List of breakout sessions

Title	Description
Diploma Programme curriculum update	This session will give participants an opportunity to learn more about curriculum development updates for the Diploma Programme (DP). Particular insights will be given to subject launches for 2023, 2024 and 2025. Find out about these subjects and the changes ahead, as well as other insights into innovations and continuous improvement in the DP.
Language and language development: IB language tenets in practice—a cross-programme workshop	Language is something that one learns, it is the means by which one learns, and it is strongly linked to one's individual and group identities. The IB's cross-programme, cross-divisional Thought Leadership in Language Pedagogy (TLLP) innovation group meets regularly to research language and language pedagogy and provide guidance to our internal and external IB communities. Part one of this session will provide a brief overview of the TLLP group and its work and will discuss the language tenets this group has developed. These are statements that express the IB's beliefs about the nature of language and its role in education and society. Part two of this session will be collaborative work asking participants to examine, provide feedback on, and contribute to examples of how these tenets might look in practice in language classrooms, non-language classrooms, schools, and the wider community. Participants will be able to use these examples in their own classrooms, schools, and communities.
Leveraging the IB authorization process to develop sustainable programmes for your school community	The authorization process is a developmental journey for schools, and each school's context plays a critical role in shaping its journey. Through participating in this interactive session, participants will gain insights into how the authorization process can be leveraged as a vehicle to develop sustainable IB programmes that meet the contextual needs of their learning community. For each stage of the authorization process, the authorization department will share best practices that promote a developmental perspective on programme implementation. This session will also provide participants with the opportunity to engage in discussions and gain clarity regarding how to make the journey towards becoming an IB World School meaningful, realistic, and rewarding.
Understanding play in PYP classrooms	Let's get serious about play. This interactive session aims to engage participants in an inquiry around play and playful learning in Primary Years Programme (PYP) classrooms. We will examine the role of play across the ages and the role of educators and schools in supporting playful learning. We will also explore how schools might use programme development planning as an opportunity to develop cultures of playful learning in their communities.
Designing curriculum in PYP schools	Do Primary Years Programme (PYP) schools have what they need to be designers of curriculum? This session will share the findings of research by the University of Twente (Netherlands) into school-based curriculum design in PYP schools. Using the results from case studies and surveys, this session will identify and explore some of the factors influencing the PYP design process and what educators need to support the development of their PYP curriculum in diverse contexts.

PYP curriculum update	This session aims to update the Primary Years Programme (PYP) community on two areas of current curriculum review: 1. subject guidance, and 2. transdisciplinary theme descriptors. The update on the subject guidance will examine the processes, the direction, and the imagined material for schools in supporting inquiry-based transdisciplinary learning through the subjects. An update on the review of the transdisciplinary theme descriptors will provide an insight into how schools can use their programme of inquiry to remain current and relevant and support the development of conceptual understandings within and across the subjects. Come along to the session to find out how to engage with these reviews and what this could mean for you in the future.
Improving the IB conversion scale for higher education admissions by ACTAC	The Australasian Conference of Tertiary Admission Centres (ACTAC) has developed a new fine-grained methodology for calculating the IB admissions scores (IBAS) for IB graduates who are applying for admission to tertiary courses commencing in 2023. The purpose of the new methodology is to improve the combined rank schedule for IB students by providing more conversion points. As the IBAS has just been implemented for 2023 admissions, representatives from ACTAC will be sharing its approach for improving the conversion scale and overview of 2023 admissions offers made based on the IBAS. Participants will learn more about ACTAC's plans and will be able to ask questions and provide suggestions to the team. This session will be co-presented with representatives from the Universities Admissions Centre (UAC) for New South Wales (NSW) and Australian Capital Territory (ACT) in Australia.
CP updates: CP core enhancements	This session will provide updates on the curriculum reviews for all four core components of the Career-related Programme (CP), including reflections on the current design and experience, and an overview of the direction for the enhanced core. This session will include both a presentation and interactive discussion, inviting participants to share their insights, reflect on their experiences and imagine the future of the CP core together.
The top 10 things you should know about the CP on its 10th anniversary	This session will highlight the history and development of the Career-related Programme (CP) in IB World Schools around the globe. We will explore characteristics of schools and students who participate in the CP. Analyses will cover similarities and differences by school type, region, and career-related study pathways. You will also receive highlights from the latest research about school implementation and graduate stories.
Designing for the future: Updates on IB's review of 16+ programmes	For the first time in its history, the IB is undertaking a comprehensive, collaborative programme-level review of its Diploma and Career-related offerings. The review of 16+ programmes is attempting to "re-code" an IB education to make it more inclusive, flexible, and future-oriented. We plan to update our programmes with new pathways for students aged 16–19, and with innovations in how our subjects and assessments are designed and delivered. Our vision also includes: • compelling new programme purpose and aims • focus on a richer set of knowledge, skills, and competencies • more access and agency for educators and students • more engagement with real-world challenges • clearer IB documentation • more relevant and future-fit assessment design.

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	In this panel, the project leads will share the review timeline, updates from emerging pilots, prototype designs, including ways for educators and school leaders to get involved. There will be time for discussion and questions following the presentation.
Curriculum development: Insights into developing the DP and CP curriculums of the future	The Diploma Programme (DP) and Career-related Programme (CP) curriculum managers from the IB Education Office—Learning and Teaching division—will share insights into their work, how it has evolved over time and how educators can become involved with the IB's DP and CP curriculum development.
Oh, the places IB students (can) go! An update on international student mobility trends and what it means for IB World Schools	IB programmes provide mobility to students to move all around the world and to embark on higher education. This session will look at global student mobility trends. It will examine data on where IB graduates have been sending transcripts and compare IB data with general international trends. It will explore main trends post-COVID-19 and identify trends from the Asia-Pacific region in terms of student mobility. Schools will be encouraged to share their experiences of trends in student mobility after the IB. This will provide school leaders and school counsellors with the opportunity to refine their activities using the latest trends.
IBEN updates and insights	What is new and what is coming soon for the IB educator network (IBEN).
IBEN: Capabilities and coaching strategies—how to reflect, grow, and impact	This session is only for educators confirmed for IB educator network (IBEN) roles (workshop leaders, school visitors, examiners). "Cognitive coaching is about producing self-directed learners and leaders with the disposition for continuous, lifelong learning" (Arthur L. Costa). The IBEN capabilities are a framework designed to self-reflect on outline how an educator can handle the responsibilities and accountabilities necessary to successfully perform an IBEN role. Through a cognitive coaching model, we will be able to reflect on and analyse what resources are available for members of IBEN to focus on self-management, self-monitoring, and self-modifying behaviours, aligned with the IBEN capabilities. Through this interactive workshop, we will engage in discussions regarding how our identity, values and beliefs, capabilities, behaviours, and environment impact how we perform IBEN roles.
Indigenous education for an inclusive future	As the IB seeks to take proactive measures on diversity, equity, and inclusion (DEI), this session aims to open ideological and implementational spaces for educators engaged with Indigenous practices and the ways they have reclaimed these practices within an IB education—both in terms of their languages and educational models. The IB World Schools and their partners represented in the panel are involved with Indigenous transformational education projects in their own communities. The session aims to amplify the voice of schools which have been systematically minoritized in their usage of Indigenous educational practices and to learn how they have been successful at incorporating them within their educational models, which many times could contradict the programmes offered by the IB This panel contributes to the understanding of the work of IB World Schools with Indigenous education projects, curriculums and policies, and further areas of development for growth and support.

