



COLOGNE INTERNATIONAL SCHOOL
Internationale Friedensschule Köln

A model for an integrated international secondary school

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Introduction

The school's shareholders, supported by the Board of Trustees, have instructed the school leadership team to ensure the cultural unity of the school by developing a new model for the secondary school. This model should include a higher level of integration, more bilingualism and international-mindedness.

The following model would involve the entire school becoming a state-recognised private school (anerkannte Ergänzungsschule) in Grades 1-12. The school would apply to become an IB Continuum school by offering the IB Primary Years Programme (PYP) to all students in Grades 1-5, the IB Middle Years Programme (MYP) in Grades 6-10 and the IB Diploma (IBDP) in Grades 11-12. The primary school will continue its bilingual approach to teaching and learning. The integrated secondary school will include subjects taught in English or German in Grades 6-12. Students will have more flexibility in choosing their learning paths as their circumstances and plans change. The IB Diploma in Grades 11-12 will include subjects taught and assessed in German.

This main target audience of this document is teachers and administrators at Cologne International School. It will be adapted for presentations to students, parents and other stakeholders.



Our mission and vision



This suggested model is a way of implementing the school's new mission and vision. It will offer specific ways of thinking internationally, speaking multilingually and shaping our learning paths. The approaches to learning and the learner profile embedded into IB programmes will offer other ways of fulfilling our mission and vision.

An educational rationale for seeking a new school model

Achieving more bilingualism and easing the decision process for students and parents are important priorities. For example, our Grade 4 students and their parents must decide whether to transfer to our Gymnasium or to the International Secondary School. In most countries in the world, Grade 5 is still primary school, yet we expect them to make decisions at the age of 10 that will affect their final secondary school qualifications in Grade 12. We believe that Grade 5 is too early for students to specialise in German or English. Our Gymnasium students can study subjects bilingually, but few take subjects in English in the *Qualifikationsphase*. Many ISS students are interested in studying in Germany (or abroad) but they often do not have the subject-specific German skills after Grade 12 that they would need to study in Germany. Our new model would delay the decision on language specialisation and promote more bilingualism in the entire secondary school.

Achieving a coherent, less complicated model is another priority for school development. An example of unnecessary complexity is that ISS students participate in four different programmes during their time at secondary school. They follow the IB PYP in Grade 5 before moving to the Cambridge Lower Secondary programme in Grades 6-8. They transfer to the Cambridge IGCSE programme in Grades 9-10 and follow the IB Diploma in Grades 11-12. Each programme has its own assessment system for communicating learning

progress (levels 4-7, letter grades G-A*, number grades 1-7), which is confusing for students, their parents and even for teachers. By introducing IB programmes throughout the primary and secondary schools, there would be a clearer assessment system and a more coherent curriculum from Grades 1-12.

IFK/CIS as an IB Continuum School

By introducing the MYP in Grades 6-10, our school would offer IB programmes to all students from Grades 1-12 and would be recognised as an IB Continuum School. Continuum Schools offer three or more IB programmes, e.g. PYP, MYP and DP. Becoming a Continuum school would allow us to involve all students from Grades 1-12 in an IB education. We would be able to implement the Learner Profile, and approaches to learning and teaching more systematically.

The IB Learner Profile consists of 10 attributes that can “help individuals and groups become responsible members of local, national and global communities” (IBO, 2021, p. vii): inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective. In 2020, the school agreed that all sections of the school community should use the IB Learner Profile as a common philosophical framework. By following the IB MYP and DP in all parts of the middle and upper schools, we hope that there will more deliberate opportunities for all members of the school community to implement the Learner Profile.

The IB has identified key skills as “Approaches to Learning”, otherwise known as ATLs (IBO, 2015): social skills, thinking skills, communication skills, research skills, self-management skills. For example, to meet the school’s goal of “shaping our learning paths”, students need to develop the affective and task-management skills required for self-directed learning. The IB has committed to helping schools to develop ATS throughout the curriculum. To this end, they will publish a “K–12 taxonomy of knowledge, skills, attitudes and values” (IBO, 2021a, p. 3). The ATLs and Learner Profile in this taxonomy would play a bigger part in assessment, for example through the introduction of portfolio work to supplement/replace some final exams. By introducing the MYP, we expect that the students will continue the approaches to learning path started in Grades 1-5 and that they will be more proficient in these skills by the time they start the DP in Grade 11.

