

ALL-NEW

IB PROFESSIONAL DEVELOPMENT WORKSHOPS

COMING
2017

Featuring
another
talented
IB student
artist

WHAT IS AN IB EDUCATION?

A new series of workshops challenges you to explore the question “What is an IB education?” You will engage in provocative learning experiences around challenging ideas central to the IB’s mission to make the world a better place through education. These workshops are appropriate for all educators at any point in the journey as life-long learners.

ALL WORKSHOPS ARE RECOMMENDED FOR K-12 educators, Heads of school/IB coordinators and will be available face to face in English in March 2017.

NEW AND FOUNDATIONAL

Approaches to learning

What skills positively influence and support a student’s approach to life-long learning? All IB programmes develop the approaches to learning (ATL) skill categories of communication, social, self-management, research and thinking.

- Develop a deeper understanding of ATL as a way for students to acquire and use skills developed over time in order to access learning.
- Consider contemporary research in order to apply metacognitive strategies throughout the learning process, with an emphasis on assessment as learning.
- Design the curriculum to encourage students to build these skills.
- Reflect on how developing cognitive, affective and meta-cognitive skills using a variety of strategies may increase the capacity of learners to become self-regulated and intrinsically motivated.

Living and learning globally

How do we build school communities that develop the knowledge and competencies that are essential for living and learning in a globally connected world? Global engagement represents a commitment to address humanity’s greatest challenges in the classroom and beyond.

- Discover key concepts for the design and implementation of learning engagements that support international-mindedness.
- Explore how global issues and contexts expand and enhance perspectives and engage students in meaningful ways.
- Embed global contexts into the written, taught and learned curriculum to provide opportunities for students to participate in a complex, dynamic and diverse society that is connected due to greater mobility and technology.

Investigating inquiry

How can we support student inquiry? Students’ own curiosity provides the most effective provocation for learning that is engaging, relevant, challenging and significant.

- Investigate how using an inquiry-based pedagogy has the capacity to lead students to a deeper understanding of concepts through the construction of new knowledge.
- Inquire into specific strategies and questions relating to an inquiry-based approach to teaching and learning.
- Discover how the reflective process is an essential component in becoming a life-long learner.

Beyond the disciplines

How do we provide teaching and learning opportunities that reflect the unity of knowledge within, between and across disciplines? Learning beyond the disciplines highlights the inter-relatedness of knowledge that gives students opportunities to construct, internalize and transfer meaning and understanding.

- Explore the relationships and shared concepts of disciplinary, multidisciplinary, interdisciplinary and transdisciplinary learning.
- Engage in activities that synthesize concepts related to ways of knowing while learning how to develop enduring understandings that encourage learning to know, learning to do, learning to live together, and learning to be.

Bilingual and multilingual teaching and learning

How can we create and support effective bilingual or multilingual environments? Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding.

- Consider the importance of authentic inquiry and reflect on the research base in developing literacy across and within pre K–12.
- Examine the implications of the ways language learning can be scaffolded in bilingual and multilingual contexts.
- Explore how school policies and structures support the areas of learning language, learning through language, and learning about language in mother tongue and other languages that form the school's language profile.

WORKSHOPS TO INSPIRE, ENRICH, AND SUSTAIN INTERNATIONAL EDUCATORS

Creating inclusive classrooms

How can we ensure access for all students? Learning communities become more inclusive as they identify and remove barriers to learning and participation.

- Explore what planning for inclusion means, why it is important to consider in an IB setting and how it will benefit all students in the school community.
- Share differentiation strategies and inclusion approaches with other participants and design assessments that differentiate and accommodate learners within the IB assessment protocols.

Developing service learning

How can educators develop students' intrinsic motivation for service learning in the school community and beyond? Challenging learning environments help students to develop the imagination and motivation they need in order to meet their own needs and the needs of others.

- Explore the core elements of action and service learning.
- Examine social entrepreneurship in the school context and use different models to evaluate alternative ways for schools to approach and manage projects that deal with critical social, economic and environmental issues.

The learner profile

How does the learner profile exemplify the IB mission in action? The learner profile is at the heart of the IB's commitment to an international education.