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Explore how IB Exchange can inspire and grow great teaching	Join us for an interactive session on IB's newest professional learning experience platform, IB Exchange. During this session, you will access resources, lesson plans, and other IB Exchange materials available on the platform, share questions and insights, watch a presentation, and engage with other educators. IB Exchange not only inspires great teaching but supports educators on their learning journey through a carefully curated and diverse catalogue. This vibrant community of practice places the teacher at the centre and elevates the teacher's voice and expertise. Join us for a collaborative session and share, inspire and grow with IB Exchange.
Cross-disciplinary learning across IB programmes: A shared understanding	The "state of the field" for cross-disciplinarity is dynamic, and this plays into the IB context as we seek to enhance current and explore fresh opportunities for our students to learn via the family of cross-disciplinary approaches, in tandem with their disciplinary-focused learning. In the words of Julie Thomson Klein (2021), "the very plasticity of interdisciplinarity allows disciplinary and boundary work to be included in the same space and time". As we move forward, greater understanding of cross-disciplinary learning and how it can benefit students and educators is made more possible by observing and analysing how it is manifest in its various contexts across IB programmes, alongside disciplinary learning. There is still much to understand about the outcomes for students from cross-disciplinary learning and the IB can take the lead in this important area of research.
Ready for the return to moderation?	As the COVID-19 pandemic becomes manageable and schools are open for examinations, the IB plans to return to moderating coursework rather than externally marking all student work. This session will remind teachers about the principles behind IB moderation, including how samples are selected and the process of determining moderation factors. It will also present some advice on how schools can prepare for the return to moderation by ensuring teacher marks are as close to the global standard as possible.
Programme development plans: Your tool for strategic and intentional growth	This session will help schools develop as learning organizations and communities of practice. Participants will discover how to create effective programme development plans to ensure a positive impact on student learning. Schools will be offered an opportunity to dive deeper into the programme development planning process, identify strategies to gather meaningful data, and assess their approach and effectiveness of the plans.
The leaky leadership pipeline for women leaders	A survey of international schools conducted in 2021 by the Council of International Schools found that while the majority of international schoolteachers are female, women are underrepresented in leadership with 75% of schools having a male head. This session draws on the body of research into the experiences of women leaders as they navigate the leadership pipeline and is informed by the presenter's Doctor of Education research at Bath University (UK). Through the intersecting lenses of succession planning, work-life balance, mentors, biases, and leadership identity, participants in the session will deepen their understanding of what the research says helps women rise, the barriers they face and possible ways to mitigate this. Participants will have an opportunity to discuss what this looks like in practice in their own context, and what they and their schools can do to help. This session is for men and women with influence in international schools.
How to design learning for inclusion	Design for inclusion at Glendowie College (New Zealand) has a goal of full participation and achievement of all learners. This workshop will outline how we used professional learning for a facilitated teacher inquiry "design for inclusion".

	This was a school-wide and national priority for all aspects of inclusion including cultural inclusion and supporting the diversity of learners in our schools. The process was a teacher inquiry directly connected to the identified learner needs, with an outcome that could answer the question "what will change for students"? We will share our inquiry design structure, delivery, and teachers' outcomes to support inclusive classroom practices, environments, and pedagogies. This is an interactive workshop that role models inclusion and highlights the Universal Design for Learning framework as a model for teacher planning and pedagogy. This process connects with the IB's goal of becoming more internationally-minded and valuing and respecting student differences and diversity.
Getting the most out of our DP students: Factors behind Australian DP student performance	Have you ever wondered what the most important factors are behind student success in the Diploma Programme (DP)? This presentation will take you through an analysis of data aggregated from Australian DP schools and prompt you to think more deeply about the reasons behind some of the findings. The factors investigated include demographic and structural details of schools running the DP, correlated with results data. The findings are compared with recent educational research to draw out questions for us: • What are the ideal conditions for DP students to maximize their learning? • What are some of the different strategic approaches that can be successful in different school contexts? Through participation in a mentimeter presentation (interactive presentation software with real-time feedback), attendees will be able to explore and discuss the implications for their own contexts, and to share their own insights. The session is suitable for DP coordinators, school leaders and DP teachers.
The power of grit in the pursuit of personal success in the DP	Well-being is a state in which every individual realizes their potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to contribute to their community (World Health Organisation, 2014). We are at the three-year mark of embedding a well-being strategy that has improved student academic performance, generated a common language for our learning community and it has reduced attrition, academic behavioural incidents (non-submission of assessment) and the number of students not meeting requirements to attain the IB Diploma. This session shares the evolution and practical take-away strategies of a well-being framework, generated through an appreciative inquiry approach to gather community voices, grounded in researched global best practice informed by scientifically evidenced grit, resilience and positive psychology, and designed to harness student and staff agency.
Creating a flourishing well-being culture in schools	Well-being at Queensland Academy for Science, Mathematics and Technology (QASMT) is a visible wholehearted, supportive approach where everyone in the school community works together to intentionally promote rich connections and a balanced lifestyle. The focus of our session will look at the implementation of our "whole-school well-being framework"—how positive psychology and well-being are taught in our Middle Years Programme (MYP) and Diploma Programme classrooms, and how we adopted a collective responsibility approach to inclusion in our school. The well-being framework was part of the whole-school cultural shift to ensure that we are addressing community needs relating to well-being, based on the principles of positivity psychology but also the importance of recognizing and celebrating inclusivity and diversity.