According to the IB, there are approaches to teaching that underpin IB programmes:

“Teaching in IB programmes is:

- inquiry-based—provoking curiosity in order to structure and sustain exploration
- concept-driven—planning and teaching through concepts that are transferable to new contexts
- contextualized—reaching beyond the scope of individual subjects to establish relevance
- collaborative—promoting effective teamwork and purposeful/productive collaboration
- differentiated—providing access to learning for a diversity of learners
- informed by assessment—balancing assessment of, and for, learning.” (IBO, 2021b, p. 73)

By running inquiry-based, concept-driven IB programmes in all sections of the school, we hope that these approaches to learning and teaching will become more embedded than if we applied them to the existing Cambridge and NRW programmes.

The IB Middle Years Programme (MYP)

The school would introduce the IB Middle Years Programme (MYP) into Grades 6-10 replacing Cambridge Lower Secondary and IGCSEs in the ISS and Sekundar I in the Gymnasium. The MYP would involve all students in Grades 6-10 as part of a state-recognised private school (anerkannte Ergänzungsschule). The Middle Years Programme (MYP) is a 5-year that was introduced by the IB in 1994. It was designed to provide the foundations for the IB Diploma and to offer a smooth progression from the Primary Years programme (IBO, 2021b).

The following model outlines the structure of the MYP:



Figure 1
The programme model

Source: (IBO, 2021b, p. 5)

The IB Learner profile is at the centre of the MYP model and is the IB's "mission in action" (IBO, 2005-2021) affecting the delivery of the subjects and programme components. For example, being "caring" and "principled" should have a specific meaning depending on whether the student is in an English lesson or participating in a community service project.

The first ring of the model indicates the approaches to learning and teaching with the idea that learning focuses on transferrable concepts and global contexts that connect the subjects.

The second ring of the model involves community service and project work building on the approaches to learning and global contexts as well as the learning in the eight subject groups. All students complete “service in action” which is good preparation for the Creativity Activity Service programme on the IB Diploma programme. Students complete a personal project in Grade 10 (MYP5) and a community project in Grade 8 or 9 (MYP 3 and 4).

The third ring represents the eight mandatory subject groups on the Middle Years programme. Learning in the PYP in Grades 1-5 is mostly transdisciplinary with the curriculum organised into units of inquiry instead of discrete subjects. The MYP transitions from transdisciplinary learning to disciplinary (subject-based) and transdisciplinary learning that exams issues through the different lenses of different subject disciplines. Once a year, students complete a transdisciplinary project facilitate by the teachers.

The outer ring includes the term “international-mindedness” which develops multilingualism, intercultural understanding and global engagement (Amiss, et al., 2011). International-mindedness encompasses all of the subjects and components of the MYP and is a key part of IB philosophy.

Introducing the IB MYP into Grades 6-10

All MYP programmes consist of 8 subject groups to ensure that there is a balanced, coherent curriculum. The table below explains the subjects that we will offer with an indication of the number of hours per week.

Blue – taught in English

Green – taught in German

The hyperlinks lead to the official MYP subject guides.

Subject	Hours per week (x45 minutes)
English A Language & Literature or English B Language Acquisition	4
Deutsch A Sprache und Literatur or Deutsch B (Deutsch als Zweitsprache)	4
Individuals and Societies or Geisteswissenschaften	4
Integrated Science (Biology, Chemistry and Physics) or Naturwissenschaften (Biologie, Chemie und Physik)	4
Mathematics or Mathematik	4
Arts (Visual Arts, Drama, Music as an integrated subject)	4
Design (Apps development, textiles, craft, STEM)	2
French or Spanish	3
Sport	2
Personal Growth	3
MYP core components: Personal Project , Community Project , Transdisciplinary Units , Service as Action	Integrated into the subjects and SDL time
Self-Directed Learning/Coaching	4
	38 lessons per week in total

Students will learn English and German and will be taught in groups according to their level of language. Native speakers and near-native speakers will learn in a Language & Literature group and foreign language speakers will learn in Language Acquisition groups. Where possible, language acquisition groups would be organised according to language ability instead of age: Phases 1-2 (Emergent), Phases 3-4 (Capable), Phases 5-6 (Proficient). (IBO, 2021c, p. 6)

Individuals and Societies is an integrated course including the study of geography, history and other disciplines including economics, business, sociology and politics (IBO, 2021d). The course includes a progression of learning from Grades 6-10 and prepares the students for studying specialised humanities courses on the IB Diploma in Grades 11-12. The humanities course will be taught in English and a parallel course will be taught in German (Geisteswissenschaften). In Grade 10, the focus will shift to English to prepare for the MYP certificate. However, It will be possible to take IBDP History in German in Grades 11-12.

