



HESSISCHER LANDTAG

30. 05. 2014

Kleine Anfrage

des Abg. Merz (SPD) vom 14.04.2014

betreffend Erwerb des International Baccalaureate Diploma in Hessen

und

Antwort

des Kultusministers

Vorbemerkung des Fragestellers:

Das International Baccalaureate Diploma (IB-Diploma) der International Baccalaureate Organization (IBO) mit Sitz in Genf ist seit 1986 von der Kultusministerkonferenz als Hochschulzugangsberechtigung anerkannt. Wurde es in der Vergangenheit fast ausschließlich von privaten Schulen angeboten, so nimmt die Zahl öffentlicher Schulen, die den Erwerb des "internationalen Abiturs" ermöglichen, in den vergangenen Jahren zu.

Vorbemerkung des Kultusministers:

Das International Baccalaureate Diploma (IB-Diploma) der International Baccalaureate Organization als Bildungsabschluss bietet Schülerinnen und Schülern ein hohes Maß an weltweiter Anschlussfähigkeit im weiterführenden Bildungssystem. Insbesondere in Ballungsgebieten gibt es eine entsprechende Nachfrage von Familien mit einem internationalen Hintergrund, die ggf. nur einen begrenzten Zeitraum in Deutschland bleiben und über das IB für die schulische Laufbahn ihrer Kinder auch in anderen Staaten einfachere Zugangsvoraussetzungen schaffen wollen. Die IB Curricula sind weltweit standardisiert und seit 1986 auch in Deutschland über die KMK anerkannt.

Diese Vorbemerkungen vorangestellt, beantworte ich die Kleine Anfrage wie folgt:

Frage 1. An welchen öffentlichen und privaten Schulen in Hessen kann das IB-Diploma erworben werden?

Folgende Schulen in privater Trägerschaft sind in Hessen derzeit seitens der International Baccalaureate Organization (IBO) zertifiziert, IB Bildungsgänge anzubieten:

- ISF Internationale Schule Frankfurt-Rhein-Main,
- Frankfurt International School (FIS),
- Strothoff International School.

Die International School Wiesbaden (als Schulzweig der FIS) sowie die Metropolitan School Frankfurt sind darüber hinaus für das IB Primary Years Programme akkreditiert.

Im Bereich der Schulen in staatlicher Trägerschaft bieten die Herderschule in Gießen und das Goethe-Gymnasium in Frankfurt das IB-Diploma (IB) an.

Frage 2. Welche Voraussetzungen müssen Schulen erfüllen, um das IB-Diploma anbieten zu können?

Für die Aufnahme von IB-Bildungsangeboten in das Schulprogramm müssen sich Schulen seitens der International Baccalaureate Organization (IBO) akkreditieren lassen. Die konkreten Voraussetzungen für die Akkreditierung sind auf den Internetseiten der IBO (www.ibo.org) beschrieben und als Anlage beigefügt.

Der Zertifizierungsprozess zur "IB World School" läuft mehrstufig ab und beinhaltet verschiedene Phasen, in denen sich die Schulen (u.a. über Fortbildungsseminare) auf die Curricula und die Standards der IBO ausrichten. Die Zertifizierung erfolgt nach Abschluss der verschiedenen Phasen und nach einem abschließenden Besuch der IBO vor Ort in der Schule.

Frage 3. Welche zusätzlichen Kurse und Unterrichtsangebote müssen besucht werden, um das IB-Diploma zu erwerben, und wie erfolgt deren Implementierung in den Stundenplan an öffentlichen Schulen?

Folgende sechs Fachgruppen müssen für das Erreichen des IB-Diploma belegt werden:

- 1. Sprache (i.d.R. die Muttersprache),
- 2. Sprache (fortgesetzte Fremdsprache),
- eine Naturwissenschaft (wählbar u.a. Biologie, Chemie, Physik),
- Mathematik,
- eine Gesellschaftswissenschaft (wählbar u.a. Erdkunde, Geschichte),
- ein frei wählbares Fach (u.a. Kunst, Theater, Musik etc.).

