We empower. We offer courses that inspire students to study what they love. We care about each individual by developing a personalised approach to learning, placing the attributes of the IB learner profile at the heart of our teaching strategies. We share with schools and teachers what we know about data-driven leadership and instructional support. We create opportunities for success, each and every day.
Implementing IB Approaches to Teaching and Learning in a virtual environment

Edward Lawless: Principal, Pamoja Education
Focus on Approaches to Teaching and Learning (ATTL)
Mapping ATTL Across the Continuum
The ATTL Journey for IBDP Schools

Approaches to teaching and learning are

• deliberate strategies, skills and attitudes that permeate the teaching and learning environment

• intrinsically linked with the IB learner profile attributes

• designed to enhance student learning and assist student preparation for DP assessment and beyond

• inextricably linked to the development of internationally minded students, a central aim of all IB programmes
**The Approaches to Learning (ATL)**

**Approaches to Learning:** Linked closely to the attitudes and dispositions highlighted in the IB Learner Profile, Approaches to Learning (ATL) are the skills deemed critical for success for IB students in school and in life, now and into the future.
Approaches to Learning (ATL)

• **Thinking Skills**: The ability to creatively and critically analyse, apply, evaluate, synthesize, conceptualize, contextualize, reason, and solve problems.

• **Communication Skills**: The ability to produce and interpret messages effectively.

• **Social Skills**: The ability to participate and collaborate with others whilst showing awareness and respect for other cultures, varying points of view, and individual differences.

• **Research Skills**: The ability to determine the extent of information needed, locate and access information, organize and evaluate information, and use and share information effectively, efficiently, and ethically.

• **Self-management Skills**: The ability to set goals, manage time and tasks effectively, and manage your state of mind, self-motivation, resilience, and mindfulness.
ATL Lenses

- Thinking
- Communication
- Self-management
- Research
- Social
ATL Lenses

Thinking

Self-management

Communication

Research

Social
Approaches to Teaching (ATT)

**Approaches to Teaching – Essential Strategies:** Approaches to Teaching embody the main pedagogical principles that underpin delivery of the IB programmes.

The IB priorities for depth of learning in these areas align with the Pamoja Learning Model objective to develop self-regulated learners. As outlined by the IB, this includes teaching that is:

- Inquiry-based
- Focused on *conceptual* understanding
- Developed in *local and global contexts*
- Focused on effective *collaboration*
- Differentiated to meet the needs of all learners
- Informed by assessment
ATT Lenses

- Informed by Assessment
- Inquiry based
- Conceptual
- Differentiated
- Collaborative
- Contextual
ATT Lenses

- Inquiry-based
- Conceptual
- Contextual
- Collaborative
- Differentiated
- Informed by Assessment
Your ATTL Journey

Where is your school in your ATTL journey?

What specific challenges does / will your school face in the process?

What specific advantages or successes does / will your school enjoy in the process?
The ATTL Journey for IBDP Schools

New IB website offers guidance on developing and implementing teaching and learning initiatives in schools.

- Clarifies
  - approaches to learning (ATL)
  - approaches to teaching (ATT)
  - pedagogical leadership

- Supports school efforts to meet IB programme standards and practices, especially re standard
  - C3: Teaching and learning reflects IB philosophy
  - C4: Assessment reflects IB assessment philosophy
The ATTL Journey for IBDP Schools

This site also features a range of specific resources for the DP, including:

- a “self-reflection” tool for teachers, designed to help teachers reflect on their current practice
- sample **DP unit planners** (templates and examples of completed unit plans)
- short case studies of initiatives from some of the DP schools who helped to pilot the ATL materials
- short interviews with academics who are experts in the field of teaching and learning
- a suite of 26 short videos
Approaches to Teaching and Learning (ATTL)

https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/index.html
ATTL Reflection Exercise: What are you currently doing?

