Implementing IB Approaches to Teaching and Learning in a virtual environment

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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

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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**.
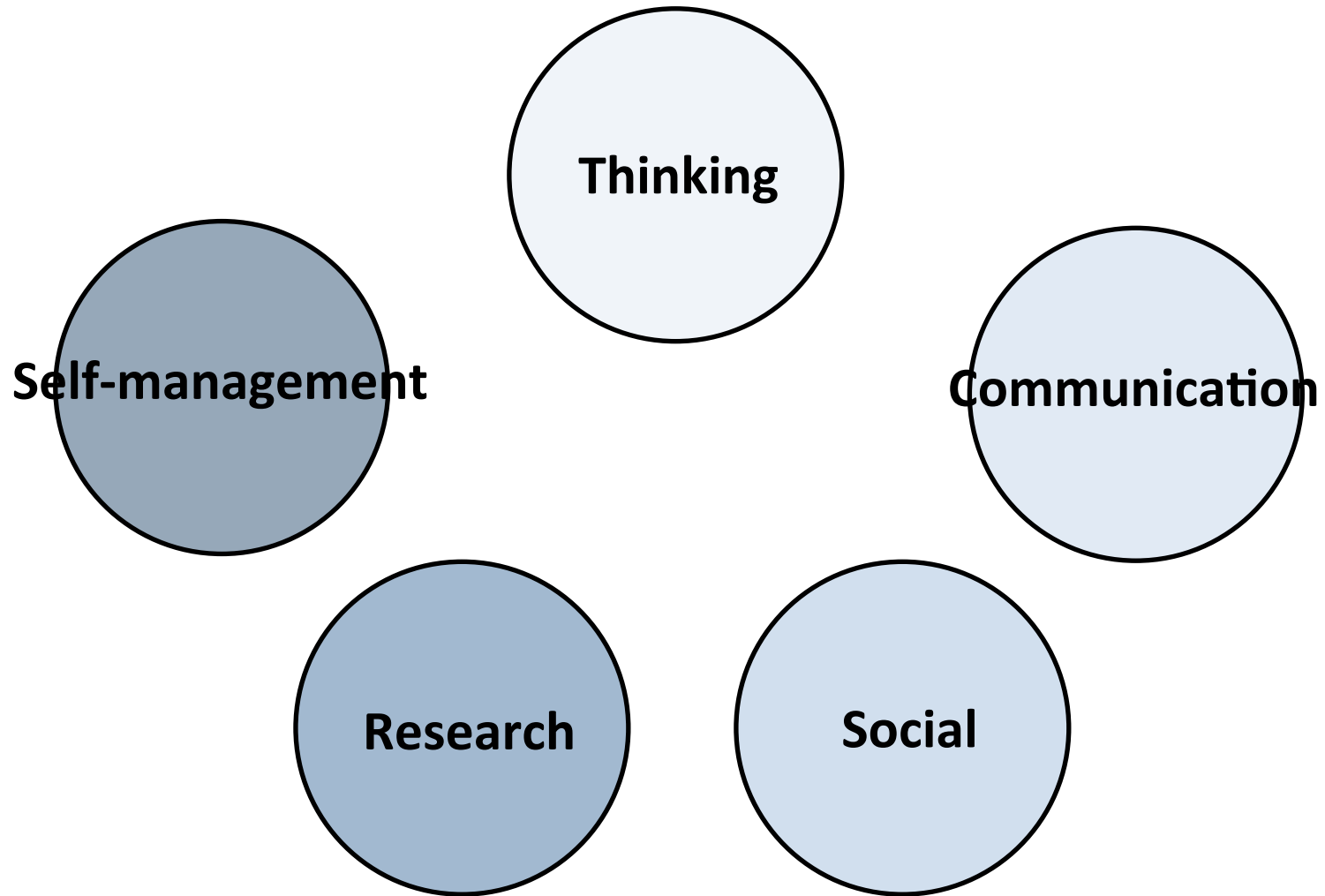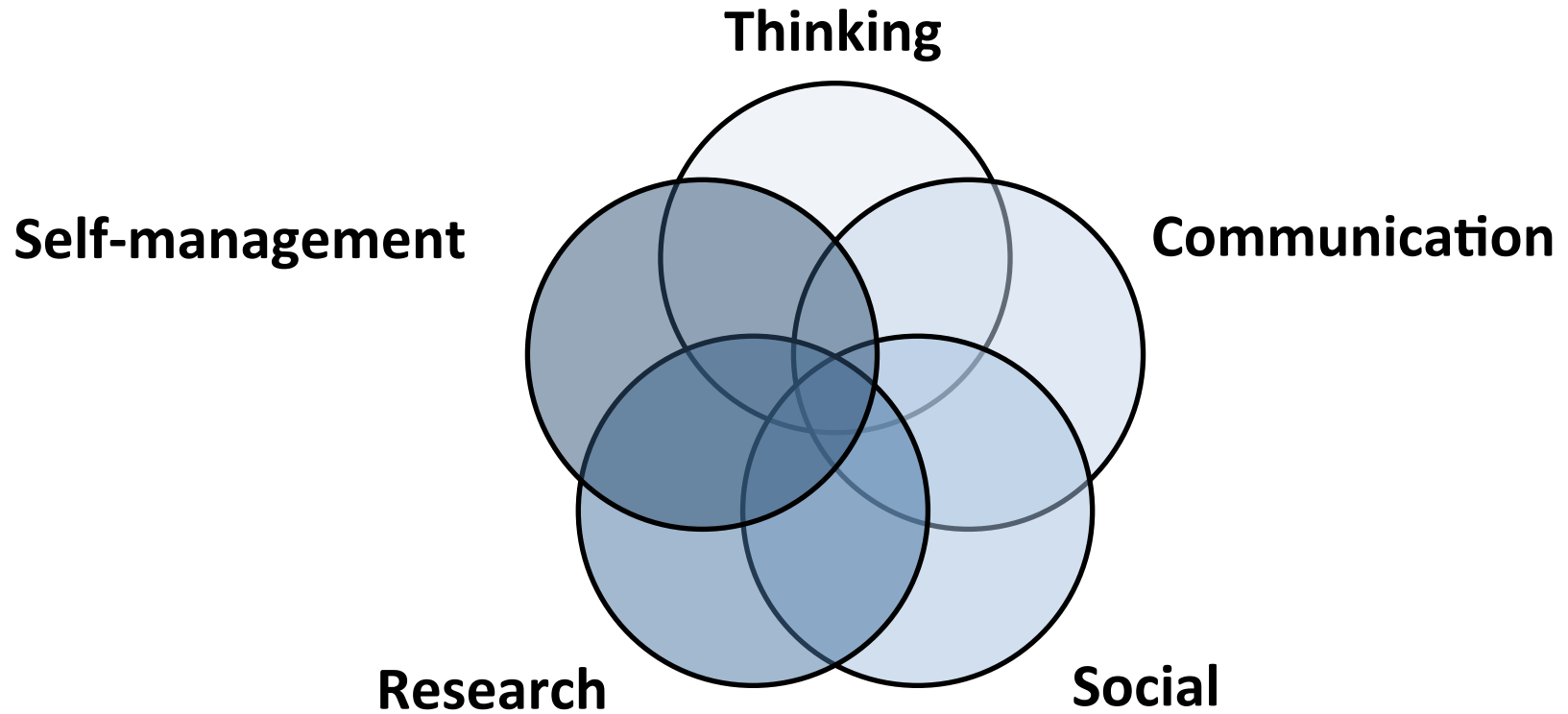
Approaches to Learning (ATL)