- Investigate the core concepts embedded within the IB learner profile and the central role it can play in an education that is international, relevant and able to support essential competencies for success in school and in life.
- Analyze and evaluate the relationships between the learner profile, international mindedness and meaningful action in both local and global contexts.
- Learn new strategies to bring the learner profile to life in any school setting.

The role of the librarian

How can the library/media centre support IB programmes? The library/media centre provides school-wide opportunities to engage and reflect on the IB principles and practices and connect teachers and students to knowledge and information in a digital and global context.

- Investigate the key characteristics that define an IB education to develop an understanding of how the library/media centre and librarian can support the IB standards and practices.
- Explore ways of supporting student-centred learning environments in a digital world.
- Evaluate and analyze resources that can support teaching and learning in a global context and contribute to the significant content of each IB programme in a manner that will enhance the connections between the programmes.
- Reflect on the collaborative relationship between the library/media centre, the academic staff and school leadership to prioritize specific IB standards that have an impact on the library/media centre and librarian.



Social and emotional learning

What skills and competencies do teachers and students need to flourish in a complex, interconnected world? When teachers provide opportunities to practice and model the skills of mindfulness, positive psychology and social-emotional learning (SEL), they are better able to respond to their own needs and the needs of their students.

- Investigate research related to SEL and learn how to apply practical strategies that assist students and teachers in cultivating greater emotional well-being, perseverance, self-regulation, self-motivation and resilience.
- Create environments that support authentic, mindful and caring communities of learning.
- Develop practical approaches and learn how affective skills can be integrated into the teaching and learning experience to lead to positive, meaningful action and student agency.



Available online only!

Developing and sustaining powerful policies

The role and development of intercultural understanding



Online Workshops

A CLOSER LOOK INTO TEACHING AND LEARNING IN AN IB CONTEXT

Improve your teaching practice while you expand your opportunities to work in international education!

2017

These workshops are ideal for teachers in non-IB schools to:

- put you on a **fast track** to an understanding of the IB's principles, philosophy and methods
- help you prepare to **teach** in an IB World School
- enable you to teach with confidence in any **international context**

Cost: 300 USD per workshop

Duration: 3 weeks each; 4-6 hours per week

Developing independent and collaborative learners

15 March 2017 and 16 August 2017

Holistic teaching and learning

15 March 2017 and 16 August 2017

Planning, teaching and assessing

15 March 2017 and 16 August 2017

Promoting active student learning

10 May 2017 and 4 October 2017

Teaching and learning with meaningful content

10 May 2017 and 4 October 2017

Teaching for intercultural understanding

10 May 2017 and 4 October 2017

JOIN A NEW GENERATION OF LEADERS

A new series of IB workshops focus on leadership in international education. These rich professional development experiences are led by an outstanding and diverse group of leaders who are passionate about sharing their knowledge and experiences. Together, they are building a global community of strategic and innovative educational leaders.

FOR ASPIRING LEADERS AND NEW HEADS OF SCHOOL

All workshops in this section are recommended for aspiring leaders, including teachers, coordinators and new heads of school.

FOUNDATIONAL

Start on your leadership path by discovering your own leadership platform.

Understanding leadership

Leadership is a social construct, positioned in time and place and influenced by personality. This workshop aims to expose, test, and critique the assumptions upon which each participant's own style, definition and understanding of leadership are based. Leadership theory and current research will form the basis for discussion with case studies and the participants' own experiences being used to explore leadership, cross-cultural investigations and the impact of culture on leadership styles and practices. There will be an emphasis on the complex, contextual and holistic nature of leadership, and participants will build deeper understandings of how to adapt their leadership style in different contexts.

The workshop will include an introduction to the capabilities and intelligences, core themes and leadership processes that are considered to be most supportive of effective leadership in a range of IB contexts. In line with IB philosophy, participants will be encouraged to develop an investigative mindset, become more inquiry-based and reflective practitioners while modeling life-long learning. Action research will be introduced, helping candidates identify major issues that leaders may face, while planning possible responses that reflect an awareness of local context. Participants will develop and articulate a deeper understanding of their own philosophy, and draft a personal philosophy statement that can then be evaluated as to relevance and effectiveness with reference to daily practice in IB World Schools, through using a reflective journal or blog.

