

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO
WAYS OF KNOWING

IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014

ROME • 16–19 OCTOBER



International Baccalaureate®
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Diploma Programme coordinator as pedagogical leader



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Key question:

How can the DP coordinator, as a part of a pedagogical leadership team, implement a dynamic DP?

What support is there through IB documents and services?

Through the lens of a case study: ATLs

Presentation Outline:

- What IB documents/services?
- Leadership or management?
- What can to be done to implement ATLs?



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Programme
development
creates the
“what” of all IB
programs –
develops the
curriculum
(products)

To school
divisions ,
which creates
the global ways
of doing things
this is the “how”
of all IB
programs

To regional
offices – school
services, which
use the
processes to
create a long-
lived, nurturing
relationship
with schools.



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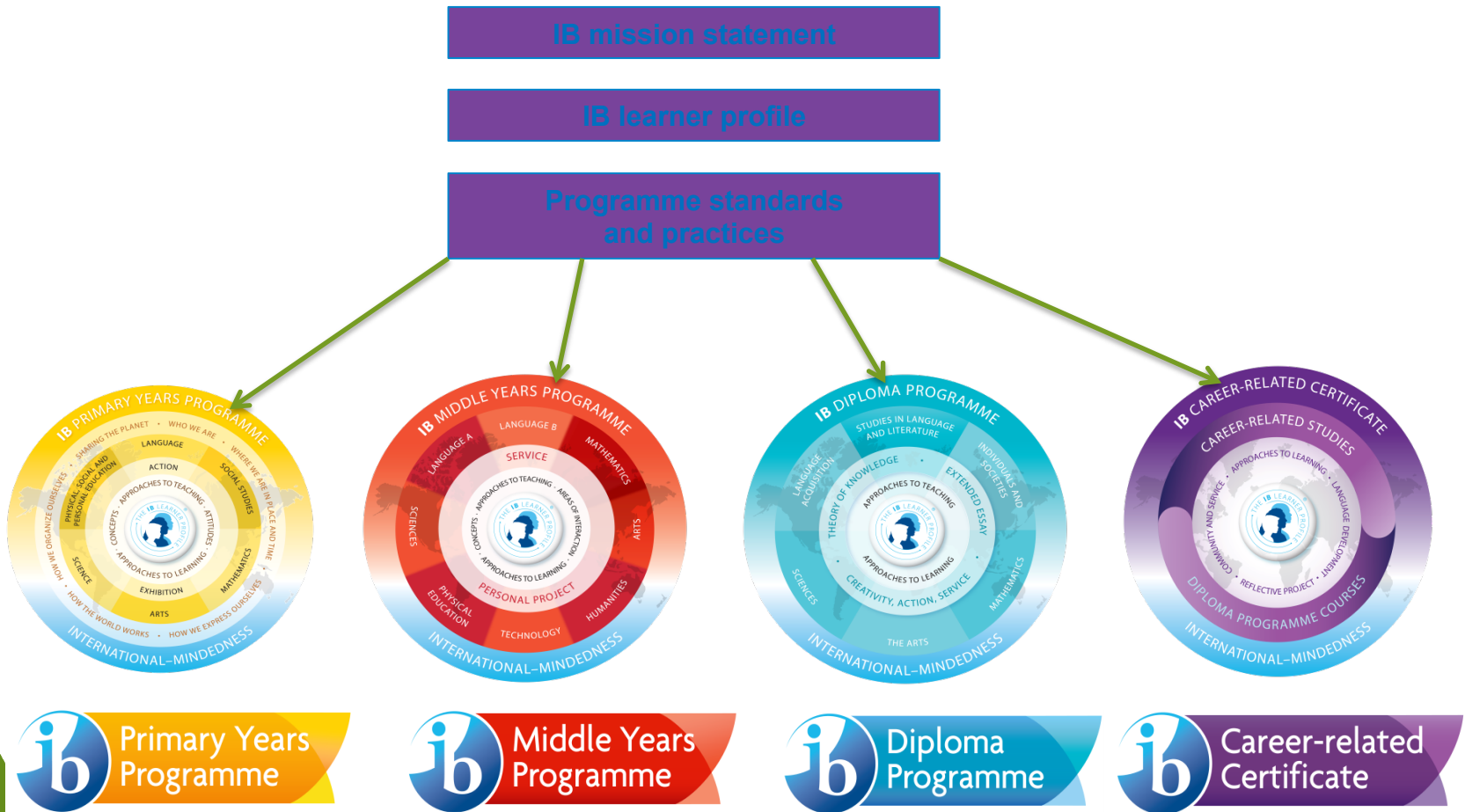
Standards and Practices

