



IB CONFERENCE OF THE AMERICAS 2015

Chicago, IL • 23–26 July



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Supporting the core and explicit ATL skills in the Diploma Programme:

Our school's new approach in meeting with supports for TOK, EE,

CAS
Date: Saturday, 25 July
Time: 11:15-12:30
Room: Superior A and B



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Session Description

- In seeking to address the Approaches to Teaching and Learning Skills and to give better support of the Core, Branksome Hall decided to change its model of teaching TOK, EE, CAS and explicit ATL skills.
- Participants will hear how being part of the "Approaches to Teaching and Learning in the Diploma" pilot program spurred us on to create a course to better support the core and provide better balance for students who carry so much.



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This session shares our best practices in meeting two objectives:

1. meeting with ATL skills support and
2. better supporting the core components of TOK, EE and CAS.

Helping students to balance their workload, reduce what they are juggling at any moment and ensuring the core is given the priority it deserves can be part of the coordinator's role but is also the role of our Core Team.

Coordinators/Administrators will learn what makes up our Core Team and what is taught in one course block. We will review the skills of ATL that we determined were best to be explicitly and consistently taught.



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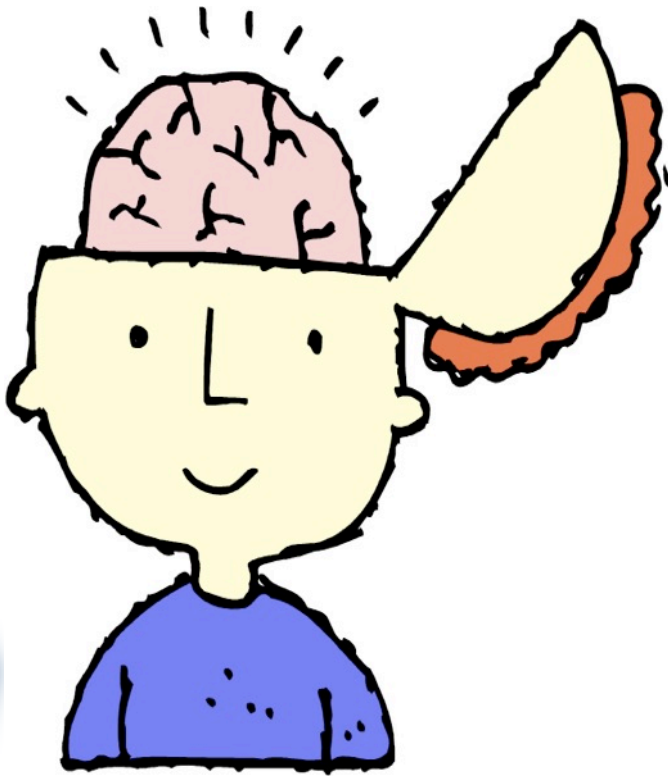
Agenda

- Do we know what our students struggle with?
- The Juggling Act of a DP student
- Changes in the IB DP
- The Core Model
- The Core Team
- Mapping it out
- STRETCH BREAK
- Sample lessons/activities



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TURN and TALK as a MIND READER:



Creative Commons, accessed July 18, 2015

- What would your students likely say are the top 3 stressors with managing their workload over the two year experience?
- Share out one and choose a different one if a group before you already said yours!



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- **OBSERVE:** While watching these short clips, find
 - What are the key stressors?
 - What resonates most or what is a tying theme between them all?
- The IB Song - Original
- IB Song
- A Day in the Life of IB Students



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- Stuck
 - Sleep deprived
 - Need caffeine
 - Get out while you can....
 - No time for friends or bathing
 - Stressing
 - No time for SATs
 - EE late
 - Save yourself....
-
- Some stress is good – at what point is it no longer a healthy level?



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International Baccalaureate /ɪn tərˈnæʃ ə nlʃæk əlˈbr i ɪt/ *n.* **1.** A malicious program aimed at the unnaturally brighter population in an attempt to overload their brains, thus reducing them to vegetables without lives. However, a true IB student will respond by adapting and working their way through.



