



IB AFRICA, EUROPE & MIDDLE EAST  
REGIONAL CONFERENCE 2013  
**THE HAGUE 24<sup>th</sup> - 27<sup>th</sup> OCTOBER**

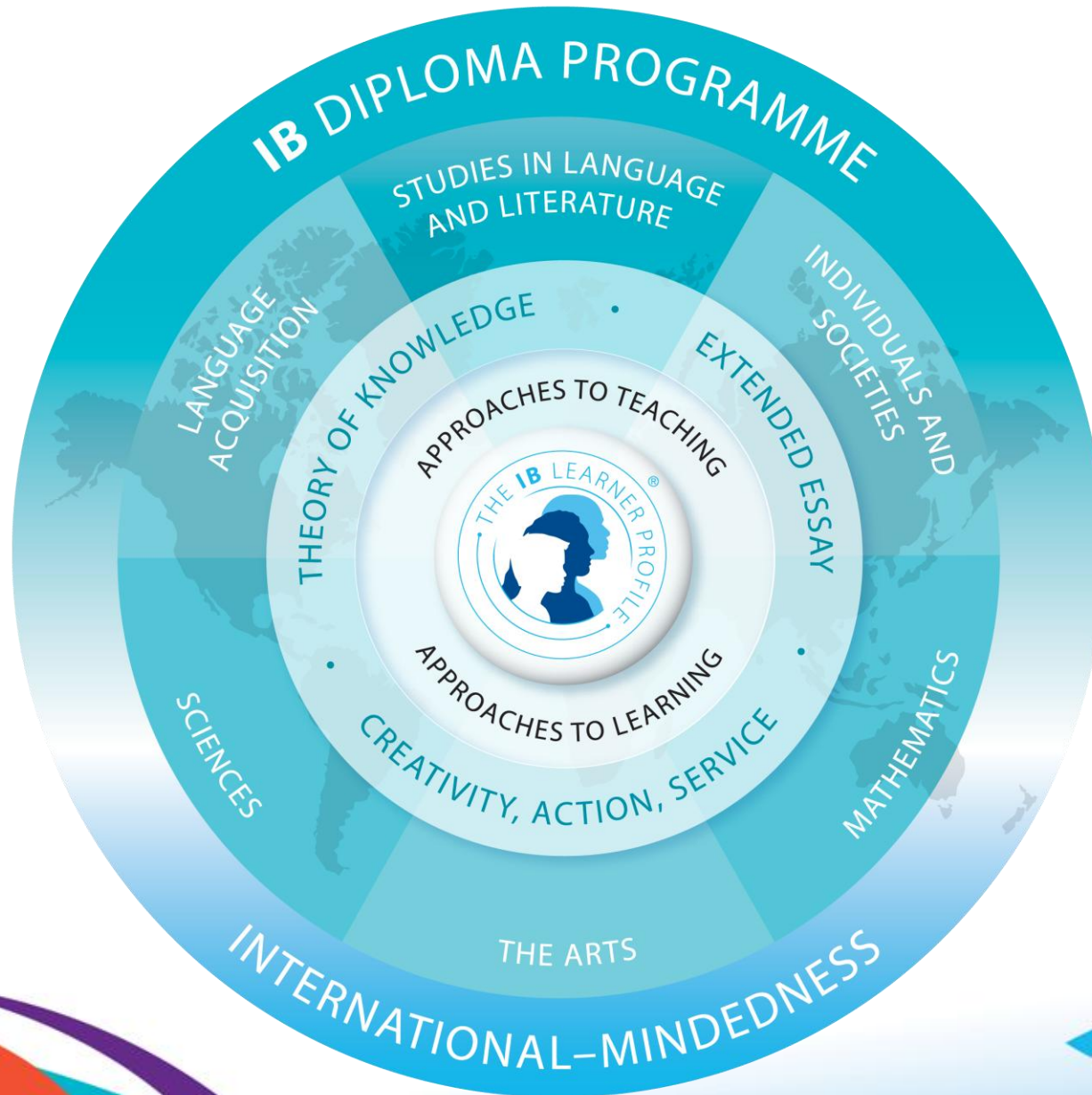
Integrating the DP Core into your  
School – T. Brodie