- **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

ATL Lenses

Thinking

Communication

Self-management

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

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ATT Lenses

ATT Lenses

Inquiry-based

Conceptual

Contextual

Collaborative

Differentiated

Informed by Assessment

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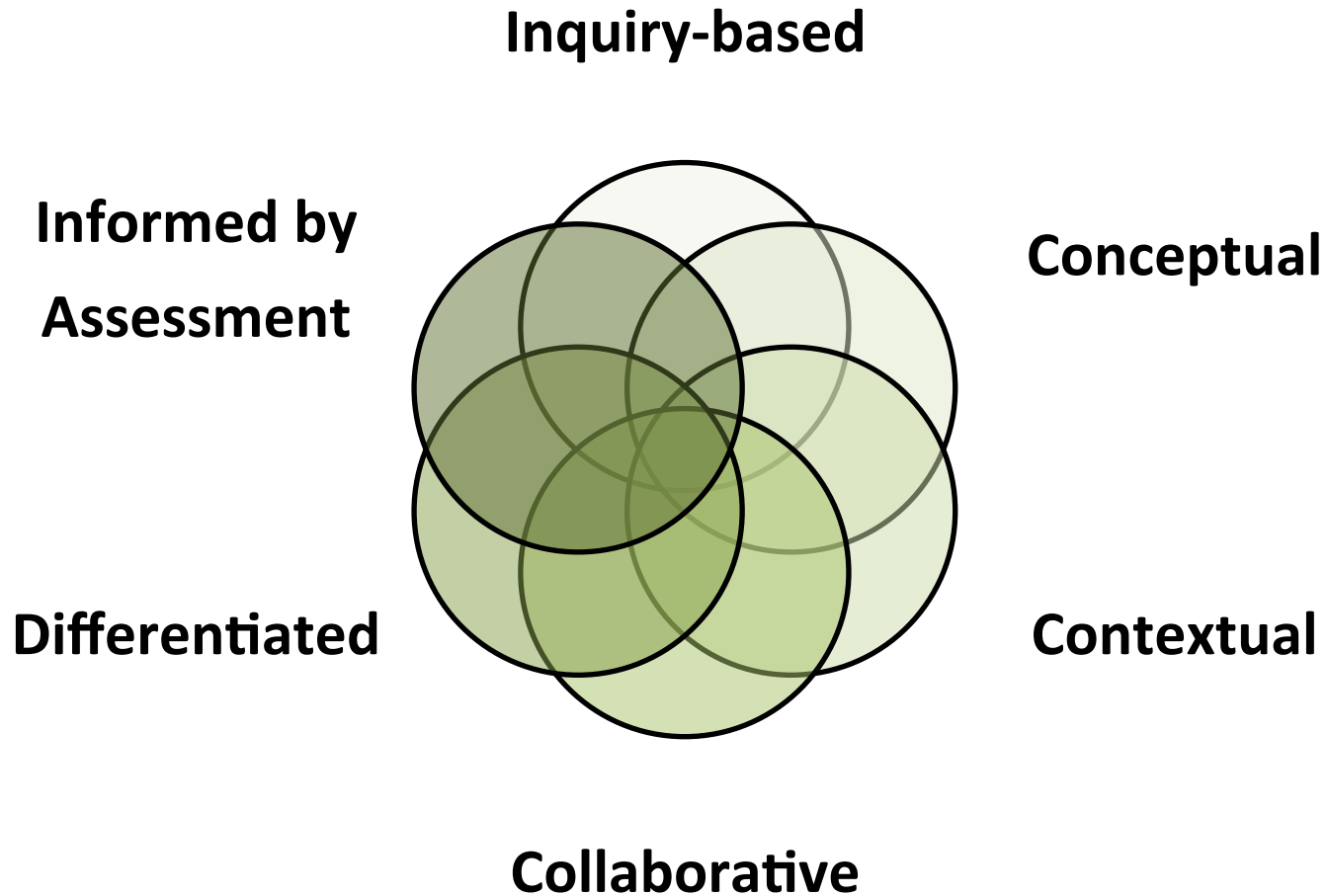
Your ATTL Journey

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

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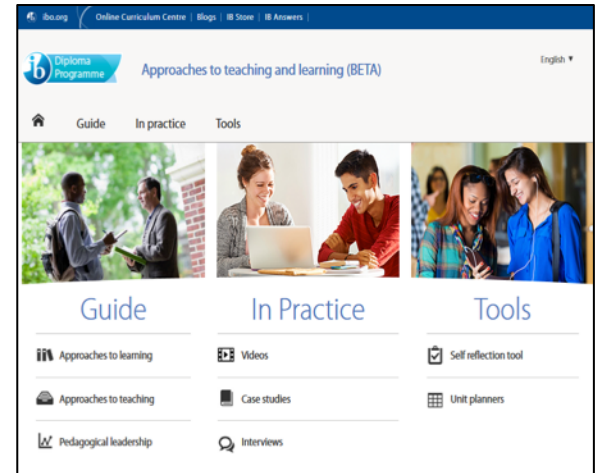
The ATTL Journey for IBDP Schools

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

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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?