Schülerinnen und Schüler müssen aus allen sechs Fachgruppen ein Fach belegen, mindestens drei davon im Higher Level (vergleichbar mit den deutschen Leistungskursen), die übrigen im Standard Level. Zusätzlich müssen Schülerinnen und Schüler verpflichtend den Kurs "Theory of Knowledge" belegen, eine Facharbeit von 4.000 Wörtern über ein frei wählbares wissenschaftliches Thema verfassen sowie das außerunterrichtliche "Creativity, Action and Service Programme" erfüllen. Letzteres soll die Schülerinnen und Schüler anhalten, sich für soziale bzw. gesellschaftliche Zwecke zu engagieren.

Das IB wird an der Herderschule Gießen sowie am Goethe-Gymnasium in Frankfurt als Zusatzqualifikation zum deutschen Abitur erworben. Das IB ist dabei als optionales Bildungsangebot integraler Bestandteil der Schule und des dortigen Unterrichtsbetriebs.

Frage 4. Auf welcher Rechtsgrundlage bieten öffentliche Schulen in Hessen das IB-Diploma an und wie sind dabei die Rechtsbeziehungen zwischen Schule, Schulträger, Land, IBO gestaltet?

Das zusätzliche Bildungsangebot des IB-Diploma beruht auf Vereinbarungen, die die Schulen jeweils mit der IBO eingehen. Da es sich bei dem IB-Diploma nicht um einen Schulabschluss gemäß dem Hessischen Schulgesetz handelt, existiert keine spezielle Rechtsgrundlage.

Die Anerkennung des IB-Diploma als Hochschulzugangsberechtigung erfolgt in Hessen auf der Grundlage des Beschlusses der Kultusministerkonferenz "Vereinbarung über die Anerkennung des "International Baccalaureate Diploma/Diplôme du Baccalauréat International" in der Fassung vom 13.12.2013.

Frage 5. Auf welche Weise unterstützt das Land die Schulen, die das IB-Diploma anbieten, und inwieweit erfolgt insbesondere für Lehrkräfte eine Anrechnung auf die Pflichtstundenzahl, wenn sie an der Durchführung des IB-Diploma-Angebots (z.B. Unterricht oder Prüfungen) beteiligt sind?

Da es sich beim IB-Diploma um ein Zusatzangebot zu einem staatlichen Abschluss handelt, liegt die Verantwortung für die Gewährleistung des Angebots an der Schule vor allem bei den Fördervereinen, Sponsoren sowie den Eltern selbst. Schulträger und das Land Hessen unterstützen dieses Bildungsangebot anteilig durch zusätzliche Ressourcen - in der Regel in Form eines freiwilligen finanziellen Zuschusses.

Frage 6. Welche Befugnisse stehen der Schulaufsicht bei Durchführung des IB-Diploma-Angebots (Unterricht und Prüfungen) an öffentlichen Schulen zu?

Da das IB-Diploma kein Abschluss nach dem Hessischen Schulgesetz (HSchG) ist, werden das IB-Diploma wie auch einzelne IB-Zertifikate seitens der International Baccalaureate Organization ausgestellt.

Frage 7. Welche Kosten fallen für Schülerinnen und Schüler, die an einer öffentlichen Schule das IB-Diploma erwerben, an?

Für das Angebot des IB-Diplomas an den Schulen fallen folgende Gebühren an: Grundgebühr, Kopfgebühr sowie die Prüfungsgebühr. Dabei fallen die Kopf- und die Prüfungsgebühr für die individuelle Fächerbelegung sowie den Erwerb einzelner IB-Zertifikate an und werden deshalb seitens der Schülerinnen und Schüler getragen. Die Grundgebühr für die Akkreditierung der Schule bei der IBO wird anteilig von Schule, Land und Schulträger übernommen.

