IB online workshops help you upgrade your teaching practice

Open to all educators in dozens of relevant, timely topics:

- Four-week workshops allow pacing that you control.
- A fresh engaging module is introduced each week.
- Collaborate with IB educators worldwide.
- An experienced workshop leader guides your learning experience.

✓ better student outcomes ✓ deeper understanding of IB pedagogy
✓ stronger confidence in your teaching practice ✓ greater ability to manage your teaching load
At every stage of your IB journey, this easy-to-use guide will point you toward professional development (PD) that not only helps inspire you but also helps you inspire others: students, teaching colleagues and learning leaders. IB workshops provide you with opportunity to share ideas, collaborate with others, ask questions and learn from one another. When your workshop concludes, you leave with valuable knowledge that is immediately applicable.

This abbreviated catalogue contains descriptions about Category 3 workshops, helpful resources that are frequently underutilized and sometimes misunderstood. The purpose of Category 3 workshops is indicated here by attaching the word ‘inspire’ to them. This tag is a reminder of why educators at various levels of experience become interested in Category 3 workshops. Once you have achieved basic IB learning (Category 1 workshops), you may pursue topics that interest you to gain depth in areas you enjoy or to deepen your expertise in areas you find challenging. Either way you demonstrate your commitment to lifelong learning, a bedrock IB value that strengthens all programme learning and teaching.

**Are you an educator at a newly authorized IB World School?**

Category 1 workshops are where you begin. Category 2 workshops are where you continue to learn. These workshops are keyed to your growth when you are new to the IB or gaining teaching experience. Once you complete your basic requirements, you are free to move to Category 3 workshops, where exciting collaboration, networking and information-sharing commonly occur.

**Do you want to develop expertise in delivering an IB programme?**

Workshops that are Category 3: **INSPIRE** are designed for you. These workshops guide you in making connections between programme frameworks and classroom practice. You learn more about assessment in your programme and how to analyse standards and practices.

**Are you aiming to become a seasoned IB educator?**

Category 3: **INSPIRE** workshops take you deeper into areas you enjoy and strengthen your understanding of and expertise in a particular subject. They also give you tools needed to fill knowledge gaps that even highly experienced educators have. And they encourage you to probe more deeply into what an IB education means, exploring each unique element, such as approaches to learning, transdisciplinary learning, inquiry and international-mindedness.

To accommodate educators’ busy schedules, the IB offers two-and-a-half-day and intensive one-day workshops. Online workshops are offered seven times a year in self-paced four-week sessions. Find the workshop right for you by browsing through each programme section or by searching the keyword section at the back of this book (page 32). For direct help, contact IB Answers at support@IBO.org.

Please note: The number listed above each workshop’s title will not appear online in descriptions or at registration. This is a new feature we are piloting in advance of future innovation.
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Primary Years Programme

All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes.

**Category 3: Inspire**

Category 3: Inspire workshops strengthen expertise in delivering IB programmes, deepen understanding of how an IB education can inspire student engagement and learning, and support educators in becoming mentors to fellow teachers.

Up-to-date schedules and pricing are available online.

Face-to-face and online workshops are offered in multiple languages.

Find workshops by keyword, beginning on page 32.

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**PYP-301**

**3- to 6-year-olds**

**Face to Face**: English  
**Online**: N/A

Consider the importance of a stimulating environment and how it shapes learners. Explore how you can structure space and time to reflect what we believe about children’s learning and what is most important to provide. Develop an understanding of how mathematics and language concepts can be taught in creative, playful, meaningful ways that let children learn at their own pace.

**Recommended for**: Teachers and coordinators in the early years

**Early Years Learning**  
**Experiential Learning**  
**Learning Environment**

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**PYP-302**

**Building for the future**

**Face to Face**: English, French, Spanish  
**Online**: English, French, Spanish

This workshop for PYP learning leaders explores the PYP’s flexibility and how the enhanced PYP framework better addresses the needs of young students. Examine how you can re-envision your PYP implementation and reframe your action plan to harness the programme’s transformational power. Note: Participation in this workshop by a teacher, coordinator or head/principal from each PYP school is required by 31 December 2021.

**Recommended for**: Coordinators, school leaders and experienced PYP teachers

**Agency**  
**Transdisciplinary Learning**
PYP-303
Digital citizenship
FACE TO FACE: ENGLISH, SPANISH
ONLINE: ENGLISH

Become familiar with a range of digital technologies and how to combine any or all of them with your inquiry-based pedagogy to enhance international-mindedness and global awareness. Develop your understanding, skills and confidence as a digital citizen and explore how to develop digital citizenship in your students.

Recommended for: PYP administrators, coordinators, teachers and school counsellors

DIGITAL TECHNOLOGY INTERNATIONAL-MINDEDNESS INQUIRY

PYP-304
Encouraging children’s creative instincts in the classroom
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Examine tangible ways to promote creativity in your classroom and equip children for the future. Learn more about the nature of creativity as you discover models and approaches to creativity. With support from your workshop leader, explore the role of creativity in education: how to teach creatively, how to promote creativity in children, in yourself and in your teaching practice.

Recommended for: Classroom and specialist teachers

CREATIVITY

PYP-305
Flipping classrooms
FACE TO FACE: ENGLISH
ONLINE: ENGLISH

Receive guidance through the process of planning and delivering a successfully flipped classroom. Gain insight from teachers who have implemented the flipped model as they share tips and discuss the successes and challenges they encountered. This workshop covers background information about the flipped model, instructions on how to produce and distribute videos and strategies for making the most of time in the classroom. You also explore resources on producing and distributing flipped videos.

Recommended for: PYP administrators, coordinators and teachers

PROGRAMME OF INQUIRY DIGITAL TECHNOLOGY

The process of becoming a PYP school has been truly transformative for faculty, staff and students. The amount of dialogue, collaboration and reflection from teachers and students alike has been impressive and led to an even stronger sense of community …

— Kate Lussen, International School of the Peninsula (ISTP), USA, Assistant Head of School

PYP-306
Get connected! Engaging in authentic global learning practices
FACE TO FACE: ENGLISH
ONLINE: ENGLISH

Examine the value of using digital technology to become a connected learner as you also establish online professional learning networks. Explore ways to create exciting global collaborations that enhance learning for you and your students and that promote intercultural understanding and international-mindedness.

Recommended for: PYP teachers, coordinators and school leaders

DIGITAL TECHNOLOGY INTERNATIONAL-MINDEDNESS PROFESSIONAL LEARNING COMMUNITY (PLC)

PYP-307
Inquiry and the additional language teacher
FACE TO FACE: ENGLISH
ONLINE: N/A

Examine the concept-based inquiry of the PYP and how it relates to language learning: learning through language and learning about language. A school’s language policy in framing language learning will form a critical base to plan for improvement. During the workshop, you’ll be able to share strategies and resources that support additional language learning as you critique units of inquiry and examine sample planners that include the additional language teacher. Follow up by designing new units of language inquiry across the transdisciplinary themes and developing strategies for collaboration with classroom teachers. Finally, learn how to convey the value of your teaching practice within your school community.

Recommended for: Administrators, coordinators and teachers who are responsible for language policy, who teach an additional language in a PYP school or who wish to understand and work more effectively with their additional language colleagues

INQUIRY CONCEPT-BASED LEARNING LANGUAGE ACQUISITION LANGUAGE POLICY

IBO.ORG/PD 5
PYP-308
Inquiry in creative places
FACE TO FACE: ENGLISH
ONLINE: N/A

Examine how the PYP framework provides opportunity for all learners to engage in relevant inquiries. Through the lens of transdisciplinary themes and individual subjects you will critique a range of inquiry models as you gain deeper understanding of how inquiry supports personal construction of meaning regardless of language competency or learning style. Recommended for: PYP teachers and coordinators

TRANSDISCIPLINARY LEARNING  INQUIRY  CREATIVITY

PYP-309
Literacy, mathematics and symbolic learning in the early years
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH, FRENCH, SPANISH

Early years educators will find this workshop to be a great resource in learning how to provide a purposeful play environment where young children naturally learn about the world, its systems and symbols. Symbolic language is how the journey to literacy and numeracy begins. Counting, making marks and recognizing shapes in the environment are all thresholds into language and mathematical learning. By embracing a transdisciplinary learning approach, you will be able to guide children to learn at their own developmental pace. Recommended for: Administrators, coordinators and teachers who have an understanding of the philosophy and curriculum framework of the PYP and would like to apply that knowledge to early learning

EARLY YEARS  TRANSDISCIPLINARY LEARNING  LITERACY  NUMERACY

PYP-310
Music and inquiry
FACE TO FACE: ENGLISH
ONLINE: ENGLISH

Gain a hands-on approach to music—general, vocal and instrumental—using an inquiry framework. Make connections and build understanding of teaching through inquiry into music-making. Share inquiry and constructivist instructional strategies as you delve into the PYP unit planner, the essential elements of the programme, interdisciplinary planning and concept-based teaching and learning. You will emerge from this workshop as a teacher able to develop and revise individual music lessons and units of inquiry. Recommended for: PYP music teachers

CONCEPT-BASED LEARNING  INQUIRY  MUSIC

PYP-311
Personal, social and physical education—Well-being
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Through this workshop PYP educators find a high-value opportunity to explore the development of their students’ well-being and how the PYP supports development of physical, emotional, cognitive, spiritual and social well-being. With your workshop leader, you examine how personal, social and physical education support development of transdisciplinary skills as you gain deeper understanding and appreciation of the transdisciplinary nature of the PYP. Recommended for: Experienced PYP teachers and coordinators

PHYSICAL EDUCATION (PE)  STUDENT WELL-BEING

PYP-312
Play-based learning
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH

From birth, play is the way children inquire and learn about the world around them. With your workshop leader and peers, examine the importance of time, space, materials and relationships in inquiry. Explore political and cultural images of children we frequently encounter and discuss their impact on the learning environment. Finally, study and discuss theoretical and practical considerations and research findings related to children’s physical, social and emotional development. Recommended for: PYP teachers and coordinators interested in the early years and lower primary years

INQUIRY  EARLY YEARS
PYP-313
Science discoveries: Exciting ways to weave science into the programme of inquiry
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Delve into the fundamental concepts of PYP science while exploring the wonders of the landmark American Museum of Natural History, New York City. Here you will explore the fundamentals of inquiry-based teaching and learning and how scientists work; connect science to every PYP transdisciplinary theme; and bring new tools and resources back to your classroom (e.g., websites, books and ideas) for new hands-on activities that focus on the scientific process. When you depart the museum, you will know how to apply your museum classroom experience to tap other museums and parks as resources to create relevant units for your students.
Recommended for: Experienced PYP classroom teachers