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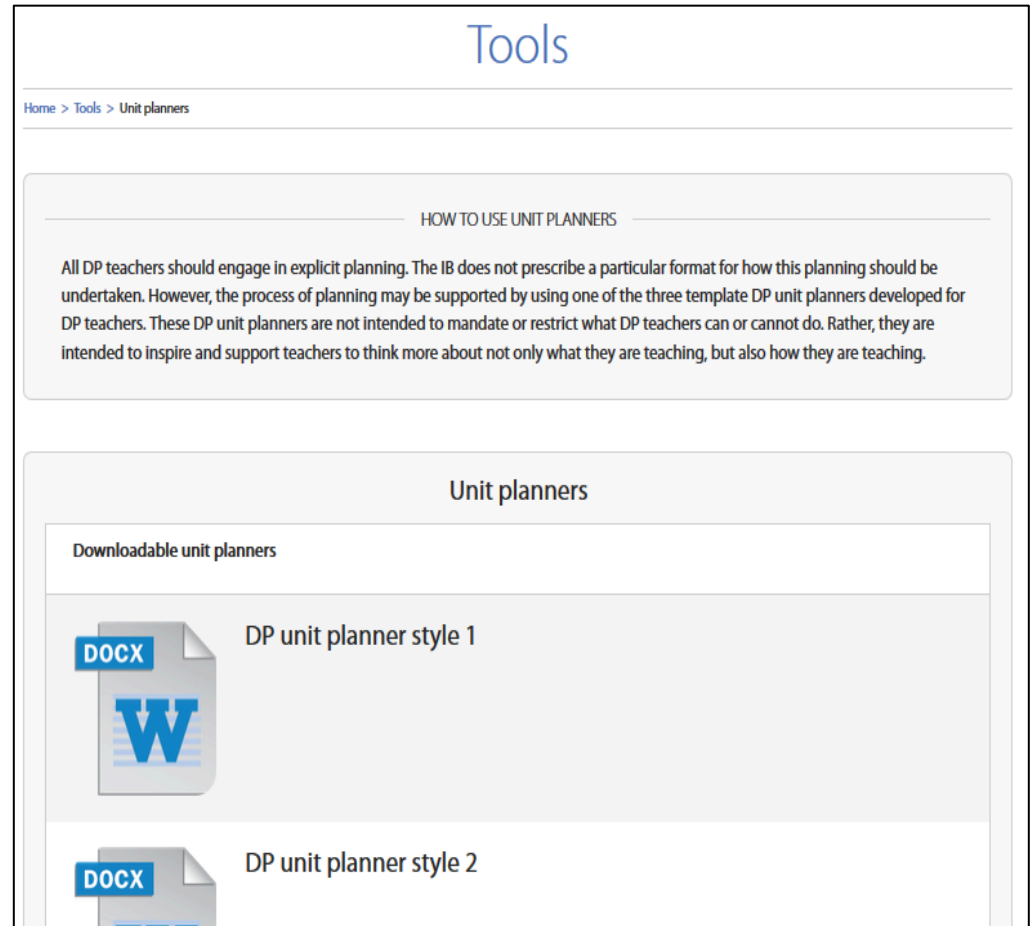pamoja

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.

Tools

Home > Tools > Unit planners

HOW TO USE UNIT PLANNERS

All DP teachers should engage in explicit planning. The IB does not prescribe a particular format for how this planning should be undertaken. However, the process of planning may be supported by using one of the three template DP unit planners developed for DP teachers. These DP unit planners are not intended to mandate or restrict what DP teachers can or cannot do. Rather, they are intended to inspire and support teachers to think more about not only what they are teaching, but also how they are teaching.

Unit planners

Downloadable unit planners

DOCX — DP unit planner style 1

DOCX — DP unit planner style 2

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?