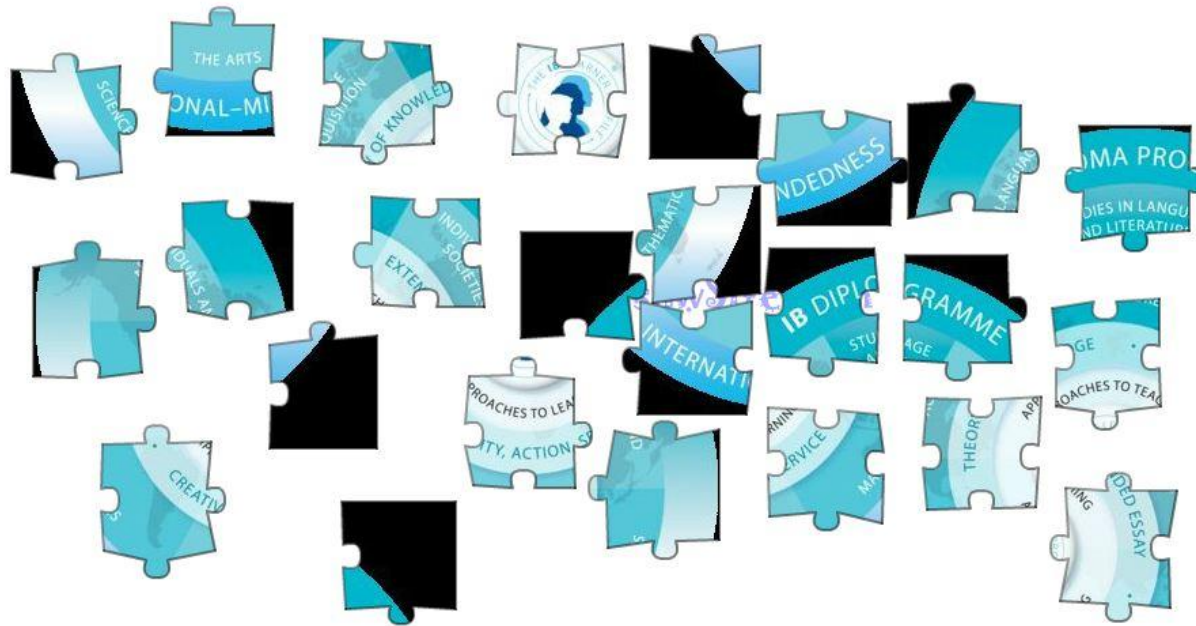
# Your presenter

# Warm Up activity

# The Core - the intention



# The Core - the reality



# Extended Essay

- How is the EE structured in your school?

- Where does it fit in to your school?
- How is it presented to your students?
- What opportunities are there for **enjoying** the process?
- How do staff teach/present it – is there teamwork modelled by faculty? or is everyone doing the same thing?
- Team work – key skills – working together.
- Peer work /review.
- Staff guidance /new staff induction?

# World Essay

- ***An in-depth interdisciplinary study of an issue of contemporary, global significance.***
- A logical extension of a CAS activity or project?



