

# IB Americas September eNewsletter

Fifth Edition

## Welcome to the September 2010 edition of the IB Americas eNewsletter

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Dear Educator,

Welcome to the September edition of the IB Americas eNewsletter. I write this letter from our new home in Bethesda, Maryland, which officially opened on Monday, 16 August 2010. The Americas Global Centre will eventually house nearly 200 IB staff members who will continue to focus on providing more high-quality services to you and your school community.

The new global centre is also your home. Please do not hesitate to stop by and visit if you are visiting the Washington, DC area, or if your school is located nearby. It is our strong hope that our staff will have more opportunities to engage with you and to learn about how we can do an even better job of supporting you in providing an IB education to your students and surrounding community.

This edition of our eNewsletter contains inspiring stories from Canada, Uruguay, Costa Rica, and Colombia. For the Primary Years Programme (PYP), we learn about an initiative at Stratford Hall in Canada where the philosophy of the PYP impacted instructional design and led to improved collaboration among students and teachers. St. Patrick's College in Uruguay introduces us to a tool used to enhance interdisciplinary education in the Middle Years Programme. Colegio Bilingüe de Palmares inspires us by overcoming challenges in order to provide the Diploma Programme to public school students in Costa Rica. Finally, the Colegio Internacional de Educación Integral in Colombia shows us how the implementation of the continuum of all three programmes leads to a well-rounded education.

My hope is that this eNewsletter will serve as a resource for you in implementing and offering IB programmes to your students.

As always, I welcome your feedback and your ideas. Please do not hesitate to contact me at [iba.director@ibo.org](mailto:iba.director@ibo.org).

Warm Regards,

Drew Deutsch  
IB Americas Director

## **IB Primary Years Programme: Encouraging collaboration through design**

***By Dr. James McConnell, head of school, Stratford Hall, Vancouver, British Columbia, Canada***

In November 2009 Stratford Hall, in Vancouver, Canada, moved into a purpose-built Primary Years Programme (PYP) building. The move was a culmination of observation, reflection and analysis over several years which resulted in a building that encourages collaboration amongst and between students and teachers.

Stratford Hall began in 2000 at a local community centre. In 2003, we were authorized to offer the Primary Years Programme. Each year the class arrangements were adjusted to accommodate the availability of the rented spaces, and the sizes of our classes. Every year we ended up with at least one, and often two, classes of the same grade in the same space. This meant that 32 to 40 students shared a space, divided into two smaller areas by low bookshelves or moveable partitions, and led by two educators teaching the same unit of inquiry.

Initial reactions to this arrangement were always centred on the potential noise levels and opportunities for students to be distracted. Within a couple of weeks all concerns disappeared with the observation that the students were so engaged in their work that it did not matter that there was another class on the other side of the room.

Two other observations were also made: first, the students were interacting in positive ways, and often teachers used the opportunity for whole-group activities. Second, we observed that the collaboration between the two teachers was significantly enhanced. Ideas were quickly and easily shared, and reflection was an ongoing activity.

When it became time to look at designing our own building, we engaged architect Kevin Hanvey from Omicron Total Building Solutions to lead the project. We shared our observations and our notion that the learning spaces had to be different from the four-walled classrooms that are commonly seen. The idea of the classroom was abandoned, and Mr. Hanvey developed a conceptual plan that integrated the philosophy of the PYP into the building design.

All design projects have limitations, and our primary constraint was the size of the property we had acquired for the building. It was just 7,000 square feet. The tight size and the desire to create open flow for the students and teachers in the learning spaces led to a design that is unique.

After taking into consideration the building support functions, the remaining space was allocated to the work that students and teachers do together. Gone were the ideas of classroom and corridor, replaced by learning places, promenades, portals and pavilions. The learning places are areas for groups of 20 students to work around tables, separated by bookshelves from other groups of 20 students. Each pair of classes, forming a single grade, is designed to take place side-by-side. There are now six classes per floor (three grades, 120 students) in this open space.