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	We will look at how we have been creating change in this space for a number of years, in particularly our pastoral care and student support programmes and how this will support the introduction of the standards of practice in support.
From tokenism to transformation: A CHAT about agency	"Agency" is increasingly visible in national/state school systems and international education organizations. The facilitators' research and thinking about agency was provoked by observations that agency is often just a "mantra" of voice, choice, ownership. This is only the tip of the agency iceberg! Classroom power is still often teacher-centred. School power is often centred with specific leadership roles. This workshop delves beneath the "iceberg". It explores how agency connects to learning and teaching across all ages, and also to well-being, resilience, and school culture. The workshop promotes the importance of shared transformative agency with the whole-school community through collaborative consideration of theory, experiences, and practical steps. Participants will use a cultural-historical activity theory (CHAT) thinking tool to explore tensions and consider action plans for their unique context. They will be invited to share their own experiences and challenges, consider feedback from the group and devise "next steps".
Leading IB continuum schools through synchronized programme evaluation	Seoul Foreign School (SFS) is an IB continuum school offering the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) in Seoul, South Korea with an enrolment of approximately 1,500 students. In November 2022, Seoul Foreign School completed a synchronized IB evaluation and Western American Schools Commission (WASC) accreditation visit using the April 2022 IB *Guide to Programme Evaluation*. In conjunction with the 2020 *Programme standards and practices*, SFS engaged in "a reflective process leading to a deeper understanding of both the aspects of the programmes that are being implemented effectively and the aspects that need further development" (2022 IB *Guide to Programme Evaluation*, page 2). This session will share the practical resources, strategies, and experiences that guided and evidenced the evaluation process.
Leading curricular change in an international context	How do you effectively guide an already successful school through an overhaul of the Middle Years Programme (MYP) and Diploma Programme (DP) curriculum? This session will outline the guiding principles, considerations, timeline, and steps of leading the secondary section of a three-programme IB World School through a curriculum overhaul. We will also discuss considerations needed when working with a multinational staff who may have different expectations about both the process and outcome. We will discuss best strategies for embedding diversity, equity, and inclusion (DEI) within the curriculum as well. The format will be an interactive workshop model so that participants can consider how to apply our framework and action plan to their own context. Leading schools through strategic plans can be overwhelming, and it is easy to lose buy-in and enthusiasm along the way. To avoid this, we will also consider the importance of school culture and the necessary support of middle-leaders when actioning these plans.
Empowering our schools to take action: How students can lead in a global issue	As educators we need to promote advocacy in different global issues, including human trafficking prevention. Human trafficking is a USD 150 billion industry. The average age of a sex trafficking victim is 12–14 years old, and an estimated 50 million people worldwide at any given time are trafficked.

| | In light of these estimates, schools are uniquely positioned to share information for prevention by connecting students and educators to resources. We have the opportunity to activate schools, equipping them with the tools and red-flag indicators needed to keep our communities safe. IB Schools can activate students through service as action; creativity, activity, service (CAS); and exploring this issue through various global contexts. Empowering our communities to connect to available resources in order to propel students into acting is an important step in stopping this crime.

This session offers awareness, guidance on school-wide activities and models of student-led engagement that are working globally. |
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| **From boundaries to bountiful: One school's journey into the light** | This session will explore the complexities of moving a school from an exclusive club to a fully functioning international school. Through a series of interactive and engaging activities, the "story" of the French International School of Hong Kong will be told. The session will explore the challenges facing the school and put you at the centre of the decision-making process in moving the school forward.

Participants will be able to test their decisions and come to a consensus about the best courses of action to take. Decisions taken by the workshop participants will be compared against real-life decisions and outcomes and lessons will be drawn about the nature of leadership and the extent to which what we do as leaders can impact the fate of so many. |
| **The materials of storytelling: Invitations of agency, self and identity for all learners** | • When is a stick not a stick?
• When is a box not a box?
• When is a book not a book?

This session will explore the materiality of storytelling and how interpretation invites agency, self-expression, and identity. Participants will work through a series of "invitations", pulling the learner into a shared space of belonging and constructing meaning while building a toolbox of strategies to implement in the classroom tomorrow. Connections will be made to agency in the Primary Years Programme (PYP), early learners, approaches to learning, social and emotional learning (SEL), evidencing learning and more!

This session will provide the theory behind why "a stick is not a stick" and how the foundations of how to scaffold meaningful storytelling elements throughout the curriculum can strengthen relationships, build community, and let each learner's story shine. |
| **Integrating meaningful mindful awareness—with adolescents and whole-school communities** | This workshop will explore ways of meaningfully integrating the intentional cultivation of awareness within the teaching and learning curriculum. There will be a particular focus on years 9–12. A range of activities will be explored, some are meditative exercises and others involve different means of contemplation or applying a mindful lens to everyday classroom activities.

Ways of thinking aligned with the priorities of the theory of knowledge (TOK) course will be engaged. We will consider the nature of the judgments we make towards information we receive. Also, opportunities will be given to experience modes of being that may be novel and unfamiliar in a subject teaching environment. The opportunity to practise questioning some personal, cultural, and modern societal biases will be afforded, for example, an anthropocentric (human-centred) worldview.

Care will be taken to speak to and model the invitational language important when leading such activities. |
| **Educating the whole child: Head, hands, and heart and the Diploma Programme** | What is it about a Steiner education that prepares learners so well for an IB education? The Steiner philosophy, developed by Rudolph Steiner in 1919, seeks to bridge the divide between the three main areas of human culture—the arts, the sciences, and spirituality—in an effort to achieve an understanding and respect of humanity. |

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| | In this session we will explore the parallels with an IB education and look at the features of a Steiner education that work so well for learners in the Diploma Programme.

Steiner education integrates practical, artistic, and conceptual elements. Holistic is a word often attributed to Steiner education as the head, hands, and heart are all incorporated in a child's learning. The Steiner approach considers a child's development stages and aims to deliver the right learning at the right time. Learning is a journey of discovery, both of the world and oneself. |
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| **TOK programme integration: A coherent model to empower meaningful connections for teachers, students, and parents** | This model prioritizes the theory of knowledge (TOK) subject guide's notion of "knowledge communities" and provides a common language for students and teachers to explore the nature of knowledge across the disciplines. It empowers the development of meaningful connections across the Diploma Programme (DP) for DP coordinators, TOK coordinators, subject teachers, and students. Importantly, the model also provides subject teachers a safe and practical space to develop their own understanding and agency in managing TOK conversations. For students, the model provides a consistent vision across their DP subjects; extended essay (EE); and creativity, activity, service (CAS).

