. 2).

Francis et al. (2000) also suggested that the rise of globalisation is responsible for shaping these global citizens with the attendant skills. Patterson (2003), in Trinity Paper Number 22, contributed to the definition of a global citizen with a list of skills of his own necessary in order to meet the realities of the 21st century. These
are the attainment of computer literacy and clear facility in the use of e-everything, attainment of the intellectual skills of critical analysis and problem solving, a balance between the needs of the curriculum on the one hand and the needs of global educational opportunity on the other, multi-lingualism and inter-cultural communication skills, a balance between the needs of the individual and changing national objectives, and finally, holism (the development of academic strength alongside emotional, physical, moral, spiritual, social strengths inside a personal sense of well-being (p, 2).

These skills outlined closely align themselves with the broadly based liberal curriculum of the International Baccalaureate Programmes. Patterson quotes Professor Donald Markwell from the University of Melbourne, when he defined a liberal education as one where there is:

Emphasis on intellectual and personal breadth, including learning through wide reading and debate about a diverse range of human experiences and the clash of great ideas

Encouragement through such learning, of key intellectual skills such as a capacity to think for oneself, to express oneself clearly, and to interpret the nuances of words and other things in their context

Encouragement to be an active citizen in society, who has thought carefully about her or his values and beliefs, and who has wide and humane international and inter-cultural awareness and understanding

A belief that such education should come before, or at very least accompany, purely vocational (career – specific) education (Patterson 2003, p. 2).

Patterson (2003) argued that whilst the concepts of ‘…intellectual breadth, independence of thought and humane goals…’ (p. 3) have been long recognised as the basis of a sound education, these educational goals have become essential in the world of the 21st century, where ‘…skills are required to acquire and master new knowledge’ (ibid, p. 3). This is especially the case in a world where change is rapid and mere content-based knowledge becomes outdated very quickly. So Patterson argued that indeed the advent of globalisation and the consequent
exposure to new ways of thinking have made imperative the need for the implementation of a liberal education which encourages

creativity, lateral thinking, flexibility, international awareness, and openness to new ideas and knowledge – as well as the humane skills of self-knowledge and tolerance (Patterson, 2003, p.4).

These ideas would go to create an ‘…active and sophisticated educated citizen’ or in other words the global citizen (ibid, p. 3).

Pani (1999), further embellished the idea of the duty of the global citizen when she said that ‘…the global citizen’s duty is a global engagement quite different from that practiced by multinational companies’ (p.1). There is also an interesting paradox in the concept of the global citizen who is educated in the West and who brings a thinking that de-emphasises heedless economic growth and a more cautious and skeptical attitude to materialism and consumerism. There is, however, an element of hypocrisy in the attitude of certain Western elites that seek to discourage the expanding middle classes of the developing nations like India and China from seeking the trappings of the new global cosmopolitan culture on the pretext that materialism is not the answer to happiness and contentment. Their (developing nations) paradigm of what is effective globalism is inherently different to the person educated in the West in that living successfully in a global world does not automatically mean a rejection of the technological advances of the modern world. Instead it suggests a positive and successful co-mingling of traditional values and modern technology.

Pani (1999) questioned and advanced solutions in response to advocacy of the concept of developing the global citizen as one counter to the ravages of globalisation. In all of this the overriding concern is the ability to empathise with a different culture and to help achieve change without diluting the integrity of that culture:

Where does the average learner or scholar in a foreign culture intersect and interconnect? What obligations do foreign students have to the local culture in the process of achieving global citizenship? Could such students commit themselves to change, and contribute time and participation in response to local needs? The promotion of global citizenship could be pursued by: anticipating local sensibilities and capabilities; taking a
proactive stance; recognising normative concerns; and developing a stake in regional futures’ (p.3).

The mark of a global citizen embodies the concept of being able ‘…to hold on to different, preferably conflicting, worldviews at the same time…’ (Bawden, R, 1997, p. 88). These are global citizens who have the ability to retain their own cultural integrity and at the same time respect the ‘worldviews or weltanschauungen’ of other individuals.

The creation of the global citizen is not without criticism. Michael Pasternak (1998) contended that ‘global education creates a watering down of cultural differences and reduces the individuality of ethnic groups’ (p. 260). Pasternak asserts that the answer to this problem lies in ‘finding a balance between observing the common elements of cultural identity and recognising the characteristics that make each culture unique’ (ibid, p. 260). He argues that:

- to neglect part of this problem results in, on the one hand, a relativism which denies the very possibility of intercultural understanding, or, on the other hand, a superficiality which emphasises folklore and the bizarre (ibid, p. 260).

International education systems like the IB Diploma may have some part to play in producing global citizens with the ability to live creatively and productively in the modern world. There is, however, a danger of this internationalising having the ability to foster a relativism that could destroy variety and pluralism. This is the challenge for the IBO.

The idealistic theorising of educational curricula like that of the IBO may not however be able to predict the outcomes of students who are often unwilling participants in the great globalisation / internationalisation experiment. In the grand scheme of things in international schools professing to offer an education that is international, global citizens with a positive grasp on life are not inevitably the final product. Helen Fail, Jeff Thompson and George Walker (2004), discussed the lives of a group of international school students who all attended an international school between 20 and 50 years ago. The purpose of the research was to consider what these so-called ‘third culture kids’ (TCKs) had to say about a sense of belonging and identity in an international environment. The term, ‘Third
Culture Kids’, coined by Unseem (1963), is defined as ‘an individual who, having spent a significant part of the development years in a culture other than the parents’ culture develops a sense of relationship to all of the cultures while not having full ownership in any’ (Fail et al, 2004,p. 320). These particular adolescents are those who have spent a number of years outside their homeland and thus represent a special group of students. It could be argued that the very existence of this group is representative of the failure of international schools and international curricula such as the IB Diploma, to make their education meaningful. The evidence seems to suggest that ‘TCKs may have a multiple sense of belonging’ (ibid, p.326). Fail et al. (2004) reported that TCKs are often haunted by a lack of belonging anywhere and tend to have stronger connections to people (relationships) rather than to a particular country (ibid, p. 321). This sense of adaptability and feeling comfortable anywhere in the world yet not having a sense of belonging to one place may not necessarily be a negative thing, in that these adolescents and adults, may not be equipped with a jingoistic nationalism.

It would seem that TCKs have outward-oriented global rather than inward-oriented local perspectives. They tend to share similar life-styles, particularly patterns of higher education, and consumption of luxury goods and services (such as the IB), and whilst they seek to project images of themselves as citizens of the world, it could be argued that they represent the failure of the processes of international education programmes such as the IB (Bunnell, 2010).

**Common Threads**

In the review of the literature about globalisation there are frequently repeated common threads in the majority of the assessments of the way in which globalisation can be defined. According to Power (2003), the movement can be defined as one in which

> global cultural and economic forces are tending to polarise society: the powerful become richer and more powerful, and marginalised ethnic and religious groups more excluded and frustrated, laying the seeds of violence, terrorism, corruption, greed, and environmental degradation, and undermining the core values and institutions social cohesion and national identity(p.20).
Linked to this is the idea that globalisation has undermined the concept of the
nation state with its power bases outside the influence of nation-states consisting
of such areas as global media and global labour markets. With reference to
education, this trend inevitably undermines the ideal of universal provision of high
quality education for the greater good, leading to schooling becoming a
commodity. Burbules and Torres (2000) suggest that to corporations such as
Burger King, IBM, Apple, Whittle Communications, Bell and Howell and ITT,
who have profit-making educational academies for students, ‘global profitability’
is the prime objective and ‘country of origin’ is of little consequence (p. 8). Finally
the negative characteristics of globalisation can be seen in the retreat to ultra-
nationalism, standardisation of practice and culture leading to a monoculture, the
exploitation of a workforce in an effort to make the greatest possible profit and in
linguistic imperialism.

In summary, it is vital to understand that these particular and distinctive effects
and needs of a globalised world have been instrumental in giving rise to the
growth and development of an international education system; one which can be a
modern equivalent of the traditional ideal of education being more than simply
educating for the workplace. The philosophy of the IB has been instrumental in
creating a curriculum that could help provide a credible counter to the negative
effects of globalisation.
CHAPTER 4

METHODOLOGICAL ISSUES

4.1 An Initial Summary

This chapter will present:

- The purpose of my research;
- A clear statement of my research question;
- A clarification of the insider perspective in qualitative research;
- An explanation of the basis of my research;
- A validation of my methodology and a justification for rejecting alternative methods;
- A justification of the data collection instruments and the value they bring to the collection of data;
- A justification and discussion of the validity and reliability of the data collected and a clarification of the limitations of the data collection process and the possible restrictions such limitations place on my conclusions;
- A clarification of ethical issues involved with my research.

4.2 The Purpose of my Research

The purpose of my research and subsequent evaluation of the information obtained is to inform action and enhance decision making. My research represents a combination of basic secondary source research via study of globalisation and history of the IBO, summative evaluation via analysis of responses from interview participants (case studies), formative evaluation via observation and perception of research participants and action research where my findings have the ability to impact positively on implementation procedures in relation to the IB Diploma in schools across Australia - in other words, to inform action and enhance decision making.
In theory, my thesis contributes to fundamental knowledge in determining the effectiveness of a particular educational initiative (the IB Diploma) and also provides solutions to specific problems that may arise from this initiative. The conclusions from my research have the potential to make school policy, with regard to the implementation of the IB Diploma programme, more considered (for those schools contemplating implementing the Diploma) and thus more effective. In its analytical use the results of my research can serve as an effective yardstick to decision makers and policy makers in schools and school systems with which to measure the effectiveness of their decisions. The information generated from my research is therefore valuable not only for my particular school, but also for other secondary schools wanting to know about particular issues that are integral to implementing the International Baccalaureate Diploma. In addition to the utilitarian purpose of the use of the IB programme for schools, there is a broader and more universal value linked to the study of the effects of the IB Diploma programme on implementing schools in that the study adds to the field of knowledge about the way globalisation impacts itself on the education process via international education with reference to the way young people view their heritage, their idea of nationality and having a national identity, other cultures, learning, interrelating, communicating and viewing work, and the idea of careers. In all this, there also lies the significant concern of the value of the researcher from within the institution, interviewing colleagues and students, with the possible resultant reticence on the participants to be as open and frank as they might be with a completer outsider.

4.3 The Research Question

My thesis, ‘Internationalising the Curriculum in Australian Schools’ lead to my emerging research question which seeks to clarify the way that the IB Diploma programme in the Australian educational context, has altered the way curriculum, teaching, assessment and reporting is approached and constructed in schools which previously had not experienced an internationally recognised programme. My research question also sought to clarify the effect that the introduction of the IB Diploma programme has had on teaching methodologies and if this effect had in fact, improved the overall quality of teaching in these implementing schools.
Finally, my research question was designed to discover the way in which the combination of the first two items has led to changing the educational landscape of implementing schools and indeed has lead to assisting to change the entire Australia educational landscape (Australian Curriculum) through example and influence. My research interests have arisen out of my time (31 years) as teacher, IB Coordinator and administrator (Deputy – Principal) in schools where the IB curriculum has either been discussed or implemented.

In the process, my thesis considered the history and growth of the International Baccalaureate in the world and in Australia and analysed the process and outcome of the implementation of the IB Diploma, through its capacity to internationalise education through changes in curriculum and staff development, leading to holistic school change, and its legacy and future in the Australian educational environment.

4.4 Insider Perspective in Qualitative Research

Whilst I have been intimately involved with the implementation of the IB Diploma programme in my present school, I have never been an uncritical supporter of the IB curriculum. Like all bureaucracies, the IBO has it faults, mainly of contradictions from ideal to reality, inconsistency and non-responsiveness. This research also provided me with the ideal opportunity to have some of my reservations supported or cleared up. Whilst I aimed to approach the research with an open mind, it would be fair and correct to say that it would be in the interest of the school (and in my career interests) to report largely positive comments about the IB from the participants who were interviewed. Despite this, I was not necessarily simply ready to accept the IB Diploma programme on face value. This objective and critical stance was necessary but difficult due to my close association with the IB Diploma over a period of 12 years. This association had the potential to obstruct objective and rigorous research analysis. Awareness of this had made me far more alert to the possibility of being biased towards the IB.

Paton (1990) stated ‘closeness does not make bias and loss of perspective inevitable; distance is no guarantee of objectivity’ (p. 48). Stake (1978) held human observation to be one of the best instruments for data gathering. Holistic
communication is achieved through reporting techniques which provide vicarious experience; such techniques are far more communicative about a case or program than a report consisting of scores and results obtained from quantitative techniques (p.5). Whilst the knowledge gained, in Naturalistic inquiry of this type, is never context-free, differences and possible contradictions however, can add considerably to the body of knowledge and the value of the research. In the qualitative research conducted, there were rich veins of difference in the findings of the various individuals about the effects of changes and of the changes themselves. These differences, some positive and some negative, enabled me to understand the range and complexity of opinions (even in the one school) about the IB Diploma programme and thus helped me to arrive at a more objective assessment.

Direct observation of the growth of the IB movement in Australia and my position as Deputy – Academic (now Deputy – Headmaster) and IB Coordinator with the direct responsibility of implementing the IB Diploma from the ground up from 1998 to the present day (2011), meant that I already had developed and considered ideas about the way the IB Diploma affects curriculum, staff development and school change. My unique multi-layered position as coordinator (of the programme), colleague (of the teachers) and teacher (of the students) in relation to the research being undertaken, enabled me to interpret and analyse responses from the different sources from a more informed and privileged position. It must also be acknowledged however, that these various positions I occupied, simultaneously had the capacity to restrict the opinions of both teachers and students and make them more reticent in criticizing the programme. Finally, personal observations of the processor the IB Diploma programme and its effects were also utilised in the process of interpreting the data obtained from the research. This personal involvement in the entire process aided the validity and authenticity of the interviews at the school where I teach, from the perspective of - what I perceived was - a trusted insider not someone who simply comes in for the interview and then leaves.

To be an insider in an organisation has its own benefits and disadvantages, one such advantage being having an intimate knowledge of the organisation and the
way the personnel in that organisation function. This intimate involvement also functioned (at times) as a disadvantage in that I had the tendency to make observations that were coloured by preconceptions – be these right or wrong. In addition to this, relationships with those being interviewed were already established and this did have various ramifications. In some instances, it was found that participants felt empowered and in some instances, they felt restricted and inhibited. These feelings of empowerment or emasculation manifested themselves in the responses made in the interviews and surveys. The disparate range of responses to the same questions, in itself, gave rise to a number of significant observations about the way change is perceived in schools and exemplified the misconception that everyone agrees on the direction in which a school is headed.

On reading the surveys and listening to the recorded interviews, it was found that it is indeed simplistic and naive to assume that all teachers share the same vision as the school administration; even when no vocal objection is heard. Thus my closeness to the research was, in the final analysis, extremely valuable in revealing quality data.

Qualitative inquiry has the ability to reveal a range and depth of emotion, worldviews, experiences and perceptions. My challenge, in carrying out this research, was to unravel common features in the different interviews and arrive at a consensual viewpoint so that valuable data could be distilled. There are limits however, on what can be learned simply by what people say. This is when an additional layer can be the ‘direct participation in and observation of the phenomena’ (Paton, 1990, p. 25). I found that being an ‘insider’ within the organisation contributed to the quality of the information received. Verbalised comments were often belied by the body language of the participant and by my knowledge of the interviewee’s work background; although knowledge of the personal history of each participant must be seen only as one possible interpretation of the truth. In order to minimise the element of bias and to illuminate and enhance the interpretation of the data, steps were taken (as far as possible) before each interview to place the interviewee at ease about the absolute confidentiality of the information, as far as the school administration was concerned. It was emphasised that the interviews – in order to be valid, effective and of any significance – needed to be candid and forthright; without fear of
reprisal. A large part of a person’s ability to accept this assurance on face value depended on the respect that the person had for the interviewer and the level of trust that existed between the interviewer and the interviewee.

A qualitative case study also has the likelihood of being open to problems which may affect the accuracy of the research outcomes. The close involvement of the researcher, the question of confidentiality of data, access to and control of data and anonymity in reporting are some common problems. However, according to Claire Gilligan (1990), case studies are openly subjective and they seek to represent the pluralism of values within the case as "a web of human relationships" (p.39). Gilligan (1990) claimed that reporting styles such as portrayal and vignettes are used to convey the observational viewpoints, value perspectives, judgments and interpretations of program participants, rather than those of the person(s) directing the study. Finally, Gilligan (1990) stated that the methodology of case study is proven in its capacity to increase understanding and so contribute to the quality of educational decision-making (ibid, p.39).

By using qualitative methods, I gained a broad, substantial and holistic perspective on the aspects being studied. Open-ended, semi-structured interviews, the ensuing detail and the direct personal experiences of people and their personal perspectives, offered an enduring and complex insight into curriculum implementation, staffing issues and the effects of the IB on one particular school. In addition, through my close association with people used in the research and through the intimate experience of being involved in and listening to their stories, my own personal experiences were rejuvenated and freed, thus ensuing another conduit to understanding the IB. As a consequence, I found out things I simply had not considered - both problematic and those with positive outcomes and also stumbled upon a “surrogate experience” of truth that is “guaranteed by the shock of recognition” (Adelman et al 1976 p.142) as I had concepts about the IB awakened in me by the comments of those being interviewed.

Finally, this type of Naturalistic inquiry is not value-free. Values and beliefs are expressed by the inquirer, by the persons being interviewed, by the values inherent
in the context of the study and by the reason for the investigation into the particular problem. The research was ‘values-resonant’ in that the pattern or model for the way in which the research is conducted and the choice of semi-structured qualitative interviews are congruent (Guber and Lincoln, 1985, pp 311-317). The research was approached with a value system that looked on the IB Diploma Programme as a perceived quality educational curriculum – albeit one with a number of significant contradictions. I did not have a simplistic and naïve acceptance of everything the IBO produced and did; and after the process still do not. I had difficult questions I wanted to ask of the IBO myself and I was willing to have my views changed if the evidence was there. In this, I found that there were others too who valued the IB Diploma programme and yet also expressed unease about selected aspects of the programme.

4.5 The Basis of my Research

My research follows a deductivist model where a ‘prior body of theory’ (that is literature on the IB) exists ‘from which the researcher generates a particular hypothesis whose truth or falsity could be ‘tested’ by a particular selection of ‘hypothesis-relevant facts’ (Wengraff, 2001, p. 2). The relevant facts are then collected, and the question is either supported by the evidence of those facts or it is refuted by them. My research question asks whether the IB Diploma programme in the Australian educational context, has altered the way curriculum, teaching, assessment and reporting is approached and constructed in schools which previously had not experienced an internationally recognised programme. My research question also sought to clarify the effect that the introduction of the IB Diploma programme has had on teaching methodologies and if this effect had in fact, improved the overall quality of teaching in these implementing schools. The final question my research question was designed to discover is the way in which the combination of the first two items has led to changing the educational landscape of implementing schools.

My research question has been tested through the process of observing the implementation of IB Diploma programme in schools over the past few decades and through the vehicle of qualitative research with the significant ‘contributors’ in
this particular field in Australia and internationally. These ‘contributors’ include students doing the IB Diploma, teachers teaching the IB Diploma courses, IB Coordinators in implementing schools, a principal of one implementing school and IBO personnel in senior administrative positions in the organisation.

In seeking to arrive at valid conclusions to my research question, it was first necessary to build a foundation of ‘contextual understanding’ of the issue for the reader. This was done by studying the philosophical underpinnings and historical context of the IBO; and studying the growth of the IB Diploma programme in the Australian educational context aided by the Australian literature available on the IB.

In order to do this, secondary and primary material dealing with the issues were studied. Written documents dealing with the perceptions, perspectives and philosophies of the advocates and skeptics of international education were also studied and analysed. This process also involved the study of the original texts and concepts that led, in the early days to the push for the formation of the IBO. My research into the philosophy and history of the IB also involved semi structured interviews and surveys with members of the IBO in Cardiff and Singapore (IB Asia Pacific); members of the IBO who have been instrumental and significant in the development of the philosophical and theoretical underpinnings of the IB programmes. In this process, I utilised direct quotations from the respondents about their experiences, opinions, feelings and knowledge. This was inductive in its emphasis.

The semi-structured nature of my research questions led to detailed and descriptive responses from the participants which were then analysed qualitatively. The stages of my research process included semi structured interviews with teachers of one particular school, followed by interviews with IB Coordinators from four IB Diploma schools in three different states. In addition, I collected interviews and surveys from three IB personnel and surveys from IB Diploma students from one IB Diploma school. This qualitative outcome was achieved by looking for common threads in the responses of the participants (teachers) about three broad areas; Curriculum, Staff Development and School Change. With the student
surveys, each student’s responses were analysed separately. The findings of the interviews with staff and the surveys with students were presented under eight Curriculum sub headings and the points of contentions were presented under five sub headings. Similarly, with the Staff Development, there were four sub headings and two sub headings under points of contention. Finally, under School Change, the findings and points of contention were presented together under six sub headings.

Qualitative research, by its ability to posit varied and in-depth questions and respond with flexibility to the particular direction being taken by an interviewee, generates generous quantities of useful and detailed information which can also create unexpected results. In addition, qualitative interviewing techniques allow the participant to bring their own perspective to the issues being discussed in that it allows for individualised interpretation of the questions. This allows for significant complexity and range in responses. My primary method of research was a mixture of in-depth open-ended semi-structured interviews and surveys.

4.6 Validating the Research Methodology and a justification for rejecting alternative Research Methods

The question of whether case studies such as the one completed at Andrews College, meet research design criteria of validity, reliability and replicability needs to be considered. Some writers (Lincoln and Guba 1985; Yin 1984 cited Bryman 2001), consider them appropriate and have devised mechanisms to assess case study against such criteria whilst others do not recognise the issue or argue for a focus on the intent of the research in identifying the design criteria that should inform it (Stake 1978, 1998; Stenhouse 1981; Walker 1980). With the issue of applying the outcomes of one particular case study to a larger population, (external validity) these writers argued the case is not a ‘sample of one’ and should not be subject to criteria that suggest that it is (Stake 1978, 1998; Bryman 2001). Stake (1978) argued that case studies can be “logically in harmony with the reader’s experience” and thereby become to the reader a “natural basis for generalization” (p.5).
Accessing valid and measurable information in the areas of curriculum, teaching, assessment and reporting as well as teaching methodologies and the educational landscape of implementing schools, required responses of considerable depth from participants, making qualitative research [semi-structured interviews - See Appendix C page 247 for examples of the questions asked in the semi-structured interviews] the most suitable research methodology for the purpose. The nature of the study, that is, a case study of a particular school with additional information sourced from four other schools, was a deliberate choice because a case study provides a sum total of information from one particular school in the issue being analysed. This sum total enables the researcher to make valid and reliable interpretations about the effects of the IB Diploma in this school; an interpretation that is then supported by the additional information from the four other schools. A case study enables the researcher to understand the origins of the reasons for the implementation of the programme and trace its evolution and understand the difficulties encountered along the way and the theoretical underpinnings of decisions made. It makes it easier to understand the implementation process from a holistic perspective. There are however, limitations to a study of this nature in that whilst on the one hand the researcher comes to a substantial understanding of the implementation process of the IB Diploma, it is nevertheless the fact that this is a study of one school (and four coordinators from four other schools). The data gathered may not be typical of other schools in other systems (state/private/systemic) and thus there does need to be caution exercised when applying the conclusions of this study to other schools in different educational environments. This is another recognisable and valid limitation of my study.

4.7 Justification of the integrity of Data Collection Instruments and the Data Generation Process

A significant proportion of my data was accessed via in-depth, open-ended, semi-structured interviews [See Appendix C page 247 for examples of the questions asked in the semi-structured interviews]. I constructed specific questions but did not allow myself to be totally constrained by these questions. I was flexible in my approach to the interviews and allowed each individual interview process to chart
its own particular directions. This is important, in that the person being interviewed was permitted to feel free to be able to exhaust questions that are asked, to their natural conclusions. I found that it was important to be confident and knowledgeable enough to let each interview take on a life of its own or to evolve. This semi-structured interview process takes place, according to Wengraff (2001), ‘where research and planning produce a session in which most of the informant’s responses can’t be predicted in advance – maybe 80% or more – of responses to what they say in response to initially prepared question or questions’ (p. 5). The value in this was the range and diversity of opinions gained in response to the same set of questions leading to ‘dense data’ which was complex and had substance; hence the value of qualitative research.

Although the process of the semi-structured interview may seem like it would be easier (in its looser planning) than a fully structured interview, in reality, it is more difficult and involved ‘high-preparation, high-risk, high-gain and high-analysis’ (ibid, p. 2). I made certain that open-ended interviews consisted of ‘…a set of questions carefully worded and arranged with the intention of taking each respondent through the same sequence (for each set group) and asking each respondent the same questions with essentially the same words’ (Paton, 1990, p. 280). My questions always had ‘follow up’ questions which were utilised only if the need for them arose. The set of questions which were carefully worded and arranged and presented in the same format to each participant, allowed for easier and more effective comparison of the specific responses of those being interviewed, leading to broad, useful and workable conclusions to my research question.

All interviews were taped so that the flow of the interview was not impeded by note taking. After the taped interview, information on the tapes was transcribed on to computer. All of the persons interviewed in this section were participants (in some way) in the IB. In reporting the data collected, direct quotations from administrators, teachers, and students about their experiences, opinions, feelings and knowledge concerning the curriculum and staff development of the IB Diploma and the capacity it had to ‘radicalise and reinvigorate’ schools, were
used. Direct quotations can be frank and can bring a sense of immediacy by bringing out the essential ‘humaness’ of the participant.

In the process of gleaning information from administrators, teachers and students, a combination of semi-structured, open-ended, in-depth interviews (on an individual basis) and surveys were utilised. The semi-structured interviews were designed with the respective respondents in mind. Thus whilst the general direction of the semi-structured interviews were similar, the questions (for each different group) were worded differently. At times different questions were asked in that the area of responsibility or knowledge of the respondents (in the four groups) was different. Whilst the general direction was the same, the end result was that the concept of curriculum change and staff development leading to ‘radicalising and reinvigorating’ was not addressed equally by the different groups. Thus the research questions had different relevances to different research participants according to their roles and experiences.

Some of the respondents were initiators of the IB Diploma programme, others the (involuntary) implementers and others were those who received the teaching of the IB curriculum. The qualitative semi-structured interviews were sourced from:

1. IB Diploma teachers from the one independent co-educational school on the Gold Coast in Queensland which offers all three IB programmes, the Diploma, the MYP and the PYP; [see Appendix E page 255 for Mission Statement of this school]

2. IB Diploma Coordinators from schools in Adelaide, Melbourne and Hobart;

3. The Principal of an IB PYP, MYP and Diploma school on the Gold Coast in Queensland;

4. Policy makers from the IBO; (past) Director-General of the IBO, the current Deputy Director-General of the IBO and the (past) Regional Director of IB Asia-Pacific.

The surveys were sourced from:

c) IBO personnel responsible for policy development; [See Appendix D page 253 for example of survey]
4.8 Analysing the Data and considering Validity, Reliability and Limitations of the Process.

In interpreting the data, and considering the validity, reliability and limitations of my data collection process it is important to point out that the responses were considered from a systems perspective, where the question ‘How and why does this system as a whole function as it does?’ was a primary question. Further questions such as, ‘Why does the introduction of the IB (as a system) have the overall effect that it does have?’ and ‘Does the IB invariably have the same effect on all implementing schools are pertinent in this context. Paton (1990) stated, ‘a systems perspective is becoming increasingly important in dealing with and understanding real world complexities, viewing things as whole entities embedded in context and still larger wholes’ (p. 78). It was my intention to understand the effects of the IB from the perspective of a phenomenon that occurs within a specific historical and socio-cultural context; that is the late 20th century, early 21st century Australian educational landscape where schools (systemic, independent and state) in Australia are all looking for an edge to attract students and less cynically, searching for the educational ‘Holy Grail’. Perspectives such as Phenomenology, (how the phenomenon of the IB has affected the experiences of individuals), Heuristics, (consideration of personal experiences of the phenomenon of the IB) and Hermeneutics, (consideration of the conditions that led to the implementation of the IB), were considered in the construction of the questions for the semi structured interviews and surveys (ibid, p.88).

Prior to the research, my perception was that teachers, at ‘the coal face’, saw things from diverse and unique close up perspectives when it came to actually teaching the Diploma subjects, implementing and consolidating the programme, making judgments on the efficacy of the IB professional development courses and on interpreting the changes a school goes through after the IB has been operating in a school for a reasonable length of time. I had the idea that it would not be possible to predict accurately the feelings and perceptions of a particular group
towards the relevant issues simply because they were from the one grouping. Factors resulting in this range of opinion may have been age of the teacher, background, attitude to change and the efficiency of the changes in their particular school, perception of the value of the local state curriculum, seniority of position at the school, quality and user friendliness of their particular IB subject area and the value-addedness that the IB has brought to the teacher’s subject area.

The IB Coordinators - from different states in Australia and from diverse education systems – were different to the teachers as they were the implementers caught in the middle. They usually had the decision of the implementation of the IB Diploma (already a fait accompli) thrust upon them from the Board of Governors (School Council) and the Principal of their school and they then had to convince a (sometimes) change resistant (wary) staff, students and educationally knowledgeable parents, of the viability of the IB curriculum.

The perspective from the school principal, dealt less with the specific detail and more with the holistic impact of the IB Diploma on the school’s mission, clientele and future enrolment prospects. In addition, the Principal had a significant degree of control in the way the IB Diploma would be implemented.

Policy makers from the IBO had yet another different view of curriculum and staff professional development leading to ‘school change’. Their considerations, by necessity, had less to do with particular schools and were more focused on educational trends in various countries and government education policies and the capacity these had to impact on the IB Diploma.

The student surveys were obtained mainly from students who had either completed the IB Diploma or who were in the final stages of completing it. Their responses about the IB curriculum, from the perspective of the persons being taught, provided valuable insights. Students often were very perceptive about the problems and positives of the way in which the IB Diploma had been implemented in their school. Often students understood a great deal about the value of the way the IB Diploma programme had been constructed in their school. Their comments emerged from the direct experience of ‘receiving’ the IB Diploma curriculum.
Analysing and achieving consensus on the responses to these questions were difficult because responses to open-ended questions are invariably complex and have multiple layers. In the process of analysing the information gained from these interviews, interpretation played a significant part. A vital part of interpretation is the ability to draw inferences from the spoken word. Wengraff (2001) referred to discourse, objective referents and subjectivity as possible objects of study, in the analysis of the spoken data (pp. 7 - 8).

In the interpretation and analysis of these interviews, data was collected and open – coded. Open coding involved the identification of events, happenings, objects and action/interactions that are found to be conceptually similar in nature or related in meaning, which were then grouped together into themes or categories (Strauss and Corbin, 1998, p. 102). Further analysis considered themes and patterns in the information received which were then used for further comparison. As is the case with most qualitative interviewing processes, the researcher’s impressions and interpretations were a significant and useful instrument of measurement. In the analysis and interpretation of the data, I was very aware of my role in the research process as both colleague to the participants and advocate of the IB within my own school. The three distinctive groups interviewed were those who are the ‘receivers’ of the IB Diploma programme (the students and teachers), the ‘implementers’ of the IB programme/s (the Coordinators) and finally, the ‘decision makers’ (Principals and IBO personnel). The questions I sought to gain data on are analysed along the lines of the three distinct research groups in the two different chapters. In a final chapter, this data from the three groups is then further interpreted and macro inferences about problematical and positive issues, the legacy and future of the IB are summed up.