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about us

- 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)

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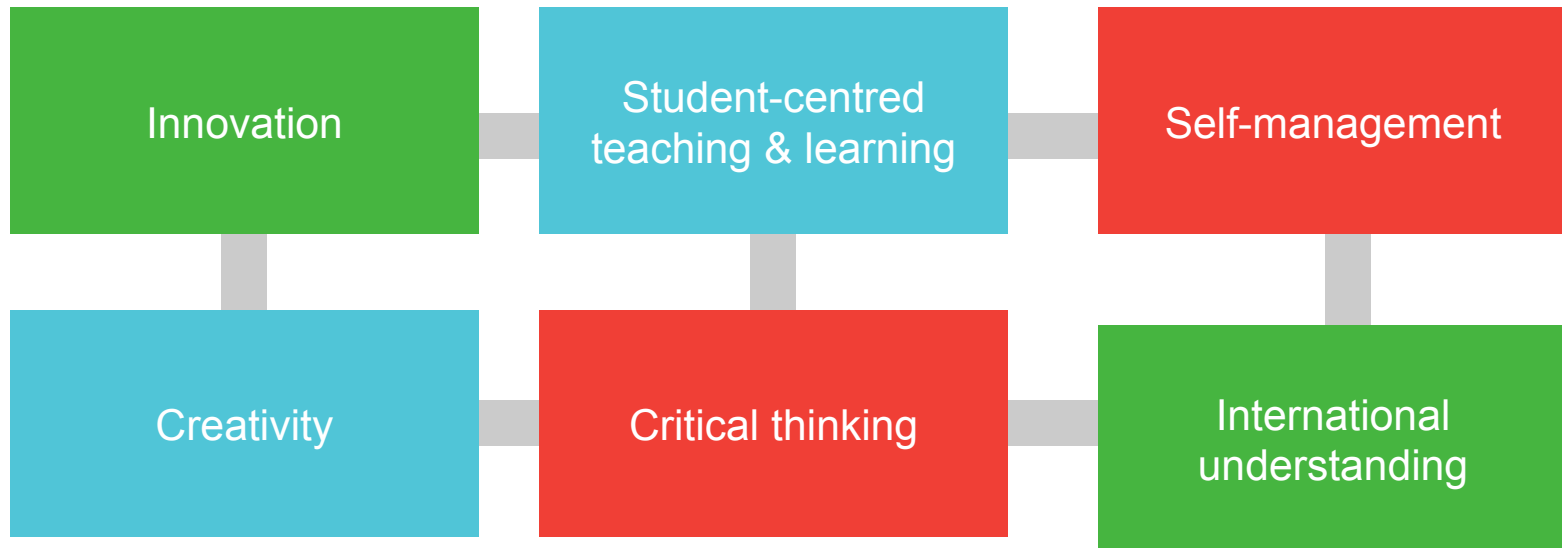
the theory of Pamoja

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

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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.

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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