PYP-314
Science throughout the programme of inquiry
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Use this workshop to extend your understanding of how to build science into any unit of inquiry. You will examine research on a range of science knowledge and skills that students need for success in secondary school studies. You also explore using children’s literature to inspire scientific thinking and inquiry along with an array of scientific writing styles.
Recommended for: PYP classroom teachers and coordinators

PYP-315
Sustaining and growing the PYP in your school
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH

Develop expertise in refining and implementing systems that ensure ongoing programme development and growth. Explore challenges commonly encountered in mature PYP schools and become adept at identifying potential solutions to address them. Also, learn how to apply a cycle of collaborative reflection and innovation to support school-wide excellence and achievement.
Recommended for: Experienced PYP administrators and learning leaders

PYP-316
The role of arts
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Arts specialists and educators: gather round to inquire, reflect on and further develop your arts knowledge and teaching practice. With support from your workshop leader, discuss learning theory, pedagogy, assessment and the significance of single-subject teachers and challenges they encounter. Also explore integration of the arts through the perspective of the essential elements, IB documentation and the role of the arts in the PYP.
Recommended for: Arts specialists and PYP teachers

PYP-317
The role of arts in the early years
FACE TO FACE: ENGLISH
ONLINE: N/A

Experience the strength of collaborative practice with other passionate and like-minded arts educators. This workshop invites you to come together to engage in deeper inquiry and reflective practices. You will participate in candid, in-depth discussions about learning theory, pedagogy, assessment, the significance of the single-subject teacher and the challenges often encountered. Time will be allocated to exploration of authentic integration of the arts through the perspective of the essential elements, IB documentation and the role of the arts in the PYP.
Recommended for: Arts specialists, PYP teachers and early years teachers

PYP-318
The role of information and communication technology (ICT)
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH

Focus on how information and communication technology can be used to transform teaching and learning practices rather than as a stand-alone subject area. This workshop aims to be fully paperless and to engage you in internet and electronic resources that support teaching and learning.
Recommended for: Classroom teachers and administrators

PYP-319
Sustaining and growing the PYP in your school
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Develop expertise in refining and implementing systems that ensure ongoing programme development and growth. Explore challenges commonly encountered in mature PYP schools and become adept at identifying potential solutions to address them. Also, learn how to apply a cycle of collaborative reflection and innovation to support school-wide excellence and achievement.
Recommended for: Experienced PYP administrators and learning leaders

PROGRAMME DEVELOPMENT MATTERS TO BE ADDRESSED
The PYP treats all language as important: the language of instruction, mother tongue, English as a second language, English as an additional language and host-country languages. Explore the fluid nature of language learning as a continuum that is not developmentally tied to an age or stage. Examine the roles of language teachers in advising, supporting and integrating language in the programme of inquiry and in a single subject. Finally, examine the critical nature of learning language, learning about language and learning through language. Receive guidance about development of a language policy.

Recommended for: Classroom teachers

BILINGUALISM LANGUAGE POLICY

The role of mathematics

Find support of the skills, knowledge and ideas needed to address teaching and learning of mathematics. Take this opportunity to discuss the teaching and learning of mathematics using an inquiry approach, to share resources and to work on curriculum documentation.

Recommended for: Classroom teachers

INQUIRY MATHEMATICS WRITTEN CURRICULUM

The role of physical education

Explore the scope, purpose and meaningful integration of physical education in the PYP. With your workshop leader and peers, consider the role of physical education in this transdisciplinary programme and how subject-specific content can help students understand the world, themselves and each other. Also consider how planning, teaching and assessing physical education reflect essential elements of the IB learner profile.

Recommended for: Classroom teachers

LEARNING LEADERS PHYSICAL EDUCATION (PE) TRANSDISCIPLINARY LEARNING

The role of science and social studies

Explore the interdependent relationship between science and social studies along with key and related concepts of the PYP’s transdisciplinary themes and development of skills in science and social studies. Find support as you develop a balanced programme of inquiry that addresses breadth and depth in science and social studies.

Recommended for: Classroom teachers

SCIENCE SOCIAL STUDIES TRANSDISCIPLINARY LEARNING

The role of technology

You are in the driver’s seat with this self-paced online-only workshop that overviews technology literacy, frameworks, mindsets, attitudes and policy development, and action planning. With a set of individual inquiry-based experiences, you become equipped to analyse differences and connections between implementation and technology integration. Collaboratively, you will learn to implement and integrate technology in your classroom and for your school. This workshop is PYP-focused but applies to all IB programmes.

Recommended for: PYP teachers, coordinators and leaders

DIGITAL TECHNOLOGY

The role of the coordinator

Examine the role of the PYP coordinator in creating documentation, organizing professional development opportunities and managing complex relationships, resources and communications. Take this opportunity to review publications, map curriculum, write policy and review guidelines for verification and evaluation. Become familiar with the IB professional development architecture and the role of the IB educator network (IBEN). Find effective ways to manage change.

Recommended for: Current PYP coordinators, either newly appointed or experienced

COORDINATOR LEARNING LEADERS
With students, parents, teachers locally and globally, as well as the community, we can together take the next steps on our PYP journey of a lifetime.

— Allison Elliott, PYP Coordinator, Las Colinas and R.E. Good Elementary Schools, USA
MYP-301
Building self-directed learners through approaches to learning
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: FRENCH

Use MYP approaches to learning (ATL) to delve into how students develop skills they can apply across and beyond the curriculum. ATL skills in cognitive, affective and metacognitive domains can be learned, taught and improved upon explicitly and implicitly to help students learn how to learn and how to prepare for meaningful assessment.

Recommended for: MYP teachers, coordinators and administrators

APPROACHES TO LEARNING (ATL)

MYP-302
Creating authentic units in the MYP
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Deepen your understanding of how assessment informs teaching and learning, provides strategies and pedagogies that support the MYP and allows for reflection about how assessment design affects the teaching and learning culture in your school. Also explore how formative and summative assessments work together to create a well-defined approach to making learning meaningful and authentic.

Recommended for: Experienced IB practitioners in the MYP

Category 3: Inspire

Category 3: Inspire workshops strengthen expertise in delivering IB programmes, deepen understanding of how an IB education can inspire student engagement and learning, and support educators in becoming mentors to fellow teachers.

Up-to-date schedules and pricing are available online.

Face-to-face and online workshops are offered in multiple languages.

Find workshops by keyword, beginning on page 32.
MYP-303
Evaluating your MYP
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

At this hands-on workshop, design a strategic plan for your school’s evaluation process. Using the Guide to Programme Evaluation and the Self-study questionnaire: Middle Years Programme you will conduct a programme analysis of your school’s implementation with support from the workshop leader and your peers.

Recommended for: MYP teachers, coordinators and administrators

PROGRAMME EVALUATION

MYP-304
Global contexts for teaching and learning
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH

Delve into contextual teaching and learning and the key role it plays in your students’ MYP experience as you create tasks that lead to contextual learning. Discuss globally relevant contexts and how they promote student inquiry, responsible action and critical reflection. Also explore how to create teaching and learning communities in which students can increase their understanding of languages and cultures.

Recommended for: All MYP staff

CONTEXTUAL LEARNING INQUIRY

MYP-305
Inquiry in the MYP
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Discuss inquiry: what it is and how it differs for each learner. Consider how to adapt your school’s teaching and learning environment so that it reflects the idea that human beings are naturally curious who construct understanding in a variety of ways.

Recommended for: Experienced MYP teachers and coordinators

INQUIRY SCHOOL ENVIRONMENT

MYP-306
Interdisciplinary teaching and learning in the MYP
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH

Prepare an interdisciplinary unit plan step by step from design of a multifaceted question to assessment of the work. Explore interdisciplinary aims, objectives and criteria and ways to organize interdisciplinary teaching and learning in your school. Also probe the MYP in a deeper way to reach the underpinnings of MYP philosophy and its interdisciplinary unit planning.

Recommended for: Teams of at least two teachers from different subject groups to facilitate collaboration on a unit plan to use at their home school. Independent teachers also welcome.

INTERDISCIPLINARY LEARNING UNIT PLANS

MYP-307
Interdisciplinary teaching and learning in the MYP at the American Museum of Natural History
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Be inspired by having this world-class museum as your classroom! Work with colleagues to develop an interdisciplinary unit as you use the museum environment as a resource. Visit ibo.org/events and search ‘AMNH’ for details.

Recommended for: School leaders, MYP coordinators and lead teachers in subject groups who want to deepen their understanding of the MYP assessment model

INTERDISCIPLINARY LEARNING MUSEUM

Our curriculum has now taken on a global approach and we are excited to offer this advanced learning to new and current families alike.
— Holy Family Catholic School, USA, holyfamilygreenbay.com
MYP-308
Managing assessment in the MYP
FACE TO FACE: ENGLISH, FRENCH, SPANISH (ALL SUBJECTS)
ONLINE: ENGLISH (NOT SUBJECT SPECIFIC)

Choose a subject-specific workshop in which to deepen your understanding of the MYP assessment model. Explore MYP assessment strategies, build assessment practices using subject-specific objectives and criteria, develop concept-driven assessments and consider new models of optional external assessment for the MYP. A dedicated workshop is offered for learning leaders (heads of school and coordinators).

Recommended for: School leaders, MYP coordinators and lead teachers in subject groups who want to deepen their understanding of the MYP assessment model

CHOOSE FROM THESE SUBJECTS:
Arts-Performing
Arts-Visual and performing
Arts-Visual
Design
Individuals and societies
Language acquisition (generic)
Language acquisition
Language and literature
Mathematics
Physical and health education
Sciences
Heads of school/IB coordinators (Learning leaders)

MYP-309
Mathematics: MYP and the Common Core
FACE TO FACE: ENGLISH
ONLINE: ENGLISH

Discover how well the MYP is suited to support implementation of the Common Core State Standards (CCSS) in mathematics. Develop MYP units of work that meet CCSS requirements. Dissect the standards for mathematical content and mathematical practice as you explore how elements of the MYP deliver CCSS requirements. Finally, investigate the types of assessments the CCSS suggests for mathematics and then design your own.

