

# IB WORKSHOPS AND SERVICES



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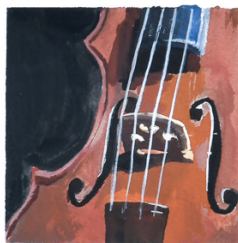
IB PROFESSIONAL DEVELOPMENT  
DEVELOPING LEADERS IN INTERNATIONAL EDUCATION

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## ELLIE LIM

This was one of the last pieces I made in my IB Art journey, and it was painted during a time of high tension as the IBDP was reaching its culmination. Amongst the craze of papers to submit and exams to study for, quiet moments of simple 'mundanities' became what grounded and focused me. They helped me see the forest from the trees, and also just take a moment to breathe and appreciate the simple beauties in life. I wanted to bring a calming quality to the piece through the use of vibrant yet soft colours. The compositional choice to have a collection of small squares aims to mimic the various flashes of life occurring all around us – from the serenity of passing clouds to the flickering of a flame. This piece acts as a reminder to take a pause, step back and appreciate the 'little things' in life.



# WELCOME TO THE 2023-24 PROFESSIONAL DEVELOPMENT CATALOGUE

At the International Baccalaureate (IB), we understand that the needs of our schools and educators are constantly evolving, just as your teaching environment and student profiles do. Our new catalogue enables you to continue developing your teaching capabilities to provide an international learning experience, preparing your students to engage with and flourish in a more sustainable future world.

IB Professional Learning nurtures systematic growth for educators through agency, inquiry, and inclusivity. We foster intercultural understanding and respect, build pathways for learning, and deliver a broad range of learning experiences. We empower global educator communities with flexible learning journeys that lead to transformational, actionable outcomes, which ultimately enable students to flourish.

Through the offerings in this catalogue, educators can experience Professional Development (PD) developed in partnership with the global IB community using the latest pedagogical research. Our collaborative approach to a PD experience is underpinned by inclusive design principles that rebalance learner agency, encourage collaboration and inquiry, and provide clear takeaways for individuals, groups and schools.

For 2023-24, we are pleased to provide a broad range of delivery models, including:

- requested and scheduled workshops, available in-person and virtually
- free learning resources across the IB programmes
- self-paced PD
- nano PD
- IB Exchange
- webinars

These feature different types of experiences, so educators can pick the right model to support them on their lifelong learning journey.

You can also look forward to new and expanded content.

- There are now even more options for IB Exchange, self-paced learning modules, and nano PD.
- PYP: Updated workshops have been added, such as “Learning and teaching for conceptual understanding”.
- MYP: Additional support for interdisciplinary teaching and learning for candidate schools, and free learning to support teachers as they prepare students for eAssessment.
- DP: Subject-specific seminars for current IB educators have been added for three subjects, providing information and support for the new curriculums that are starting in 2024.
- IB education: There is a new focus on increasing student agency with the addition of the “Agency, action and engagement” workshop as well as a focus on removing barriers to learning with the “Principles of equitable and inclusive education” workshop.

The IB is proud to offer these expanded, high-quality PD options to meet our educators’ needs. These can be explored through our catalogue or by visiting our website.

Our Professional Development Delivery teams are also always on-hand to support your school. They can be reached via [support@ibo.org](mailto:support@ibo.org).

We look forward to seeing you soon,

IB Professional Development

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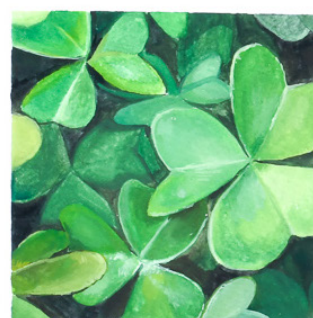
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# EXPLORE IB PROFESSIONAL DEVELOPMENT

Choose from a variety of IB PD options and pathways, all of which are supported by a global architecture, consistently high-quality materials and ongoing workshop leader training.

## SCHEDULED EVENTS

Every year, the IB schedules and organizes a wide range of professional development workshops to strengthen individual teaching practice and professional learning communities.

### Delivery options

Individual educators can attend any of these workshops face-to-face, online, or virtually.

**FACE-TO-FACE WORKSHOPS** take place at several events which the IB and our partners organize throughout the world. Every event generally consists of multiple workshops, hosted at conference venues, hotels and IB World Schools.

**VIRTUAL WORKSHOPS** are primarily synchronous: They closely resemble the experience of face-to-face workshops, but through a virtual platform. They offer comprehensive learning over three consecutive days.

**ONLINE WORKSHOPS** are generally four weeks long, offering a primarily asynchronous learning option, led by an experienced online facilitator. They also offer participants a unique opportunity to network, share experiences and best practices with other teachers around the world.

## REQUESTED WORKSHOPS

The IB delivers professional development workshops to educators from one or more schools upon request. Schools can request any workshops from our IB Workshops and Services catalogue and select their best preferred dates. Each workshop a school requests is delivered exclusively to a group of educators from their own school.

In addition, schools can select any of the following delivery options:

- Face-to-face (on-site learning)
- Virtual
- Online
- Blended – on-site and online learning, **only available to schools in the Americas region**

## FREE LEARNING

Use our cost-free assets to augment your professional learning community's agenda, to introduce new ideas and to "refresh" existing knowledge.

## WHICH WORKSHOPS SHOULD I CHOOSE?

**CHOOSE CATEGORY 1** if you are new to the IB or if your situation is similar to any of the following:

- You are new to the faculty of a longstanding IB World School and have not taught in an IB programme previously.
- You are aware of the IB philosophy and programme structure but are not experienced in teaching or administering the IB.
- You are familiar with the IB subject guide (including assessment procedures, moderation) and would like greater confidence before teaching a course.
- You have inherited a course and would like to review the subject content before teaching it to suit your own style and expertise.

**CHOOSE CATEGORY 2** workshops to develop your expertise in delivering an IB programme. You will have an opportunity to:

- make connections between programme frameworks and classroom practice
- enhance your understanding of assessment in IB programmes
- discuss and analyze standards and practices

**CHOOSE CATEGORY 3** workshops to go more deeply into areas you enjoy and to deepen your understanding and mastery of a particular area or subject.

Note: Teachers and other school leaders who do not teach in an IB school but wish to sample IB learning may choose to participate in category 3 workshops.

## WHAT IS AN IB EDUCATION?

This series of workshops challenges you to explore the question “What is an IB education?” You will engage in provocative learning experiences around challenging ideas central to the IB’s mission to make the world a better place through education. These workshops are available as either cross-programme experiences or as a single programme focus, upon request.

**ALL WORKSHOPS ARE RECOMMENDED FOR: All educators, IB coordinators and school leaders or decision makers at any point in their journey as life-long learners.**

NEW

### Agency, action and engagement



How might school communities design and structure learning experiences and environments to support the development and demonstration of student agency through action and engagement beyond the classroom?

In this workshop participants will:

- Learn how agency is used to help learners understand their potential and impact on their communities.
- Learn to have deeper conversations with students about how to engage with local and global communities.
- Explore the concepts of agency, action and engagement and their manifestations across the programmes (e.g. service, service learning).
- Evaluate approaches to learning and approaches to teaching that aim to support understanding of and engagement with complex issues in a way that honors personal and community needs and aspirations.
- Identify opportunities for institutional growth, enhanced curriculum design and deeper and responsive community engagement.

### Approaches to learning



What skills positively influence and support a student’s approach to life-long learning? All IB programmes develop the approaches to learning (ATL) skill categories of communication, social, self-management, research and thinking.

- Develop a deeper understanding of ATL as a way for students to acquire and use skills developed over time in order to access learning.
- Consider contemporary research to apply metacognitive strategies throughout the learning process, with an emphasis on assessment as learning.
- Design the curriculum to encourage students to build these skills.
- Reflect on how developing affective, cognitive and meta-cognitive skills using a variety of strategies may increase the capacity of learners to become self-regulated and intrinsically motivated.

#### WORKSHOPS KEY

- Face-to-face in English
- Face-to-face in French
- Face-to-face in Spanish
- Online in English
- Online in French
- Online in Spanish



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## Beyond the disciplines



How do we provide teaching and learning opportunities that reflect the unity of knowledge within, between and across disciplines? Learning beyond the disciplines highlights the interrelatedness of knowledge that gives students opportunities to construct, internalize and transfer meaning and understanding.

- Explore the relationships and shared concepts of disciplinary, multidisciplinary, interdisciplinary and transdisciplinary learning.
- Engage in activities that synthesize concepts related to ways of knowing while learning how to develop central understandings that encourage learning to know, learning to do, learning to live together and learning to be.

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## Bilingual and multilingual teaching and learning



How can we create and support effective bilingual or multilingual environments? Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding.

- Consider the importance of authentic inquiry and reflect on the research base in developing literacy across all years of a child's education.
- Examine the implications of the ways in which language learning can be scaffolded in bilingual and multilingual contexts.
- Explore how school policies and structures support the areas of learning language, learning through language and learning about language in mother tongue and other languages that form the school's language profile.

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## Investigating inquiry



How can we support student inquiry? Students' own curiosity provides the most effective provocation for learning that is engaging, relevant, challenging and significant.

- Investigate how using an inquiry-based pedagogy has the capacity to lead students to a deeper understanding of concepts through the construction of new knowledge.
- Inquire into specific strategies and questions relating to an inquiry-based approach to teaching and learning.
- Discover how the reflective process is an essential component in becoming a life-long learner.

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## Living and learning globally



### RECOMMENDED FOR:

**All educators, IB coordinators and school leaders or decision makers at any point in their journey as life-long learners.**

How do we build school communities that develop the knowledge and competencies that are essential for living and learning in a globally connected world? Global engagement represents a commitment to address humanity's greatest challenges in the classroom and beyond.

- Discover key concepts for the design and implementation of learning engagements that support international-mindedness.
- Explore how global issues and contexts expand and enhance perspectives and engage students in meaningful ways.
- Embed global contexts into the written, taught and learned curriculum to provide opportunities for students to participate in a complex, dynamic and diverse society that is connected due to greater mobility and technology.

NEW

## Multilingualism: Philosophy, policy and practice



### RECOMMENDED FOR:

**Subject and generalist teachers, language teachers, school and/or district leadership, programme coordinators, media specialists/librarians. It is recommended that a school team attend together.**

This workshop allows participants to explore how language, in general, is inextricably linked with each learner's identity and sense of self, and how multilingualism shapes the learner's experience of the world. Participants are invited to investigate how school communities live in and grow through a plurality of languages that shape everyday interactions; and how this constitutes the shared and deeply personal texture of all learning experiences. This awareness guides participants in exploring the role of multilingualism in teaching and learning, how language policies taking multilingualism into account can foster intercultural awareness, understanding and respect; and how this perspective can help school communities grow as IB learning communities.

Participants will explore how: Language learning and development supports multilingualism as a fact, right and resource for learning. A school's culture and environment impacts language development, learning and multilingualism. Multilingualism and language development are central to the aims of an IB education. The language tenets inform and impact language policies and pedagogical approaches across the school.

Practical applications: this workshop investigates the central role of language and multilingualism in IB schools, and how this informs all aspects of the life of the school community: school leaders and programme coordinators will cultivate a vision of the role of multilingualism in an IB learning community and how this informs the development of a language policy; teachers will gain tools to use multilingualism as a resource to foster learning when developing and implementing the IB curriculum; media specialists and librarians will explore the resources that can support multilingual teaching and learning in an IB school.

NEW

## Principles of equitable and inclusive education



### RECOMMENDED FOR:

**All IB educators (not only learning support teachers), school leaders, programme coordinators, consultants who wish to examine teaching and learning through the lens of inclusive and equitable education. Experienced IB teachers and school leaders who wish to inquire into further developing their approach to inclusive and equitable education are encouraged to attend. Note: This workshop can be delivered as a full continuum workshop or targeting specific IB programmes. The guidance will be the same for all programmes.**

How can a school meet the IB principles of equity and inclusivity in the delivery of an IB Education? Inclusive education has grown from a movement that was about inclusion of students with disabilities to a wholistic approach that is about all learners. It is concerned about belonging, participation and engagement of all students by removal of barriers. This workshop will help:

- develop an understanding of the IB's principles and approaches to equity and inclusive education
- develop specific pedagogical knowledge and approaches to deliver an IB education holistically to all students
- understand and develop an inquiry into the IB's policies and guidance on equity and inclusive education in learning, teaching and assessment
- gain knowledge to create whole school practices that foster equity and inclusive education

Note: Given that this course about the full range of the IB student population rather than about specific group of students or geographies, it will not address country-specific special educational requirements.



