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JANUARY – JUNE 2017



# UPCOMING WEBINARS

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- ▶ Valid for 12 months from purchase date.
- ▶ Includes access for entire school for upcoming webinars and archives of past webinars for the applicable IB programme.
- ▶ This brochure lists the next 4 webinars; check [www.ibo.org/en/webinars](http://www.ibo.org/en/webinars) to view other webinar topics as they are scheduled throughout the year.
- ▶ All webinars will be facilitated in English; MYP webinars will be facilitated in English, Spanish, and French.

Facilitated in: English, Spanish, & French	DATE / TIME (UTC) 1 <sup>ST</sup> EVENT	DATE / TIME (UTC) 2 <sup>ND</sup> EVENT	DESCRIPTION	FACILITATOR
<b>Primary Years Programme</b>				
Demystifying transdisciplinary learning	18-Jan-2017 / 22:00	19-Jan-2017 / 11:00	What does transdisciplinary learning mean in the PYP? How does disciplinary learning support and strengthen a transdisciplinary approach? Join other professionals in identifying aspects of learning and teaching that will help you grow in your understanding of a transdisciplinary framework for learning.	Cécile Doyen
Creating inclusive learning environments	22-Feb-2017 / 22:00	23-Feb-2017 / 11:00	How inclusive is your learning environment or teaching practice? What are schools doing to ensure all students have equal access to the curriculum? Do all students have a voice and ownership of their learning? Is learner agency thriving? Discover how to evaluate the needs and plan for an inclusive learning environment for all stakeholders within your educational setting.	Donnah Ciempka
Technology and student agency	29-Mar-2017 / 22:00	30-Mar-2017 / 11:00	Broaden your thinking about how technology can nurture student agency and voice through Approaches to Teaching and Learning. Technology enables all students to express themselves in multimodal ways and to be active participants in a variety of local and global communities. Students can build relationships, take ownership of shaping new knowledge, and take real-life action both online and offline.	Anja Junginger
Self-assessment and peer feedback	3-May-2017 / 22:00	4-May-2017 / 11:00	Help learners assess how they think and learn and make judgments on the quality of their own work and the work of others. Explore strategies to encourage self-assessment and peer feedback to improve learning outcomes. Consider what high-quality self-assessment looks like, the important role of peer feedback (over peer assessment) and how to implement both into a PYP classroom.	Jan Mills
<b>Middle Years Programme</b>				
<b>APPROACHES TO LEARNING: SELF-MANAGEMENT SKILLS</b>	Join MYP practitioners from around the world to make ATL self-management skills meaningful and visible in your classroom. Focus on developing learners who are self-motivated, goal-oriented and able to use metacognition to select appropriate personal learning strategies to suit their needs.			
Self-management: Why, what and how	1-Feb-2017 / 16:00 18-Feb-2017 / 16:00 8-Feb-2017 / 16:00	2-Feb-2017 / 6:00	Explore all three MYP skill clusters from the ATL skill category called self-management: organization, affective, reflection. Learn how to teach explicitly the self-management skills to help students become more efficient and effective learners.	Lisa Nicholson Gabriela Gonzalez Vaillant Louise D'Aragon
Affective skills: Emotions and positive thinking	1-Mar-2017 / 16:00 18-Mar-2017 / 16:00 8-Mar-2017 / 16:00	2-Mar-2017 / 6:00	Consider failure and its causes as part of the development of positive thinking strategies that help students to manage their own emotions and adapt to change. Learn how to develop students who are self-motivated and resilient.	Lisa Nicholson Gabriela Gonzalez Vaillant Louise D'Aragon
Organization skills: Set goals and learning preferences	5-Apr-2017 / 16:00 22-Apr-2017 / 16:00 12-Apr-2017 / 16:00	6-Apr-2017 / 6:00	Challenge yourself to look at organization through multiple intelligences and learning styles. Learn how to help students develop strategies for organizing complex information and setting realistic goals.	Lisa Nicholson Gabriela Gonzalez Vaillant Louise D'Aragon
Reflective skills: Efficient and effective learning	24-May-2017 / 16:00 27-May-2017 / 16:00 31-May-2017 / 16:00	25-May-2017 / 6:00	Support students in using reflection and metacognition to become life-long learners. Learn how to provide specific guidance to students in becoming more flexible, responsive and effective.	Lisa Nicholson Gabriela Gonzalez Vaillant Louise D'Aragon
<b>Diploma Programme</b>				
Understanding knowledge questions	15-Feb-2017 / 22:00	16-Feb-2017 / 11:00	Explore how to develop and use "knowledge questions" across the IB subject groups. In TOK, knowledge questions target the acquisition, construction, and evaluation of knowledge. Learn how to leverage both the guidance that already exists in the specific Subject Guides and your own content area expertise to "find TOK moments" in your IB Diploma classes. No previous training in TOK is required or expected.	Heather Michael
Integrate technology into your DP classroom	15-Mar-2017 / 22:00	16-Mar-2017 / 11:00	Learn how to integrate technology into IB classrooms to create effective learning environments and engage students. Discuss specific examples of approaches and tools from a range of IB subjects. View technologies that encourage the development of student skills, provide for differentiated learning and encourage collaboration, both in local and in global environments.	Barbara Stefanics
Interdisciplinary learning through film	19-Apr-2017 / 22:00	20-Apr-2017 / 11:00	Share strategies and resources for interdisciplinary learning opportunities through film. The focus will be on teaching and learning within the DP Group 6: Film course but will also engage with a number of different DP courses where teaching and learning is enriched by interdisciplinary projects. Learn about successful interdisciplinary unit planning, share resources and question the pedagogical underpinnings of interdisciplinary learning.	Joe Holroyd
Predicted grades: When and how to use them	7-Jun-2016 / 22:00	8-Jun-2017 / 11:00	Predicted grades—those used for university applications and those sent to the IB exams centre—can be confusing. Discuss these and other questions: Is the same grade needed for universities and for the IB, or can they be different? When is it best to collect predicted grades from teachers? Which universities around the world require predicted grades? How optimistic should teachers be with their grading?	Nick Lee