Science will also be taught as an integrated course. There will be a progression of units in biology, chemistry and physics from Grade 6 until Grade 10. At the end of Grade 10, students will be ready to study the specialised science courses at IB Diploma level. The integrated science course will be taught in English and a parallel course will be taught in German (Naturwissenschaften). In Grade 10, the focus will shift to English to prepare for the MYP certificate. It will be possible to take IBDP Biology and Chemistry in German in Grades 11-12.

Students would follow an MYP mathematics programme in English or German. Students will take the MYP mathematics e-assessments in English in Grade 10, but they can continue to study maths in German in Grades 11-12.

Visual arts, drama and music will be taught as an integrated subject in English. The integrated subject will allow interdisciplinary learning and projects, but there will also be the opportunities to develop the knowledge and skills for those students who want to continue studying the arts at IB Diploma level.

Design is a mandatory subject on the MYP and would be new to our school. We would include aspects such as app development, textiles, craft and STEM projects. Design would be taught in English.

French or Spanish as a Language Acquisition subject would be offered to students in Grades 6-10.

Sport and personal growth would be taught in English and would include the MYP subject Physical and Health Education. There would also be aspects of social and emotional learning and personality development.

Learning MYP subjects in English or German and “choosing our learning paths”

We believe that the students should have the flexibility to study subjects in English or German to adapt to their changing needs and interests. This is a major aspect of the “choosing our learning paths” phrase in our mission and vision.

Some students will choose to study most subjects in English from Grade 6 until Grade 12. For example, their families are planning to stay in Germany for several years and they might

need to transfer to another international school abroad. They might also be planning to study in the medium of English after Grade 12.

Other students might choose to study two-four subjects in German to maintain their subject-specific knowledge and enable them to choose IB Diploma subjects in German when they reach Grade 11.

We would plan a similar progression of units in the German and English subject streams. This would enable the student to switch between the English and German streams without gaps in the subject content if their interests or circumstances change. Students do not need to decide in Grade 6 on whether to study subjects in English or German. There would be flexibility in Grades 6-8, depending on the student's language skills. The students and parents would receive individual advice on choosing the optimal learning paths.

The MYP certificate in Grade 10

As a state-recognised private school (anerkannte Ergänzungsschule), we are required to offer a recognised qualification at the end of Grade 10. The MYP certificate is an official qualification marking the completion of the MYP programme and assessing the students' level of preparation for the IBDP. The students' knowledge, understanding and skills are assessed summatively at the end of Grade 10 using a combination of on-screen assessments and e-portfolio work. In 2018 these e-assessments won first prize in an international competition due to the IB's innovative practices in developing e-assessment (the e-Assessment Association, 2018). The MYP Certificate assesses students in eight subjects. Language and Literature, Individuals and Societies, Sciences, Mathematics and Interdisciplinary Learning are assessed during on-screen assessments. Language Acquisition, Physical and Health Education, Arts, Design and the Personal Project are assessed through e-portfolio assessment. (IBO, 2005-21b).

The e-assessments are not designed to copy the traditional pen and paper exams taken by students, nor are they the same as automated online assessments. They are designed to allow the students to demonstrate their learning in authentic and creative ways:

"MYP eAssessments offer students the opportunity to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills and the ability to apply knowledge in unfamiliar situations. On-screen examinations and ePortfolios provide a balanced model of assessment for schools seeking IB-validated grades." (IBO, 2005-2021, p. 1). The e-assessments would allow us to meet our mission by embracing change and showing academic integrity while students and teachers reflect critically on learning and teaching.

Recognition of the MYP Certificate as the Mittlerer Schulabschluss

For the MYP certificate, each of the 8 MYP subjects is assessed on a scale of 1-7 (7 is the highest grade). The maximum score is 56 and students need 28 points with at least a "3" in every subject to pass the MYP Certificate.