In analyzing and interpreting the data, the issues of validity and reliability of data and the limitations of the study must be considered. It would be correct to say that as I was working in the same school, the teachers were perhaps more positive in their views on the IB Diploma (than they might have been if I had been an outside researcher) due to a sense of caution about being too critical to a senior colleague. Due to this, a limitation of this study could well be that the positive information from the interviews may need to be not so readily accepted but given greater
scrutiny. Despite this, with these semi structured interviews with teachers, there nevertheless, was a significant degree of disagreement on the part of some of the teachers about the process of implementation of the programme and of the actual time and money invested in a programme (the Diploma) that was taken up by a mere 20% of the senior cohort. This provided integrity to the process in that teachers were willing to criticise the decision for implementation and more specifically were willing to offer constructive criticism about the process of implementation and the way the IB Diploma had affected curriculum and assessment, staff development and school change. This willingness to criticise helped to enhance the information gained. A further limitation of the study was that inferences are made in the two research chapters based on the majority of the data being collected from one IB Diploma school. In questions of external validity it could be argued that the case is not a ‘sample of one’ and should not be subject to criteria that suggest that it is (Stake 1978). The conclusions are drawn about the IB within the bounds of the five school case studies, with one of these schools, Andrews College, being the most significantly studied. These conclusions may or may not be able to be applied consistently to other IB Diploma schools in Australia. I also acknowledge that even the views of the 14 teacher participants may not necessarily represent the views of the majority of the teachers involved in the one particular IB school. Despite these limitations, the study brought to light views that could be applied to similar types of schools. Mainly, the study aimed to bring the issues of a particular school (as case study) to light through the use of thick description, in a manner that is simply not possible with large – scale quantitative studies and then draw conclusions about like schools. Finally, Stake (1978) argued that case studies can be “logically in harmony with the reader’s experience” and thereby become to the reader a “natural basis for generalization” (p.5).

### 4.9 Ethical Issues

My research can be identified in the context of research which improves ‘the welfare of humankind in general, and the endeavours of education in particular’ (HDR Summer School, Deakin University, 2004, p.1). In my research, there was a need to consider the ethical implications. At the outset, Ethics Approval was
sought and granted from Deakin University. After this, permission was gained from all potential respondents, whatever their capacities, positions, ages. In the case of students, permission came from parents or guardians. Clear guidelines were set out before interviews and participants were made fully aware of the format of the interview process. In the Deakin University ‘Higher Degrees by Research’ guide, informed consent is seen as paramount. Informed consent involves awareness of the experiences, understanding of the explanation, competency of the respondents in question and voluntary agreement with no coercion whatsoever. Confidentiality was paramount. This is important in the case of teachers and students who may fear that there will be repercussions if they speak their minds and go against the official line of the school. It needs to be acknowledged here again, that the power relations involved in my relationships with the teaching staff and the students made this confidentiality of the process absolutely paramount. With the teacher semi-structured interviews, the information they provided did not go beyond the confines of the interview process. This was essential for their responses to be truthful, substantial and ultimately useful in arriving at conclusions that are going to be of value to the field of research. The anonymity of the participants was given absolute priority in every case, although in the cases of the schools, this is a far more difficult thing to do especially when the school is placed into its natural socio-historical context.

As a final comment, it is acknowledged that that some of the participants in the process could view me from a position of (perceived) power over them in Andrews College. This potential participant perception of my role may have influenced their decisions to participate or not participate in the interview process and may also have influenced the slant of their responses. This is a clear limitation to my research. Despite this limitation, given that little research has been undertaken into the effect of the IB on the curriculum, staff development and school change in independent Australian schools, this research remains relevant to the further development of the International Baccalaureate in Australia.
CHAPTER FIVE

Let the Data Speak - Case Studies of Staff and Students at Andrews College

5.1 Introduction

This chapter focuses on discussing the views of teachers and students about the manner in which the IB has resulted in changes in Australian schools and what these changes are. The personal and ‘real’ perspective of teachers and students were considered through a process of summary, analysis and interpretation of the information obtained from the semi-structured interviews with teachers from a particular International Baccalaureate Diploma school and from the surveys completed by students, from the same school, who were (at the time of the surveys) either in the process of completing the final year of their International Baccalaureate Diploma programme or had already done so.

Andrews College - where the teacher and students interviews were completed - is a school of approximately 1226 students from Reception to Year 12 and offers the IB PYP and MYP to all students in the college. After that, in the senior years, students choose to do either the IB Diploma or undertake the QSA OP course. The interviewed teachers had all asked to teach the IB Diploma, so in the first instance, they were approaching the Diploma from a positive perspective. In addition, these teachers had the option of moving back into the OP system if the IB was not to their liking. This degree of freedom then meant that by and large, these teachers were supporters of the Diploma and thus their responses would indicate that. In other words, the research respondents were people working within the system rather than those opposed to the system.

These interviews and surveys contained questions that sought to investigate the questions:

Has the IB Diploma programme in the Australian educational context altered the way the curriculum - consisting of constructing the pedagogies for imparting skills and content, assessment and reporting - is approached and constructed?
Has the introduction of the IB Diploma programme altered teaching methodologies and strategies and the overall quality of teaching (through professional development) in implementing schools?

Has the combination of the first two items led to changing the educational landscape of implementing schools - progress on a holistic level or change which alters the direction, focus and mission of the school?

The questions put to staff in the semi-structured interviews focused on issues such as:

Reasons for implementation

Staff perceptions of the IB Diploma programme pre and post implementation

Perceptions about the quality of the IB Diploma programme, possible impact of the IB Diploma and its capacity to change / mould staff, students and school charter in career development and delivery of curriculum.

The questions put to IB students in the survey focused on issues to investigate my research question focus and as such dealt with their:

Perceptions of the quality of the IB Diploma in terms of better tertiary access

Perceived academic and social development due to the IB Diploma

Perceptions of the IB Diploma in terms of breadth, inquiry based learning, university preparation, global citizenship, life experience, emotional and spiritual maturity and community mindedness

Perceived value of the IB Diploma for all senior students.

5.2 The Practitioners’ Perspectives

In any system of education there are the policy makers - those who formulate selected policies consistent with the mission of the particular school or system - and then there are those who ‘receive’ these policies and are ultimately responsible for successfully initiating and implementing these educational initiatives. Teachers, in addition to being the initiators and implementers of the particular learning process (curriculum), are as much the receivers of an educational initiative as are the students. When the policy or curriculum initiative finally reaches the teacher, it
is usually a fait accompli. They may be able to tinker around the edges and make, what amounts to cosmetic change, but the essential platform remains unchanged.

The perspectives and opinions of teachers in any educational system adopting a new curriculum - with its associated myriad complexities - can be different to or even at odds with that of the administrators (School Council, Principal and senior administrators) in the particular school and the policy makers (in this case, the International Baccalaureate Organisation). Lack of verbal protest or any sort of registered and formalised protest is not necessarily a sign of ready acquiescence. Teachers often disagree with the credibility of the programme or disagree with the idea of the need for the implementation of the new programme or the change, but simply chose to be quiet. This is a sort of fatalism. The feeling can be expressed as, ‘what could I do about it anyway’. For any change to be successful it must have the support of the teachers and teachers need to be consulted and have their opinions sought from the very beginning. If this happens there is a sense of close collaboration and the views of the teaching staff are likely to be positive and supportive. With this in mind, it is important to understand the perspectives and opinions of teachers about the introduction of the IB Diploma programme into an independent school in the Australian educational landscape, keeping in mind my earlier statement that most Diploma teachers interviewed tended to support the programme. By exploring their views, I am able to extrapolate information concerning the effect of curriculum and staff development and school change from a perspective that has transparency and greater integrity.

In order to contextualise the information from the interviews, I have provided pen portraits for each member of staff. This will provide basic, non-confidential information about that staff member that will be useful in placing their comments in context and understanding why they say what they say.

In total, fourteen semi-structured interviews of forty five – sixty minutes were conducted with staff members who are experienced teachers of IB Diploma subjects. At least one teacher from each of the six compulsory IB subject groups was included. In the final section, I have grouped the participants’ responses according to the three main concerns in this thesis.
The case studies of the students were extrapolated from the surveys. Students were asked for their perceptions about the IB Diploma in respect of preparing them for university, teaching them about living in the modern world, opening them to emotional and spiritual maturity (seeing past the immediate sense of what they learn – learning for a higher purpose), being conversant with world issues, developing an appreciation for their own heritage, developing a sense of community mindedness and being open, tolerant and prepared to accept different paradigms or worldviews. The responses of the students were an effective and valid reflection of what happens at the point where the IB Diploma comes to fruition. Some of the student surveys were conducted in a period just prior to the final IB Diploma examination in November, when student stress levels were very high and this factor in itself may have had some bearing on their responses.

5.3 Pen Portraits of Teachers:

Doug was the Head of English. The growth in numbers in this subject area had been a steady and incremental trend upwards. IB English consistently had close to the largest cohort of all the IB subjects.

Sam was the Head of Foreign Languages and the teacher of Italian. The growth in numbers in foreign languages (especially Italian) had been very high. Italian had, by far, the largest numbers of any IB subject in the college. In years 11 and 12 in 2008, there were over 160 students of IB ab initio Italian, German B, Japanese B and French. This was out of the combined year level number of 270. The number studying a foreign language in the senior years at Andrews College represented 59% percent of the total senior student population. This has continued to be the case into 2011.

Nan was a teacher of German within the Foreign Languages department. Whilst her subject had shared some of the limelight of the languages growth, it had not been a consistent contributor to this growth. A significantly lower number of students studied German as German SL was much more rigorous than ab initio Italian.
Rob was Head of Department Humanities and a History teacher when these interviews were held. The growth in numbers in his subject area had been consistent and steady if not remarkable with solid number of students taking Modern History over the last six years.

Moree was the Head of Business. There had been steady growth in Business Management and Economics.

Elys was Head of Science and a teacher of Physics at the time this interview was conducted. She has since retired. The growth in numbers in Physics had always been strong but in recent times has been overtaken by IB Chemistry and Biology.

Aus was the Assistant Head of Science and a Chemistry teacher at the time this interview was conducted. He then went on to become Head of Science and in 2011 has moved to Dean of Middle Years Learning and is in charge of the MYP in the secondary school. The growth in numbers in Chemistry had always been strong.

Jan was a Mathematics teacher. There had been a steady growth in numbers in IB Mathematics.

Seb was the Head of Music. The numbers taking music had been small.

**Curriculum:** Doug (Head of English) valued the freedom that the IB English course gave him. His perception of the reasons for the original implementation of the IB Diploma at Andrews College was due to the ‘parochial nature of the Queensland system and the (perceived) lack of academic rigour inherent in that system’. The school was looking for credible alternatives, not to implement in place of the OP (Overall Position) Senior Certificate, but to supplement it and to give students opportunities to undertake a course with different and more academically challenging emphases; if they wished to do so. Nan (Teacher of German) also supported this when she defined the IB Diploma as offering a ‘challenging academic programme, which educates pupils for life and addresses global issues ‘but ‘not without its own problematical issues such as inconsistent marking from year to year and high cost of implementation’. Rob (Head of Humanities) also remarked that the school had gone down the path of IB Diploma
implementation due to the perceived academic rigour of the Diploma and ‘to be able to provide some level of independence from the ubiquitous requirements of the state to control our programme’. Elys (Head of Science) agreed that the IB Diploma was implemented ‘to gain freedom from obtrusive and ubiquitous control’.

Aus (Assistant Head of Science) was impressed by the quality and rigour of the IB Chemistry course and felt that it was useful, especially for tertiary study due to its ‘rigour, depth of content’. As a criticism however, he also indicated that Chemistry in the IB has less ‘complex reasoning’ than the Queensland Overall Position (OP) Chemistry course; that it, is a more ‘traditional course’. There has been a significant demand at Andrews College for IB Group 4 Subjects in the pure Sciences such as Physics, Chemistry and Biology at Higher and Standard Level because the Sciences have been recognised as valuable foundational subjects for Science-oriented tertiary courses and yet the OP courses in these subject areas had more complex reasoning. Aus. was critical of the marking standards in the IB which he felt were hardly consistent from year to year and often the instruction given to teachers at professional development workshops contradicted the comments of markers or marking panels. This marking inconsistency was a point that was made by the most of the teachers who were interviewed.

As an example of the IB Diploma’s valuing of (traditional) academic rigour, Elys said that she liked the IB Physics programme from the very beginning. Her reaction on perusing the IB Physics programme was as follows:

This is good stuff! You know really good Physics – comparable to specialized UK A Level Physics. It is real Physics and makes people think. Not watered down. Well it’s not watered down like for example the new Biology syllabus which Vicki is having to go into which I was at a meeting last week, last Monday, and they’re given out no, they’ve told them to write a syllabus but as far as assessment they haven’t given them any assessment items, nor criteria sheets, and this is what they have to use. So everybody’s going totally blind and I feel sorry for the poor guinea pigs who are doing this and a lady from X State High, she has spent two or three weeks with her Grade 11s writing a poetry book, Grade 11 Biology students writing a poetry book for age 8 to 10 students on the cell, and the students have to go and research the cell obviously to a level that 8 to 10 year old can understand. I mean that, talk about watering down compared with what we do, you know so it’s not watered down. This is what will sort
out the future academics of society. No, it’s real good stuff. I could do it on a Saturday night and enjoy it.

Doug was convinced that the IB also enabled the school to ‘measure itself (academically) against the world’. Due to the academic rigour and breadth of the IB Diploma, there was, in his opinion, an ‘immediate interest amongst academically inclined parents – globally mobile ones’. He commented that this contributed to the easier implementation of the IB system. To him the ‘freedom and creativity’ of the IB Diploma subjects were a refreshing change from the lock step demands of the Overall Position (OP) Senior Certificate. This idea of ‘academic rigour’ was supported by Sam (Head of Languages) who remarked that the IB Diploma was adopted by Andrews College because it provided the opportunity to benchmark the academic achievement of students at this particular school against an international framework which is utilised by the diverse range of IBO schools in over 140 countries. This decision, Sam perceived, was consistent with the decision of the school to provide a globally relevant and educational experience, and a universally consistent and recognised qualification to the students. Seb (Head of Music) also expressed the view that the IB Diploma was implemented at Andrews College due to a need and a desire to be ‘internationally recognised’ as an academic school and also because ‘this would allow students to compare and measure themselves with the best in the world’. Power (2003) stated that ‘…the quality of education is judged by international standards’ (p.19). Increased accountability can lead to a comparison of Australian education standards with those in the international sphere. This can be a credible indicator of where a particular school sits in terms of the educational standards of schools in the world and also serves as a powerful marketing tool to gain high quality enrolments. As a criticism, most teachers expressed the point that the relative freedom to deliver the course had sometimes led to an unhealthy focus on preparing students for exams and not teaching to learn. This was expressed strongly by the Head of English.

The value that the external exams of the IB Diploma have offered by way of preparing students for university study was also seen by Sam as a positive in the implementation of the IB Diploma. The lower number of Internal Assessment items in the IB Diploma and additionally, the greater weighting towards final
external exams (the ratio is 30 % IA to 70% Examination) and the lessened prescriptiveness of the internal assessments (leading to greater freedom for students to select the way in which they wish to structure their particular internal assessment) according to Sam, leads to enhanced opportunities for extensive and sustained formative learning opportunities in the classroom. Doug also was of the opinion that the - traditional - end of two-year exams were a good thing in that students were not inclined to ‘learn and jettison’ content. He also raised an issue that was echoed by many other teaching staff about the misconceptions in the community about the degree of difficulty of the IB Diploma:

My experience has been that, particularly say, average and just below average kids seem to actually perform better in the IB than they did in the OP’. Perhaps this has to do with the ‘freedom and creativity’ factor.

Rob (Head of Humanities) expressed support for the ‘low internal assessment percentage, high exam weighting’ ratio of the IB Diploma and no fear about the possible problem of too much ‘teaching for the exam’. To him this enabled teachers to present a great deal of formative teaching replete with the opportunity to provide feedback which in turn helps students grow in their learning. He was of the opinion that the uptake of students into the Diploma will conversely grow if the Queensland Statutory Authority (QSA) subject work programmes get ‘less rigorous and less challenging’. Moree (Head of Business) added a note of caution here, when stated that “cramming for examinations” was not an ideal long term learning tool and ran counter to the philosophies of the IBO programmes.

Doug however, recognized the ‘value addedness of the IB courses in ‘the freedom to cover the material at one’s own pace and in the creativity of the tasks set’. He stated, ‘Like I said, I can’t properly quite put my finger on why that is the case, but I do think that the excitement of the learning process is much more ingrained in the IB’. To him the IB is based on ‘old kind of Renaissance principles ‘referring to the breadth in subject choice. Doug valued the World Literature component in the IB English course because it fostered an interest and an awareness of other cultures. Pigrum (2001) suggested that, ‘Understanding another culture, being taught by another culture, involves a “new perception” of one’s own cultural constellation. The most important part of this process is that in
creatively understanding and identifying “difference” we are also required to identify the ways in which we are similar’ (p.122). Hughes (2009) consolidated this argument when he said that:

The most effective texts are those that grapple with dilemmas and situations that dramatize crucial elements of the postcolonial world such as perception of the ‘other’, identity in a nation state environment that assumes cultural homogeneity, and the complex stage of relationships within the meeting of Western and non-Western cultures (p. 138).

Rob, a traditionalist in his own teaching approach, said that the IB was not ‘faddist’ in that the IB Diploma curriculum had been based on carefully researched educational principles. Rob’s comments reflected those of Patterson (2003) who argued that whilst the concepts of

intellectual breadth, independence of thought and humane goals…’ have been long recognised as the basis of a sound education, these educational goals have become essential in the world of the 21st century, where ‘…skills are required to acquire and master new knowledge’ (Patterson 2003, p. 3).

This is especially the case in a world where change is rapid and mere content-based knowledge becomes outdated very quickly. Patterson argues that the advent of globalisation has made imperative the need for the implementation of a liberal education which encourages ‘…creativity, lateral thinking, flexibility, international awareness, and openness to new ideas and knowledge – as well as the humane skills of self-knowledge and tolerance…’(ibid, p.4). These ideas would go to create an‘…active and sophisticated educated citizen’ or in other words the global citizen (ibid, p. 3).

Rob mentioned the comparison between breadth and specialisation and the value that the compulsory requirement of breadth in subject choice has. He remarked,

When we first arrived in Queensland nearly 30 years ago, I was astonished that all the most intelligent students did two maths and three sciences and English and why did they do that, because that’s what you’re supposed to do if you’re intelligent.

The compulsory breadth of the subject choice in the IB is changing that perception and now, according to Rob, ‘less and less intelligent kids are specializing in
Maths/ Science due to the compulsory demand for diversity in the IB Diploma’. He saw this as a ‘good thing’ in that it breaks down the stereotype of what it is to be intelligent and gives credence to a new paradigm of intelligence.

Moree (Head of Business) focused on her subject area. She was convinced that the best thing about IB Business Management (BM) was that it shared a common assessment format with the Queensland OP Business Organization and Management (BOM) subject. It also has made it easy for the school to suggest to all OP BOM students that they should take IB Business Management (along with the OP subject), as the two subjects from the different curriculum models had a high degree of similarity in content and types of assessment. The main difference was the greater international content in the IB BM course and the variance in number of assessments. A criticism from Moree was that the IB has chosen to ignore popular courses like Legal Studies and Physical Education, courses that had huge followings in Australia schools, although the IB has piloted a Health Sciences course in recent times.

Elys stated that the IB Diploma was also ‘implemented to give enrichment and extension in all the pure sciences and as a consequence enabled students to apply for undergraduate degrees to overseas universities.

Finally, Jan, a Mathematics teacher, and a relative newcomer to the IB Diploma course, made a pertinent point when she said that the IB Diploma in its present format would only appeal to a limited demographic due to the ‘liberal arts’ nature of the course. Jan, was critical about the elitist nature of the IB courses leaving no opportunity for Vocational Education subjects and thus automatically precluding a certain number of students who could benefit from the other aspects of the IB Diploma like The Theory of Knowledge and CAS. In recent times, the IBO has made moves towards introducing an IB Diploma course that allows a combination of core Diploma courses and local career oriented courses. The effect this will have remains to be seen.

**Staff Development:** Doug (Head of English), whilst ‘initially reserved’ about the IB Diploma, commented that he was now a more disposed towards the IB
programmes. His initial reservations stemmed more from the fact that he wasn’t so familiar with the IB courses rather than from any real concrete objections. He was convinced that the IB was ‘hugely beneficial to the school, the staff and the parents’. From the staff perspective and what it brings to staff, he felt that it was positive because it provided a ‘refreshing challenge’ for staff. To him ‘The academic rigour is good for staff and helps make teaching a pleasurable experience’.

Doug named three positive aspects of IB professional development, as being ‘the chance to travel, teach literature and dialogue’. He was convinced that the IB Professional Development courses were unlike the state Queensland conferences which he described as being conferences set up by ‘disgruntled teachers pushing political agendas’. He thought that the IB conferences and workshops were enervating. On the school’s decision to send a considerable number of teachers to IB conferences, Doug was complimentary. The opportunities presented to staff make them ‘feel valued’. This is turn, obviously will lead to better teaching. Doug extolled the virtues of a system that spans ideological boundaries:

There’s much more of a sense of community of teachers in the IB. You go to IB conferences and people are excited about learning and it’s stimulating and it’s fantastic.

Sam (Head of Languages) supported this and stated that the IB subject workshops were valuable for cultivating ‘subject depth’ and for ‘networking’. As a young teacher and young head of department, he was convinced that:

The IB has had a positive impact on [his] teaching career. It has increased my depth in Italian, and given me the opportunity to travel to Italy each year.

Rob (Head of Humanities) also knew that as a teacher, he has benefited from the compulsory professional development of the IBO. He remarked that it was important to consider ‘different mindsets in teaching in different regions of the world’. In his words, ‘It is excellent to visit China, India, New Zealand, Thailand… (and) find a Swedish teacher teaching in Outer Mongolia…’ This ‘amazing combination of ideas and input’ at conferences is vital, according to Rob, for teacher longevity in the profession.
Sam was in favour of the ‘flexibility of the IB structure and the greater freedom’. He agreed the idea of the external marking was a ‘good and clear way of assessing the value of the teacher or what value added component the teacher brings to the teaching and learning processes. Nan (Teacher of German) confided that she was initially nervous about teaching the IB, the main issues being ‘competency and exam difficulty’. These fears were somewhat assuaged in the first cohort with good exam results in German. Nan commented about the value of the ‘relative freedom’ of the syllabus structure in empowering teachers to construct more relevant programmes of work suited to that particular student body. She did however criticise the IBO programmes, in that the relative lack of guidance from the IBO, also placed the onus on teachers to devise a relevant and interesting programme that would enthuse students. She expressed that for a new teacher this could be a serious problem. Rob (Head of Humanities) also appreciated the ‘freedom’ of the IB syllabus. As a teacher, he confirmed that he had experienced and been frustrated by ‘the vagaries, inconsistencies and malleability of the continuous assessment system’ which is currently in operation in Queensland and he has also experienced a more traditional examination system in the United Kingdom. His years of teaching confirmed for him that the examination system, where a percentage of work is marked by an examiner who is external and unknown to the teacher and the student, is a good thing in that it brings the teacher and student together, on the same side in the quest to succeed academically.

According to Moree, at first staff found the teaching of IB Economics and BM to be challenging, but as they went through the process and familiarised themselves, they found the subjects easier to grasp and to teach. Nevertheless, she was convinced that the ‘depth of the two IB subjects’ meant that staff have had to go back and relearn concepts. To her the IB professional development workshops where staff was brought up to speed on international trends, had been invaluable to her teachers and additionally she remarked that the IB Diploma could be valuable as career development in that it opened up international teaching opportunities to teachers. There was general agreement on this point although expressed differently, that is on the value and benefit of the professional development. The Head of Science was convinced teachers with a solid critical mass in their subject areas could empower students to enjoy the subjects and in the process reach a very
high level of learning in that subject. She was of the opinion that making things relevant is sometimes a euphemism for making things easier; and according to her, making subjects easier is not always the best way to become accomplished in a subject. In this, she was passionate that the IB Diploma Sciences could challenge teachers to ‘reach for a vision’ themselves, in mastering the courses, dialoguing with teachers from other schools and in other parts of the globe and finally in empowering their students to excel. This view was supported by other Science teachers who felt that IB Chemistry, because of its ‘academic integrity’ ‘was’ more pleasurable for staff to teach’. To Aus (Chemistry), the IB experience had strengthened and consolidated his knowledge base mainly because of the academic rigour and the IB PD which he was convinced was an exceptional method of developing teacher quality [increased knowledge base in particular subjects, more exposure to pedagogies and teaching methodologies in schools indifferent parts of the world, and improved dialogue with teachers in schools other than similar independent schools in one’s local district via the IBO’s Online Curriculum Content (OCC) site] which not only benefitted the IB classes that the teacher had but also extended to the non IB classes, thus benefiting both IB and non IB students and developing overall improved educational outcomes. He commented that the IB Diploma has opened his eyes to the more global aspects of teaching whereas I suppose a lot of teachers tend to focus on the small country town they live in or the Gold Coast or the city and they think ‘oh now I could move down the road’, whereas it’s sort of opened your eyes to the possibilities out there that exists in education.

School Change: Doug acknowledged that the school has been ‘catapulted into the international sphere’ when it came to comparing academic performances. According to Doug (from New South Wales and brought up with the HSC – Higher School Certificate), the Queensland system was ‘insular’ and because of this, the added international perspective – due to the IB Diploma - had been valuable. It provided (according to Aus – Chemistry), ‘an international benchmark for all subjects offered at the school, not just IB subjects’, giving the college a ‘yardstick for what we’re doing here compared with the wider community and I suppose the world at large’. Doug described the IB Diploma as ‘this notion of taking kids out of their experience and exposing them to things they haven’t been
exposed to before’. He was convinced that the students at the school, not only the IB students, had been positively affected by the raising of academic standards and by the concept of compulsory breadth in subject choice. This had grown purely science students to look at the arts and languages and equally, had enabled arts students to appreciate the value of the sciences. Sam (Head of Languages) supported the concept that the IB curriculum made decisions for students that it considers are valuable for them in an educational and holistic sense. As a result, according to Sam, students experienced facets of knowledge they might never have experienced, forcing ‘Maths and Science types to consider the inherent value of literature and languages and of course vice versa’. He saw this as having beneficial effects on students and even helping them understand their other favourite subjects from a stronger and more productive standpoint. This concept has a unique synergy with the IB’s basic precept of coming to appreciate different paradigms or ways of knowing. The end result at school is ‘more open and tolerant students and a more international school ambience’.

Moree (Head of Business) also expressed this idea but from a different perspective. She felt that the main value of the IB was ‘the global focus of IB Economics and Business Management and - significantly - the global focus of the entire IB Diploma’ as she was of the opinion that this enabled students to get a broader, more international perspective on learning. She was certain that this international focus had a significant effect on the mindset and outlook of the student thus affecting the stereotypical student in the school. Moree advanced the idea of the global citizen acting with a greater sense of integrity due to his or her international perspective. As an example, she referred to powerful advocates and beneficiaries of neo-liberalism such as George Soros and Ted Turner both of whom had embarked on paternalist interventions – the imaginatively branded ‘Soros Foundation’ and ‘Turner Foundation’ – and have expressed sincere regrets at the social cost of neo-liberalism. Moree drilled down into the detail of this statement when she said:

I think probably the principal area was the global focus. Very often, and I guess because they’re Queensland based courses and in Legal Studies and Business that’s very much the case, the focus is on this state and it’s on Australia. I liked the curriculum content that required students to go
Doug was of the opinion that the ‘educational experience at Andrews College is currently more holistic due to the IB’ and the IB had added ‘a sense of attractiveness and mystique to Andrews College which makes parents from other schools curious about the IB’. He observed that the students ‘have a greater sense of responsibility for their own learning and this helps effect positive school change’. Doug stated, ‘It is not just about the final mark, not just the destination but equally as important is the journey’. He remarked that the school is now ‘more holistic, more integrated in the sense of the entire education process’. To him the education process at Andrews College had become ‘less ad hoc’ and a ‘more fully rounded, holistic education experience’; especially with the formalisation of aspects like Creativity, Action and Service (CAS), education has become more ‘broadminded’ and more ‘community minded’.

With the other teachers interviewed, there was general consensus that the effects of the IB Diploma on the college had been positive. Sam (Head of Languages) was convinced that the school has undergone significant change since the introduction of the IB Diploma; changes such as:

A gradual tendency to apply to and access foreign universities at undergraduate level;

Increased quality of education (rigour) in terms of increased content, inquiry based learning and independent (negotiated) learning.

He viewed the acceptance of the IB Diploma at the school as a sign of the ‘increasing maturity’ of the school community and further to this was the evidence of the unprecedented uptake of Italian, German and Japanese, since the advent of the Diploma. With second language acquisition had come a distinct paradigm shift in students’ attitudes to cultural difference, increased travel (the very successful Italian six week immersion trip each year, plus trips to Japan, Germany and Nepal) and increased levels of cultural tolerance. Students had become more outward looking in their views and less parochial. An example of this was the success of the International Committee at the school. The observations of Burbules and
Torres (2000) support this idea that the effects of globalisation are indeed not all inevitably negative; with the successful reconciling of an individual’s own local and traditional values with those of other countries through learning a new language being a case in point.

The German language teacher interviewed, Nan, supported the view that the positive and compulsory focus on second language study had substantially increased the number of foreign language students and had other beneficial spin-offs for these students and indeed for all students studying a language, irrespective of whether they take the IB Diploma or not. In response to a question about the unique aspects of the IB Diploma, Nan had this to say:

"The higher profile given to languages, the emphasis on activities to develop the person as an individual, equipped to cope in the modern world, a greater awareness of other countries and systems."

Nan acknowledged that there was now a greater ‘multicultural awareness, more trips and exchanges, more cultural exchanges and increased propensity for coming to understand the way different cultures deal with different aspects of life’, which in turn ‘breaks down cultural barriers’ and helps widen a student’s worldview. According to her, this has lead to a more open and culturally accepting adolescent and in effect, changed the ethos of the school quite dramatically. Prior to the introduction of the IB Diploma, Nan said that there was ‘minimal staff exposure internationally, with some staff intolerant of pupils and teachers speaking other languages at school, apart from in the classroom’. This was supported by Seb (Head of Music) who agreed that the IB Diploma ‘creates awareness’ amongst students and ‘gives the school a definite sense of difference, thus ‘creating a sense that the school values and recognises all cultures and opens eyes to indigenous cultures’.

Elyswas convinced that IB Science courses made students better scientists thereby creating a better perception of the sciences at this particular school. One consequence of this was the self-selecting process that goes on. Students who displayed ability in science elected to come to the school thus further boosting the results and reputation of the school in the science area. Aus echoed the comments
of Elys, when he remarked that the requirements of the IB science courses had improved practical work at the school. It had made them ‘more scientists of the kids’ rather than seeing practicals as ‘this process you have to do’. In this way, it would seem that the IB science component has added quality to the science curriculum at Andrews College and in that way has effected positive change in the school. Aus questioned the dislocation in the emphasis between the way the IB science course is presented in the MYP Programme and the way the emphasis changes in the Diploma Programme. He remarked that the MYP involved a lot of ‘Theory of Knowledge emphasis, that is thinking about why we do what we do and also criteria based assessment but in 11 and 12 there is a big emphasis on exams’. To him, this should be an ‘evolutionary process’ with seamless and common sense transitions from the lower level to the higher level. He stated, ‘therefore the MYP grows a culture of investigative scientists then it is a bit of a culture shock in 11 and 12’. Despite this, IB Chemistry did have a ‘focus on the whole product that is not only the science but also the expression and the grammar’. Aus stated that ‘the top kids will always do well but the IB Chemistry course has reached the middle kids and changed them into scientists too’.

Surveys of Students

Case Studies of selected surveys conducted amongst past students of Andrews College:

The case studies that follow are a representative sample of the fifteen Diploma students who participated in a survey which asked questions about their perceptions on the way the IB Diploma had impacted on them personally. The students were selected so that they provided a broad range of views as possible across these surveys. The order moves from earlier Diploma candidates to the more recent ones. (The survey is included in Appendix D on page 253).

Student One: Mitchell. Diploma Student 2004

Mitchell completed the Diploma in 2004. He has since completed a double degree at university in IT and Commerce. He was a dual credentialed student who did the IB Diploma and the Queensland OP (Overall Position) Senior Certificate. At the
time of the interviews this was the procedure for offering the IB Diploma at the school. This was an atypical process and one that was not used in other schools in any of the other states in Australia. The reason for the school offering both systems together was an initial apprehension in the community of letting go of a system with which they were familiar and committing their children to an unknown (to them) programme. In the following year, after exceptional IB Diploma results in the November session, the school abandoned this and permitted students to select either the Queensland OP course or the IB Diploma programme for the two senior years of schooling. Mitchell was an average student in some areas like English and Foreign Languages but was also well above average in subject like Design Technology and Information Technology. Whilst Mitchell experienced considerable difficulty in the subjects he did not have a natural affinity for, he also found that these were the subjects in which he also experienced the greatest improvement. He felt that he would never have studied English Literature or tackled Italian or a subject like the Theory of Knowledge if he had not been compelled to by the requirements of the IB Diploma Programme. Mitchell achieved his Diploma. His particular experience is typical of the student of average abilities who is more comfortable with the content based, criteria assessed, independent learning system of the IB Diploma. Mitchell’s experience with the IB Diploma was a positive one mainly because he was forced to move out of his narrow area of specialisation and confront and ultimately gain and grow from the unique demands of the Diploma.