Wiesbaden, 21. Mai 2014

Prof. Dr. Ralph Alexander Lorz

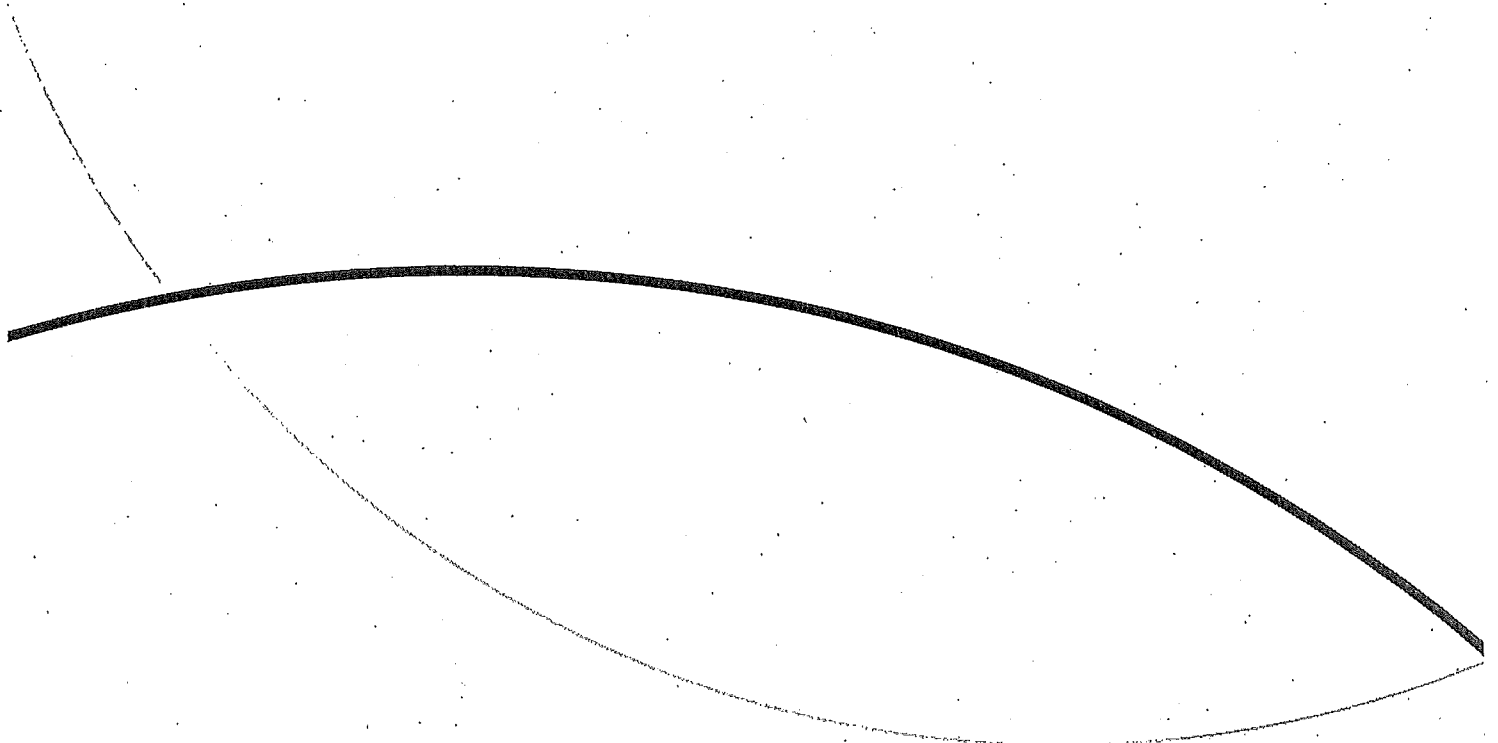
Die komplette Drucksache inklusive Anlage kann im Landtagsinformationssystem abgerufen werden (www.Hessischer-Landtag.de).



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Diploma Programme

Guide to school authorization: Diploma Programme



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Consideration phase

Form the school completes: School information form

Schools have visited the IB website or have received information about the IB and want to know more. They complete the *School information form* in order to inform the IB of their interest and to request additional information.

What does the school do before applying for candidacy?

Before application, the school conducts a feasibility study in which it analyses the IB philosophy, programme structure and requirements; compares its findings with the situation of the school and defines what needs to be done in order to implement the programme. As a result the school will decide whether to apply to become an IB World School.

Normally, a school will take some or all of the following steps.