The MYP has been recognised by the KMK (German Conference of Ministers of Education) since 2011. The latest recognition statement was issued in September 2021 and gives unlimited recognition of the MYP to authorised MYP schools (Kultusministerkonferenz, 2021).

There are 14 authorised MYP schools in Germany including Bonn International School e.V. and International School of Düsseldorf e. V. in the state of NRW.

The passing grade for the MYP Certificate is 28 points. If a student achieves 32 points, the KMK would allow the MYP Certificate to be recognised as the equivalent of the Mittlerer Schulabschluss. Other conditions apply, including the requirement that students have attended school for at least ten years. Students would need to achieve at least 40 points including 15 points in two languages and mathematics before they could join Grade 10 (Einführungsphase) of a Gymnasium using their MYP as a qualification (Kultusministerkonferenz, 2021).

The authorisation process for introducing the MYP

Schools must apply for MYP candidacy. During the candidacy stage, the school completes the requirements for authorisation, e.g. professional development and the preparation of a written curriculum. Schools must implement the programme for at least two years before authorisation.

This proposed timeline aims to achieve full MYP authorisation by summer 2025. The first student would complete the MYP certificate in summer 2026.

January-February 2022	Application for MYP candidacy: Head of School completes a Category 1 MYP workshop. School submits the formal application documents for MYP candidacy.
February-June 2022	MYP candidacy consultancy stage 1 The IB allocates a consultant to work with the school during the candidacy stage. ISS subject coordinators complete a Category 1 MYP workshop. The school starts the process for appointing an MYP coordinator and other posts (e.g. Design teacher/coordinator) Subject coordinators map out and start planning the sequence of units in MYP 1-5. Assuming 6 units per year, there would be 30 units in MYP 1-5 in each subject.
February-August 2022	Managebac transition from Cambridge to MYP units We would continue teaching the Cambridge units, but we would prepare the infrastructure for planning MYP units in Managebac.
August 2022-August 2023	MYP candidacy/consultancy stage 2 (pre-implementation year) Mandatory in-house MYP training for all ISS teachers, probably during PD day in October 2022. Teachers plan units, overseen by subject coordinators. By August 2023 the units for MYP1-3 need to be ready. During our first year at the new campus Grades 6-8 will continue with the current Cambridge Units. Grades 9 and 10 will continue with IGCSE.
August 2023-August 2024	MYP candidacy/implementation year 1 Grades 6,7,8 start MYP 1,2,3. Grades 9-10 start/complete IGCSE programme. By August 2024, the units for MYP 4 need to be ready.
August 2024-August 2025	MYP candidacy/implementation year 2 Grades 6,7,8 start/continue MYP 1,2,3 Grade 9 starts MYP 4 Grade 10 completes IGCSEs (final cohort for IGCSE) By August 2025, the units for MYP 4 need to be ready. Application for MYP authorisation in autumn 2024

	Verification visit from the IB in summer 2025, followed by official MYP authorisation.
August 2025-August 2026	Post-authorisation year 1 Grades 6-8: implementation of MYP programme 1-3 (see the above model) Grade 9 MYP 4 (exams in 2027) Grade 10: MYP 5, MYP Certificate (first year of e-assessments)

A bilingual IB Diploma programme in Grades 11-12

In 2014, Cologne International School gained the authorisation to run the IB Diploma Programme (IBDP). The following model outlines the structure of the IBDP:



Figure 1
Diploma Programme model

Source: (IBO, 2016, p. 2)

As with the MYP, the programme model centres around the IB Learner Profile, approaches to teaching and approaches to learning.

The second ring of the model includes three components that form the IB Diploma core: Theory of Knowledge (TOK), Extended Essay (EE), Creativity Activity, Service (CAS). Theory of Knowledge is a 100-hour critical thinking course that examines the nature of knowledge and encourages students to consider how knowledge is produced and acquired in different academic disciplines. The Extended Essay is a 4000-word investigation that aims to prepare students for the research work required at university. It is a key area for developing approaches to learning. Creativity, Activity, Service allows the students to develop the attributes of the Learner Profile such as being "caring" or "principled" by participating in and organising community service projects. There is an opportunity to try new creative or sporting activities, which allows the students to achieve a balance in their studies.