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Is this what we are going for?

International Baccalaureate /ɪn tərˈnæʃ ə nlɪˈbæk əbr i ɪt/ *n.* **1.** A malicious program aimed at the unnaturally brighter population in an attempt to overload their brains, thus reducing them to vegetables without lives. However, a true IB student will respond by adapting and working their way through.

Adapting
Working through

Yikes!



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QUICK Think, Pair, Share

STUDENTS JUST VENTING?

OR

INDICATOR OF
PHYSICAL/EMOTIONAL TOLL.





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Indicators of a problem:

- parents complain when their child does not sleep or avoids dinner together or major family events
- student sleeps in class
- student avoids class
- student avoids submission day
- student plagiarizes work
- student lies
- student incurs self-harm



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A Juggling Act

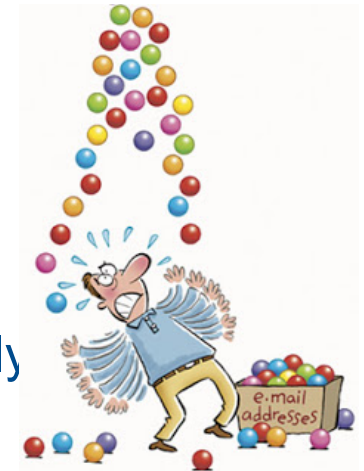
All in all a student at our school in Diploma 1 was juggling

- 3 SL courses
- 3 HL courses
- 1 TOK course
- 1 Extended Essay
- Homework in each course and deadlines feeling like every day.



Weekly CAS commitment:

- -2 club meetings
- -1 leadership meeting
- -1-2 team sports
- -1-3 hours of service in the community
- Outside commitments to home, music, athletics, family responsibilities





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TYPICAL DAY for an involved student

Before school:

Rowing practice 5:40 a.m. on the water

Extra help sitting for 30 min at 7:50-8:20 a.m.

Period 1 – 80 min - Chemistry Test

Period 2 – 80 min - Biology – lab work

LUNCH – meeting of Student Life Committee

Period 3 - English HL time (35 min) – group discussion on Maus

Period 4 - TOK – write an essay style response for last 20 min of class

Period 5 - Geography – watch film on global debt and create talking points in small groups for a debate next class

After School – Debating until 5

Think of how
your brain was
feeling at the
end of Friday!



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There is lots here that we cannot control, but what could we manage or support better?



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Two aspects of the IB Diploma program changed to spur further work in this area

- TOK and/or EE are now failing conditions regardless of point score
- The ATL pilot program and current brain research in education (sleep, mindset, cognitive overload...)
- helped us reconsider a few areas that could reduce the juggling act and build supports to enhance wellness:



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- Use of class time – breadth vs. depth; cognitive capacity
- Building connections with TOK so it does not stand alone
- Scheduling class time for EE in a concentrated fashion
- Having one class called CORE that switches midway through the year between TOK and EE and embeds some key skills
 - No longer juggling two “courses”
 - Specific research skills
- Specific self-management skills such as gap analysis after assessments

What is the place for Approaches to Teaching & Learning in the Diploma in your school?



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THE CORE MODEL

- We started with a Gap Analysis of ATL skills
- Met with diploma teachers and/or department heads to determine what are the on-going challenges that students need to know.
 - What are the frustrations teachers often encounter?
- Discussed – “students should know this by now.....but what if they don’t”



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TURN AND TALK

THINKING SKILLS

- Acquisition of knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Dialectical thought
- Metacognition

COMMUNICATION SKILLS

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting
- Non-verbal communication
- Seeking feedback; reflecting constructively on own work

SOCIAL SKILLS

- Accepting responsibility
- Respecting others
- Cooperating
- Resolving conflict
- Group decision-making
- Adopting a variety of group roles
- Engaging varying personalities and differing points of view

SELF-MANAGEMENT SKILLS

- Organization
- Time management
- Safety
- Healthy lifestyle
- Codes of behaviour
- Informed choice
- Seeking support when needed

RESEARCH SKILLS

- Formulating questions
- Observing
- Planning
- Collecting data
- Recording data
- Organizing data
- Interpreting data
- Presenting research findings

- By grade 11/Diploma 1, students should know:

What skills do I know my students struggle with?