Other core workshops in the series

Leading with a clear vision and strategy

Research shows that a school with a strong vision and mission has a very much higher chance of having high student achievement as well. The objectives of this workshop are to introduce and clarify the value and strength of a good vision and mission, and to enable you to develop a strategic plan to create, implement, review and make sustainable, an excellent vision and mission for your school context. It is important that your vision and mission imbue the philosophy and values of the IB and provide the best structure for the full implementation of the IB programmes.

Leadership Institutes

Leadership institutes are 5-day professional development experiences comprised of two leadership workshops offered in sequence. Check the IB website for one scheduled near you. Alternatively your school may wish to offer an institute for the leadership team in your school, or for a district, cluster or network. Contact your regional PD team for more information.

iba.pd@ibo.org
ibaem.pd@ibo.org
ibap.pd@ibo.org

Leading through an understanding of culture and context

This workshop explores the concept that leadership is context driven. You will deepen your understanding of how national and organizational cultures interact and impact on beliefs, values and behaviours in schools. In addition, you will discuss how to develop a positive organisational culture, which is proven to be closely aligned with high student achievement. The workshop will enable you to investigate leadership issues in different IB contexts. Through illustrative case studies, critical reading, collaborative problem solving, reflection journals, diagnostic testing, and research projects, you will be expected to reflect upon how these relate to your own experiences and develop responses and solutions that align with IB philosophy.

Leading for effective teaching and learning

This workshop will provide opportunities for you to explore theories of learning and instructional design principles underpinning the IB programmes. You will consider the impact these have on student learning and how the school can support this learning. You will look at the implications of adopting these ideas and principles when developing and implementing school strategy and policy. You will explore the instrumental role that authentic assessment plays in guiding learning activities and enabling student learning and discuss how assessment of and for learning, can be incorporated into a whole school assessment policy. You will identify strategies for successful policy implementation and the role of teachers and teaching in the learning process.



For executive leaders and experienced heads of school

Leading an effective professional learning community

Investigate approaches to development of professional learning communities that support IB programme implementation. Use what you learn to evoke greater inquiry, collaborative learning and critical thinking from your staff.

Cultivating learning-focused IB World Schools

In this workshop, you will apply a number of leadership capabilities to build learning focused IB World Schools. You will do this through engaging in snapshots of practice in a range of contexts and applying these to your own. You will explore the challenges of leading IB World Schools and preparing students to live in the 21st century. In addition, you will refine your capacity to play the leading role in guiding a school through IB Authorization and beyond; develop appreciation for the IB mission statement, philosophy and pedagogy; and determine what success can and does mean for your school and its stakeholders.

Governance: Introduction to the IB for school owners and board members

This workshop introduces the philosophy of the IB to owners and members of governing boards. It focuses on standards A (philosophy) and B (leadership and resources) to assist these groups in understanding their responsibility and contribution to the successful implementation of IB programmes. Participants will have an overview of the processes of authorization and evaluation and an opportunity to look at their school through the eyes of an IB visitor.

Pre-conference events

These professional development experiences are held in conjunction with the IB Annual Regional Conferences. These one day interactive learning experiences are designed and delivered by a 'master' on a topic of interest to experienced heads. For more information, visit the conference landing page of the IB website.

EXPANDED OFFERINGS FOR THE IB CAREER-RELATED PROGRAMME (CP)

The IB Career-related Programme (CP) is growing and so are options for your professional development—more workshops, more languages, more topics.



Introductory

Launching the CP

Now also available face to face in French

This introductory in-school workshop provides schools with a consistent knowledge base across all staff. Participants will be exposed to key elements of the CP and then will be able to explore these elements further in regards to their own school in activities throughout the workshop. The workshop spans one full day (six hours of instruction) with two sessions in the morning and two sessions in the afternoon.

Note: This is not a category 1 workshop. It does not count towards authorization.