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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
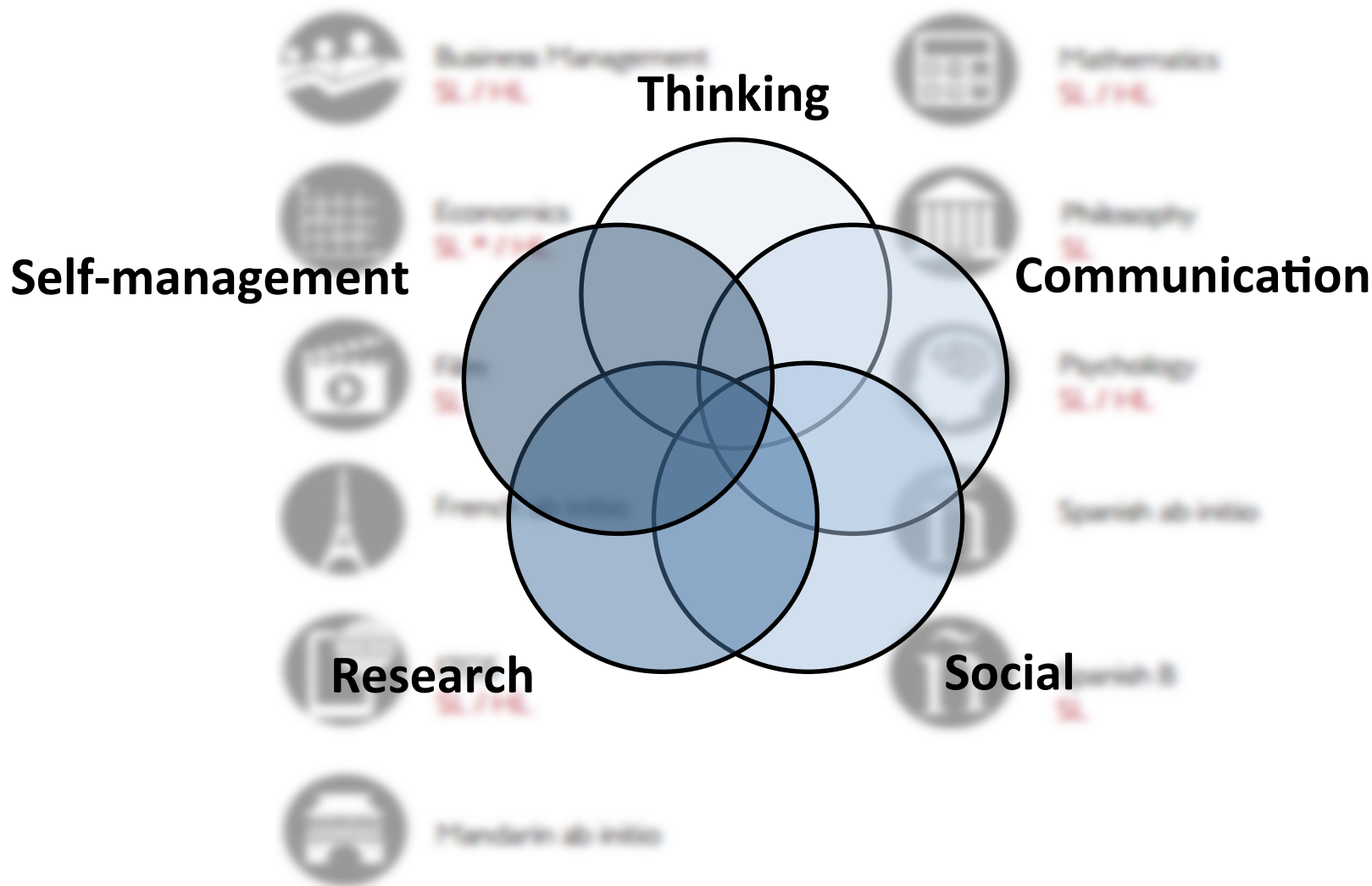