Recommended for: MYP mathematics teachers in the USA or teachers who are interested in teaching mathematics in the USA

MYP-310
MYP projects (personal project and community project)
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH, SPANISH

Focus on the personal and community projects. Participate in group inquiry to better understand how MYP projects engage students in practical exploration through a cycle of inquiry, action and reflection. Discover the critical importance of creating environments conducive to student learning and reflection.

Recommended for: MYP coordinators, heads of school, teachers and the whole school community

MYP-311
Power and impact of digital assessment
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH, FRENCH, SPANISH

Rediscover how MYP eAssessment leads to effective teaching and learning. Consider the impact and potential that MYP eAssessment has on teaching and learning and how to use that impact to strengthen student approaches to digital literacy skills and learning. Use this opportunity to strengthen good classroom practice and to increase your own assessment literacy. Delve into the rationale, design and implementation of digital assessment relevant to all MYP schools.

Recommended for: MYP teachers, heads of school, coordinators

MYP-312
The role of the coordinator
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Improve your pedagogical leadership skills to strengthen your school’s MYP implementation. Deepen your understanding of the MYP, reinforce your management and planning skills and create an action plan for implementation. Explore how the role can support the entire school community, from planning and implementation to promotion of professional development for educators. Also learn management practices and strengthen your analytical and decision-making skills to sustain your work-life balance.

Recommended for: MYP coordinators
Deepen your understanding of what it means to offer an IB education and how rigorous fidelity to MYP implementation can positively affect your school’s structure, development and culture. Learn how to cultivate a growth mindset in your school to encourage organizational transformation. As you explore the creation of a more robust MYP, reflect on how your school encourages international-mindedness and responsible action, how your school conducts MYP unit planning and assessment, how your school supports the personal and community projects and how it promotes access to more challenging courses for all students.

**Recommended for:** teachers who wish to increase their understanding of the MYP

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As we strive to foster learners who can interpret their place in the global community, we hope students will expand their understanding of ‘community’ and ‘culture’ … With awareness and appreciation of deaf culture, we look forward to exploration of new ways to bridge communication between hearing and deaf communities.

— Alicia Miller, MYP Coordinator at Falls Church City Public Schools, USA, in a blog about offering American Sign Language in her district’s middle schools
Diploma Programme

All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes.

**Category 3: Inspire**

Category 3: Inspire workshops strengthen expertise in delivering IB programmes, deepen understanding of how an IB education can inspire student engagement and learning, and support educators in becoming mentors to fellow teachers.

Up-to-date schedules and pricing are available online.

Face-to-face and online workshops are offered in multiple languages.

Find workshops by keyword, beginning on page 32.

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**DP-301 Academic honesty in practice**

**FACE TO FACE:** ENGLISH, SPANISH

**ONLINE:** NOT AVAILABLE

Deepen your understanding of academic honesty and develop skills to better support DP students. Explore different types of malpractice and ways to detect them. Also gain understanding of proactive approaches to development of an academic honesty policy that raises awareness and provides safeguards for students while they are learning.

**Recommended for:** DP coordinators, theory of knowledge (TOK) teachers and extended essay supervisors, DP subject teachers and librarians.

**ACADEMIC HONESTY POLICY DEVELOPMENT DP CORE**

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**DP-302 Academic writing practices**

**FACE TO FACE:** ENGLISH

**ONLINE:** ENGLISH

Deepen your understanding and practice of academic writing as you develop skills to better support DP students. This workshop highlights writing as a way of developing critical thinking skills and other IB approaches to learning: research, communication, social and self-management skills. Learn about problems that students face in writing essays, the methodology and stages of creating high-quality pieces of writing and the relationship that exists between correct academic writing and critical thinking.

**Recommended for:** DP teachers and coordinators

**APPROACHES TO LEARNING (ATL) WRITING CRITICAL THINKING**
**Knowledge for action is the motto of the Wharton School and in my opinion, I think this is what my IB education prepared me for.**

— Esha Indani, DP alumna, in her application essay to University of Pennsylvania

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**DP-305**

**Assessment for learning in the DP**

**FACE TO FACE:** ENGLISH, FRENCH, SPANISH

**ONLINE:** ENGLISH

Use this workshop to explore the philosophical underpinnings of DP assessment. Develop lesson plans and units of instruction using DP assessment philosophy and practices. During the workshop, learn about DP assessment: assessment objectives for all subject groups, the relationship of DP assessments across subject groups and the central role of feedback in assessment. Discuss understanding by design, backward design and the role of assessment in backward design. Also explore the role of assessment across the learner profile, approaches to learning and approaches to teaching. Finally, have a chance to design reflective assessments.

**Recommended for:** Experienced DP teachers and coordinators

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**DP-306**

**Biology: A focus on internal assessment**

**FACE TO FACE:** ENGLISH, FRENCH, SPANISH

**ONLINE:** ENGLISH

Develop a balanced, practical plan to assess students by using the sciences subject group internal assessment criteria. Through examination of student samples, you learn more about internal assessment criteria and the moderation process. Develop clear understanding of the application of the internal assessment criteria and the moderation process methods teachers can use to effectively construct teaching and learning that prepares students for internal assessment.

**Recommended for:** Experienced DP biology teachers and those who have completed a Category 1 workshop

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**DP-307**

**Biology: Incorporating fieldwork**

**FACE TO FACE:** ENGLISH

**ONLINE:** N/A

Designing an investigation and conducting successful fieldwork are central to this workshop where you work in small groups to explore key issues involved in the criteria and experience challenges the way your students do. Come away with a toolbox of skills to take back to your school to improve fieldwork. Boost your confidence in using the environment as context for inquiry, which improves student achievement in internal assessment and field-based learning. Procedures for safely organizing and conducting individual project work also are covered.

**Recommended for:** Experienced DP biology teachers and those who have completed a Category 1 workshop

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**Knowledge for action is the motto of the Wharton School and in my opinion, I think this is what my IB education prepared me for.**

— Esha Indani, DP alumna, in her application essay to University of Pennsylvania
DP-308
Biology: Promoting the use of ICT
FACE TO FACE: ENGLISH, SPANISH
ONLINE: ENGLISH

Explore how to use information and communication technology as a tool for practical work and move away from its superficial use. For example, look at the use of data collection probes, evaluate data collection exercises using online simulations and apps, and create exercises that explore online databases. This workshop also provides you with a toolbox of strategies with which to manage a tech-savvy classroom, including collaboration tools that extend teaching time and develop communication, social and self-management skills and that place students at the center of their own learning. 

Recommended for: Experienced DP biology teachers and those who have completed a Category 1 workshop

SCIENCE DIGITAL TECHNOLOGY INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

DP-309
Bringing the IB Diploma Programme into the community
FACE TO FACE: ENGLISH, SPANISH
ONLINE: N/A

Get a sense of what makes the DP a special experience for students. Go deeper into the DP’s nature, structure and different pathways and the relationship between the IB learner profile and international-mindedness. Learn why the DP core (theory of knowledge; creativity, activity, service; and the extended essay) makes the DP unique and the central role that inquiry and concept-based learning play in IB programmes.

Recommended for: Individuals interested in finding out more about the DP: parents, parent-teacher associations, teachers from neighboring schools and school owners.

DIPLOMA PROGRAMME COMMUNITY INTERNATIONAL-MINDEDNESS LEARNER PROFILE DP CORE

DP-310
Business management: A focus on internal assessment
FACE TO FACE: ENGLISH, SPANISH
ONLINE: ENGLISH

As you generate useful resources and devise appropriate activities with fellow participants, this practical workshop equips you to confidently deliver the business management internal assessment. Examine assessment criteria, mark internal assessment components and gain clarity about effectively assessing your business management course.

Recommended for: Experienced DP business management teachers and those who have completed a Category 1 workshop

INTERNAL ASSESSMENT

[Problem-based learning] PBL [is] where students have opportunities to show thinking, knowledge and skills. The @IB_DP IAs [internal assessments] do a good job of this: Give them real world situations to be writers, editors, journalists, geographers, business leaders, scientists, mathematicians and artists.

— @Lars Jefferson (teacher in China), on Twitter

DP-311
CAS: The transforming power of experiential learning
FACE TO FACE: ENGLISH, SPANISH
ONLINE: N/A

Reflect on your CAS experiences as you deepen your knowledge about the experiential learning framework. Develop a project methodology and reflection activities as you explore links between CAS, theory of knowledge and other DP subjects. There also will be time to develop strategy about how to address potential implementation challenges.

Recommended for: Creativity, activity, service (CAS) supervisors who are familiar with the CAS component and who have completed a Category 1 workshop

EXPERIENTIAL LEARNING REFLECTION DP CORE

DP-312
Chemistry: A focus on internal assessment
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH

Develop a balanced, practical plan to assess students by using the sciences subject group internal assessment criteria. Through examination of student samples, you learn more about internal assessment criteria and the moderation process. Explore how teachers can construct effective teaching approaches that prepare students for internal assessment.

Recommended for: Experienced DP chemistry teachers and those who have completed a Category 1 workshop

INTERNAL ASSESSMENT SCIENCE
DP-313
Chemistry: Promoting the use of ICT
FACE TO FACE: ENGLISH, SPANISH
ONLINE: ENGLISH

Focus on the role that information and communication technology (ICT) can play in teaching, learning and school-based assessment in the IB chemistry curriculum. Learn to collect primary data via data loggers and smartphones. Also learn to source secondary data using technology in the classroom, as well as how to use simulations, animations and modelling in chemistry. Finally, evaluate ICT tools that encourage student collaboration.

Recommended for: Experienced DP chemistry teachers who have completed a Category 1 workshop, with experience using information and communication technology (ICT)

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
SCIENCE
DATA COLLECTION

DP-314
Collaboratively creating original theatre
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

This workshop provides an in-depth look at form, structure and staging of theatrical material. Develop greater understanding of how original theatre can be created and presented collaboratively from the perspectives of both learner and teacher. Leave with a tool kit for subsequent practice in your classroom. During the workshop, become part of an ensemble that creates an original theatre piece. Use different stimuli and starting points as you determine and shape your creative piece.

Recommended for: DP theatre teachers

THEATRE
ARTS

DP-315
Concepts and inquiry in the DP
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Develop your understanding of the transferable and universal nature of concepts and inquiry so that you can take a more constructivist approach to teaching the DP. Focus on strategies that promote underlying conceptual connections rather than isolated facts. Go through backward planning to identify learning opportunities, determine course content and assess students’ skill development. You will model a practical inquiry appropriate for the DP using student-generated guiding questions. And you will discuss current research in education. Finally, you will work on individual unit plans and get feedback from other participants so that you leave with practical solutions for improving classroom practice.