Explore these and other archived webinars at any time

## PRIMARY YEARS PROGRAMME

- ▶ How can I use inquiry to deepen learning?
- ▶ Inquiry across the curriculum
- ▶ How to bring "Action" to life

## MIDDLE YEARS PROGRAMME

- ▶ Making sense of categories and clusters: How to plan for approaches to learning
- ▶ Assessment of learning: Summative
- ▶ How to collaborate across teams to design interdisciplinary units of work

## DIPLOMA PROGRAMME

- ▶ TOK: Integrating the course across the curriculum
- ▶ CAS connections in DP courses
- ▶ Technology use in the DP: How technology enriches approaches to teaching and learning

# MEET YOUR WEBINAR FACILITATORS

## Primary Years Programme

**Cécile Doyen** is an experienced consultant who has worked with IB programmes in a variety of roles since 1998. She has been involved as a curriculum manager for the IB PYP and specializes in early years education and language learning.



**Donnah Ciempka** is a PYP teacher, IB workshop leader, school site visit leader, consultant and workshop developer. Her passion is innovative curriculum design and pedagogy, with the specific focus on the areas of early years and student wellbeing.



**Anja Junginger** is the Director of Digital Learning and Media Services at the International School of Stuttgart in Stuttgart, Germany who holds a Master's of Educational Technology.



**Jan Mills** has worked in education for 30 years in primary, middle and

high schools, and tertiary education as teacher, principal, PYP coordinator, teacher training college lecturer and educational researcher for the Visible Learning Lab, Auckland University. Her expertise lies in curriculum development and design, assessment, and professional development.



## Middle Years Programme

**Lisa Nicholson** is from Santa Cruz, California and has been working with the MYP since 1995 as a teacher of history, coordinator, administrator, trainer, and curriculum writer with the MYP global professional development department. She is passionate about kids, a believer in creating challenging inquiry environments that stimulate learning, and thinks that being a teacher is the best profession on earth. Currently she is working as the lead facilitator



for HOS/IBC teacher support material development and has written many of the MYP workshops now on offer.

**Louise D'Aragon** is a French Canadian consultant educator. While teaching classes for all grades of Primary and Secondary years, she detoured into Art therapy studies and practices. Her involvement with the MYP began in 1997 and over the years she has been senior moderator for the personal



project, curriculum reviewer, site visitor, and workshop leader. Louise is now active as an MYP online lead facilitator for the Online Professional Development department.

**Gabriela Gonzalez Vaillant** is a Uruguayan sociologist and Humanities teacher. She holds an MA in political sociology and is currently preparing her doctoral dissertation on social movements in education. She has taught MYP Humanities courses for several years and currently serves as the 'Approaches to Learning' leader at



Saint Brendan's School in Montevideo, Uruguay. She has experience in the PYP and DP and is part of IBEN as a workshop leader and school consultant. Gabriela has also supported curriculum development for the IB Middle Years Programme, managing the revision of the humanities and interdisciplinary teaching and learning guides in the context of the MYP Next Chapter project.

## Diploma Programme

**Heather Michael** has served as IB Coordinator, TOK teacher and examiner, and has overseen CAS and Extended Essay programmes and processes. Recently, she conducted research into the effect of student involvement in service learning and its impact on the emergence of adolescent leadership skills.



**Barbara Stefanics** is an IB workshop leader and IB DP Consultant. She continuously investigates how emerging technologies can be incorporated into IB workshops and IB classrooms.



**Joe Holroyd** is currently based in Hong Kong as DP Coordinator at Canadian International School.

He is a passionate advocate of lifelong learning, having pursued postgraduate qualifications in Literature, Philosophy, Creative Writing and Counseling throughout his teaching career.



**Nick Lee** has worked at the United World College of South East Asia in Singapore and St Clare's,

Oxford, the oldest IB Diploma school in England, where he was DP Coordinator and Director of Studies. He now leads IB workshops and develops online workshops.



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