- Developed by the continuum department of the academic division
- Latest version published in January 2014 and available on the OCC under cross-programme publications
- Recommendation - school's action plans be based on these standards and practices
- At authorization - some practices are meant to be in progress
- At evaluation - all practices must be in place



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The IB continuum of international education





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Standards and practices linked to pedagogical leadership

- B1.3 The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
- C.2.4 The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
- C3.2 Teaching and learning engages students as inquirers and thinkers.
- C.3.5 Teaching and learning supports students to become actively responsible for their own learning.
- C.3.16 Teaching and learning develops the IB learner profile attributes.



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Activity Time

1. Discuss with the person/people sitting next to you the following questions (5 minutes)
 - What are the key attributes of a pedagogical leader?
 - What are the key differences between management and leadership?
 - Why is important for a school to have pedagogical leadership?
2. We will ask some groups to share with the group one key finding. (5 minutes)



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Your feedback

- What are the key attributes of a pedagogical leader?

afdaf
adfafa

- What are the key differences between management and leadership?

adfaf
adfad

- Why is important for a school to have pedagogical leadership?



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DP ATL

- Alignment with MYP and PYP
- Approaches to teaching
- Approaches to learning





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The **aim of the ATL project** is to introduce and develop a new dimension of the DP, aligned with PYP and MYP, to improve the quality of teaching and learning across the programme and support key values and principles of an IB education through developing and offering commercial and fee-covered deliverables for schools, teachers and students. These deliverables aim to help DP coordinators being the pedagogical leaders at the school.



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Approaches to learning skills...can be learned and taught

The five categories of **IB Approaches to learning** skills are:

- ✓ Thinking skills
- ✓ Research skills
- ✓ Communications skills
- ✓ Social skills
- ✓ Self management skills



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Approaches to learning...

We believe that ATL skills are most powerful when **teachers plan** and **students engage with them** in connection with significant and relevant content knowledge in order to develop transferable understanding.





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Approaches to teaching

Teaching in the **DP** should demonstrate a concurrency of learning and be approached in a way which is:



- ✓ Based on **inquiry**
- ✓ Focused on **conceptual understanding**
- ✓ Developed in local and global **contexts**
- ✓ Focused on effective communication and **collaboration**
- ✓ **Differentiated** to meet the needs of all learners
- ✓ Informed by **assessment** (formative and summative)



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Important dates

- The *Approaches to teaching and learning in the DP* guide shared with the pilot schools in **September 2013**
- Project piloting from **September 2013** to **April 2014**
- Filming at selected schools in all three IB regions will be taking place between **November 2013** and **April 2014**
- All relevant documents (from the guide to support videos) will be reviewed, quality assured and produced between **April 2014** and **December 2014**
- The planned publication date for all ATL documents and integration into PD is **January/February 2015**
- First official use by schools is envisioned in **September 2015**



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ATL project deliverables

School survey responses (June 2012) revealed the most desired 'deliverables':

- *Approaches to teaching and learning in the DP* – guide
- Support videos for coordinators, teachers and heads/principals
- *DP From principles into practice* – updated and including ATL
- DP unit planners – a range of recommended samples
- Category 3 workshops
- Resources for category 1 and 2 workshop leaders



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Examples of initiatives ...

- PD on integrating the core elements (TOK, CAS and EE) in the form of on-going department meetings and an all-staff session
- Using technology for students and teachers as a means to provide formative and peer assessment
- Collaborative planning initiative using the sample unit planners
- All teachers are language teachers – developing school-wide strategies
- Audit of teaching strategies
- Meaningful collaborative planning – horizontal and vertical articulation
- Encourage teachers to identify essential understandings and the big ideas



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Your examples?





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Questions?