Category 1

CP Administrators

Now also available face to face in French

Recommended for Principals, heads, members of senior management teams from schools which have decided to offer the Career-related Programme. New or recently appointed principals, heads, and members of senior management teams from schools offering the Career-related Programme

This workshop will provide a basic understanding of the Career-related Programme (CP) for members of educational leadership teams and discuss how schools can create a sustainable offer with engaged stakeholders. You will explore the philosophical and administrative implications of IB programme standards with reference to the requirement of CP implementation. Particular focus will be given to introducing the IB mission, student-centred philosophy and the Learner Profile; and explaining the unique CP framework and suitable delivery of its Core elements. In addition, you will learn how to tailor the CP to individual contexts and explore the CP Standards, practices and requirements and the process involved in application for candidacy, authorisation and programme evaluation.

CP Coordinators

Recommended for Coordinators who are:

- currently involved in a feasibility study or the authorization process to implement the CP
- new to the IB and about to join an authorized or candidate CP school or new or recently appointed CP coordinators from IB World Schools.

This workshop introduces Career-related Programme (CP) coordinators to the IB philosophy, the role of coordinator and the components of the CP. You will develop an understanding of the IB mission and philosophy reflected in the CP as a programme of international education. You will explore the CP standards, practices and requirements, and the process involved in application for candidacy, authorisation and programme evaluation. You will have the opportunity to discuss the IBCP Core Guide and Handbook of procedures that explains the programme's flexible framework, with its scope for varied implementation in different school contexts, and explore different strategies for implementing the required components of the IBCP to suit the needs, backgrounds and contexts of students. Finally, you will learn about how to use key IB publications and online systems such as the International Baccalaureate Information System (IBIS) and the Online curriculum Centre (OCC) that are crucial to the role of the CP coordinator.

CP Guidance counsellors

Now also available face to face in French

Recommended for Guidance counsellors

Owing to the unique nature of the CP this workshop explores the philosophical and administrative background to the newest IB programme with reference to CP standards and requirements, as relevant to guidance counsellors or professionals who have the responsibility for career guidance implementation. In this workshop you will focus on how the CP holistically links the IB mission and philosophy and understand CP elements and career-related learning to address student needs. You will also discuss strategies for gaining university and employer recognition of the CP, and gain strategies to support career guidance that enhances the CP, considering varying school contexts. Finally, you will better understand how to use IB support materials available online and in key publications.

CP Personal and professional skills **Now also available face to face in French**

Recommended for: Teachers of Personal and professional skills (PPS) from schools that have taken the decision to apply to offer the Career-related Programme and new or recently appointed teachers of PPS from IB World Schools.

This workshop is designed to provide specific personal and professional skills (PPS) development to educators from either a school that has decided to apply for IB authorization or recently appointed to a school with an existing IB Career-related Programme (CP) offer. The workshop will provide an in-depth look at the IB mission and philosophy reflected in the CP as a programme of international education as well as the context of the PPS course in relation to the CP Core and CP as a whole. You will come away with different strategies for implementing the required components of PPS to suit the needs, backgrounds and career-related interests of students and have strategies to ensure PPS course planning is pedagogically underpinned, with supporting examples from a range of contexts.

CP Reflective project **Now also available face to face in French**

Recommended for: Teachers of the career related aspect of the CP from schools which have taken the decision to apply for or offer the CP and new or recently appointed CP coordinators or reflective project supervisors from IB World Schools.

This workshop provides a holistic, theoretical and practical view of the delivery of the reflective project for schools that have recently applied or have become authorized to offer the CP. The workshop will provide an in-depth look at the context of the reflective project in relation to the CP core and CP as a whole; the criterion-based assessment of the reflective project, with specific consideration of the other aspects of the reflective project that must be covered as part of the summative and formative assessment of the work. In addition, supervision, formatting and best-practice approaches to the reflective project teaching, assessment and delivery will be shared.

CP Service learning: Transforming academics into action

Recommended for: CP coordinators

Service learning, an effective strategy for teaching and learning, creates conducive environments for deepening curricular understanding as students apply knowledge and skills to improve their community. With service learning, students extend in-class understanding by identifying an authentic community need, applying what is learned in new ways and in diverse settings, and observing outcomes. When students recognize the purpose for academic studies through the service learning process, they are more likely to apply

themselves with commitment and dedication, knowing others depend on them. During this workshop, you will explore the five stages of service learning and its application in the Diploma Programme through CAS and academic classes, and in CP Service Learning.