- a. Identification of who will carry out the feasibility study. It is helpful to include in the group school experts in different academic areas, members of the school leadership team and the person(s) responsible for finance.
- b. Analysis of the IB mission statement and the IB learner profile in order to see whether the school's own philosophy is similar to that of the IB. This is the most important decision that the school has to make because it is related to the purpose of the school and its unique contribution to education.
- c. Participation of the head of school or designee in an IB category 1 workshop to become familiar with the IB programme and the authorization process. Schools are encouraged to participate in IB professional development activities as early as possible to ensure that they make an informed decision regarding the future implementation of an IB programme.
- d. Analysis of the requirements related to the school entity.
- e. Analysis of the structure of the programme.
- f. Purchase and study of the Diploma Programme starter pack and additional documents.
- g. Analysis of the *Programme standards and practices* and specific programme requirements.
- h. Analysis of the commitment that the IB requires from IB World Schools to ensure that the programme will be sustainable in the long term.
- i. Analysis of the situation of the school with regard to IB expectations.
- j. If the school were to decide to implement the programme, definition of the human, material and financial resources that would be committed in order to align the school with IB expectations and to sustain the programme in the long term.
- k. Approximate time that the school will need to align with IB expectations.
- l. Analysis of the benefits that the implementation of the programme will bring to the school and its community.
- m. Final decision on whether to implement the programme.

If it decides to implement the programme, and therefore start the authorization process, during this period the school identifies the person who will become the coordinator of the programme, starts to gain support from its community, identifies resources and starts sending staff to IB-recognized professional development activities.

The school will have the support of the IB through advice—by the relevant IB office and IB approved consultants—and through a mandatory consultation visit to the school. The timing of the visit will be established in consultation with the relevant IB office or IB consultant. As a result of the visit, a report will be sent to the school with recommendations on the future implementation of the programme.

All teachers will be given access to the IB online curriculum centre (OCC), a website where teachers can obtain IB publications and teaching materials and can participate in online forums on programme-related topics with their colleagues from schools around the world.

Request for authorization

Form the school completes: Application for authorization: Diploma Programme
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The *Application for authorization: Diploma Programme* and supporting documents provide evidence of the school's progress in the authorization process and of its readiness to become an IB World School. The candidate school will submit specific documents showing understanding of the programme and its implementation.

Through the *Application for authorization: Diploma Programme* and supporting documents, the school will show that it has:

- understood the IB philosophy
- understood the programme requirements
- met the major objectives of its action plan to ensure successful implementation
- concluded that it meets the requirements to become an IB World School.

Verification visit

Upon acceptance of the *Application for authorization: Diploma Programme*, a visit to the school will be carried out to verify the school's claim that it has taken all the necessary actions and is prepared to become an IB World School.

The purpose of the visit is to ensure that the educational principles, standards and practices on which the IB programme is founded will be maintained and furthered. The visit is not aimed at appraising or assessing individual teachers or school administrators. A description of the visit can be found in the appendix to this document.

Following the visit, the relevant IB office will produce a report regarding the authorization process. This report will be based on the findings of the visit and the data from the application forms. It will normally include the following elements:

- **Commendations:** These relate to school practices that are beyond the requirements for authorization and will benefit the implementation of the programme.
- **Recommendations:** These provide guidance for the school on further developing the programme.
- **Matters to be addressed:** In certain cases there are areas within a school's practice that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.

Decision on authorization

The director general is responsible for deciding the outcome of all applications made by candidate schools. This decision is based on the documents submitted by the relevant IB office.

Authorization to teach an IB programme may be granted or denied by the director general.

Requirements to become an IB World School offering the Diploma Programme

Introduction

A school wishing to become an IB World School offering the Diploma Programme should consider the requirements described below to ensure that they can comply with all of them. They are classified as follows:

- requirements related to the school entity
- requirements related to the structure of the Diploma Programme
- requirements related to the implementation of the programme.

The school will be asked to show evidence of some of these requirements when submitting the *Application for candidacy: Diploma Programme*, others when submitting the *Application for authorization: Diploma Programme*, and others will be verified when the school is visited. They must all be evidenced if a school wants to become an IB World School authorized to offer the Diploma Programme.

Requirements related to the school entity

Requirements related to the school entity need to be in place for the IB to recognize it as a candidate school. They are stated in the IB document *Rules for candidate schools*.

Name and status of the school

In various forms, combinations and logos, the names "International Baccalaureate", "IB" and "IB World School" are registered as trademarks worldwide by the IB Organization. Furthermore, the right to use the term "IB World School" and the related logo is provided under licence exclusively to IB World Schools that have been granted authorization by the director general to teach one or more of the IB programmes.