The third ring includes the six academic subject groups: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics and the Arts. The model organises the subjects around the DP core to encourage teachers and students to form meaningful links between the subject content and TOK/EE/CAS. The DP core helps to ensure the holistic nature of the programme. We organise the timetable into six blocks. Students choose one subject from each block.

Students choose at least one Language and Literature course. This Language A course is aimed at proficient (CEFR C1-C2) language learners.

The Language B course is an advanced foreign language course aimed at CEFR B1 (Standard Level) and B2 (Higher Level) language learners.

The usual IB model is for students to take one Language A and one Language B subject. However, it is also possible to take two Language A subjects (e.g. English and German) which would qualify the students for a bilingual IB Diploma. We expect that many of our students would be capable of taking two Language A subjects after completing the PYP and MYP programmes at our school.

The third block of subjects is entitled Individuals and Societies and includes Business Management, History and Geography. Psychology is available in block six to enable students to choose a second individuals and societies subject. For example, many of our students choose Business Management and Psychology.

The Sciences block includes Biology, Physics and Environmental Systems and Societies (ESS). Chemistry is available in block six to enable students to choose a second science. ESS is a transdisciplinary subject including aspects of science (e.g. biology) and humanities (e.g. geography). It has been popular with students who choose to study business-related subjects at university because the subject gives a firm understanding of many of the key environmental issues. Unfortunately, the KMK does not recognise ESS as a natural science, meaning that students wanting to study in Germany must also choose Chemistry if they want to study ESS.

Our Mathematics courses is entitled Mathematics: Applications and Interpretations. Students take the Standard Level or Higher Level course according to their career plans, their abilities or the country of study's requirements. We will also offer the following Mathematics course in German: Mathematics: Analysis and Approaches at Standard Level.

Block six of the programme is entitled Arts and Electives. It enables students to study the arts (Visual Arts or Music) or to specialise in the humanities (Psychology), sciences (Chemistry, Sports Exercise Health Science) or an additional Language B (French or Spanish). The number of subjects offered in block 6 depends on the student demand for each subject.

Our new bilingual IBDP model

A key aim of our new school model is to offer the possibility of teaching and learning in English and German from Grade 1 to Grade 12.

The IB Diploma offers the possibility of studying the following subjects in the medium of German and of taking the official exams in German: German A, German B, History, Biology, Chemistry, Mathematics Analysis and Approaches, Theory of Knowledge.

This possibility was developed originally for overseas German schools (deutsche Auslandsschulen). However, it is also possible for us to offer these subjects at our school. We hope that colleagues in the Gymnasium would be interested in joining the IB Diploma teaching team to help us to enable the programme to offer subjects in German. In addition to possessing a national teaching qualification, teachers need to complete an external Category 1 IB workshop that introduces teachers to the programme, its subject content and the assessment methods. Working with colleagues in the same subject group, teachers would develop units of work for delivering the subject in German. The table below explains the subjects that we will offer with an indication of the number of hours per week.

Blue – taught in English

Green – taught in German

The hyperlinks lead to the official IB German-language subject guides.

Subject	Hours per week (x45 minutes) Higher Level/Standard Level
1. English A Language and Literature or Language B English	3 (SL), 5 (HL)
2. Deutsch A Sprache und Literatur or Deutsch B (DaZ)	3 (SL), 5 (HL)
3. Business Management or Geography or History or Geschichte	3 (SL), 5 (HL)
4. Biology¹ or Physics or Environmental Systems and Societies	3 (SL), 5 (HL)
5. Mathematics Applications and Interpretations (HL/SL) or Mathematik Analyse und Ansätze (SL) (Mathematics Analysis and Approaches SL)	3 (SL), 5 (HL)
6. Psychology or Chemistry or Biologie or Chemie or Visual Arts or Music or Computer Science or Spanish or French or Sports, Exercise and Health Science	3 (SL), 5 (HL)
Theory of Knowledge or Erkenntnistheorie	2 (Grade 11), 3 (Grade 12)
Extended Essay	Completed in the students' own time with a day's training time allocated from the
Creativity, Activity, Service	2 (Grade 11), 1 (Grade 12)
Self-directed learning	10

¹ Offering subjects in German or new subjects such as Computer Science will depend on a minimum number of students choosing these subjects.