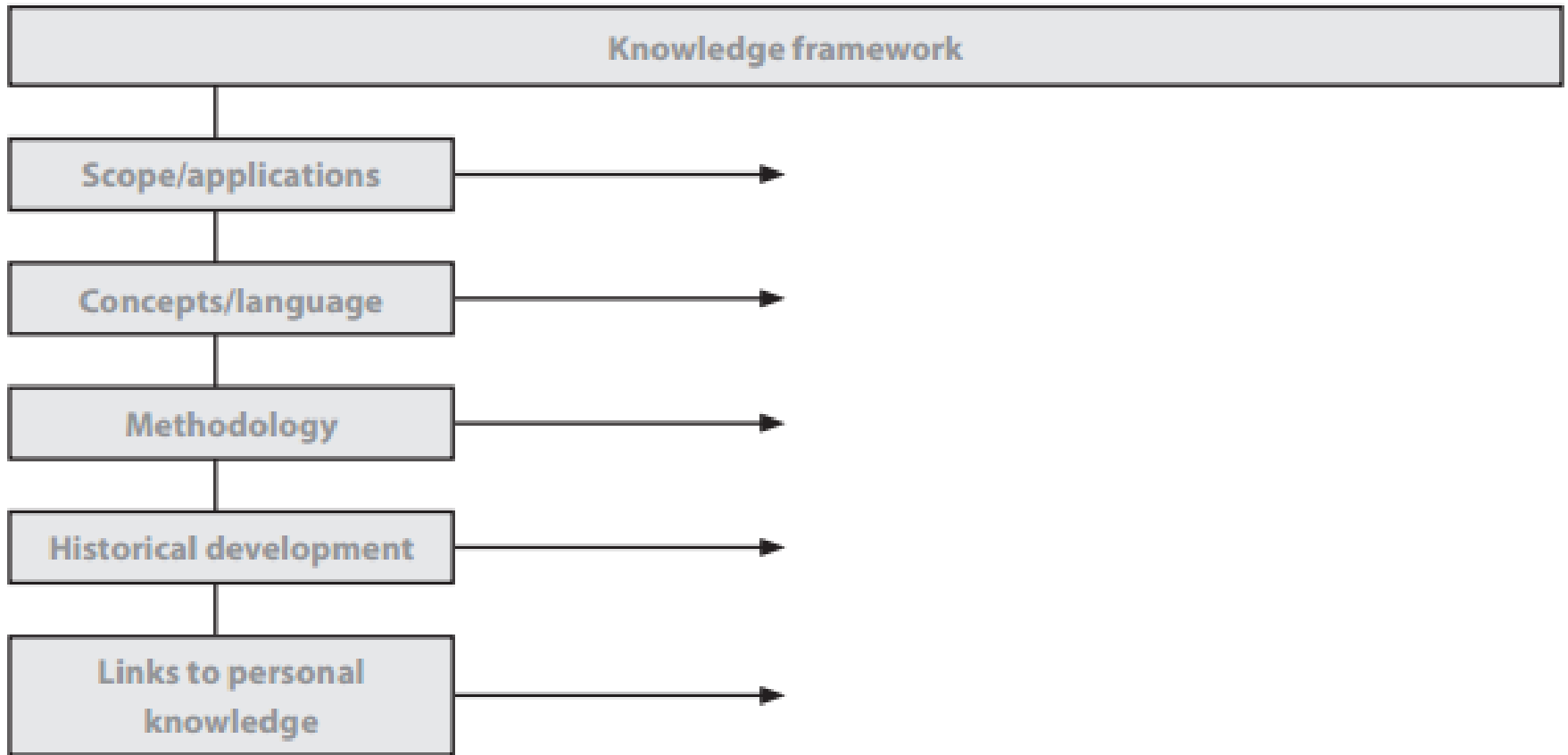
# TOK

## **8 Ways of knowing:**

- **Intuition**
- **Sense Perception**
- **Emotion**
- **Reason**
- **Language**
- **Memory**
- **Imagination**
- **Faith**

## **8 Areas of Knowledge:**

- **Ethics**
- **Mathematics**
- **Experimental Sciences**
- **Human Sciences**
- **Religious Knowledge**
- **Indigenous Knowledge**
- **The Arts**
- **History**



Theory of Knowledge guide, IBO. 2012  
p. 37

# CAS

- How is CAS undertaken and monitored in your school?



# CAS and the Learner Profile Activity



# Learner Profile

From the IB Learner Profile booklet, March 2006.

INQUIRERS	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
KNOWLEDGEABLE	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
THINKERS	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions
COMMUNICATORS	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
PRINCIPLED	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them
OPEN-MINDED	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
CARING	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
RISK-TAKERS	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
BALANCED	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
REFLECTIVE	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# CAS Learning Outcomes (Current CAS guide)

## **INCREASED THEIR AWARENESS OF THEIR OWN STRENGTHS AND AREAS FOR GROWTH**

They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

## **UNDERTAKEN NEW CHALLENGES**

A new challenge may be an unfamiliar activity, or an extension to an existing one.