Psychology SL
Psychology HL

DP Core

Theory of Knowledge
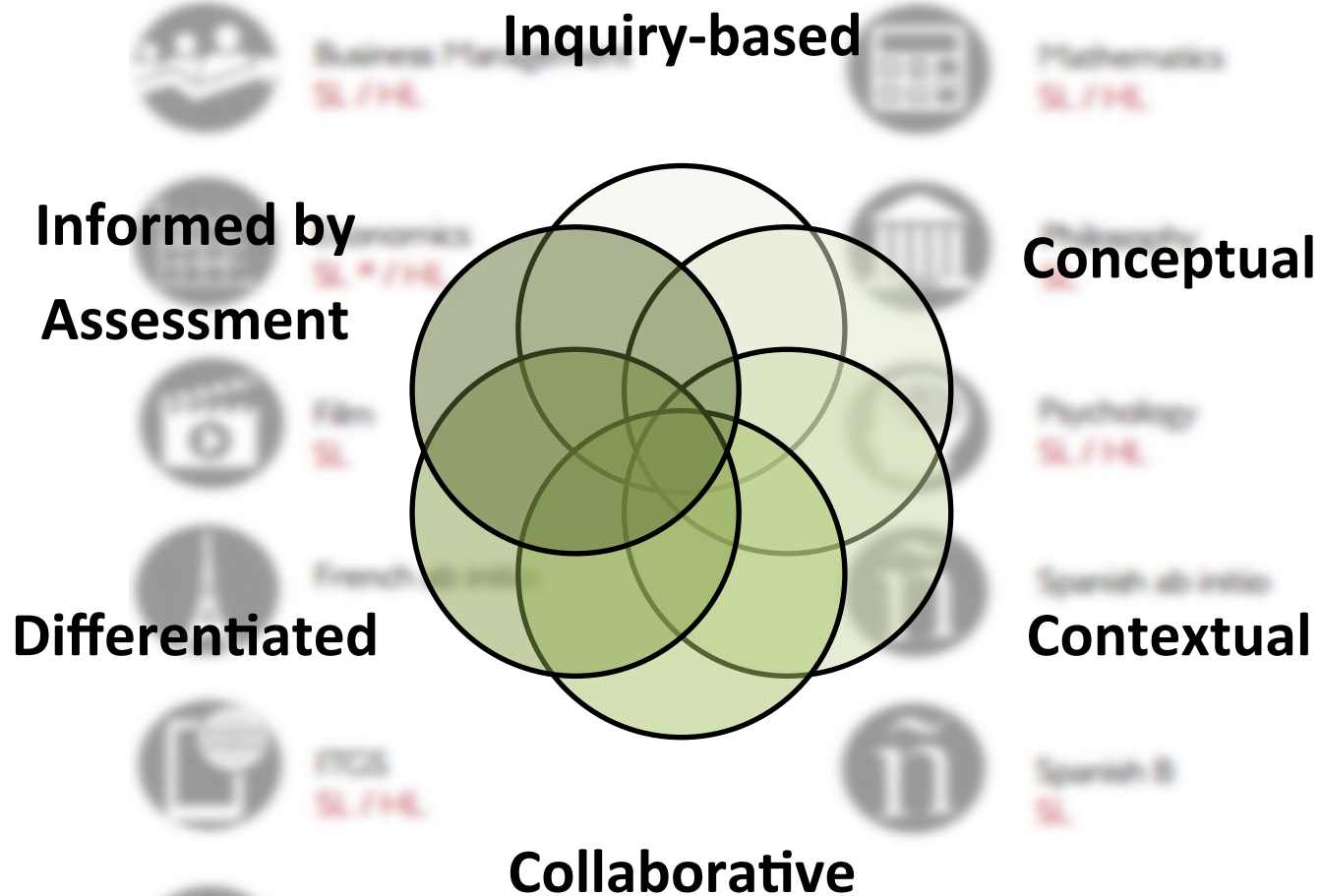
Extended Essay Supervision