Furthermore, the model provides the school with the ability to transfer key IB concepts throughout all K-12 curriculums. The presentation will outline the journey by which Tanglin Trust School (Singapore), embedded this DP model throughout the post-16 dual pathway experience. |
| **Motivate me! Using agency and play to captivate your disengaged learner** | This session explores the evidence base for student motivation, with a particular focus on the causes of disengagement in classrooms. Participants will understand why some learners get trapped in cycles of self-handicapping, fear of failure, and procrastination.

Student agency and play-based pedagogies will be presented as tools for "switching on" hard-to-reach students. Goals, attributions, and self-concept will be discussed as the mechanism for motivation. A variety of classroom-ready examples will be shared so participants walk away with practical ways to elevate agency and facilitate purposeful play, for the benefit of hard-to-motivate students. |
| **Why social and emotional learning should become a core subject in a modern school** | In this session, participants will learn about the social and emotional learning (SEL) programme and inquire into how a school can implement SEL into the curriculum and make it their own. We will share the experience of implementing SEL at Genesis Global School (Noida, India) as a core element, with a unit plan and course overview designed by our educators:
• IB counsellors
• Middle Years Programme (MYP) coordinators
• service as action (SAA) and interdisciplinary unit (IDU) coordinators
• individual learning needs (ILN) educators
• arts, science and mathematics teachers.

We will highlight the impact SEL had on our students, outline the mindset shift we see, and discuss how SEL contributes to the social and emotional well-being of all stakeholders—with a focus on the students. We will share:
• interactive example exercises, tasks, and tools which schools can start using today
• outline the most successful topics, and
• give suggestions and tips on how and where to start. |
| **"How to" guide for developing a whole-school approach to well-being** | This session will explore ways to design, develop and implement a whole-school approach to well-being within the individual school context. Participants will be encouraged to reflect on their current practices, and how to develop a shared language to support a unified approach to well-being. An IB education seeks to provide a holistic approach to teaching and learning, recognizing the whole student and developing their social, emotional, and cognitive capabilities. Research shows us that proactive and preventative strategies are most effective when schools adopt a whole-school approach to well-being. |

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Pod-based autonomous professional learning communities: Giving educators ownership of learning	The provision of collaborative learning opportunities is central to creating successful IB Schools, through developing teacher practice. Professional learning communities as a collaborative model have proven to be drivers of improvement in schools and changing educator practice. Building these communities directly into the daily schedule makes educator learning as visible and normal as student learning. Couple this with a focus on instructional practice: student learning and its driver, the quality of task, and a powerful vehicle for pedagogical and instructional educator learning occurs. We will follow the journey of a small Malaysian IB continuum school adversely affected by COVID-19 as it builds pod-based professional learning communities as collective, peer-supported learning within small autonomous groups to enhance the collaborative learning process. Join a discussion of how any school with limited professional development budgets can harness what already exists in the school to move pedagogical and programme learning from the senior leadership team (SLT) direction to educator ownership.
Lessons learned about well-being across two campuses	For many schools, well-being, wellness, relationships, connection, and belonging have been a strategic focus in recent years. The United World College of South East Asia (UWCSEA) is no different. One of our high school goals for the past two academic years is to "design for well-being". This session will explore how we are supporting our students through building capacity in our staff and defining a clear roadmap of expectations and milestones. "Lessons learned about well-being" will explore the work across both of our campuses in Singapore over the last few years. Big picture topics such as finding your purpose, checking assumptions, and creating change will be explored and shared. Digging into the finer details of strategies like establishing baseline data, achievable goal setting, and conducting relationship mapping will also be discussed.
Use of learning powered approach and digital technology to enhance learning for the 21st century	Learning powered approach derives from a commitment to develop students into lifelong learners. It aims to equip students to adapt and flourish in the world beyond school. We have a multitude of digital tools and platforms available for education. So, how can we use these tools to enhance critical elements of the IB, such as approaches to learning and approaches to teaching? This session will give educators the knowledge and understanding needed to answer this question. You will be exposed to a variety of technological applications and will be given resources on how these tools can be used alongside the learning powered approach to create a rich learning environment in the classroom. You will be shown how minor tweaks to pedagogical approaches can result in powerful learners using examples from our case studies (PYP year 1, PYP exhibition, and MYP year 10).
Transition years: Leading the transition between IB programmes	In this session you will be introduced to the vision and purpose of the Transition Years Programme (TYP) at the Canadian International School of Hong Kong (CDNIS). The TYP at CDNIS is a Middle School Programme (MSP) that was designed specifically for grades 6–8. The programme has a unique timetable, staffing model, and curriculum. The TYP was designed and planned over a two-year process and is now in its third year of implementation. It honours the needs of early adolescent learners and intentionally scaffolds their journey into the Middle Years Programme (MYP), while remaining situated within the grades 6–12 upper school. The TYP support students, teachers, and families through the transition from the Primary Years Programme (PYP) to the Middle Years Programme (MYP). Participants will walk away with practical resources that can be used to lead transition at their own school.
Curating professional growth for new IB educators	Our session is aspirational as it seeks to explore ways that IB teachers can reflect and identify their professional development needs. The mastery transcript is adaptable and teachers could therefore use it with flexibility to document how they include the six key elements of approaches to teaching skills. Teachers at Chadwick International that are new to teaching, or to the IB curriculum, are well-positioned to curate evidence of their engagement and mastery of other