What techniques might best address and meet with the skills needed?



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The Core Team - Gap Fillers!

Met with key educators that are in and outside the classroom:

- guidance counsellors,
- learning strategies/support teachers,
- TOK/EE teachers

- WHAT SHOULD BE EXPLICITLY TAUGHT for ATL and worthy of taking the time for our students?
 - carve out time in the block for explicit learning for setting the stage
 - create agenda for the year and map out timing
 - backwards design from essentials



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Student Schedule sample:

GRADE: 11
COUNSELLOR: HEBDON, MS K.

CLAN: McAlpine
LOCKER #: 333

ADVISOR: LONGPRE, MS R.
ADVISOR ROOM: OLON

BELL	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
Period A 8:20	BIOLOGY (SB3UH-1) DUGUAY, MS K. LJR	MATH STUDIES (MCF3MS-1) CORNFORD, MS H. 210		THE WRITER'S CRAFT (EWC4C1-4) REID, MRS. G. RES PHILOSOPHY: QUESTIONS & THEORIES (H2T4U1-4) CRAIG, MS O. HARK2	ENGLISH (ENG3JLS-1) THOMPSON, MS J. BUC2	WORLD HISTORY: WEST & THE WORLD (CHY4UH-2) MARSHALL, MRS. J. 105	VISUAL ARTS - FILM/VIDEO (AWR2MH-1) STRIMAS, MS J. LFLM	FRENCH (FSF3JUS-3) KNOX, MS K. 319
	BIO HL	Math Studies SL						
Period B 9:00	VISUAL ARTS - FILM/VIDEO (AWR2MH-1) STRIMAS, MS J. LFLM	FRENCH (FSF3JUS-3) KNOX, MS K. 319	BIOLOGY (SB3UH-1) DUGUAY, MS K. LJR	MATH STUDIES (MCF3MS-1) CORNFORD, MS H. 210		THE WRITER'S CRAFT (EWC4C1-4) REID, MRS. G. RES PHILOSOPHY: QUESTIONS & THEORIES (H2T4U1-4) CRAIG, MS O. HARK2	ENGLISH (ENG3JLS-1) THOMPSON, MS J. BUC2	WORLD HISTORY: WEST & THE WORLD (CHY4UH-2) MARSHALL, MRS. J. 105
	Visual Art HL	French B SL						
Lunch	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period C 10:00		HISTORY HLT (CHYH1T-1) MARSHALL, MRS. J. 105				HISTORY HLT (CHYH1T-1) MARSHALL, MRS. J. 105		
Period D 10:40	ENGLISH (ENG3JLS-1) THOMPSON, MS J. BUC2	WORLD HISTORY: WEST & THE WORLD (CHY4UH-2) MARSHALL, MRS. J. 105	VISUAL ARTS - FILM/VIDEO (AWR2MH-1) STRIMAS, MS J. LFLM	FRENCH (FSF3JUS-3) KNOX, MS K. 319	BIOLOGY (SB3UH-1) DUGUAY, MS K. LJR	MATH STUDIES (MCF3MS-1) CORNFORD, MS H. 210		THE WRITER'S CRAFT (EWC4C1-4) REID, MRS. G. RES PHILOSOPHY: QUESTIONS & THEORIES (H2T4U1-4) CRAIG, MS O. HARK2
	English A L SL	History HL						
Period E 11:20		THE WRITER'S CRAFT (EWC4C1-4) REID, MRS. G. RES PHILOSOPHY: QUESTIONS & THEORIES (H2T4U1-4) CRAIG, MS O. HARK2	ENGLISH (ENG3JLS-1) THOMPSON, MS J. BUC2	WORLD HISTORY: WEST & THE WORLD (CHY4UH-2) MARSHALL, MRS. J. 105	VISUAL ARTS - FILM/VIDEO (AWR2MH-1) STRIMAS, MS J. LFLM	FRENCH (FSF3JUS-3) KNOX, MS K. 319	BIOLOGY (SB3UH-1) DUGUAY, MS K. LJR	MATH STUDIES (MCF3MS-1) CORNFORD, MS H. 210
		CORE						