Category 2

NEW! CP Administrators **Now available face to face in English, French and Spanish**

Recommended for: (i) Career-related Programme Coordinators that have completed Category 1 CP Coordinator training in educational institutions that are already authorized to deliver the Career-related Programme (CP), and (ii) Principals, head teachers and/or members of the senior leadership that work in authorized CP educational institutions and have commenced the delivery of the CP.

The purpose of the workshop is to aid educational institutions in developing their Career-related Programme (CP) to best serve the needs of their students; during the CP, in their transition to a career or further study, and beyond as life-long learners. A focus of the workshop is to explore the vision and philosophy of the CP, and the revisions of the core, as a way of supporting both student learning and self-awareness during the career-related study, in the Diploma Programme (DP) courses and through the completion of the Reflective Project (RP). The workshop is focused on helping educational institutions enhance the delivery and effectiveness of their CP. The sessions through practical exploration, discussion and collaborative interactions will look at the main areas of the CP and their interdependence with a view to providing educational institutions with feasible and effective methods for effectively developing their CP.

CP Coordinators **Now also available face to face in French**

Recommended for: New IB educators associated with DP and/or CP will benefit including administrators, CAS coordinators, CP service learning coordinators, teachers from every discipline and subject, and counsellors.

The purpose of this workshop is to build on existing experience and knowledge, so you can improve the way the CP is implemented in your school and prepare for future changes to the CP. In this workshop you will reflect on your experience of CP delivery in your own educational context and share ideas on pedagogy, assessment, retention and curriculum to gain a wider understanding of CP practice. You will also explore different strategies for tracking and assessing the core components of the CP.

NEW! CP Guidance counsellors

Now available face to face in English, Spanish and French

Also available online in English

Recommended for: This workshop is intended for counsellors and careers guidance counsellors, HE advisors and members of educational institutions that work with and advise students from 16 to 19 years in all aspects of career and work related learning.

The workshop will provide careers guidance counsellors, and professionals that provide careers and work related guidance, with an overview of the CP focusing on the centrality of the learner and value of regional contexts in planning for effective career-related counselling. This will extend to providing an understanding of current thinking in career-related learning and developing on a career-related practice in educational establishments. Participants on the course will spend time reflecting and sharing thoughts on the role of a counsellor in providing guidance and advice for CP students or teachers. Additionally, time will be spent reviewing strategies that support students such as profiling, coaching and guidance on careers and higher education applications, particularly applying to universities or gaining employment across the globe.

CP Personal and professional skills

Now also available face to face in French

Recommended for: Teachers of Personal and professional skills (PPS) who either have experience with the Career-related Programme or who have attended a category 1 PPS workshop.

This workshop provides a forum for experienced Personal and professional skills (PPS) teachers to engage in a detailed discussion around changes to and improving implementation, assessment and teaching of PPS, based on the curriculum review and the launch of the new guide that replaces the former IBCC ATL (Approaches to learning) course. You will develop a new understanding of PPS themes and the role of the course within the CP, share strategies that support successful delivery of PPS that reflect DP and career-related components of the CP, and review, develop and share teaching and learning experiences that support effective implementation and assessment of PPS.

CP Reflective project

Now also available face to face in French

Recommended for: Experienced reflective project supervisors, CP teachers and CP coordinators.

This workshop provides a forum for experienced CP educators to engage in a detailed discussion around changes to and improving implementation, assessment and teaching of the reflective project, based on the curriculum review and the launch of the new reflective project guide. You will strengthen understanding of the reflective project and its role within the CP and develop, review and share strategies that support successful collaborative planning and reflection with DP and CP educators around the reflective project. You will also review, develop and share teaching and learning strategies that support effective implementation and assessment of the reflective project. You will strengthen your understanding and standardize the application of reflective project assessment criteria.

Category 3

NEW! Understanding the CP

Available face to face in English, Spanish and French

Also available online in English

Recommended for: Schools that want to broaden their educational offering at post-16 by introducing the IBCP. Aimed at interested, candidate and existing IB World Schools, this workshop can be used as an exploration point for interested schools, information source for candidate schools and as a refresher workshop for existing IB World schools authorised to run the IBCP.