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## Social and emotional learning



### RECOMMENDED FOR:

**All educators, IB coordinators and school leaders or decision makers at any point in their journey as life-long learners.**

What skills and competencies do teachers and students need to flourish in a complex, interconnected world? When teachers provide opportunities to practice and model the skills of mindfulness, positive psychology and social-emotional learning (SEL), they are better able to respond to their own needs and the needs of their students.

- Investigate research related to SEL and learn how to apply practical strategies that assist students and teachers in cultivating greater emotional well-being, perseverance, selfregulation, self-motivation and resilience.
- Create environments that support authentic, mindful and caring communities of learning.
- Develop practical approaches and learn how affective skills can be integrated into the teaching and learning experience to lead to positive, meaningful action and student agency.

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## The learner profile



### RECOMMENDED FOR:

**Experienced teachers and administrators who wish to examine and strengthen teaching and learning outcomes through the development of the learner profile.**

How does the learner profile exemplify the IB mission in action? The learner profile is at the heart of the IB's commitment to an international education.

- Investigate the core concepts embedded within the IB learner profile and the central role it can play in an education that is international, relevant and able to support essential competencies for success in school and in life.
- Analyse and evaluate the relationships between the learner profile, international-mindedness and meaningful action in both local and global contexts.
- Learn new strategies to bring the learner profile to life in any school setting.
- Develop tools and strategies to bring the learner profile into action in any school setting.

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## The role of the librarian



### RECOMMENDED FOR:

**All experienced IB librarians, programme coordinators, members of school leadership team and those who have recently completed a category 1 workshop.**

How can the library or media centre support IB programmes? The library or media centre provides school-wide opportunities to engage and reflect on the IB principles and practices and connect teachers and students to knowledge and information in a digital and global context.

- Investigate the key characteristics that define an IB education to develop an understanding of how the library or media centre and the librarian can support the IB standards and practices.
- Explore ways of supporting student-centred learning environments in a digital world.
- Evaluate and analyze resources that can support teaching and learning in a global context and make connections between the programmes.
- Reflect on the collaborative relationship between the library or media centre, the academic staff and school leadership to prioritize specific IB standards that have an impact on the library or media centre and the librarian.

# GROW AS A LEADER IN OUR GLOBAL COMMUNITY

This suite of IB leadership workshops provides leaders at all levels with opportunities for conversation, reflection and growth, by developing a deeper understanding of their role in the IB ecosystem. Leaders will inquire into school context, community and culture, as well as the global IB ecosystem. They will expand their leadership knowledge and skills through an exploration of the IB's leadership intelligence framework, strategies and protocols.

## Leaders engage the community



### RECOMMENDED FOR:

**School leaders at all levels.**

In this workshop school leaders will consider how effective communication between their school and their community leverages the wisdom and expertise of all learning community members, thereby fostering interdependent, diverse and inclusive relationships.

You will explore how:

- Empowering all members of the community to be agents of change aligns with the philosophy of an IB education.
- Leaders nurture interdependent, inclusive and strengths-based relationships with their community.
- Effective communication between school leaders and their communities leverages the wisdom and expertise of all members of the community by encouraging the acceptance of diverse perspectives.
- Strategic engagement with their community can extend student learning and strengthen the implementation of their IB programme(s).

Practical application: Participants select a specific community to nurture a partnership within their context. They apply community leadership strategies learned in the workshop to further develop that specific community partnership or to develop a new partnership.

## Leading an IB education



### RECOMMENDED FOR:

**Programme/Subject group coordinators, Heads of School, Assistant/Deputy principals, district (US) leaders.**

This workshop allows leaders to explore leading an IB education that is both student-centered, and develops the attitudes and skills leaders need for both academic and personal success. IB leaders inquire into developing effective approaches to teaching and learning, thereby increasing intercultural understanding through a curriculum that is broad, balanced, conceptual and connected.

You will explore how:

- The IB mission empowers leaders to create a better and more peaceful world, through the IB learner profile and by promoting international mindedness.
- Effective approaches to teaching and learning help students to develop the attitudes and skills they need for both academic and personal success,
- IB leaders draw upon a range of IB leadership intelligences to further develop their programmes.
- Global issues connect learning through real world application that transcend the academic disciplines.

Practical application: Participants apply the IB's key messages about leading an IB education that run throughout this workshop, to discuss possible strategies that will explain and/or promote What is an IB education? to their learning community groups.



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## Leading an IB learning organization



### RECOMMENDED FOR:

**Aspiring and current senior leaders.**

This workshop allows leaders to better understand their role in developing a learning organization as that of a designer, steward and teacher. Leaders explore how to build a shared vision, challenge prevailing mental models, build professional mastery and team learning. They apply sense-making, systems thinking and activity theory in their IB World School context.

You will explore how:

- IB leaders are responsible for designing and sustaining learning organizations where students and staff continually expand their skills, attitudes and dispositions.
- IB leaders challenge prevailing mental models with new ideas and innovative methods in order to bring about change.
- IB leaders apply sense-making, systems thinking and activity theory to build a shared vision and continually develop their IB programme(s)
- Strategic aims, that align with the IB programme standards and practices, support development with all aspects of leading an IB education.

Practical application: This workshop is centered around identifying a systemic problem or challenge participants are facing in their school context and applying the key ideas of sense-making, systems thinking and activity theory to work through the issue. Leaders will leave with practical strategies and protocols to further develop their programmes by writing a case study based around their problem or challenge.

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## Leading and managing teams



### RECOMMENDED FOR:

**Programme/subject group coordinators, librarians, counsellors, team leaders at any level of leadership.**

In this workshop leaders explore how to lead and manage a multitude of teams and team structures in their context. Leaders inquire into how to maximize team learning that results in positive outcomes throughout the IB World School.

You will explore how:

- Professional inquiry and team learning are at the very core of the IB approach to programme development.

- Effective team leaders use a variety of leadership and management strategies to focus their teams on learning.
- IB leaders sustain and grow teams by focusing on the needs of the learning community.
- Dialogic teams engage in discussion about pedagogy within their own school and their extended IB network.

Practical application: Participants will choose an inquiry question, from the actual workshop inquiries, around which they would like to have further conversations with their team back at school. They will design the conversation using protocols and strategies learned in the workshop.

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## Leading mission, vision and strategy



### RECOMMENDED FOR:

**Current senior leaders, district level leaders (US public context), aspiring senior leaders.**

This workshop allows leaders to explore how IB leaders develop internationally minded people who are empowered to be agents of change in the world. Opportunities are provided to reflect on their unique school context as well as learning from global voices of other IB World School leaders. Leaders will continue to clarify their school's mission and vision by further aligning it with that of the IB.

You will explore how:

- IB leaders strategically design their school mission and vision to align with the IB mission.
- IB leaders develop internationally minded people who recognize their common humanity and shared guardianship of the planet.
- IB leaders act as agents of change in their IB World Schools and their local and global communities.
- IB leaders commit to self-reflection, professional inquiry, and collaboration in their learning ecosystem.

Practical application: Participants use their learning from this workshop to think forward and consider next steps in bringing about the change they wish to see in their context with the theme 'creating a better world through education'.

## Navigating leadership



### RECOMMENDED FOR:

**Aspiring leaders; experienced leaders new to the IB**

All IB World School leaders articulate a clear purpose for learning to foster the creation of a better and more peaceful world. This workshop allows leaders to find their answers to key questions that any leader could be asked during a leadership interview. Each question goes to the heart of an aspect of leadership work.

You will explore how:

- IB leaders nurture a culture of inquiry and reflection to impact teaching and learning throughout the learning community.
- IB leaders use a toolbox of strategies to overcome barriers and challenges, often in complex situations.
- IB leaders use the IB leadership intelligence framework when managing change.
- A leadership philosophy about leading teaching and learning frames both their actions and their impact on others.

Practical application: This workshop is built around key questions that an IB leader may be asked when interviewing for an IB leadership position. Each question goes to the heart of an aspect of leadership work in an IB World School and culminates with leaders preparing for that interview.

## EXECUTIVE AND ASPIRING SENIOR SCHOOL LEADERS

### Building partnerships with parents



### RECOMMENDED FOR:

**New and aspiring leaders in IB schools, who want to explore firstly how systems for teacher evaluation can be developed in their own school communities, and secondly how the different systems of evaluation can be developed that are relevant and effective in different cultural contexts.**

Parents know their children better than anyone else and clearly have the largest stake in their child's success and progress at school. As a group, parents represent a significant stakeholder within the school community and contribute in many ways to the community's success. The IB Programme documentation makes regular reference to schools working in partnership with parents to support students in their learning. Establishing partnerships requires school leaders to play a pivotal role in enabling and fostering effective relationships with parents. This workshop will explore the notions of community and partnership and the responsibilities that schools, their leadership and parents have in creating and sustaining effective relationships. The opportunities and challenges involved in developing effective relationships will be explored along with a range of strategies to promote and sustain effective relationships. Through engaging with a variety of case studies and real-world examples, and extensively drawing upon their own and each other's experiences and the relevant research, you will follow numerous lines of inquiry that focus on the role that you play in enabling and supporting the development of professional learning communities within IB schools.



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## Leading through an understanding of finance and accounting



### RECOMMENDED FOR:

**Educators who are either presently in a leadership role that requires a degree of financial skills and understanding or for those aspiring to positions of additional responsibility where finance will be a part of the role.**

The workshop will provide opportunities for you to inquire into the role of finance and accounting in IB schools and understand how financial projections and budgets support planning and help forward your school's mission. You will also look at how financial analysis can be used to construct meaning and help to optimize decision-making and how it can be understood within the specific local context. The workshop will also allow you to see how financial numbers produce different "truths" with the same set of figures and how you can create accounting and finance arguments linked to a broader narrative appropriate for specific audiences.

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## Leading well-being in the school community



### RECOMMENDED FOR:

**New and aspiring leaders in IB schools who want to explore how professional learning can be developed in their own school communities, and how schools can develop as IB-focused professional learning communities in different cultural contexts.**

The IB has foundational approaches which support the important emerging trend of emphasizing well-being in schools. We take a student-centric approach which values and nurtures learners' diverse talents and strengths in today's competitive, stress-fueled world.

This workshop gives you the tools to develop, plan and implement an inclusive whole school well-being program. It will do so through the lens of professional inquiries:

What is well-being? Why focus on well-being?

How can we teach well-being? How do we flourish?

## CATEGORY 1

The following workshops meet the requirements for authorization. Please note that each has a different audience and focus.

### Head of school



#### RECOMMENDED FOR:

**The head of school, who may be the head, executive head, owner, principal, governor, superintendent. Heads will be encouraged to consider who they should send to Leading the learning category 1. Required prior to submission of Application for Authorization Form A.**

In this workshop, heads of school are challenged to think about the process of leadership differently, to base their decision-making and actioning on a foundation of deeper understanding of the complex nature of their own particular context as well as being immersed into the IB ecosystem. Building on this understanding, leaders—together with the IB—will consider the ways in which their school community (all stakeholders) will place learning at the centre of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's mission and philosophy. Working with each other and the workshop leaders, participants will:

- embrace their role as a leader of a learning organization in an IB global context.
- become familiar with the IB's philosophy and requirements, including the specifications relevant to the programme(s) for which the school is seeking authorization.
- prepare to inform and engage their school community.
- plan their school's IB journey through authorization and beyond, including the identification of a potential leading learners team.

During the workshop, leaders will begin to develop their school's IB action plan to meet the IB's requirements for authorization and a vision for ongoing implementation.