Recommended for: New DP teachers

INQUIRY
UNIT PLANS

DP-316
Coordination
FACE TO FACE: N/A
ONLINE: ENGLISH

Examine research on IB student achievement, instructional effectiveness and programme evaluation as you explore best practice in this jam-packed online-only workshop with an experienced workshop leader and your IB peers. Together, conduct data analysis that fosters ongoing progress and monitoring; review administrative mechanisms that enhance programme equity and access; consider assessment policy and language policy examples. Also, study IB programmes as evolving learning communities, honing in on collaborative structures, staffing, interventions and professional development options.

Recommended for: Coordinators, heads of school, school administrators and school counsellors

LEARNING LEADERS
PROFESSIONAL LEARNING COMMUNITY (PLC)

DP-317
Developing a culture of thinking and assessment for understanding
FACE TO FACE: ENGLISH, SPANISH
ONLINE: N/A

Learn how to create a culture of thinking in classrooms supported by assessments that provide feedback to students and promote good thinking habits. Traditionally, assessment caps a unit or topic and emphasizes accountability. While such assessments are important, they may not reveal the true extent of what has been learned or gained. Assessments that promote learning go hand in hand with development of critical-thinking skills and useful feedback, also to be discussed.

Recommended for: Experienced DP teachers and those who have completed a Category 1 workshop

ASSESSMENT
CRITICAL THINKING
CULTURE

DP-318
Economics: Boosting student grades
FACE TO FACE: N/A
ONLINE: ENGLISH, FRENCH

In this collaborative course, experienced teachers share ideas and strategies for more effective and inquiry-based approaches to teaching and learning in economics with the goal of raising achievement levels. It offers a platform to discuss both internal and external assessment.

Recommended for: DP economics teachers at IB World Schools who have prepared students for at least one exam session

INTERNAL ASSESSMENT
EXTERNAL ASSESSMENT
INQUIRY
ECONOMICS
DP-319
Economics: Extended essay
FACE TO FACE: N/A
ONLINE: ENGLISH

Experienced teachers of economics who supervise extended essays in the subject will want to gain further insights into how candidates should approach an extended essay in economics. Deepen your understanding of the extended essay and its assessment rationale, of extended essay supervision policy and procedures, of the roles and responsibilities of an extended essay supervisor at candidate and IB World Schools. Also improve your understanding of assessment criteria and subject-specific guidelines.

Recommended for: Economics teachers who supervise extended essays

EXTENDED ESSAY ECONOMICS DP CORE

DP-320
Environmental systems and societies: A focus on internal assessment
FACE TO FACE: ENGLISH, SPANISH
ONLINE: ENGLISH, SPANISH

Participants in this workshop explore the ESS syllabus, along with the class’s aims, objectives, command terms, practical work and internal assessment. Learn how activities can help students fulfill IB objectives. Delve into the relationship between investigations and assessment, how internal assessment criteria are applied and how to use information and communication technology (ICT). Work collaboratively to develop an internal assessment manual for students.

Recommended for: Standard-level and higher-level environmental systems and societies (ESS) teachers, new ESS teachers

INTERNAL ASSESSMENT SCIENCE SOCIETIES

DP-321
Environmental systems and societies: Incorporating fieldwork
FACE TO FACE: ENGLISH, SPANISH
ONLINE: ENGLISH, SPANISH

Explore integration of fieldwork that promotes greater understanding of both societies and their environmental systems. Each of the internal assessment criteria are explored in relation to potential in relation to well-designed fieldwork, which can improve student outcomes in both internally assessed learning and externally assessed field-based learning.

Recommended for: DP environmental systems and societies (ESS) teachers who have completed a Category 1 workshop

INTERNAL ASSESSMENT SCIENCE SOCIETIES

DP-322
Evaluating your DP
FACE TO FACE: ENGLISH, SPANISH
ONLINE: N/A

This hands-on workshop studies the DP evaluation process. Programme documentation including IB Programme Standards and Practices, the Guide to Programme Evaluation and the DP Self-study Questionnaire are used as analysis tools. You will depart the workshop with a strategic plan for your school’s evaluation process.

Recommended for: DP coordinators, administrators and district or local representatives

PROGRAMME EVALUATION

DP-323
Exploring a “sustainable” future: Concepts, principles and practices across disciplinary boundaries
FACE TO FACE: N/A
ONLINE: ENGLISH

Offered in conjunction with the Ellen MacArthur Foundation, this workshop takes a broad conceptual look at sustainability. Using the circular economy, systems thinking and nexus as lenses, you consider sustainability as a starting point for developing a classroom or whole-school approach to teaching sustainability issues. Learn more about sustainable development goals and the meaning of the circular economy in an IB context as you explore how to approach this topic from both disciplinary and interdisciplinary perspectives. Enjoy collaborating across disciplinary boundaries using teaching modules that examine the fundamentals of an IB education.

Recommended for: DP and CP coordinators and teachers, particularly those who teach individuals and societies; sciences; and creativity, activity, service (CAS)

INTERDISCIPLINARY LEARNING SCIENCE SUSTAINABILITY DP CORE

DP-324
Extended essay in focus: A one-day intensive
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Develop an appropriate framework of support for students as they write their extended essays. Discuss the purpose of the extended essay, the responsibilities of the stakeholders, assessment criteria and academic honesty. Also develop a clear understanding of the extended essay requirements and how supervisors can support students during the extended essay process. This one-day workshop supplements the Category 3 workshop called The role of the supervisor in the extended essay.

Recommended for: Teachers who are or aim to become extended essay supervisors

ACADEMIC HONESTY EXTENDED ESSAY DP CORE
There are numerous benefits of the education provided by the IB Diploma Programme and countless examples of how the programme can be moulded, tailored and contextualized by passionate and engaged educators.

— Mikki Korodimou, UWC Atlantic College, UK, excerpt of a feature in International School magazine, vol.1, issue 3, 2019

**DP-325**

**History: A focus on internal assessment**

**FACE TO FACE:** ENGLISH, FRENCH, SPANISH  
**ONLINE:** ENGLISH, FRENCH, SPANISH

Immerse yourself in this workshop to completely gain background and knowledge about requirements of the internally assessed component of history; the content, characteristics and presentation of the assessment reports written by candidates; the criteria for history in internal assessment reports; and academic honesty. Discuss ideas that help students and teachers meet the history requirements of internal assessment as you simulate examples of internal assessment. Also develop strategies to guide history students in meeting requirements of internal assessment.

**Recommended for:** Experienced DP history teachers and new teachers with some experience using the history syllabus.

**INTERNAL ASSESSMENT  SOCIAL STUDIES  HISTORY**

**DP-326**

**IB visual arts: Promoting the use of emerging media**

**FACE TO FACE:** ENGLISH, FRENCH, SPANISH  
**ONLINE:** FRENCH, SPANISH

Explore how to promote your own usage of emerging media in visual arts. This workshop provides opportunity for you to develop new skills and teaching strategies that translate to effective classroom practice. Collaborate with other practitioners to identify best practice for the creation and assessment of emerging media.

**Recommended for:** Experienced DP visual arts teachers and teachers who recently completed a Category 1 workshop

**ARTS**

**DP-327**

**Interdisciplinarity and the world studies extended essay**

**FACE TO FACE:** ENGLISH, SPANISH  
**ONLINE:** ENGLISH, SPANISH

Supervisors and coordinators can learn best practices for guiding the world studies extended essay, particularly as the activity relates to interdisciplinarity and global consciousness. Explore linkages to the DP core, subject areas, the learner profile and international-mindedness. Supervision and guidance are twin focal areas as well as the effective use of the research space for reflection, and the form that captures reflections on planning and progress.

**Recommended for:** Extended essay coordinators, DP coordinators and extended essay supervisors

**EXTENDED ESSAY  INTERNATIONAL-MINDEDNESS  WORLD STUDIES**

**DP-328**

**Language A: Exploring literature in translation**

**FACE TO FACE:** ENGLISH, SPANISH  
**ONLINE:** ENGLISH, SPANISH

Explore theoretical and practical aspects of teaching translated literary works in language and literature courses. Examine a range of texts in translation as you reflect on the act of translation and consider how translated texts may be used in assessment in your classes. You also dig into teaching and learning strategies, with a focus on how translated texts connect to concepts that underpin language and literature courses.

**Recommended for:** Teachers of DP language A: literature and language A: language and literature courses who have attended a Category 1 or 2 workshop. Theoretical components may also interest teachers of literature and performance.

**LANGUAGE  LITERATURE  PERFORMANCE**

**DP-329**

**Language A: Literature—Teaching poetry for enjoyment and assessment**

**FACE TO FACE:** ENGLISH, SPANISH  
**ONLINE:** ENGLISH, SPANISH

Welcome lovers of poetry! Join teachers who love teaching poetry along with those who may be more reticent about teaching, analyzing or asking students to write poetry. Poetry provides great opportunity for student writing and the kind of close-reading analysis necessary for studies in language and literature.

**Recommended for:** Experienced DP teachers of language A: literature, and language A: language and literature, and those who have completed a Category 1 or 2 workshop

**LANGUAGE  LITERATURE  POETRY**
DP-330
Language B: Building thematic units
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Explore language B standard-level or higher-level prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Enhance your programme delivery, methodology and assessment through preparation of thematic units that reinforce language acquisition, intercultural competence, international-mindedness, learner profile attributes and skillful approaches to teaching and learning.

Recommended for: Experienced DP language B teachers and those who have completed a Category 1 workshop

LANGUAGE ACQUISITION UNIT PLANS DP CORE

DP-331
Language B: Extended essay
FACE TO FACE: ENGLISH, SPANISH
ONLINE: N/A

Learn more about supervising the extended essay (EE) in a language B course and support and guide students as they write essays. Gain understanding of general requirements outlined in the current guide for language B extended essays. Work with sample essays to better understand marking criteria and to deepen your grasp of the EE supervisor’s role.

Recommended for: Experienced DP language B teachers

EXTENDED ESSAY LANGUAGE DP CORE

DP-332
Learning through cultural settings: Ways of using and cultural and historical settings for teaching and learning
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Explore cultural settings—museums, historical sites, galleries and performance spaces—as stimuli for units of work, resources and models of practice. Participants will focus on site-specific responses; develop partnerships with cultural organizations; explore different types of research; enumerate visual literacy skills; examine interconnection and relationships between different sites; discover cultural history and how to read a site; and consider the role of the curator from the perspective of theatre production. You will use the cultural setting selected for the workshop as a model for transferable skills and practices.