Student Two: Ryan. Diploma Student 2004

Ryan completed the Diploma in 2004. He was a dual credentialed student who did the IB Diploma and the Queensland OP Senior Certificate. Ryan’s second language is English and yet he passed the IB Diploma with a very high score of 37 out of 45. Ryan’s rationale for doing the IB Diploma was a practical one. He wanted to prepare himself adequately for university and the best way he felt that he could do this was by ‘establishing continuity between subjects done at school and followed through at university’. Apart from the IB Diploma giving him an excellent foundation in the sciences, Ryan was certain that he improved immensely in English mainly due to the challenges of the IB A1 Higher Level
course. Ryan said that the rigour of the IB subjects has ensured his success at university. Finally, consistent with Ryan’s pragmatism, he was certain that the IB is indeed an elitist course and has relevance for students only as preparation for tertiary study.

**Student Three: Sashi. Diploma Student 2005**

Shashi attended the University of Queensland. Her Diploma score was a very strong 34 out of 45. Shashi acknowledged the part that the IB played in equipping her for life at university and for simply coping with the conflicting demands of modern life. Shashi was convinced that the rigour of the Diploma would help her in coping successfully with first year university. Shashi identified the freedom to question and express opinions and the reflection and introspection of the Theory of Knowledge course as the most significant aspects of the IB Diploma.

**Student Four: Clare. Diploma Student 2005**

Clare was a dual credentialed student who did the IB Diploma and the Queensland OP Senior Certificate. She said:

> I think the IB course prepares us well for the modern world as it seeks to provide information that we can use in our daily lives and focuses on the critical analysis of what we are constantly being presented with (particularly in English and Modern History). It also attempts to further our cultural understanding by making learning a second language compulsory and gets us to look at the world as a whole rather than just thinking locally in classes such as TOK (Theory of Knowledge).

Clare focused very much on the benefits of the development of one’s critical faculties and the development of an ‘international awareness’ as key gains from doing the Diploma. To quote her on this:

> At Andrews College we consider the rest of the world in relation to Queensland, Australia. It (the IB) encourages internationalism certainly, but never encourages forgetting where it is you come from.

Clare was certain that the Diploma had made her more resilient to stress and whilst she had no regrets doing it, she was certain that the course is not for everyone. She was of the opinion that students would not be able to cope with the freedom to
plan particular question structures to particular assignments, to manage six subjects as well as the Theory of Knowledge and the Extended Essay and to contribute (to society) and extend (themselves) through Creativity, Action and Service (CAS).

**Student Five: Diploma Student 2005**

Student Five was also a dual credentialed student who completed the IB Diploma and the Queensland OP Senior Certificate in 2005. This was the last year that Andrews College permitted students to do both the IB Diploma and the OP course. Student Five achieved the second best score yet by any Andrews College student. In the November 2009 examination session, Andrew’s College finally got its first ‘perfect score’ for the Diploma through another student who achieved 45. This student was one of 27 student’s world- wide who received a score of 45 in the November session and one of only 13 in Australia). The IB Diploma programme was instrumental in winning Student Five a place at a prestigious Institution.

Whilst Student Five appreciated that the other holistic aspects of the Diploma like CAS and TOK were beneficial to her, her main focus in doing the IB was to be admitted into an overseas university. Nigel Bagnall’s (1994) thesis on the International Baccalaureate supported this concept of IB Diploma students thinking in ‘global’ rather than ‘national concepts’:
The students who replied to the questionnaire at these schools are part of a developing global phenomenon. They are making choices about their future in global rather than national contexts. When one student was asked where he hoped to study in the future he replied "anywhere in the English speaking world" (p.3).

Bagnall (1994) argued that,

students of the IB program are aware of the potential cultural capital that the IB offers them. The selection of the IB program is more than a casual choice made the year before beginning the program (ibid, p.3).


Luke was an independent young man who ran his own business whilst at school. His responses bore evidence of this strong sense of independent opinion and in this the freedom and creativity and independent learning of the Diploma suited him. He was convinced that the academic rigour, breadth and inquiry-based learning style were effective in preparing students for the freer university environment. Luke was of the opinion that whilst the IB is elitist, it is a valuable and relevant method of education for all students across all ability ranges. He was adamant that the fostering of awareness of other cultures also worked well in encouraging us to look at our own roots. Luke made the point that with the freer and more creative mixture of the Diploma ‘one can take as much as he or she wants out of the course’ meaning that self-responsibility and self-learning are paramount in making the most out of the Diploma.

5.4 Findings of Interviews:

Curriculum

There was a high degree of consensus about the value of the IB Diploma programme amongst staff and students as regards:

Freedom in course structure and the creativity of assessment both within established learning parameters (skills, content and assessment). Student Five stated:
“it was empowering that we had a greater say in the way we constructed our internal assessment items which counted towards 30% of our assessment in each subject”.

The degree of freedom in constructing internal assessment items varies according to the particular subject but in every subject the opportunity exists. For example: Formulating and framing essay questions for English World Literature essays; Devising tasks for English Independent Oral Presentations; Negotiating major projects / productions / displays / group projects / research studies / historical research; Interpreting literary works; Performing and composing original music in Group Three (Individuals and Societies), Group Four (Experimental Sciences) Group Five (Mathematics) and Group Six (Theatre Arts, Visual Arts and Music); Framing and formulating topics for Theory of Knowledge Orals and Essays and researching Extended Essays; Devising, owning, actioning and reflecting on various activities for Creativity, Action and Service.

Shashi used the example of assessment in Visual Art to point out the diversity in the way subjects are assessed. Early in the year the IB Art teacher sends a form to the IBO requesting a specific artist or curator to come into the school to evaluate student work. The examiner then judges exhibitions of the students’ work at the school. This, rather than an art examination forms the bulk of the student mark in IB Diploma Visual Art. Patricia Gazda-Grace (2002) stated that this is a ‘realistic and professional way to evaluate an artist’s work and a great way for students to show what they have learned’ (p. 3). The effect this has on the pedagogy of teaching is to allow the student greater freedom in the construction of their course in negotiation with the teacher, thus factoring in greater individual responsibility for their learning process. In the spirit of true learning, the more a student takes an active role in planning the more that student gains.

Ryan stated a preference for the manner in which the timeline, emphasis and manner in which the Diploma subjects were planned. He was convinced that leaving these decisions to individual schools and the subject departments within the schools, allowed for greater flexibility in the learning process.
Finally, all staff and students were of the opinion that the IB Diploma gave greater freedom to express and to teach (content) due to the absence of frequent summative assessment. As Doug commented; “And I think the fact that it’s not over assessed gives you that greater freedom”. In the IB Diploma there is a deliberate and sustained focus on conveying content to students in all subjects. Alex Peterson (1987) warned against the danger of devaluing the acquisition of content when he said:

You cannot teach students to think historically unless they have something to think about and this means historical ‘facts’ (p.43). Peterson refers to the idea of ‘a mind well formed (tete bien faite)’ as opposed to ‘a mind well stuffed (tete bien pleine)’ (p. 43).

**Deliberate breadth in subject choice (development of new skills through exposure to varied curriculum content):** It was Mitchell who stated that the compulsory breadth of the IB Diploma was a healthy alternative. The consensus was that despite the possible adverse impact on subject area numbers, this was only a parochial consideration and when the broader picture was taken into consideration, breadth was a better educational option for students. Mitchell said:

I would not have had the opportunity to experience English Literature and Italian if not for the compulsory requirements of the IB Diploma. At first I was reluctant to embrace these subjects, mainly because I felt out of my depth. By the end of the Diploma, I was confident in my ability to discuss the poetry of Plath and Eliot, Shakespeare’s Hamlet and even speak Italian.

This compulsory breadth was supported by all staff. Mary Edna Tookey (2000) stated:

IB distribution requirements expose the science-oriented student to the challenges of literature and learning a second language and the linguist to mathematics and laboratory science’ (p.54).

The Head of Humanities at the time of the interviews, Rob, summed this up using his own personal experience when he said:

When we first arrived in Queensland nearly 30 years ago, I was astonished that all the most intelligent students did two maths and three sciences and English and they did do that because that’s what you’re supposed to do if you’re intelligent.
Both Ryan and Mitchell (students) were also of the opinion that the IB Diploma’s compulsory focus on breadth of subject choice had altered that perception (of what it is to be intelligent) at Andrews College. It comes down to a choice of the IB Diploma with all its added benefits or the narrow specialization of the previous choice. This is all linked with the IBO’s ideology of understanding different paradigms and the end result at school is more open and tolerant kids. Peterson’s (1972) referred to the broad-based study of subjects which form a compulsory core being:

- the study of literature, the study of man, practice of creative and aesthetic activity, philosophical understanding of the forms of knowledge, testing hypothesis in experimental sciences and making historical judgment in the study of man (p. 44).

According to Peterson (1987), the special natures of the IB programmes allow the ‘transfer of learning and application of privileges learnt in one situation to the problems of a new situation’ (p. 41). Peterson (1972), considered the principles underlying syllabus construction in the individual subjects of the IB, stating that there is a deliberate balance between General Education and Specialist Education in the IB. In this study, Peterson mentioned the German concept of ‘examplarisches lernen’ where there is ‘a combination of basic outline courses with limited study of selected topics in depth’ (ibid, p. 44).

The emphasis in the IB Diploma on breadth in the combination of subjects is also supported by Pigrum (1998) who identified a new view of creativity where intuition and creativity are not placed at odds with the rational and analytical. Instead, ‘it presents a view of creativity in all domains as an oscillation between judgmental and creative thinking’ (p.125). He stated that

- there is a call for the ‘new episteme’ for a terminology and approach that does not treat imagination and rational thinking as antithetical but as consistent and interdependent in some respects, and at variance in others (ibid, p.125).

This new view of creativity helps create a new unity between intuition and reason and helps foster a merging of the Arts and the Sciences. This coming to
understand and appreciate other ways of knowing was appreciated by the students surveyed.

Compulsory study of a second language (development of new skills and contribution to changed worldview): The main recognition of the value of the compulsory inclusion of a second language came from the two language teachers, Sam and Nan. Both were convinced that the positive and compulsory focus on the study of a second language had substantially increased the numbers of foreign language students at the school and also had benefitted the profile of languages at the school, irrespective of whether students did the IB Diploma or not. As a consequence, there is now (in 2011) a greater multicultural awareness, more trips and exchanges, more cultural exchanges and an increased propensity for comprehending the way different cultures deal with different aspects of life and by this breaking down cultural barriers and widening a student’s worldview. The compulsory language factor is also a high profile factor in recruitment of students to IB schools. Professor Colin Baker (2000) from the University of Bangor, in Wales, an expert in bilingual education, referred to the advantage that bilingual children have in terms of intelligence, higher IQ and more cognitive activity.

Independent learning and critical reflection through the Theory of Knowledge and the Extended Essay (development of new skills such as critical reflection and research skills and exposure to innovative content): The practical and instantly relevant aspects of the IB Diploma were the items that most participants went to first when asked about what was worth valuing in the Diploma. When asked if TOK and the EE were essential components of the Diploma programme, invariably the response was a positive one.

The students in their surveys referred more frequently to TOK and to a lesser degrees to EE. This can be attributed to the fact that all students do TOK and most of them have fun with it, are challenged by the content and find the minimal assessment less stressful. Luke (student) felt that TOK functioned as a reflective ‘time out’ during which he could ‘step back and think, read, discuss, and write’ about the knowledge, skills, and values he had acquired in his other IB classes. TOK, to the students, was the fulcrum of the IB Diploma programme; one which
served to make sense of the other aspects of the IB course.

With teachers, most (at this early period of the Diploma in the school—2005-6, when the interviews were constructed), had only a basic knowledge of TOK. They had heard good things about it from the TOK teachers, they saw the fascinating TOK orals and essays and they heard the validation of TOK by the students themselves, so they had a positive impression of it. In the interview process, often praise for aspects of the Diploma came from staff that had seemed to be oblivious about the finer points of the programme. Charlie, a teacher of Design Technology stated that the Theory of Knowledge had the capacity to effect dramatic changes in the way students observe the world and themselves. Students become more involved, active, concerned and philosophical.

What is just as significant is the information gleaned from the teachers that a version of the Theory of Knowledge (TOK) had been brought to all students at the school, irrespective of whether they took the Diploma or not and in this way had significant benefits for the development of all students at the school.

Inquiry based learning or learning from observation and not simply from text (development of new skills): It was the consensus amongst the teachers of science (Elys and Aus), that that scientific inquiry process is excellent in the IB Diploma programme. Aus said: “So I think particularly in the practical work it has really focused in making more scientists of the kids”. According to these teachers, the significant practical component in the Internal Assessment component in all the sciences has helped create better more inquiring and curious scientists in the school. Significantly, it seems that there has been a top-down effect, with Andrews College going back to its Middle Year’s science programmes and making the necessary adjustments in order that students would be able to cope with the rigour of the scientific inquiry process. This concept also has the support from staff in the arts where an art show for Visual Art, and the directing of a play in Theatre Arts were also concrete manifestations of the process of observational, practical learning.
Internationalism and cultural awareness (development of new skills and the capacity to change a student’s way of looking at the world): All Diploma subjects have a compulsory international component built into them. Thus teachers are positioned to speak about this aspect from a position of authority. Doug (Head of English), was convinced that the ‘international perspective’ had been worthwhile and described it as:

…this notion of taking kids out of their limited experience and exposing them to things they haven’t been exposed to before.

He was certain that what the IB has done successfully was to combine rigour with a broad perspective. He said that ‘…rigour has been consolidated and broad perspective added’.

Service through the inclusion of CAS (development of Life Skills through adding the creative side, focus on the capacity to transfer lessons learnt through physical activity to the sphere of life, and growing through making a contribution to society): Part of the compulsory curriculum of the IB Diploma is the Creativity, Action and Service component. So important is this to the overall ideology of the IBO that despite the fact that a student cannot boost their overall Diploma score by doing better than others in CAS, and thus it earns no extra bonus points, non-compliance in meeting the requirements in each of the three areas will lead to the Diploma not being awarded. All staff interviewed felt that CAS was a beneficial part of any education process. According to the Head of Languages, Sam, CAS ‘forces them to be community-minded’. He commented:

It is not that people do not want to be community-minded but more accurately they often have no idea of the benefits (to them and to the community) of serving, of being artistic and trying different activities. Once they are forced to taste the adventure, in many cases they are committed to one of many areas for their adult life. This in itself ‘takes them out of their comfort zone.

Doug, Head of English, stated that the CAS component recognises how important it is for young people to have enriching experiences outside the classroom during their formative years. He went on to say that these experiences – if sustained – convey to students a form of knowledge that cannot be acquired by formal educational instruction.
In the case of CAS, the school has developed a form of CAS for all senior students. This is a logical follow through from the emphasis on service in the MYP (which is taken by the entire middle school) and thus the IB Diploma requirements have benefitted all students through this initiative.

**Points of Contention: (Criticisms)**

**Curriculum**

There was a high degree of consensus about the problems associated with the IB Diploma programme as regards skills and content, assessment and reporting. These are:

*The inherent problems in attempting to merge the IB and the local state matriculation course:* Whist the issue of merging the two courses is an issue that is specific only to Andrews College in the 21st century, Bagnall (1994) mentions this as a significant problem in the early implementing schools such as Narrabundah College and whilst this merging of the two courses may have been a necessary ‘evil’ in the initial instances, the strain of students doing two Year 12 courses was always too great and led to significant drop out of numbers in the early days as it did in the years between 2000 and 2005 at Andrews College. The rationale behind this way of presenting the IB Diploma has to do with exposing as large a percentage of senior students to the IB Diploma as possible. Doug, Head of English, stated that first it was argued that by allowing the IB Diploma to be taught alongside the local state-based course, one gives all students the opportunity to partake of at least part of the IB experience. He felt that in doing it this way, the school meant to allow for students to choose to do either the full Diploma or to simply do a selection of IB subjects and complete the local Queensland Senior Certificate.

Both Doug and Rob, Head of Humanities stated that the idea in theory had merit but in practice was simply too unwieldy. As a postscript, this approach no longer exists at the school and the Diploma is offered as an alternative curriculum in its own right.
The levels of stress involved with the challenging quantity of work: The common concern expressed by teachers and students alike was associated with the quantity of work that a Diploma students had to complete in the two years of his or her course time. Diploma students must take on six subjects – one from each of the specified subject groupings. In addition to this, there are three more areas, namely Theory of Knowledge, Extended Essay and CAS. Within the subjects themselves the actual work is considerable with significant amounts of content needing to be covered by students over the two years and all that retained for the final exams at the end of the two years. According to the Head of Languages, Sam:

What is in one way a distinct positive of the IB Diploma, with its challenging nature and the excellent extension course, are, simultaneously, factors in creating stress in students. The greater content, the more challenging course work and the difficult and numerous exams at the end of the two years, whilst preparing students more than adequately for tertiary study, are the prime causes of stress in Diploma students. These stressors are efficiently managing the absence of compulsory, staggered due dates for assignments and instead setting one’s own deadlines to meet the final deadline for all Internal Assessment work, taking responsibility for the independent nature of the course work and making decisions about questions to formulate for essays, and doing effective research’, and effectively preparing and completing the final battery of exams at the end of the two years.

This particular teacher’s view was that the IB Diploma aimed to be an academically rigorous course that has credibility with all tertiary institutions and at the same time aimed for creativity, enjoying learning, and a holistic educational paradigm. At times, Sam was of the opinion that the academic rigour subsumed every other consideration to the detriment of the programme.

The problems associated with the minimal internal assessment and the significant externally examined component: Doug, Head of English, could appreciate the complexity of the problem associated with minimal assessment. He was of the opinion that minimal assessment could be valuable for effective learning in that it left space in the curriculum for actual teaching and yet it could also be counterproductive due to the constant working and reworking of the one or two internal assessment items to be tested. Doug stated that this ‘practice for assessment’ could result in less time being allocated for actual teaching, which in itself is less than sound educational practice. Additionally, it was noted by Rob,
Head of Humanities, that with the significant percentage allocated to external examinations, there is stress involved in that a student could fail in a subject area no matter how well he or she would have done during the prior two years in his or her internal assessments.

The dilemma of inconsistent marking standards of external markers and poor level of recourse a student has to having an exam re-marked: Elys, the Head of Science at the time of the interview, and Aus, the then assistant Head of Science had both experienced ‘the lack of consistency in internal marking standards and poor feedback’, in the marking of science practicals. Doug, Head of English, also remarked that it had been difficult to find consistency in markers’ expectations from one year to the next. The majority of teachers found the Enquiry on Result (EUR) system (after final results had been received by the schools), to be ‘disheartening’, in that it was not possible to find out in any great detail why sample folders, Theory of Knowledge essays or Extended Essay had been moderated down. According to Aus,

Returns on Enquiry for marks in subjects are costly, take far too long and when they do come back contain inadequate information.

In addition, since 2009, Returns on Enquiry for marks may incur no change, a marking up or a marking down(a new regulation). The risk of re-marking thus is far greater.

The cost of the IB Diploma Programme and the perceived elitism of the course: Reservation was expressed by teachers, especially, the Head of Business, Moree, about the possible consequences that could come from the initial and ongoing costs of implementing and maintaining the IB and (consequently) the perceived elitism of the programme. Moree remarked that these ‘are issues that have the potential to obstruct implementation of the IB Diploma course’. The IB Diploma costs students and also brings a significant cost to a school by way of continuous and compulsory professional development, resources, annual fee to the IBO, annual fee to the Australian Association of International Baccalaureate Schools (AAIBS), exam and postage fees and, in some instances, an increase in staff numbers. In Australia, the IB Diploma (especially) is taken up largely by
‘wealthy’ independent schools. While the issues of cost and elitism were mentioned by staff they were not necessarily signalled as a negative or a positive issue. They were simply factors that needed to be heeded in the larger scheme of the implementation process. Ryan, one of the Diploma students, saw the issue of elitism as a means of attracting academically gifted students to the programme and the school. Looking back on his studies, Ryan was convinced that the rigour of the IB subjects has ensured his success at university. Finally, consistent with Ryan’s pragmatism, he was certain that the IB is indeed an elitist course and has relevance for only a selective cohort of students.

Findings

**Teaching Methodologies**

From a staff perspective only, there was general agreement amongst all staff interviewed about the rationale for the implementation of the IB Diploma at Andrews College. Rob commented on the value of,

- gaining a degree of freedom from the state-based programmes,
- consolidating academic rigour, offering enrichment, extension and diversity and an opportunity for international benchmarking.

The issues most focused on by staff were:

_A greater focus on enabling negotiated learning experiences by the students and as a consequence having to relearn the way a teacher caters for this:_ With all IB Diploma subjects, the opportunity exists to negotiate internal assessment items, be they Extended Essay topics, World Literature titles, Internal Assessment Oral presentations, History essays, Business Management major projects, Theory of Knowledge oral presentations or CAS opportunities. This enables students to own their learning experience. This structure enables students to direct their learning in a particular subject in a direction that suits their own leanings in that particular subject. This also means that teachers need to jettison baggage with respect to directing and controlling the scope and sequence of the learning process. The Assistant Head of Science (AUS) stated that with negotiated learning experiences,
'the learning experience is changed and enhanced in a positive way’. He remarked that there was:

increased responsibility on the part of the student to negotiate assessment items (within certain parameters) and there is the demand on the teacher to retrain himself or herself from making pejorative judgments on decisions by the student and also to resist the urge to take over and simply tell the student what to do and how it should be done.

Aus, also mentioned the flip side to this when he referred to ‘the extraordinarily significant emphasis on exam learning’. He said:

On the one hand there is a flexible approach to the internally assessed component of each subject and then there is the very traditional approach of testing everything that a student has studied in that subject over the course of the two years, at the end of the course. This external exam has caused a good degree of angst amongst (my) staff that saw this as a test of their competencies.

One of the language teachers, Nan, interviewed expressed the concern that the generic nature of the IB Diploma courses, whilst being a positive, also required more staff planning and input to ensure that all work was covered adequately for the final exams.

One focus by teachers involved in the interviews was the benefits of the Theory of Knowledge (TOK) course. Smith and Morgan (2010) consider two possible perspectives on TOK: one as the “TOK –as-hero: agent of transformation” and the other as “TOK – as – development facilitator: students/teachers as agents of transactional learning” (pp. 303-305). The tensions of TOK, as mentioned by teachers, arise when one considers the gap between “the political aims of transforming young people through education and the reality of delivering a course with measurable outcomes” (Smith and Morgan, 2010 p.310). Can you measure improvements in reflection?

Elys, the Head of Science, spoke passionately about the ‘greater academic integrity of the course’ as making the course more pleasurable for staff to teach. In the course of the staff interviews there were teachers who were critical of the greater emphasis on the negotiated component of the course and inevitably, these teachers were the ones who were finding the entire change in approach at odds
with their ideas about teaching. This often did not split into an age demographic, that is, the older more change resistant and the younger more accepting. Instead, there were younger teachers who were more wary of the increased opportunity for students to negotiate their own assessments and often older ones who were readily accepting of this new learning focus. The one factor that did seem to have some consistency had to do with teaching areas. Teachers of humanities and the less empirical and quantitative based subjects seemed more willing to have the mantle of sage taken away from them to a degree. Teacher of Mathematics, Jan, whilst in favour of the Diploma stated that she found it difficult to ‘relinquish complete control of the syllabus’.

A more significant focus on formative learning due to the nature of the Diploma assessment structure: Across the range of all the IB Diploma subjects, the internal assessments items are minimal. In most cases, there will be no more than three or four items over the course of the two years of study. This can be a good thing if teachers are conscientious and are willing to plan excellent formative teaching items. It can also be a negative if teachers simply spend two years preparing their students for the final exams. According to the Head of Humanities, the ‘freedom of the IB syllabus’ was a good thing. The deliberate focus on less assessment and more time for formative learning, gave ‘greater freedom to teachers within a broad and freely interpreted generic syllabus’.

The change in methodologies that has resulted due to the all important end of course examinations: According to the Head of Languages, Sam, the end of year examinations had created greater accountability as far as the teacher is concerned; who felt that ‘external marking in the IB is a good way of assessing value of the teacher or what value added component the teacher adds’. Sam also said that the examinations had the capacity to ‘unite’ staff and students towards achieving the best results. Tookey (2006), commented on this:

peer groups become a force for mutual excellence as students work together as members of a team, not in competition with each other, but against the examination as it were. …Since everyone could potentially achieve the top mark, one person’s success does not negatively impact on another’s. Students are not in competition with each other, but instead can measure
themselves against standards that describe levels of excellence in a field’ (p.62).

The value of the compulsory IB Professional development courses and the manner in which they have altered teachers’ beliefs about their vocation: There was unanimous agreement amongst staff about the value of the compulsory IB Diploma workshops. This view was stated eloquently by the Head of English, Doug, by the Head of Languages, Sam, and by the Head of Humanities at that time, Rob. Doug called the IB conferences and workshops ‘enervating’. He extolled the virtues of a system that spans ideological boundaries:

There’s much more of a sense of community of teachers in the IB. You go to IB conferences and people are excited about learning and it’s stimulating and it’s fantastic.

Sam supported this and stated that the IB subject workshops were valuable for cultivating ‘subject depth’ and for ‘networking’. As a young teacher and young head of department, he was convinced that:

The IB has had a positive impact on [his] teaching career. It has increased my depth in Italian, and given me the opportunity to travel to Italy each year.

Rob (Head of Humanities) also knew that as a teacher, he has benefited from the compulsory professional development of the IBO. He remarked that it was important to consider ‘different mindsets in teaching in different regions of the world’. In his words, ‘It is excellent to visit China, India, New Zealand, Thailand… (and) find a Swedish teacher teaching in Outer Mongolia…’ This ‘amazing combination of ideas and input’ at conferences is vital, according to Rob, for teacher longevity in the profession.

According to the teachers, the workshops focused primarily on actual knowledge about the particular subject and on effective ways of presenting subjects, assessing subjects and negotiating assessment items with students and the fact that teachers who attended often found themselves exchanging ideas with teachers in their subject areas from other countries, with diverse views on how to present their subject. All teachers interviewed stated that their views on presenting their subject were often altered (positively) after attending IB Diploma workshops. These
teachers also recognised that the value gained from workshop attendance flowed on to other non-IB classes too when these teachers got back to their school. Patricia Gazda-Grace (2002) backs this up when she stated:

When our teachers come back from conferences, they say it is just an intensive college class for three days. They are impressed with the intensity and calibre of the training as well as their ability to use an on-line curriculum centre, where they can discuss ideas with other teachers they have met at training sessions (p. 3).

Points of Contention: (Criticisms)

Teaching Methodologies

There was agreement amongst staff and students about:

The stress of accountability in quality of teaching: Both staff and students agreed that the stress that the course placed on students (to learn and cope) and on staff (to deliver it successfully) was a major issue. It was also noted by both staff (Doug) and students (Mitchell) the relative freedom in the way a particular IB course is covered over the two years. Negotiating your assessment topic (World Literature essays) and inquiry-based independent learning were identified as a student’s greatest ally or biggest enemy, by Mitchell. Sam said that he felt pressured by the expectation of the school community to achieve exceptional pass rates in Italian (ab initio). Sam remarked, ‘results from a largely external exam system can be interpreted as a sign of good teaching or bad teaching and this heightened accountability can lead to pressure on staff’.

The emphasis on constant exam practice which is educationally counter productive: According to Doug, ‘the relatively low number of internal assessment items can be ideal in enabling good teachers to explore a particular topic in a subject without the constant need for assessment’. He identifies the danger that this can also present in that teachers will be tempted to spend inordinate amounts of time preparing students for the final examinations at the end of the two years. This preparation, according to Doug, ‘is counter productive as far as good teaching practices are concerned’. Doug stated:
It is far more productive to explore topics through inquiry-based learning and in this way, students will truly understand, comprehend and appreciate the topic and at the same time have good exams results.

Findings and Points of Contention:

School Change

Of all the areas considered by staff and students, perceptions of the way the IB Diploma, through curriculum and teacher development, radicalised and reinvigorated schools, had the greatest degree of consensus. On teacher development, Doug (head of English), said:

I think it’s made the staff very positive about being here. I think the staff involved with the IB courses have felt valued by having these in-services overseas. I think as a teacher you can look at people in business and you know your friends and colleagues in other areas and think why the hell am I a teacher – you know they’re off to so and so whatever and I think it’s created a higher degree of professionalism as a result because if you look after your staff, if you give them opportunities and experiences, and particularly if you give them input, and that’s the biggest difference, I think we have input and when you know I think when teaching becomes a sad profession is where people are locked up in the classroom for forty years, they are given very little encouragement, very little input and um you know, it can become a very negative inward profession. But this experience has opened us to the world and it’s given us an outward focus, and it’s brought a vibrancy and energy to teaching in this school.

According to one language specialist, Nan, over the course of the nine years that the Diploma (and the shorter times of the PYP and MYP) had been in existence in Andrews College, there was a distinct ‘changed ambience of school yard’. According to Nan, ‘the unprecedented uptake of students doing a foreign language’ (60% in years 11 and 12) due to the compulsory nature of the IB curriculum, was simply one piece of evidence on just how different the school had become. Nan was passionate that ‘Learning a language can lead to exposure to other cultures and can and will often lead to a reorganization of one’s entire value systems’.

A major indicator of significant and wholesale change is reflected in the changes made to the mission statement of Andrews College. In 2004 the mission statement of the college (see Appendix E page 255) was changed to reflect the changed emphasis that comes with being part of the fraternity of International
Baccalaureate schools across the world. The school’s mission statement is something which is considered carefully at strategic points in the development of the school. These are usually at the Five Year Strategic Review intervals. The mission statement then serves as the foundation and catalyst for all change and innovation at the school. The final arbiter in any ensuing innovation within that five year period is always the caveat; ‘Does it comply with the school’s mission statement’.

There was agreement amongst all teachers who were interviewed that the school had experienced change in terms of a significant variety of objectives. All teachers agreed that the IB Diploma had altered the direction, focus and mission of the school in the following ways:

*Changes in the way teaching is delivered and assessed:* Seb, (Head of Music) pointed out that the delivery and assessment of subjects had changed across the school due to the introduction of the Diploma. She stated, ‘the interesting thing is that the Diploma has influenced the pedagogy in the Queensland system’. This change is reflected in the sense that there is now at all levels (due to PYP, MYP and Diploma agreed core values) but most overtly at the senior or Diploma level (the last two years of secondary schooling) a greater emphasis on student directed and teacher mentored, negotiated assessment items and a significant emphasis on inquiry-based learning. Sam, (Head of Languages) agreed with Seb when he said:

> A consequence of this changed emphasis is a different individual at the end of their secondary schooling years. We see a young adult who had breadth in his or her grasp of subjects, is accustomed to academic rigour and thus is prepared for tertiary life, has a greater awareness and appreciation of difference in cultures, and is simultaneously more deeply rooted in their own heritage, is more resilient to constant change and flux, is more community minded, is more discriminating and analytical in their thinking and may be more open to a sense of spirituality. Students may also be less insular and possibly imbued with a more developed greater sense of social responsibility.

*Emphasis on the IBO Learner Profile:* Aus, (Assistant Head of Science) said that there has been a ‘conscious effort’ to include the objectives of the Learner Profile into the outcomes of Diploma subjects (and PYP and MYP). According to Aus,
these objectives, as propagated in the IBO Learner Profile give all subjects ‘a consistent philosophical base and give consistency to IB schools across the globe’.

*Increased benchmarking on an international scale and a more task-oriented classroom with a team atmosphere of camaraderie and sharing, with the teacher as coach:* All teachers agreed that due to the international benchmarking of the Diploma programme, the academic results and work programmes of Andrews College are now a par with schools across the globe. Statistical evidence for this is found in the IBO examination results and in the examinations statistics provide for each school for the May and November examination sessions. Statistics are provided for averages in each subject compared with the world average and for Diploma results too. As one example, it was pointed out by Sam (Head of Languages) that Andrews College received 56% of the A and B grades (5, 6 or 7) in ab initio Italian in the 2008 May examination session. (https://web4.ibo.org/ibnet/ - Accessed 20th July 2008).