Provides schools with a reflection tool

- to help individual teachers reflect on their current practice

- to promote and stimulate discussion between colleagues within and across departments

Prompting teachers to think about a recent unit/topic they taught their DP students, and ask them to

- indicate how often they provided opportunities for students to demonstrate a particular skill or behaviour

- indicate how often they utilised particular teaching strategies
ATTL Reflection: Social Skills

In your most recent unit/topic, how often did you:

- have students work in small groups?
- allocate, or ask students to allocate among themselves, different roles in a classroom discussion or activity?
- have students peer assess their group performance or process?
- support students in resolving a conflict in a team?
- give a group assessment task?
- give students feedback on how they worked as a group?
- have students discuss their understanding of a text or idea among themselves and come up with a shared understanding?
- provide an opportunity for students to analyse the impact of their behaviour on the class or on a group performance?
- encourage students to consider alternative points of view or to take the perspective of others?
- provide opportunities for students to make decisions?
ATTL Reflection: Self-Management

In your most recent unit/topic, how often did you:

• set deadlines for students to meet?
• require students to revise and improve on work previously submitted?
• ask students to set their own learning goals?
• ask students to break down a larger task into specific steps?
• ask students to look for personal relevance in the subject matter?
• practise or discuss strategies to increase concentration?
• give students feedback on their approach to a task?
• model positive skills and behaviours such as being well organized and punctual?
• help students to learn from failures or mistakes?
• create an atmosphere where students do not think they have to get everything right first time?
• discuss planning and approaches to revision?
ATTL Planning: Where are we going?

- No prescribed format for how this planning should be undertaken.
- Three template DP unit planners developed for DP teachers.
- Intended to inspire and support teachers to think more about not only what they are teaching, but also how they are teaching.
Our ATTL Journey at Pamoja Education

Where is Pamoja Education in the ATTL journey?

What specific challenges do we face in the process?

What specific advantages or successes do we enjoy?
A social enterprise, founded in 2009, working in cooperation with the International Baccalaureate to provide online IB Diploma Programme courses and support the IB initiative to increase global access to education

- Sole provider of the IBDP online

- All 17 IBDP courses, including IB core subjects, are developed by our team of experts in Oxford and around the world. Taught by our team of highly qualified and experienced IB teachers, they are delivered to both May and November examination cohorts

- Available for students aged 16-19 attending an IB World School and taking the Diploma or Career-related Programmes

- Fully accredited by The Schools Commission of the Western Association of Schools and Colleges (WASC)
For schools:

- Growth acceleration: increasing the range of courses offered
- Growth management: sustaining a broad and inspiring curriculum
- Reduce variable operating costs
- Demonstrate and promote innovative pedagogy and teaching strategies

For students & families:

- Access to top quality teaching
- Develop global collaboration skills and encourage international mindedness
- Become knowledgeable, inquiring, open-minded, caring, balanced life-long learners
- Enhance university application profiles
Our values

- Innovation
- Student-centred teaching & learning
- Self-management
- Creativity
- Critical thinking
- International understanding

We use our online teaching strategies and data driven leadership to place the learner at the centre of the teaching and learning process.
ensuring student success

Pamoja provides:
- Outstanding, academically rigorous courses
- Small cohorts
- Highly experienced IB teachers
- Consistency
- Theory of Knowledge is at the heart of everything we do

The school provides:
- A Site-based Coordinator to liaise with the school, students, and Pamoja
- Allocated time during the student’s schedule to work on their online course
- Regular feedback
Current courses offered

**Group 2**
- French ab initio
- Mandarin ab initio
- Spanish ab initio
- Spanish B SL

**Group 5**
- Mathematics SL
- Mathematics HL

**Group 6**
- Film SL

**Group 3**
- Business Management SL
- Business Management HL
- Economics SL*
- Economics HL
- IT in a global society SL
- IT in a global society HL
- Philosophy SL
- Psychology SL
- Psychology HL