Recommended for: DP theatre teachers

THEATRE ARTS CULTURE

DP-333
Managing the extended essay
FACE TO FACE: ENGLISH, SPANISH
ONLINE: N/A

Expand student achievement in the extended essay by managing the process and preparing teachers to supervise. This workshop helps you explore development of school procedures that do just that. Also develop clear understanding of extended essay requirements and how librarians and supervisors can effectively support the writing process.

Recommended for: Experienced DP coordinators, extended essay coordinators, librarians and those who have completed a Category 1 workshop

COORDINATOR EXTENDED ESSAY DP CORE

DP-334 NEW
Mathematics: A focus on IA
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH

Focus on how best to implement the internal assessment (IA) process in DP mathematics. This workshop offers practical activities that simulate classroom activities and that range from introduction to guidance. Design an internal assessment outline that reflects your school’s strengths and needs and that enables students to plan and write successful explorations. You will unpack assessment criteria and apply them to student samples. You will also get practice time through simulation of the moderation and/or standardization process to support development of skills required to implement internal moderation.

Recommended for: Standard-level or higher-level mathematics teachers who have previously attended a mathematics workshop

INTERNAL ASSESSMENT MATHEMATICS

DP-335
Navigating school-supported self-taught literature
FACE TO FACE: ENGLISH
ONLINE: ENGLISH

Gain comprehensive understanding of how you can manage the language A: literature school-supported self-taught course. Get support identifying the challenges and opportunities as you develop the course.

Recommended for: Educators who manage the school-supported self-taught process, DP coordinators, heads of languages and student/tutor/parent supervisors; participants with an understanding of the language A: literature course.

LANGUAGE LITERATURE LEARNING LEADERS
Each participant needs to bring a video recording device and a laptop preloaded with editing software. These do not need to be expensive or purchased especially for the workshop, but should be the devices most likely to be used in school. This workshop covers preproduction, production and post-production and equips you with technical skills essential to teaching students the industry basics. You will also find linkages to DP film and theatre assessments and how practical film production can support assessment in both subjects.

**Recommended for:** Philosophy teachers, teachers of related academic disciplines who have subject-specific teaching experience

**ASSESSMENT** | **PHILOSOPHY** | **WRITING**

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**DP-337**

**Physics: A focus on internal assessment**

**FACE TO FACE:** ENGLISH, SPANISH

**ONLINE:** ENGLISH

Develop a balanced, practical plan to assess students by using the science subject group’s internal assessment criteria. By examining student samples, you learn more about internal assessment criteria and the moderation process. Learn how to construct teaching and learning to prepare students for internal assessment.

**Recommended for:** Current physics teachers, physics teachers who completed a Category 1 physics workshop

**INTERNAL ASSESSMENT** | **SCIENCE**

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**DP-338**

**Physics: Promoting the use of ICT**

**FACE TO FACE:** ENGLISH, SPANISH

**ONLINE:** ENGLISH

Discuss information and communication technology (ICT) as a tool in practical work. Investigate how to construct knowledge students need to design their own experiments using ICT. Focus on the design of experiments using ICT that are suitable for IB internal assessment and role-play to enhance conceptual understanding. Finally, work with different types of software as you explore ways to use ICT to support teaching and learning.

**Recommended for:** Experienced IB physics teachers, physics teachers who have completed a Category 1 physics workshop

**INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)** | **SCIENCE**

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**DP-339**

**Practical film production**

**FACE TO FACE:** ENGLISH

**ONLINE:** N/A

Each participant needs to bring a video recording device and a laptop preloaded with editing software. These do not need to be expensive or purchased especially for the workshop, but should be the devices most likely to be used in school. This workshop covers preproduction, production and post-production and equips you with technical skills essential to teaching students the industry basics. You will also find linkages to DP film and theatre assessments and how practical film production can support assessment in both subjects.

**Recommended for:** DP theatre and film teachers; teachers new to film production or who wish to develop hands-on practical skills that can support filmmaking in a school context

**THEATRE** | **FILM** | **ARTS**

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**DP-340**

**Psychology extended essay**

**FACE TO FACE:** ENGLISH

**ONLINE:** N/A

Learn how to guide students in planning, researching and writing a structured paper that contains ideas and findings conveyed in a reasoned, coherent manner as specified in the current extended essay guide. Get ideas on how to guide students in developing a focused question and in writing their personal reflections on growth as they plan and draft the essay. Examine roles and responsibilities of both supervisor and student at each stage of the task and learn to apply essay assessment criteria.

**Recommended for:** DP psychology teachers who have at least one year of experience teaching the course, who have taken a psychology Category 1 workshop and who are fulfilling the role of extended essay supervisor

**EXTENDED ESSAY** | **DP CORE** | **PSYCHOLOGY**

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**DP-341**

**Strategies to increase DP cohort sizes**

**FACE TO FACE:** ENGLISH, FRENCH, SPANISH

**ONLINE:** ENGLISH

Gain understanding of what an accessible programme looks like and how to build effective structures for student support and success. Examine how DP assessment and approaches to teaching contribute to context that can expand DP enrolment. Discuss programme marketing and student recruitment along with successful strategies. Also explore delivery models for programme growth and sustenance.

**Recommended for:** Heads of school, DP coordinators, the pedagogical leadership team, school administrators

**SCHOOL CULTURE** | **SUSTAINABILITY**
DP-342
Subject-specific seminars
FACE TO FACE: SPECIFIC TO EACH SUBJECT
ONLINE: N/A

Subject-specific seminars offer unique opportunities for teachers to acquaint themselves with changes to specific subject areas. Get an insightful look at changed subject guides: the teaching and learning framework, guidelines and requirements for implementation, objectives, criteria and assessment tools. Curriculum managers are on hand to answer your questions, respond to the ‘hows’ and ‘whys’ and participate in discussion. Seminars are held (face-to-face only) within the first five months of the calendar year. Workshops that follow subject-specific seminars align with the revised subject guides.

Recommended for: Subject-specific teachers, heads of departments, new teachers in subject-specific areas or those changing subject or substituting.

Arabic A: Language and literature
FACE TO FACE: ARABIC

Arabic A: Literature
FACE TO FACE: ARABIC

Chinese A: Language and literature
FACE TO FACE: CHINESE

Chinese A: Literature
FACE TO FACE: CHINESE

English A: Language and literature
FACE TO FACE: ENGLISH

English A: Literature
FACE TO FACE: ENGLISH

French A: Language and literature
FACE TO FACE: FRENCH

French A: Literature
FACE TO FACE: FRENCH

German A: Language and literature
FACE TO FACE: GERMAN

German A: Literature
FACE TO FACE: GERMAN

Language A: Language and literature (generic)
FACE TO FACE: ENGLISH

Language A: Literature (generic)
FACE TO FACE: ENGLISH

Mathematics: Analysis and approaches
FACE TO FACE: ENGLISH, FRENCH, SPANISH

Mathematics: Applications and interpretation
FACE TO FACE: ENGLISH, FRENCH, SPANISH

Spanish A: Language and literature
FACE TO FACE: SPANISH

Spanish A: Literature
FACE TO FACE: SPANISH

DP-343
Supporting IB students in the university admissions process
FACE TO FACE: ENGLISH
ONLINE: N/A

More than 120,000 DP students apply to and enter university each year. This workshop provides you with strategies that help students improve their chances of admission to their top university choice. Develop clear understanding of how university recognition of the DP affects student applications for admission.

Recommended for: DP coordinators, counsellors, principals, heads, senior management teams, school district officials, university/college admissions officers

UNIVERSITY ADMISSION ACCESS

DP-344 NEW
Technology in mathematics
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH, FRENCH, SPANISH

This hands-on workshop provides straightforward guidance on how to get the most out of technology in the mathematics classroom. See demonstrations and practice innovative technologies, such as Desmos and GeoGebra. Reflect on the pedagogy to determine how, when and why to use technology to teach mathematics. Focus on graphing, calculus, statistics and probability, as well as skills required for the paper 3 examination at higher-level. Please bring a wi-fi-enabled laptop and a graphic display calculator.

Recommended for: Teachers with some DP mathematics experience

MATHEMATICS DIGITAL TECHNOLOGY

DP-345
The DP core: Improving student engagement and performance in TOK, CAS and EE
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Explore the criteria and descriptors used for assessing work in TOK, CAS and the EE. Using sample student work in TOK and extended essays, your workshop leader provides you with assessment examples. You also discuss CAS activities to help clarify criteria used to assess student growth. In all instances, you actively assess work rather than listen to or view presentations. The IB learner profile and the goal of international-mindedness serve as the two overarching themes.

Recommended for: Experienced TOK teachers, CAS coordinators; extended essay coordinators and supervisors and DP coordinators and librarians

INTERNATIONAL-MINDEDNESS LEARNER PROFILE

DP CORE
DP-346
The role of the supervisor in the extended essay
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH, SPANISH

Prepare to work with students during the extended essay process. This comprehensive workshop covers the nature of the EE, its assessment, policies, procedures; preparing students for the research process and strategies for reflection. Note: to focus on management of the EE on a school-wide level register for Managing the extended essay.
Recommended for: Experienced extended essay supervisors, and supervisors who have completed a Category 1 workshop
EXTENDED ESSAY DP CORE

DP-347
Theatre: A focus on IA
FACE TO FACE: ENGLISH
ONLINE: ENGLISH, SPANISH

Deepen your understanding of conceptual and practical implications related to internal assessment in the DP theatre curriculum. A range of practical activities will help you prepare students for their collaborative project, including approaches to creation and research of companies that collaboratively create original theatre. Practicalities such as group forming, planning, developing and applying skills will be covered. The workshop also addresses process and performance documentation and using these in project reflection. Attention will be given to the format and requirements of assessment, sample marking and approaches to standardization and moderation.
Recommended for: Experienced DP teachers who have completed Category 1 or a subject-specific seminar for the new curriculum
THEATRE ARTS INTERNAL ASSESSMENT