For activities requiring a quiet environment, each pair of classes has a pavilion, a separate area that is surrounded by four walls and accessed through doors. This space, at about 200 square feet, is large enough for 20 to 40 students to sit on the floor and listen to a presentation, for example.

In action, the PYP building is full of energy. Students are actively collaborating with each other, and teachers have easy access to teaching partners. Teachers can see over the bookshelves so that they can be aware of what other students and teachers are doing. There is a buzz of activity, but the noise levels

appear to be inconsequential to the students. The groups of students and teachers on each floor are becoming a learning community.

Other educators who have visited the building have commented that the environment truly looks like one for the 21<sup>st</sup> century, and several parents have added that it reminds them of their own work places. Rather than a concern about the constant noise level, they reflect that some of the best ideas developed are from conversations that are triggered by what happens beyond their own partitions.

These are early days for the building, and we are already seeing a variety of interesting benefits from the openness and flexibility of the spaces. We believe that we have one of the few facilities that have been purposely constructed to meet the needs of PYP students and teachers. We are now in the process of designing a purpose-built facility that meets the needs of MYP learners.

## IB Middle Years Programme: Using “macroprojects” to enhance interdisciplinary education

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**By Ma. Fernanda Varela, director, IB Middle Years Programme, St. Patrick’s College, Montevideo, Uruguay**

Developing curiosity, furthering understanding of different disciplines, and appreciating one’s own history and culture and that of other communities, require a sustained reflective attitude. This attitude enables ongoing learning relevant to a great variety of situations that students might encounter, inside and outside the classroom. There is no doubt that forming knowledgeable students with an active attitude towards learning, not only during their formal education, but throughout their lifetime, requires a comprehensive approach to knowledge and teaching.

The members of our school community are continually working to improve our classroom practices and to achieve the goals mentioned above. With this in mind, the coordinator’s department initiated an analytical and creative investigation into specific tools that would support interdisciplinary knowledge, encouraging an active attitude towards learning in our students. As a response to our needs, the “macroproject” found a privileged place in our school, having proven to be a very good tool for students to develop interdisciplinary and multidisciplinary knowledge both inside and outside the classroom.

The macroproject begins with an initial stimulus question, from which students begin a process of in-depth inquiry into relevant knowledge as they search for answers to the question. The teacher provides methods to facilitate their journey by means of an integrated methodology of subjects and disciplines.

All macroprojects must include topics that will contribute to the process of knowledge acquisition both in a theoretical and a practical way. Some examples are teacher or guest dissertations and field trips that offer students unique personal experiences, allowing for different styles of learning and multiple intelligences. This is where diverse abilities find a place. The different disciplines consist of constructive work performed by the students through a rich variety of coursework, homework, learning visits, and individual and group assessment aimed at providing the students with materials that can help them find answers. In the process, the traditional constructed and imaginary boundaries between disciplines are knocked down, motivating in-depth study.

As an example, one of our school community’s most praised macroprojects is “Aprender a ver nuestra ciudad-Montevideo” (Learning to see our city –Montevideo). The aim of this project is to learn how to see and appreciate the reality in which we are or can be immersed from different disciplinary perspectives and from a plurality of approaches. We therefore, individually and collectively, “take possession” of the city, its history—present and past, its culture, organization and geographical setting.

This working style presents an ongoing challenge to teachers, but results in planning opportunities for students to acquire knowledge and make it their own as they go through the process of answering the initial questions of *What makes our city?* and *What shapes our city?*. The different disciplines come together as we share and plan the activities for an in-depth study into *What makes our city?*.

Macroprojects have given us ample room to reflect through the areas of interaction which serve as a guideline to reach our objectives. Our teachers have responded positively to the macroprojects. Their thoughts on the macroprojects are shared below.

*Mariana Santurio, history teacher.* “These instances of interdisciplinary work, collaborative work and inquiry link curricular content with the students’ personal interests: their environment, the cultural, social and economic diversity of their environment, and their history.”