*NOTE: All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes. All category 1 workshops are available in English, French and Spanish.*

#### WORKSHOPS KEY

-  **E** Face-to-face in English
-  **F** Face-to-face in French
-  **S** Face-to-face in Spanish
-  **E** Online in English
-  **F** Online in French
-  **S** Online in Spanish

### Head of school: Adding an IB Programme



#### RECOMMENDED FOR:

**Heads of School who have previously completed the current Head of School Category 1 workshop and are now involved in adding a new IB programme**

Intended for Heads of School who have previously completed the current Head of School Category 1 workshop and are now involved in adding a new IB programme, this module provides a brief overview of IB philosophy, but focuses primarily on programme-specific information. The successful completion of this course will fulfill the category 1 PD requirement at Application for Candidacy for additional programmes. It is self-paced, free, unfacilitated and online. Each session runs in French, Spanish and English.

## Leading the learning



### RECOMMENDED FOR:

**Required for coordinators in candidate schools; encouraged for all members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/heads of department, section/deputy/assistant/vice heads, inclusion specialists, career/guidance specialist.**

This workshop will support learning leaders to create the culture and conditions of a Primary Years Programme (PYP) school by considering the school's choices and actions and their impact on student learning.

Building on this understanding, leaders will consider the ways in which they will place learning at the centre of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's standards and practices.

Working with each other and the workshop leaders, participants will:

- take responsibility for their role as a programme leader within a learning organization in an IB global context.
- become familiar with the IB's mission and philosophy and the requirements and specifications relevant to the PYP.
- prepare to inform and engage their school community.
- plan their school's IB journey through authorization and beyond.

During the workshop, leaders will have begun to develop their school's IB action plan to meet the IB's requirements for authorization and a vision for ongoing implementation.

## Making the PYP happen in the early years: Implementing agency



### RECOMMENDED FOR:

**Primary Years Programme (PYP), including early years teachers (new and with some experience of the PYP).**

This workshop invites you to inquire into your own teaching practices and reflect on how you can develop the capabilities of a PYP teacher. By exploring the PYP framework, you will connect how voice, choice and ownership is recognized and developed in all members of the IB community. You will be supported in your understanding of learning and teaching in a transdisciplinary, concept-driven curriculum and how to design this in your own school context.

## Making the PYP happen: Implementing agency



### RECOMMENDED FOR:

**All Primary Years Programme (PYP) teachers (early years, Primary Years, new to PYP and with some experience of the PYP).**

This workshop invites you to inquire into your own teaching practices and reflect on how you can develop the capabilities of a PYP teacher. By exploring the PYP framework, you will connect how voice, choice and ownership is recognized and developed in all members of the IB community. You will be supported in your understanding of learning and teaching in a transdisciplinary, concept-driven curriculum and how to design this in your own school context.

## PYP RESOURCES

### Key Elements of PYP - From Principles into Practice Posters (Set of 4)

Highlight key elements of the PYP around your school with this colourful set of posters. Learning and teaching, assessment, agency and action are important features of the programme and each is visualized in this set. These informative and decorative posters are useful tools for explaining the programme to your school community. Display around the school to highlight a key part of the programme and motivate both teachers and students. Full colour. Size A2, 420 x 594 mm.



## CATEGORY 2

All category 2 PYP workshops are for administrators, coordinators and teachers who:

- have been working with the programme for at least one school year.
- have previously attended a category 1 PYP workshop (scheduled or requested) facilitated by PYP workshop leaders organized by or through the IB.

### Concept-driven learners



#### RECOMMENDED FOR:

**Experienced Primary Years Programme (PYP) teachers, coordinators and school leaders.**

A transdisciplinary, concept-driven curriculum supports the development of students' understanding of complex ideas. Build your capability to design and evidence or assess concept-based learning that leads to depth and rigour in student thinking within and across subjects. You will investigate how the programme of inquiry promotes a school-wide vision for concept-driven learning, and, with the planning process, creates opportunities for students to make connections and transfer understanding from one context to another.

### Engaging collaborative communities



#### RECOMMENDED FOR:

**Experienced Primary Years Programme (PYP) teachers, coordinators and school leaders.**

In this workshop, you will explore how a PYP learning community supports the agency of its members. This allows you to prioritize people and relationships in planning and learning with colleagues, interact directly with your students, and lead your school community to develop the shared vision of a PYP school. You will strengthen your capability to build and maintain collaborative relationships as well as investigate the impact that collaborating for learning and teaching has on the learning community and for the success of every learner.

### Evidencing learning



#### RECOMMENDED FOR:

**Primary Years Programme (PYP) administrators, coordinators and teachers**

Engage with the latest developments in educational assessment, its purpose and characteristics. Explore how to monitor, document, measure and report on learning to inform the learner, learning and teaching and the learning community throughout the learning process. You will strengthen your assessment capabilities by: analyzing data and evidence to inform decision-making for learning and teaching, providing meaningful feedback to feedforward for next steps, and supporting your students to become assessment capable.

### Leading the learning



#### RECOMMENDED FOR:

**Coordinators, members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/heads of department, section/ deputy/ assistant/vice heads, inclusion specialists and career/ guidance specialists. \*Heads of school may benefit from attending this workshop with/without their pedagogical leadership team.**

This workshop will support learning leaders to enhance the identity of being an IB World School through a reflection on the purpose, culture and environment of their learning organization and their agency for growing leadership capacity within the school.

Building on this understanding, leaders will consider the ways in which they will place learning at the center of their IB

## PYP RESOURCES

### PYP Action Poster

This poster shows how students can take action to build their world. Display in the classroom to highlight a key part of the programme and motivate both teachers and students. Full colour. Size A2, 420 x 594 mm.





programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's standards and practices. Working with each other and the workshop leaders, participants will:

- develop their leadership capabilities as a pedagogical leader within a learning organization.
- become familiar with the IB's leadership capabilities as lenses or tools to develop their personal mastery in an IB global context.
- prepare to develop collaborative or shared leadership capacity within their school.
- plan the journey through school self-study toward evaluation and beyond.

During the workshop, leaders will reflect and build on their school's IB development plan to meet the IB's requirements for evaluation and a vision for ongoing implementation.

NEW

## Learning and teaching for conceptual Understanding



### RECOMMENDED FOR:

**PYP educators, coordinators, librarians/media specialists and specialist teachers, who wish to learn more about designing and teaching for conceptual understanding in a transdisciplinary and inquiry-based learning environment.**

How might we intentionally design and teach for conceptual understanding within a transdisciplinary and inquiry-based context? Developing conceptual understanding enables learners to access many kinds of knowledge and develop understanding from multiple sources and diverse perspectives. In this workshop, participants will explore how:

Conceptual understanding is central to the aims of an IB education. Conceptual understanding is developed through the pedagogical approaches to teaching to support transdisciplinary learning within, across and beyond subjects. The programme of inquiry and the PYP collaborative planning process frame opportunities that enable designing and teaching for conceptual understanding that connects meaningfully to the learner and the learning community. Concepts play a critical role in organizing, designing and planning curriculum and learning. Together, this creates opportunities for learners to make connections, transfer and apply skills, knowledge, and understandings to new and different contexts in creative, generative, agentic and dynamic ways. This workshop provides tools and strategies that enhance conceptual understanding leading to depth and rigour in thinking within, between and across subjects both inside and outside the programme of inquiry.

## Local and global inquirers



### RECOMMENDED FOR:

**Experienced Primary Years Programme (PYP) teachers, coordinators and school leaders.**

As part of being internationally-minded, all members of a PYP learning community are supported in becoming inquirers. Investigate what it means to be an inquirer and develop your capability to design learning that draws on local and global contexts to challenge thinking, reflect and to act. Explore ways in which students can initiate and engage in their own inquiries connected to self and to others.

## Making space for learning



### RECOMMENDED FOR:

**Experienced Primary Years Programme (PYP) teachers, coordinators and school leaders.**

Learning environments reflect the importance of students as active members of the learning community, contributing authentically to decision making with a shared sense of purpose. Use the design of environments to influence learning in the PYP. Strengthen your capability to shape inclusive and creative learning spaces and places that remove barriers to learning for diverse learners. Inquire into the role that social, virtual and physical spaces play in inquiry-based learning and teaching and the development of well-being.

## Your exhibition



### RECOMMENDED FOR:

This workshop is relevant for PYP (primary years programme) educators (including specialist teachers, librarians and media specialists), coordinators and administrators in IB schools who want to learn more about the exhibition and its role in supporting individual and collective agency within students and the learning community.

How might the exhibition provide not only the culminating experience for PYP students but also a journey into the co-construction of learning involving both individual and collective endeavours that engage the whole learning community and beyond? Discover how to mobilize the power of the exhibition in your school, activating and supporting student agency, action and collaborative learning through the in-depth exploration of personal, local and global challenges and opportunities. This workshop will build your understanding of how the programme standards and practices support students and schools in an integrated way to plan, carry out and reflect on the exhibition through purposeful environments, learning spaces and engagements, alongside the approaches to teaching and learning, IB learner profile and action. Learn how to leverage your exhibition into a culminating experience that impacts self and community and furthers a student's learning journey.

## PYP RESOURCES

### PYP Learning and Teaching Poster

This poster highlights three features of learning and teaching through inquiry in the PYP, and visually reinforces the concept-driven, transdisciplinary approach. Full colour. Size A2, 420 x 594 mm.



## CATEGORY 3

NEW

### Agency, action and engagement



See workshop description on page 4.

### Approaches to Learning



See workshop description on page 4.

### Beyond the disciplines



See workshop description on page 5.

### Bilingual and multilingual teaching and learning



See workshop description on page 5.

### Building partnerships with parents



See workshop description on page 10.

### Creating a curriculum for transdisciplinary learning



#### RECOMMENDED FOR:

Primary Years Programme (PYP) teachers and coordinators.

Impactful learning occurs when teachers and students take a transdisciplinary approach. This workshop supports teachers in the design and writing of curriculum that balances disciplinary and transdisciplinary learning and teaching while responding to the needs of the learner and the learning community. You will consider how curriculum development can include students and the learning community as collaborators.

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## Developing your learning community



### RECOMMENDED FOR:

**Experienced IB educators, IB PYP educators, including all teaching roles, team leaders and coordinators.**

How might teachers, leaders, and students co-create a learning community of risk-taking, open-mindedness, and ongoing reflection in order to promote well-being, meaningful action-taking, and collaborative relationships?

Discover how agency, action, and international mindedness impact the learning and school environments.

This workshop provides tools to help develop an inclusive learning community that celebrates diversity and empowers all members to engage in cycles of inquiry, action and reflection that lead to deeper understandings and a lifetime of learning.

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## Developing your PYP framework: Early years



### RECOMMENDED FOR:

**Experienced IB educators, IB PYP educators, IB PYP Early years educators, including all teaching roles, team leaders and coordinators.**

How might teachers and leaders enhance their understanding of learner agency and co-constructing meaning in the early years? How can examining the image of the child along with the 2020 Programme Standards and Practices support this? Playful experiences during the early years lay the foundation for positive social and cognitive learning. Discover how the central features of play, learning environments, relationships and symbolic exploration and expression support early years learning as part of the PYP framework.

This workshop will support teachers and leaders to reflect on their current practices in their unique contexts, identify school systems, structures and policies that support learning and teaching in the early years and consider actions they can take to develop playful inquiry in their early years setting.

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## Investigating inquiry



See workshop description on page 5.

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## Leaders engage the community



See workshop description on page 8.

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## Leading an IB education



See workshop description on page 8.

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## Leading an IB learning organization



See workshop description on page 9.

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## Leading and managing teams



See workshop description on page 9.

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## Leading mission, vision and strategy



See workshop description on page 9.

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## Leading through an understanding of finance and accounting



See workshop description on page 11.

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## Leading well-being in the school community



See workshop description on page 11.

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## Living and learning globally



See workshop description on page 5.

NEW

## Multilingualism: Philosophy, policy and practice



See workshop description on page 6.

## Navigating leadership



See workshop description on page 10.

