'Approaches to teaching and learning across the Diploma Programme’ for 2015

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Incoming Director of Global School Services
Former Head of Diploma Programme Development (2009-12)
The DP
development team

Project staff group and 12-50 external educators
Major Developments 2012

World Studies Extended Essay - mainstream option 2011/13

New DP courses

• Global Politics HL/SL: 2012–14 pilot 2015 first teaching
  ✓ to critically engage with new perspectives and approaches to politics in order to better make sense of our changing world (group 3)

• Sports, Health & Exercise Science (SL): 2012 – 14
  ✓ incorporates the disciplines of anatomy, physiology, biomechanics, psychology and nutrition in sport, health and exercise (group 4)

Reviewed DP courses

✓ launch of new guides for all group 5 mathematics courses and a new computer science course moving to group 4
✓ TOK pre-publication guide December 2012
The continuum overview: An IB education
Proposed New DP Model

Not officially launched
The holistic DP experience

‘broad and balanced’

Breadth and depth

‘greater than the sum of its parts’

‘concurrency of learning’

The DP as a ‘whole experience’
Navigating the whole Diploma: The student

Source: IB School Website US IB school
Navigating the whole Diploma: The DP coordinator!

Administrator and/or pedagogical leader?

Source: Flickr
So what skills are we teaching our IB students from 3 to 18?

A progression of approaches to teaching and learning …

Common approaches to teaching?
Draft definition

... describes deliberate strategies, skills and attitudes which permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for DP assessment and beyond.

Explicit general pedagogy to enhance subject specific implicit approaches

Source: Flickr
So what are the main ATL categories of an IB education that underpin this project for DP? (and continuum)

Source: Wordart
ATL 1: Research Skills

Extended Essay
TOK Essay
History IA
Maths exploration
World Theatre
B&M Case Study
Literary criticism

Who teaches the student how to research effectively?
ATL 2: Communication Skills

Language orals
TOK presentation
New Global Politics presentation
Non-verbal communication in the arts
Communication technologies

Who teaches the students the skills of how to communicate effectively?
ATL 3: Social Skills

Group 4 Project
TOK presentations
Theatre ensemble
Dance
CAS group activity
Interactive orals

How can we value / reward collaborative learning more?

Source: Flickr
ATL 4: Thinking Skills

TOK links
Problem-solving
Critical analysis
Creative thinking
Reflection
Connecting subjects

Teach ‘thinking’ with tools and ‘creating environments and dispositions’ for deep and critical thinking
ATL 5: Self Management Skills

Time management
Study/revision skills
CAS organisation
Co-curricular
Dual curriculum
Affective domain
University applications

Make the ‘survival’ skills into a better DP experience
The IB/DP curriculum S&Ps

The planned and written curriculum C1 & 2

The taught curriculum C3

Guides, TSMs, & specimen papers: school decisions

The assessed curriculum C4

Plenty of assessment! The right sort?

Our project focus?
The great pedagogues: influences on IB
Teaching through inquiry

Source: Word art
Teaching through concepts

Source: Wordart
Teaching for differentiation

Source: Wordart
Teaching contextually/authentically

Source: Flickr/IB school websites
Teaching through collaboration

Source: Wordart
Assessment considerations

- **Commitment from assessment to ensure IB assessments** increasingly reflect and reward the ATL skills more
- More advice from the IB on **formative assessment teaching strategies** in the classroom
- Commitment to **limit over-assessment for the programme**

Source: IB School website
Project deliverables: 2014/15

Sources: IB, flickr, wordart, IB school website
The issue of planning and planners

- PYP has a planner format for all units and POI
- MYP has a looser planner format and planning characteristics
- DP speaks of planning and collaborative planning in S&Ps but what tools do we or should we provide?

Advice on planning and samples but formats should be open

Source: managebac
Planning in the DP

Collaborative planning across the DP faculty (concurrency)
Making links to TOK and the core
Make explicit reference to the learner profile outcomes
Stipulate the approaches to teaching and learning adopted
Foster international mindedness and create connections with ‘global contexts’

Source: Managebac
The Diploma Programme core as courses

The IB is pleased to announce that the core elements of the Diploma Programme - theory of knowledge (TOK), extended essay (EE), and creativity, action, service (CAS) - will be available as individually recognized stand-alone offerings for first teaching in 2012 (applied to first examination session 2014).

Presently, students are able to take individual courses from the six groups of the Diploma Programme hexagon. Therefore, currently, it is only those students who take the entire diploma who benefit from and experience the unique elements at the core of the programme.

The decision to allow Diploma Programme (DP) course students to experience these core elements of the diploma supports the IB’s continued dedication to its access agenda and is fully supported by the academic committees of the IB.

If you teach or are a coordinator at an IB World School, please talk to future students about their study options as of 2012. Schools who are presently limited to certain options due to national curricula will be able to tailor a wider group of Diploma Programme courses that fit their needs. For the ‘Diploma of the International Baccalaureate’ award, however, the same broad and balanced combination of courses will still apply.

The extended essay

The extended essay is an opportunity for DP course students to engage in independent research through an in-depth study of a question relating to one of the subjects they’re studying. The new world studies extended essay option is also available.

Theory of knowledge

The theory of knowledge course is designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one separately.
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| Group 6         | Film Studies SL    |

**May Session courses**  
September 2012

**November Session courses**  
February 2013

Contact edward.lawless@pamojaeducation.com
Other Diploma Programme Development questions?

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Differentiated Services for Schools
Tuesday 20th November 3pm
Bethesda Global Centre
Heads, administrators and coordinators focus group
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