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The Core Class – TOK, EE, and some explicit ATL skills- *Diploma 1* – one class block every other day for 80

Date ^{min.}	Subject	Faculty
September	Master Student - Setting the Stage; Introduction to the EE, introduction to CAS, Guidance support, Learning Strategies with explicit time management support and daily study skills; TOK	Core Teacher facilitates to book Co-ordinators, Learning Strategies, Department Heads
October	TOK	Core Teacher
November	TOK	Core Teacher
December	TOK	Core Teacher
January	TOK/EE	Core Teacher
February	EE	Core Teacher
March	EE	Core Teacher
April	EE	Core Teacher +subject supervisor
May	EE	Core Teacher +subject supervisor
June	EE Draft Days for at-risk	



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Diploma 2

Date	Subject	Faculty
September	EE – finishing up; TOK	Core Teacher +subject supervisor
October	Hand in EE; TOK	Core Teacher
November	TOK	Core Teacher
December	TOK	Core Teacher
January	TOK	Core Teacher
February	TOK	Core Teacher
March	Master Student – preparing for exams	Core Teacher facilitates to book Co-ordinator, Learning Strategies
April	Rooms open for studying	Coordinator
May	Rooms open for studying	Coordinator



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THE CORE - SETTING THE STAGE FOR SUCCESS

- September – see handout - **CORE COURSE FOR THE DIPLOMA – DIPLOMA 1** – see our journey – last year to this year is already different!

What does it mean to be a diploma student?

Rationale

-students have a hard time articulating why they are doing a more rigorous program, particularly when there is choice in a school. They need the language to understand why, beyond the fact that it might get them into a good school or my mom made me.



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How does this fit into the whole program?

See handout:

DP1 and 2 CORE DATES
2015-2016



DP1 and 2 CORE DATES 2015-2016
ODD DAYS –Days 1,3,5,7

DIPLOMA 1 CORE

SEPTEMBER		
DATE	DAY	UNIT
WED-09	OD	Opening Day - Course Overview – core teacher Unit 1 Intro Lesson 1
THURS -10	1	CORE class 1 - What does it mean to be a diploma student? – DP Coordinator
MON -14	3	CORE class 2 – CAS and EE – DP and CAS Coordinator
WED-16	5	CORE class 3 - Navigating Diploma 1 successfully – Guidance counsellor
FRI-18	7	CORE class 4 - Managing Time, Organizing - Director of Learning Strategies
TUES-22	1	CORE class 5 - Academic Honesty - Head of Academics
THURS-24	3	Unit 1 Introduction Lesson 2-shared and personal Knowledge-intro to WoKs
MON-28	5	Unit 1 Introduction Lesson 3-Language
WED-30	7	Unit 1 Introduction Lesson 4-Emotion
OCTOBER		
DATE	DAY	UNIT
FRI-02	1	Unit 1 Introduction Lesson 5 - Reason
TUES-06	3	WEEK WITHOUT HALLS
THURS-08	5	WEEK WITHOUT HALLS
FRI-09&MON-12	X	THANKSGIVING
WED-14	7	Unit 1 Introduction Lesson 6- Sense Perception
FRI-16	1	Unit 1 Introduction Lesson 7- in-class assessment for learning
TUES-20	3	Unit 1 Introduction Lesson 8- knowledge frameworks
THURS-22	5	Unit 2 Ethics Lesson 1
MON-26	7	Unit 2 Ethics Lesson 2
WED-28	1	Unit 2 Ethics Lesson 3
FRI-30	3	Unit 2 Ethics Lesson 4 - -EE discussions happening in subject classes
NOVEMBER		
DATE	DAY	UNIT
TUES-03	5	Unit 3 Natural Sciences Lesson 1
THURS-05	7	Unit 3 Natural Sciences Lesson 2
MON-09	1	Unit 3 Natural Sciences Lesson 3
WED-11	3A	Unit 3 Natural Sciences Lesson 4
FRI-13&MON-16	X	NOVEMBER BREAK
TUES-17	5	Unit 3 Natural Sciences Lesson 5
THURS-19	7	Unit 3 Natural Sciences Lesson 6
MON-23	1	Unit 3 Natural Sciences Lesson 7-assessment of learning in class CORE ATL CLASS – 45 min. – check in on self-care and managing