	38 hours per week in total (assuming students take 3xHL and 3xSL)

Blue – taught in English

Green – taught in German

Entry requirements for our IB Diploma programme

Students join the IBDP after passing the equivalent of 5 IGCSEs at Grades C-A*, which is the equivalent of the Mittlerer Schulabschluss. The MYP certificate will replace the IGCSE requirement in the future. We have an inclusive programme and the requirements are aimed at ensuring that students have a realistic chance of meeting the minimum IBDP requirements. Students need a minimum of B2 English to start the IB Diploma programme. We anticipate that students joining the IB Diploma from our Gymnasium would have a realistic chance of being able to study the IB Diploma subjects in English, especially if they had a preparatory year in Grade 10. Another development that would make this more achievable is the new possibility of studying subjects in German.

Learning IBDP subjects in German and “choosing our learning paths”

“Choosing our learning paths” in Grade 11 involves specialising in some subjects for university study while maintaining a broad and relevant overall range of subjects. IB Diploma students take three subjects at Higher Level (HL) and three subjects at Standard Level (SL). Our new model would allow students with the appropriate German skills to study up to 5 out of six subjects in German: German A: Language and Literature, History, Biology, Chemistry, Mathematics, Theory of Knowledge.

For example, a student who wishes to study Medicine, Biology/Chemistry at a German university should probably consider studying IB Biology, Chemistry and possibly Mathematics in German. However, he/she could choose Business Management, Geography or History in English to strengthen his/her academic English skills and to achieve a bilingual Diploma.

Similarly, a student wanting to study Computer Science abroad in English should probably take Mathematics, Physics and Computer Science in English. However, she/he could study German Language and Literature, History and Theory of Knowledge in German to maintain her/his German skills in the final two years of school.

Choosing learning paths will involve participation in the two-week Diploma introduction in June of Grade 10. All students will meet the Diploma Coordinator to agree on a combination of subjects that suits the students’ plans, ability and the requirements of the country (countries) of future study.

The IB Diploma requirements

Assessment in the six subjects consists of final examinations that are taken by students in May of Grade 12 and are worth approximately 70% of the final grade. The remaining 30% consists of project work and investigations where the students choose the topic under the

guidance of their teacher or supervisor. This work is usually assessed by the teacher and is moderated externally by the IB.

Each of the 6 IBDP subjects is assessed on a scale of 1-7 (7 is the highest grade). Theory of Knowledge and the Extended Essay are assessed on a scale of E-A (A is the highest grade) and are combined to add a maximum of 3 points to the final Diploma score. The maximum score is 45 and students need 24 points to be awarded the Diploma. Other requirements apply, including the need to achieve 12 points in the three HL subjects. Students usually take three subjects at Higher Level and subjects at Standard Level.

Extra requirements for the recognition of the IB Diploma in Germany

The IB Diploma has been recognised by the Kultusministerkonferenz (KMK) in Germany since 1986. It is recognised as a university entrance qualification (allgemeine Hochschulreife). German citizens need to have their Diploma converted into the German equivalent (allgemeine Hochschulreife) by visiting the local qualifications recognition office (Zeugnisankennungsstelle). In addition to the IB requirements, there are extra requirements from the KMK, for example that the students have received at least 12 years of schooling. They must take Mathematics or a Science at Higher Level. They must achieve 24 points overall with no more than one Grade 3. The KMK has improved its recognition of the IBDP significantly in recent years. Cologne International School has been added to the list of 50 IB World Schools whose Mathematics courses have been completely recognised by the KMK (Kultusministerkonferenz, 2021). This means that choosing to study abroad or in Germany is becoming more a matter of the students' choice rather than being dictated by the subject choice or the students' ability in Mathematics.