*Beatriz Casal, mathematics teacher.* “From my point of view, the macroproject is a very valuable instrument in which teachers, students and the school community can find common criteria from the perspectives of different subjects through the areas of interaction, and thus find a tangible and integrating common ground for the knowledge found in the different processes of the work.”

*Marta Barboza, geography teacher.* “These projects satisfy the need for students to observe and analyse social, economic, and geographic issues with a comprehensive approach through the areas of interaction; and thus develop critical and reflective learning skills.”

*Antonio Padilla, history teacher.* “Macroprojects are interdisciplinary activities that allow the students to come into contact with the natural, cultural and social world in an organized, interesting, and ultimately significant manner.”

Year after year, experience after experience, we have seen that the macroproject is ideal for the incorporation and participation of different subjects and disciplines. As a result, interdisciplinary learning is involved in every aspect of the learning process: planning, development, outputs and assessment. Teachers and students are involved in an ongoing process of investigation and action, which contributes to their academic work and objectives. Although the macroproject requires much planning, the end result is a rewarding experience which helps to develop the IB learner profile in Middle Years Programme students.

## IB Diploma Programme: Expanding access to all students in Costa Rica

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***By Denis Gutiérrez Morales, coordinator, IB Diploma Programme, Colegio Bilingüe de Palmares, Palmares, Costa Rica***

Colegio de Palmares was founded in 1958 and, since then, has evolved into an institution with a clearly defined mission and vision that focuses on providing a highly-competitive, quality education for its students.

With the challenges of today's society in mind, our institution became a bilingual school in 2003. In 2006, Colegio Bilingüe de Palmares received a visit from IB America's council member, Steve Aronson, and María Consuelo Burgos-Cantor, who brought with them a proposal that would change the course of the school, and the lives of our students, our educators, our head of school, and our entire community. Their proposal was for the Colegio Bilingüe de Palmares to offer the IB Diploma Programme. Becoming an IB World School at first seemed out of our grasp. However, as I listened to Mr. Aronson and Ms. Burgos-Cantor, my motivation grew. Although I felt that this would be a great opportunity for both our students and the community of Palmares, I also knew that this initiative would represent a number of challenges that were not only social, but also economic, institutional, academic, and administrative affecting the entire community.

There were several obstacles to overcome during the application phase. We needed to improve the school's infrastructure by building new classrooms and laboratories, as well as updating the library facilities. Additionally, we needed to raise funds for workshop fees for our staff. We did not know if the students' families would be able to afford the costs associated with offering the programme. Also, not everyone within the community supported this innovative initiative as some people had little prior knowledge of the programme. Lastly, we needed to convince the Ministerio de Educación Pública (Ministry of Public Education) of Costa Rica that offering the IB curriculum would give our students the chance to receive a quality education. Successful implementation of the programme was dependent on the Ministry's approval of the programme and the commitment to pay the salaries of the teachers teaching the programme.

In November 2006, our school began the authorization process to become an IB World School, and, from that moment on, we worked hard to fulfil the organization's requirements. Mr. Aronson's help was essential, as he provided the school with the funding and support necessary to carry out the authorization process. At the same time, Mr. Aronson also worked with other members of the community to create an organization that would financially support the Diploma Programme in Costa Rican public schools so that money would no longer be an obstacle for public school students to receive a high-quality education.

To educate parents, students and the community about the International Baccalaureate, we brought in IB alumnae to speak about their experiences as diploma graduates. Additionally, we sent our interested teachers to private IB World Schools across Costa Rica so that our staff could experience the programme first hand. We also designed a plan in which teachers could meet to discuss the philosophy, methodology, standards, guidelines and mission of the International Baccalaureate. All of these efforts increased the support and commitment to the IB within our learning community.