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SEPTEMBER

DATE	DAY	UNIT
WED-09	OD	Opening Day - Course Overview – core teacher Unit 1 Intro Lesson 1
THURS - 10	1	CORE class 1 – <i>What does it mean to be a diploma student?</i> – DP Coordinator
MON - 14	3	CORE class 2 – <i>CAS and EE</i> – DP and CAS Coordinator
WED-16	5	CORE class 3 – <i>Navigating Diploma 1 successfully</i> – Guidance counsellor
FRI-18	7	CORE class 4 – <i>Managing Time; Organizing</i> - Director of Learning Strategies
TUES-22	1	CORE class 5 – <i>Academic Honesty</i> – Head of Academics
THURS-24	3	Unit 1 Introduction Lesson 2-shared and personal Knowledge-intro to WoKs
MON-28	5	Unit 1 Introduction Lesson 3-Language
WED-30	7	Unit 1 Introduction Lesson 4-Emotion

OCTOBER

DATE	DAY	UNIT
FRI-02	1	Unit 1 Introduction Lesson 5 - Reason
TUES-06	3	WEEK WITHOUT HALLS – Self-Mgmt, Social & Communication Skills
THURS-08	5	WEEK WITHOUT HALLS - Self-Mgmt, Social & Communication Skills
FRI-09&MON-12	X	THANKSGIVING
WED-14	7	Unit 1 Introduction Lesson 6- Sense Perception
FRI-16	1	Unit 1 Introduction Lesson 7- <i>in-class assessment for learning</i>
TUES-20	3	Unit 1 Introduction Lesson 8- knowledge frameworks
THURS-22	5	Unit 2 Ethics Lesson 1
MON-26	7	Unit 2 Ethics Lesson 2
WED-28	1	Unit 2 Ethics Lesson 3
FRI-30	3	Unit 2 Ethics Lesson 4 - -EE discussions happening in subject classes CAS and EE check in with DP Coordinator

NOVEMBER

DATE	DAY	UNIT
TUES-03	5	Unit 3 Natural Sciences Lesson 1
THURS-05	7	Unit 3 Natural Sciences Lesson 2
MON-09	1	Unit 3 Natural Sciences Lesson 3
WED-11	3A	Unit 3 Natural Sciences Lesson 4
FRI-13&MON-16	X	NOVEMBER BREAK
TUES-17	5	Unit 3 Natural Sciences Lesson 5
THURS-19	7	Unit 3 Natural Sciences Lesson 6
MON-23	1	Unit 3 Natural Sciences Lesson 7-assessment of learning in class
WED-25	3	CORE ATL CLASS – 45 min. – check in on self-care and managing time – Learning Strategies and DP Coordinator Start Unit 4 History Lesson 1
FRI-27	5	Unit 4 History Lesson 2

DECEMBER

DATE	DAY	UNIT
TUES-01	7	Unit 4 History Lesson 3
THURS-03	1	Unit 4 History Lesson 4
MON-07	3	Unit 4 History Lesson 5
WED-09	5	Unit 4 History Lesson 6 – decide on EE discipline and post on ManageBac, check in on CAS
FRI-11	X	PARENT-TEACHER INTERVIEWS (DAY 2 of 2)
MON-14	7	Unit 4 History Lesson 7 - Assessment
WED-16	1	EXTRA CATCH UP DAY IF RUNNING BEHIND
FRI-18	X	DECEMBER BREAK

JANUARY

DATE	DAY	UNIT
MON-04	PD	PD DAY
TUES-05	3	Presentation Prep Day 1
THURS-07	5	Presentation Prep Day 2
MON-11	7	Presentation Prep Day 3
WED-13	1	Presentation Day 1
FRI-15	3	Presentation Day 2
TUES-19	5	Presentation Day 3
THURS-21	7	Essay Work Period 1
MON-25*	1	Essay Work Period 2
WED-27	3	Essay Work Period 3-Essay Due
FRI-29	PD	PD DAY – Report Card Marks Due Monday February 01 by 9 a.m.