This workshop will introduce you to the IB Career-related Programme (CP) including the IB philosophy and ethos. You will explore the effective delivery of career-related courses alongside the academic strand of IB DP subjects and the CP Core. You will learn what it means to be an IB World School and get a brief overview of the development of the CP and the CP Core. In addition, you will explore the role of the CP Coordinator, understand how DP subjects are delivered and assessed and obtain strategies to design an effective CP. You will also have the opportunity to discuss the CP authorisation process and working with CP Standards and Practices.



NEW WORKSHOPS IN DP, MYP AND PYP



Category 1

Counseling

Now also available online in English

Recommended for: Counselors working in a school with a Diploma Programme who wish to increase their level of understanding of the IB, the DP and outcomes. Counselors may be attending from schools with a new programme or who are new to an established DP school.

The overall purpose of the workshop is to explore the philosophical and administrative principles of the IB Diploma Programme counselling for DP implementation. The focus will be on understanding IB philosophy, IB terms/acronyms, core components and the value of IB for student educational preparation and post-secondary success. The goal of the workshop will be to provide counselors with the knowledge and foundation to understand the facets and evolution of the DP. You will learn how to fully support students, communicate the programme to relevant stakeholders and identify strategies to support the implementation and/or evolution of the DP within a range of school systems and contexts. As a category 1 workshop, the emphasis is on effectively implementing the DP, and not on the details of university admissions in varying contexts.

Category 2

Counseling

Now also available online in English

Recommended for: Counsellors with at least one year of experience working within a DP school.

The workshop is designed to review and update counselors on the standards and practices of the DP to support momentum and maximize student attainment. A goal of the workshop is to define and discuss the role of the IB counselor and learn strategies to support the effectiveness of the counsellor working with IB students. Counsellors learn to keep abreast of changes in the DP and articulate the outcomes to properly advise students towards diploma attainment and post-secondary options. Participants will explore current trends in post-secondary options and access, as well as learn strategies to effectively communicate with universities.

Subject workshops

Now also available online in English

Recommended for: DP subject teachers who have prepared students for at least one DP exam session.

Film Geography
Psychology Social and cultural anthropology

Category 3

NEW! Assessment for learning in the DP

Now available face to face in English, Spanish and French

Recommended for: Experienced DP teachers and coordinators

Use this workshop to explore and increase your understanding of the philosophical underpinnings of DP assessments. Then develop lesson plans and units of instruction using DP assessment philosophies and practices. Over the course of the workshop, you will learn about assessment in the DP, assessment objectives across all subject groups, the relationship of DP assessments across multiple DP subject groups and the central role of feedback in assessment. You will also discuss Understanding by Design, backward design and the role of assessment in backward design. You will explore effective instructional strategies and the role of assessment across IB core philosophies (Learner Profile, Approaches to Learning, Approaches to Teaching). You will also have the chance to design reflective assessments.

NEW! Philosophy: Argumentative Essay

Available face to face in English

Recommended for: This workshop is for IB philosophy teachers and for teachers of other related academic disciplines who have subject-specific teaching experience.

In this workshop you will gain conceptual and practical tools to improve students' written work in their approach to philosophical problematics. With this goal in mind, the rhetorical, logical and dialectal aspects of philosophical discourse will be analysed and practical strategies to produce clear and accurate prose will be discussed. The workshop will be general in nature but will take into account the points set out in the Subject Guide for philosophy (first assessments in 2016) and provide participants with ways to improve their approach to and preparation for the external papers and internal assessment requirements.

NEW! Psychology Extended Essay

Available online in English

Recommended for: DP Psychology teachers who have had at least one year of experience in teaching the course, have taken the Psychology Category 1 workshop and have begun their role as EE supervisors.

The Psychology Extended Essay workshop will enable you to guide students in planning, researching and writing a formally presented, structured paper, according to the current EE Guide (first exams 2018). You will learn how to guide students in the development of a focused question and apply the necessary skills in order to write an EE. In addition, you will examine the roles and responsibilities of the supervisor and student at each stage of the process and gain experience in applying the EE assessment criteria when assessing the students' work.