	key elements of the curriculum they engage in. This reflective practice includes continuous self-reflection; coaching conversations with the programme director; teachers who are new to the IB; and mentors teachers, which is a way of fostering belonging.
Learning is its own reward: Intrinsic motivation for empowered learners	Would you like to learn about how fostering intrinsic motivation increases well-being, promotes positive relationships, and enables student agency? Then this session is for **you**! In this interactive session, the presenter will guide participants to understand the effects of intrinsic and extrinsic motivation. Drawing on the research of Alfie Kohn, Daniel Pink, and the presenter's own action research, a case will be made for a "no reward" classroom or school. Participants will be encouraged to reflect on their own practice and consider why they should take the leap towards becoming a "reward free" classroom or school. For participants who have already made the shift towards intrinsic motivation, this session provides the opportunity to connect with other open-minded educators. Examples will be given from the presenter's research in an inclusive primary environment. The educational stance is also relevant to all educators.
From local to glocal	This session will focus on the "why", "how" and "what" of the journey of a school from national to international. It will explore a model which enables meaningful transition from a local, national context, towards a glocal outlook. This includes: - The rationale for change - The role of the board during transition - Creative budgeting, including the use of professional development funds - The interconnected role of stakeholders - The implication of recruitment policies - Distributed leadership and the IB leadership intelligences - The importance of valuing the local context: glocal - The benefits of networking - Investment in marketing This session is intended for schools who are exploring their identities, moving away from national bounds, towards an international approach. In reality this means schools need to manage a transition which can, at times, seem daunting. We aim to give you a practical model which helps not only to manage that transition but to enjoy the journey.
Developing and sustaining a collaborative culture through leadership: Lessons for progressive schools	With a 2,000+ student, and 500+ staff strength, Fountainhead School is one of the biggest IB Schools in India. With a shared mission statement and value system for decision-making, aiming for big goals, involving stakeholders in decision-making, and creating avenues to make employee well-being a priority are some of the reasons why people love to work at Fountainhead. The school, since its early years of growth, has developed policies, systems, and processes to manage the personal and professional growth of the teaching community. The session will include sharing practices that have helped Fountainhead create a joyful work environment where both adults and children thrive.
The potential of the PDP for changing school cultures: Case studies from Japan	With the introduction of the programme development plan (PDP), some schools face challenges in developing a school culture that enables school-wide programme reflection. In this session we explore the implementation of PDPs from the Japanese context and examine how schools can develop an ethos to promote agency for teachers and allow the community to collaboratively reflect and grow. The case studies are drawn from the implementation of a one-year IB pilot project through an in-country bilingual team of lead educators who supported the PDP process in seven Japanese IB World Schools. We will consider the involvement of school leaders in the PDP process, structural inclusion of all staff, and the use of language as a resource among the community. The session will engage the audience to share and discuss strategies to empower leadership teams throughout the process, to facilitate the participation of all staff members, and to overcome perceived obstacles in our diverse school communities.

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How to use storytelling to design and solve authentic problems	There is a strong link between problem-solving and storytelling—or what young people today know as "content creation"—because every story presents a context, problem, and solution. How do we then use this framework to enable students to solve authentic problems, helping them understand the value and relevance of what they are learning, instead of simply going through the motions? In this interactive workshop, educators will identify real-world business and community challenges to give learning better context. As students solve these problems and produce stories and content from them, they provide other learners access to the solutions and facilitate more inclusive learning. Creative expression allows students to reflect on their learning as well, which helps them develop their purpose and improve their well-being. This workshop is also designed for educators to discover how to assess student's problem-solving skills through their storytelling output.
Designing learning with historical concepts in DP history: Planning, practice and assessment	The Diploma Programme (DP) history course has conceptual learning at the heart of the syllabus. I am on the curriculum development team for the 2025 DP history refresh and know that these concepts will drive the changes taking place. Many teachers know the concepts but find it challenging to envision how these can be integrated into classroom teaching and learning. This session will provide some creative ideas on how historical concepts can fuel planning, learning and assessment across a history programme, with lots of tangible examples. The session will also provide ample time for teachers to draw on each other's experiences in the classroom well.
Leveraging the PDP for an IB evaluation visit using PSP2020	All IB World Schools undertake an evaluation every five years, new to this process is the programme development plan (PDP). These are critical components of the evaluation process and aim to support schools in engaging in continuous improvement. The Friends' School (Hobart, Tasmania) undertook their evaluation in August 2022 and presented a range of PDPs to support the Primary Years Programme (PYP), Diploma Programme (DP), and whole-school strategic directions. PDPs focused on: • a model of inclusion • conceptual-driven inquiry in the PYP • enhancing the core of the DP, and • a school-wide programme to reconsider learning across the school from 2024. This session will share ideas and insights into how to create meaningful PDPs that promote innovation and growth in an IB World School. Participants will have the opportunity to discuss ideas for their own PDPs and begin to expand these to incorporate all required components of the PDP.
Going beyond voice, choice, and ownership: Unpacking the characteristics and conditions that support student agency	Agency: A buzzword? An ideal? A misconception? The IB enhancements have encouraged an understanding of the importance of students having "voice, choice, and ownership". However, if we want all learners to consider perspectives, take action, and lead the conversation regarding inclusion, we need to look deeper into the systems and structures that empower agentic changemakers. This session will ask educators to go beyond "voice, choice, and ownership" and identify the characteristics and conditions that support a culture of agency. This session is based on a guided inquiry approach undertaken at Trinity Grammar Preparatory School (Sydney, Australia). This systematic process provides an opportunity to interrogate agency within specific school ecosystems and define the characteristics and conditions that empower all learners to show voice, choice, and ownership. This process encourages a critical reflection to ensure agency is not just a buzzword but an attribute of all learners for a more inclusive future.
Communicating your IB World School's unique story: An edu-marketing perspective on everyday conversations	This session will examine ways in which schools can leverage day-to-day school-based conversations to help tell the story of their school to a broader audience. While examining case studies based on the experience of three IB World Schools attempting to define their identity in an increasingly competitive marketplace,

	participants will develop tools to provide clarity to their own school's identity and the associated stories. The framework presented will support pedagogical leaders communicate a story that truly reflects their school's unique identity to differentiate them from other IB World Schools.
How school systems and cultures inhibit learning. Exploring possible steps towards continuous learning cultures	This session will begin with an exploration of existing research which identifies how and why people hide their insecurities and perceived limitations at work. With case illustrations, the presentation will show how the practices used in many schools are reinforcing this behaviour. Further, the cultural interventions which many schools adopt will be shown to be managing symptoms rather than providing sustainable solutions. The root causes for the behaviours will be explored. The session will progress to detailing how there are unspoken agreements which exist to mitigate against the risk of explicit or inadvertent revealing of professional shortcomings, as well as behavioural indicators. This session will ultimately focus on discussion of schools' cultural norms, systems, and practices which can begin to unlock the barriers which exist between each individual, teacher or student, and access to their full capacities.
Constructing teacher performance indicators for 21st-century teaching: Implications from and for IB education	As a global trend, there are great demands for preparing teachers with professional vision and capacities for 21st-century competency-oriented teaching. Applying the implications learned from the IB philosophy and pedagogical practices, this study aims to develop a framework of teacher performance indicators that promotes quality teaching for 21st-century skills. Based on analysis of IB documents; Delphi survey; focus group interview; and teacher self-assessment, this session will: • discuss the needed knowledge, skills, and dispositions of 21st-century teaching and learning • introduce the construction process and result of the teacher performance indicators framework based on IB philosophy and practices • address teachers' self-perceived capacities for teaching 21st-century skills as well as their reactions towards the framework. With reflections and implications provided, it is hoped that this session can contribute to the enhancement for IB teacher professional development.
Storytelling: How to use storytelling as an effective instructional tool to teach science concepts	As a physics teacher, I used to find it difficult to make every student in my class understand complex concepts clearly. Not anymore. Since I started using storytelling as an instructional tool, I have been very successful in helping my students understand concepts that are otherwise difficult to comprehend. In a digitally distracted world where the attention span is waning thin, storytelling plays an important role in engaging and captivating students and also in helping them understand and remember what they learn. This session will be highly interactive with periodic intermissions for questions and answers and also involve a "do-it-yourself" practise session. The session will explore the structure of storytelling in science, focusing on how to integrate storytelling seamlessly in science lessons to explain complex concepts in science. It has three parts, the story, the connection to the concept, and the learning of the concept through association.
Going global virtually: Will it work?	International education is integral to today's education as it allows students to deepen their understanding of other languages, customs, and cultures. The world moving towards a new post-COVID-19 normal and an acceleration in the adoption of technology poses new challenges to educators on how we teach and engage our students. This session aims to share with participants the challenges and opportunities of the pandemic and the specially designed and curated programme at St. Joseph's Institution (SJI) that brings international education into the virtual space.

