



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional



IB AFRICA, EUROPE & MIDDLE EAST  
REGIONAL CONFERENCE 2013



**THE HAGUE 24<sup>TH</sup> - 27<sup>TH</sup> OCTOBER**



**MYP classrooms in action:**  
joining-up inquiry,  
action and service



*Investigating  
the link  
between  
inquiry,  
action and  
service, and  
the principles  
underpinning  
MYP practice.*

**I LEARN BY:**

DOING   
READING 



What is inquiry?

What is action?

What is service?



How are they the same,  
different, connected?

# Swift synonyms..

inquiry	learning	action

# Swift synonyms..

[some suggestions]

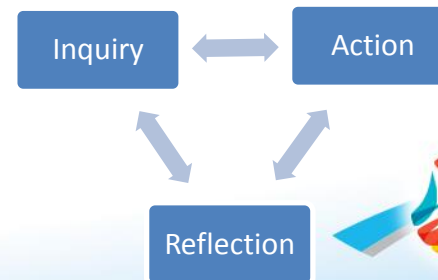
inquiry	Learning	action
Critical and creative thinking An examination Action learning An investigation Active learning A probe Experiential learning A search and research Challenge learning Discovery learning Constructivist approach Problem based learning Minimal instructional guidance	Acquiring Understanding Discovering Memorising Being instructed Studying	Process of doing something to achieve an aim To advocate Response Engagement Connection Doing An effect An impact or influence An event

## What is inquiry?

“Inquiry frames the written, taught and assessed curriculum in IB programmes. IB programmes feature structured inquiry, drawing from established bodies of knowledge and complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students’ own curiosity, together with careful curriculum design, provide the most effective stimulus for learning that is engaging, relevant, challenging and significant.”

“Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are value. “

[Draft 2014 From principles into practice page 14]







## What is service?

“Service, as a subset of action, has always been a shared value of the IB community. IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life .”

[Draft 2014 From principles into practice page 25]

“Action, as both a strategy and an outcome, represents the IB’s commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, which enhances learning about self and others.”

“Individuals, organizations and communities can engage in principled action when they explore the ethical dimensions of personal and global challenges. Action in IB programmes may involve service learning, advocacy and educating self and others.”

[*What is an IB education?* (2013)]



How do inquirers look, sound and behave in the various subject group classrooms and at other times of the programme in our schools?



# W4- Packing List

- 01 Peer editing
- 02 Peer experts
- 03 Debating

04		21	
05		22	
06		23	
07		24	
08		25	
09		26	
10		27	
11		28	
12		29	
13		30	
14		31	
15		32	
16		33	
17		34	
18		35	
19		36	
20		37	
		38	
		39	
		40	



# Subject group experts



Group as subject experts



Come up with four actions students could take as an outcome of their inquiry in your subject group



What could the impact of this shift to an inquiry-based classroom be

- on me as a teacher
- on my students
- on me as a department head
- on me as an MYP Coordinator ?



Images from <http://www.bing.com/?scope=images&FORM=Z9LH1>