SUBJECT SPECIFIC SEMINARS

Available until June 2017

Recommended for: Experienced subject area teachers

The IB publishes new subject guides at the beginning of the calendar year, and then offers subject-specific seminars to help educators understand and implement the changes. Subject-specific seminars offer an important opportunity for experienced teachers to fully acquaint themselves with changes to a particular subject area. They explain and exemplify the teaching and learning framework, the guidelines and requirements for implementation, the objectives and criteria, and the assessment tools and task types. Academic staff from the programme development team and/or a member of the curriculum review team will be on hand throughout the workshop to answer questions and participate in discussion. These seminars will be held at face-to-face events within the first three months of publication of the new guide. All workshops held after the subject-specific seminars (online and face-to-face) will work to the new guide; any workshops held before the subject-specific seminars will still work to the current guide.

Subject Specific Seminar: Film

The Film Subject Specific Seminar workshop is designed to highlight everything new about the IB Film course. It will explain the review of the current Film course syllabus and the changes that have emerged from that review. It will describe how the review was conducted, the rationale for changes that are being made and how those changes will strengthen the course. It will also explain the timeline for implementation of the new curriculum and assessments. The workshop will focus on the Aims and Objectives of the revised course and link those to the curriculum and the new assessments. It will cover in detail the requirements and expectations for each of the new assessments. It will stress the significance of cultural context and how this powerful influence is woven throughout the revised syllabus and assessments.

Subject Specific Seminar: Geography

The SSS will guide participants through the changes made by the curriculum review to the course for first assessment in 2019. Participants will explore the changes to the content and assessment as outlined in the DP geography guide (first examinations 2019). They will examine the rationale behind these changes and undertake collaborative activities in order to understand, how the new course differs from the old.

Subject Specific Seminar: Psychology

The SSS will guide participants through the changes made by the curriculum review to the course for first assessment in 2019. Participants will explore the changes to the content and assessment as outlined in the DP psychology guide (first examinations 2019). You will examine the rationale behind these changes and undertake collaborative activities in order to understand, how the new course differs from the old.

Subject Specific Seminar: Social and Cultural Anthropology

The SSS will guide participants through the changes made by the curriculum review to the course for first assessment in 2019. Participants will explore the changes to the content and assessment as outlined in the DP social and cultural anthropology guide (first examinations 2019). You will examine the rationale behind these changes and undertake collaborative activities in order to understand, how the new course differs from the old.

Category 3

Literacy: MYP and the common core Now available online in English

Recommended for: MYP teachers of language.

In this workshop, you will discover how the MYP is ideally suited to implementing the Common Core State Standards (CCSS) in language and literature. You will examine the standards and explore how elements of the MYP already deliver on their requirements. You will investigate the types of assessments suggested by the CCSS and then design your own assessments that satisfy the rigour and contextual learning necessitated by the CCSS and the MYP. In addition, you will explore how “inquiry” can be used to deepen understanding of concepts and how it can be effectively implemented in a language and literature classroom. With a good understanding of, and practical experience with, contextual learning, authentic assessment tasks and inquiry-based instruction, you will develop MYP units of work that meet the needs of the CCSS. At the same time, you will have a forum for sharing of ideas and best practices with other educators while also tackling common implementation issues.

Managing assessment

Will be available online in English in May 2017

Recommended for: School leaders, MYP coordinators and lead teachers in subject groups who want to deepen their understanding of the MYP assessment model.

You will explore the targets of MYP assessment strategies in your subject areas and apply your knowledge of the holistic MYP framework for teaching and learning to build successful assessment practices using your subject specific objectives and assessment criteria. You will gain hands-on experience with the development of concept-driven assessments and consider new models of optional external assessment for the MYP.

Note: The online environment of this workshop allows you to explore how to manage assessment of students by working with other educators in three different ways: in mixed subject groups, within your own subject and individually.