## **PLANNED AND INITIATED ACTIVITIES**

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

## **WORKED COLLABORATIVELY WITH OTHERS**

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

## **SHOWN PERSEVERANCE AND COMMITMENT IN THEIR ACTIVITIES**

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

## **ENGAGED WITH ISSUES OF GLOBAL IMPORTANCE**

Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

## **CONSIDERED THE ETHICAL IMPLICATIONS OF THEIR ACTIONS**

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

## **DEVELOPED NEW SKILLS**

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

# CAS

**Cecilie Video; Watch and record an answer.**

**Which of the CAS Learning Outcomes have you heard evidence of from the Cecilie's testimony?**

**Which of the learning outcomes is the most difficult to identify?**





- 70% of pupils made no link between their academic subjects and their CAS activities.

» (Brodie 2012).

Some solutions;

Encourage students (or staff) to look for CAS opportunities from their academic subjects and support them, or vice versa!

Look to highlight the links between existing CAS.

Ownership                      Authentic Opportunities.

TOK and CAS, EE and CAS.

- Question; Is CAS important?

Student A “We’re developing as a whole person. What people are looking for, for jobs, and university.”

Student B “Yes but it’s what you want to be achieving for yourself.” Brodie 2012.

# AtL

- What does it mean in your school?
- Student Centred?
- Skills versus knowledge?
- Sharing skills?
- OVERLAPS?