*Emphasis on the outward inward journey:* The philosophical foundation of the IBO requires that the education process be quantified as one which is holistic. This translates into a comprehensive focus on academic, extra or co-curricular, meta-cognitive processes and spiritual. It was agreed by teachers that there has been a deliberate focus on the value of community service, creativity, meta-cognition, ways of knowing and spirituality across all levels at Andrews College and this emphasis has been evidenced by the differences in the stated values of graduating students. There was also some skepticism on the part of Sam (Head of Languages and CAS coordinator at the time) about the way the school has gone about offering set CAS pathways for students to complete at the school. Sam stated, ‘Whilst this is not incorrect, it does go against the spirit of CAS’.

*Increased travel and increased maturity of students:* Due to the implementation of the IB programmes (the Diploma in particular) there has been a deliberate focus on increasing first hand contact with other cultures. The programmes for contact with students from other cultures were praised by Nan (German teacher), Ika (Japanese teacher) and Sam (Head of Languages and teacher of Italian). There have been numerous (immersion / academic and community) trips over the last
nine years, to Italy, Nepal, Vanuatu, Thailand, Japan, Germany and Canada. In addition, Andrews College has consistently welcomed students from Italy, Germany and Japan to Australia. According to Nan, this has resulted in a school which is ‘less provincial in its outlook’.

**Changed clientele and type of students attracted to the school:** It was Nan who commented that the type of student attracted to Andrews College since the implementation of the IB Diploma in 2000 had changed ‘quite recognisably’. According to the language teachers surveyed, there have been both positive and negative reactions amongst the school parent body about the introduction of the IB Diploma. This has resulted in a shift in the type of clientele enrolling in the school. There were those who disagreed with the innovation, change and uncertainty associated with the introduction of the Diploma and as such took their children out of the school. Sam observed that some students had left because:

> they (and their parents) felt that educational ideologies like breadth in subject choice, negotiated assessment and external exams are not consistent with their own ideas of what a secondary education is meant to deliver.

Conversely, he was convinced that other students had moved to live in closer proximity to the school to be part of the IB programme, mainly because they may have experienced the IB Diploma in other schools in other states in Australia or overseas or because they wish to do undergraduate study in an overseas tertiary institution or simply because they researched the IB and agreed with the philosophical tenets of the programme.

**Significant change in the personal development of staff:** All teachers stated that they experienced change – to some degree - in terms of international mindedness of students, concept of what constitutes a good education (a greater formalisation of the pedagogical process), grasp of worldwide educational pedagogies and exposure to different schools and different teachers. There was consistent agreement amongst the teachers interviewed that the introduction had changed them for the better as far as their vocation was concerned. Some teachers, like Jan (Mathematics) and Moree (Head of Business) admitted that they were reluctant converts to the IB. All teachers agreed that the compulsory professional
development workshops were largely ‘high quality in knowledge and pedagogy’ and that teachers benefited in their overall teaching development not only with respect to the IB classes they taught but for all students that they taught. Coupled with this utilitarian benefit was the way they felt they had experienced ‘personal growth’ through their associations and friendships with teachers working in other countries.

In summary, there was agreement that Andrews College had experienced significant change over the period of years (2000 – 2007 when the interviews were concluded) in terms of:

approaches to teaching
ways of learning
empowering in assessment
negotiated learning
value of international benchmarking;
students’ end product growth and development
maturity of students
better preparation for success at university
resilience
increase in enrolments of an IB experienced clientele
staff (personal and professional) growth and development
increase in quantity and quality of staff professional development
school ambience
school mission

all of which leads to a school which may be said to be ‘radicalised and reinvigorated’ with a balance of tradition and innovation when compared to its pre IB days of 1998.
CHAPTER SIX

Let the Data Speak
Case Studies of the Coordinators and the Administrators

6.1 Introduction

This chapter presents the findings from semi-structured interviews and surveys with IB Coordinators from four schools offering the International Baccalaureate in South Australia, Victoria, and Tasmania, an IB World School Principal and three senior IBO personnel. The schools all were slightly different in makeup and in reasons for offering the IB Diploma, one being a single sex independent school, one a coeducational independent school, one a coeducational independent school in Tasmania with a defined mission and one being an international school in Australia.

The questions put to IB Coordinators and the School Principal focused on issues that sought further insight into the research question and dealt with:

Reasons for implementation

Community and staff perceptions of the IB Diploma programme pre and post implementation

Perceptions about the quality of the IB Diploma programme, possible impact of the IB Diploma and its capacity to change / mould staff, students and school charter in career development and delivery of curriculum, quality of curriculum and expectations of the course respectively.

Perceptions about the difficulties experienced initially and ongoing with implementation.

Perceptions about the responsiveness of the IBO organisation to Coordinator requests and questions

Directions of the IB Diploma in the national education forum.

The questions put to IBO personnel also focused on:
Reasons behind the origins of the IB in particular schools, its philosophical underpinnings and external forces that led to its creation

Effects of the IB programmes on education and comparisons with national curricula

Present status of the IBO, directional shifts and reasons for its growth and success in the Asia – Pacific region

6.2 IB Coordinators

IB Coordinators occupy a unique position in the administration of the International Baccalaureate system in Australia. They relate to both the school focused and local personnel (students and teachers) and also have frequent contact with the group who have the ‘big picture’ perspective, these being Principals or Headmasters of schools, school council members and IBO personnel. Whilst the Coordinators interviewed from four schools had a great deal in common, there were also significant differences. Two of the schools are in Adelaide, South Australia, where the IB Diploma has significant coverage and status. These schools are Franklin School, a coeducational, independent day school and Laver College, a boy’s only independent day and boarding school. Franklin implemented the Diploma in 1989 and has had remarkable success in the uptake of the Diploma and Laver implemented the IB Diploma in the mid-nineties. Both institutions can be classified as academic schools. The definition of academic – in this particular instance – revolves around percentage of the Year 12 cohort entering tertiary study and the quality of the school’s final examination results. The next school is in Victoria and although independent and coeducational, is different from the first two in that it is a genuine international school. VeiversCollege offers only the IB Diploma Programme and does not offer the Victorian Certificate of Education (VCE). Teachers who come to the school are attracted to it because of the IB Diploma. Many staff members are employed from overseas and many students are also enrolled from overseas. This makes the school’s Diploma experience different as they do not have to contend with the particular state matriculation system. The final school utilised in the research is Starkey School in Hobart, Tasmania. Starkey is the only established Quaker school in Australia and is also independent and coeducational. The Diploma experience of Starkey is different to the first three in
that the unique Quaker philosophy of the school influences all the school’s decisions. As I discuss the responses of these four IB coordinators, I will - as an IB Coordinator and the Deputy – Headmaster of Andrews College - bring my own perspective to their responses. Andrews College is a relatively new school (founded in 1983) in comparison to the four schools mentioned earlier. It enjoys a very strong and well-founded reputation for high academic results in the local Queensland system. The school is independent and coeducational.

**Case Study One:** Mrs. A. – IB Coordinator at Franklin School, Adelaide, South Australia.

**Demographic of School:** Franklin School, in Adelaide, South Australia, has been an IB World School since October 1988. It offers the IB Diploma Programme. The school is private and has been authorized to offer the IB Diploma Programme since October 1988. The programme is taught in English. The school has boarding facilities and is open to male and female students. Students take IB exams in November. The school offers 18 IB Diploma subjects at Higher, Standard and ab initio Levels (IBO website Accessed 2006).

Franklin School’s reasons for implementing the IB Diploma in 1989 were ‘purely educational’. The Principal at Franklin in 1989, Mrs. M., saw the IB as providing a ‘new direction’ for the school. She was convinced, according to A. (the coordinator), that it would provide ‘extension and challenge for gifted students but also give Franklin a different focus from other schools’. It was the ‘breadth and depth of the IB’ that attracted the Franklin Council and Principal to the Diploma. The independent schooling environment in Adelaide at the end of the 1980s was (and still is) very competitive with numerous independent schools of similarly high fee structures all vying for a limited pool of students. It was anticipated that the new direction would help differentiate Franklin ‘from the pack’. Twenty years on and indications are that this has succeeded. Franklin is now one of the leading schools in Adelaide (in terms of academic and educational outcomes). It is entirely possible that Franklin School would have continued to enjoy exceptionally good academic outcomes even if it had not made the decision to implement the IB Diploma programme. By the very nature of its geographical position in one of the more affluent suburbs of Adelaide, it attracts students from a higher socio-economic background and a wide range of cultural capital and experience and
consequently the school achieves strong Year 12 results when compared to a state school that may have a significantly lower socio economic demographic. In this sense, whilst the introduction of the IB Diploma may have assisted in the school’s academic orientation, it should not be seen as the sole reason for the school’s significant academic positioning.

A. commented that the reasons for Franklin School implementing the IB Diploma were new directions, differentiation, academic positioning, quality of the IB Diploma programme and possibilities for enrichment. However, these were not the only reasons as A. commented that intense competition between schools in the independent sector in Australia has led some schools to look to the IB Diploma as one method of gaining a form of educational differentiation and leverage.

According to A., the Diploma programme at Franklin began in a modest way with it being only offered to a small group of gifted students. It was a case of caution till the programme was consolidated. A. stated that when the idea of the Diploma was first mooted at Franklin, it was ‘virtually unknown at that time and considered experimental and radically different’:

IB Diploma has a lot of social standing, it is seen as prestigious and academically challenging. In South Australia and Victoria the IB Diploma enjoys a high profile and it rarely needs to be explained and is sought after by many of the more affluent socio economic groups for their children as a path to advancement.

This ‘path to advancement’ refers to university entry, scholarship opportunities, advanced credit standing in selected subjects and opportunities for undergraduate entry into overseas universities.

According to A.,

In terms of curriculum differentiation with the South Australian Certificate of Education (SACE), the unique aspects of the Diploma are Theory of Knowledge (TOK) (philosophy, epistemology, values education, and critical thinking), opportunities for Extended Essays and CAS. These aspects differentiated the Diploma as holistic education instead of mere schooling.
A.’s use of the word holistic (the idea that the whole is greater than the sum of its parts) in the context of the IB Diploma, implies that the process of education of the child is far more complex than simply preparing a person for employment. The word refers to the education of the whole person with attention to:

Preparing a young person for life experiences and success in living;
Moral conduct and spiritual awareness;
Physical and mental health in life;
Intellectual development;
Providing a skill set for employment.

In this respect, A. considered that the scope of education was significantly broadened. A. also stated that the examination focus (ironically) ‘of the IB is what attracts many and is also what precludes others’. Examinations, by their very nature, force students to retain knowledge whereas a process of continuous assessment, without exams, can lead to a ‘learn and forget’ mentality. A. also could appreciate the downside and noted that examinations could be ‘crammed’ and tended to encourage rote learning which is not always conducive to understanding or comprehension.

A. defined the IB as a ‘niche programme’ as it lacked, in her opinion, ‘practically oriented, career oriented subjects’ and not all students ‘can or need to pursue the academic rigour of the Diploma’.

One contentious area for IB coordinators has always been the ‘post examination query’ or Enquiry on Results. According to A., this response was often ‘superficial and instills little faith in the process; due to lack of transparency’. A. mentioned ‘a real sense of frustration amongst staff over variation in marking standards’. She said:

One year the Internal Assessments (IA) are praised, the next the same topics are criticised. Those who mark call into question the training they receive and find it inferior to the South Australian Certificate of Education (SACE) marking training. Markers receive a pathetic formula letter with no real hints to the teacher on ways of improving.
This widely differing concern over the examination process, remains a critical issue for the IBO. It may well be due to a problem of space, time and an increasing bureaucracy but it is also one of the difficulties of administering a worldwide system where selection of quality markers and quality of training and follow up are made difficult by the tyranny of distance and the need to be seen as democratic in allocation of markers from the different regions of the world.

Despite these concerns, A. believed that the IB Diploma has been beneficial to Franklin:

The IB Diploma helped change a relatively small newly formed school (Dukes and Methodist) into a leading school in the state and one of the biggest.

In addition, she believed that the requirements of the Diploma helped attract a more diverse staff, mainly due to the international focus of the syllabi and the capacity that the IB accorded teachers to travel overseas (career development). A’s final point was that the IB could continue to grow if it emphasised the academic integrity of its courses. Her personal view based on her experience as a teacher in the South Australian system was that ‘as state curriculum standards continued to slide the status of the IB Diploma would continue to grow’.

Case Study Two: Mr. T. – IB Coordinator at Laver School, Adelaide, South Australia.

Demographic of School: LaverSchool has been an IB World School since February 1997. It offers the IB Diploma programme. The school is private and has been authorized to offer the IB Diploma programme since February 1997. The programme is taught in English. The school has boarding facilities and is open to males. Students at this school usually take IB exams in November. The school offers 19 Higher, Standard and ab initio subjects (IBO website Accessed 2006).

T., the IB Coordinator at Laver, was required to make a submission to School Council on the benefits of the school adopting the IB Diploma. His report advocated the implementation of the IB Diploma on the basis that it:

Ensures a broad-based liberal education
Encourages boys to think outside Adelaide and the local tertiary institutions

Prepares boys to be independent learners

Is designed to be achievable for all who can gain a university degree

Requires a pass mark of 24/45 (TER 79) which provides scope to extend able students

Is very highly regarded by universities here and overseas as an entrance qualification

Provides a logical reason for professional development for staff

Is stimulating and challenging for staff

Has benefits that are likely to flow on to non-IB classes

Encourages [students] to consider the world outside Adelaide and adopt a more international focus.

It was T.’s understanding that due to the need for the South Australian Certificate of Education (SACE) to be accessible for all students, it ‘tended to lack rigour and significant academic challenge’. In addition, Laver being a very traditional school, had the majority of staff who has been teaching at the school for ‘20 -30 years’ and the implication here was that the teaching staff were comfortable (perhaps too comfortable) and somewhat stale and needed something to energisethem. The process of implementation was according to T., very stressful in the first two years or the first cycle as ‘parents, staff and students’ all felt the IB Diploma ‘was something of an unknown quantity’. These fears were addressed in a positive way, according to T., when the first set of results came out at the end of the first two year cycle.

According to T., the value of the IB had greater recognition in Adelaide when these interviews were conducted (2007) than it did in 1998; however, it was his opinion that the growth in recognition by the general public was not overwhelming. It was T.’s understanding that,

The IB Diploma appeals to a certain demographic and within that demographic there will be greater understanding of this complex system but even here the understanding will be only at a basic level.
Later T. indicated that as the Diploma is not accessible to all students it would never supplant the local system. There could however, develop ‘a complementary relationship where state programmes recognize achievements in the Diploma’.

In the process of implementation at Laver School, considerable care was taken with the lead-in time and this paid dividends. T. stated that whilst a minority still sees the IB Diploma as a ‘waste of time’, the majority of staff was enthusiastic about it. When T. talked about the unique aspects of the IB Diploma, apart from the usual aspects like diversity and breadth, he identified one vital point. He stated,

Despite the insistence of the IBO for students to select subjects from the entire important Key Learning Areas (KLAs), a notable exception amongst compulsory areas was the Creative Arts. Whilst there is room to do one Creative Arts subject, students are not compelled in any way to do at least one of Theatre Arts, Music or Visual Art. Perhaps, this is an indication of the pragmatism of the IBO. It is also an attempt to compromise by the IBO as to make a Creative Arts subject compulsory would make the curriculum very crowded and would also jeopardize chances of accessing courses such as Medicine, Dentistry, Science and Engineering – all very popular subjects amongst our clientele.

Similar to A.’s concerns over the examination process, T. also expressed concerns over some aspects of the IB. He mentioned a perceived ‘lack of flexibility’ from the IBO when it came to making special arrangements when students are unable to complete an examination for a genuine reason. He did not, however, elaborate on this.

Since the introduction of the IB, T. recognized that the Diploma had,

increased the involvement of older boys helping younger boys through coaching and mentoring, and it has also led to an increase in service activity in the wider community.

T. mentioned a recent trip, where 12 boys (IB and non IB) went to Fiji to be involved with the Rotahomes project outside Lautoka. These types of activities, according to T., created the opportunity for young people to change through their exposure to diverse cultural experiences. In turn they also go a long way towards changing students and also then changing the community atmosphere of a school in a positive manner.
T. commented that ‘subject specific professional development’, provided by the IBO was seen by staff to be of benefit to their own career development. At Laver, over the last few years, staff teaching the IB had grasped the opportunity to be involved in a proactive way in the marking and assessment of IB subjects. This would have a positive effect on staff career development. T. listed a number of markers, deputy chief examiner, syllabus writers and paper setters as some of the examples of this. In addition, one teacher has used the IB as a springboard to move to an international school in Beijing, and two more have completed training as Workshop Leaders and have run workshops. These opportunities enabled teachers to be part of the process and contributed towards improving the IB Diploma.

Finally, T. commented on the possible growth of the IB programs in Australia. Based on figures over the past five years, he suggested that,

> growth is going to continue at around 20% compound per annum. This means that numbers will double every 3 1/2 years.

He also considered the initiatives in Queensland, the three (IB) Academies linked to the Queensland University of Technology (QUT), University of Queensland (UQ), and Griffith University as exciting and stated that four more state schools in South Australia had taken up the IB Diploma in 2007.

**Case Study Three:** Mr. B. – IB Coordinator at Veivers College, Melbourne, Victoria.

**Demographic of School:** Veivers College has been an IB World School since March 1989. It offers the IB Diploma Program. The school is private and has been authorized to offer the IB Diploma Programme since March 1989. The programme is taught in English, the school has boarding facilities and is open to male and female students. Students at this school usually take IB examinations in November. The school offers 24 subjects at Higher, Standard and ab initio levels (IBO website Accessed 2006).

Veivers College is one of the pioneering IB Diploma schools in Australia. Veivers is unique in the Australian educational environment in that it is a truly international school in a national setting. Eighty-five per cent of its students are international full fee paying students with 50% of these being Chinese. Veivers attracts staff committed to the IB Diploma programme. These teachers are usually
recruited from other international schools overseas. The students at Veivers do not sit for the Victorian Certificate of Education. Instead, all students sit for the IB Diploma. This factor in itself makes the student population different with there being a higher proportion of students from Veivers coming from overseas and moving onto tertiary education overseas. This then creates a defined cultural patch in Australia. M. stated that the ‘whole school community is committed to the IB Diploma programme’. To back this up he pointed to the fact that practically all the teaching staff are IB Examiners. He also stated that the IB Diploma programme is ‘more than simply a secondary qualification’. In elaborating on his comments, he said that,

the IB programme requires a full team effort. Staff must work extended hours in order to meet the needs of the students and for the students, learning does not end once the school bell sounds.

M. stated that ‘learning takes place outside class due to the requirements on the students of TOK, CAS, the Extended Essay and the research required in numerous projects for the IB subjects’. As Veivers has a Boarding facility, he likened the atmosphere in it to a ‘family’ with the staff serving as surrogate parents for the students.

According to M., Veivers was ‘set up independently with a view to attracting international students to undertake an international curriculum’. Developing this further, he said,

this particular international curriculum has aspects that are unique and not universally found in state course like the VCE; like internal reflection.

He believed that this deliberate emphasis on internal reflection involved ‘the analysis of how we know and learn’ as emphasized in compulsory components like Theory of Knowledge (TOK) and Creativity, Action and Service (CAS). M. identified other unique curriculum aspects of the Diploma such as ‘academic rigour in the Higher Level subjects’ and ‘increased international understanding through the sharing of ideas by students from different cultures’. In his summary of the selection of subjects from the six groups based on native language, second language, humanities, experimental sciences, mathematics and the arts, he stated that this broad-
based selection criterion was educationally sound in that it provided ‘a balanced learning program’. He did not see that the IB Diploma would ever usurp the place of a state-based system. There was room, according to him, for both systems (in this case the VCE and the IB) as each system had something different to offer to students. In the case of the IB Diploma, M. felt that it is ‘designed for probably the top 25% of students’ and that the Diploma ‘does a much better job of developing students with skills than the VCE’. M. stated that the,

VCE caters to the moderate to low end of the student ability range whilst the IB Diploma has the potential to cater to the needs of all academically motivated students who want to develop to their potential.

M.’s views were not isolated in my research. Repeatedly, teachers saw their students as elite. Whilst one can argue about the educational value of such a stance amongst teachers in relation to their students, it is a reality that in Australia for the most part, the IB has evolved into a self selecting system, with the more academically able students opting for it. This phenomenon remains in contrast to the uptake IB Diploma in International schools in the rest of the world where an entire cohort will study the IB Diploma. It must also be noted that with the exception of Veivers, all other schools offer a choice of either the IB Diploma or the state system. Thus coordinators, teachers, parents and students in the end select who will participate and who will not.

M. identified three areas that needed immediate focus when introducing an international course such as the IB Diploma. These were:

Accessing staff who were experienced in teaching the IB Diploma;
Resourcing a school to cope with the demands of the course;
Communicating the ‘merits’ of the new curriculum to potential parents and students.

M. stated that the concept of ‘selling’ an educational programme was difficult in that parents were wary of the (professed) merits of the programme and – initially –
were reluctant to be the pioneers (or the guinea pigs if you like). He said that this was a stage that all implementing schools would have to process through and the success of the implementation of the IB Diploma in respective schools ultimately depended on level of passes at the end of Year 12, the numbers of scholarships offered to Diploma students by tertiary institutions, and the number of first round university offers made to IB Diploma students. Veivers made this transition successfully and now, according to M., there was widespread acceptance amongst the Veivers parent community of the IB Diploma. He said, ‘There is no doubt the community understands the advantages of the IB Diploma programme now. Veivers School is viewed as a school with academic rigour due to its use of the IB Diploma. In any given year, we have 120 students vying for 40 Year 7 places’.

M.’s views - as an IB Coordinator – on some persistent and significant concerns were different to those of A. and T. The differences were highlighted in the discussion of the system of external marking, the feedback on examination results to students and examination marking standards. In his opinion ‘Assistant Examiners who moderate internal assessment and mark exams are closely monitored by Team Leaders who are monitored by Chief Examiners’. He also mentioned the ‘regular feedback’ that the IBO provided to schools. These comments were contradicted by the views of A. and T.

M. had a much more ‘uncritical’ acceptance of the IB Diploma program than found in the views of the two previous Coordinators, A. and T. One reason for this could be that Veivers only offered the Diploma and attracted teachers who were already converts to the system. Franklin and Laver on the other hand are steeped in the conventions of their state education systems (SACE) and are thus not so readily accepting of the IB Diploma. This distancing enabled them to bring a much sharper and more critical perspective to the IB Diploma and in the process, help the Diploma grow into a strong, more resilient program.

Case Study Four: Mr. S. – IB Coordinator at Starkey School, Hobart, Tasmania.

Demographic of School: Starkey School has been an IB World School since October 1998. It offers the IB Primary Years Programme and IB Diploma Programme. The school is private and is open to male and female students. It
has been authorized to offer the IB Diploma Programme since October 1998. The programme is taught in English. The school has boarding facilities and is open to male and female students. Students at this school usually take IB exams in November. The school offers 17 IB subjects at Higher, Standard and ab initio levels (IBO website Accessed 2006).

Starkey School in Hobart, Tasmania, is a unique school quite apart from the fact that it offers the International Baccalaureate Diploma programme. It was founded by Quakers and its Quaker philosophy lends itself to the (original now revised) mission statement of the IBO which states:

Through comprehensive and balanced curricula, coupled with challenging assessments, the International Baccalaureate Organisation aims to assist schools in their endeavours to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together whilst respecting the variety of cultures and attitudes that make for the richness of life (Walker 2001, p. 2).

The last two lines of the IBO Mission Statement (conscious of the shared humanity that binds all people together whilst respecting the variety of cultures and attitudes that make for the richness of life) resonate strongly with the philosophical tenets of the Quaker movement, which refers to living, with the paradox of the personal and the communal of the inward religious life, and of the outward service’ (Quakers Australia About History.http://www.quakers.org.au -- Accessed 20th July 2009).

Many Quakers (in Australia especially) would describe themselves as being on the fringe of Christianity. As quoted in an edited transcript of an ABC Radio interview that ABC Religion reporter John Cleary conducted in February 2000 with Elizabeth Duke (Aotearoa/New Zealand YM), who worked in London from 1998 to 2004 as General Secretary of the Friends’ World Committee for Consultation, a global affiliation of Quaker Yearly Meetings:

Most Quakers in the UK, in Australia and New Zealand, and quite a chunk of North America, liberal Quakers; a large number of them have a Christian identity, but in addition, many Quakers have found a lot of value in Eastern spirituality, Buddhism, occasionally Hinduism'. And again; ‘In terms of belief, Quakers prefer not to make dogmatic statements. Often
they represent people who are seeking, who want religious truth but don't want to be told it by somebody else' (Quakers Australia About History, www.quakers.org.au – Accessed 20th July 2009).

There is a natural synergy between the IBO organization and Starkey School, making the rationale for implementation of the IB Diploma seemingly less than commercial. S., in his response to the question of implementation of the IB Diploma in a Quaker school gave three reasons for the implementation, these being; ‘educational, the internationalism inherent in the school’s Quaker ethos and enrolment’s. S. stated that there was ‘a good fit between the Diploma and the ways in which (we) wanted to move’. These so-called ‘fits’ were, ‘The ‘rigour of the IB Diploma and an open and flexible approach to negotiating learning tasks and assessment items’.

There was a caveat here as stated by S. in that it is the opinion of Starkey School Science department that the IB Science courses were ‘old fashioned’ and ‘rote learning based’, especially in comparison to the Tasmanian system. In this content emphasis of the IB courses, there is a contradiction in that the IBO actively encourages meta-cognition via courses like the Theory of Knowledge but this focus is lacking (according to Starkey science teachers) in the IB Science courses.

Despite the synergy between the philosophy of the IBO and the Quaker precepts of Starkey School, the reality of the implementation process of the IB Diploma at the school was less than ideal. When the recommendations of a committee established to investigate the viability of the implementation of the IB Diploma rejected the IB Diploma on the grounds of ‘prohibitive costs’ and ‘subject irrelevancy’, the Co-Principals of the school took the unprecedented step of introducing the Diploma anyway. According to S., ‘this created a situation where many staff, including quite a few senior staff, were opposed to it’. This initial opposition created significant obstructions for the IB Coordinator, S., who was appointed after this decision. He walked into a difficult situation without being briefed.

The successful implementation of the IB Diploma was made difficult due to the poor level of recognition that the IB Diploma had in Tasmania. This would have made parents hesitant about permitting their children to undertake the Diploma.
The Tasmanian state qualification was the ‘safe’ tried and tested pre-university qualification and parents would have been wary about their children being the pioneers of a new Year 12 qualification. As a consequence of the staff opposition and the parental reluctance, the uptake of students doing the IB Diploma at Starkey has (even till current times) been very slow. S. referred to the ‘ignorance’ of staff in relation to the details of the IB Diploma and the ‘indifference’ and even ‘hostility’ to its implementation. This had partly to do with a traditional reserve amongst teachers to ‘new’ curriculum initiatives and in addition, due to a sense of parochialism when it came to advocating a programme that was perceived as competing with local state-based course. Immersion in the new course and contact with teachers in overseas schools (via the compulsory professional development) has, according to S., tended to whittle away this parochial and protective attitude.

S. was very frank when he said that due to the ‘forced’ implementation of the IB Diploma, ‘there was considerable white-anting – staff who would make quite negative comments to students thinking about the IB Diploma – (such as ‘Why would you want to risk your whole future on an unknown?’ or ‘You’d be stupid to do the IB’). The numbers undertaking the IB Diploma at Starkey in the first five years periods illustrate a significant narrative. They are:

1st year – 5; 2nd year – 3; 3rd year – 5; 4th year – 16; 5th year – 2

Initially, it was thought that the 16 Diplomas in the 4th year represented the crucial breakthrough leading to a consolidation of the program. This theory was found to be false when the proposed uptake for Year 11 for the next year (out of a cohort of 130) numbered two.

The reaction of the Co-Principals, to this, according to S. was to ‘cut the Diploma for that year and re-launch the programme in the following year’. This ‘lull’ year was spent redefining the commitment of the school board and the Co-Principals to the IB Diploma. S. Remarked that the focus in this redefining of the IB Diploma, dealt with the importance of the IB Diploma as:

part of the school’s plan for the future, including maintaining student numbers in the face of declining school aged cohort (and explicitly stating
that it protects jobs). This positive re-statement - together with other factors such as better information for staff - has had the effect of quieting negativity and in some cases, turning opponents into supporters.

According to S., the essential differences between the Tasmanian senior system and the IB Diploma continued to throw up some dilemmas; ones that were difficult to resolve and even predict. For one, the Tasmanian system allowed for change of subjects at the end of year 11; thus creating the perception that there was ‘greater flexibility’ in the state system which allowed ‘for change of heart at the midpoint’. This was in contrast to the IB Diploma where the same six subjects must be adhered to over the two years of the course. According to S., ‘it is strongly rumoured that the new TCE will do away with external exams’. This may – according to him – drive students away from the more rigorous, examination-driven Diploma or conversely, create a ‘perception that a system without exams is too ‘Mickey Mouse’’, thus increasing the numbers who do the IB Diploma.

According to S., the unique aspects of the IB Diploma, were not found on a consistent basis in any other state-based year 12 qualifications. He identified these as:

- the Theory of Knowledge course;
- the Extended Essay;
- Creativity, Action and Service (CAS);
- the two year curriculum;
- the deliberate international emphasis;
- the internal assessment in the Diploma which focus’ on ‘peak performance demands on a few large tasks’.

S. further commented that his staff had a number of concerns with the IB and did not favour one curriculum (IB) over the other (TCE). Using a group by group analysis, he expressed the view that IB English in Group 1 (Native Language Study) was
better than the TCE – with a good emphasis on literature and an excellent exam ethos that allows students to demonstrate their knowledge and ability.

This positive remark was tempered by the perceived lack of creative opportunities in the IB English course, where even the one opportunity to be creative in a written response – World Literature Two Creative Response to Text – was assessed according to criteria which was a poor fit for creative work. S. remarked that ‘the course may be too demanding for students who have literacy problems in that the IB English (Higher and Standard Level) courses catered to students who are well above average in their literacy skills’. S. also was convinced that the IB Diploma, in its present format, does not cater for students who may be highly skilled in Mathematics and Science but have relatively average language abilities. This creates a problem for competent and able overseas students (from South East Asia predominantly) who place huge store on educational rigour but are then unable to take the full Diploma due to a demonstrable difficulty with their second language (in this case English). There are no suitable alternatives in the IB Course for this situation, which is a concern, given that many independent schools in Australia are marketing the IB to prospective students for its suitability in the international market place.

In the case of Group Two or Second Languages, all staff agreed that the IB language courses were ‘seen as going well beyond the TCE equivalents and perhaps as being better courses as a preparation for actually using the language’. In Group Three or the Humanities, the general consensus was that the IB Diploma courses were ‘reasonably similar’ to TCE courses. The Humanities in the IB Diploma include the Histories, Geography, Business Management, Economics, and Information Technology in a Global Society (ITGS) and Philosophy, amongst other subjects. Teachers in these subjects generally regarded the IB Humanities subjects in a positive light. It is in the area of Science or Group Four that there were most significant points of difference. In the main, ‘IB Science courses attract the greatest criticism of any courses from our staff’. This was so, because they were ‘seen as very traditional – too heavy on content for the time available, rote learning based’. In Group Five, Mathematics and Group Six, The Arts, according to S., there was ‘considerable overlap’.
From these comments it was clear that the IB Diploma course would never supplant state-based senior courses. Rather there would a place for both to coexist in one school. S. mentioned just two points related to this aspect: Students ‘who wish to specialise early won’t see the breadth of the IB Diploma subject choices as being attractive’.

Many students want to avoid a language’ and thus the IB Diploma does not attract; which insists on foreign language study.

He added in relation to the foreign language debate, ‘Whether they should be permitted (to avoid a foreign language) is another matter’.

On the matter of the effect of growth of the IBO and consequent problems of the responsiveness of a larger bureaucracy, S. commented that ‘the IB programmes have become more professionally run, (I feel) less like a gentleman’s club’. The implication here was that the IBO’s Western Humanist origins combined with the preponderance of English educationalists in the fledgling organization in the 1960s and its unavoidably elitist connotations (due to high fees and traditionalist / classical subject focus in certain subjects), has always been somewhat of an unwanted millstone around the collective necks of the IBO.