Category 1

NEW! An introduction to the IB programme standards for administrators new to the PYP in the early years

Available face to face in English

Will be available online in English in May 2017

Recommended for: Early years practitioners from non-IB schools, preschools or early years settings, as well as those that have identified themselves as interested, candidate or authorised. Participants:

- Do not have to be working in an IB World School
- May be about to join an authorised or candidate school or early years setting
- May have just commenced teaching in an authorised or candidate school or early years setting

This workshop will provide a basic understanding of the PYP for members of educational leadership teams who are either considering the implementation of the PYP or joining an authorized or candidate school. The sessions will focus on international mindedness from the PYP perspective; the IB standards and practices; an overview of the written, learned and assessed curriculum; and the verification process, including the services provided by the IB and the significance and role of leadership in an IB World School offering the PYP.

An introduction to the PYP curriculum model in the early years

Available face to face in English

Will be available online in English in May 2017

Recommended for: Early years practitioners from non-IB schools, preschools or early years settings, as well as those that have identified themselves as interested candidate or authorised. Participants:

- Do not have to be working in an IB World School
- May be about to join an authorised or candidate school or early years setting
- May have just commenced teaching in an authorised or candidate school or early years setting

This workshop will introduce the PYP as a systemic and all-encompassing curriculum through the study of *Making the PYP happen: A curriculum framework for international education* (2007, updated 2009). You will examine the implications of the learner profile as an expression of the philosophy of the IB and its contribution to the development of international mindedness. You will review the standards and practices that are crucial in preparation for verification. The workshop will present an overview of the written, taught and assessed curriculum as it pertains to concepts, knowledge, skills, attitudes and action—the five essential elements of the PYP that are integral to classroom practice.

Category 3

NEW! The vital role of the teaching assistant in the PYP

Available face to face in English

Recommended for: Teaching Assistants in candidate and authorized PYP schools, and non-IB Teaching Assistants. The course is suitable for all teaching assistants, learning support assistants and others who support learning in all settings and at all stages.

As a teaching assistant (TA), how can you contribute to teaching and learning effectively? What are the characteristics of effective partnerships between teachers and TAs? TAs work alongside teachers, helping students to get the most out of the teaching and learning in the classroom. By helping teachers implement activities and make effective decisions to improve student outcomes, TAs can greatly enrich the educational experience of students. In this workshop, you will have many opportunities to explore, collaborate, communicate and reflect on how you play an important role in the classroom. In this role, you can provide a “friendly face” for many students and serve as a key connection between the student and the teacher.

NEW! Transdisciplinary learning for subject specialists

Available face to face in English

Recommended for: PYP teachers and coordinators. Teachers in candidate and authorized schools and non-IB teachers. This workshop is for administrators, coordinators and teachers who

- Have attended a category 1 workshop
- Have an in-depth understanding of the philosophy and curriculum framework of the programme.
- Have an understanding of the specialist subject area
- **If you are not a specialist but have been assigned to a position as a specialist it is best to enroll in the category 3 “The role of...” in your specialist area**

The PYP provides an extensive framework for designing and achieving transdisciplinary teaching and learning. This workshop looks at tools to map local curricula against the PYP scope and sequence documents. It analyses the transdisciplinary themes and examines how effective concept-based central ideas and lines of inquiry can be designed to address the curriculum in a way that is relevant, challenging and engaging. Participants will also look at how the transdisciplinary skills are essential elements of curriculum mapping. This workshop is also suitable for those wishing to map national and state curriculum against PYP concept-based scope and sequences.



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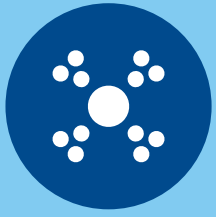
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UPCOMING WEBINARS



- ▶ Demystifying transdisciplinary learning
- ▶ Creating inclusive learning environments
- ▶ Technology and student agency
- ▶ Self-assessment and peer feedback



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- ▶ Self-management: Why, what and how
- ▶ Affective skills: Emotions and positive thinking
- ▶ Organization skills: Set goals and learning preferences
- ▶ Reflective skills: Efficient and effective learning



- ▶ Understanding knowledge questions
- ▶ Integrate technology into your DP classroom
- ▶ Interdisciplinary learning through film
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– Christina Botbyl
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