## Personal, social and physical education - Well-being



### RECOMMENDED FOR:

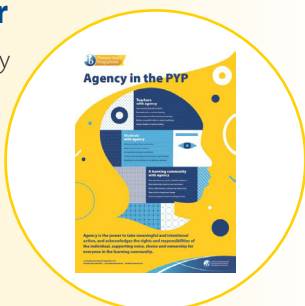
**Experienced Primary Years Programme (PYP) teachers and coordinators.**

Well-being is intrinsically linked to all aspects of a learner's experience at school and beyond. Personal, social and physical education (PSPE) is integral to teaching and learning in the PYP; it is embodied in the learner profile and represents the qualities of internationally minded learners and effective, lifelong learners. This workshop explores the responsibility that all members of the school community have for the well-being of their students—not just the classroom teacher or the physical education teacher alone—and how the PYP concepts are a vehicle for developing physical, emotional, cognitive, spiritual and social well-being. You will look at how the PSPE scope and sequence directly supports the development of the transdisciplinary skills and highlights the transdisciplinary nature of the PYP.

## PYP RESOURCES

### PYP Agency Poster

This poster highlights agency in the PYP as a way to create a culture of mutual respect and enable students to take ownership of their own learning. Full colour. Size A2, 420 x 594 mm.



## Planning for programme evaluation



### RECOMMENDED FOR:

**Administrators, coordinators and leading learning teams.**

The primary aim of IB programme evaluation is to help schools develop their capacity to implement IB programmes to have a greater impact on student outcomes through the development of teacher and leader practice. In this workshop, you will engage with each component of the programme evaluation process: preliminary review, self-study, school visit, final report, and how it all connects to lead to an impact on student learning through a programme development plan. You will reflect upon how this process supports schools as learning communities to work intentionally to continuously develop their IB programmes and enable school leaders and teachers to better direct their efforts and resources. You will come away with strategies to communicate your understandings in your own school context.

NEW

## Principles of equitable and inclusive education



See workshop description on page 6.

## Science throughout the programme of inquiry



### RECOMMENDED FOR:

**Primary Years Programme (PYP) classroom teachers and coordinators.**

Many schools feel pressured to teach science as a stand-alone subject. This workshop aims to extend teachers' understanding of science knowledge and skills so that they can be incorporated in any unit of inquiry. Teachers will also consider the research regarding the range of science knowledge and skills that students need for success in secondary school studies. You will examine how concepts and transdisciplinary skills can lead to deep scientific understandings through every transdisciplinary theme. The workshop will also explore the rich and creative variety of scientific writing styles and the use of children's literature to provoke scientific thinking and inquiry.



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## Social and emotional learning



See workshop description on page 7.

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## The learner profile



See workshop description on page 7.

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## The role of arts



### RECOMMENDED FOR:

**Arts specialists and Primary Years Programme (PYP) teachers.**

Experience the strength of collaborative practice with passionate and like-minded educators. This workshop is designed to empower passionate and like-minded arts specialists and educators interested in the arts by gathering them together to engage in opportunities for deeper inquiry and reflective practices, and to continue to build upon their arts knowledge. The workshop will offer a forum for an honest, in-depth discussion about learning theory, pedagogy, assessment, the significant role of the single-subject teacher and the challenges associated with this. It will offer time to explore the authentic integration of the arts through the lenses of the essential elements, documentation and the role the arts have within the curriculum of a school offering the PYP.

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## The role of information and communication technology (ICT)



### RECOMMENDED FOR:

**Classroom teachers and administrators.**

Information and communication technology (ICT) is a vital resource that Primary Years Programme (PYP) schools must use to help students and staff develop the learner profile, apply the understanding, knowledge, skills and attitudes of the PYP curriculum, become lifelong learners and take positive action as members of our information- and technology- driven global society. This workshop will assist you in developing a deep understanding of how ICT can be used to transform teaching and learning practices rather than as a stand-alone subject area. This workshop also aims to be a truly paperless face-to-face IB workshop that engages you in active use of internet and electronic resources to support teaching and learning over the course of the entire workshop.

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## The role of language



### RECOMMENDED FOR:

**Classroom teachers.**

All teachers are teachers of language. The Primary Years Programme (PYP) views all languages as equally important. This includes the language of instruction, mother tongue, English as a second language (ESL), English as an additional language (EAL) and host- country languages. This workshop explores the fluid nature of language learning as a continuum, not developmentally tied to an age or stage. You will examine the varying roles of language teachers in advising, supporting or integrating language in the programme of inquiry or in a single subject. You will look at the importance of learning language, learning about language and learning through language. You will be guided in the development of a language policy.

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## The role of mathematics



### RECOMMENDED FOR:

**Classroom teachers.**

How is mathematics taught using an inquiry approach? How is mathematics addressed within and outside of the context of the programme of inquiry? How do learners construct and transfer meaning and then apply with understanding? The aim of this workshop is to support you with the skills, knowledge and ideas needed to successfully address the teaching and learning of mathematics within the context of their educational setting. You will have an opportunity to discuss the teaching and learning of mathematics, share resources and work on relevant curriculum documentation.

## The role of physical education



**RECOMMENDED FOR:**  
**Classroom teachers.**

This workshop explores the scope, purpose and meaningful integration of physical education in the Primary Years Programme (PYP). In a balanced physical education programme, students learn, learn about, and learn through movement. Physical education skills are developed in an inquiry context where students can pose problems, solve problems and understand new ideas. You will also consider the role of physical education in the transdisciplinary programme and how their subject-specific content can help students understand the world, themselves and each other. You will look at how planning, teaching and assessing in physical education reflects all the essential elements of the IB learner profile.

## The role of science and social studies



**RECOMMENDED FOR:**  
**Classroom teachers.**

Many issues of personal and social relevance to students in the Primary Years Programme (PYP) require both science and social studies understanding, yet transcend the boundaries of these traditional subject areas. Their interdependent relationships, together with other disciplines, assist students in understanding the transdisciplinary themes. This workshop explores the key and related concepts and the development of skills within the context of science and social studies. It supports the development of a balanced programme of inquiry that addresses a breadth and depth of both science and social studies.

## The role of the coordinator



**RECOMMENDED FOR:**  
**Experienced coordinators from authorized IB World Schools.**

This workshop is designed to help coordinators implement the programme in a manner that supports the IB mission statement and philosophy, while at the same time developing programme standards and practices. The workshop looks at the role of the coordinator in documentation, organizing professional development opportunities, and managing complex relationships, resource management and communication with a range of stakeholders. All of these responsibilities are integral to the successful implementation of the programme. The workshop will provide opportunities for reviewing new and existing publications, curriculum mapping, policy writing and reviewing the guidelines for verification and evaluation. You will also become familiar with online systems, such as International Baccalaureate information system (IBIS) and the programme resource centre, which are vital to the role of the coordinator. The workshop will model collaborative leadership strategies and explore ways to effectively manage change.

## PYP RESOURCES

### NEW! Kickstarting the PYP

Kickstarting the PYP is a digital platform that contains a curated selection of multimedia digital resources to help PYP educators foster their learning and understanding of key topics in the PYP framework. Several tools and strategies are included to support PYP implementation and further professional development. Find the resource here: <https://www.titlewave.com/main/ib-kickstarting-pyp>



## The role of the librarian



See workshop description on page 7.



### Key Elements of PYP - From Principles into Practice Posters (Set of 4)

Highlight key elements of the PYP around your school with this colourful set of posters. Learning and teaching, assessment, agency and action are important features of the programme and each is visualized in this set. These informative and decorative posters are useful tools for explaining the programme to your school community. Display around the school to highlight a key part of the programme and motivate both teachers and students. Full colour. Size A2, 420 x 594 mm.



### PYP Action Poster

This poster shows how students can take action to build their world. Display in the classroom to highlight a key part of the programme and motivate both teachers and students. Full colour. Size A2, 420 x 594 mm.



### PYP Learning and Teaching Poster

This poster highlights three features of learning and teaching through inquiry in the PYP, and visually reinforces the concept-driven, transdisciplinary approach. Full colour. Size A2, 420 x 594 mm.



### PYP Agency Poster

This poster highlights agency in the PYP as a way to create a culture of mutual respect and enable students to take ownership of their own learning. Full colour. Size A2, 420 x 594 mm.

PRODUCT NAME	NUMBER ID	PRICE
Key Elements of PYP - From Principles into Practice Posters (Set of 4)	1352QU2	USD 56.99
PYP Action Poster	1352PU5	USD 15.99
PYP Learning and Teaching Poster	1352LU6	USD 15.99
PYP Agency Poster	1352NU0	USD 15.99

## PYP RESOURCES



### IB PYP-Friendly Assessment Strategies and Tools. Set of 32 Illustrated Cards

This resource is a set of 32 illustrated cards that provide examples of assessment strategies to monitor and document learning. They can be adapted for use across your programme, and across ages. They place emphasis on feedback from peers and teachers to inform learning and teaching. The cards facilitate reflection, inquiry and critical thinking. Support new enhanced IB PYP curriculum framework.



### Ten tales from different cultures, 10 PYP classroom posters

Designed to support PYP educators to incorporate the Ten Tales from Different Cultures stories into their units of inquiry, this set of 10 colorful and interactive posters was developed to provoke inquiry about key PYP elements relevant to each story. Posters are designed in 'fill it yourself' format aiming to stimulate an interactive and creative classroom environment. Accompanied by a set of free sample posters to showcase exemplary key concepts, transdisciplinary themes and learner profile attributes. Support new enhanced IB PYP curriculum framework. Display in the classroom to highlight a key part of the programme and motivate both teachers and students. Full colour. Size A2, 420 x 594 mm.



### Ten Tales from Different Cultures PYP Classroom Collection - Books, Posters and Story Cards

This curated school kit contains ten books from the Ten Tales from Different Cultures collection, a set of 30 story cards and 10 posters for interactive classroom activities and projects. Perfect for PYP educators when they need inspiration to use these delightful stories and connect them to an effective PYP inquiry practice. The story cards and posters are designed to offer additional interactive framework support for teachers using Ten Tales from Different Cultures books and incorporating them in the PYP classroom.



### NEW! Kickstarting the PYP

Kickstarting the PYP is a digital platform that contains a curated selection of multimedia digital resources to help PYP educators foster their learning and understanding of key topics in the PYP framework. Several tools and strategies are included to support PYP implementation and further professional development. Find the resource here: <https://www.titlewave.com/main/ib-kickstarting-pyp>

Purchase these products and more at Follett. Head over to [titlewave.com/ib](https://www.titlewave.com/ib) to shop and explore.

PRODUCT NAME	NUMBER ID	PRICE
IB PYP-Friendly Assessment Strategies and Tools. Set of 32 Illustrated Cards	1653JJ1	USD 49.99
Ten tales from different cultures, 10 PYP classroom posters	1369CX5	USD 74.99
Ten Tales from Different Cultures PYP Classroom Collection - Books, Posters and Story Cards	1530LX6	USD 277.97
NEW! Kickstarting the PYP	1946WM8	USD 79.99





### Ten tales from different cultures, 30 classroom story cards

Set of 30 beautifully illustrated story cards, three for each story in the Ten Tales from Different Cultures collection, that offer a range of practical suggestions for engaging learners with some of the ideas in each of the tales. The cards can be used by teachers as a guide to discussions about the stories. This pack of story cards enhances your collection of Ten Tales from Different Cultures. With three cards for each tale, each offers a class activity, a link to a learner profile and related concepts to get learners really engaged with the content. Support new enhanced IB PYP curriculum framework.



### Enhanced PYP Programme Banner (Available in English, French and Spanish)

Tabletop display banner with IB programme branding - the latest programme logo, aligned with the enhanced PYP framework launched in 2018. These lightweight, portable displays fit anywhere and are ideal for adding messaging to tabletop displays and exhibits without sacrificing valuable space. Product size 11.6" w X 17.75" h X 3" d (23.81cm X 45.08cm X 7.62cm); finished graphic size 11" w X 17" h (27.94cm X 43.18cm); product weight is 1 lb. (453.59gr).

## INTRODUCTORY

Developing the MYP and all category 1 MYP workshops meet the requirements for authorization.