Convincing the Ministry of Public Education to approve the programme was another obstacle. We coordinated several meetings with representatives from the Ministry throughout the process in order to educate them on the programme and on our proposal. We arranged a visit to the school by the vice minister, and had our own students present their views on why the IB Diploma Programme was

necessary for the school. After seeing the strong infrastructure of the school, as well as the great commitment of the school community, the Ministry of Public Education gave its approval and commitment to pay the salaries of those teaching the programme.

Colegio Bilingüe de Palmares was authorized to offer the IB Diploma Programme in November of 2007. After we were officially authorized, the Ministry of Public Education began recognizing the IB Diploma Programme exams, foregoing the necessity for students to also have to take the national Costa Rican exams. In a typical show of support, the community of Palmares, including past graduates of the school, private businesses, cooperatives, the Asociación Cívica (Palmares Civic Association), local authorities, and residents, received the news that the International Baccalaureate had authorized Colegio Bilingüe de Palmares with great enthusiasm.

Palmares' journey to authorization to offer the programme has been a very special experience for everyone involved, breaking the traditional mould of public education. It is a quality education that brings about change in the people who embrace it, promoting reflection, critical analysis, and evaluation. As the head of the school, it is very motivating to be able to watch a group of young people working hard to achieve their goals as they incorporate values such as hard work, resolve, and discipline.

Our first Diploma class was made up of 34 students and 15 teachers, all of whom bravely accepted the challenge of preparing and carrying out the internal and external assessment processes that are an integral part of the programme. In November 2009, our first group of students took their IB exams. We are proud to say that a total of 33 students earned the full diploma. This is a significant achievement for all of us, proving that with discipline, hard work, and a positive attitude, all obstacles can be overcome.

I urge public schools that want to take on the challenge of the IB Diploma Programme to dare to dream, and to not let the opportunity for a different, high-quality education that reflects the requirements of today's society pass them by.

## IB Continuum: Education as the Essence of Being

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**By Ramiro Ramiro Garcés, head of school; Patricia Villegas, academic coordinator; Rocío Aranzales, PYP coordinator, Colegio Internacional de Educación Integral (CIEDI), Bogotá, Colombia**

Thirty-three years ago, Colegio Internacional de Educación Integral (CIEDI) was founded on the principle that effective teaching must take into account the cognitive, physical, and emotional needs of a child. This is, and has been, the belief behind the ideas and actions of the school and of its founder. In 2003, the International Baccalaureate crossed our path and we found our lifelong partner, one that shares our idealist mission and that helps us broaden our horizons even further, bringing us closer to the world through an international perspective.

Our journey with the IB began with the authorization of the Primary Years Programme and the Middle Years Programme in 2006, and continued in 2008 when our Diploma Programme was authorized, thus fulfilling our dream to be able to offer a continuum of International Baccalaureate programmes through a coherent and cumulative curriculum.

The unavoidable question at this point then is: What made the IB so attractive to CIEDI? Simply put, the IB programmes offer central themes and conceptual and methodological elements which add dynamism and largely respond to the pedagogical structure that CIEDI was looking for. Moreover, at CIEDI we are convinced that it is necessary to educate global, national, and local citizens, who express themselves in an emancipating, receptive and caring manner, and are committed to the institutional values that are taught at home and in the classroom. *The International Baccalaureate programmes do just that; they indicate not just a path to follow but also provide the means to validate that path.*

IB principles such as developing children's cognitive potential from early on until they reach 19 years of age and the creation of intercultural awareness are the backbone of the three programmes (PYP, MYP, and DP). The curricular approach that the IB proposes for all of the areas of knowledge and the programmes at the core—CAS, TOK and the extended essay—invite us to dream that other, better ways of coexisting and of connecting with our environment are viable, making us aware that the future is in the hands of our students.

In the PYP, the analysis of connections between disciplines is the focus of the units of inquiry, and in the MYP, the areas of interaction pave the way for critical thinking, the ability to identify main ideas, and lasting knowledge.