S., whilst being an ‘IB enthusiast’, was not a ‘blind convert’ to the IBO and the Diploma. He saw the course as ‘having its place’ in the Australian educational environment but he could also see that it would never be a course that suited all and sundry. To him it had unique aspects but also had a lop-sided (and perhaps educationally unsound) internal assessment structure, a tendency towards being a bit too traditional in its content and rote learning emphasis in the Sciences and a lack of creativity in Group One subjects. Perhaps, according to S., there would be ‘considerable scope’ for the growth of the IB Diploma in Australia due to ‘globalization, increased mobility and a perceived watering down of Australian curricula ; reflected in the Nelson (then Federal Education Minister) (and currently, Gillard government) mania with basics and the drift of the state curricula away from the disciplinary bases’.
**Commonalities**

The views of the respective IB Coordinators in these four schools were especially relevant because each school had different philosophical foundations and foci and thereby catered or appealed to different clientele. Franklin was a coeducational (a relatively recent amalgamation of Dukes and Methodist) high fee, independent school in Adelaide with a liberal Christian foundation. The other Adelaide-based school, Laver, was an independent boys’ Anglican school with a robust reputation in South Australia and across Australia, for strong academic results. Both Franklin and Laver could not afford to implement a curriculum that would diminish their reputation in the wider community. Both schools had successfully consolidated the IB Diploma to the extent that solid numbers in their year 11 and 12 cohorts took the Diploma. Adelaide is one of two states where the IB Diploma, MYP and PYP have flourished. As the IB programmes are relatively well known in Adelaide it made the implementation process less of an uphill battle. The third school, Veivers, in Victoria, (the other IB strong state) was an exclusively international coeducational school in a national context. The fact that it offered only the IB Diploma removed a host of issues that the other national (state and independent) schools have to grapple with such as working in with the local state curriculum. Implementation of the IB Diploma was a given and there were no problematical issues concerning staff. Nevertheless, the parents’ community, (which was not an internal one) had to be convinced about the credibility of the program. Finally, Starkey School in Hobart, Tasmania, whilst having a natural synergy with the philosophical tenets of the IBO, has had to contend with the relatively poor information base that the IB has in that state and the conservatism of a reluctant staff body and the possible parochialism of that state.

When analysing the comments of the Coordinators in the respective schools, it became apparent that despite the variance in the types of school studied, there were some significant commonalities in the reasons given for implementation of the IB Diploma program. These agreed reasons were as follows:

a) Academic rigour and perceived quality of the IB Diploma program.
b) The value of the deliberate International outlook or perspective or emphasis in all IB Diploma subjects and in the programme as a whole and the benefits that this focus could bring to the holistic development of the students.

c) The unique (not found on a consistent basis in any other curriculum) aspects like Theory of Knowledge, Extended Essay, Creativity, Action and Service (CAS) and the ability for students to negotiate assessment tasks.

d) The advantages (via scholarships, early entry, and advanced standing and credit for certain courses) the IB Diploma would bring to students when accessing universities in Australia and overseas.

e) The perception that the IB Diploma would help in the strategic academic positioning of the respective schools in their communities (this was a more pronounced reason in the two schools in Adelaide)

f) The perception that the IB Diploma programme would aid in the differentiation of the school in increasingly competitive enrolment markets.

g) The intrinsic value to staff (advancing their career development) of the compulsory, ongoing and subject specific staff professional development offered by the IBO.

h) The spin-off effect of the staff professional development program in complementing teaching repertoires, improving teaching methodologies and increasing knowledge base of staff with respect to all other non IB teaching sets.

Despite these agreed positives, the Coordinators were not unreservedly accepting of the Diploma programme. Of the four schools surveyed, it was clear that Starkey School had struggled (and continues to struggle) the most when it came to consolidation of the IB Diploma programme Despite this, criticism of the program per se by the IB Coordinator, S., was negligible. A constructive criticism voiced by S., and agreed to by the others had to do with the ‘traditional structure’ of the Sciences -‘heavy content base’ and the ‘rote learning’. Comparison was made with the more ‘skills oriented’ Tasmanian TCE. This criticism found a synergy with S.’s next (implied) criticism, when he referred to the IBO as ‘a gentleman’s club’ replete with its connotations of elitism, paternalism and a neo-colonialist agenda with its ability to take education back to some nostalgic golden past.

All four Coordinators agreed that the IB Diploma, whilst it had a part to play in the Australian educational landscape, would never supplant the local state-based curriculum. They agreed that both systems had a vital part to play as a complementary curricular. The consensus was that the IB Diploma was the more academic curriculum and would best serve those students who were going on to
universities; although there were reservations expressed about the Western Humanist orientation of the course.

There was also a feeling that the IB Diploma was ‘still a work in progress’ with concerns expressed about:

the ‘lack of skills based / problem solving assessment in the Sciences and Mathematics’;

the ‘poor level of opportunity for creativity in IB English’;

the ‘utilitarian nature of the course in its inconsistent emphasis on the Arts in general (Music, Theatre Arts and Visual Art).

6.3 School Principal

The perspective from the school principal, dealt less with the specific detail and more with the holistic impact of the IB Diploma on the school’s mission, clientele and future enrolment prospects. The Principal’s views were at times, at odds with the views of his/her teachers as they addressed the issues from different points of view. ‘Raising the profile of the school in the community by the introduction of a prestigious international education programme and finding a specific educational niche’ - as the IB is very much a ‘good news story even when it means higher fees’ (Doherty, 2009) - was a high priority for the Principal.

Dr A. mentioned the ‘unquestioned integrity of the IB as a credential’ as the prime reason for advocating that Andrews College implement the program in the first place. He emphasized that the school was looking to ‘strengthen the diversity of its academic offerings in the final years of study’ and the IB Diploma had the greatest attraction in that ‘philosophically’ it ‘was the closest to where (we) thought (we) were’. This was similar to what was stated by the IB Coordinators who spoke about the self-selective ability of the IB leading eventually to an academic elite. He had mentioned earlier that the school had looked at the ‘Oxford / Cambridge’ examinations but the IB Diploma had the best compromise of intellectual rigour, international respectability, university acceptance and holistic emphasis.
Dr. A. stated that the Queensland community ‘lagged behind …all other Australian States’ when it came to common knowledge about the IB in general and the Diploma specifically. This made the introduction of the IB Diploma at Andrews College more problematic. Partly to overcome this lack of knowledge in the community of the IB and partly to avoid ‘the problem of having the IB group seen as an elite group attracting the most elite teachers and extra funding’ the decision was made by Dr. A. to ‘embed the Queensland curriculum in the IB Diploma courses’. Until 2010, all students at Andrews College undertook the content of the IB courses (at least to Standard Level). Dr. A. mentioned that in Queensland the uptake of the Diploma has been enthusiastic in the State sector with two Brisbane state schools (Mountain Creek and Indooroopilly State High) – now three in 2011- offering the IB Diploma in addition to the Queensland OP and three State Academies situated geographically next to Griffith University on the Gold Coast, The University of Queensland and Queensland University of Technology in Brisbane offering only the Diploma program at years 10 (pre IB year) and years 11 and 12. This uptake of the Diploma by the Queensland State Government has had the effect of raising positive awareness and – as a consequence – acceptance of the Diploma in Queensland. Dr. A. saw this purely as a ‘market decision’ as he said, ‘Education Queensland is making a very determined effort in the overseas student market’. He noted that Education Queensland recognised the IB Diploma as ‘an internationally defensible credential that is perhaps more attractive than the State offering’. The Queensland Education Department now caters for over 1800 international students from 75 countries and over 41 Queensland government schools … offer full-time programs for international students (Education Queensland, 2007). According to Doherty (2009):

In the spirit of marketisation, some state secondary schools have pursued accreditation with the Council of International Schools (CIS) to flag their interest in international catchments (p.).

Dr. A. was aware that whilst the IB Diploma was a high quality credential, it would continue to serve the school mainly as a niche offering without usurping the local qualification. This approach and the acceptance of the place of the IB Diploma is commented on by Bagnall (2005) who states that the “IB is not aimed
at the ‘large-scale’ market” (p. 114). He referred to the “academic capital enjoyed by IB Diploma holders” and stated that this capital is far “more potent for its scarcity value” (ibid, p. 114)

Dr. A. identified one credible indicator of the value that the Diploma brought to students when he referred to the ‘much higher level of interest in foreign languages’ than previously experienced. At Andrews College, in any given year in years 11 and 12, out of a combined cohort of 270, the numbers taking German, Japanese and French (prior to the introduction of the Diploma) are 50 students or 18.5%. After the implementation of the IB Diploma and the introduction of *ab initio* Italian (in addition to German, Japanese and French), numbers of second language students in 2011, in years 11 and 12, out of a combined cohort of 270, are at 140. This represents 51% of the total cohort. Dr. A. identified this phenomenon as the ‘tip of the iceberg’ and stated that this dramatic increase in second language study had inevitably lead to greater cross cultural fertilisation via travel to Germany, Japan and an annual six week immersion trip to Italy over Christmas in year 11 for all those studying *ab initio* Italian, including a well-established exchange program with schools in these three countries where Andrews College billets students at different times of the year. This increase in interest in foreign languages has also lead to continuation of foreign language study at university, even whilst studying for another degree. In 2012, French will be added to this IB group of subjects, with Mandarin Chinese also being considered. Dr. A. agreed with the Head of Languages and recognised the compulsory study of a foreign language as the means to taking Australian students out of their normal habit of omitting a language as significant in enabling them to grow an awareness of and interest in other cultures.

Dr. A. had a unique perspective in that whilst he was Principal of a national (independent) school offering the IB and the local Queensland OP course, he was also involved in ‘drafting legislation in Queensland for non-government schools and the Queensland Studies Authority’. He pointed out that ‘

both of those documents in fact, make reference to the IB by way of examples in national and international curriculum and (I think) there has been a greater awareness of curriculum issues going beyond state values. So, yes, I think it’s
perhaps got a higher profile in mind with administrators and curriculum developers generally.

Dr. A. made the point that with the increasing profile of the Diploma there is consequent pressure on the OP:

the OP is failing to distinguish for universities between those candidates they wish to admit into their high demand courses.

Dr A. meant that the OP is not sufficiently challenging in order for universities to be able to have a degree of certainty about the quality and resilience of students they admit into the high demand courses and is not a reliable indication of long term success at university. He was convinced that IB Diploma students have better and more consistent outcomes at university. These views were based on anecdotal evidence from Diploma students updating the school on their progress.

Across Australia, a common national measure of Year 12 student achievement is used in the tertiary selection process. Expressed in a scale extending from 99.95 (highest) down to 30.00, this common national measure is called the Australian Tertiary Admission Rank (ATAR). The score out of 45 from the completed IB Diploma is also expressed in this common national measure and termed the ‘Combined Rank’. Appendix G on page 259 gives the common national measures to be assigned to each of the IB scores attainable in a completed 2010 IB Diploma.

Originally, when Andrews College was in the process of implementing the IB Diploma, an IB Diploma score of 38/45 was equal to the lowest possible level of an OP 1 (99.35 on the ATAR scale), with the lowest possible IB passing score of 24/45 being equal to a very respectable OP12. At the stage of our interview, there were seven steps more to the IB Diploma that could be read as being higher than the lowest level of an OP 1 score. This score of 45 then equated to a score of 99.95 on the ATAR as did the highest possible level of an OP 1 score. Since November 2008, however, this conversion has changed twice, from 38 to 41 in November 2008 and from 41 to 42 in November 2009. 42 is the current equivalent of 99.35 on the ATAR scale which equates with the lowest possible level of an OP 1 score. The lowest possible passing grade in the Diploma of 24 is currently equal to an OP 15/14.
These new figures have revalued the IB Diploma in the eyes of its clientele (the students and their parents). It is more difficult to get 42/45 for the Diploma than it is to score an OP1. To achieve 42/45, a student must complete six subjects for vastly different subject groupings. This compulsory ‘breadth’ makes the IB Diploma more challenging. The student sit for six vastly different subjects, and above this get at the least, three 7s and three 6s, equating to three A’ s and three A’s and then score the maximum 3 bonus points in their Theory of Knowledge assessment and extended Essay components. In comparison, an OP student (in Queensland) only has to do five subjects and they can be exclusively in their areas of expertise (for instance, Maths B and C, Physics, Chemistry and Biology). They would get an OP1 with three Very High Achievements (VHAs = to an IB Diploma 7) and 2 High Achievements (HAs = to an IB Diploma 6). This then could be seen as a disincentive to do the IB Diploma if university entry to course of choice were the only relevant issue.

Dr. A. was convinced that the IB Diploma was a stronger and more valid senior qualification than the Queensland OP because of its ‘academic integrity’ and its ‘holistic value’. Dr. A. moved to comparing the assessment formats of the IB Diploma with that of the state-devised OP system. He stated that ‘some pupils perform better on final exams, others perform better on the progressive assessment that the OP produces’. He then stated that the IB Diploma offered a second chance for adolescents whose development is not uniform:

Whereas they’re a lost cause as far as the OP is concerned, the toothpaste can’t be put back into the tube once they’ve failed in the early semesters, or that some adolescents are ‘being damned by poor results that they have achieved when perhaps they’ve been a bit immature’.

As far as the effect the IB Diploma has had on the makeup of Andrews College, Dr. A. commented that the Gold Coast is an area of ‘high international migrant population’ and what the IB has done is ‘allow them to have a pride in both their Australian nationality and their ethnic origins’ (Andrews College has 52 different nationalities represented at the school). Overwhelmingly the focus has been on ‘nationals’ discovering other cultures but in this particular case it is a case of naturalised Australians rediscovering their own ethnic origins through the
requirements of the Diploma program. One example is through the formation of the International Committee at Andrews College. The agenda of the International Committee is to bring other cultures to the forefront in visually acceptable ways like, flying the national flag of a country on their particular national day, having a ‘Harmony Day’, and having food stalls where the school community is treated to diverse foods from the various countries represented at the school.

Dr. A. recognised that a noticeable area of differentiation after the implementation of the IB Diploma was the growth in an international perspective in the staff. He saw the compulsory professional development of the IBO as providing 'a whole new range of opportunities for the staff in general right through from preschool to high school'. He understood that this often leads to staff expanding their horizons and moving overseas (as many staff have done) but he was confident that this was a good thing as the school also attracted teachers from varied backgrounds too. In addition, he felt that the IB programs (Diploma, MYP, PYP) with its deliberate focus on Creativity, Action and Service (CAS) had helped the school formalise its own programs in this area. He said,

Andrews has always been interested in the education of the whole person and by definition you have to take a much broader view than simply a subject by subject or issue by issue education.

In his assessment of the value of the IB Diploma for the school, Dr. A. focused on:

- The value to the school of being part of an international system and the ability this has to benchmark the school’s students with students across the globe.
- The strong and robust reputation the IB Diploma enjoys in university entry across the world.
- The way the IB Diploma assesses and the value this has for mid-range boys who mature later than girls; giving credence to the curriculum of the Diploma program.
- Quality staff professional development leading to a greater international perspective amongst staff and better career opportunities.
• The value of the greater collaboration between the junior and senior school in the implementation of the IB MYP program which spans the two areas.

• The value of the challenge that the IB Diploma brings to students and the resilience that it creates in them. This is referred to as ‘positive stress’ by Dr. A.

• The intrinsic value of the compulsory breadth incorporated into the system.

• The holistic and significant currency that the IB programs have and offer.

• The noticeable increase in Esprit de Corps amongst staff by being involved in what they see as a ‘good initiative’.

• The increased dialogue with parents in bringing them up to speed on the IB.

Maclehose and Hill (1989) suggested reasons for the possible adoption of the IB by Australian schools and many of these reasons posited as far back as 1986 ring true with Dr. A’s comments made in 2007:

• the international perspective offered by the IB
• the challenge it provides for able students
• the opportunity for teachers to meet with colleagues from around the world
• the so called ‘spill-over’ effect so that not only those taking the IB but others too benefit from participation
• access to universities world-wide
• opportunities for overseas students in Australia (p. 13.)

Points of Similarity

(The initial statements are those of the IB Coordinators and the words after[//] refer to the similar sentiment expressed by Dr. A.)

• Academic rigour, Academic positioning, Differentiation // Academic Currency; giving credence to the IB Diploma curriculum.

• University entry, Greater ease of entry in university // International bench marking; giving credence to the IB Diploma curriculum.

• The value of CAS, TOK, EE // Expressed as the significant challenge of the Diploma, its capacity to increase resilience in students and the value of the breadth of the course.
• Staff career development and improved teaching methodologies //
Expressed as greater opportunities for staff via professional
development.

Dr. A. occupied (in 2007) a unique place in educational circles in Queensland as
he had the two-fold perspective as a school principal and as a member of the
legislation team for non-government schools and QSA. His view of the IB
Diploma was enthusiastic and positive in that he felt that the structure of the
Diploma course and the professional development requirements of the IBO,
created an element of cultural sophistication (primarily through study of foreign
languages), appropriate preparation for consistent and enduring success at tertiary
level, challenge, resilience, positive stress (for the students) and career
opportunities and a broadening of cultural outlook for teachers. His assessment
was a more positive one but that could be explained by the fact that he had little to
do with the day-to-day operations of the IB Diploma and thus he rarely
encountered the frustrations that teachers may have encountered.

6. 4  IBO Senior Personnel Surveys and Semi-Structured Interviews:

These surveys helped understand:

The foundations of the IBO;

Its responses to change in the world;

Its growth patterns in the Asia - Pacific region.

Amongst the senior administrators of the IBO there was disagreement about the
value of the IB Diploma and its place in the education world. The sub-headings of
the survey focused on the five following aspects:

The global relevance of the IB Diploma program
The philosophical underpinnings of the IB Diploma program
The aspects of continuous learning in the IB Diploma program
The evolution of the IB program in response to societal change
The growth of the IB Diploma program in the Asia-Pacific region

The information from the surveys will be presented in the following ways:

a) An initial summary of the responses to the 25 questions from all three respondents compared question by question with indications of number of questions that enjoyed agreement and those with disagreements followed by an analysis of the obvious differentials in the responses of the three individuals (See Appendix I Page 261)

b) A brief analysis of the direction and slant of each individual’s responses.

Of the 25 questions, there was close agreement on 14 items and disagreement on 11 items. In the areas of agreement there was a close synergy in questions 3 – 8, and questions 10, 11, 13, 16, 18, 19, 21 and 24. These dealt with the following areas:

The unique quality of the program

Its breadth, its capacity to promote inquiry and questioning

That it does not dilute one’s own national heritage

That it is a good preparation for tertiary study

That it provides a good platform for life

That the IB is not simply focused on following every change in global issues but has a firm and deliberate agenda

That the IB imparts essential knowledge

That it develops an international perspective in its students and teachers

That it is indeed a costly and (to a good degree because of this) prohibitive program for many schools that it has experienced significant growth in SE Asia

That schools in SE Asia implement it (often) to give schools a competitive edge

That the program can (mainly) be afforded by wealthy schools with students who have parents with a wealthy demographic

That the IB does complement state systems especially in the extra curricula areas outside the normal academic areas
That the IB has the capacity to influence the direction of national and state curricula.

The agreement of G., H. and W., about the high cost of bringing the IB program to schools reflects that the IBO is not simply ‘putting its collective head in the sand’ but understanding that the cost issue has the capacity to forever doom the system to being one that caters for elites only.

It is the areas of disagreement that one senses the problems besetting the IBO. There was disagreement in the following areas:

**That the IB education program provided a seamless education for students who are globally mobile:** One of the foundations upon which the IBO was originally formed is that it caters for the globally mobile student. To not be seamless would then attract similar criticisms that beset the pre-university courses of the 1960s that led to the formation of the IB Diploma. H. felt that it is not as seamless as it is made out to be.

**That the IB is shaped by global markets:** Both G. and H. disagreed with this statement whilst W. agreed. W. took the view that perhaps global market forces inevitably affect the type and diversity of courses offered and the cost of bringing the IB to schools.

That community service and the concept of giving back to the community is an integral part of the IB program: G. remained ‘undecided’ here, whilst the other two said that this was the case to a ‘considerable extent’.

**That the IB develops emotional and spiritual maturity:** All three respondents differed on this complex issue. G.’s opinion was that firstly ‘spirituality’ is difficult to define and secondly; ‘emotional maturity’ is a much more complex issue and emanates from a variety of sources not simply from a school program. H. readily agreed that the IB contributed to ‘spiritual and emotional maturity’ and W. was equally definite when he said that the IB could not take credit for moulding a student’s ‘spiritual and emotional maturity’.
That the IB develops the ability to cope with the flux of the life: G. remained undecided whilst H. agreed that this capacity to cope with change is fostered in the IB program. W. adopted a more realistic attitude by stating that once again the IB program cannot lay claim to such a complex issue.

That the IB is a form of cultural imperialism and leads to loss of vernacular knowledge and one’s own heritage: G. was unable to make a choice, H. felt that ‘cultural imperialism’ is not an issue of significance and W. accepted that this statement has some validity.

That IBAP produces better exam results than the other regions: G. did not make a choice, H. remained undecided and W. was definitive in his agreement with this.

That the IB is accepted in state schools around Australia: Both G. and W. agreed that this is only miniscule whereas H. said that state schools in Australia adopt the IB to a great extent. Whilst this is true in an international context, in Australia, the rate of adoption of the IB Diploma in state school has been sluggish.

That the IB complements national programs: There was variation here with G. being non-committal, H. saying that this happens to a great extent and W. remaining undecided.

That the IB program is a pioneer in education: G. agreed with this only marginally whereas there was strong endorsement from H. and W.

Direction and Slant of Individual Responses

G: Out of the 25 questions in the survey, G. responded to:

13 in 1 – Great Extent or 2 Considerable Extent; 1 in 3 – Undecided; 5 in 4 – Some Extent; 5 – Not at all; 5 - Not Applicable.

G. was predominantly positive about the IB Diploma program, agreeing that:

The features in the Diploma make it unique;
the international orientation of the program does not take away from one’s local heritage;

the IB is not a form of cultural imperialism;

the high cost of school’s implementing the IB Diploma is a problem leading to perceived elitism of the course.

H: Out of the 25 questions in the survey, H. responded to:

18 in 1 – Great Extent or 2 Considerable Extent; 1 in 3 – Undecided; 5 in 4 – Some Extent; 5 – Not at all; 1 as Not Applicable.

H. was the most upbeat, positive and idealistic about the IB Diploma program and its effects. Whilst he did not commit on the issue of perceived elitism of the IB by noting ‘intellectual or material – access or money’, he agreed with G. that the cost of implementing the IB is very high and acknowledged that this is an urgent problem that needed to be addressed.

W: Out of the 25 questions in the survey, W. responded to:

17 in 1 – Great Extent or 2 Considerable Extent; 2 in 3 – Undecided;

6 in 4 – Some Extent; 5 – Not at all.

Of the three senior IBO personnel surveyed, W. displayed perhaps the most constructively critical outlook on the issues confronting the IBO. W. felt that:

the IB program is highly beneficial to young people as a ‘life curriculum’, and in this agrees with the value of the unique features of the IB Diploma. He was equally critical and expressed concern about:

the issues of elitism;

the high and (possibly prohibitive) cost of implementation;

the low acceptance rate of the IB Diploma in state schools in Australia.
Semi-Structured Interviews

W. seemed to respond from a rigorously self analytical and realistic viewpoint. He was (at the time of the interview) the Chief Executive Officer (CEO) whose mission (my interpretation) was to be critical in a constructive way and grow the IBO within the ethical constraints of its mission statement. My interpretation of W.’s responses was that he felt that it was a good thing to have a healthy dose of skepticism when it comes to believing one’s own publicity.

Whilst W. acknowledged the ‘intrinsic value’ of the IB Diploma programme, he also believed that the IB was influenced by ‘market ideologies’ (university acceptance, cost, government recognition). He said that it would not be a beneficial thing to ‘overestimate the force for good’ of the IB programmes. Despite this appraisal, W. was clear in his belief that the IB Diploma programme was unique mainly because of the ‘combination of different elements’ - the cumulative effects of the ‘secret recipe’ - that make the IB unique. These components are: Major Knowledge areas linked to Capacity to Reflect via Theory of Knowledge, Extended Essay and Creativity, Action and Service all predicated on a personal interpretation of that knowledge.

W. felt that the Diploma has grown itself into a visionary programme whereas at its inception it was far more ‘pragmatic when the university entrance related aspect dominated it’. In this organic growth towards being more visionary (and by this I assume a more sophisticated, reflective and well-rounded educational curriculum), W. felt that it has also become more inclusive. This growth towards inclusivity has been slow and limited. W. attributed this to his perception that the ‘IB is too institutionally-bound belonging to the 20th century rather than the 21st century’. Paramount in his reforms, are addressing the issues of ‘cost’ and the linked issue of ‘accessibility’. It was his view that there is the danger of the IB moving inextricably towards a pattern of elitism (especially in wealthy schools in Australia and in International schools in South East Asia, India, Sri Lanka, the Middle East and Africa where they stand alongside cash strapped government schools). This elitism could lead to (author’s opinion) the very opposite of inclusiveness and is a
contradiction of the mission of the IBO. W. referred to this phenomenon when he said of the IB:

It is strongly associated with international schools, many of which are exclusive institutions, often isolated privileged oases surrounded by economic deprivation.

The IB programs have at times been stigmatised as a form of sophisticated neo-colonialism because curriculum is ‘clearly western oriented, very often influenced by Western Humanist thought’. Phrases such as ‘multiple perspective-taking’, ‘open-mindedness’, ‘intercultural awareness’, ‘independent learning’, ‘creative thinking’ and ‘reflection’, tend to create tensions with certain traditional cultural attributes. Furthermore, the IB curriculum encourages a style of teaching which ‘stimulates curiosity, inquiry, reflection and critical thinking’ (www.ibo.org – Accessed 20th January 2010. This creates tensions when compared with some traditional cultures which may promote ‘fatalism as opposed to proactivism; collectivism as opposed to individualism; and uncertainty avoidance’ (Drake, from SAGE 2004 p. 195). According to Drake (2004):

In some cultures, for instance, uncertainty is often viewed as psychologically uncomfortable and disruptive, and people seek to reduce it and to limit risk by hanging on to the way things have always been done (p. 195).

Despite the probing questions that W. asked, he remained a firm believer in the pioneering value of the IB programs mainly because of the ‘total experience of the IBDP’. Having said this he identified the ‘tiredness’ of the Group Four Sciences (similar to the comments of the IB Coordinators) and the critical absence of a sense of ‘spirituality’ in the IB programs. Yet he said, ‘The IBDP is still surprisingly radical, despite being virtually unchanged for nearly 40 years’. This was an unsentimental analysis of the IB program. He recognised the contentious issue although solutions were not necessarily aired. W.’s interview can be segmented into four critical areas:

The limited value and the limited force for good of the IBDP.
The value in the ingredients creating the unique recipe. This is a vindication of the structure of the IB Diploma curriculum and the way it serves to ‘radicalise and reinvigorate’ schools in the Australian context.

The evolution to the IBDP being more visionary and more in line with its mission than in its early days.

The dangers of the combined and related negatives of Institutionalism, Elitism, Western – Humanist Curricula and tired Science.

**H:** H.’s responses in the semi-structured interview were similar to the choices he made in the survey. H. recognised the shortcomings of the IBDP but generally his comments were more idealistic and displayed a desire to believe in the perceived value of the IBDP. H. stated that the IBDP has always sought to ‘promote intercultural understanding and critical thinking skills, and to provide an international passport to universities’. He compared these aims with national education systems by saying that they (national education systems)’promote rote learning and nationalism’. The gist of his views was that market ideologies (especially post September 11, 2001) have come round to demanding an education system that is similar to the one that the IB provides; that is an ‘education that promotes intercultural understanding’.

H. adopted a more conventional view when it came to defining the distinguishing features of the IBDP, when he noted the points made in the mission statement of the IBO:

- Intercultural understanding;
- Consideration of global issues;
- Critical thinking skills;
- Research skills;
- World citizenship;
- Academic rigour;
- Balance of breadth with specialisation.
H. agreed that the IBDP had a ‘minimum intellectual level below which a student
cannot succeed at the IB Diploma’ and that there is a form of exclusiveness but he
also stated that there is effort on the part of the IBO to bring the IBDP to less
privileged students who may have the intellectual capacity to succeed in it through
‘donor sponsored IB programs’ and by ‘exploring a monitoring model for schools
in poor economic circumstances’. He did recognise that a priority for the IBO is to
‘improve the quality of education for those who have been short-changed’ by
bringing the IBDP to them. As one example of this increasing accessibility, H.
drew attention to the ‘interest amongst state education departments in Australia’.

Linked to accessibility is the issue of the foundational philosophies of the IBDP.
H. admitted that the IBDP ‘Follows a Western logic’ but he was insistent that the
IBO had ‘gone out of (our) way to bring non-Western ideas into (our) curricula’.
H. concluded by saying that the IBDP schools have served as ‘laboratories for
national education reform’ and this has lead to forcing reform in national systems.

6.5 Conclusion

It was clear that all three groups felt that the IBDP had contributed to greater
academic rigour in the curriculum (through the breadth of its offerings, the
inclusion of a second language, its emphasis on content acquisition as well as skill,
and its system of final exams) thereby bringing changes to skills and content,
assessment and reporting. This aspect was defined as (academic) currency by the
Principal. It is also clear that content within subjects in the IB Diploma had been
bolstered but, in isolated cases (such as the Sciences) at the expense of skills. It
was clear to the Coordinators that through the raising of the academic quality there
was also significant contribution to strategically positioning each school in their
particular educational environment, which in turn helps to
positively differentiate the individual school. With this academic quality, there
was the opportunity to benchmark the school internationally with the other schools in
the world which offer the IBDP. This benchmarking value adds to a student’s IB
Diploma qualification which gains added respect from universities in Australia and
around the world. The school principal referred to the ‘robust reputation of the IB
Diploma’ which can aid in entry to universities.
These are also ‘marketing issues’ which can contribute positively to the economic buoyancy of the particular school. In turn, this perceived (academic) differentiation often leads (according to H.) to a form of academic self-selection where students of certain intellectual level only applied to the school, thus further differentiating the school. This in turn had the capacity to turn schools (according to W.) into ‘exclusive institutions, often isolated privileged oases surrounded by economic deprivation’ leading to change in direction, focus and mission of a school, but not necessarily in a positive way. This phenomenon is the trend (according to W.) in the Australian IB Diploma schools’ context. These so-called ‘exclusive institutions’ are, in the vast majority, wealthy, independent schools in Perth, Adelaide, Melbourne, Hobart, Sydney, the Gold Coast and Brisbane. This combination of academic differentiation and intellectual self-selection of cohorts, situated in wealthy independent schools, is, according to W., a recipe for institutionalising a program that, whilst originally (1968) was designed as a pragmatic solution for globally mobile students in Europe, has evolved into what W. and H. referred to as ‘a visionary program’. So we have a scenario where there is holistic change (direction, focus and (even) mission of the school) in schools through intellectualising the academic curriculum.

This idea of academic differentiation is not the only difference identified by all three groups. The IB Coordinators, the school Principal and the three senior administrators for the IBO, all identified where the real point of difference lay as far as the IB Diploma was concerned; in the unique aspects of the programme.

W. defined these aspects as the ‘ingredients’ which in isolation are not unique but when layered together, create the ‘unique recipe’ which is the IB Diploma. The school Principal supported W.’s statement when he said that the IB Diploma’s combination of rigour, challenge, breadth, internationalism and community involvement develops resilience in adolescents thus leading to changes within themselves and in turn in the direction, focus and mission of the school. The compulsory inclusion of a second language and its accompanying offshoots like speaking, travel and immersion, inevitably forces a student’s perspective from being purely local and national to an international perspective. This has the capacity to bring holistic change to the outlook and ambience of a school.
From the information provided by all three groups, there was strong agreement about the value the IB Diploma programme brings to teachers in the system. Through the compulsory professional development subject specific workshops, there is potential for:

‘Refreshing and revitalising’ critical knowledge mass in selected subject areas;

‘Exchanging skills sets and pedagogies’ with teachers from other countries thus extending a teacher’s operating base or world view;

‘Enhancing career opportunities’ for teachers, especially in the international context.

IB teachers transferring their newly learned international perspective into all their non-IB classes, thus value-adding to the perspectives of these students.