### Developing the MYP



#### RECOMMENDED FOR:

**All members of the candidate schools. Middle Years Programme (MYP) teaching staff, including specialists, librarians and part-time teachers, must attend, and it is expected that all prospective MYP teachers will attend.**

This mandatory requested workshop provides schools with a consistent knowledge base across all staff and acts as a specific launch point for MYP practice. The workshop spans one full day (six hours of instruction) with two sessions in the morning and two sessions in the afternoon.

Note: Schools may request the two-day option in which the learning engagements are extended. The one-day workshop is mandatory; the two-day is optional.

### Developing the MYP: 2-day option



#### RECOMMENDED FOR:


**All members of the candidate schools. Middle Years Programme (MYP) teaching staff, including specialists, librarians and part-time teachers, must attend, and it is expected that all prospective MYP teachers will attend.**


This mandatory requested workshop provides schools with a consistent knowledge base across all staff and acts as a specific launch point for MYP practice. The workshop spans one full day (six hours of instruction) with two sessions in the morning and two sessions in the afternoon.


Note: Schools may request the two-day option in which the learning engagements are extended. The one-day workshop is mandatory; the two-day is optional.

*NOTE: All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes. All category 1 workshops are available in English, French and Spanish.*

#### WORKSHOPS KEY

 Face-to-face in English

 Face-to-face in French

 Face-to-face in Spanish

 Online in English

 Online in French

 Online in Spanish

## CATEGORY 1

### Head of school



#### RECOMMENDED FOR:

**The head of school, who may be the head, executive head, owner, principal, governor, superintendent. Heads will be encouraged to consider who they should send to Leading the learning category 1. Required prior to submission of Application for Authorization Form A.**

In this workshop, heads of school are challenged to think about the process of leadership differently, to base their decisionmaking and actioning on a foundation of deeper understanding of the complex nature of their own particular context as well as being immersed into the IB ecosystem. Building on this understanding, leaders—together with the IB—will consider the ways in which their school community (all stakeholders) will place learning at the centre of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's mission and philosophy. Working with each other and the workshop leaders, participants will:

- embrace their role as a leader of a learning organization in an IB global context.
- become familiar with the IB's philosophy and requirements, including the specifications relevant to the programme(s) for which the school is seeking authorization.
- prepare to inform and engage their school community.
- plan their school's IB journey through authorization and beyond, including the identification of a potential leading learners team.

During the workshop, leaders will begin to develop their school's IB action plan to meet the IB's requirements for authorization and a vision for ongoing implementation.

### Head of school: Adding an IB Programme



#### RECOMMENDED FOR:

**Heads of School who have previously completed the current Head of School Category 1 workshop and are now involved in adding a new IB programme**

Intended for Heads of School who have previously completed the current Head of School Category 1 workshop and are now involved in adding a new IB programme, this module provides a brief overview of IB philosophy, but focuses primarily on programme-specific information. The successful completion of this course will fulfill the category 1 PD requirement at Application for Candidacy for additional programmes. It is self-paced, free, unfacilitated and online. Each session runs in French, Spanish and English.

### Leading the learning



#### RECOMMENDED FOR:

**Required for coordinators in candidate schools; encouraged for all members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/ heads of department, section/deputy/assistant/vice heads, inclusion specialists, career/guidance specialist.**

This workshop will support learning leaders to create the culture and conditions of a Middle Years Programme (MYP) school by considering the school's choices and actions and their impact on student learning. Building on this understanding, leaders will consider the ways in which they will place learning at the centre of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's standards and practices. Working with each other and the workshop leaders, participants will:

- take responsibility for their role as a programme leader within a learning organization in an IB global context.
- become familiar with the IB's mission and philosophy and the requirements and specifications relevant to the MYP.
- prepare to inform and engage their school community.
- plan their school's IB journey through authorization and beyond.

During the workshop, leaders will have begun to develop their school's IB action plan to meet the IB's requirements for authorization and a vision for ongoing implementation.

## An introduction to interdisciplinary teaching and learning



### RECOMMENDED FOR:

**Mixed-subject group teachers new to the MYP.**

Learn how to plan units that facilitate students' development of new/evolved conceptual understandings as a result of purposeful integration of disciplinary knowledge or perspectives. Referencing the new Interdisciplinary guide, this introductory workshop will benefit mixed subject group teachers who want to explore the potential impact on school culture that can result from planning interdisciplinary units in the MYP.

## Subject workshops

### RECOMMENDED FOR:

**Middle Years Programme (MYP) subject-group teachers new to the MYP at established IB World Schools and teachers from interested or candidate schools.**

Category 1 workshops will encourage you to:

- align educational beliefs and values with those of the IB in order to create a challenging programme of international education.
- begin to develop a collaborative and collegial approach to aligning your practices with the structures and principles of the IB subject group aims and objectives.
- develop an understanding of the structures and principles of the subject group framework and guidelines towards the construction of a coherent curriculum.
- prepare learning, teaching and assessment strategies that will support the implementation of the subject group framework and guidelines.
- engage in and create relevant, significant, challenging and student-centred environments.

## Arts



## Arts-performing



## Arts-Visual



## Arts-Visual and performing



## Dance



## Design



## Individuals and societies



## Language acquisition



## Language acquisition (generic)





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## Language and literature



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## Mathematics



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## Music



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## Physical and health education



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## Sciences



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# CATEGORY 2

Category 2 workshops invite more experienced Middle Years Programme (MYP) school leaders and subject group teachers to collaborate and reflect on strategies to enhance the ongoing implementation of the programme. Participants will explore how the written, taught and assessed curriculum engages students to address the challenges of our changing world in the 21st century.

All category 2 MYP workshops are for administrators, coordinators and teachers who:

- have been working with the programme for at least one school year.
- have previously attended a category 1 workshop (Scheduled or requested) facilitated by MYP workshop leaders organized by or through the IB.

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## Interdisciplinary teaching and learning in the MYP



### RECOMMENDED FOR:

**Teams of at least two teachers from different subject groups can attend so they can work together on developing resources, strategies and units to be used at their schools. Individual teachers are also welcome. The workshop is suitable for new and experienced teachers.**

This workshop is based on the Fostering interdisciplinary teaching and learning in the MYP guide. The workshop will support schools and teachers in their efforts to structure meaningful interdisciplinary inquiry through providing a thorough look into planning, teaching, learning and assessing of interdisciplinary units. This interactive workshop is designed to provide step-by-step guidance on how to prepare interdisciplinary teaching and learning strategies effectively, from identifying possible interdisciplinary threads, to designing multifaceted questions of inquiry in the context of purposeful syntheses and assessing student's interdisciplinary understandings. For this purpose, you will unpack the interdisciplinary aims, objectives and criteria and explore ways to practically organize interdisciplinary teaching and learning in your school context through collaborative practices. Through a practical hands-on approach, participants will understand the importance of this foundational MYP element and how promoting interdisciplinary teaching and learning leads to school growth and deeper student understanding.

## Leading the learning



### RECOMMENDED FOR:

**Coordinators, members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/heads of department, section/deputy/assistant/vice heads, inclusion specialists and career/guidance specialists. \*Heads of school may benefit from attending this workshop with/without their pedagogical leadership team.**

This workshop will support learning leaders to enhance the identity of being an IB World School through a reflection on the purpose, culture and environment of their learning organization and their agency for growing leadership capacity within the school. Building on this understanding, leaders will consider the ways in which they will place learning at the center of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's standards and practices. Working with each other and the workshop leaders, participants will:

- develop their leadership capabilities as a pedagogical leader within a learning organization.
- become familiar with the IB's leadership capabilities as lenses or tools to develop their personal mastery in an IB global context.
- prepare to develop collaborative or shared leadership capacity within their school.
- plan the journey through school self-study toward evaluation and beyond.

During the workshop, leaders will reflect and build on their school's IB development plan to meet the IB's requirements for evaluation and a vision for ongoing implementation.

## The community project



### RECOMMENDED FOR:

**Middle Years Programme (MYP) coordinators, heads of school, teachers and the whole school community**

This workshop is intended to guide MYP practitioners towards a deeper understanding of the community project as a culminating activity in the MYP. You will conduct a group inquiry that will enable you to explore the different components of the community project to gain an understanding of how the MYP community project enables students to engage in practical explorations through a cycle of inquiry, action and reflection. You will also discover the importance of creating environments that are conducive to student learning and reflection.

## The personal project



### RECOMMENDED FOR:

**Middle Years Programme (MYP) coordinators, heads of school, teachers and the whole school community. The workshop is suitable for new and experienced teachers.**

This workshop is based on the MYP Personal project guide, and it is intended to guide MYP practitioners towards a deeper understanding of the personal project as a meaningful culmination of student's journey in the MYP. You will conduct a group inquiry that will enable you to explore the different stages of the personal project to gain a first-hand understanding of its constructivist inquiry-based nature. You will also discover the importance of creating environments that are conducive to student learning and reflection in addition to develop strategies that support the implementation of the personal project at your school. Through a practical approach, participants will understand the positive impact the personal project has on the school community by making the programme philosophy visible and fostering school growth and ongoing development.

## MYP RESOURCES

### IB MYP Approaches to Learning Poster Set (5 Posters, English)

A set of five colourful posters depicting approaches to learning (ATL) skills in the MYP:

communication, research, self-management, social and thinking. These can be used as posters or wall displays to visualize ATL skills and guidelines. Product size A2: 23.4" x 16.5" (59.4 cm x 42 cm). Language: English. Support new enhanced IB PYP curriculum framework.



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## Subject workshops

### RECOMMENDED FOR:

Middle Years Programme (MYP) subject-group teachers with at least one year of experience delivering the MYP in their specific subject. In order to actively participate and collaborate, all category 2 participants are encouraged to have previously created, taught, and assessed at least one MYP unit.

Category 2 workshops encourage you to:

- explore and align your practices with the IB standards and practices
- refine and continue to develop a collaborative and collegial approach to the structures and principles of your subject group aims and objectives
- deepen your understanding and capabilities for delivering your content through concepts, context and approaches to learning skills
- evaluate, strengthen, and design new tasks that will support the implementation of your subject group expectations
- reflect upon the relevance, innovation, and rigour of the student-centred environments that you have created
- discover and create opportunities to make your content more accessible to a broader range of students..

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## Arts



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## Arts-performing



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## Arts-Visual



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## Arts-Visual and performing



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## Dance



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## Design



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## Individuals and societies



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## Language acquisition



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## Language acquisition (generic)



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## Language and literature



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## Mathematics



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## Music



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## Physical and health education



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## Sciences



## CATEGORY 3

NEW

### Agency, action and engagement



See workshop description on page 4.

### Approaches to Learning



See workshop description on page 4.

### Beyond the disciplines



See workshop description on page 5.

### Bilingual and multilingual teaching and learning



See workshop description on page 5.

### Building partnerships with parents



See workshop description on page 10.

## Building self-directed learners through approaches to learning



### RECOMMENDED FOR:

**Middle Years Programme (MYP) teachers, coordinators and administrators.**

Through the MYP approaches to learning (ATL) skills framework of categories and clusters, you will inquire into how students develop skills that have relevance across and beyond the curriculum, helping them “learn how to learn”. ATL skills in cognitive, affective and metacognitive domains can be learned and taught (explicitly and implicitly), improved with practice and developed with increasing complexity incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and communicate on, the process of learning.

## Creating authentic units



### RECOMMENDED FOR:

**Experienced Middle Years Programme (MYP) teachers and coordinators.**

This workshop will provide concrete strategies to assist teachers in creating a learning culture that connects cognitive and constructivist learning theories to MYP real-world assessment practices. Effective teaching is a process, not a technique, and is rooted in authentic assessment practices. There is a deep exploration of how formative and summative assessments work together to create a well-defined approach to making learning meaningful and authentic. This workshop aims to:

- develop your understanding of how assessment informs the teaching and learning of students
- provide you with a variety of strategies and pedagogies that support the practical application of MYP assessment philosophy allow you to reflect on how the design of assessment impacts the culture of teaching and learning in your schools, beginning with writing a school assessment policy.