The MYP encourages lasting learning that is based on concepts, connections, and real-life experiences. The MYP also encourages the use of prior learning experiences to organise the areas of interaction in order to understand the world, to solve problems, and to communicate effectively through the use of open questions. This effectively leads to reflective processes, practices aimed at cultural understanding, and respect for students' individual learning styles and processes, taking into account any obstacles or limitations in their learning processes.

In the Diploma Programme, the pedagogical methods and practices help to overcome traditional teaching methods by encouraging research work that shapes the scientific method and promotes the development of pre-scientific thought. The building of knowledge is linked to ethics, equal rights, democracy, human dignity, solidarity, etc. Epistemological coherence and openness is visible in the articulation of notions

that come from several disciplines to examine a single subject, allowing bridges to be built between academic disciplines and types of knowledge.

In the continuum, the units of inquiry, the areas of interaction, theory of knowledge and the extended essay all aim to develop the ability to understand the mutual intersections and synchronism of diverse disciplines. From the early years of students' education until the time they receive their diploma, students are exposed to a multidisciplinary vocation in search of new ways of expressing themselves that allow them to go beyond traditional paths of knowledge acquisition.

In addition, the PYP exhibition in the primary years, the personal project in the MYP and the extended essay all create investigative opportunities and give students the chance to explore real-life issues. By supporting these projects, an interest in understanding, explaining and documenting phenomena from multiple perspectives is built, giving students their first glimpse of how their inquiries now go beyond the mere transmission of knowledge.

In this phase of the implementation process of the three IB programmes, we the teachers and administrators of CIEDI understand that the International Baccalaureate's proposal is not meant to be seen as a completed achievement, but rather as an ongoing process which, over time, establishes a cognitive rhythm that we are all invited to participate in.

To articulate all three programmes is a stimulating conversation of the mind. Inquiry into the many different areas of the social pedagogical practice is made, and learning strategies are designed that encourage students to take an interest in developing complex thinking, whether from the perspective of the hard or soft sciences or from the fields of literature or religion. The scientific understanding of the human experience needs to regain that feeling of awe when faced with the miracle that is knowledge, present in all sciences.

This attempt, characteristic of what CIEDI is, demonstrates that this undertaking must therefore be understood not only in terms of its content, but also as a process that leads to educational experiences and knowledge. It must be understood that this union is a mixture of the personal and social, as well as of the rational and reflective, and is one that leads us inevitably to go back and inquire all over again in a never-ending process that we are never fully able to grasp.

The well-rounded education that our students receive will be the lasting legacy of this process.

## Professional Development Highlights

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### IB Diploma Programme subject specific seminars

Subject specific seminars introduce curriculum changes to experienced teachers. The faculty will include master teachers and those involved in the curriculum review. Staff from IB's curriculum and assessment centre will also be on hand to answer questions.

For 2011, groups 1 and 2 and economics are the revised subjects, with teaching beginning in September 2011. Workshops will continue in 2010 with the current course since new subject guides will not be available before late 2010, and first exams do not occur until 2013. Subject specific seminars for groups 1 and 2 will take place in early 2011. The latest summary of changes to the curriculum is detailed in the document Guidance for language provision in groups 1 and 2, which is posted on the [occ](#).

The new guides (first teaching September 2011) for group 1 and 2 courses which were developed during the recent curriculum review will be published in December 2010. To support the launch of these guides and to provide valuable professional development for experienced teachers, each region will be holding **subject specific seminars** in early in 2011. Subject specific seminars are unique category 3 workshops which are designed to address the curriculum changes to Diploma Programme courses as part of the review cycle. The goals are:

- to provide clear guidance on changes to subject specific content and assessment models
- to illustrate changes to assessment models using specimen examination papers
- to offer examples of student work that illustrate these changes
- to explore teaching and learning strategies to support changes
- to provide clear changes to procedures associated with submission of student work

All category 1 and 2 workshops scheduled to take place after the subject specific seminar in 2011 will focus exclusively on the new guides.

Please visit the [events pages of our website](#) in September for dates and locations.