According to the three groups, there is obvious change to the curriculum when national (state and independent) schools undertake to implement the IB Diploma program. This change:

Has a positive effect on a student’s knowledge base;

Empowers the student through the process of negotiating internal assessment;

Creates rich opportunities for tertiary entry across the world.

Additionally, the IB Diploma creates more knowledgeable and less parochial teachers which then enhances the teaching (and learning) process. The ‘secret’ and unique combinations of the IB Diploma requirements:

Create resilience;

Develop an internal and external reflective / critical dialogue;

Extends and broadens a student’s worldview;
CHAPTER SEVEN

The Legacy of the IB Diploma in the Australian Context and Future Directions

7.1 Significance of the IB Diploma in the Australian National Educational Landscape

Geoffrey Beard (2008), the Director-General of the IBO, in his Keynote address at the IBAP Regional Conference in Hanoi, Vietnam in 2006, referred to the 21st century world’s potential reliance on a new definition of the knowledge worker redefined as ‘knowledge technologists’. Beard predicted that, ‘the most striking growth will be in knowledge technologists: computer technicians, software designers, and analysts in clinical labs, manufacturing technologists, and paralegals’ (Beard, 2008, p.2). These ‘knowledge technologists’, according to Beard, are as much manual workers as they are knowledge workers who spend far more time working with their hands than with their brains. Despite this, he stated that their manual work is predicated on a competent grasp of theoretical knowledge that can be acquired only through formal education, not through an apprenticeship (p.2). Beard predicted that these ‘knowledge technologists’ or “ethical corporate-workers” (Bunnell, T. 2010. P. 357) are likely to become the dominant social—and perhaps also political—force over the next decades (p.2). For effective functioning, this new work force will require a secondary education that is knowledge based yet practical, visionary yet utilitarian, and Beard believed the IB programmes are well positioned to respond to this educational challenge; the challenge of a ‘new flat world’ (p.2).

This view of a flat world is supported by Thomas Friedman (2005) in his book, ‘The World is Flat: A Brief History of the Twenty-First Century’. Friedman recounts a journey to Bangalore, India, where he realized globalisation has changed core economic concepts. He suggested the world is ‘flat’ in the sense that globalisation has leveled the competitive playing fields between industrial and emerging market countries. He argued that, this flattening is a product of a convergence of personal computer with fiber-optic micro-cable with the rise of work flow software. He termed this period as Globalisation 3.0, differentiating this
period from the previous Globalisation 1.0 (in which countries and governments were the main protagonists) and Globalisation 2.0 (which multinational companies led the way in driving global integration). Friedman suggested that schools must focus on training the hearts and minds of young people, giving them a businessperson’s brain and a social worker’s heart. Thus equipped, future generations would be able to confront the social inequality and exclusion undermining our society (Friedman, 2005).

Beard’s comments bears relevance to the impact of the IB on national (state and independent) schools in Australia to the extent that the effectiveness of the IB in catering to the requirement of 21st century students and parents (‘knowledge based yet practical, visionary yet utilitarian’) will have some bearing on just how rapidly the system is assimilated into a school. Some real world (globally and in Australia) detail of the way the IBO is developing a secondary education that is ‘knowledge based yet practical, visionary yet utilitarian’, can be recognized in:

- The greater web presence begun in 1999; the establishment of the Online Curriculum Centre, a network for IB teachers; the establishment of an IB Fundraising arm; a six year project (started April 2006) aimed to bring the Diploma Programme Online leading to IB Open Schools; the establishment of “a generic IB Vocabulary of humanistic behavior” called the Learner Profile seeking to “create consistency and standardization”; the establishment of the Digital Space Initiative in 2007 to “create an online, web-based virtual community by 2010”; the establishment of an official fan page on Face book in 2008; the relaunch of an IB Blogsphere in 2009; the establishment of a Distributed Learning Platform “which will ultimately enable the members of the worldwide IB community to connect, share and collaborate (Bunnell, T. 2010 pp. 355-356).

For the purposes of this thesis, it is useful to question if the IB programmes are genuinely well-positioned to respond to the educational needs of a new, uncertain, unmoored and relative post-modern world, “… characterised by ambivalence, ambiguity, relativism, pluralism, fragmentation and contingency”? (Eckersley, 2004, p.3). This question is partly answered by determining the uptake of the IB programmes in schools across the world and more specifically in Australia (direct influence) and partly by analysing the influence (in the Australian context) that the IB can wield in pressuring state and national systems to initiate changes to their curricula (indirect influence) by pioneering selected initiatives in education. Any assessment of the real effect that the IB Diploma has on addressing issues of a
globalised world must be based on the analyzing the way the IB programmes are realized in schools in Australia. This realization refers to the reality not the rhetoric. Comments from participants in my semi-structured interviews consistently mentioned the gap between the rhetoric of the IB and the actual reality when it came to implementation. Research participants also indicated that the IB will never usurp the place of national curricula in Australia, however through the impact of the IB on national (state and independent) schools indications are that it can be the ‘laboratory’ for testing educational initiatives or enter an era termed a “Stage of Influence” (Walker, G. 2003, p.9) where “the presence of the programmes could set an example and transform national curricula” (Bunnell, T. 2007, p.420). From the responses of teachers and IB Coordinators then, it is clear that the IB is not a competitor challenging the accepted structures (in curriculum and assessment) of national curricula. Instead the IB is described in the comments of these teachers and Coordinators as an alternative which is perceived to showcase curriculum innovation. Where this benefit of showcasing is especially noticeable is in the quality of staff professional development; a point that was made on several occasions by teachers in their interviews. Teachers felt that state education authorities could take a leaf out of the IBO’s book and offer quality professional development with a focus on the teaching, assessment and marking of subjects. Thus, whilst there is a perception that the IB is an innovative programme, this view remains contested amongst some practitioners in Australia with mixed views on consistency of delivery of the ideologies of the programme and the positive affirmation of the delivery of professional development.

The role that the IB plays in influencing, shaping and determining education policy in Australia was further evidenced in May 2005 when the Department of Education, Science and Training commissioned the Australian Council for Educational Research (ACER) to investigate and report on models and implementation arrangements for an Australian Certificate of Education (ACE). In particular, ACER was asked to report on four options for the introduction of an ACE. In investigating Option 2, ACER was asked to:

analyse the structure, curriculum and standards of the IB Diploma Program;
identify the key differences between the IB Diploma and existing senior certificates;

propose an outline for an ACE modelled on the IB Diploma and provide a rationale for using the IB Diploma as a model;

identify how an ACE modelled along these lines could be implemented and what resources would be needed to do this (including, for example, course accreditation processes, assessment, certification, teacher professional development requirements);

identify whether an alternative ACE modelled on the IB Diploma could serve a multiplicity of purposes and aspirations, including further training, employment and university entrance (Australian Certificate of Education Options Paper May 2005).

In effect the IB was being considered as a possible prototype for the Australian Certificate of Education (Australian Council for Educational Research, 2006). The features that were highlighted by ACER as making the IB model particularly desirable included its international standing for university entrance across the world, its reputation for academic rigour, its required breadth of studies, and its non-academic core assessed through 'authenticated completion' (p.44)

Significantly, some of the core principles being advocated by interest groups for the National Curriculum are not dissimilar to the IB programmes; these being:

Visionary;

Not the product of compromise and mediocrity;

Allowing for the development of students intellectually, physically and spiritually;

High expectations and rigorous standards;

Evidence-based;

Prescriptive core content and achievement standards;

Cross Curricula competences;

Flexibility;

An agreed nomenclature;
A curriculum that is broad and deep; 
A curriculum that is inclusive; 
Connectivity to wider national agenda.

Teacher PD and resources (Le Duff, G. 2008, pp. 22-33).

The increasing number of IB schools and Diploma graduates in Australia, the gradual infiltration of the IB Diploma into state schools and the important stake that the IB Diploma has in influencing the Federal Government towards implementing a National Australian qualification, all reflect the significance and currency of the Diploma in the Australian educational environment. Unfortunately, the figures show that whilst the uptake of the IB programmes in Australia is strong (In 2011, there are 132 IB schools (Diploma, MYP & PYP) in Australia and in the top 10 IB countries in the world, Australia ranks 4th behind the USA, Canada and the UK (www.ibo.org –Accessed 4th January 2011), this growth is firmly entrenched in the independent schools sector, indicating a persistent trend towards the elitism of the IB programmes. Whilst Doherty (2009), mentions that the

        the local ecology seems to have arrived at a ‘tipping point’ (Urry, 2003),
where if a school is not offering the IB, it will have to, in order to remain in the game of recruiting what are considered desirable students, ‘the value-adding client’ (Ball, 1993, p.8) (p.74),

this has not permeated into the state schools to any significant extent. This is in sharp contrast to the world figures where state or public Diploma schools number 1,109 and independent Diploma schools number 1,083 (www.ibo.org –Accessed 4th January 2011).

By impacting positively on national (state and independent) schools, the IB exerts significant pressure on state systems to match and meet these initiatives, thus the evidence of the genesis of state IB schools such as the Queensland Academies; without doubt a reaction by the Queensland State Government to the positive reception of the IB Diploma in independent schools in Queensland. The figures prove that the Australian public wants quality educational outcomes for their children and the IB Diploma programme meets the most commonly popular standards expected in schools such as academic rigour, successful second language
acquisition, breadth in subjects and a combination of rich content and literacy, numeracy and critical thinking skills. One indication of this desire for quality educational outcomes can be seen in the migration by Australian parents towards high and low fee paying independent schools, even regardless of a school’s affiliation with the IB. The proportion of students attending public government schools had slipped from 70.7% in 1996 to 66.8% in 2006 (Australian Bureau of Statistics, 2007b). This schism is particularly marked in secondary schooling, where government enrolments are now less than 62% of total secondary enrolments. [See Appendix H: p. 260 Enrolments in Secondary Schools, 2001-2006, by Category of School]

As far as uptake of the IB Diploma is concerned, at the present moment (2011) in Australia, there are (only) eleven state secondary institutions that offer the IB Diploma in Australia and another 50 independent Diploma schools. There are no Diploma state schools in New South Wales as the New South Wales Education Department will not give permission for the IB Diploma to be taught in state schools. Despite this opposition, the fact that the IB Diploma is already in place across the country - as the 9th senior national curriculum - gives the programme a legitimate status. The Diploma has widespread independent school acceptance, is a known and proven quantity to a significant percentage of school students, parents and teachers, has the attention, acceptance and respect of all tertiary institutions in Australia and has the acknowledgement of state governments (barring New South Wales) and the federal government. According to Bagnall (2005),

The growth of the education export industry from the mid 1980s has accelerated the acceptance of the IB by universities in Australia in general and Victoria in particular (p.113).

Acceptance by the tertiary sector can also be evidenced through the introduction of special entry schemes for IB Graduates, LOTE and Maths Higher Level incentives (with the potential to upgrade Tertiary Entrance Rankings – ATARs), advanced standing credit arrangements and/or exemption for selected courses,(QTAC Information 2010); (Australasian Newsletter, August 2008); (www.qtac.edu.au/Schools/BonusRankSchemes.html - Accessed 9th January 2011)
It could be argued that the IB Diploma, over its 41 year history, has evolved from being a ‘teachable course, which satisfied university and national authorities and incorporated best practice in teaching’ (Peterson 1997, p.34) to a mature and sophisticated curriculum which incorporates into its curriculum concepts such as the ‘capacity for conceptualisation, curiosity (inquiry-based learning, formulating new interpretations, problem solving and intellectualism, learning to learn; balance and breadth, moral and aesthetic, study of the literature of man (homer faber), creativity, philosophical understanding of knowledge, metacognition and testing hypotheses and making historical judgment’ (Peterson 1997, pp. 34-35). This combination of academic rigour, fostering breadth and critical reflection and educating for moral responsibility has helped consolidate and ‘grow’ the IB Diploma in Australia national (state and independent) schools, mainly because this recipe balances the best of traditional curriculum with modern innovation. It provides a substantial education and gives quantifiable academic results.

Comments from IB Coordinators in the four different schools also suggest that the IB Diploma has impacted successfully in Australian national (state and independent) schools because it enables students to learn about different paradigms (defined as that ‘entire constellation of beliefs, values and techniques shared by members of a given community’) and worldviews (‘those intellectual / normative frameworks through which we filter our experiences of the world about us’) (Bawden 1997, p. 88). The systemic approach of the IB is an advantage to schools in providing this process whereby a student assumes responsibility for their own learning and is exposed to prepositional, practical and experiential knowledge with experience being the core pedagogical cornerstone. The IB Diploma has evolved into an international educational curriculum and that takes a holistic approach to teaching and learning. Walker (2007) defined holistic as ‘a hexagonal model with six component modes of learning: intellectual, spiritual, artistic, moral, emotional and physical’ (p. 1) but stated that this can be expanded further into the belief that there is an interconnectedness of reality and a fundamental unity in the universe, an intimate connection between the individual’s inner or higher self and this unity, and that we can see this unity by cultivating intuition through contemplation and meditation (ibid, p. 1). The rate of implementation of this programme in Australian schools points to the fact that the
IB is the only internationally recognized education systems that has grafted itself successfully on to the Australian national (state and independent) schools.

George Walker (2007) argued that there is a shared sense of a need for a new world order based on an education that reaches outwards and embraces the world view of the ‘other’. However, though the practice of international education is evident in many different kinds of schools, there is as yet no mechanism to build these different pockets of experience into a worldwide system that begins to change the educational landscape, to convert the micro into the macro, to turn the vocabulary into a language of international education (Walker, 2007p.1).

The creation and maintenance of such a mechanism, is the challenge for Australian It is my contention through the comments of the research participants that the progress towards a language of international education in IB schools, may be more advanced in Australia than the rest of the world. This is due to the successful and positive impact of the IB (international education) on national Australian schools, the high level of inter-connectedness between IB schools and finally, the potential for genuine dialogue (between state and independent schools) that the IB presents in the Australian context.

7.2 Dilemmas of the IB in Australia:

My research conducted amongst students, teachers, Coordinators, a Principal and IBO senior personnel advanced a variety of different perspectives about the IB Diploma Curriculum, IB Staff Development and the capacity these two aspects had to significantly change schools. As a general rule, all those who were interviewed, stated first and foremost, that the IB Diploma was a valuable, albeit flawed, education programme in their school. Their significant criticisms about selected aspects of the Diploma programme were:

Prohibitive Cost of Implementing the Programme: Most teachers commented on the way costs involved in implementing the IB Diploma can prevent some schools from taking that step. IB World Schools pay an 'annual school fee' for each programme they are authorized to teach, but if schools offer two or more programmes they pay a reduced fee to reflect their greater commitment.
• Schools offering two programmes receive a 10% discount, which is calculated on the single lowest fee.
• Schools offering all three programmes receive a 10% discount, which is calculated on the combined two lowest fees.

<table>
<thead>
<tr>
<th>Annual school fee</th>
<th>USD</th>
<th>GBP</th>
<th>CHF</th>
<th>CAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma programme</td>
<td>10,000</td>
<td>5,710</td>
<td>13,000</td>
<td>12,000</td>
</tr>
<tr>
<td>Middle years programme</td>
<td>8,400</td>
<td>4,800</td>
<td>10,920</td>
<td>10,080</td>
</tr>
<tr>
<td>Primary years programme</td>
<td>7,300</td>
<td>4,170</td>
<td>9,490</td>
<td>8,760</td>
</tr>
</tbody>
</table>


These annual fees impact on the fee structures in private schools. In addition, there is an expectation that schools send all IB teaching staff to IB workshops at regular intervals. There is even an expectation that a portion of these workshops must be overseas. IB textbooks are expensive and small classes can be an economic burden for implementing schools by way of wage escalation due to the need to hire more teachers to teach these small classes. Teachers who teach particular IB subjects need to be compensated with extra time to do the job well and this can increase staff numbers at a school, thereby increasing the wages outlay. Then there are expectations of international exchanges. Finally, students pay for examination registration - USD 129 per candidate and USD 88 per subject thereafter (IB Handbook of Procedures Section F: Fees). Budgets for running the IB Diploma programmes then need to cater for the annual fees, professional development expenses and significant printing and examination and internal assessment postage costs. Schools need to build into their yearly budgets costs for teacher hire and parents need to pay for examination registration, textbooks, and trip overseas. Both school and parents have significant costs to bear and it is for these reasons that schools need to research and be clear about the reasons for implementation of the programme and the implications of the profit loss statement once an IB programme is underway. A state-funded school would find this overall cost imposition almost impossible unless the state government has singled out the
school as an IB Diploma ‘showcase’ school. With this in mind, it would be
difficult to see any significant growth of the IB programme in Australian state
schools.

Even the IB regional conferences (IB Asia-Pacific in this region) are held in
extravagant regional venues. Understandably, there are costs for the IBO but
unless urgent, creative and innovative solutions are found for some of these costs
the IB will never be accessible for the majority of state-funded schools. The IBO
also needs to reconsider the way in which professional development is presented
and may have to look at ideas that are less cost intensive. One idea is to bring one
presenter to many teachers rather than bringing many to one. This may, however,
have the effect of counteracting the IBO’s idea of international dialogue through
teachers from schools in different countries meeting and exchanging ideas.

**Access to the IB Programmes:** The problems of uneven access and social elitism
endure throughout IBO’s evolving history (Bagnall, 1994; Tarc, 2007) and this has
the potential to restrict the implementation process in Australian national (state
and independent) schools. Access is inextricably linked to cost. Bunnell (2007)
stated that “even 35 years ago Alec Peterson was asking ‘Is the IB an elitist
project?’” (p. 420). Peterson (1972) however also argued that the IB was designed
to promote ‘intellectual elitism’ – an elite of ‘talent and commitment’ – over
‘social elitism’ (p. 17). Tarc (2009) “contended, Peterson’s clinging to the
meritocratic ideal effectively re-affirmed the social stratification he assumed
would diminish through the IB” (Tarc. P, 2009, p. 253). Finally, Remillard (1978)
stated:

> It is therefore apparent that the IB … represents, as a total entity, a
> reaffirmation of social stratification existing in the larger social framework.
> The social ideology of the IB does not contain elements of any new universal
> perspective. Rather the meritocratic ideal to which the IB has adhered
> assumes inequality in the biological, social and political sense of the word.
> Stated differently, the IB program is consistent with the social ideology
> governing capitalist society …. The fundamental difference in the IB
> program when juxtaposed to other educational programs supporting this
> meritocratic idea is that it has chosen to concentrate its efforts on preparing
> the upper echelon of class society for its leadership role rather than focusing
> on the promise of social mobility for the masses(Remillard, 1978, pp.131–
> 132).
The idea of ‘preparing leaders’ as opposed to empowering ‘social mobility’ is a key issue for the IBO to address.

According to Bagnall (1994), the IB Diploma may be seen more as a key that unlocks a potential advantage in an area than the arrival at a destination of advantage. This unlocking of a potential advantage was commented on by IB Coordinators, (especially the Coordinator from Laver School) and the school Principal in one Australian school. Bunnell (2007) goes global and pointed to the example of the state-funded Harrogate Grammar School in northern England in 2004 which spent 30,000 pounds setting up the IB Diploma programme (p.420) on the expectation of a significant educational advantage and equally as an example of cost prohibiting access. The IBO is only too aware of the twin issues of cost and access and has been proactive in research, in recent times, to ascertain degrees of equity, accessibility, euro centric bias and the gap between the theory and the reality (in the implementation). One instance of this strategic planning has been the foray into online offerings of the IB Diploma programme. Bunnell (2008) mentioned the pilot projects involving six schools in five countries and also highlighted the start of a four-year pilot phase involving 75 students from 13 schools across the globe (Bunnell, T. 2008, pp.327-328). The aim is to service approximately 6,000 students via online learning by 2012. Additionally, the establishment of the research arm of the IB (SAGE publications) encourages papers dealing with issues at the chalk face of the IB programmes and the IBO is not afraid to be critical about itself and its directions. As a case in point, the success of the research arm of the IBO in Australian schools is evidenced by its enthusiastic following in Andrews College. Dr Helen Drennen, past IBO Director of Academic Affairs showed the organisation’s preoccupation and genuine concern with the issue of accessibility when she stated that after all the rhetoric, the issue of importance is ‘translating theory into the reality of experience’ (Drennen 2001, p.27), an idea communicated by several of the teachers who were interviewed. The past Director-General of the IBO, Dr George Walker (2001) was also at pains to point out ‘the gross inequality of levels of the human condition that are experienced by different peoples around the world’ (p. 8). He mentioned the
gap between developed and developing countries when he compares Europe to the
Middle East, Africa and South America:

In the Arab states one in four children (10.3 million) is out of primary school, in Europe there is 100% coverage of primary education, 42 million children are out of primary school in sub-Saharan Africa, and 95% of children in Latin America and the Caribbean attend primary school’ (Walker 2001, p.8).

In George Walker’s address to the IB North America (IBNA) annual conference in 2005, he stated, ‘under the present model, the IB will remain a dream for the vast majority of students in the world. In its present state, the IB excludes more than it can ever admit’ (Walker, 2005). In summary, tandem issues of cost and access have, according to the research participants, the ability to curtail any widespread and successful implementation of the IB Diploma on Australian national (state and independent) schools.

**Western-Humanist Focus of IB programmes:** This point, brought up by IB Coordinators, and by one IBO participant, referred more to the perception of the IB programmes rather than the direct effect on Australian national (state and independent) schools. This is because a Western Humanist educational focus would not be significantly at odds with the Australian teaching and learning tradition. It does however have the capacity to affect migrant communities in Australia. The IB Diploma programme grew from a Western Humanist tradition with its promotion of:

Individual talents; responsible citizenship; critical thinking; informed participation (Drake, 2004 p. 191).

Despite its best intentions, the IB curriculum, by imposing itself on other cultural norms may be responsible for perpetuating a more subtle form of cultural imperialism. The IBO is unapologetic (as it should be) in its commitment to its mission statement and to its teaching methodologies in the PYP, MYP and the Diploma. Despite this, it is an unavoidable fact that phrases such as ‘multiple perspective-taking’, ‘open-mindedness’, ‘intercultural awareness’, ‘independent learning’, ‘creative thinking ‘and reflection’, (ibid, p. 195) often however tend to
create tensions within certain traditional cultural cultures. Furthermore, the IB curriculum encourages a style of teaching which ‘stimulates curiosity, inquiry, reflection and critical thinking’ (www.ibo.org – Accessed 20th January 2011). This style creates tensions when foisted on some traditional cultures which may promote ‘fatalism as opposed to proactivism; collectivism as opposed to individualism; and uncertainty avoidance’ (Drake, from SAGE 2004 p. 195).

According to Drake (2004), ‘In some cultures, for instance, uncertainty is often viewed as psychologically uncomfortable and disruptive, and people seek to reduce it and to limit risk by hanging on to the way things have always been done’ (p. 195). In contrast to this, all IB programmes actively encourage critical thinking skills and push the challenging of received wisdoms, including that imparted by the teacher. In many societies, such as in Africa, Japan, China, this open criticism of traditional and accepted wisdoms is deemed unacceptable. A child from these cultures, would experience an ‘inevitable cultural dissonance’ if the teaching from school and home are at odds (ibid, p. 195). This opportunity to question and challenge can bring together profound differences in thinking, such as those of the East and the West. Geert Hofstede considered this in his text *Cultures and Organisations*, when he provided an example to support his claim that understanding ways of seeing and thinking in other cultures is paramount to intercultural cooperation:

> The Western concern with truth is supported by an axiom in Western logic that a statement excludes its opposite: if A is true, B, which is the opposite of A, must be false. Eastern logic does not have such an axiom. If A is true, its opposite B may also be true, and together they produce a wisdom which is superior to either A or B. (Hofstede1997, p.171).

With so much of the focus of the IB curriculum on Western Humanist values there is a real danger of students experiencing a subversion of their traditional values.

Whilst this Western-Humanist aspect is mostly irrelevant in the Australian context, it would seem that Australian teachers (research participants) have a clear perception of this problem in countries close to Australia; mainly in South East Asia. Even within individual schools there is ample evidence that the true aspects of internationalism are being compromised by one culture (usually Western – British, American or Australian) dominating an organization and thereby
suppressing others (most usually the culture of the host country). Canterford (2003) quoted a British headmaster (now retired) commenting about the cultural norms of a so-called international school:

Perhaps non-British candidates were deterred by the prospect of working with a middle-aged, sarcastic, ultra British Head in a school full of other Brits, whose main idea of fun was to insult each other all the time, before playing rugby or discussing the membership of Premier League soccer teams. To survive at the school you had to buy into this culture (p.59).

Not only is the culture within certain international schools, distinctly foreign to the host country, but added to this is the concept of differentiation (discrimination) of wages within these schools, where there are three tiers of payment with expatriates who specifically come from overseas for the job being at the top of the pay and benefits scale, then expatriates resident in the host country and finally local teachers at the bottom of the scale.

Peter Vardy (2006), developed this idea further when he argued that,

fundamentalism flourishes wherever a community feels threatened. Where cultures are not under threat, dialogue becomes possible. Where cultures see themselves as oppressed then dialogue is impossible. Consistent with this view, education should be about teaching about what a particular culture sees as good and what is evil, about what a particular society sees as right and what is wrong, about who ‘we’ see as good and who is bad, about what people can do and what they cannot. The aim should be to inculcaturate the young into the certainties of their own society, into their own truth and to prevent them being corrupted by influences from the ‘they’” (Vardy, P. IBAP Keynote Address, Hanoi, Vietnam, 2006, p.4).

According to Vardy, Confucianism, the individual being enmeshed in relationships and the concept of Xiao or filial submission, all stand in stark contradiction to the open criticism of traditional and accepted wisdoms as emphasized in the curriculum of the IB Diploma (ibid, p.5).

Confucianism can then be argued to give rise to ‘Asian Values’, making a distinction between western values which emphasise the individual at the expense of the community. Asian values emphasise the importance of relationships and the good of the State and have been argued to foster authoritarian regimes which maintain stability in an area where democracy may not be considered appropriate.
Vardy (2006) quoted Kishore Mahbubani, who defined Asian values as “attachment to the family as an institution, deference to societal interests, thrift, conservatism in social mores, respect for authority” (p. 5). Vardy (2006) argued that by invoking Asian values, authoritarian governments are said only to be providing their people with what they want. Some in Asia argued that westerners had confused ideas rooted in their own traditions (about individual freedom and liberal democracy) with universal truths. Asians, however, stick to eternal verities forgotten by western countries in their headlong pursuit of individualism, and their descent into a morass of broken families, drug-taking, promiscuity, mud-slinging and violence (p.5).

Finally, the nature of current discourse on international education is often a discourse characterized in the main by the western (developed) world talking to itself and demonstrating an unwillingness or inability to fully engage with the relevant perspectives and demands of colonial/post-colonial discourse. The very foundations of the debate about the Western Humanist bias is generated by academics, researchers and IBO personnel who are part of the problem themselves and a genuine solution may not necessarily be in their best economic interests. Their solutions (like those of George Walker) approach the issue from the perspective of solving the problem with their solutions. In this approach there is the tendency to ignore or not to recognize the historical and contemporary realities of our cultural ‘others’.

This dilemma creates huge challenges for the IBO in trying to bring its programmes to all cultures. It is not enough to simply superimpose the standardised IBO Programmes onto education systems in cultures that do not share the basic precepts of religion, tradition, ritual, family interaction and respect for elders. To do this would be to ensure that students will be getting mixed messages; one from their home and cultural life and one from school. In many geographical areas one can find differences between the mission of the IBO and the accepted wisdoms of traditional cultures. This is one instance where the quality-control aspect of the IB programmes with consistent standards across the world (the Big Mac or Coke dimension of the IB programmes as stated by Cambridge and Thompson (2001)), can be a negative influence as it disregards or overrides the geographical and socio cultural values of different cultures. Neither
is it common sense nor long term visionary planning to graft international high fee paying independent schools teaching the IB programmes, onto the geography and culture of a non-western country (as is the case in numerous international schools) as this helps to perpetuate the sense of western elitism and even divide that particular country into non-western elites and those who are marginalized. This is the case with so-called (privately owned) international schools in countries like India, where the IB programmes are sought after for the status it brings to the school and not necessarily for its educational pedagogy. One IBO member who was interviewed referred to international schools, as ‘exclusive institutions, often isolated privileged oases surrounded by economic deprivation’. In its current status, the IB Diploma programme could be seen as a curriculum that fights the ‘Cold War’ by other means; that is by “buying the support of the ruling class of a poor country by education the children of its political and economic elite” (Cambridge and Thompson. 2004, p. 166) or as Rohrs (1970), calls it, “the abuse of international education for nationalistic missioneering” (p. 125).

Quist (2005) adds to the debate on the role curriculum plays in the post – colonial discourse following independence from colonial powers when he stated:

I think of the nature of current discourse on international education. This is often discourse characterized in the main by the western (developed world) talking to itself and demonstrating an unwillingness or inability to fully engage with the relevant perspectives and demands of colonial/postcolonial discourse. The end result is a conversation in which the much larger majority world (described variously as ‘underdeveloped’ or ‘developing’ or ‘The Third World’) is, at worst, largely absent or, at best, hanging rather perilously on the periphery” (Quist, I. 2005 p.5).

In the end, it simply may not be possible to preserve the structural status quo, maintain academic quality and cater to the differences in all cultures; all in the one programme. The IB, as a system designed to overcome some of the negative impacts of globalisation and to empower young people to be agents for positive global change, is seen to have immense value as indicated by teachers and students. The problem as always lies in the reasons for implementation of the IB programmes, the integrity with which schools implement the mission of the organisation and the way the IB can alter itself to be acceptable to other cultures without seriously compromising itself.
These issues have relevance to the Australian Experience and thus to this thesis in that Australia is increasingly a multi-racial society with a significant Muslim minority which has different social mores and values to the majority and also in that there is an increasing gap in education between privileged schools and schools which remain underfunded. Thus whilst the IB may impact successfully on selected national (state and independent) schools in Australia, its effect on state schools in culturally diverse areas may be uncertain.

**Curriculum Issues:** There were a myriad issues expressed by the teachers being interviewed that had to do with what they felt were shortcomings in the structure of the Diploma curriculum itself, which had the potential to restrict effective and successful implementation of the IB Diploma on national (state and independent) schools in Australia. These were not seen as terminally serious in that they could be addressed in relatively straightforward ways via curriculum reviews in subject areas and in assessment policy. Items mentioned by teachers were:

- The 30/70 Internal Assessment / Examination balance (which gave inadequate credit for the internal assessment work completed over the two years and attached too much significance to one set of exams);
- The paucity of opportunity for creative tasks in IB English (where there was limited opportunity to explore the creative side of English, the focus being mainly on formal commentary and examination essay writing);
- The ‘tiredness’ of the IB Science courses, although there was divided opinion here (where it was felt that the high emphasis on content lead to far too much rote learning with a resultant malaise in the Sciences);
- The minimal focus on the Arts areas in the Group choices (where there is no real compulsion to select one of Music, Visual Art or Theatre Art in the six subjects thus contradicting the ideals of the IB as far as breadth is concerned);
- Inconsistencies in the marking of internal assessment work;
- The inadequate information provided in the expensive Enquiry on Results procedure;
- Inadequate training and mentoring of markers.
Positive aspects of the Diploma programmes:

There were a number of common positive items that were touched on by the groups that were interviewed. These are as follows:

**Academic Quality:** Dr. A. mentioned the value of the challenge that the IB Diploma brings to students and the resilience that this striving creates; referred to as ‘positive stress’. The IB Diploma curriculum encourages a style of teaching which ‘stimulates curiosity, inquiry, reflection and critical thinking’ (www.ibo.org – Accessed 20th January 2011). It is predicated on the idea that learning must excite and stretch and challenge. With a quality education comes the ability to differentiate between information and knowledge and this ability remains a distinguishing factor between those who have a quality education and those who do not and thus separates those who are empowered from the marginalised.

**The Positive Effects of the Combined Outcomes of the IB Diploma:** The requirements of the IB Diploma, taken in isolation, can find parallels in other systems of education. It is in the combined outcome of all the elements that make a significant difference and leads to the acceptance of the Diploma by students and Teachers. The aspects identified by those interviewed were:

- Study across a broad and balanced range of knowledge domains including languages, humanities, science and technology, mathematics and the arts, drawing on content from educational cultures across the world;
- Giving special emphasis to language acquisition and development;
- Providing opportunities for engaging in trans disciplinary learning;
- Focusing on developing the skills of learning, culminating in a study of the Theory of Knowledge in the Diploma Programme;
- Providing students with opportunities for individual and collaborative planning and research with one aspect being the Extended Essay;
- Including a community service component requiring action and reflection.