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## Global contexts for teaching and learning



### RECOMMENDED FOR:

**All Middle Years Programme (MYP) staff.**

In the classroom and beyond, contexts are important for ensuring meaningful and engaging learning experiences. In the MYP, global contexts provide direction for contextual learning through issues and ideas of personal, local and global significance. Global contexts make learning relevant and enable students to develop the knowledge, skills, attitudes and habits of a globally engaged, interculturally aware and internationally minded person. In this workshop, you will develop an understanding of the importance of contextual teaching and learning for students, the key role it plays in students' MYP experience and how to develop tasks that ensure contextual learning will occur. You will discuss the importance of globally relevant contexts for promoting student inquiry, responsible action and critical reflection in a rapidly-changing world. Additionally, the workshop will explore an array of strategies and resources to create teaching and learning communities in which students can increase their understanding of language(s) and culture(s) in engaging settings.

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## Inquiry in the MYP



### RECOMMENDED FOR:

**Experienced Middle Years Programme (MYP) teachers and coordinators.**

This workshop identifies what "inquiry" is and how it naturally differentiates for all learners. You will inquire into how to adapt the teaching and learning environment to reflect the idea that human beings are naturally curious and capable of constructing new understandings in a variety of ways.

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## Interdisciplinary teaching and learning in the MYP at the American Museum of Natural History



### RECOMMENDED FOR:

**School leaders, Middle Years Programme (MYP) coordinators and lead teachers in subject groups who want to deepen their understanding of the MYP assessment model.**

Attend this workshop in a world-class museum setting. For more information on this great opportunity to work with colleagues to develop an interdisciplinary unit using the museum environment as a resource, visit [ibo.org](http://ibo.org) to search for a workshop, and search "AMNH."

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## MYP RESOURCES

### MYP Design Cycle Poster Pack (3 Posters English, Spanish, French)

A pack of three colourful posters representing the Middle Years Programme Design Cycle. The Design Cycle poster depicts how designers develop products. Aligned with the MYP design guide for use from September 2014/January 2015. Product size A2: 16.5" x 23.4" (42 cm x 59.4 cm). The pack includes three posters in all three IB official languages: English, Spanish and French.



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## Investigating inquiry



See workshop description on page 5.



## Leaders engage the community



See workshop description on page 8.

## Leading an IB education



See workshop description on page 8.

## Leading an IB learning organization



See workshop description on page 9.

## Leading and managing teams



See workshop description on page 9.

## Leading mission, vision and strategy



See workshop description on page 9.

## Leading through an understanding of finance and accounting



See workshop description on page 11.

## Leading well-being in the school community



See workshop description on page 11.

## Living and learning globally



See workshop description on page 5.

## MYP RESOURCES

### MYP Social & Emotional Learning Poster Pack (3 Posters English, Spanish, French)

A pack of three colourful posters representing the Middle Years Programme Social and Emotional Learning.

Social and emotional learning poster lists skills and competences that can be integrated into the teaching and learning experience to lead to positive, meaningful action and student agency. Product size A2: 16.5" x 23.4" (42 cm x 59.4 cm). The pack includes three posters in all three IB official languages: English, French and Spanish.



# MANAGING ASSESSMENT IN THE MYP

## Subject workshops: Managing assessment in the MYP

### RECOMMENDED FOR:

School leaders, Middle Years Programme (MYP) coordinators and lead teachers in subject groups who want to deepen their understanding of the MYP assessment model.

You will explore the targets of MYP assessment strategies in your subject areas and apply your knowledge of the holistic MYP framework for teaching and learning to build successful assessment practices using your subject-specific objectives and assessment criteria. You will gain hands-on experience with the development of concept-driven assessments and consider new models of optional external assessment for the MYP.

## Managing assessment in the MYP



## Managing assessment: Arts-Performing



## Managing assessment: Arts-Visual



## Managing assessment: Arts-Visual and performing



## Managing assessment: Design



## Managing assessment: Individuals and societies



## Managing assessment: Language acquisition



## Managing assessment: Language acquisition (generic)



## Managing assessment: Language and literature



## Managing assessment: Leaders of learning



## Managing assessment: Mathematics



## Managing assessment: Physical and health education



## Managing assessment: Sciences



## Mathematics: MYP and the Common Core



### RECOMMENDED FOR:

**Middle Years Programme (MYP) teachers of mathematics teaching in the context of the United States of America or with an interest in teaching in the USA.**

In this workshop, you will discover how the MYP is ideally suited to implementing the Common Core State Standards (CCSS) for mathematics. You will dissect the standards both for mathematical content and mathematical practice as you explore how elements of the MYP already deliver on the CCSS requirements. You will investigate the types of assessments suggested by the CCSS for mathematics and supplied by both the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium. You will then design your own assessments that satisfy the rigour and contextual learning necessitated by the CCSS for mathematics. You will also explore how “inquiry” can be used to deepen understanding of concepts and how it can be effectively implemented in the mathematics classroom. With a good understanding of, and practical experience with, contextual learning, authentic assessment tasks and inquiry-based instruction, you will develop MYP units of work that meet the needs of the CCSS for mathematics. At the same time, you will have a forum for sharing of ideas and best practices with other educators, while also tackling common implementation issues.

NEW

## Multilingualism: Philosophy, policy and practice



See workshop description on page 6.

## Navigating leadership



See workshop description on page 10.

## Planning for programme evaluation



### RECOMMENDED FOR:

**Administrators, coordinators, and leading learning teams.**

The primary aim of IB programme evaluation is to help schools develop their capacity to implement IB programmes to have a greater impact on student outcomes through the development of teacher and leader practice. In this workshop, you will engage with each component of the programme evaluation process: preliminary review, self-study, school visit, final report, and how it all connects to lead to an impact on student learning through a programme development plan. You will reflect upon how this process supports schools as learning communities to work intentionally to continuously develop their IB programmes and enable school leaders and teachers to better direct their efforts and resources. You will come away with strategies to communicate your understandings in your own school context.

## MYP RESOURCES

### MYP Science Cycle Poster Pack (3 Posters English, Spanish, French)

A pack of three colourful posters representing the Middle Years Programme Science Cycle. The Science Cycle poster visualizes the scientific process of inquiring, designing, processing and evaluating represented by MYP sciences objectives. Product size A2: 16.5" x 23.4" (42 cm x 59.4 cm). The pack includes three posters in all three IB official languages: English, French and Spanish.



## Power and impact of digital assessment



### RECOMMENDED FOR:

**Middle Years Programme (MYP) teachers, heads of school, coordinators**

The purpose of this workshop is to explore the opportunities that eAssessment offers for inspiring effective teaching and learning in MYP schools. You will review the capabilities of the new on-screen examinations and explore the digital literacy skills they promote for contemporary learners. You will develop inquiries into the rationale, design and implementation of digital assessment. You will understand the positive impact that eAssessment can have on teaching and learning in schools, and

consider ways to use MYP eAssessment to increase teachers' assessment literacy, strengthen students' approaches to learning skills, promote good classroom practice, deepen programme implementation, and ensure a rigorous global standard of achievement. The workshop is relevant for all MYP schools, including programmes that end before MYP Year 5 and those not currently participating in MYP eAssessment.

NEW

## Principles of equitable and inclusive education



See workshop description on page 6.

## Social and emotional learning



See workshop description on page 7.

## The learner profile



See workshop description on page 7.

## The role of the coordinator



### RECOMMENDED FOR:

**Experienced coordinators from authorized IB World Schools.**

This workshop is designed to help coordinators implement the programme in a manner that supports the IB mission statement and philosophy, while at the same time developing programme standards and practices. The workshop looks at the role of the coordinator in documentation, organizing professional development opportunities, and managing complex relationships, resource management and communication with a range of stakeholders. All of these responsibilities are integral to the successful implementation of the programme. The workshop will provide opportunities for reviewing new and existing publications, curriculum mapping, policy writing and reviewing the guidelines for verification and evaluation. You will also become familiar with online systems, such as International Baccalaureate information system (IBIS) and the programme resource centre, which are vital to the role of the coordinator. The workshop will model collaborative leadership strategies and explore ways to effectively manage change.

## The role of the librarian



See workshop description on page 7.

## Understanding the MYP



### RECOMMENDED FOR:

**Middle Years Programme (MYP) teachers who wish to increase their level of understanding of the programme.**

You will deepen your understanding of what it means to be an IB World School and investigate the impact of successful MYP implementation on individual school programmes, structures and curriculum development. Acknowledging that change is constant, the workshop will support you and your teams in helping your schools develop a growth mindset that will facilitate organizational transformations and will explore how to create a robust MYP that supports your abilities to communicate the IB mission and foster the development of the learner profile attributes. The workshop will challenge you to reflect on how your schools show value in the following key components of the MYP:

- international-mindedness and responsible action
- MYP unit planning; assessment
- support for the personal and/or community project
- designing effective master schedules
- encouraging students to thoughtfully select classes
- providing broad access to more challenging courses.

## MYP RESOURCES



### IB MYP Approaches to Learning Poster Set (5 Posters, English)

A set of five colourful posters depicting approaches to learning (ATL) skills in the MYP: communication, research, self-management, social and thinking. These can be used as posters or wall displays to visualize ATL skills and guidelines. Product size A2: 23.4" x 16.5" (59.4 cm x 42 cm). Language: English.



### MYP Design Cycle Poster Pack (3 Posters English, Spanish, French)

A pack of three colourful posters representing the Middle Years Programme Design Cycle. The Design Cycle poster depicts how designers develop products. Aligned with the MYP design guide for use from September 2014/January 2015. Product size A2: 16.5" x 23.4" (42 cm x 59.4 cm). The pack includes three posters in all three IB official languages: English, Spanish and French.



### Oxford University Press MYP resources, published in cooperation with the IB

After 15 years of publishing Diploma level resources in cooperation with the IB, Oxford University Press have extended this to their new MYP Mathematics and Language Acquisition resources. The resources are fully integrated with the revised MYP framework, and are available in both print and online format.



### MYP Social & Emotional Learning Poster Pack (3 Posters English, Spanish, French)

A pack of three colourful posters representing the Middle Years Programme Social and Emotional Learning. Social and emotional learning poster lists skills and competences that can be integrated into the teaching and learning experience to lead to positive, meaningful action and student agency. Product size A2: 16.5" x 23.4" (42 cm x 59.4 cm). The pack includes three posters in all three IB official languages: English, French and Spanish.



### MYP Science Cycle Poster Pack (3 Posters English, Spanish, French)

A pack of three colourful posters representing the Middle Years Programme Science Cycle. The Science Cycle poster visualizes the scientific process of inquiring, designing, processing and evaluating represented by MYP sciences objectives. Product size A2: 16.5" x 23.4" (42 cm x 59.4 cm). The pack includes three posters in all three IB official languages: English, French and Spanish.



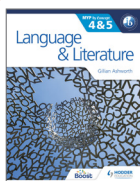
### MYP Career Connections Poster Set (8 posters, English)

A set of eight inspiring and educating posters, beautifully illustrating the connections of different subject groups taught in the Middle Years Programme to possible future careers. These can be used as posters or wall displays to inspire and guide students as they progress in their learning journeys. Posters illustrate the following subject groups: Arts, Design, Humanities, Language and Literature, Language Acquisition, Mathematics, Physical and Health Education, Sciences. Product size A2: 23.4" x 16.5" (59.4 cm x 42 cm). All 8 posters are in English.

PRODUCT NAME	NUMBER ID	PRICE
IB MYP Approaches to Learning Poster Set (5 Posters, English)	1653HJ7	USD 79.99
MYP Design Cycle Poster Pack (3 Posters English, Spanish, French)	1390QZ2	USD 49.99
Oxford University Press MYP resources, published in cooperation with the IB Find the resources here: <a href="https://global.oup.com/education/secondary/curricula/myp/?region=international">https://global.oup.com/education/secondary/curricula/myp/?region=international</a>		
MYP Social & Emotional Learning Poster Pack (3 Posters English, Spanish, French)	1390SZ7	USD 49.99
MYP Science Cycle Poster Pack (3 Posters English, Spanish, French)	1390RZX	USD 49.99
MYP Career Connections Poster Set (8 posters, English)	1941NM0	USD 119.99



## RESOURCES PUBLISHED IN COOPERATION WITH HODDER EDUCATION



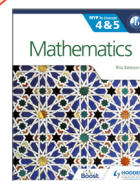
### Language and Literature for the IB MYP 4&5

Encourage meaningful inquiry through a unique concept-driven narrative with our IB MYP Language & Literature resources.