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FEBRUARY

DATE	DAY	UNIT
MON-01	5	CORE ATL CLASS – Check in on CAS, Intro to <u>Naviance</u> and U research
WED-03	7	CORE ATL CLASS – Guidance – 6 stations activity – what universities are looking for and resume building
FRI-05	1	EE - Unit 1 – Developing a topic and research question.
TUES-09	3	EE - Unit 1 – Developing a topic and research question.
THURS-11	5	EE - Unit 1 – Developing a topic and research question.
FRI-12&MON-15	X	MID-TERM BREAK
WED-17	7	EE - Unit 1 – Developing a topic and research question.
FRI-19	1	EE - Unit 1 – Developing a topic and research question.
TUES-23	3	EE - Unit 1 – Developing a topic and research question.
THURS-25	5	EE - Unit 1 – Developing a topic and research question.
MON-29	7	Return TOK essays by this date (keep in files for next teacher in DP2)



MARCH

DATE	DAY	UNIT
WED-02	1	EE - Unit 1 – Writing an annotated bibliography
FRI-04	3	EE - Unit 1 – Writing an annotated bibliography
TUES-08	5	EE - Unit 1 – Writing an annotated bibliography
THURS-10	7	EE - Unit 1 – Writing an annotated bibliography (product)
MON-14toFRI-25	X	MARCH BREAK and EASTER BREAK
WED-30	1	EE - Unit 1 – Writing an annotated bibliography (product)

APRIL

DATE	DAY	UNIT
FRI-01	3	EE - Unit 2 – Developing a detailed outline
TUES-05	5	EE - Unit 2 – Developing a detailed outline
THURS-07	7	EE - Unit 2 – Developing a detailed outline Check in on CAS (10 minutes)
FRI-08	X	PARENT-TEACHER INTERVIEWS (DAY 2 of 2)
TUES-12	1	EE - Unit 2 – Developing a detailed outline
THURS-14	3	EE - Unit 2 – Developing a detailed outline
MON-18	5	EE - Unit 2 – Developing a detailed outline
WED-20	7	EE - Unit 2 – Developing a detailed outline
FRI-22	1	EE - Unit 2 – Developing a detailed outline
TUES-26	3	EE - Unit 2 – Developing a detailed outline
THURS-28	5	EE - Unit 2 – Developing a detailed outline



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MAY		
DATE	DAY	UNIT
MON-02	7	EE - Unit 2 – Developing a detailed outline
WED-04	1	EE - Unit 3 – Writing a rough draft
FRI-06	3	EE - Unit 3 – Writing a rough draft
TUES-10	5	EE - Unit 3 – Writing a rough draft
THURS-12	7	MAC MASTER U RETREAT - Unit 3 – Writing a rough draft. (product)
MON-16	1	EE - Unit 3 - hand in the draft
WED-18	3	EE - Unit 3 - Completing a final draft
FRI-20	5	CORE ATL CLASS – 45 min. Managebac plans updated & Study Tips EE - Unit 3 - Completing a final draft
MON-23	X	HOLIDAY – VICTORIA DAY
WED-25	7	EE - Unit 3 - Completing a final draft
FRI-27	1	EE - Unit 3 - Completing a final draft
TUES-31	3	EE - Unit 3 - Completing a final draft
JUNE		
DATE	DAY	UNIT
THURS-02	5	EE - Unit 3 - Completing a final draft
TUES-06	X	STUDY DAY JUNE EXAMS

We have 3 additional days after June exams for students who have not yet completed a full draft



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Core Course rather than discrete TOK class = teacher of CORE not just TOK!

complies with

- 100+ hrs for TOK
- TOK continuum over the two year program
- EE continuum over the two year program
- ATL skills explicit in Research, Self-Management, Communication, Thinking, Social in relation to specific, relevant tasks that students must complete

value-added with

- CAS check-ins
- Specific EE supports for all students with blocked time in their schedule, a support teacher to guide them in the research journey, and accountability to get the work completed with internal deadlines
- Common messaging and teaching of academic honesty



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STRETCH BREAK!