DP-348
Theatre traditions and practices: Teaching and learning through the body
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Focus on theatre practices and traditions from around the world as you develop strategies to effectively teach these. Examine different practices such as Japanese Butoh, Balinese performing practices and other unfamiliar performing arts practices and their pedagogical implications. Engage in inquiry and reflection as you examine how various performing arts function socially, culturally and in practice. The focus is on somatic learning (learning through the body) as a means of empowering confidence in yourself as you deliver a theatre practice in your classroom, even when you are unfamiliar with it.
Recommended for: DP theatre teachers
THEATRE ARTS

We should be looking to the models of the IBDP and the Finnish education system for how best to integrate critical thinking instruction into the curriculum. Their outcomes are speaking volumes.
— Shane Horn, Amman Baccalaureate School, Jordan, excerpt of a feature in International School magazine, vol. 1, issue 3, 2019

DP-349
Understanding the Diploma Programme
FACE TO FACE: ENGLISH, SPANISH
ONLINE: N/A

Focus on what it means to offer the DP and how your school’s values can align to promote IB programme standards and practices. For interested schools and candidate schools, this workshop provides fundamentals. For more mature IB World Schools, this workshop provides opportunity to evaluate your school’s IB journey. Teachers who participate can explore the three DP core elements—theory of knowledge; creativity, activity, service; and the extended essay—that broaden students’ and provide an interdisciplinary forum in which students are challenged to apply their skills and knowledge.
Recommended for: DP educators and leaders who wish to increase their understanding of the DP
DP CORE

DP-350
Visual arts: From easel to screen, assessment for a digital age
FACE TO FACE: ENGLISH, SPANISH
ONLINE: N/A

Deepen your understanding of the screen-based assessment of the visual arts course by focusing on the assessment and e-submission process of the three components: comparative study, process portfolio and the exhibition. Discuss requirements and assessment criteria for each component, create screens and look at marked samples of candidates’ work to better understand what examiners look for. Also consider new ways of capturing visual arts work and using software to create the e-submission.
Recommended for: Participants conversant with the current Visual arts guide, and those who have (preferably) taken students through an exam session
ARTS ASSESSMENT
DP-351
TOK for subject teachers
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: N/A

Discuss the nature of the TOK as you model the approach by reflecting on yourself—the teacher—as a ‘knower’ and the ways of knowing and their relevance to other DP subjects. Explore the link between TOK and inquiry so that you can incorporate practical understanding of TOK into your curriculum plans and classroom teaching.

Recommended for: Experienced subject teachers who do not teach TOK but who want to develop their understanding of TOK so that they can model and reinforce effective thinking skills and concepts in their teaching.

DP CORE INQUIRY

DP-352
TOK: Helping students write strong TOK essays and assessing their work
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH, FRENCH

Learn new strategies to help students improve their TOK essay-writing skills—especially those related to argument, analysis and counter-claims—and how to better assess their work. Explore “global impression marking” as you delve into TOK assessment rubrics from both the teacher’s and the student’s point of view. Learn how to help students extract knowledge questions from prescribed titles and frame them effectively. Assess sample TOK essays to better understand what accomplished TOK essays look like, and finally, learn experientially as you write a TOK essay.

Recommended for: Experienced theory of knowledge (TOK) teachers, DP teachers who support students with TOK essays and assessments, school administrators and DP coordinators with an interest in TOK assessment.

ASSESSMENT DP CORE
**Career-related Programme**

All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes.

**CP-301 / DP-303**

**Approaches to teaching and learning for DP/CP classroom teachers**

**FACE TO FACE:** ENGLISH, FRENCH, SPANISH  
**ONLINE:** ENGLISH, FRENCH, SPANISH

In this workshop, explore the approaches to teaching and learning that are at the heart of an IB education. Deepen your understanding of the educational philosophy that underpins IB programmes as you explore strategies to help prepare students to meet the challenges of an increasingly complex world. During the workshop, draw on your own experience, the experience of other IB practitioners and insights from the workshop leader. 

**Recommended for:** CP and DP teachers of all experience levels

**APPROACHES TO LEARNING (ATL)**  
**APPROACHES TO TEACHING**  
**CAREER STUDIES**

**CP-302 / DP-304**

**Approaches to teaching and learning for DP/CP coordinators and pedagogical leaders**

**FACE TO FACE:** ENGLISH, FRENCH, SPANISH  
**ONLINE:** ENGLISH, FRENCH, SPANISH

Review IB approaches to teaching and learning and examine implementation-related issues. Gain insights from peers who will share best practices and their experiences embedding ATL skills into written, taught and assessed curriculum. With support from the workshop leader, develop an action plan for your school. Also investigate the relationship between approaches to teaching and learning and IB programme standards and practices, as well as how IB approaches to teaching can support teacher development. 

**Recommended for:** CP and DP coordinators and other pedagogical leaders (principals, heads, members of senior management, approaches to teaching and learning coordinators, extended essay coordinators and CAS coordinators)

**APPROACHES TO LEARNING (ATL)**  
**APPROACHES TO TEACHING**  
**WRITTEN CURRICULUM**  
**CAREER STUDIES**

**Category 3: Inspire**

Category 3: Inspire workshops strengthen expertise in delivering IB programmes, deepen understanding of how an IB education can inspire student engagement and learning, and support educators in becoming mentors to fellow teachers.

Up-to-date schedules and pricing are available online.

- Face-to-face and online workshops are offered in multiple languages.

- Find workshops by keyword, beginning on page 32.
Gain depth in understanding the Career-related Programme and IB philosophy and ethos. Discuss how to provide career-related courses alongside Diploma Programme (DP) subjects and the CP core. Get a brief overview of the development of the CP and its core. Also explore the role of the CP coordinator, delve into how CP subjects are delivered and assessed and learn strategies to design a more robust and effective programme at your school. Also discuss the authorization process and understanding how to work with IB Programme Standards and Practices and the CP specifications.

**Recommended for:** Heads/administrators and CP coordinators—learning leaders—from schools interested in the CP and not yet offering the Diploma Programme. This workshop is a requirement for schools that do not currently offer the DP and wish to establish a Career-related Programme.

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*The #IBCP has enabled our students to avoid the binary choice of academic or vocational; providing an intelligent blend of the two much more suited to the needs of the 21st century workplace.*  
— Ryan Kelsall, Impington Village College, UK
All-programme Workshops

All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes.

AP-301
Approaches to learning
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH, FRENCH, SPANISH

Develop deeper understanding of ATL as a way to help students acquire and use skills over time to access their personal knowledge and learning. With your workshop guide and your peers, you will consider contemporary research and how it applies to metacognitive strategies throughout the learning process, with an emphasis on assessment as learning. Get ready to design curriculum that encourages students to build their skills. Then, reflect on how developing affective, cognitive and meta-cognitive skills using various strategies can increase learners’ capacity to become self-regulated and motivated.

Recommended for: All educators any time during their journey as life-long learners

AP-302
Beyond the disciplines
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH, FRENCH, SPANISH

Learn how IB practice provides teaching and learning that reflects the unity of knowledge within, between and across disciplines and that highlights the interrelatedness of knowledge. Examine how IB practice gives students tools to construct, internalize and transfer meaning and understanding. Explore the relationships and shared concepts of disciplinary, multidisciplinary, interdisciplinary and transdisciplinary learning. Together with peers, engage in activities that synthesize concepts related to ways of knowing as you learn how to encourage learning to know, learning to do, learning to live together and learning to be.

Recommended for: All educators any time during their journey as life-long learners

Category 3: Inspire

These exciting workshops welcome educators from all four IB programmes and allow you to mingle and exchange ideas with IB peers and international education leaders from a diverse array of schools in the IB community. Each workshop focuses on a topic foundational to teaching and learning or personal development. Educators in continuum schools—schools that offer two or more contiguous IB programmes—find these workshops particularly helpful in weaving together their school’s culture, purpose, environment and learning; all the elements that together reach for the aspirations of IB programme standards and practices.

Recommended for: All educators any time during their journey as life-long learners

AP-301
Approaches to learning
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH, FRENCH, SPANISH

Develop deeper understanding of ATL as a way to help students acquire and use skills over time to access their personal knowledge and learning. With your workshop guide and your peers, you will consider contemporary research and how it applies to metacognitive strategies throughout the learning process, with an emphasis on assessment as learning. Get ready to design curriculum that encourages students to build their skills. Then, reflect on how developing affective, cognitive and meta-cognitive skills using various strategies can increase learners’ capacity to become self-regulated and motivated.

Recommended for: All educators any time during their journey as life-long learners

AP-302
Beyond the disciplines
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH, FRENCH, SPANISH

Learn how IB practice provides teaching and learning that reflects the unity of knowledge within, between and across disciplines and that highlights the interrelatedness of knowledge. Examine how IB practice gives students tools to construct, internalize and transfer meaning and understanding. Explore the relationships and shared concepts of disciplinary, multidisciplinary, interdisciplinary and transdisciplinary learning. Together with peers, engage in activities that synthesize concepts related to ways of knowing as you learn how to encourage learning to know, learning to do, learning to live together and learning to be.

Recommended for: All educators any time during their journey as life-long learners

INTERDISCIPLINARY LEARNING
TRANSDISCIPLINARY LEARNING
WAYS OF KNOWING

Find workshops by keyword, beginning on page 32.
AP-303
Bilingual and multilingual teaching and learning
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH, FRENCH, SPANISH

Consider the importance of authentic inquiry and reflect on the research in developing literacy across all years of a child’s education. With your peers and workshop leader, examine the ways in which language learning can be constructed in bilingual and multilingual contexts. Finally, explore how school policies and structures support language learning: learning through language, learning about language (in mother tongue) and other languages that form your school’s language profile.
Recommended for: Teachers, IB coordinators and school leaders/decision makers.
BILINGUALISM MULTILINGUALISM LANGUAGE POLICY

AP-304
Building partnerships with parents
FACE TO FACE: ENGLISH
ONLINE: NOT AVAILABLE

Explore the concepts of community and partnership along with the school's responsibility to form and sustain an effective relationship with parents. Opportunities and challenges related to creating fruitful relationships are explored, along with strategies to sustain effective relationships with parent stakeholders. Using case studies, real-world examples, research and your own personal experiences, you will explore how to create an intentional culture of learning at your school.
Recommended for: All educators any time during their journey as life-long learners
COMMUNITY LEADERSHIP CULTURE

AP-305
Cultivating learning-focused IB World Schools
FACE TO FACE: ENGLISH
ONLINE: ENGLISH