### Category 3 workshops for all programs

IB Americas has experienced tremendous growth over the past year in category 3 workshops. Categories 3 sessions provide a unique opportunity for in-depth, content-based professional development. For a complete listing of IB Americas category 3 workshops, please visit our events pages at: [www.ibo.org/events/workshops.cfm](http://www.ibo.org/events/workshops.cfm)

We encourage workshop leaders in each of the three programs to submit proposals for additional category 3 workshops. The proposal form can be found on our website at [www.ibo.org/iba/workshops/categorythreeworkshops.cfm](http://www.ibo.org/iba/workshops/categorythreeworkshops.cfm)

Please submit your proposal via email to [margot.hoerrner@ibo.org](mailto:margot.hoerrner@ibo.org) and [lisa.fanning@ibo.org](mailto:lisa.fanning@ibo.org).

### **Continued Collaboration with the Prestigious American Museum of Natural History (AMNH)**

Begun in 2007, IB Americas continues to offer its teachers the museum's award-winning *Seminars on Science* program, which currently features ten online courses ranging from evolution to ocean dynamics to quantum physics. Each course is six weeks long and is designed specifically for educators. The courses, taught by a museum scientist and a veteran classroom instructor, tap into AMNH's immense resources and the expertise of leading scientists. Teachers earn up to four graduate credits and/or IB professional development credit. The final assessment activity required of each course will focus on an IB classroom application.

For more details, please visit the workshops and conferences page at [www.ibo.org/events](http://www.ibo.org/events) or contact Lisa Fanning at [lisa.fanning@ibo.org](mailto:lisa.fanning@ibo.org).

### **Space is available for workshops across the Americas for the remainder of 2010!**

For more information, please visit the IB Americas workshop website at: [www.ibo.org/events/workshops.cfm](http://www.ibo.org/events/workshops.cfm)

## Announcements

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### International Baccalaureate launches new look for website

On Wednesday, 15 September, the IB launched a new design for the IB website [www.ibo.org](http://www.ibo.org) to improve navigation and content design. New features include:

- Updated home page design
- Google powered search
- Links to IB's Facebook page and Twitter feed
- New regional focus in the footer

Your feedback is most welcome. Please do not hesitate to contact us via email at [communications@ibo.org](mailto:communications@ibo.org) with your suggestions on how to further improve the website.

### Appointment of head of professional development

Margot Hoerrner has been appointed as the head of professional development for the International Baccalaureate in the Americas.

Margot brings twenty years of experience in program development, education and non-profit leadership as well as a deep commitment towards education and professional development. Most recently, Margot served as the vice president of outreach and education with WFP-USA, a non-governmental organization representing the United Nations World Food Program in the USA.

During her tenure with WFP-USA, Margot established a comprehensive national outreach initiative, training leaders across the country in advocacy, education, fundraising and media outreach, to raise awareness about global hunger and poverty. Prior to her time with WFP-USA, Margot lived in Jakarta, Indonesia, and worked with the Centre for Strategic and International Studies to assist in rebuilding the educational infrastructure in Aceh province after the 2004 tsunami ravaged the region.

Margot also taught for ten years at The Woodlynde School near Philadelphia, Pennsylvania, USA where she developed a K-12 music curriculum, a 7-8 French curriculum, and established strategic partnerships with Philadelphia's creative arts community in order to create educational and work opportunities for her students.

She received her bachelor's degree in education and music composition from Bennington College in Vermont, USA and a master's in public administration from Harvard Kennedy School in Cambridge, Massachusetts, USA.

Margot looks forward to applying her passion for empowering others to have an impact on IB's professional development initiatives in the Americas.

Please join the IB Americas staff in welcoming Margot to the IB. Emily Ross will continue on with the IB through the end of October and will play an active role during the transition period.

## **Two Day TEDx Conference for IB Diploma programme students and teachers**

TED is a world-renowned conference which brings together speakers and invited attendees from a myriad of disciplines and backgrounds—technology, environment, entertainment, global issues, literature, medicine, science, and many more. TED's goal is to leverage the power of good ideas by letting them spread as widely and effectively as possible. In order to achieve this, TED.com was launched to bring TED Talks to millions of people throughout the world.