**The development of critical mass of IB teachers within a school:** The development of critical mass of teachers through their participation in the IB
Diploma workshops was a decidedly positive aspect of the IB Diploma as revealed. One teacher named three positive aspects of the IB as being ‘the chance to travel, teach literature and dialogue’. The IB Professional Development courses were described as “energising”. The IB had ‘much more of a sense of community of teachers in the IB. You go to IB conferences and people are excited about learning and it’s stimulating and it’s fantastic’. The Head of Humanities was convinced that he had benefited from the compulsory professional development of the IBO. This ‘amazing combination of ideas and input’ at conferences is vital, according to him, in that is contributes towards keeping teachers enthusiastic and passionate about their teaching area and their profession. The Head of Business argued that the IB professional development workshops where staff were brought up to speed on international trends, had been invaluable to her teachers. Finally, the Assistant Head of Science stated that having being exposed to staff internationally now, teachers of the IB at Andrews College, seemed to ‘think outside the box a lot better’. He was convinced that IB PD is an exceptional method of developing teacher quality which not only benefits the IB classes that the teacher has but also extends to the non IB classes, thus benefiting both IB and non IB students and developing overall improved educational outcomes such as increased knowledge base in particular subjects, more exposure to pedagogies and teaching methodologies in schools in different parts of the world, and improved dialogue with teachers in schools other than similar independent schools in one’s local district via the IBO’s Online Curriculum Centre (OCC) site.

The value of the IBO mission statement and the learner profile: Underlying the three IB programmes ‘is the concept of education of the whole person as a lifelong process’ and ‘the learner profile is a profile of the whole person as a lifelong learner’ (IB learner profile booklet, IBO March 2006, p. 1). Through this learner profile, the IBO deliberately sets out to provide schools with a detailed set of guidelines by which each school can monitor their progress on the continuum towards internationalism. This profile reflects ‘the IBO mission statement translated into a set of learning outcomes for the 21st century’ (ibid, p. 1). The official IBO learner profile booklet states that these profiles are ‘the values that ideally should infuse the culture and ethos of all IB World Schools’ (p. 1) and that the learner profile ‘provides a long-term vision of education’ with ‘a recognizable
common educational framework, a consistent structure of aims and values and an overarching concept of how to develop international-mindedness’ (IB learner profile booklet, IBO March 2006, p. 1). Bunnell (2010) presents a more realistic perspective on the Learner Profile when he says that in “spite of its [the Learner Profile] universal outcomes, [it] continues to involve a diverse set of children within a complex set of emotional and cultural forces” (p. 354), referring to the idea that not all cultures are suited to the concepts advanced in the Learner Profile. These values, however, were suggested as valuable outcomes to strive for by the participants who were interviewed and it was also suggested that the Learner Profile would significantly affect the way a school changes after implementation of the IB Diploma. This is because schools are encouraged to ask questions about the educational experience in their own environment such as:

Is it possible to create more experiences and opportunities in the classroom that allow students to be genuine inquirers?

How much attention do we pay to how students interact with other students in group-work activities?

Could we give more time to helping them work effectively as part of a team?

Could we create more opportunities to discuss the ethical issues that arise in the subject(s) we teach?

How well do we model empathy, compassion and respect for others in our classrooms and around the school?

In formative assessment tasks, do we provide students with enough opportunities to take intellectual risks, and then support them in taking such risks?

To what extent does the range of assessment strategies we use meet the diverse needs of students and encourage creative and critical thinking?

Can we provide time for students to reflect on an assessment task and what they have learnt from it?

What aspects of student development do we report on?

Do all our teachers see themselves as responsible for the nurturing of lifelong learners?

What is the quality of interaction between students and teachers around the school?

Does the structure of the school day and the schedule facilitate the development of the learner as a whole person?
Are support structures in place to oversee the personal, social and emotional welfare of students, as well as their academic development? (IB learner profile booklet, IBO March 2006, p. 9).

Walker (2007) is convinced that the challenge for educators is to bring together the ‘different pockets of (international) experience into a worldwide system’ and to ‘turn the vocabulary into a language of international education’ (Walker 2007). The aim of the IBO is to utilize the learner profile as the vehicle to achieve this unifying aim. The learner profile provides a reference point from which schools can chart their own educational directions and have a ‘shared vision’ for teaching and learning excellence. According to the learner profile booklet, ‘for most schools this will not mean starting from the beginning, but may involve a refocusing of attention, creative thought and resources’ (IB learner profile booklet, IBO March 2006, p. 1). This process has the capacity to ‘radicalise’ and reinvigorate national (state and independent) schools in Australia and as a result impact successfully on implementing national (state and independent) schools. In order for this to happen, national (state and independent) schools will need to return to their roots, to their mission statement and to the strategic reviews they may have in place and go through a process of whole-school (teachers, administrators, school council, parents and students) reflection and analysis. The question they need to ask and respond to with a sense of vision is;

To what extent do our philosophy, our school structures and systems, our curriculum and units of work enable students, and the adults who implement the programmes, to develop into the learner described in the profile? (p. 1).

This does not mean that all IB schools in Australia need to look and feel the same. Even within the relatively small geographical space of Australia, there is room for variation within a broad set of parameters. Lingard (2000) refers to this as ‘local manifestations of global policy’ (p. 85) meaning that whilst the big picture on what are the essentials in education are agreed to on a global (Australia wide) level, there is room for manoeuvre in order to accommodate local and regional needs. Lingard calls this ‘Vernacular Globalisation’, or ‘the generative intersection of micro narratives, cultures and histories with the effects of globalisation’ (ibid, p. 85). Australian schools that follow this process with integrity, it could be argued,
will experience effective and positive school change; will ‘turn the vocabulary into a language of international education’; and will also manage to keep intact their own sense of regional and local identities.

In summary then, the views of the students, teachers, Coordinators, the principal and IBO administrators, were largely in agreement about the contentious issues in Australia and internationally – being; high cost, inadequate access, a Western-Humanist focus, assessment imbalance, course predictability, inadequate arts focus, marking inconsistency and inconsistent mentoring and training of markers.

As positives, they agreed on, academic quality, breadth, compulsory language study, critical reflection, development of research skills, community service and artistic endeavour, teacher development, and the value of the mission statement and learner profile for school agenda setting.

7.3 The IB Diploma and Change: Students, Teachers and Schools

The Student: The composition of the IB Diploma curriculum has the capacity to empower students to decide the nature of their internal assessment projects to a significant degree. This handing back of the decision making process frees, empowers and matures students. It was one aspect that was identified positively by students who were interviewed. It can also however cause students to come undone if they do not discipline themselves. The nature of the IB Diploma curriculum is a delicate balance of academic intensity with all-encompassing finals examinations at the end of two years worth up to 70% of the course assessment and personal development as characterized by the CAS programmes where students are compelled to explore their creative side, engaging in challenging physical activities and finally contribute to society through the act of giving back to the community through acts of service. With the breadth in subject choice, students are once again compelled to see that learning can take many forms such as the inquiry-based research of the Sciences, the rote learning of the languages and the independent research of the Extended Essay. With the Theory of Knowledge students are urged to interrogate the nature of knowing and ‘take an intellectual scalpel’ even to the most accepted and ingrained wisdoms. The
ultimate ‘product’ at the end of the two years of study should be a young adult who has:

Been academically challenged;
Taken responsibility for setting their own learning and assessment agenda;
Been afforded insight into the different key learning areas;
Come to appreciate other cultural paradigms and worldviews through the study of a foreign language and through the international emphasis in all subjects;
Taken themselves out of their comfort zone through participation in creative and physical activities and through community service;
Learned how to be a discriminating and thoughtful learner / participant via the Theory of Knowledge (TOK);
Started to come to grips with the basic elements of higher learning via research and self disciplined planning and writing in their Extended Essay project.

**Teacher:** The IB teacher, provided he or she is an enthusiastic supporter of the IB Diploma or not change resistant, has as much to gain and give back as the IB student. Primarily, the change to the IB teacher is one of attitude from provincial and national to international. Much was said by teachers who were interviewed, about developing critical mass in IB workshops, dialoguing with other IB teachers in other parts of the world and increased career opportunities. From the interviews with teachers there was significant agreement that IB teacher Professional Development does lead to an increase in a teacher’s professional knowledge in their subject area which has the capacity to lead to positive shifts in teacher practice which then has a positive impact on student achievement. The final observation is that the richer the quality of the learning community (as a result of IB PD) the higher the student achievement. The teacher who were interviewed agreed that the most value for the IB teacher is a personal one where he/she is allowed the opportunity to explore learning with the students in a less crowded assessment environment and grow in that subject area and enhance the learning relationship with their students.
Chapter Seven

The School: Sen (2001) refers to the IB Diploma programmes as ‘an agent of cultural change’ (p 7). He analyses the changes in schools adopting the IB, using three components: ‘…artifacts, espoused values and basic assumptions’ (ibid, p 7). By artifacts, Sen refers to the ‘…visual or empirical manifestations of the school’ (ibid, p 7) or the day to day measurable changes adopted in teaching pedagogy, subject focus, assessment and reporting due to the implementation of the IB Diploma. This component represents the articulation of the school’s artifacts and espoused values at the ground level of curriculum delivery. These also incorporate staffing and staff professional development strategies adopted due to the implementation of the IB Diploma. Teachers who were interviewed acknowledged these changes ‘at the ground level of curriculum delivery’ not only for students talking the Diploma but also for other students due to the manner in which the expectations of the Diploma in terms of curriculum delivery had the effect of leading to change in curriculum delivery in the Queensland OP courses. In terms of professional development strategies, teachers acknowledged that IB workshops had in turn led to rethinking strategies for the effective delivery of learning from teachers to students. By espoused values Sen means ‘…the school’s published goals, declared strategies and philosophies…’ or ‘…the reasons people give for doing what they do…’ (ibid, p 7). These espoused values change with the consolidation of the IB in the school. The Principal of the IB school noted that due to the expectation by the IBO that his school had changed its mission statement to reflect the presence of the IB in the school. National (state and independent) schools that implement the IB programmes are forced to look long and hard at their ‘espoused values’ and change these values to fit the ideals of the international and global outlook of the IBO. These first two changes as described by Sen, usually occur as a result of the necessary shifts that a school is compelled to undergo in the process of becoming an IB school. The end result is a school that looks, feels and acts differently prior to the process of internationalising itself. For basic assumptions, Sen refers to ‘the unexpressed premises of what is done in the school and the ways in which it is done’ (ibid, p 7). This component could be seen as the ‘unexpressed’ nevertheless generally accepted understanding of the way things are done at the school and why they are done this way. This unexpressed premise, intangible though it is, is vital in the smooth functioning of the school and undergoes a significant alteration due to the introduction of the IB programmes.
The unexpressed premise – what is done and why it is done – can be interpreted and understood as change at the deepest level of the school. Sen concludes by suggesting a way by which the IB programmes can be utilized in countries in a non-elitist way, through a process of “nationalizing” of the programme:

Unfortunately, the IB Diploma Programme in its present form can address the needs of only a tiny minority of students in this country. Hence my second and somewhat more controversial suggestion is that the IB can be nationalized. I say this not in the sense of the state taking over its assets. By nationalizing the Diploma Programme I mean modelling a secondary school diploma on the lines of the IB by borrowing and modifying certain aspects from it so that it can have a useful impact on public education in this country (ibid, p. 9).

Teachers from Andrews College spoke enthusiastically about the capacity that the IB Diploma has to change schools at this deepest level and indeed at the ‘ground level’ and in term of ‘espoused values’ too. Their comments agreed with Sen’s comments about the IB being an agent of cultural change’. Doug said that the ‘educational experience at Andrews College is currently more holistic due to the IB’ and the IB had added ‘a sense of attractiveness and mystique to Andrews College which makes parents from other schools curious about the IB’. He observed that (post IB implementation) the students ‘have a greater sense of responsibility for their own learning and this helps effect positive school change’. Doug stated, ‘It is not just about the final mark, not just the destination but equally as important is the journey’. He remarked that the school is now ‘more holistic, more integrated in the sense of the entire education process’. To him the education process at Andrews College had become ‘less ad hoc’ and a ‘more fully-rounded, holistic education experience’; especially with the formalisation of aspects like Creativity, Action and Service (CAS), education has become more ‘broadminded’ and more ‘community minded’.

In response to a question about the unique aspects of the IB Diploma, the German language teacher interviewed, Nan had said:

The higher profile given to languages, the emphasis on activities to develop the person as an individual, equipped to cope in the modern world, a greater awareness of other countries and systems.
Nan acknowledged that there was now a greater ‘multicultural awareness, more trips and exchanges, more cultural exchanges and increased propensity for coming to understand the way different cultures deal with different aspects of life’, which in turn ‘breaks down cultural barriers’ and helps widen a student’s worldview. According to her, this has lead to a more open and culturally accepting adolescent and in effect, changed the ethos of the school quite dramatically. Prior to the introduction of the IB Diploma, Nan said that there was ‘minimal staff exposure internationally, with some staff intolerant of pupils and teachers speaking other languages at school, apart from in the classroom’. This was supported by Seb (Head of Music) who agreed that the IB Diploma ‘creates awareness’ amongst students and ‘gives the school a definite sense of difference, thus ‘creating a sense that the school values and recognises all cultures and opens eyes to indigenous cultures’.

7.4 The Influence of the IB Diploma in the Australian Context

The IB programmes in their entirety (with an emphasis on the Diploma) have contributed to the education debate in Australia in a variety of ways. In the preceding sections of this concluding chapter, the positive and problematical aspects of the IB Diploma – according to the response of those interviewed participants – have been summarised and the ways in which students, teachers and schools have been affected have also been explored. Through these changes the IB Diploma has left a lasting legacy in Australia and has impacted significantly on national (state and independent) schools.

The IB Diploma has raised the level and quality of the education debate in Australia and especially has been instrumental in highlighting the need for a National Australian Secondary qualification. The IB Diploma has also exerted pressure on state systems to reflect on and scrutinize the overall quality of their own product; with inevitably positive outcomes. It could be argued that differentiation in breadth verses specialization in the subject selection for Year 11 and Year 12 students, compulsory study of a foreign language, the embedding of international components and outlook in all subject areas, academic integrity, the provision of the potential for creating a moral compass for schools through the
IBO mission statement and Learner Profile and improved opportunities for teachers have compelled state systems to reflect on their own systems and improve them.

7.5 Future Directions for the IB Diploma in the Australian Context:

On a global scale, Walker (2007), acknowledged a ‘global desire for change’ deriving from a clear dissatisfaction with the status quo in a world situation characterized by tensions between cultures and religions, and by wide economic disparities. Against this background, he argued that, the ‘vocabulary of international education’ acquires immediacy as ‘the only practical hope ‘for our world. There is effectively in place, and widely spread across the nations, a sense of a need for a new world order based on an education that reaches outwards and embraces the world view of the ‘other’ (Walker 2007).

The problem in Australia is different in a matter of degrees in that whilst the disparity between the haves and the have not’s is not on the scale of other countries, nevertheless, there is a real and growing disparity between the wealthy, high fee paying, independent schools and the majority of state-funded schools in terms of resources, infrastructure, academic results, levels of discipline, teacher retention rates and morale and general wellness of the school environment. Even in a developed nation like Australia, in terms of educational parity, there are wide economic disparities. The vast majority of Australian schools which offer the IB Diploma are exclusive, high fee, university entry focus, with a largely homogenous, privileged population; an enclave within a nation. This structure creates a culture within a culture, somewhat similar to the idea of the privileged international school in developing countries which cater to expatriates and the wealthy (English speaking) local minority. It is possible to argue that programmes like the IB that cater to privileged students in high fee paying schools (in Australia in this particular instance), can consolidate the sense of class consciousness that may already exist in this environment, and this class consciousness can, according to Bunnell (2010) take two forms;

It can be an act of realizing economic advantage, or it can be an act of realizing emotional aspirations. Put bluntly, it can be a process of making
money’ or ‘making good’. The formation of a ‘class-for-itself’ does not necessarily have to be a self-seeking economic concept and can instead involve an aspiration for social progress (p. 354).

One would hope that the impact of the IB on national (state and independent) schools can and will apply to the latter of these two ideas and be “an aspiration for social progress” thus leading to a positive impact of the implementation process in Australian national school.

Although the practice of international education is evident in many of the IB implementing schools in Australia, there is as yet no valid mechanism ‘to build these different pockets of experience into an Australian system that begins to change the educational landscape, to convert the micro into the macro, to turn the vocabulary into a language of international education’ (Walker 2007). What is needed is a system of productive collaboration among the growing number of players in the field (independent and state) ‘to develop and share a language of international education’. Perhaps this productive collaboration will eventuate as a result of the similarities in curriculum structure in IB schools, and the increasing dialogue between IB state teachers and IB independent school teachers? This productive collaboration between disparate educations systems leading to a likeminded view of internationalism could be a future positive consequence of implementing the IB programmes in national (state and independent) schools in Australia.

In looking to the future, the IBO is conscious of the strengths and more importantly, the frailties of its system. Its vision for 2020 is indicative of its desire to address the problematical issues and consolidate the positive aspects of the programmes. In its vision for 2020 there is an aim to make the IB, more receptive (of criticism), more inclusive, more accessible, less costly, more accountable, more dependent on likeminded funding sponsors, less oriented towards governance by a homogenous cultural status quo and more focused on ‘encouraging diversity of gender, culture and geography’ in its governance structures (IB Annual Review 2007). The effect this could have on the Australian experience is to make the IB more accessible to schools (state and low fee paying) that otherwise may not be able to afford the programmes thereby increasing the
number of national school implementing the IB and also making the implementation process less stressful.

These aims can hopefully be achieved by, simplified legal and tax structures, new more representative Regional Councils, more gender and culture diverse governance structures, a commitment to fund raising and greater accountability and transparency via the creation of a position of an ombudsman (IB Annual Review 2007). [See Appendix J: Diverse External Factors Affecting Functioning of the IBO Page 262].

The IBO recognises that there are diverse external factors that can and do affect the functioning of the organisation in the 140 countries that it offers programmes. The IBO is looking seriously at the issue of broadening access through pushing state-funded IB schools across the globe. The hope is that this will be initiated through the Aga Khan Development Network in Africa, South and Central Asia, and the Middle East where the Aga Khan Academies will ‘select students of promise, good character and serious intent, regardless of a family’s ability to pay’; special projects in conjunction with governments in Ecuador (a state school with the IB in each of the 22 provinces); the simplification of the IB Diploma implementation process in Costa Rica; a process in Nova Scotia, Canada where the aim is to have at least one IB Diploma school in every school district and special Academies in Queensland, Australia (IB Annual Review 2007). These are small beginnings but they represent a start.

Despite only the incremental progress of the IBO towards dismantling cost issues and elitist perceptions, international education via the IB (in Australia and the world) has the potential to be a suitable alternative to the economic rationalist post-Fordist world whose mantra is efficiency and ethic of cost benefit, students as human capital, as consumers, education as a product, outcomes to be empirically tangible and subjecting schools to the discipline of market competition. Additionally, international education via the IB Diploma programme has the potential to affect globalisation in a positive manner simply by the quality of the students it turns out. These exiting IB Diplomates, ‘could be better equipped with
aspects such as the development of the human soul, self-motivation, self-actualisation and self-empowerment’ (Burbules and Torres, 2000, pp. 158-159).

In direct contrast to this however, the IBO, across the world and in Australia, has to guard against allowing the academic, tertiary entrance, internationally bench marked marketable qualities of the IB Diploma (and the other two programmes) to subsume the sum total of an IB education. This is difficult to resist in that there is a need to trumpet the value of the IB Diploma in achieving excellent results and accessing quality universities as it is constantly being compared with state systems. The delicate balance of the pragmatic aspects and the philosophical concepts must be maintained for the IB to achieve maximum gain; nowhere more so than in Australia. The degree of this balance can and will impact on the quality of the uptake of the IB in Australia. There is also the additional danger that the IBO, even with its initiatives to provide greater access to its programmes to those who cannot afford it, will simply define itself as an educational system for educating (indoctrinating?) the elites of nations across the globe and the elites in Australia thus creating a hegemony that spans national boundaries and interests and becomes a sort of secret fraternity. According to Wylie (2008),

International education has ideological and pragmatic intentions that are often in tension. Ideologically, international education espouses global civil society, yet in national and international contexts it is often the hegemonic interests of an elite class that are served (p. 14).

This is nowhere more relevant than in the Australian educational context. Possible consequences of this process of creating a hegemony are the loss of importance of national loyalties, the lessening impact of regional communities and the lessened sense of belonging to a geographically or proximally situated group. Added to this is the loss of effectiveness of a standardized IBDiploma programme which would not serve local needs. Despite this, it would guarantee the IB success as a brand of distinction, as it inevitably delivers high-achieving graduates from its selective intake. According to Doherty (2009),

It seems ironic that the forceful, prescriptive charter of the IB curriculum has become a symbol of choice in Australian market dynamics, but such is the contradictory nature of the neo-conservative and neo-liberal alliance dominating educational environments. By having successfully embedded
itself in pockets of advantage around Australia, it can now be opportunistically promoted to occupy or exemplify the imaginary space created by the political debates around a national curriculum. Its traditional, establishment sensibilities around assessment practices resonate with the political zeitgeist with its neo-conservative, retrospective orientation, and offer a palatable, ready-made 'solution' to the 'problem' of state 'monopoly' curricula. However, the IB brand of distinction may well suffer if it becomes too popular and too widely spread (Doherty, C. 2009).

Doherty (2009) projects a tangible paradox of the IB programmes; that of popularity leading to loss of distinction and loss of a unique brand. At present, it is this unique (some would say, elitist) brand name that enables it to flourish in the independent and selective state sectors.

In the 21st century, in Australia and the world, the IB has to walk the fine line between being in the world yet not being part of it. It cannot allow pragmatism to overwhelm vision and idealism however rational and appealing this may seem to be at the time and yet at the same time the idea of a pragmatic school qualification that gains entry into university is essential if the IB is to survive and prosper. This is a real danger with the imminent advent of international schools (as opposed to national (state and independent) schools) about to start in Australia. These international schools will only enrol overseas students, offer only the IB Diploma, have students only from years 10 to 12, and charge very high fees effectively making them elitist and very much like so-called international schools in South East and Far East Asia, Africa, and the Middle East; international schools that George Walker described as ‘exclusive institutions, often isolated privileged oases surrounded by economic deprivation’.

The education that the IBO provides can be the effective and humane response to the destructive fundamentalism of this world but at the same time it must not be allowed to descend into relativism. Michael Pasternak (1998), in Is International Education a Pipe Dream? A Question of Values, contends that ‘global education creates a ‘watering down’ of cultural differences and reduces the individuality of ethnic groups’ (p. 260). Pasternak asserts that the answer to this problem lies in ‘finding a balance between observing the common elements of cultural identity and recognising the characteristics that make each culture unique’ (ibid p. 260). He argues that ‘to neglect part of this problem results in, on the one hand, a relativism
which denies the very possibility of intercultural understanding, or, on the other hand, a superficiality which emphasises folklore and the bizarre’ (ibid p. 260).

The Irish poet, W.B Yeats expressed the present problem eloquently in his poem ‘The Second Coming’

Turning and turning in a widening gyre,
The falcon cannot hear the falconer;
Things fall apart; the centre cannot hold;
Mere anarchy is loosed upon the world,
The blood-dimmed tide is loosed;
And everywhere the ceremony of innocence is drowned.
The best lack all conviction, whilst the worst
are full of passionate intensity.

W.B. Yeats

The final two lines of this excerpt from the poem express the fine balance that the IB must maintain:

The best lack all conviction, whilst the worst / are full of a passionate intensity.

Yeats was pointing forward to our present world where there is an increase in both relativism and fundamentalism and the IBO needs to think about how to address the issue where those with the most potential (the best) are so disillusioned with the world that they ‘lack all conviction’ whereas ‘the worst’ are indeed ‘full of’ the worst form of misguided ‘passionate intensity’.

7.6 A Final Comment:

The purpose of this thesis has been to examine the effects of scaffolding an international system of education onto already established national (state and independent) schools in the specific and particular historical and cultural context of Australian society. It has elected to do it by breaking the research up into two distinct areas. These are a literature study of the growth and history of the IBO
and a research study (utilising the information from five schools) of the capacity of international education has to radicalise and reinvigorate schools through changes to school curriculum and development and re-prioritising of teachers’ critical knowledge mass and teaching skills. This information has served to shed light on the problematical and positive areas of the IB Diploma, the legacy it has left in Australia and its future in Australia.

From the literature studied and from the primary information obtained via research from the active participants, it is clear that:

Curriculum has significantly metamorphosed in terms of academic quality (output and international benchmarking) and holistic curriculum development (from the theory, to the practical to the lived experience) in implementing national (state and independent) schools (ironically, this change is radical in its conservatism);

Teachers have benefited through high quality knowledge input and re-learning teaching methodologies via IB workshops;

Teachers have matured as partakers of education as a result of establishing an enduring dialogue with fellow educators from diverse parts of the globe;

Teachers have been empowered in career opportunities;

National (state and independent) schools in the Australian context have the opportunity to experience wholesale change due to the shifts in curriculum and development of teachers, represented by growing a uniquely more complete senior school student at the end of their twelve year experience (once again this is tempered by the academic tertiary entrance focus of the IB programme to the exclusion of all other types of learning);

National (state and independent) schools in the Australian context have experienced significant directional changes to the mission of a school (in the process making these schools more international) represented by the more practical strategic objectives of the national school;

The value of the ‘moral compass’ of the IB mission statement has been a powerful catalyst for positive change in schools;
The potential for real dialogue between independent schools and state schools (with the common bond being their use of the IB Diploma programme) has increased;

Parents of students in Australian schools that offer the IB programmes are ‘willing to accept the ideal of an ‘international education’ and ‘internationalism’ but only for as long as the education delivers a ‘hard currency’ at the end of the day’ (Canterford, G. 2003, p.64) that being entry into tertiary institutions in Australia and into the elite universities of America, the UK and Canada;

The IB Diploma has added an alternative if ‘radically conservative’ (Apple 2001 p. ix) dimension to the national educational debate;

The unique experiment of the IB in Australia existing alongside state systems seems to have arrived at a 'tipping point' (Urry, 2003, p. 53), where if a school is not offering the IB, it will have to, in order to remain in the game of recruiting what are considered desirable students, 'the value-adding client' (Ball, 1993, p. 8), thus adding to the elitist perception of the IB Diploma.

The future of the IB in Australia whilst seemingly securely occupying a niche market, is mainly an attractive programme for wealthy independent schools‘recontextualised locally to serve middle-class strategy’ (Doherty, 2009) and needs a significant push by state governments into state schools and a possible reconfiguring by the IBO if it is to shed its elitist image and reach out to the majority of Australian school students and teachers with the positive consequence of creating an enduring and genuine international vocabulary in Australian schools. Paradoxically, the IB curriculum may need to change from its combination of rigour, university entry focus, canons, languages, pure sciences and external examinations if it wishes to appeal to other student markets but then it would also lose its unique branding. This in itself represents a complex paradox for the IBO as diluting or shifting the academic emphasis of its curriculum may enable more students of lower academic abilities to do the Diploma but will simultaneously result in depowering its academic ‘difficult – challenging’ image; the very thing that makes it so popular.
Tarc (2009) referred to the classic and enduring ‘tensions’ of the IBO in its early years:

The term ‘international understanding’, on its own, was under tension as an educational aim in a historical period when a dominant purpose of schooling was to produce loyal national subjects. The educational ideal of IB as a progressive education of ‘the whole person’ was in tension with the need for IB to have internationally acceptable standards for university entry. And the ideal of IB representing a modern, forward-looking model of schooling oriented to making a more peaceful and humane world in a historical period of democratization became strained where IB was effectively used by a social elite. These three examples signal the core tensions of the ‘international’ of IB in the founding period. Progressive modes frame learning as (more) intrinsic, as both means and ends, while traditional schooling tends to structure learning as a means to an end; for example, as enabling access to the next level of education. In the context of IB, the desire to provide a liberal education of ‘the whole person’ was enabled but also constrained by the demands of developing a diploma of acceptable standards for university admissions in multiple countries (pp. 239–240).

This tension of preserving the idealistic liberal education based on the development of the whole person with the need for academic currency for the IBO programmes to succeed is one overriding area of concern in the future planning of the IBO.

The IBO occupies an unusual position in regards to the idea of the rethinking of neo-liberalism. On the one hand the IB is recognised as a credible and positive counter to the excesses of globalisation and is said to offer a rigorous, holistic curriculum that benefits students from all cultures, and yet on the other hand, it has also been accused of propagating an elitist, western-humanist curriculum. The IBO has elements of neo-liberalism and yet at the same time is anxious to avoid the perception of elitism and paternalism. It is my view that the IBO is - however - supported by middle class well-to-do educationalists in developed countries such as Australia, and enthusiastically encouraged by the elites in developing nations.

The IBO through its programmes is representative of the quandary that international education systems find themselves in. Any global system of education that professes or claims to be equipped to serve all the needs of all students across the globe is in danger of hubris and consequently in danger of losing it potency. It can however be good at what it does, specifically, and that is to provide a rigorous,
challenging and holistic system of education that can bring diversity and choice to the national educational landscape of any nation. The IB is both the best counter to the negative effects of globalisation and is at the same time elitist and paternalistic in the best western-humanist traditions, “relying on assumptions of identity that are explicitly Western” (Hughes 2009, p. 131). Walker (2007) stated “...in the end, much of what we do is not really international education: it has been developed from a very influential Western humanist tradition of learning” (p. 119). Its challenge in the future is to consolidate and grow the positives, attend to the negatives and understand it place in the educational continuum. As Bagnall explained:

If the IB is to continue to offer a programme that is unique in its conception and its operation, it will need to be constantly ‘out-thinking’ itself. It will need to anticipate problems and avoid a conflict of its ideals with the demands that consumerism places on any commodity market (Bagnall, 2005, p. 117).

In summary, the IB is both ideologically-driven and pragmatically-driven and according to Simandiraki (2005) serves “two masters” (p. 40); that is, it “is a facilitator of economic advantage, whilst on the other hand it serves global peace” (Bunnell, T. 2010. P. 356). From another perspective, the IBO, according to Bunnell (2010), “serves both ‘masters’ at the same time. The pragmatic-idealist dichotomy has been a compromise not a trade-off” (p.356). Idealistic projects that do not have commercial value and do not appeal to an elite are bound to fail. By involving the elite, by having practical value to independent schools, by significantly being in step with the educational cornerstones of a society that takes internationalism, the peace process and environmental issues seriously, the IB achieves consensus through compromise (pragmatic) without losing its ideological foundations. The results could be “the potential emergence of a ‘class-for-itself’ that is business-oriented, yet socially responsible” (ibid, p.359). This path is a realistic alternative in the Australian context.

Cambridge and Thompson (2004) supported this by advocating a suitable balance for the International Baccalaureate (Diploma) when they stated:

We propose that international education, as currently practiced, is the reconciliation of a dilemma between ideological and pragmatic interests. The
ideological ‘internationalist’ current of international education may be identified with a progressive view of education that is concerned with the moral development of the individual by attempting to influence the formation of positive attitudes towards peace, international understanding and responsible world citizenship. The pragmatic ‘globalist’ current of international education may be identified with the processes of economic and cultural globalization, expressed in terms of satisfying the increasing demands for educational qualifications that are portable between schools and transferable between education systems, and the spread of global quality standards through quality assurance processes such as accreditation” (p. 164).

Bagnall (1994) made a comment about the future of the IB that still, 17 years on, has relevance. He stated that if, the IB is to continue to offer a program that is unique in its conception and its operation, it will need to be constantly ‘out-thinking’ itself. It will need to anticipate problems and avoid a confliction of its ideals with the demands that consumerism places on any commodity market. The temptation to increase sales and decrease the quality of the product will have to be carefully avoided (p. 161).

This thesis has considered the impact of internationalizing the curriculum in national schools in Australia by studying the effect of the International Baccalaureate, on implementing state and independent schools. A valid definition of what it is to internationalise a school is provided by Fox (1998) who considered the balance and tension between tradition and innovation when he said:

The curriculum framework of the IB … offers a response to the continual search for balance by including and attempting to resolve such inherent dichotomies as national vs. international perspectives; depth vs. breadth emphasis; traditional vs. modern interpretations; requirements vs. choice regulations; theoretical vs. practical learning; subject centered vs. interdisciplinary approaches (Fox, E. 1998, p.68).