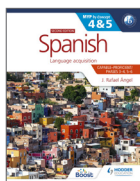
### English for the IB MYP 4 & 5 (Capable-Proficient/Phases 3-4, 5-6)

Develop language skills through inquiries into key concepts and related concepts, set in a global context.



### Mathematics for the IB MYP 4 & 5

Build mathematical knowledge through meaningful inquiries. Learning is supported and extended with research projects, interdisciplinary opportunities and assessment tasks designed by experienced MYP educators.



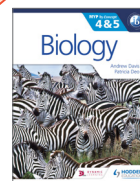
### Spanish for the IB MYP 4&5 (Capable-Proficient/Phases 3-4, 5-6): MYP by Concept Second Edition

Navigate the MYP framework with confidence using a concept-driven and assessment-focused approach to Spanish, presented in global contexts.



### French for the IB MYP 4 & 5 (Capable-Proficient/Phases 3-4, 5-6)

Navigate the MYP framework with confidence using a concept-driven and assessment-focused approach to French, presented in global contexts.



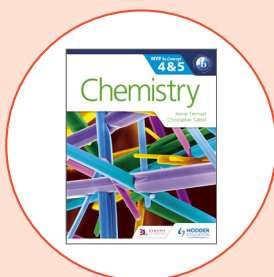
### Biology for the IB MYP 4 & 5

Develop conceptual understanding with key MYP concepts and related concepts at the heart of each chapter and prepare for assessment with guidance and tasks designed by experienced educators.

PRODUCT NAME	NUMBER ID	PRICE
Language and Literature for the IB MYP 4&5	9781471841668	£36
English for the IB MYP 4 & 5 (Capable-Proficient/Phases 3-4, 5-6)	9781471868450	£36
Mathematics for the IB MYP 4 & 5	9781471841521	£36
Spanish for the IB MYP 4&5 (Capable-Proficient/Phases 3-4, 5-6): MYP by Concept Second Edition	9781398312784	£36
French for the IB MYP 4 & 5 (Capable-Proficient/Phases 3-4, 5-6)	9781471841835	£36
Biology for the IB MYP 4 & 5	9781471841705	£36

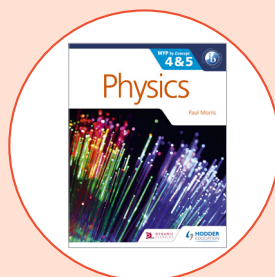
## MYP RESOURCES

### RESOURCES PUBLISHED IN COOPERATION WITH HODDER EDUCATION



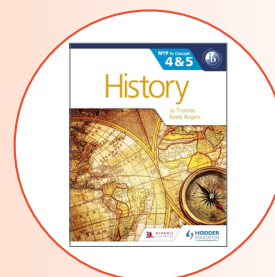
#### Chemistry for the IB MYP 4 & 5

Develop conceptual understanding with key MYP concepts and related concepts at the heart of each chapter and prepare for assessment with guidance and tasks designed by experienced educators.



#### Physics for the IB MYP 4 & 5

Develop conceptual understanding with key MYP concepts and related concepts at the heart of each chapter and prepare for assessment with guidance and tasks designed by experienced educators.



#### History for the IB MYP 4 & 5

Develop your students' skills to become an inquiring learner; ensure they navigate the MYP framework with confidence using a concept-driven and assessment-focused approach to History, presented in global contexts.

PRODUCT NAME	NUMBER ID	PRICE
Chemistry for the IB MYP 4 & 5	9781471841767	£36
Physics for the IB MYP 4 & 5	9781471839337	£36
History for the IB MYP 4 & 5	9781471841583	£36



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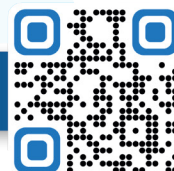


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# INTRODUCTORY

## Introduction to the DP



### RECOMMENDED FOR:

**Heads of school, IB teachers, parents and university admissions officers.**

The aim of this workshop is to give an overview of the whole of the IB Diploma Programme (DP), including how it is constructed and its underlying philosophy. You will review the IB mission statement and history, be introduced to the DP subject groups and the nature of the subject assessments, and discuss the DP core. You will also consider the IB from a “user” perspective and learn about how a school joins the IB.

## CATEGORY 1

The following workshops meet the requirements for authorization. Please note that each has a different audience and focus.

### Head of school



### RECOMMENDED FOR:

**The head of school, who may be the head, executive head, owner, principal, governor, superintendent. Heads will be encouraged to consider who they should send to Leading the learning category 1. Required prior to submission of Application for Authorization Form A.**

In this workshop, heads of school are challenged to think about the process of leadership differently, to base their decision-making and actioning on a foundation of deeper understanding of the complex nature of their own particular context as well as being immersed into the IB ecosystem. Building on this understanding, leaders—together with the IB—will consider the ways in which their school community (all stakeholders) will place learning at the centre of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB’s mission and philosophy. Working with each other and the workshop leaders, participants will:

- embrace their role as a leader of a learning organization in an IB global context.
- become familiar with the IB’s philosophy and requirements, including the specifications relevant to the programme(s) for which the school is seeking authorization.
- prepare to inform and engage their school community.
- plan their school’s IB journey through authorization and beyond, including the identification of a potential leading learners team.

During the workshop, leaders will begin to develop their school’s IB action plan to meet the IB’s requirements for authorization and a vision for ongoing implementation.

*NOTE: All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes. All category 1 workshops are available in English, French and Spanish.*

### WORKSHOPS KEY

-  **E** Face-to-face in English
-  **F** Face-to-face in French
-  **S** Face-to-face in Spanish
-  **E** Online in English
-  **F** Online in French
-  **S** Online in Spanish



## Head of school: Adding an IB Programme



### RECOMMENDED FOR:

**Heads of School who have previously completed the current Head of School Category 1 workshop and are now involved in adding a new IB programme**

Intended for Heads of School who have previously completed the current Head of School Category 1 workshop and are now involved in adding a new IB programme, this module provides a brief overview of IB philosophy, but focuses primarily on programme-specific information. The successful completion of this course will fulfill the category 1 PD requirement at Application for Candidacy for additional programmes. It is self-paced, free, unfacilitated and online. Each session runs in French, Spanish and English.

## Leading the learning



### RECOMMENDED FOR:

**Required for coordinators in candidate schools; encouraged for all members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/ heads of department, section/deputy/assistant/vice heads, inclusion specialists, career/guidance specialist.**

This workshop will support learning leaders to create the culture and conditions of a Diploma Programme (DP) school by considering the school's choices and actions and their impact on student learning. Building on this understanding, leaders will consider the ways in which they will place learning at the centre of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's Standards and practices. Working with each other and the workshop leaders, participants will:

- take responsibility for their role as a programme leader within a learning organization in an IB global context
- become familiar with the IB's mission and philosophy and the requirements and specifications relevant to the DP
- prepare to inform and engage their school community
- plan their school's IB journey through authorization and beyond.

During the workshop, leaders will have begun to develop their school's IB action plan to meet the IB's requirements for authorization and a vision for ongoing implementation.

## Counselling



### RECOMMENDED FOR:

**Counsellors and career guidance officers.**

The overall purpose of the workshop is to explore the philosophical and administrative principles of the Diploma Programme counselling for DP implementation. The focus will be on understanding IB philosophy, IB terms and acronyms, core components and the value of IB for student educational preparation and post-secondary success. The goal of the workshop will be to provide counselors with the knowledge and foundation to understand the facets and evolution of the DP, which DP counselors will utilize to assimilate into their role. The outcomes of the workshop will be: to fully support students, communicate the programme to relevant stakeholders and identify strategies to support the implementation and/or evolution of the DP within a range of school systems and contexts. As a category 1 workshop, the emphasis is on effectively implementing the Diploma Programme, and not on the details of university admissions in varying contexts.


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**IB MATHEMATICS EXPLAINED!**  
Help your students choose the mathematics course that is the best fit given their academic capabilities and future aspirations coupled with university entry requirements.

**EXPLORE THE RESOURCES**





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## Creativity, activity, service



### RECOMMENDED FOR:

**Diploma Programme (DP) coordinators of Creativity, activity, service (CAS).**

This workshop is designed to help creativity, activity, service coordinators develop a quality CAS programme that supports the IB mission statement and philosophy. The workshop will focus on:

- the IB mission and philosophy and the programme model as a context for a holistic learning experience
- the experiential learning framework, how this relates to CAS and how CAS can support teaching and learning across the DP
- the dynamic nature that exists between CAS and theory of knowledge (TOK) when emphasizing the importance of reflection and developing self-awareness
- types of conditions and activities that are suitable when developing a meaningful CAS experience that promotes the idea of “thinking globally, acting locally”
- the meaning of CAS for the wider school community
- the roles that the CAS coordinator and supervisor play, and how the roles differ
- the meaning of CAS for students’ personal successes and challenges
- the use of the programme resource centre to access IB publications and network with other IB educators.

## Librarians



### RECOMMENDED FOR:

**Librarians who are new or have little experience with the DP or CP**

This workshop is designed to prepare you to develop a library or media centre that supports the IB mission statement and philosophy. The workshop will focus on:

- developing an understanding of the IB mission and philosophy through the programme model as a context for a holistic learning experience
- specific DP and CP assessment requirements
- ways in which librarians can have an impact on teaching and learning in the DP and CP
- using the programme resource centre to access IB publications and network with other IB educators.

## Service learning: Transforming academics into action



### RECOMMENDED FOR:

**New IB educators associated with Diploma Programme (DP) and/or Career-related Programme (CP) will benefit including administrators; Creativity, activity, service (CAS) Coordinators; CP service learning coordinators; teachers from every discipline and subject; and counsellors**

Service learning, an effective strategy for teaching and learning, creates conducive environments for deepening curricular understanding as students apply knowledge and skills to improve their community. With service learning, students extend in-class understanding by identifying an authentic community need, applying what is learned in new ways and in diverse settings, and observing outcomes. When students recognize the purpose for academic studies through the service learning process, they are more likely to apply themselves with commitment and dedication, knowing others depend on them. During this workshop, you will explore the five stages of service learning and its application in the Diploma Programme through Creativity, activity, service and academic classes, and in the CP in service learning.

## DP RESOURCES

### IB DP Core Requirements Poster Set (3 Posters, English)

Series of three posters, each providing an overview of one of the Diploma Programme’s core requirements: Theory of Knowledge, Extended Essay, and Creativity/Activity/Service. Product size A2: 23.4” x 16.5” (59.4 cm x 42 cm). Language: English.