TED is offering IB World School Diploma Programme students and staff a two day conference that includes TEDxIBYork, an event styled on TED conferences, and Speak Out, a day in which Diploma students are given a chance to present their own 'TED-like' talks.

### **TEDxIBYork**

On 11 November 2010, The York School in Toronto, Canada's first complete IB World School, will be hosting a one-day TEDx conference at the Ontario Science Centre: TEDxIBYork. This conference will bring high-calibre speakers to an invited audience of 500 people, half of whom will be IB Diploma students. The finalized speakers list will be announced in early fall 2010, and will be available on the official website at <http://tedxibyork.com/>.

There will be a student-only conference on 10 November 2010, where students will be invited to give their own TED-like talks. Student speakers will be chosen on the basis of pre-submitted videos of their talks. The talks will be judged, and the best will be featured on the following day at the TEDxIBYork event.

On 12 November 2010, students who have travelled from outside the province will be welcome to join other participants in an exploration of Toronto.

There are three ways for members of the broader IB community to get involved:

- Bring 1-5 students to attend.
- Invite students to submit a video of their own TED-like talk on a topic of their choosing.
- Live stream the TEDxIBYork conference to your entire school on 11 November 2010

If you have any questions, please don't hesitate to contact David Hamilton, Principal of the Upper School at The York School, at [david\\_hamilton@tys.on.ca](mailto:david_hamilton@tys.on.ca).

## **Cottonwood Classical Preparatory School students bike to International Baccalaureate World Conference in Corvallis, Oregon**

Cottonwood Classical Preparatory School student athletes and members of the University of New Mexico cycling team remind us of the passion, perseverance and strength of cyclists. Over ten days in August, six students biked 1,500 miles from Albuquerque, New Mexico to the International Baccalaureate World Conference in Corvallis, Oregon. Willingly pushing their physical, mental and emotional limits, these students undertook this significant challenge in the hopes of increasing awareness of life-long sports and a healthy lifestyle to those they passed along the 1,500 mile long road.

Callum Read, a member of the inaugural class of International Baccalaureate Diploma Programme students at Cottonwood Classical Preparatory School, was invited to attend the World Conference with attendees and students from all over the world. An avid cyclist and firm believer in sports that carry beyond high school and college, Read decided to travel by bicycle and enlist the support from other members of the cycling team at Cottonwood Classical Preparatory School. When asked why, Read said, "Athletics isn't just about playing basketball and soccer; you can do other stuff and still have fun."

Cycling over the continental divide through five states takes significant courage and determination. Attempting an average of one hundred fifty miles per day pushed these students ranging from fourteen to twenty-one on a path of self-discovery. John Heine, President of the University of New Mexico's cycling team, is hoping to build a bridge for cyclists from high school to college. "It's awesome to see these kids starting so young and hopefully we're fostering our own program as UNM Lobos."

Heine, Read and the other participating students were supported by their coach, Stephen Williamson of Active Knowledge, as well as parents, volunteers and a whole community of students. Along with raising awareness, Read and his team raised funds in what they have named the "Human Race." The funds will go directly to the athletic program at Cottonwood Classical Preparatory School, a program that promotes "fitness for life." Alex Sfakianos, a Cottonwood Classical Preparatory School parent participating in the ride says, "It's an amazing outlet. It's really positive, a great group activity, it's physically demanding. I've decided to go because my son is going."

When asked what one needs to be able to accomplish this kind of goal, Read said, "Just go out and ride your bike, whether it's a ten hour, three hour or half hour ride."