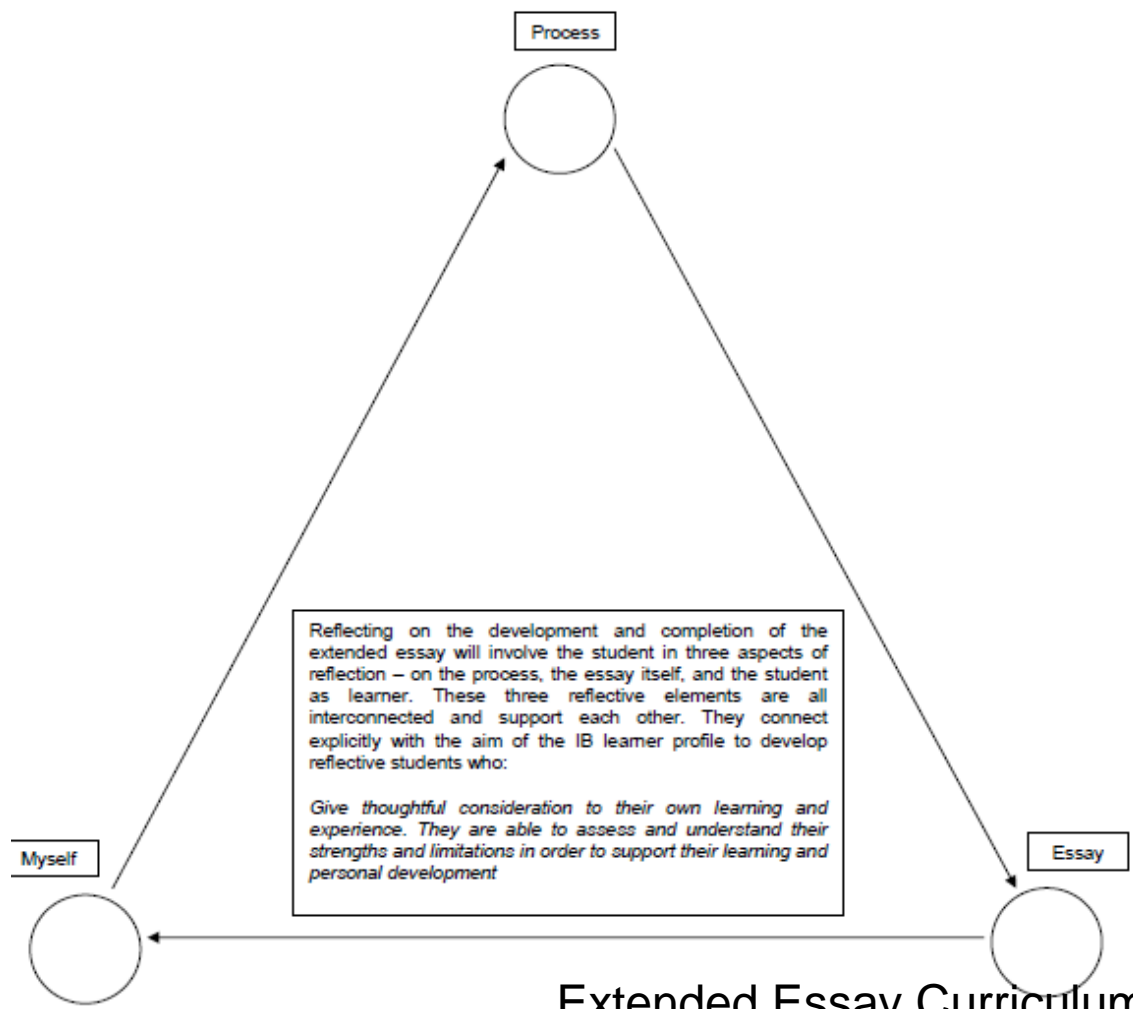


# Reflection

What are your pupils reactions when you mention reflection?

“(CAS) Reflections make me a good bull shitter!” - DP2 Student

Brodie 2012



Extended Essay Curriculum Review,  
IBO, April 2012.

# How to reflect

- Written
- Oral reflections
- Visual
- Creative
- The way that suits a student – differing ways – ways that allow them to engage – that they WANT TO.

# Best practice

- Reflections should be honest.
- Considered.
- Negative as well as positive experiences, through reflection, can provide learning.
- Students should **try** to reflect as soon as they can after being involved in the activity.
- Reflections are **ongoing**, not just when an activity is finished.
- Reflections may occur at any stage of a CAS activity, however, a final reflection is recommended after an extended activity
- Reflections are not to be purely a narrative of what a student did and when they did it. They should be an expression of their thoughts, ideas and insights.
- Students should **try and use different methods for reflecting**
- Students should take the time to look back over reflections that they have made as they may enlighten current and future thoughts.
- **It is not necessary to write a reflection no every occasion.**

# Reflection Questions

- What did you hope to achieve in your activity? What were your goals and how did you prepare to reach them? What would you have changed in your planning?
- Did you find yourself out of your comfort zone? How did you feel during / afterwards? What are there benefits of being challenged in this way?
- Did you discover any personal strengths or areas that need improvement from your participation in the activity?
- What difficulties did you face and how did you overcome them?
- What did you learn about yourself? What did you learn about others?
- How did your efforts benefit others? (Be specific)
- How did your efforts benefit yourself? (Be specific)
- Did you enjoy your involvement in the CAS related activity? Why/why not?
- How well did you work/interact with others?
- How well did others respond to working with you?
- What abilities and attitudes were put into action in you and in others?
- What did you learn in the activity that could be applied in other situations?
- Were your perspectives or values challenged or altered?
- Did you achieve success or failure? How did this make you feel?
- What was the importance of teamwork or leadership in your activity?
- What motivated your involvement in the activity?
- What skills / abilities did you develop?
- What criticisms did you receive and how did you respond to them?



# Reflection Conclusions

- **Mix it up** – Kathy Berger’s Book and other resources.
- Allow students to choose their own methods, be flexible.
- CAS reflection scaffold, or use other subjects
  - TOK practise essay, practise presentation
  - Languages Persuasive written piece, debate.
- How much is enough?

# Suggestions?

# Some ideas

First principles – use those to guide you.

Make time as a faculty – common language, coherent message, familiarity.

Make time for students – be specific.

Model reflection – reconsider what it is and how to teach it.

Look for overlaps (which can only happen when staff aswell as students blur the boundaries).

Theme days/ teaching even at DP.

School wide projects

Allow the students to lead!