Consequently, no school whose name includes the words "International Baccalaureate", "IB", or "World School" in any form or language—or that has any trademarks or pending applications containing such words—shall be accepted by the IB Organization as a candidate school.

The school must be duly registered as a legal entity—either for profit or not for profit, privately or publicly funded—that is fit for the purposes of providing educational services and has the required accreditation by the local authorities and/or independent recognized accreditation agencies, if applicable.

New schools should normally have been in existence for at least three years before they can be authorized.

Multiple campus schools

If a school is divided between two or more campuses, each campus is normally deemed a separate candidate school and must individually fulfill all of the conditions of authorization stipulated in the *Guide to school authorization: Diploma Programme*.

Mandatory teacher professional development

A school wishing to implement the Diploma Programme needs to make a commitment to ongoing teacher professional development. Specifically, schools must meet the following requirements.

- The head of school or designee must attend an IB category 1 workshop before submission of the *Application for candidacy: Diploma Programme*.
- All Diploma Programme subject teachers must attend IB category 1 workshops in their subject.
- TOK teacher(s) must attend IB category 1 TOK course workshops.
- CAS coordinators must attend IB category 1 CAS workshops.
- The Diploma Programme coordinator must attend IB category 1 Diploma Programme coordination workshops.

It is expected that the professional development has taken place before the verification visit.

The school's commitment to IB professional development would allow as many teachers and staff as possible to participate in IB activities.

Requirements related to the implementation of the programme

Requirements related to the implementation of the programme are laid down in the *Programme standards and practices*. Although the actual standards and practices are common to all IB programmes, some practices have been described in relation to the Diploma Programme in more detail to allow for a better understanding from the perspective of the programme.

The IB is aware that for each school the implementation of an IB programme is a journey and that the school will meet these standards and practices to varying degrees along the way. However, at the time of authorization certain expectations must be met, as identified in the two right-hand columns of the following tables.

- The IB has identified some practices and programme requirements that must be "in place". Even though the Diploma Programme cannot be taught before the school is authorized by the IB to do so, there are practices and programme requirements that need to be in place because they are the basis of the preparation for the future implementation of the programme—IB professional development of teachers, course outlines, student schedule, and so on. The absence of these practices and requirements in a school may endanger the integrity of the programme.
- The IB has identified some practices and programme requirements for which the school must show that "planning is in progress". Schools must show that planning of the identified practices is in progress at the time of authorization.

Other practices, which are not identified in any column, will be in a very early planning stage at the time of authorization. It is expected that the school makes commitment towards meeting all the standards, practices and programme requirements at the time of evaluation of the programme and will show evolution in time, which will be evidenced at every cycle of the programme evaluation.

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice		A school must show the following to become an IB World School offering the Diploma Programme	
		In place	Planning is in progress
1.	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).		✓
2.	The school has developed a governance and leadership structure that supports the implementation of the programme(s).	✓	
3.	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).	✓	
4.	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.	✓	
5.	The school develops and implements policies and procedures that support the programme(s).		✓
a.	The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.	✓	
b.	The school develops and implements a language policy that is consistent with IB expectations.		✓(1)
c.	The school develops and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.		✓(1)
d.	The school develops and implements an assessment policy that is consistent with IB expectations.		✓(1)
e.	The school has developed and implements an academic honesty policy that is consistent with IB expectations.	✓	
f.	The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.		✓

Requirements to become an IB World School offering the Diploma Programme

5.	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).	✓	
	a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments.	✓	
	b. There are appropriate information technology facilities to support the implementation of the programme.	✓	
	c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.		✓
6.	The library/multi-media/resources play a central role in the implementation of the programme(s).	✓	
	a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.	✓	
7.	The school ensures access to information on global issues and diverse perspectives.		✓
8.	The school provides support for its students with learning and/or special educational needs and support for their teachers.		✓
9.	The school has systems in place to guide and counsel students through the programme(s).		✓
	a. The school provides guidance to students on post-secondary educational options.		✓
10.	The student schedule or timetable allows for the requirements of the programme(s) to be met.	✓	
	a. The schedule provides for the recommended hours for each standard and higher level subject.	✓	
	b. The schedule provides for the development of the theory of knowledge course over two years.	✓	
	c. The schedule respects concurrency of learning in the Diploma Programme.	✓	
11.	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).		✓
12.	The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.	✓	