*Also available as a one-year course

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Focus upon Approaches to Learning

Focus Upon Approaches to Teaching

Inquiry-based

Conceptual

Informed by Assessment

Contextual

Differentiated

Collaborative

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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**

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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)

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

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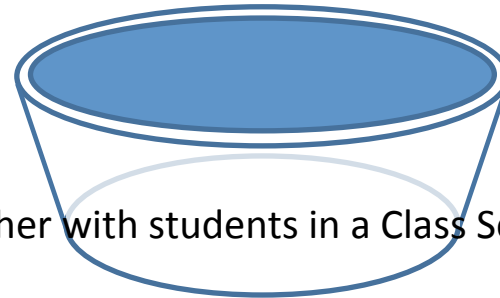
1 teacher with students in a Class Section

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
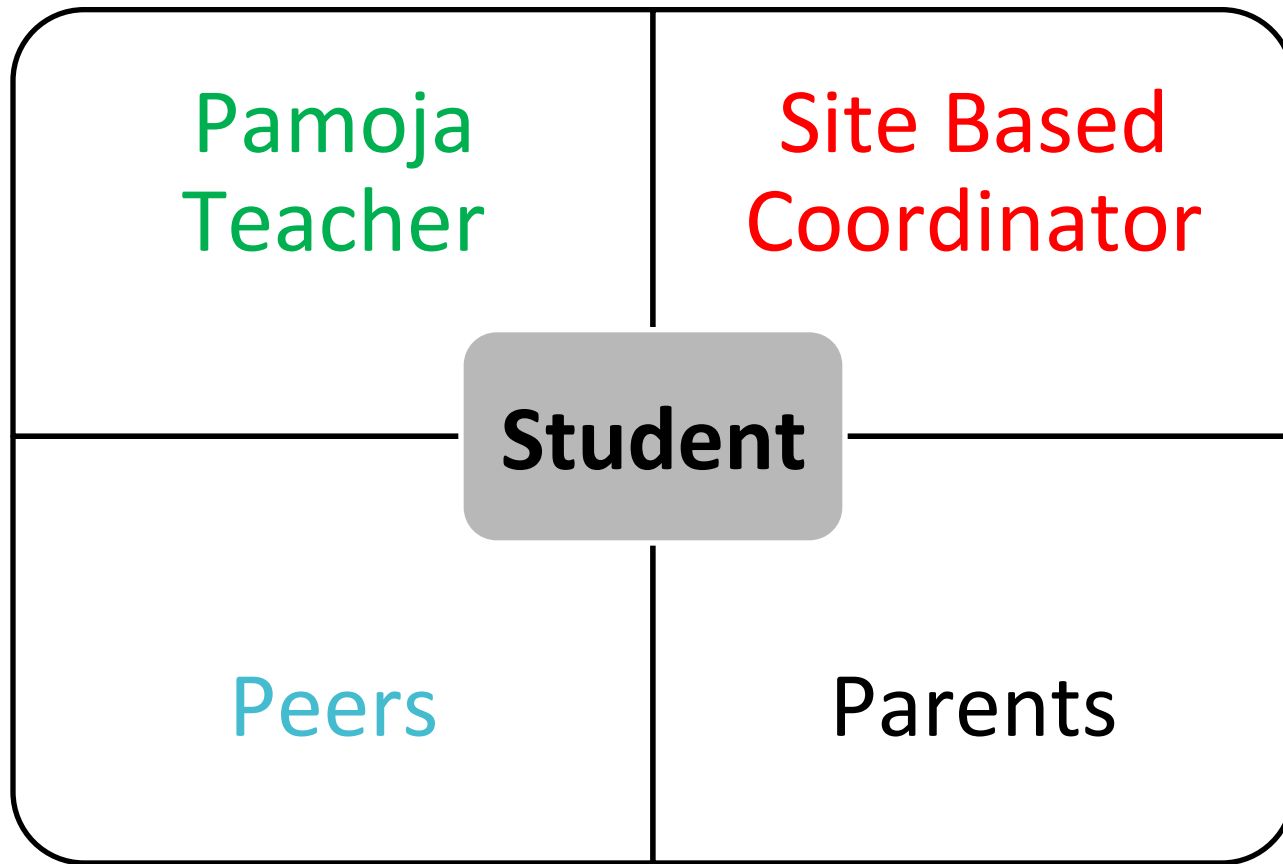
1 teacher with 25 students in a single Class Section

1 teacher with 1 student

Interaction Opportunities

Interaction Accountability

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Support Services informed by ATTL

Pamoja Teacher	Site Based Coordinator
Peers	Parents

Student

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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

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ATT in Business and Management HL

04.05 [Core Values Discussion](https://pamojaeducation.instructure.com/courses/143/pages/04-dot-05-core-values-discussion?module_item_id=3856) – 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](https://pamojaeducation.instructure.com/courses/143/pages/13-dot-01-news-blog?module_item_id=3893) – Internationalization, understanding the world… blogging, risk taking.
https://pamojaeducation.instructure.com/courses/143/pages/13-dot-01-news-blog?module_item_id=3893

14.04 [Essential Skills Journal](https://pamojaeducation.instructure.com/courses/143/pages/14-dot-04-reflection-on-the-first-semester?module_item_id=3904) – reflecting on progress so far… developing goals for next semester.
https://pamojaeducation.instructure.com/courses/143/pages/14-dot-04-reflection-on-the-first-semester?module_item_id=3904

25.01 [TOK Connection](https://pamojaeducation.instructure.com/courses/143/pages/25-dot-01-the-world-of-financial-ratios?module_item_id=5006) – qualitative and quantitative analysis
https://pamojaeducation.instructure.com/courses/143/pages/25-dot-01-the-world-of-financial-ratios?module_item_id=5006

25.02 Research Skills Connection – Investigating quality of resources
https://pamojaeducation.instructure.com/courses/143/pages/25-dot-02-become-an-expert?module_item_id=5007

26.01 [Thinking](https://pamojaeducation.instructure.com/courses/143/discussion_topics/1218?module_item_id=5011) – essential skills. Comparing and contrasting accounts. Using diagrams to aid thinking.
https://pamojaeducation.instructure.com/courses/143/discussion_topics/1218?module_item_id=5011

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Support Services informed by ATTL

Improving the conditions for self-regulated learning

- Empowering [Students](#)

- Empowering [Site-based Coordinators](#) (SBC)

- Empowering Teachers

- Empowering Parents

ATL: Thinking – Communication – Social – Research – Self-Management
ATT: Inquiry-based – Conceptual – Contextual – Collaborative – Differentiated – Informed by Assessment

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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

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