## New IB World Schools in the Americas

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We are pleased to officially welcome schools that have been authorized to teach an IB programme between **1 April 2010 and 31 July 2010**:

### Primary Years Programme

Alice Birney Elementary School, United States  
Aquila Primary Center, United States  
Baker Charter School, United States  
Benjamin Franklin Elementary School, United States  
Bolton Academy, United States  
Brown International Academy, United States  
Cedar Manor Intermediate Center, United States  
Cedarvale Community School, Canada  
Colegio Colombo Británico, Colombia  
Colegio Olinca Altavista, Mexico  
Colegio Williams, Mexico  
Colegio Williams Unidad San Jerónimo, Mexico  
Columbia Elementary School, United States  
Cotswold Elementary School, United States  
Cunningham Elementary School, United States  
Deerwood Academy, United States  
Eastwood Elementary School, United States  
École Monseigneur Robert, Canada  
École Saint-François-Xavier, Canada  
Greer Elementary School, United States  
Hayes Elementary School, United States  
Hubbell Elementary School, United States  
Instituto Bilingüe Rudyard Kipling, Mexico  
Lakeview Elementary School, United States  
Lincoln Elementary School, United States  
Meridian Ranch Elementary School, United States  
Newton Rayzor Elementary School, United States  
North Road Elementary School, United States  
Peachtree Elementary School, United States  
Peter Hobart Primary Center, United States  
Prospect Elementary School, United States  
Quail Run Elementary School, United States  
Robert Louis Stevenson Elementary School, United States  
Sierra Elementary School, United States  
St. Ann Catholic School, United States  
State Road Elementary School, United States  
Summit Cove Elementary School, United States  
Susan Lindgren Intermediate Center, United States  
The International School, United States

Thomas Jefferson Elementary School, United States  
Tomek-Eastern Elementary, United States  
Upper Blue Elementary School, United States  
Whitby School, United States  
York International School, United States

### **Middle Years Programme**

Anwatin Middle School, United States  
Barbara Bush Middle School, United States  
Bates Middle School, United States  
Brunswick High School, United States  
Colegio Hebreo Monte Sinaí A.C., Mexico  
Colegio Williams, Mexico  
Lake Shore Middle School, United States  
Le Jardin Academy, United States  
Mesa Academy of Advanced Studies, United States  
Needwood Middle School, United States  
North Canyon High School, United States  
Plantel Educativo Particular Terranova, Ecuador  
Ranchview High School, United States  
Southwest High School, United States  
The Academy at Hendrix Junior High, United States  
The Classical Academy, United States  
Vista Verde Middle School, United States  
Westwood High School, United States

### **Diploma Programme**

Adrian High School, United States  
Alameda High School, United States  
Bend Senior High School, United States  
Colegio Albania, Colombia  
Colegio Alemán de Valparaíso, Chile  
Colegio Alemán Stiehle Cuenca Ecuador, Ecuador  
Cottonwood Classical Preparatory School, United States  
Don Antonio Lugo High School, United States  
Florence High School, United States  
Gimnasio Británico, Colombia  
Gimnasio Vermont, Colombia  
Glendale Secondary School, Canada  
Green Lake School, United States  
Henry J. Kaiser High School, United States  
Instituto Alemán Carlos Anwandter, Chile  
Josiah Quincy Upper School, United States  
Lake Weir High School, United States  
Lillian Osborne High School, Canada

Long Trail School, United States  
Montessori High School, United States  
Murrieta Valley High School, United States  
New Hampton School, United States  
Newport Harbor High School, United States  
North Community High School, United States  
Northridge High School, United States  
Notre Dame High School, Canada  
Novi High School, United States  
Pedro Menendez High School, United States  
Plantation High School, United States  
Plantel Educativo Particular Terranova, Ecuador  
Rancho Solano Preparatory School, United States  
Renaissance High School, United States  
Roosevelt High School, United States  
Sand Creek High School, United States  
Sebring High School, United States  
Seneca Valley High School, United States  
South Dade Senior High School, United States  
St. John's School, Canada  
Standley Lake High School, United States  
T. L. Hanna High School, United States  
The Muriel S. Snowden International School at Copley, United States  
West Ottawa High School, United States