In the Australian context, the IB Diploma (the international programme in question) has had a noticeable and measurable effect on implementing national (state and independent) schools, by going a long way towards resolving the educational dichotomies mentioned by Fox, in the changes it has brought to these schools in curriculum innovation, standardizing in assessment, criteria based reporting, content rich staff development and whole school change. The future for the IBO in Australian national (state and independent) schools, with its package of utilitarian, ideological and pedagogical benefits, is uncertain, fraught with paradoxes, brimming with challenge and exciting.
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Figure 1: IB Governance Structure
Organization: What is the management structure?

Figure 2: What is the Management Structure?
Organization: **Who works for the IB and where?**

450 staff are located in 10 offices for a balance of global coverage and administrative efficiency/focus.

- **New York, United States**
  - Office for IB Americas

- **Vancouver**
  - Branch office for IB Americas

- **Cardiff, United Kingdom**
  - Academic assessment, HR & admin, finance, publications, ICT, strategy and communications

- **Geneva, Switzerland**
  - Headquarters
  - Office for IB Africa, Europe and the Middle East

- **Yokohama, Japan**
  - Country IB representative for Japan

- **Beijing, China**
  - Country IB representative for Mongolia and China

- **Singapore**
  - IB office for Asia Pacific

- **Sydney, Australia**
  - Country IB representative for Australasia

- **Mumbai, India**
  - Country IB representative for South Asia

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Money: What makes up the annual budget?
As a knowledge based organization, our greatest expense is people

Expenditure 2008

- 42% Staff costs
- 25% Examinations
- 11% Workshops & conferences
- 11% Authorization & Evaluation
- 1% Publications
- 2% Other

Income
- 65% from school fees
- 22% from workshops
- 3% from publications
- 10% from other

- IB reporting currency is USD
- Financial year is January to December
- Major operating currencies: USD, GBP, CHF
- Reserves are maintained within a range of 30 to 40 days of operating expenses

Source: Annual Report 2008

Surplus/deficit
Expenses
Revenues
US$ 000,000

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APPENDIX B: Curriculum Details of the International Baccalaureate Diploma programme

Diploma Programme curriculum

Group 1: Language A1

It is a requirement of the Diploma Programme that students study at least one subject from group 1. Language A1 is the study of literature in a student’s first language, including the study of selections of world literature. Forty five languages are regularly available at either higher level or standard level. Other languages may be studied provided there is sufficient written literature available and a request is received by the IBO well in advance of the examination period. The range of texts studied in language A1 courses is broad, and students grow to appreciate a language’s complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

In studying their first language, it is hoped that students are able to develop:
- a personal appreciation of the literature
- skills in literary criticism
- strong written and oral skills
- respect for the literary heritage of their first language
- an international perspective. (www.ibo.org)

Group 2: Second Language

It is a requirement of the programme that students study at least one subject from group 2. The aim is to promote an understanding of another culture through the study of a second language. A large range of modern languages are available plus two classical languages (Latin and Classical Greek). The main emphasis of the modern language courses is on language acquisition and use in a range of contexts and for different purposes. Three options are available to accommodate students with different backgrounds.

Language ab initio courses are for beginners, i.e. students who have no previous experience of learning the language they have chosen. These courses are only available at standard level.

Language B courses are intended for students who have had some previous experience of learning the language. They may be studied at either higher level or standard level.

Language A2 courses are designed for students who have a high level of competence in the language they have chosen. They include the study of both
language and literature, and are available at higher level and standard level.

(www.ibo.org)

**Group 3: Individuals and Societies**

It is a requirement of the programme that students study at least one subject from group 3. Nine subjects are available:  
business and management  
economics  
geography  
history  
information technology in a global society  
Islamic history  
philosophy  
psychology  
social and cultural anthropology.

All of these subjects may be studied at higher level or standard level. Studying any one of these subjects provides for the development of a critical appreciation of human experience and behaviour, the varieties of physical, economic and social environments that people inhabit and social and cultural history. (www.ibo.org)

**Group 4: Experimental Sciences**

It is a requirement of the programme that students study at least one subject from group 4. Five subjects are available:  
biology  
chemistry  
design technology  
environmental systems  
physics.

All of these subjects may be studied at higher level or standard level, except environmental systems which is available at standard level only. Each subject contains a body of knowledge together with scientific methods and techniques which students are required to learn and apply. In their application of scientific methods, students develop an ability to analyse, evaluate and synthesize scientific information.

A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary: students analyse a topic or problem which can be investigated in each of the science disciplines offered by the school. It is also an opportunity for students to explore scientific solutions to global questions. (www.ibo.org)
Group 5: Mathematics

It is a requirement of the programme that students study at least one course in Mathematics or Computer Science as an elective.

Mathematics

Four courses in mathematics are available:
- mathematical studies standard level
- mathematical methods standard level (final examination in 2005) or mathematics standard level (first examination in 2006)
- mathematics higher level
- further mathematics standard level.

These four courses serve to accommodate the range of needs, interests and abilities of students, and to fulfil the requirements of various university and career aspirations. The aims of these courses are to enable students to develop mathematical knowledge, concepts and principles, develop logical, critical and creative thinking and employ and refine their powers of abstraction and generalization. Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. (www.ibo.org)

Group 6: The Arts

The study of a subject from group 6 is optional. Three subjects are available:
- music
- theatre arts
- visual arts.

These subjects may be studied at higher level or standard level. Two new courses, film and dance, are currently at the stage of being piloted. The subjects in group 6 allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres. The assessment of these subjects reflects an eclectic attempt to combine contrasting aesthetics and forms of assessment from around the world. In particular, there is no indication of a western-oriented bias. (www.ibo.org)

Additional subjects: With approval from the IBO, schools may also offer the following types of courses:

School-based syllabuses: A school-based syllabus is designed by the school according to its own needs and teaching resources. This option may be studied at standard level only and may replace a subject from groups 2 to 6. Of the school-based syllabuses approved by the IBO, approximately 20 are being taught in schools around the world. They include:
human rights
peace and conflict studies
Turkish social studies
world politics and international relations
world religions
Chile and the Pacific Basin. (www.ibo.org)

**Transdisciplinary subjects:** To provide a new opportunity to foster transdisciplinary learning, and to provide greater access to all six subject groups, three new subjects were introduced as pilots in 2001. These subjects, which enable students to take courses spanning two groups, are:
text and performance (groups 1 and 6)
ecosystems and societies (groups 3 and 4)
world cultures (groups 3 and 6).

By studying one of these subjects, students can satisfy the requirements of two groups at the same time. (www.ibo.org)

**Philosophy of Assessment in the IB**

The International Baccalaureate Organization (IBO) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses.

The Diploma Programme goals provide students with:
a broad and balanced, yet academically demanding, programme of study
the development of critical-thinking and reflective skills
the development of research skills
the development of independent learning skills
the development of intercultural understanding
a globally recognized university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example: analysing and presenting information
evaluating and constructing arguments
solving problems creatively.

Basic skills are also assessed, including:
retaining knowledge
understanding key concepts
applying standard methods.

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate.

Assessment tasks are designed to support and encourage good classroom teaching and learning. Student results are determined by performance against set standards, not by each student’s position in the overall rank order. (www.ibo.org)

Methods of Assessment in the IB: A variety of different methods are used to measure student achievement against the objectives for each course.

External assessment: Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include: essays
structured problems
short-response questions
data-response questions
text-response questions
case-study questions
multiple-choice questions (limited use of these).

There are also a small number of other externally assessed pieces of work, for example, Theory of Knowledge essays, Extended Essays and World Literature assignments. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners. (www.ibo.org).

Internal assessment: Teacher assessment is also used for most courses. This includes:
oral work in languages
fieldwork in geography
laboratory work in the sciences
investigations in mathematics
artistic performances.

Assessments are checked by external examiners and normally contribute between 20 and 30 per cent of the total mark. Some of the arts courses for example, music, theatre arts and visual arts, have assessment of a major practical component, which can account for as much as 50 per cent of the total mark. (www.ibo.org).

Examiners in the IB: The IBO uses about 5,000 examiners worldwide. They ensure that student work is assessed fairly and consistently. Many IB examiners are experienced Diploma Programme teachers. Examiners receive detailed instructions on how to mark the work sent to them and they send a sample of their
marking to a more senior examiner for checking. Each subject has a group of senior examiners who prepare examination questions, set the standard for marking and determine the marks needed for the award of each subject grade. There is a chief examiner for each subject, usually an academic from higher education, with international authority in their field. (www.ibo.org).

**University recognition of the IB:** The IB diploma is a passport to higher education. Universities around the world welcome the unique characteristics of IB Diploma Programme students and recognize the way in which the programme helps to prepare students for university level education. IB students routinely gain admission to some of the best known universities in the world. Most of these institutions have established recognition policies for the IB diploma. (www.ibo.org)
APPENDIX C

Exemplars of Semi-Structured Interviews

1. Teachers
2. IB Co-coordinators
3. School Principal
4. IBO Personnel

Teachers:

1. For what reasons did your school decide to implement the International Baccalaureate Diploma programme?
2. Did you recognize similarities between the IB Diploma and the way your school viewed the Learning Process and if so, what were these? (Prompt -Did you see aspects of the IB Diploma that you found was necessary for the advancement of learning in your school or was lacking in your school?)
3. What was the community perception of the IB in your state prior to implementation and what is the community perception about the IB now?
4. Have there been a growth in recognition of the IB by the community and also a consequent growth in the status of the IB?
5. What was your reaction (as a member of staff) to the introduction of the IB initially and in what way has that perception been altered?
6. What are the unique aspects that the IB brings to your school that are not offered in the national curriculum?
7. How do the national syllabus and requirements of your particular subject compare with the IB version?
8. How does the subjects in the IB compare to those in the national syllabus? Comment on structure of subjects, methods of learning, freedom of choice of combinations of subjects, compulsory hours per subject, extracurricular yet compulsory components of the IB course, methods of assessment (exam versus continuous assessment), degree of difficulty, skills and processes versus content.
9. Can you see a time when the IB programme will supplant the national programme; this is especially so with the IB Diploma?
10. Can you comment on the quality control of subjects and programmes by the IBO?
11. Before the introduction of the IB into your school, how would you have defined your school in terms of aspects like diversity in ethnic makeup, approaches to learning, staff exposure internationally, recognition of extracurricular activities, attitude to service and emphasis on holistic education.
12. In what way has the IB moulded and changed your students?

13. What has been the impact of the IB Diploma on your school? Are there several and if so what are they? How do you measure this?

14. In what way has the IB changed your school charter, mission statement, ethos and clientele?

15. Could you attempt to define for me the way the IB has affected staff, students, members of the administration, school council and the broader school community?

16. What scope is there for growth of the IB in Australia?

17. In what way has the IB helped or hindered your personal teaching development?

18. In what way has the IB helped or hindered your opportunities for career advancement and diversity?

19. How useful are the compulsory IB professional development courses? Give reasons please!

**IB Coordinators:**

Question to explore: What are the problems that need to be addressed in the process of implementation of the International Baccalaureate Diploma programme in local national schools? Besides this, what are the most effective ways to address these issues and thus enable the IB Diploma to take root in local national schools?

1. For what reasons did your school decide to implement the International Baccalaureate Diploma programme and were these reasons purely educational?

2. Did you recognize similarities between the IB Diploma and the way your school viewed the Learning Process and if so, what were these?

3. What were the initial difficulties you experienced in the process of implementation of the IB Diploma?

4. What was the community perception of the IB in your state prior to implementation and what is the community perception of the IB now?

5. Has there been a growth in recognition of the IB by the community and also a consequent growth in the status of the IB?

6. What was the staff reaction to the introduction of the IB initially and in what way has that perception been altered? (Prompt -What are the reasons for this altered perception?)

7. What are the unique aspects that the IB brings to your school that are not offered in the national curriculum?

8. How do the subjects in the IB compare with those in the national syllabus? Comment on structure of subjects, methods of learning, freedom of choice of
combinations of subjects, compulsory hours per subject, extracurricular yet compulsory components of the IB course, methods of assessment (exam verses continuous assessment).

9. Can you see a time when the IB programmes will supplant the national programmes; this is especially so with the IB Diploma?

10. What about the responsiveness of the IBO organization to IB Coordinator requests?

11. What has been the effect of growth and consequent bureaucracy on the administration of the IB programmes? (Prompt - can you comment on the quality control of subjects and programmes by the IBO?)

12. Before the introduction of the IB into your school, how would you have defined your school in terms of aspects like diversity in ethnic makeup, approaches to learning, staff exposure internationally, recognition of extracurricular activities, attitude to service and emphasis on holistic education.

13. What has been the impact of the IB Diploma on your school? (Prompts - Are there several and if so what are they? How do you measure this? Is there anything else you can add to this?)

14. Could you attempt to define for me the way the IB has affected staff, students, members of the administration, school council and the broader school community?

15. What scope is there for growth of the IB in Australia and why would you say this?

Principals:

Question to explore: The capacity of the International Baccalaureate to effect change in schools or the way the IB changes schools.

1. For what reasons did your school decide to implement the International Baccalaureate Diploma programme and were these reasons purely educational?

2. Did you recognize similarities between the IB Diploma and the way your school viewed the Learning Process and if so, what were these?

3. What was the community perception of the IB in your state prior to implementation and what is the community perception of the IB now?

4. Has there been a growth in recognition of the IB by the community and also a consequent growth in the status of the IB? Please elaborate.

5. Before the introduction of the IB into your school, how would you have defined your school in terms of aspects like diversity in ethnic makeup, approaches to learning, staff exposure internationally, recognition of extracurricular activities, attitude to service and emphasis on holistic education.
6. What has been the impact of the IB Diploma on your school? (Prompts - Are there several and if so what are they? How do you measure this? Is there anything else you can add to this?)

7. In the number of years your school has done the IB Diploma, in what ways has the IB impacted on your school culture and could you define the way the IB has impacted on staff, students, members of the administration, school council and the broader school community?

8. What scope is there for growth of the IB in Australia?

9. Is there an easy coexistence of the IB and state curriculums in Australia?

10. Will the IB be threatened if a national curriculum is implemented in Australia?

11. Where to from here for the IB in your school?

**IB Personnel: In this study, I am interested in the opinions of individuals**
within the IBO on the following areas:

1. Reasons for the origins of the IB
2. External forces that led to the creation of the IB
3. Effects of the IB programme on education
4. Comparison of the IB with national curricula
5. Philosophical underpinnings of the IB
6. Type of student at which the IB was originally directed
7. Directional shifts and changes of the IB
8. Where the IB is at now
9. Reasons for the growth and success of the IB in the Asia-Pacific region

**Initial data:**

What is your connection with the International Baccalaureate Organization?
If you work for the IBO, how many years have you been with the organization?

1. **To what extent does the IB Diploma programme provide a viable alternative to education policy which is shaped by market ideologies and demands?**

(Prompts or follow up questions to be used if respondees do not address the question fully)

a) Could you develop this response further, perhaps by defining, what you see are the specific effects of globalisation that seem to affect education?)
b) Is it true that the IB Diploma is unique because it does not represent any one national educational curriculum?

c) Do you think that the IB Diploma (and for that matter the MYP and the PYP) provide that access of commonality and diversity at one and the same time?

2. **What are the distinguishing features of the IB Diploma programme?**

(Prompts or follow up questions to be used if respondees do not address the question fully)

a) How would you describe the curriculum of the IB Diploma in terms of breadth of subject choice and subject specialisation?

b) Would you say that the IB Diploma is an effective preparation for university?

c) Would you say that the IB Diploma is an effective preparation for life? Please elaborate.

d) Is it possible that in its focus on internationalism, the IB Diploma programme can lead to a degree of dilution of interest in one’s own heritage?

3. **Since its inception in the 1960's, in what ways has the IB Diploma programme shifted in its philosophical underpinnings?**

(Prompts or follow up questions to be used if respondees do not address the question fully)

a) Does the IB programme cater to a particular segment of the student population or does it have universal appeal? Please elaborate!

b) Has the IB Diploma programme evolved into a far more inclusive curriculum?

c) What about issues such as defining and imparting essential knowledge, emotional and spiritual maturity, comprehending worldviews and being at ease with change?

4. **What is the IB’s most urgent agenda/s in the early stages of the 21st century?**

(Prompts or follow up questions to be used if respondees do not address the question fully)

a) Could you elaborate on the prohibitive nature of cost of implementation of the IB Diploma programme?
5. Is it possible that the IB has the potential to be elitist, and thus could be seen as a catalyst for unrest rather than a vehicle for reasonable change?

(Prompts or follow up questions to be used if respondees do not address the question fully)

a) There is a body of opinion that sees the IBO programmes as the educational system for global elite from all nationalities. Is there an element of truth in this? Why would the IB programmes be seen in this light?

b) Is the IB a form of neo-colonialism or cultural imperialism?

6. In recent times the IB has experienced unprecedented growth in the Asia-Pacific region. What do you think are the reasons for this growth?

(Prompts or follow up questions to be used if respondees do not address the question fully)

a) Could it be that the reason for this growth is simply because schools have adopted the IB programmes in order to give them a competitive edge in the ‘battle for student numbers’.

b) Could this growth have been as result of the success the IBO has had in changing the three programmes so that they are credible and relevant to the modern world and 21st century schooling?

c) Is it true that the schools that have by and large been taking on the IB in this region are wealthy independent schools with an academic bias, a selective intake and a wealthy socioeconomic clientele?

d) Is the IBO is reaching out to and gaining acceptance amongst state schools with a more comprehensive clientele in the Australasian region?

e) Has the IB Diploma programme, by its popularity and growth, forced national curricula to confront and address difficult educational issues?

7. Has the IB Diploma programme pioneered educational initiatives?

(Prompts or follow up questions to be used if respondees do not address the question fully)

a) Is the IB Diploma programme in a state of evolution?

b) Is the IB Diploma programme reactive?

c) What are the pressing demands for the IB in the 21st century?

d) Where to from here for the IB?
APPENDIX D

Survey with Students:

Initial data:

a) When did you do the IB Diploma Programme?

What was your final Diploma result?

Instruction to participants:

Please indicate your level of agreement or disagreement on the Likert 5 point scale provided, by CIRCLING the number you want. Please avoid simply CIRCLING the middle number (that is, sitting on the fence). Instead make a decisive choice. Feel free to qualify your decision by making a written note next to the number. Please respond to all the statements. When you finish, ‘save as’ then email as an attachment back to me

1. To what extent does the IB Diploma programme prepare young people for the modern world?
   
   Please circle: 1 2 3 4 5
   
   (Range 1-to a great extent, 2-to a considerable extent, 3- undecided, 4-to some extent, 5 not at all)

2. To what extent was your decision to do the IB Diploma programme influenced by its standing in international universities?

3. To what extent was your decision to do the IB Diploma programme influenced by the quality of the individual subjects?

4. To what extent was your academic development positively influenced by your study of the IB Diploma?

5. To what extent was your social development positively influenced by your study of the IB Diploma?

6. The academic rigour of IB Diploma subjects (will have) / (has had) a beneficial effect on you when you (have to meet) / (had to meet) the demands of university.

7. My undertaking of the IB Diploma has been a positive and worthwhile experience.

8. The IB Diploma should be available to all senior students.

9. The IB Diploma has value for students of all academic abilities.

10. To what extent does the curriculum of the IB Diploma encourage breadth of subject choice?

11. To what extent does the curriculum of the IB Diploma encourage inquiry and questioning?
12. In its focus on *internationalism*, IB Diploma programme can lead to a loss of interest in one’s own heritage?

13. To what extent does the IB Diploma prepare young people for tertiary learning?

14. The IB Diploma prepares students for living effectively in global societies.

15. To what extent is the idea of ‘giving back to the community’ a feature of the way the IB Diploma programme operates in practice?

16. To what extent is the IB Diploma programme successful in imparting essential (life experience) knowledge?

17. To what extent is the IB Diploma programme successful in developing emotional and spiritual maturity?

18. To what extent is the IB Diploma programme successful in developing international perspectives on world issues?

19. The IB Diploma programme is an elitist programme of study.

20. The IB Diploma programme only has relevance for those students wanting to go to university.

21. Knowing what you know now about the IB Diploma, if you had the opportunity to undertake the Diploma, would you still do it and / or recommend it?
APPENDIX E:

The College's Mission

Somerset College is an independent, Christian, inter-denominational school serving a community of families. It strives for excellence by nurturing pupils towards achieving their potential in the many varied aspects of life. The College has a commitment to being a pioneer and leader in educational innovation, in accessing recognised international curricula, and in fostering and building links with local, national and international tertiary institutions.

Our aim at Somerset College is to create an atmosphere where happiness, trust and understanding are just as much a way of life as are endeavour, competition and achievement. We believe that such an environment produces a stable academic climate which allows each pupil to develop his or her special talents by learning to respect excellence and striving to achieve it.

This philosophy has also attracted excellent staff who share this view of education. Under their guidance all pupils are provided with the necessary encouragement to fully develop academic skills, strength of character and a wide range of interests in areas such as sport, music and drama. A high level of individual commitment and participation is expected of all pupils.

The school also places particular emphasis on appropriate standards of discipline, especially in relation to manners, speech and dress. The philosophy of the school ensures that these standards of behaviour come about as a result of high levels of self-esteem and self-discipline. The measure of any school lies in its readiness to help young people to grow, to develop their talents and to liberate their imagination. Somerset happily accepts this challenge and seeks to create vital and resourceful young men and women.

CURRICULUM

The school is dedicated to promoting excellence in all aspects of education embracing Academic, Cultural, Social, Spiritual, and Sporting Endeavour.

The College believes that learning is more meaningful when pupils are active participants in the learning process. To facilitate this, it seeks to enable pupils to live in a world where there are various worldviews and to know how to create meaning through the tensions and positive aspects of difference. The College recognises the importance of developing pupils’ social skills and modes of human interaction (the journey outward) and learning situations that extend the physical, mental and spiritual abilities (the journey inward).
PASTORAL

Somerset College is a community of families where care for one another is fostered.

The College encourages individuals to achieve their personal best and to understand the importance of perseverance, discipline and the pursuit of excellence. The focus of Somerset College is to empower young people through idealism and hope and to aid them in their quest for self-identity, self-knowledge, self-discipline and self-fulfilment.

The College accepts pupils with a wide range of academic, sporting and co-curricular abilities. All pupils are of equal worth in the eyes of the school and the notion of excellence in education relates fundamentally to the desire to meet the needs of individual pupils. Pupils are encouraged to aspire to personal levels of excellence and to understand that they are all skilled in their own way. To enable this, the qualities of self-confidence, self-esteem, optimism and personal excellence are nurtured.

It is a central tenet of the school’s philosophy that individual achievement is fostered by encouragement, a strong emphasis on pastoral care, healthy and constructive competition, recognition of individual achievements and attention and care for the differing needs of individual pupils.

SPIRITUAL

Somerset College is an inter-denominational Christian school with its beliefs founded in the historic creeds. While accepting that pupils will be drawn from diverse faith traditions, the values of the College will be expressly Christian.

From its inception the ethical and religious foundation of the College has rested on its commitment to a Christian base. This has been implemented through inter-denominational Christian services, religious education and extensive personal development and pastoral care programmes provided to its pupils. Embedded in these services is the aim to develop faith, morality, ethics, stewardship, social justice and self-responsibility.

The Christian influence pervades activity at the College and forms the basis for an educational focus which endeavours to show care, respect and tolerance for the individual.
PROFESSIONAL SERVICES

The College has a commitment to offering high levels of physical facilities and professional services, which in turn, provides the necessary support and impetus for the school’s commitment to excellence.

The College seeks to be a local leader in fields such as library information services, technology, literacy and numeracy initiatives, sporting innovation, international education, music, the creative and performing arts and personal development. Achievements in academic work, including international studies, public speaking, cultural activities (choral work, drama, creative writing, music) and sport continue to be recognised and valued by the local and wider community. In order to reach these aims, staff professional development and up-to-date physical facilities occupy a high priority within the College.

Over time, Somerset has evolved as an educational institution of international standing and repute.

VISION AND PLANNING

The school has a commitment to reviewing its role in creating, innovating and reflecting academic, cultural, economic and technological changes.

The School Council has, at appropriate intervals, implemented necessary review processes that are relevant to the vision and the changing needs of the school. This will continue in the future.

It is also important to recognise that future growth of the school will be related to its development as an institution rather than as a result of an increase in pupil numbers. All attempts will be made to maintain the pupil body at approximately 1,100 from Early Education Class to Year 12.

EDUCATIONAL SYNERGIES

The College is dedicated to establishing, developing and consolidating co-operative relationships with institutions of secondary and tertiary education, both nationally and internationally.

The future of the College will be enhanced by an environment of scholarly endeavour and an organisational structure which allows for an easy flow of ideas, vitality and enthusiasm into the school and into the wider community.
Programmes: What is the Diploma Programme?
A rigorous two year pre-university course that leads to examinations, for motivated students.

- Over ¾ million graduates since 1970
- Available in English, French, Spanish with examinations in May and November each year.
- Aimed at 16 to 19 year old in the final two years of high school.
- Diploma students take six subjects (usually one from each subject group) plus they write a 4,000 word extended essay, complete a course in theory of knowledge, and complete a number of creativity, action and service (CAS) projects.
- The diploma is well recognized by the world’s leading universities.
- Alternatively, students can opt to take individual certificates in one or more subjects.
- Many IB schools teach the Diploma Programme along-side national programmes.
- Around 100 languages are available in groups 1 and 2, with 29 subjects in groups 3 to 6. Most subjects are available at higher level (HL) and standard level (SL).

Key features: a broad and balanced curriculum ~ flexibility of choice within a structure ~ concurrency of learning ~ development of international understanding ~ rigorous assessment ~ community service ~ develops research skills, critical thinking and enquiring skills ~ reflection
## APPENDIX G: IB Score Conversion

<table>
<thead>
<tr>
<th>IB Score in Completed Diploma (2010)</th>
<th>2010 Combined Rank</th>
<th>QTAC Rank based on 2009 conversions</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>99.95</td>
<td>99</td>
</tr>
<tr>
<td>44</td>
<td>99.80</td>
<td>99</td>
</tr>
<tr>
<td>43</td>
<td>99.60</td>
<td>99</td>
</tr>
<tr>
<td>42</td>
<td>99.35</td>
<td>99</td>
</tr>
<tr>
<td>41</td>
<td>98.80</td>
<td>98</td>
</tr>
<tr>
<td>40</td>
<td>98.40</td>
<td>98</td>
</tr>
<tr>
<td>39</td>
<td>97.55</td>
<td>97</td>
</tr>
<tr>
<td>38</td>
<td>97.10</td>
<td>97</td>
</tr>
<tr>
<td>37</td>
<td>96.25</td>
<td>96</td>
</tr>
<tr>
<td>36</td>
<td>95.10</td>
<td>95</td>
</tr>
<tr>
<td>35</td>
<td>93.90</td>
<td>94</td>
</tr>
<tr>
<td>34</td>
<td>92.45</td>
<td>93</td>
</tr>
<tr>
<td>33</td>
<td>90.90</td>
<td>91</td>
</tr>
<tr>
<td>32</td>
<td>89.05</td>
<td>90</td>
</tr>
<tr>
<td>31</td>
<td>87.00</td>
<td>88</td>
</tr>
<tr>
<td>30</td>
<td>84.25</td>
<td>85</td>
</tr>
<tr>
<td>29</td>
<td>81.70</td>
<td>83</td>
</tr>
<tr>
<td>28</td>
<td>79.65</td>
<td>81</td>
</tr>
<tr>
<td>27</td>
<td>77.40</td>
<td>79</td>
</tr>
<tr>
<td>26</td>
<td>75.05</td>
<td>77</td>
</tr>
<tr>
<td>25</td>
<td>72.25</td>
<td>74</td>
</tr>
<tr>
<td>24</td>
<td>69.10</td>
<td>71</td>
</tr>
</tbody>
</table>

For tertiary entrance purposes in Queensland, these common national measures of achievement (ATAR and Combined Rank for IB students) are converted to a QTAC rank on a 99 (highest) to 1 scale. [http://www.qtac.edu.au/Applying-CurrentYr12/IBStudies.html](http://www.qtac.edu.au/Applying-CurrentYr12/IBStudies.html) - Accessed 4th January 2011
APPENDIX H: Enrolments in Secondary Schools, 2001-2006, by Category of School

<table>
<thead>
<tr>
<th>Year</th>
<th>Government secondary total enrolments (%)</th>
<th>Catholic (%)</th>
<th>Independent (%)</th>
<th>Total enrolments (%)</th>
<th>Total secondary enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>865,587 (63.2)</td>
<td>291,174 (21.2)</td>
<td>213,642 (15.6)</td>
<td>504,816 (36.8)</td>
<td>1,370,403</td>
</tr>
<tr>
<td>2003</td>
<td>880,669 (62.9)</td>
<td>295,742 (21.1)</td>
<td>223,321 (16.0)</td>
<td>519,063 (37.1)</td>
<td>1,399,732</td>
</tr>
<tr>
<td>2004</td>
<td>871653 (62.2)</td>
<td>299,450 (21.4)</td>
<td>229,372 (16.4)</td>
<td>528,822 (37.8)</td>
<td>1,400,475</td>
</tr>
<tr>
<td>2005</td>
<td>875703 (61.8)</td>
<td>304,137 (21.5)</td>
<td>236,130 (16.7)</td>
<td>540,267 (38.2)</td>
<td>1,415,970</td>
</tr>
<tr>
<td>2006</td>
<td>881970 (61.6)</td>
<td>308,582 (21.6)</td>
<td>241,366 (16.9)</td>
<td>549,948 (38.4)</td>
<td>1,431,918</td>
</tr>
</tbody>
</table>

Source: *Australian Bureau of Statistics (2007b).*
### APPENDIX I: Results of Survey (Range 1 - to a great extent to 5 - not at all)

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>G.</th>
<th>H.</th>
<th>W.</th>
<th>AGREE</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. IB Seamless education?</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>2. IB Shaped by global markets?</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>3. IB Unique programme?</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>4. IB Encourages breadth?</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>5. IB Encourages inquiry &amp; quest?</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>6. IB dilutes heritage?</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>7. IB good preparation for university?</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>8. IB good preparation for living?</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>9. Importance of community service in IB?</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>10. IB response to global issues?</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>11. IB imparts essential knowledge?</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>12. IB develops emotional &amp; spiritual maturity?</td>
<td>N/A</td>
<td>2</td>
<td>5</td>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>13. IB develops international perspective?</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>14. IB develops acceptance of change?</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>15. The IB is elitist?</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>16. IB costly &amp; prohibitive?</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>17. IB represents a form of cultural imperialism?</td>
<td>N/A</td>
<td>5</td>
<td>4</td>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>18. IB rate of growth in SE Asia?</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>19. SE Asian schools implement IB to give competitive edge?</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>20. IB results better in Australasia?</td>
<td>N/A</td>
<td>3</td>
<td>1</td>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>21. IB implemented by wealthy schools in SE Asia?</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>22. IB acceptance in state schools?</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>23. IB complements national curriculum?</td>
<td>N/A</td>
<td>1</td>
<td>3</td>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>24. IB influences national / state curriculum?</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>25. IB programme - a pioneer in education?</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td></td>
<td>Disagree</td>
</tr>
</tbody>
</table>
**APPENDIX J: Diverse External Factors Affecting Functioning of the IBO**

<table>
<thead>
<tr>
<th>Political</th>
<th>Economic</th>
<th>Social</th>
<th>Technological</th>
<th>Environmental</th>
<th>Legal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognition of IB programmes by universities</td>
<td>• Global disparities in spending on education, particularly in the state sector.</td>
<td>• Affected by globalization, schools become more multi-cultural and international, even in “national” schools.</td>
<td>• Internet provides an enormous low-cost opportunity to reach students and teachers</td>
<td>• Pressures to reduce travel.</td>
<td>• Increasing burden of regulation.</td>
</tr>
<tr>
<td>• National accreditation of qualifications</td>
<td>• Political unrest in certain countries</td>
<td>• Schools look to partner with schools in other countries, or even continents.</td>
<td>• E-learning, E-assessment, E-marking.</td>
<td></td>
<td>• Complexity of legal relationships of schools.</td>
</tr>
<tr>
<td>• Educational reform in transitional countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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