	The presenters will share how the school experience in sending an entire cohort of more than 250 students on a four-week virtual exchange amidst travel restrictions and border closures. Participants will learn first-hand how to plan a virtual exchange and align the students' learning and deepen their acquisition of 21st-century competencies such as global awareness, cross-cultural skills, collaboration, and critical thinking as essential in today's globalized world.
"A way with words": The new literary arts school-based syllabus (the arts/Group 6)	This session will focus on the rich synergistic collaboration between the School of the Arts (SOTA), Singapore and the IB in the design and development of a literary arts course. This is a new Diploma Programme (DP) school-based syllabus in the arts subject group (old Group 6). Through cycles of inquiry, the creative practice-based literary arts course supports the development of the IB approaches to learning skills, and fully realizes the literary arts aims. The exciting journey from initial conceptualization to full fruition, and the key features of the syllabus, will be presented. Participants will also experience a taster of the literary arts curriculum implemented in SOTA, and some strategies employed successfully in the classroom.
Developing student agency using an inquiry approach in times of crisis	In an environment where students are used to a teacher-led instruction, the question arises as to how we can develop a stronger student voice and agency in a classroom. This session explores the effectiveness of using the inquiry approach in times of crisis to empower students and increase their motivation and self-efficacy in learning. This session will share: • What student agency is and why it is important. • What inquiry approach through crisis is. • The use of newspaper articles as a stimulus for inquiry learning. • How the inquiry learning took place in the classroom. • The role of the teacher in carrying out inquiry learning • Student artefacts to demonstrate how they approach the learning activities. • Student feedback on the activities.
Building international-mindedness: A case study approach to develop justice-oriented citizens	In an interconnected world what questions do we want learners to be asking to develop their understanding of equity, diversity, and inclusion (DEI)? If we want students to be "internationally-minded", how can we scaffold opportunities to build knowledge of local and global issues? This session will share the journey taken after the whole-school online workshop, "living and learning globally". The role of professional learning teams in driving whole-school goals by motivating and engaging teachers to embed their professional learning will be unpacked. Shared understanding of the terms global mindset, citizenship, and justice-oriented citizens will be developed. Examples from the Primary Years Programme (PYP) units will be used to demonstrate how case studies enable learners to make conceptual connections and transfer their understanding to global issues. The pacing within a unit will be explored to balance the acquisition of knowledge and transfer within an inquiry process.
Design thinking as a framework for inquiry and innovation: A school's journey	This session will explore a school's journey incorporating "design thinking" into the Primary Years Programme (PYP) units of inquiry. The presenters will share with participants the successes and failures they experienced along the way and provide them with resources and helpful tips for teachers and administrators as they begin their own journey into design thinking.
Provocations: Opportunities for inclusion	This session focuses on the provocation phase of a transdisciplinary unit of inquiry and the opportunity it presents for equitable opportunities for quality education and access for all students in the learning environment. It will also explore examples of provocations that promote inclusion within the broader school community offering parents, caregivers, "experts", teachers, and community members opportunities to take part in the learning experiences and in turn provide a scaffold or framework to support students in their learning.

The curriculum and pedagogic opportunities offered in IB World Schools prioritizing global agency	This session will focus on my research-based work on international-mindedness and global citizenship education (GCDE) in IB World Schools. In particular, it will focus on how a group of teachers and students in an IB World School articulated and implemented global agency. Furthermore, this session will invite participants to workshop the co-creating, openness, mapping connectivity, planetary issues, allosyncracy, scalability and substantiating (COMPASS) framework which summarizes the global agency implementation process. COMPASS will be used to support participants to devise their plans for the global agency in their particular contexts. This session will also ask participants to develop an action plan for the global agency that draws from the United Nations Educational, Scientific and Cultural Organization's (UNESCO) *Reimagining our futures together* for 2050. Lastly, in this session, I unveil select aspects of my upcoming book *The World in Us* to be released through SUNY Press in late 2023 detailing the future possibilities for global learning.
Exploring collaboration in the extended essay: Using one model to develop further opportunities	This session focuses on collaboration and draws heavily on active participation from attendees. It will be facilitated by IB educators who have extensive experience in research and the extended essay (EE). Interactive sessions will explore a model used by the facilitators at their current school. It will also draw on participants' own experiences and knowledge to explore how collaboration can enable Diploma Programme students to thrive, as they embark on the process of conceptualizing, researching, planning, writing, and editing their EE.
Triple A! Agency and authenticity in assessment. How visible thinking routines in the learner portfolio can drive student outcomes in studies in language and literature subjects and beyond.	How do your students make choices in their IB courses? How do you facilitate the right choice for diverse learners? In this session the focus will be on how visible thinking routines can be adapted to help students explore the opportunities for assessment. The learner portfolio will be examined as a tool to develop the reflective potential of routines in assessment. The learner portfolio is a powerful tool to engage students in the limitless possibilities and authentic connections that can be made in the personalized form of assessment in the English A course. This session will explore the multiple ways that routines have been used to foster independent, critical, and creative thinking in students' own assessment. Whilst this presentation will focus on the studies in language and literature (Group 1) learner portfolio, the discussion of strategies for agency and authenticity will be transferable across the Diploma Programme, especially in preparation for the extended essay.
Building agency: Creating a culture of belonging in IB World Schools	Student and staff agency is often spoken about in schools. However, what agency looks like in practice is often hard to define despite it being central to the creation of a culture of belonging in schools. This session will explore how to build agency strategically and systematically across school communities. Moving between theory and practice, participants will explore concrete ways to cultivate student and staff "voice" in decision-making through the building of a strategic vision. Participants will also come to understand what it means to ensure school systems are "human" by design and remain focused on building strong connections, mastery, and autonomy. Participants will also reflect on their own journey towards belonging and agency and the ways in which this has been deliberately cultivated in their schools.
Using the approaches to learning to prepare our students for the future	In the context of living in a time where information is readily available, children need to be equipped with the skills to access, interpret, and critique the world around them. This session will share how a Canberra school has planned, taught, and assessed students using the approaches to learning as a focus. Participants will consider key questions around:

	- what a graduate profile of a learner in their school is - how they can use professional learning communities to develop approaches to learning - what professional learning they can use with staff to confidently embed the approaches to learning in the classroom. Participants will leave with practical activities to use with students as well as strategies for building an approaches to learning scope and sequence for their context.
Develop IB educator certificate student-teachers' teaching strategies for approaches to learning using a professional development assessment tool	To develop self-directed learners, teachers need to attain a mastery in using approaches to learning skills and guiding approaches to learning. An ideal approach would be to engage students to construct their own approaches to learning capabilities and strive to become flexible, reflective, and innovative users of these skills. The IB teacher development assessment tool was created to assist teachers as they strategically support students. Coach teachers can provide formative feedback for teachers seeking professional development in their IB teaching practices. The rubric is composed of 19 criteria which allow teachers to conceptualize how students' approaches to learning can be facilitated and to plan their progress with coach teachers. We used the tool as a guide to coach student teachers in an IB educator certification programme during their intern-teaching. We will share how student teachers learn from the assessment tool, and their teaching performance for approaches to learning, using instructional evidence, including videos.
A springboard for change: Collaboration from the lens of a specialist teacher	The aim of our session is to encourage participants to reimagine collaboration at their own school, developing units that start in a single subject area. The presenters will offer a unique look at effective collaboration through the lens of a specialist teacher in a transdisciplinary programme of inquiry. This session will showcase a unit that grew from a collaboration between performing and visual arts into a unit led by the arts and supported by other areas of the curriculum, including the homeroom. We will explore the different stages of our journey—including conception, execution, and reflection—and will encapsulate the successes and challenges that we met along the way. This collaborative process has strengthened our community and proven to be a powerful transfer tool to enable conceptual consolidation of understanding and knowledge between subject areas. We aim to provoke thoughts, discussion, and opportunities to reimagine collaboration at other schools.
Nurturing the 21st-century artist through the Career-related Programme	Young artists of today require a nurturing, supportive, and forward-thinking learning environment as they prepare to navigate evolving arts landscapes. This session explores the ways in which the Career-related Programme (CP) empowers schools to design relevant courses that prepare students for professional arts pathways. The session also looks at how the CP can promote greater mentorship support and guidance for young artists-in-training. Through exploring the CP framework and curriculum, we will examine ways in which students' creativity, craft, and critical thinking skills, as well as artistic dispositions, can be nurtured.
How associations and networks work together to support the IB mission	This session will enable chairs or members of IB associations and networks to share best practice and build connections to strengthen the promotion of the IB's mission in schools. The session will include a presentation of the way in which IB Schools Australasia supports member schools and works with local networks and the IB Heads Council to support schools. The association will share

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	its governance structure, formal association with the IB, and targeted professional development opportunities. This presentation will lead to other associations and networks discussing and sharing their context, structure, and operation with goals of sharing best practice and developing effective connections between groups represented at the session and the IB.
Early learning environments: Unveiling the third teacher	Understanding how our spaces contribute to effective teaching and learning is a critical skill for early years teachers. Considering environments as the "third teacher" generates opportunities to investigate pedagogic, cognitive, and effective impacts of spaces on teaching and learning in the early years. This presentation explores the results of a participatory action research project, conducted through the University of Melbourne. The research project examined how early childhood teachers in three IB Primary Years Programme (PYP) Schools embraced a practical concept-based analysis tool to further understand their learning spaces. Investigating the structure, function, purpose, and impact of early learning environments also leverages the potential of the PYP key concepts to act as valuable scaffolds for teachers' professional learning. Investigating the pedagogic role of early years environments focuses on the intersection between the IB PYP implementation and the principles of Reggio Emilia, through the use of concept-based tools in spatial analysis and professional learning.
Rubrics, assessment and validity within the MYP	Enhancing the validity and reliability of assessment in the Middle Years Programme (MYP) through the research and principles of Professor Patrick Griffin and the University of Melbourne Assessment Research Centre. Participants will explore how MYP teams can apply this research to develop learning progressions that become task specific criteria to create a scope and sequence for the skills students develop in MYP learning areas. This adds meaning and detail to MYP grades, allowing teachers and students to make deeper inferences regarding learning level and growth. Using learning progressions shifts student perception of summative assessment from being a high stakes evaluation of their progress to an appraisal of conceptual understanding, while their skills continue to be built and developed throughout their MYP journey. This session will then outline how student voice can be harnessed in presenting assessments and criteria best for individual school contexts.
Elevating agency in the Primary Years Programme (PYP) through a culture of entrepreneurial thinking.	At Annesley Junior School (South Australia), entrepreneurial thinking has become an essential part of culture enabling learner voice, choice, and agency to flourish. This session will unpack how the school's timetable has been reimagined to provide students with weekly extended time, resources, and opportunities to utilize their passions interests and skills. Their challenge? To develop innovate products and services that add value to their world. Participants will explore the enterprise model developed at Annesley. They will engage in some of the challenging thought processes undertaken by the