**DP Core**
- Theory of Knowledge
- Extended Essay
- Supervision

*Also available as a one-year course
Focus upon Approaches to Learning
Focus Upon Approaches to Teaching

Inquiry-based

Informed by Assessment

Differentiated

Conceptual

Contextual

Collaborative
Refined our Learning Model

✓ Empowering self-directed learners in a global online campus
✓ Offering the flexible learning opportunities that students want
✓ Providing the structured teaching conditions that students need
✓ Embedding TOK and ATL in all courses
✓ Ensuring student access to a range of
  • Quality **Content**
  • Comprehensive **Care**
  • Dynamic **Collaboration**
The Pamoja Learning Model (2)

✓ Quality Content that is:
  • produced in-house to a high standard
  • relevant to the programme needs, targeting subject-specific objectives
  • presented via a variety of media
  • sensitive to learner needs (re language, learning styles, cultural context, capacity for extension and remediation)
The Pamoja Learning Model (3)

Comprehensive Care in
- Instructional Design
- Instructional Feedback
- Student Management
- Teacher Training
- Teacher Management
- Programme Evaluation
The Pamoja Learning Model (4)

✓ Dynamic Collaboration that:

• connects students with students and students with teachers
• is scheduled and spontaneous
• is synchronous and asynchronous
• is initiated by course design, by teachers and by students
• offers a broad scale and frequency of connection opportunities
Balancing flexible learning opportunities with structured teaching conditions

1 teacher with students in a Class Section
Balancing flexible learning opportunities with structured teaching conditions

1 Global Campus for all teachers and all students

16 teachers with approximately 400 students in a Department Space

4 teachers with approximately 100 students in a Learning Space

1 teacher with 25 students in a single Class Section

1 teacher with 1 student

Interaction Opportunities

Interaction Accountability
Support Services informed by ATTL

- Pamoja Teacher
- Site Based Coordinator
- Peers
- Parents

Student
ATT in Business and Management HL

04.05 **Core Values Discussion:** Essential Skills Connection call out for working in groups; collaborative skills.

13.01 **News Blog:** Internationalization, understanding the world... blogging, risk taking.

14.04 **Essential Skills Journal:** Reflecting on progress so far... developing goals for next semester.

25.01 **TOK Connection:** Qualitative and quantitative analysis.

25.02 **Research Skills Connection:** Investigating quality of resources.

26.01 **Thinking:** Essential Skills Connection call out for comparing and contrasting accounts, using diagrams to aid thinking.

**Thinking – Communication – Social – Research – Self-Management**

**Inquiry-based – Conceptual – Contextual – Collaborative – Differentiated – Informed by Assessment**
ATT in Business and Management HL

04.05 **Core Values Discussion** – Essential Skills Connection call out for working in groups; collaborative skills.
https://pamojaeducation.instructure.com/courses/143/pages/04-dot-05-core-values-discussion?module_item_id=3856

13.01 **News Blog** – Internationalization, understanding the world... blogging, risk taking.

14.04 **Essential Skills Journal** – reflecting on progress so far... developing goals for next semester.

25.01 **TOK Connection** – qualitative and quantitative analysis

25.02 Research Skills Connection – Investigating quality of resources

https://pamojaeducation.instructure.com/courses/143/discussion_topics/1218?module_item_id=5011
Support Services informed by ATTL

Improving the conditions for self-regulated learning

- Empowering **Students**
- Empowering **Site-based Coordinators** (SBC)
- Empowering Teachers
- Empowering Parents

Support Services informed by ATTL
Support Services informed by ATTL
Courses 2015 - 2016

- Business Management
  - SL / HL
- Economics
  - SL * / HL
- Film
  - SL
- French ab initio
- ITGS
  - SL / HL
- Mandarin ab initio
- Mathematics
  - SL / HL
- Philosophy
  - SL
- Psychology
  - SL / HL
- Spanish ab initio
- Spanish B
  - SL
- Pamoja
  - Empowered by