Find a colleague and discuss – is there something here that your school could adapt?

What does it mean to be an IB Diploma student?



Learning Goals

-CAS review

-EE explorations

Example Core

What makes you different from non-IB students?

There are a few advantages....
TURN AND TALK

Developing Leadership Through CAS

CAS or NO CAS??

DIPLOMA OR NO DIPLOMA?

In 4 minutes:

- view student
- review Failing Conditions (on screen)
- decide on who will achieve their diploma
- decide on who will not and WHY

Group Activity

- ▶ In groups – think of some of the CAS initiatives you’re planning on engaging with over your Diploma 1 and 2 years. Each person should come up with a minimum of one contribution.
- ▶ Which aspects of the leadership profile will these initiatives help develop? Why?
- ▶ Large group sharing.

Let’s start thinking about EE....

“Speedy Exploration”

Post-It Notes

Pen

Be ready to indicate the “passion”
Based on the questions coming up

Example Core Activities



RETAINING KNOWLEDGE AND TAKING GREAT NOTES

EE/TOK Core Classes – presented by the Learning Strategies Department



Note-taking in Class Continued

- Decide what is "note-worthy:"
 - Definitions
 - Listen for subject-specific words
 - Repetition of phrases
 - "This is important," or "You will need to know this..."
- If you are talking about a specific passage in novel - best to annotate right in book



HOW TO MAKE THE MOST OUT OF YOUR TIME

EE/TOK Core Classes – presented by the Learning Strategies Department



Steps in effective paraphrasing

- Look away from the source; then write.*
- Take notes.*
- While looking at the source, first change the structure, then the words.*
- Change the words*

Apps

- My Homework

<http://appcrawlr.com/ios/myhomework>



- Istudiez Pro

<https://itunes.apple.com/app/istudiez-pro/id310636441?mt=8#>



- Blackboard Learn

<https://itunes.apple.com/us/app/blackboard-mobile-learn-for/id376413870?mt=8#>



- 30/30

<http://3030.binaryhammer.com/>





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Academic Honesty – Sample Lesson

Outline

- What is academic dishonesty?
 - Students working in pairs read pages 14-15 in Code of Conduct 2015-16 (**10 minutes**) - Did anything surprise you?
 - Using scenarios from new IB guide, students working in groups of 3 or 4 identify and define the problem - Each group has a different scenario – share out and build on
- How to avoid it
- Paraphrasing (derived from attachment) (**20 minutes**)
 - **BREAK (5 minutes – set a timer)**
 - Effective citing and referencing (**15 minutes**)
- What happens when it goes wrong? (**10 minutes**)
 - Direct instruction: school penalties
 - Take away – IB poster

Steps in effective paraphrasing

A. Look away from the source; then write.

B. Take notes.

C. While looking at the source, first change the structure, then the words.

D. Change the words

Change the structure

- Children of the poor at the turn of the century received little if any emotional or intellectual nurturing from their mothers, whose main charge was family survival. Working for and organizing household subsistence were what defined mothering. Next to this, even the children's basic comfort was forced into the background (Ross, 1995).

Change the words

- According to Ross (1993), poor children at the turn of the century received little mothering in our sense of the term. Mothering was defined by economic status, and among the poor, a mother's foremost responsibility was not to stimulate her children's minds or foster their emotional growth but to provide food and shelter to meet the basic requirements for physical survival. Given the magnitude of this task, children were deprived of even the "actual comfort" (p. 9) we expect mothers to provide today.



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EE RESEARCH SKILLS CLASS

Stress INDEPENDENT
THINKING,
not solely independent.