	students. They will see how entrepreneurial understandings, knowledge and skills can be integrated meaningfully into a programme of inquiry at developmentally appropriate stages, culminating in a year-long exhibition promoting social entrepreneurship. They will discuss opportunities for developing meaningful connections with industry experts. They will consider the powerful impact student-driven enterprise has on approaches to learning development.
The stories that define your school and how they can increase enrolments	Every prospective family that visits your school is looking for answers to critical questions: • How is this school different from others? • How will it impact my child's life? • How will this school prepare my child for a volatile, uncertain, complex, ambiguous (VUCA) future? • Am I making the right choice? While all schools deliver curriculums and focus on results and performance, it is the stories and experiences that attract families and people to your school. These stories and legends help build your brand that turn into key messages to drive all your communication within and outside your school. Come join this discussion to hear more about: • Who is your chief storytelling officer? • How can the whole-school help turn your stories into legends? • Discover case studies from leading international schools. • Learn about best practices from experienced heads of schools. • Develop a strategy unique to your school.
International-mindedness and the IB's TOK	This session will share for discussion the PhD findings on international-mindedness and the IB's theory of knowledge (TOK). International-mindedness is a core objective of the IB Diploma Programme (DP). This thesis investigated how TOK teachers interpret the meaning and significance of TOK in relation to its potential to develop international-mindedness in their students. Employing a multimethod approach, the investigation was based on data collected through a survey across a range of school types followed by semi-structured in-depth interviews aimed at finding out how TOK teachers attempt to develop international-mindedness among the IB's DP students. The need to articulate a clearer account of the complex relationship between TOK and international-mindedness and the ways it might be aligned to the various other elements of the IB's DP, including the learner profile and the DP core will be discussed in by the group.
The state of the art in automatic online assessment for IB science and mathematics	This session will review the state of the art in automatic online assessment for science and mathematics at the IB level. The session draws on experience from two decades of developing, using, and researching automatic online assessment to support students. The session will look at how online assessment can be used to support teaching. Using examples from Scotland, the session will illustrate how online assessment can be used as the primary mechanism for student engagement. In particular, the course "Fundamentals of algebra and calculus" puts a traditional textbook inside the assessment quiz, using mastery learning. The session will discuss the extent to which automatic assessment can assess

	questions which cover the learning objectives of entire IB courses. Lastly, the session will show examples of where automatic online assessment has replaced traditional examinations in some university courses and discuss the future implications of this to high-stakes examinations.
The concept of hybridity in the praxis of leadership for middle and senior school leaders	How do you as a leader develop a successful narrative of school growth and development? What efforts do you make to set the context of the story and direct the plot towards the desired outcome? Do you have a desire to build a more inclusive dynamic school community? In this session, we will explore both theory and practice in the craft of school leadership with a focus on diverse contexts, environments, and school cultures. With a focus on relationships, trust, and diversity, we will explore new pathways for school leaders to take. This workshop will explore three major international school contexts including the start-up, the turnaround, and the expansion project. In exploring these contexts, we will directly connect with distributed and transformational leadership approaches. A major focal point for this session will be to unpack the concept of hybridity in the praxis of leadership for middle and senior school leaders.
Shifting pedagogical mindsets	Transformation and change in a school environment poses both adaptive and technical challenges. The objective of this session is to provide school leaders with a blueprint that can be used in their contexts when implementing pedagogical shifts. Drawing from research and experience, with the intention to include everyone on the journey, we focused on relationships, teacher identity, organizational learning, and strategic planning. In this session, we will use the design thinking process as a framework to present how we planned for, and implemented, a pedagogical transformation. We will showcase how collaboration and strategic planning with teachers, leadership and the board supported the transition from a content-driven curriculum to the Primary Years Programme (PYP) and Middle Years Programme (MYP) frameworks. Participants will explore strategies that help develop growth mindset, strategic planning, and teacher capacity.
Purposeful PYP: Towards a data-driven programme through assessment criteria	Join us in our journey in transforming our school towards more data-driven in the Primary Years Programme (PYP). This session will explore implementation steps and some strategies on creating processes towards more purposeful learning through data analysis. The team will share about the school's journey in developing confidence in using assessment criteria for data to document and analyse student learning over time; and to design an academic programme in the primary years, including outcome-based play.
Removing barriers to enable inclusion for all: Transforming IB planning through Universal Design for Learning	How can I engage and motivate every student to learn? Planning for inclusion in an evolving educational landscape requires all learners to experience high expectations, participate in learning decisions, and develop skills to self-advocate in order to succeed and experience success. Learners face many barriers to equity and access, often stemming from teachers questioning the

	"how". How can the IB planning process build in flexibility to cater for all my learners at their point of need within my subject? In this session, participants will explore how the IB "backwards by design" planning process can be supported by the principles of Universal Design for Learning (UDL), allowing all learners to build skills and capabilities to demonstrate and transfer their understanding in new settings. Participants will be challenged to explore forward-thinking perspectives on how to approach inclusive practices within curriculum design to ensure strong student outcomes for all learners.
A learning story: Embedding leading early years philosophy and practice in lower primary	In education, there has been so much talk about a revolution in schools that should be taking place given the global context. In recognition and support of the needs and rights of our youngest children, the need for enhancing learning in schools for students has never been more crucial. This session will explore how a primary school in Hong Kong has embedded leading early years philosophy and practices in the lower years—from explicitly attending to student well-being, to embedding concept-driven inquiry, to nurturing agency through play to reflecting the science of learning in the environment. Leaders in the school will share reflections on how they themselves have grown as a result of professional dialogue and development as well as share how teams have strengthened collaboration through a clear, intentional purpose where students authentically sit at "the heart".
Building an agentic community	This session will address distributed leadership practices that lead to staff, student, and parent agency within the enhanced Primary Years Programme (PYP). Participants will look at and discuss the underpinning theories of distributed leadership, staff efficacy (DeWitt) and the realm of concern protocol (Baron). Practical applications of these theories and case studies will be shared from St Andrews Lutheran College (Gold Coast, Australia). Case studies will focus on agency within the PYP exhibition, the ongoing use of the programme development plan (PDP) and the evaluation process. This session will give real-world examples of how you can further build agency in your PYP community.
Emerging issues and trends in teaching and learning: Findings from a research study exploring the impact of technology-enhanced learning on pedagogy, assessment and learning environments in IB's DP schools.	The recent global pandemic has accelerated the digital transformation in school settings worldwide. This digital transformation is driven by a quest to develop new ways of learning and augment the classroom environment by including new technologies and methods. This presentation will elucidate research findings from a study conducted during the challenging period of COVID-19, while schools across the globe were experiencing a major shift to remote and hybrid models of teaching and learning. It will present findings from the research that was carried out in two stages: • Study A accounts Diploma Programme (DP) teachers' and coordinators' views on the transitioning experiences caused by the shift to online learning during the pandemic. • Study B elucidates findings from a case study conducted in an IB World School that explored the role of artificial intelligence (AI) in the teaching and learning of mathematics at the secondary level.