Implementation of the new bilingual Diploma programme

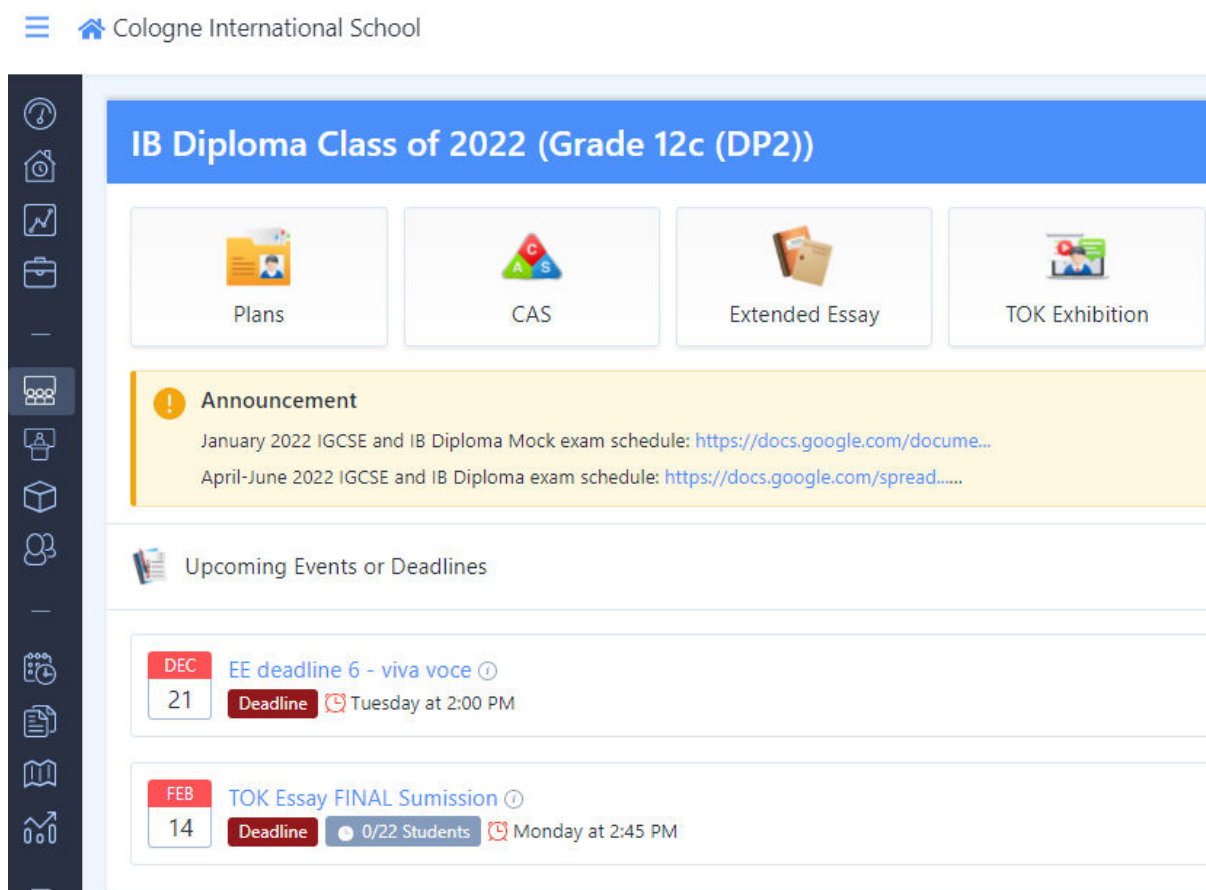
The implementation of the MYP in Grades 6-8 would require authorisation from the IB. Cologne International School is already authorised to offer the IB Diploma and we would not need to obtain extra permission to offer new subjects including those subjects taught in German.

We are aiming to start teaching IB Diploma subjects in German from August 2023 with the first exams in May 2025. Before then, teachers will need to complete a three-day Category 1 workshop run by the IB. These workshops involve participants from other schools in the region and are a good networking opportunity. The workshop will introduce teachers to IB pedagogy, the content of the subject guide and the assessment procedures. Afterwards, teachers will work with colleagues in their subject groups to develop a course outline and units of work in German.

In addition to subjects in German, we would also like to introduce Computer Science to the IB Diploma.

Offering subjects in German or new subjects such as Computer Science will depend on a minimum number of students choosing these subjects. This will ensure that we develop the programme in a financially sustainable way.

Managebac - a learning platform for planning, self-directed learning, reporting and assessment



Implementing the MYP and a bilingual DP will require a high level of collaborative planning to achieve a coherent written curriculum within subject groups and across languages of tuition. Cologne International School has been using the learning platform Managebac in Grades 5-12 since 2015 for unit planning, reporting and assessment. Increasingly, we are adding learning resources for self-directed learning to the units. Managebac has an MYP module which will help us to articulate and implement the MYP at our school. There will be a Managebac implementation programme to prepare colleagues for using Managebac for planning, running hybrid learning, reporting and assessment.

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