Structured safety net!

See handout

Extended Essay Timeline and Dates – May 2016 grads

Date	Action	Internal
October 1 st -4th	Core Class - early exploration of interests and subject topics	DP Coordinator
October/November	Discipline specific discussion in classes	All Diploma 1 teachers
January 6 and 7	Discipline Selection Due on <u>Managebac</u>	ToK classes
	Heads review candidate list for discipline selection and submit recommendations for supervision to the EE Team	Department Heads EE team
	Assign supervisors	EE Team
February 9 and 10	EE classes begin	EE Team in class
Feb 11 th to the 20 th	Student arranges & meets with supervisor on a regular basis; log meetings on <u>Managebac</u>	Student-Supervisor
February 17 th to 20 th	What should I write about? Finding an interesting topic and resources	EE Team in class
February 23 rd to Feb 25 th	Tentative research question	EE Team in class
February 26 th	EE Working Day Complete annotated bibliography	EE Team
April	<u>Notetaking</u> and preparation of the detailed outline. Lab work.	EE Team in class
April	Meeting with the supervisor to discuss the detailed outline.	Student-Supervisor
May 4 th to May 6 th	Meet with the supervisor prior to McMaster trip.	Student-Supervisor
Thurs May 7 th -Fri May 8 th	McMaster EE Trip – rough draft	EE Team + supervisors At McMaster
*Monday, May 11	Submit Rough Draft to <u>Managebac</u> Print copy of Rough Draft to EE classes	EE Team
May 20 th	Supervisor meets with student to review rough draft	Student-Supervisor
Friday June 12, Mon June 15 th - Tues June 16 th	EE draft revision writing days: open Resource Centre /labs.	Student
July-August	Refine draft over the summer	Student



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Embedding TOK – all units have a connection

<p>Language and learning - communication</p> <p>Check the boxes for any explicit Language and Learning connections made during the unit.</p>	<p>TOK connections – Thinking skills and metacognition</p> <p>Check the boxes for any explicit TOK connections made during the unit</p>	<p>CAS connections – affective skills</p> <p>Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the “details” section explaining how students engaged in CAS for this unit.</p>
<p><input type="checkbox"/> Activating background knowledge</p> <p><input type="checkbox"/> Scaffolding for new learning</p> <p><input type="checkbox"/> Acquisition of new learning through practice</p> <p><input type="checkbox"/> Demonstrating proficiency</p> <p>Details:-allow time for practise</p>	<p><input type="checkbox"/> Personal and shared knowledge</p> <p><input type="checkbox"/> Ways of knowing</p> <p><input type="checkbox"/> Areas of knowledge</p> <p><input type="checkbox"/> The knowledge framework</p> <p>Details:</p>	<p><input type="checkbox"/> Creativity</p> <p><input type="checkbox"/> Activity</p> <p><input type="checkbox"/> Service</p> <p>Details:</p>
<p>Resources</p> <p>List and attach (if applicable) any resources used in this unit</p>		

Excerpt from DP Unit Planner



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CAS Supervisor = Advisory Program

- Every student is in a grade group of 8-10 students with a teacher supervisor
- Meet for 25 minutes each week
- CAS check-ins, current issues discussions, social skills support





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EXPLICIT ATL skills to be honed – Check In – Do our teachers have the skills to teach some aspects... online

• *As Coordinators, we must provide support to teachers*
research for example?

- *Unit Planning*
- *Lessons*
- *Engagement*
- *Assessments*

Sample Support Resources:

- *Novemberlearning.com*
- *The Art of Learning – Lance King*
- *http://www.taolearn.com/seminars.php* Taking great notes,
Exam Planning



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How Important is the CORE?

VERY!

IT IS WHAT MAKES THE IB A PROGRAM NOT JUST COURSES

An Insurance policy

A cushion



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*I used to think XXX about
implementing the Core and ATL skills.*

Now I think XXX.



*When I return to school I am going to
XXXXXX*



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*“A smooth sea never made
a skillful sailor.”*

But the sea does have times of calm!



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