



# IB GLOBAL NEWS

GLOBAL NEWS

AFRICA/EUROPE/  
MIDDLE EAST

ASIA PACIFIC

THE AMERICAS

## Study of IB alumni explores the lasting impact of IB programmes

Katie Wright at the University of Melbourne conducted 23 in-depth interviews with IB graduates between the ages of 20 and 63, from 14 countries. The interviews explored the ways in which IB programmes may have influenced their professional pathways, attitudes toward learning as well as personal beliefs and overall view of the world.



"It gave me a perspective that I would never have had otherwise. I would not be the person that I am today ... there's nothing that was more important and more influencing on me than that two year period."—Jessie completed two Diploma Programme (DP) courses in her public high school in Canada more than twenty years ago. Her quote illustrates one of the many perspectives of IB alumni from this study.

IB alumni suggested that one of the key impacts of the programmes was how they helped them to develop dispositions and skills that have served them well both in further education and in life beyond. Among them,

VOL. 3, ISSUE 2, 2015

Primary Years  
Programme

Get a PD tune-up online in  
60 minutes or less! [more](#)

Middle Years  
Programme

Featured teacher: Shamita  
Johnson from Atlanta,  
Georgia, USA [more](#)

Diploma  
Programme

Ministry of Education in  
Buenos Aires achieves goal of  
ten new public DP schools [more](#)

Career-related  
Programme

TED-style talks spark creativity  
debate at the Peterson  
Academic Symposium [more](#)



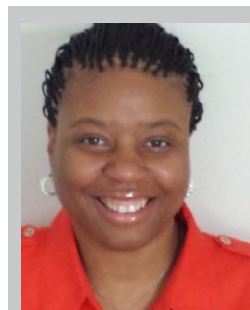
*Authorities from schools and Government celebrating the authorization*

The Ministry of Education—part of the Government of the City of Buenos Aires—initiated the project under the leadership of Mrs. Mercedes Miguel, General Director of Education Planning and Innovation. The schools joined the initiative as volunteers to become IB World Schools. Each school will offer the DP to one class as part of an initial pilot stage and to promote access and innovation. The initiative also ensures that the DP courses offered best suit the school communities.

Mrs. Miguel reflects, “We are delighted to have reached authorization—coordinating the requirements for ten schools was a huge undertaking. During the two-year authorization process, in-situ training was provided to over 250 heads of schools, teachers and administrative personnel at the schools and within government.”

### **Featured teacher: Shamita Johnson from Atlanta, Georgia, USA**

In light of recent events at Charlie Hebdo Magazine in Paris, France students and teachers at Willis A. Sutton International Middle School in Atlanta, Georgia, US will soon host 24 students and 3 French teachers from their sister school, Saint Joseph school, Toulouse, France. The aim of the visit is to garner intercultural understanding and enable the students to learn each others' language in an authentic context. Atlanta, Georgia, USA and Toulouse, France have been sister cities since the 1970s. Over 40 years later, MYP teacher Shamita Johnson is driving this initiative to help students from both cities to develop intercultural awareness and respect, and continue the tradition of cities' partnership in the 21st century.



*MYP teacher Shamita Johnson*

#### **Q: What activities are you planning for your visitors?**

I want to give the students an opportunity to practice their intercultural skills, enhancing their cognitive development and global literacy. They will work collaboratively, enabling connections between their academic course studies and the real world, thereby developing an understanding of global challenges.

Academic field trips will include the Dr. Martin Luther King Jr. National Historical site, The National Center for Civil and Human Rights, and The Atlanta History Center.

#### **Q: How will you prepare your MYP students for the experience?**

Students from both schools are exchanging letters twice a month and conducting regular video conferences via Skype. In doing this, they are already having the opportunity to reflect

critically and creatively on ideas and behaviors to develop intercultural awareness and become more motivated to learn English and French, respectively, in authentic contexts.

### **Q: How was the program designed?**

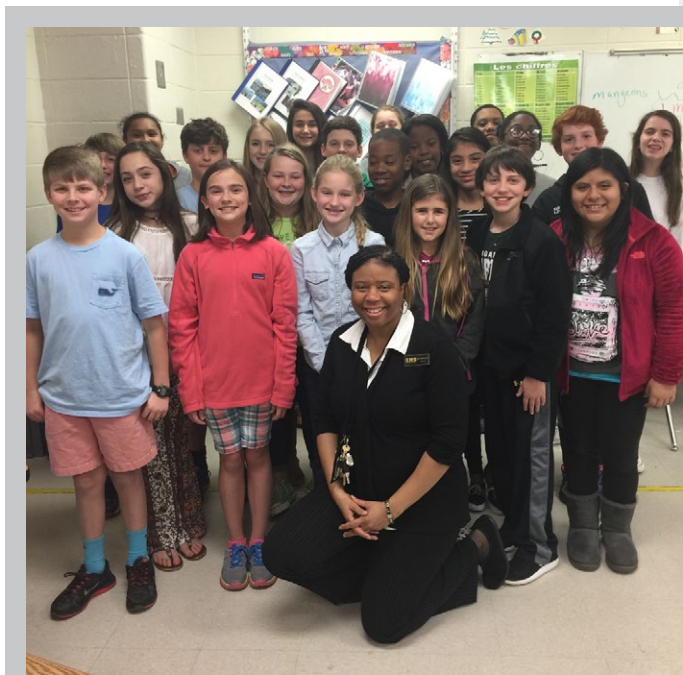
The program is founded upon three fundamental concepts: intercultural awareness, holistic learning, and communication. The design is based upon a child-centered pedagogy that includes community service, human ingenuity, environment, health, and social education. Students will immerse in the language studied—French or English—through five basic skills: writing, reading, listening, speaking (presentational), and interacting (interpersonal communication). Their experience will be further enhanced by living with families from their sister schools. All students will gain academic credit toward their foreign language course and will present their skills to peers at school plus district personnel, policymakers, and others from the community.

### **Q: How have your professional achievements prepared you for your current role?**

Education in the 21st century is measured by global standards, and the U.S. public education system is not competitively keeping pace with that of other nations. Because of this, I decided to dedicate my professional life to international education.

After graduating from Pennsylvania State University, I spent time in Sénégal, Africa conducting research toward my master's degree. After two years and two more languages (Arabic and Wolof), I was fortunate to be selected by the Ministry of Education in France to develop my experience of the European curriculum in Paris. As a James William Fulbright World Exchange Educator, I was educating native French students in English Language Arts at a middle school—Collège Boris Vian in Paris. During this time, I developed my purpose, vision and passion that became my driving force to becoming a doctoral learner. I was humbled that the Ministry of Education in Paris later bestowed me with a knighthood of a distinguished academic in the world of culture and education. It was originally founded by the former Emperor of France, Napoléon Bonaparte, who honored eminent educators!

Through my dissertation, *A Case Study of How an International Baccalaureate Middle Years Programme and Leadership Synergistically Promoted Student Learning and School Success*, I maintain my purpose, vision and passion, working towards ensuring middle school students at Willis A. Sutton International Middle School become thoughtful citizens of the 21st century.



*Shamita and her MYP students at Willis A. Sutton International Middle School*