Learn how to respond to the challenges of leading an IB World School or groups of IB World Schools. In this workshop, guided by your experienced workshop leader and your knowledgeable peers, you study snapshots of practice in a range of contexts to apply them to schools you oversee. In addition, you improve your knowledge and abilities as they relate to guiding schools through IB authorization and beyond; delve into the IB mission statement, philosophy and pedagogy; and determine what success means to school communities and all school stakeholders.
Recommended for: IBWS principals, administrators and superintendents; IB coordinators and aspiring leaders; non-IB school leaders who wish to explore leadership in an IB context
CONTEXTUAL LEADERSHIP COMMUNITY

AP-306
Developing service learning
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH

Investigate how you as an educator can help motivate students to participate in service learning in their school community and beyond. Learning environments can help students develop the imagination and motivation they need to meet their own needs and the needs of others. This is the workshop in which to explore the core elements of action and service learning, examine social entrepreneurship in the school context and evaluate ways for schools to manage projects of a social, economic and environmental nature.
Recommended for: All educators any time during their journey as life-long learners
SERVICE LEARNING LEARNER PROFILE

AP-307
Governance
FACE TO FACE: ENGLISH
ONLINE: NOT AVAILABLE

Familiarize yourself with the IB: focus on its philosophy, leadership and IB standards to deepen your understanding of your role in IB programme implementation. Gain an overview of the authorization and evaluation processes and look at your school(s) through the eyes of an IB visitor.
Recommended for: Heads of school, members of governing boards, school owners
LEADERSHIP

AP-308
Investigating inquiry
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH, FRENCH, SPANISH

Get curious about how you support student inquiry. Student curiosity provokes learning that is engaged, relevant, challenging and significant: how to harness that as an educator? Investigate how using an inquiry-based pedagogy has the capacity to lead students to deeper understanding of concepts through the construction of new knowledge. Inquire into specific strategies and questions that relate to an inquiry-based approach to teaching and learning. Lastly, (re)discover how—and why—the reflective process is essential to becoming a life-long learner.
Recommended for: All educators any time during their journey as life-long learners
INQUIRY CONSTRUCTIVIST APPROACH LIFE-LONG LEARNING
Rainier Beach [High School] earned national spotlight on @HBO. Thanks in part to the IB, student enrollment more than doubled and the school’s on-time graduation rate reached 88.6% last year — one of the highest in the district. #IB #success

— @SeaPubSchools, on Twitter (Seattle Public Schools, USA)

AP-311
Leading through an understanding of culture and context
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH

Explore the concept that leadership is context-driven. Deepen your understanding of how national and organizational cultures affect beliefs, values and behaviours in schools. Through case studies, critical reading, collaborative problem solving, reflection journals, diagnostic testing and research projects, you will be asked to reflect on relevant leadership issues and develop solutions that align with IB philosophy.

Recommended for: Learning leaders, aspiring leaders and teachers

LEARNING LEADERS CONTEXTUAL LEARNING CULTURE

AP-312
Leading through an understanding of finance and accounting
FACE TO FACE: ENGLISH
ONLINE: ENGLISH

Inquire into the role of finance and accounting in IB schools to understand how financial projections and budgets support planning and advance your school’s mission. Take a close look at how financial analysis supports decision-making.

Recommended for: Executive leaders, heads of school, educators in roles that require fiscal responsibility, aspiring leaders

SCHOOL LEADERSHIP

AP-313
Leading with a clear vision and strategy
FACE TO FACE: ENGLISH, FRENCH, SPANISH
ONLINE: ENGLISH

Research shows that a school with a strong vision has a higher chance of producing high student achievement. In this workshop, examine your school’s vision, and develop a strategy that creates, implements and sustains the most worthwhile vision of that vision, imbued with IB values and supportive of your IB programme implementation.

Recommended for: Aspiring leaders at all levels

LEADERSHIP
This whole-school approach to education is demystified in this workshop. Here, you will develop an understanding of the IB approach to inclusion, develop specific pedagogical knowledge and approaches that extend learning and assessment to increase access and participation, identify resources in collaboration with your fellow participants to create a database that supports inclusion, create an action plan to increase school-wide inclusion.

**Recommended for:** Learning leaders, teachers, school leaders, support teachers, consultants

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**AP-316**

**Social and emotional learning**

**FACE TO FACE:** ENGLISH, FRENCH, SPANISH  
**ONLINE:** NOT AVAILABLE

Examine how mindfulness, positive psychology and social-emotional learning (SEL) can equip teachers to manage their own needs as well as those of their students. Together with your peers, investigate SEL-related research and learn how to apply strategies that assist students in cultivating greater emotional well-being, perseverance, self-regulation, self-motivation and resilience. Learn to create environments that support authentic, mindful and caring learning communities. Also learn how affective skills can be integrated into teaching and learning and subsequently lead to positive, meaningful action and student agency.

**Recommended for:** All educators any time during their journey as life-long learners

**SOCIAL EMOTIONAL LEARNING**  
**PSYCHOLOGY**  
**STUDENT WELL-BEING**  
**AGENCY**

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**AP-317**

**The learner profile**

**FACE TO FACE:** ENGLISH, FRENCH, SPANISH  
**ONLINE:** NOT AVAILABLE

The learner profile is at the heart of an IB education—fundamental to implementation of each programme. Investigate the core concepts embedded in the learner profile and the central role it can play in making education international, relevant and supportive of competencies essential to a successful school career and life. Analyze the relationships among and between the learner profile, international-mindedness and meaningful action in local and global contexts. Develop tools and strategies to bring the learner profile to the forefront in any school setting.

**Recommended for:** All educators any time during their journey as life-long learners

**LEARNER PROFILE**  
**IB MISSION**  
**INTERESTED SCHOOLS**  
**INTERNATIONAL-MINDEDNESS**  
**GLOBAL CONTEXT**

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Now that I’m 40, I can trace a lot of the successes I’ve had in my life to [my] initial exposure to the world at large. You’ve heard a lot about the benefits that the #IBDP brings to you and they are real.

— Tara McCook, IB alumna of Murphy High School, USA
Acquire the tools you need to develop, plan and implement a whole-school well-being program. Gain deeper understanding of different forms of well-being and reflect on a whole-school approach for your school. Explore restorative practices in schools, the benefits of working as a community and the use of a positive behaviours framework. Strategies for community engagement are also discussed. Finally, learn about bullying and cyberbullying and explore research-based best practices to help students who are bullied.

Recommended for: All educators any time during their journey as life-long learners

STUDENT WELL-BEING  STUDENT LEADERSHIP  BULLYING
Workshops by Keyword

**ACADEMIC HONESTY**
- Academic honesty in practice, 14
- Extended essay in focus: A one-day intensive, 18

**ACCESS**
- Learning diversity and inclusion, 30
- Supporting IB students in the university admissions process, 22

**AGENCY**
- Building for the future, 4
- Social and emotional learning, 30

**APPROACHES TO LEARNING (ATL)**
- Academic writing practices, 14
- Approaches to learning, 27
- Approaches to teaching and learning for DP/CP classroom teachers, 15, 25
- Approaches to teaching and learning for DP/CP coordinators and pedagogical leaders, 15, 25
- Building self-directed learners through approaches to learning, 10
- Power and impact of digital assessment, 12

**APPROACHES TO TEACHING**
- Approaches to teaching and learning for DP/CP classroom teachers, 15, 25
- Approaches to teaching and learning for DP/CP coordinators and pedagogical leaders, 15, 25

**ARTS**
- Collaboratively creating original theatre, 17
- IB visual arts: Promoting the use of emerging media, 19
- Learning through cultural settings: Ways of using and cultural and historical settings for teaching and learning, 20
- Practical film production, 21
- Theatre: A focus on IA, 23
- Theatre traditions and practices: Teaching and Learning through the body, 23
- The role of arts, 7
- The role of arts in the early years, 7
- Visual arts: From easel to screen, assessment for a digital age, 23

**ASSESSMENT**
- Assessment for learning in the DP, 15
- Creating authentic units in the MYP, 10
- Developing a culture of thinking and assessment for understanding, 17
- e-Assessment
  - Power and impact of digital assessment, 12
- External
  - Economics: Boosting student grades, 17
- Internal
  - Biology: A focus on internal assessment, 15
  - Business management: A focus on internal assessment, 16
  - Chemistry: A focus on internal assessment, 16
  - Economics: Boosting student grades, 17
  - Environmental systems and societies: A focus on internal assessment, 18
  - Environmental systems and societies: Incorporating fieldwork, 18
  - History: A focus on internal assessment, 19
  - Mathematics: A focus on IA, 20
  - Physics: A focus on internal assessment, 21
- Leading for effective teaching and learning, 29
- Managing assessment in the MYP/choose your subject, 12
- Mathematics: MYP and the Common Core, 12
- Philosophy: Argumentative essay, 21
- TOK: Helping students write strong TOK essays and assessing their work, 24
- Visual arts: From easel to screen, assessment for a digital age, 23
- Understanding the CP, 26

**BILINGUALISM**
- See Language: Bilingualism

**BULLYING**
- Well-being and student leadership, 31

**CAREER STUDIES**
- Approaches to teaching and learning for DP/CP classroom teachers, 25
- Approaches to teaching and learning for DP/CP coordinators and pedagogical leaders, 25
- Understanding the CP, 26

**COMMON CORE**
- Mathematics: MYP and the Common Core, 12

**COMMUNITY**
- Bringing the IB Diploma Programme into the community, 16
- Building partnerships with parents, 28
- Cultivating learning-focused IB World Schools, 28

**COMMUNITY PROJECT**
- MYP projects (personal project and community project), 12
- Understanding the MYP, 13

**CONSTRUCTIVIST APPROACH**
- Investigating inquiry, 28

**CONTEXT**
- Global
  - Living and learning globally, 30
  - The learner profile, 30
  - The role of the librarian, 31
- Local
  - Understanding leadership, 31

**COORDINATOR**
- Managing the extended essay, 20
- The role of the coordinator, 8

**CREATIVITY**
- Encouraging children’s creative instincts in the classroom, 5
- Inquiry in creative places, 6

**CRITICAL THINKING**
- Academic writing practices, 14
- Developing a culture of thinking and assessment for understanding, 17

**CULTURE**
- Building partnerships with parents, 28
- Developing a culture of thinking and assessment for understanding, 17
- Leading through an understanding of culture and context, 29
- Learning through cultural settings: Ways of using and cultural and historical settings for teaching and learning, 20
- School
  - Strategies to increase DP cohort sizes, 21