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice		A school must show the following to become an IB World School offering the Diploma Programme	
		In place	Planning is in progress
1.	The written curriculum is comprehensive and aligns with the requirements of the programme(s).	✓	
a.	The curriculum fulfills the aims and objectives of each subject group and the core.	✓	
b.	The curriculum facilitates concurrency of learning.	✓	
c.	The curriculum is balanced so that students are provided with a reasonable choice of subjects.	✓	
d.	The school develops its own courses of study for each subject on offer and for theory of knowledge.	✓	
2.	The written curriculum is available to the school community.		✓
3.	The written curriculum builds on students' previous learning experiences.		✓
4.	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.	✓	
5.	The written curriculum allows for meaningful student action in response to student's own needs and the needs of others.		✓
6.	The written curriculum incorporates relevant experiences for students.		✓
7.	The written curriculum promotes students' awareness of individual, local, national and world issues.	✓	
8.	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.	✓	
9.	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).	✓	
10.	The written curriculum integrates the policies developed by the school to support the programme(s).		✓
11.	The written curriculum fosters development of the IB learner profile attributes.	✓	

Requirements to become an IB World School offering the Diploma Programme

15.	Teaching and learning encourages students to demonstrate their learning in a variety of ways.		✓
16.	Teaching and learning develops the IB learner profile attributes.		✓

Note: "Teaching and learning" is used as a single concept as the two processes are interdependent.

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice		A school must show the following to become an IB World School offering the Diploma Programme	
		In place	Planning is in progress
1.	Assessment at the school aligns with the requirements of the programme(s).	✓(2)	
a.	Assessment of student learning is based on the objectives and assessment criteria specific to each subject.	✓(2)	
2.	The school communicates its assessment philosophy, policy and procedures to the school community.		✓
3.	The school uses a range of strategies and tools to assess student learning.		✓
4.	The school provides students with feedback to inform and improve their learning.		✓
5.	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).		✓
6.	The school has systems for reporting student progress, aligned with the assessment philosophy of the programme(s).		✓
7.	The school analyses assessment data to inform teaching and learning.		
8.	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.		✓
9.	The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.	✓	

2. At the time of authorization this practice will be evidenced in the course outlines.

How is it organized?

School's responsibilities

- Defining an agenda with the IB.
- Funding the visit, according to IB procedures established for this purpose.
- Providing the IB with information about nearby hotels to book for site visitors or making hotel reservations, if applicable.
- Providing transportation for site visitors from and to the airport and from and to the school, if applicable.
- Making available, in the school, a room for the use of the team throughout the visit where all necessary documentation required by the team will be available. As meetings will normally take place in the allocated room, it is the school's responsibility to see that it is quiet and conducive to private conversations.
- Providing meals during the school day.
- Providing the assistance of an external translator if meetings need to be conducted in a language other than the IB working language identified by the school as its language of communication with the IB (English, French or Spanish).

IB's responsibilities

- Providing the school with dates for the visit, with enough time for the school to organize it.
- Appointing the members of the visiting team, whose names will be informed to the school in a timely manner.
- Approving the final agenda, after consultation with the school. This will normally be carried out by the leader of the visiting team.

The agenda for the visit

The visiting team leader decides which visiting team members and representatives of the school should attend which meetings.

The agenda will be drafted to ensure that the different stakeholders will be able to attend at specific times. Decisions about school staff attending meetings outside normal school hours are left to the school: the IB cannot insist that the staff attend.

Any visits to classes will be carried out with the consent of the teacher(s) concerned.

Agenda items

The agenda for the visit will normally include the following items:

- Formal interviews with the school administration, governors/board members (if applicable), the IB programme coordinator, the school pedagogical leadership team, teachers, librarians, groups of students, parents and others who will be involved in the programme. These interviews will be individual and in groups, as decided by the visiting team leader, and will adhere to the local legal framework.
- Informal dialogues with teachers, students, administrators and other staff members who will be involved in the programme.
- Observation of classes, if applicable.
- Tour of school facilities emphasizing the areas that will support the implementation of the programme (library, laboratories, and so on).