**CURRICULUM**
- Approaches to teaching and learning for DP/CP coordinators and pedagogical leaders, 15
- Design
  - Approaches to learning, 27
- Mapping
  - Transdisciplinary learning for subject specialists, 9
  - The role of arts, 7
- Written
  - Approaches to teaching and learning for DP/CP coordinators and pedagogical leaders, 25
  - The role of mathematics, 8

**DATA COLLECTION**
- Chemistry: Promoting the use of ICT, 17

**DIGITAL TECHNOLOGY**
- Biology: Promoting the use of ICT, 16
- Digital citizenship, 5
- Flipping classrooms, 5
- Get connected! Engaging in authentic global learning practices, 5
- Power and impact of digital assessment, 12
Technology in mathematics, 22
The role of technology, 8

DP CORE
Academic honesty in practice, 14
Bringing the IB Diploma Programme into the community, 16
CAS: The transforming power of experiential learning, 16
Exploring a “sustainable” future: Concepts, principles and practices across disciplinary boundaries, 18
Extended essay in focus: A one-day intensive, 18
Language B: Building thematic units, 20
Language B: Extended essay, 20
Managing the extended essay, 20
Psychology extended essay, 21
The DP core: Improving student engagement and performance in TOK, CAS and EE, 22
The role of the supervisor in the extended essay, 23
TOK for subject teachers, 24
TOK: Helping students write strong TOK essays and assessing their work, 24
Understanding the Diploma Programme, 23

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Play-based learning, 6
The role of arts in the early years, 7

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Economics: Boosting student grades, 17
Economics: Extended essay, 18

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Extended essay in focus: A one-day intensive, 18
Interdisciplinarity and the world studies extended essay, 19
Language B: Extended essay, 20
Managing the extended essay, 20
Psychology extended essay, 21
The role of the supervisor in the extended essay, 23

FILM
Practical film production, 21

HISTORY
History: A focus on internal assessment, 19

IB MISSION
The learner profile, 30

IMPLEMENTATION
The role of the coordinator, 12

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
Biography: Promoting the use of ICT, 16
Chemistry: Promoting the use of ICT, 17
Physics: Promoting the use of ICT, 21
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Concepts and inquiry in the DP, 17
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Economics: Boosting student grades, 17
Global contexts for teaching and learning, 11
Inquiry and the additional language teacher, 5
Inquiry in creative places, 6
Inquiry in the MYP, 11
Investigating inquiry, 28
Music and inquiry, 6
Play-based learning, 6
The role of mathematics, 8
TOK for subject teachers, 24

INTERDISCIPLINARY
See Learning: Interdisciplinary

INTERESTED SCHOOLS
Approaches to learning, 27
The learner profile, 30
Understanding the CP, 26

INTERNATIONAL-MINDEDNESS
Bringing the IB Diploma Programme into the community, 16
Digital citizenship, 5
Get connected! Engaging in authentic global learning practices, 5
Interdisciplinarity and the world studies extended essay, 19
Living and learning globally, 30
The DP core: Improving student engagement and performance in TOK, CAS and EE, 22
The learner profile, 30
Understanding the MYP, 13

LANGUAGE
Acquisition
Inquiry and the additional language teacher, 5
Language B: Building thematic units, 20
Bilingualism
Bilingual and multilingual teaching and learning, 28
The role of language, 8
Language A: Exploring literature in translation, 19
Language A: Literature—Teaching poetry for enjoyment and assessment, 19
Language B: Extended essay, 20

Multilingualism
Bilingual and multilingual teaching and learning, 28
Navigating school-supported self-taught literature, 20
Policy
Bilingual and multilingual teaching and learning, 28
Inquiry and the additional language teacher, 5
The role of language, 8

LEADERSHIP
Building partnerships with parents, 28
Contextual
Cultivating learning-focused IB World Schools, 28
Goveriance, 28
Leading with a clear vision and strategy, 29
Learning diversity and inclusion, 30
Pedagogical
Leading an effective professional learning community, 29
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Leading through an understanding of finance and accounting, 29
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Well-being and student leadership, 31
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LEARNER PROFILE
Bringing the IB Diploma Programme into the community, 16
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LEARNING
Concept-based
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Music and inquiry, 6
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Contextual
Global contexts for teaching and learning, 11
Leading through an understanding of culture and context, 29
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3- to 6-year-olds, 4
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3- to 6-year-olds, 4
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- Beyond the disciplines, 27
- Exploring a “sustainable” future: Concepts, principles and practices across disciplinary boundaries, 18
- Interdisciplinary teaching and learning in the MYP, 11
- Interdisciplinary teaching and learning in the MYP at the American Museum of Natural History, 11
- Living and learning globally, 30

**Life-long**
- Investigating inquiry, 28

**Service**
- Developing service learning, 28

**Social and emotional learning**
- Personal, social and physical education—Well-being, 6
- Social and emotional learning, 30

**Transdisciplinary**
- Beyond the disciplines, 27
- Building for the future, 4
- Inquiry in creative places, 6
- Literacy, mathematics and symbolic learning in the early years, 6
- Living and learning globally, 30
- Personal, social and physical education—Well-being, 6
- Science discoveries: Exciting ways to weave science into the programme of inquiry, 7
- Science throughout the programme of inquiry, 7
- The role of physical education, 8
- The role of science and social studies, 8
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**LEARNING LEADERS**
- Coordination, 17
- Leading for effective teaching and learning, 29
- Leading through an understanding of culture and context, 29
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  - The role of the librarian, 31
  - Navigating school-supported self-taught literature, 20
  - The role of arts, 7
  - The role of arts in the early years, 7
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  - The role of the coordinator, 8, 12
  - Transdisciplinary learning for subject specialists, 9

**LIBRARIAN**
- See Learning Leaders: Librarian

**LITERACY**
- Literacy, mathematics and symbolic learning in the early years, 6

**LITERATURE**
- Language A: Exploring literature in translation, 19
- Language A: Literature—Teaching poetry for enjoyment and assessment, 19
- Navigating school-supported self-taught literature, 20

**MATHEMATICS**
- Mathematics: A focus on IA, 20
- Mathematics: MYP and the Common Core, 12
- Technology in mathematics, 22
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**MATTERS TO BE ADDRESSED**
- Sustaining and growing the PYP in your school, 7

**MEDIA**
- The role of the librarian, 31

**MULTILINGUALISM**
- See Language: Multilingualism

**MUSEUM**
- Interdisciplinary teaching and learning in the MYP at the American Museum of Natural History, 11

**MUSIC**
- Music and inquiry, 6

**NUMERACY**
- Literacy, mathematics and symbolic learning in the early years, 6

**PERFORMANCE**
- Language A: Exploring literature in translation, 19

**PERSONAL PROJECT**
- MYP projects (personal project and community project), 12
- Understanding the MYP, 13

**PHILOSOPHY**
- Philosophy: Argumentative essay, 21

**PHYSICAL EDUCATION (PE)**
- Personal, social and physical education—Well-being, 6
- The role of physical education, 8

**POETRY**
- Language A: Literature—Teaching poetry for enjoyment and assessment, 19

**POLICY DEVELOPMENT**
- Academic honesty in practice, 14

**PROFESSIONAL LEARNING COMMUNITY (PLC)**
- Coordination, 17
- Get connected! Engaging in authentic global learning practices, 5
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  - Sustaining and growing the PYP in your school, 7
- Evaluation
  - Evaluating your DP, 18
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- of Inquiry
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  - Science throughout the programme of inquiry, 7
- Standards
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- Psychology extended essay, 21
- Social and emotional learning, 30

**REFLECTION**
- CAS: The transforming power of experiential learning, 16
- MYP projects (personal project and community project), 12

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- Inquiry in the MYP, 11

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- Biology: Incorporating fieldwork, 15
- Biology: Promoting the use of ICT, 16
- Chemistry: A focus on internal assessment, 16
- Chemistry: Promoting the use of ICT, 17
- Environmental systems and societies: A focus on internal assessment, 18
- Environmental systems and societies: Incorporating fieldwork, 18
- Exploring a “sustainable” future: Concepts, principles and practices across disciplinary boundaries, 18
- Physics: A focus on internal assessment, 21
- Physics: Promoting the use of ICT, 21
- Science discoveries: Exciting ways to weave science into the programme of inquiry, 7
Science throughout the programme of inquiry, 7
The role of science and social studies, 8

SOCIAL STUDIES
History: A focus on internal assessment, 19
The role of science and social studies, 8

SOCITIES
Environmental systems and societies: A focus on internal assessment, 18
Environmental systems and societies: Incorporating fieldwork, 18

STUDENT WELL-BEING
Personal, social and physical education—Well-being, 6
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See Learning Leaders

SUBJECT TEACHERS
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Concepts, principles and practices across disciplinary boundaries, 18
Strategies to increase DP cohort sizes, 21

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THEATRE
Collaboratively creating original theatre, 17
Learning through cultural settings: Ways of using and cultural and historical settings for teaching and learning, 20
Practical film production, 21
Theatre: A focus on IA, 23
Theatre traditions and practices: Teaching and Learning through the body, 23

THEORY OF KNOWLEDGE (TOK)
See DP Core

TRANSDISCIPLINARY
See Learning: Transdisciplinary

UNIT OF INQUIRY
Science throughout the programme of inquiry, 7

UNIT PLANS
Concepts and inquiry in the DP, 17
Creating authentic units in the MYP, 10
Interdisciplinary teaching and learning in the MYP, 11
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UNIVERSITY ADMISSION
Supporting IB students in the university admissions process, 22

VOCATIONAL
Understanding the CP, 26

WAYS OF KNOWING
See also DP Core
Beyond the disciplines, 27

WORLD STUDIES
Interdisciplinarity and the world studies extended essay, 19

WRITING
Academic writing practices, 14
Philosophy: Argumentative essay, 21
Grants for Schools in Need
Next grant application deadline: 6 September 2019

The IB extends grants to:

- Schools experiencing temporary financial challenges.
- Schools actively working to increase access to their IB programmes.

Twice a year, the IB awards grants on a competitive basis for one-year terms (with the possibility of a one-year extension) in amounts typically between US$5,000–$15,000. Sustainability of IB programme implementation is key to grant-award decisions.

Awards to schools may be used to support:

- ✔ teacher/administrator training
- ✔ payment of annual school fees
- ✔ strategies designed to widen access and diversity

Find out more and download an application:
ibo.org/become-an-ib-school/support-services-from-the-ib/ib-grants

Contact ibgrant@ibo.org for more information