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## Theory of knowledge



### RECOMMENDED FOR:

**Teachers new to the Diploma Programme (DP) at authorized IB World Schools and teachers from interested or candidate schools preparing for authorization.**

This workshop is designed to prepare you to teach theory of knowledge (TOK) in a manner that supports the IB mission statement and philosophy. The workshop will focus on:

- developing an understanding of the IB mission and philosophy through the DP programme model as a context for a holistic learning experience
- the Theory of knowledge guide (first teaching September 2013, first examinations 2015), and associated assessment requirements with practice marking activities of sample student work
- structuring a TOK course that integrates authentic assessment and encourages students to make links across the DP that will enhance their understanding
- the dynamic nature that exists between Creativity, activity, service (CAS) and TOK when emphasizing the importance of reflecting and developing self-awareness
- IB programme standards and practices (January 2020)

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## Subject workshops

### RECOMMENDED FOR:

**Diploma Programme (DP) subject-group teachers new to the DP at established IB World Schools and teachers from interested or candidate schools preparing for authorization. Educators should enroll in a category 1 workshop in their particular subject area.**

These workshops are designed to prepare participants to teach a specific DP subject in a manner that supports the IB mission statement and philosophy. The workshop will enable participants to:

- develop a deep understanding of the IB organization: its history, mission statement, learner profile, IB continuum and the international dimension
- consider the impact of the centrality of the IB learner profile and approaches to teaching and learning in the DP and CP models
- consider how the course makes links with theory of knowledge (TOK) and creativity, activity, service (CAS) and takes the CP context into consideration
- explore the nature of the extended essay and the role of the supervisor, to include reference to world studies interdisciplinary extended essay
- develop an understanding of student and teacher approaches to inquiry in the DP/CP classroom
- design course outlines that align with curriculum requirements, aims and assessment objectives of the subject, IB terminology and the relevant standards
- design student engagements for interactions with the syllabus concepts and content
- articulate the assessment requirements
- create formative assessment tasks that will equip students with the required factual, procedural and conceptual knowledge that support the summative assessment task(s)
- use assessment criteria to make judgments about student achievement (criterion-related, best fit)
- interact with and explore the TSM and subject-specific teaching and learning resources on the programme resource centre and in the programme communities throughout the curriculum life cycle
- select and analyse suitable resources that support teaching and learning in an IB classroom
- promote the importance of academic integrity
- participate in professional learning communities within and beyond your school to facilitate the transfer of professional development

## Biology



## Business management



## Chemistry



## Classical languages



## Computer science



## Dance



## Design technology



## Digital society



## Economics



## Environmental systems and societies



## Film



## Geography



## Global politics



## History



## Language A: Language and literature

**Note:** This workshop is available in Arabic, Chinese, Dutch, English, French, German, Italian, Japanese, Korean, Russian, Spanish, Thai and Turkish.

## Language A: Language and literature (generic)



## Language A: Literature

**Note:** This workshop is available in Arabic, Chinese, Danish, Dutch, English, French, German, Hindi, Italian, Japanese, Korean, Malay, Modern Greek, Norwegian Bokmål, Polish, Russian, Spanish, Swedish and Turkish.

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## Language A: Literature (generic)



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## Language Ab Initio

**Note:** This workshop is available in Arabic, English, French, German, Mandarin and Spanish.

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## Language Ab Initio (generic)



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## Language B

**Note:** This workshop is available in Arabic, Chinese, Dutch, English, French, German, Japanese and Spanish.

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## Language B (generic)



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## Literature and performance (SL)



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## Mathematics: Analysis and approaches



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## Mathematics: Applications and interpretation



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## Music



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## Philosophy



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## Physics



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## Psychology



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## Social and cultural anthropology



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## Sports, exercise and health science



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## Theatre



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## Visual arts



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## World religions



## CATEGORY 2

### Counselling



#### RECOMMENDED FOR:

**Counsellors and career guidance officers.**

The workshop is designed to review and update counsellors on the standards and practices of the Diploma Programme (DP) to support momentum and maximize student attainment. A goal of the workshop is to define and discuss the role of the IB counsellor and learn strategies to support the effectiveness of the counsellor working with IB students. Counsellors learn to keep up-to-date on changes in the DP and articulate the outcomes to properly advise students towards diploma attainment and post-secondary options. You will explore current trends in post-secondary options and access, as well as learn strategies to effectively communicate with universities.

### Creativity, activity, service



#### RECOMMENDED FOR:

**Coordinators of Creativity, activity, service (CAS) with at least one year of experience in the role of CAS coordinator.**

This workshop is designed for participants who are keen to improve the CAS experience in the Diploma Programme (DP). The workshop will focus on:

- assessing the relevant links between IB Programme standards and practices (January 2020) to enhance the teaching and learning experience
- exploring and sharing strategies to enhance current CAS programmes
- understanding the interaction between CAS and subjects in the DP to help students make cross-disciplinary links
- studying the dynamic nature that exists between CAS and theory of knowledge (TOK) when emphasizing the importance of reflection and developing self-awareness
- sharing practices to show how CAS has impacted the wider school community
- implementing DP policies and procedures

### Leading the learning



#### RECOMMENDED FOR:

**Coordinators, members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/heads of department, section/deputy/assistant/vice heads, inclusion specialists, career/guidance specialist. Heads of school may benefit from attending this workshop with/without their pedagogical leadership team.**

This workshop will support learning leaders to enhance the identity of being an IB World School through a reflection on the purpose, culture and environment of their learning organization and their agency for growing leadership capacity within the school. Building on this understanding, leaders will consider the ways in which they will place learning at the center of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's standards and practices. Working with each other and the workshop leaders, participants will:

- develop their leadership capabilities as a pedagogical leader within a learning organization
- become familiar with the IB's leadership capabilities as lenses or tools to develop their personal mastery in an IB global context
- prepare to develop collaborative or shared leadership capacity within their school
- plan the journey through school self-study toward evaluation and beyond.

During the workshop, leaders will reflect and build on their school's IB development plan to meet the IB's requirements for evaluation and a vision for ongoing implementation.

### Librarians



#### RECOMMENDED FOR:

**Librarians who have taken the category 1 workshop or who are familiar with the IB.**

This workshop is designed for participants who wish to improve ways in which the library can support teaching and learning in the DP and CP classroom. The workshop will focus on:

- assessing the relevant links between IB programme standards and practices to enhance the teaching and learning experience



- developing strategies to help librarians become more effective in their role
- exploring collaboration between librarian and teacher to support student achievement
- maintaining a library that supports the DP and CP
- implementing DP and CP policies and procedures affecting the librarian
- examining forthcoming changes and updates that affect the implementation of the DP and CP.

## Theory of knowledge



### RECOMMENDED FOR:

**Diploma Programme (DP) theory of knowledge (TOK) teachers who have prepared students for at least one exam session as part of the DP and are keen to improve the TOK experience in the DP.**

This workshop is designed for participants who are keen to improve the teaching and learning experience in the TOK classroom. The workshop will focus on:

- assessing the links between IB programme standards and practices (January 2014) to enhance the teaching and learning experience
- exploring strategies to improve student access to the DP; for example, differentiating the curriculum and offering multilingual classrooms
- structuring a TOK course that integrates authentic assessment and encourages students to make links across the DP that will enhance their understanding
- addressing aspects of assessment in TOK to ensure that teaching and learning activities promote student achievement
- integrating TOK across all subjects in the DP to help students make cross- disciplinary links
- examining the dynamic nature that exists between Creativity, activity, service (CAS) and TOK when emphasizing the importance of reflection and developing self-awareness • implementing DP policies and procedures

These workshops are designed for participants who are keen to improve the teaching and learning experience in the DP classroom. The workshop will enable participants to:

- unpack elements of the IB Programme standards and practices as a guide for decisions regarding delivery of the subject
- review and share strategies that support successful collaborative planning and reflection which deepen links with the DP core—theory of knowledge (TOK), CAS and EE
- consolidate understanding of the nature of the extended essay and the role of the supervisor, to include reference to world studies interdisciplinary extended essay
- examine the connection between their chosen subject, the approaches to teaching and learning and the learner profile while promoting international-mindedness
- create teaching and learning strategies that develop self-regulated and metacognitive learners
- design appropriate inquiry-based lessons and activities for their subject
- discuss strategies for addressing assessment-related challenges in the chosen subject
- understand how to arrive at a judgment using a common assessment task and published criteria
- analyse IB subject reports to promote student achievement
- discuss successful strategies for recording, reporting and monitoring ongoing student progress in the subject group
- design formative learning engagements that will equip students with the required factual, procedural and conceptual knowledge that support the summative assessment task(s)
- engage with and integrate current IB publications on the programme resource centre into the teaching of their subject
- discuss and share strategies to promote academic integrity
- interact with and explore the TSM and subject-specific teaching and learning resources on the programme resource centre and in the programme communities throughout the curriculum life cycle
- participate in professional learning communities within and beyond your school to facilitate the transfer of professional development
- reflect on the teacher's role in programme evaluation, particularly how to highlight horizontal and vertical in-school planning

## Subject workshops

### RECOMMENDED FOR:

**Diploma Programme (DP) subject teachers who have prepared students for at least one DP exam session in that specific subject. Educators should enroll in a category 2 workshop in their particular subject area.**

## Biology



## Business management



## Chemistry



## Classical languages



## Computer science



## Dance



## Design technology



## Digital society



## Economics



## Environmental systems and societies



## Film



## Geography



## Global politics



## History



## Language A: Language and literature

**Note:** This workshop is available in Arabic, Chinese, Dutch, English, French, German, Italian, Japanese, Korean, Russian, Spanish, Thai and Turkish.

## Language A: Language and literature (generic)



## Language A: Literature

**Note:** This workshop is available in Arabic, Chinese, Danish, Dutch, English, French, German, Hindi, Italian, Japanese, Korean, Malay, Modern Greek, Norwegian Bokmål, Polish, Russian, Spanish, Swedish and Turkish.

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## Language A: Literature (generic)



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## Language Ab Initio

**Note:** This workshop is available in Arabic, English, French, German, Mandarin and Spanish.

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## Language Ab Initio (generic)



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## Language B

**Note:** This workshop is available in Arabic, Chinese, Dutch, English, French, German, Japanese and Spanish.

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## Language B (generic)



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## Literature and performance (SL)



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## Mathematics: Analysis and approaches



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## Mathematics: Applications and interpretation



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## Music



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## Philosophy



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## Physics



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## Psychology



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## Social and cultural anthropology



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## Sports, exercise and health science



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## Theatre



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## Visual arts



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## World religions



## CATEGORY 3

### Academic Integrity



#### RECOMMENDED FOR:

**Diploma Programme (DP) or Career-related Programme (CP) coordinators, teachers, extended essay supervisors, librarians and school leadership team members.**

This workshop will deepen your understanding of academic integrity and develop your skills to better support IB Diploma Programme/ Career-related Programme students in this area. The workshop sessions are balanced between understanding the different types of student academic misconduct and school maladministration that exist, and the more proactive approach that schools can take in developing an academic integrity policy that both raises awareness of the issues and provides safeguards for students during their learning.

NEW

### Agency, action and engagement



See workshop description on page 4.

### Approaches to learning



See workshop description on page 4.

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



#### RECOMMENDED FOR:

**Diploma Programme (DP) and Career-related Programme (CP) teachers of all experience levels.**

This workshop will explore the approaches to teaching and learning that are at the heart of an IB education. It will focus on developing an enhanced understanding of the educational philosophy underpinning IB programmes, as well as exploring practical strategies that can help prepare students to meet the challenges of an increasingly complex world. You will have the opportunity to draw on your own experiences and the experiences of other IB practitioners, as well as on insights from experts in the field, to develop a deliberate and dynamic approach to approaches to teaching and learning in the Diploma and Career-related Programmes.

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



#### RECOMMENDED FOR:

**Diploma Programme (DP) or Career-related Programme (CP) coordinators and other pedagogical leaders (such as school principals, heads, members of senior management teams, approaches to teaching and learning coordinators, extended essay or creativity, activity, service coordinators) who wish to explore further implementation of approaches to teaching and learning in the DP in the context of their school.**

This workshop will review the approaches to teaching and learning and give pedagogical leaders the opportunity to discuss issues relating to the implementation of these approaches in their school context. Past and current experience with embedding ATL skills into the written, taught and assessed curriculum will be incorporated while sharing best practices and developing an action plan for one's own school. This workshop will also include discussion of the relationship between the approaches to teaching and learning in the DP/CP and the IB Standards and Practices, as well as exploration of how the approaches to teaching might be supportive of teacher development.

## DP RESOURCES

### Business management for the IB Diploma from Hodder Education

Ensure full coverage of the Business Management syllabus with this guide that encompasses inquiry-based, conceptually focused teaching and learning, written by highly experienced business course book authors.



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## Assessment for learning in the DP/CP



### RECOMMENDED FOR:

**Experienced Diploma Programme (DP) and Career-related Programme (CP) teachers and coordinators.**

Experienced Diploma Programme (DP) and Career-related Programme teachers and coordinators.

Use this workshop to explore and increase your understanding of the philosophical underpinnings of DP/CP assessments. Then develop lesson plans and units of instruction using DP/CP assessment philosophies and practices. Over the course of the workshop, you will learn about assessment in the DP/CP, assessment objectives across all subject groups, the relationship of DP/CP assessments across multiple DP/CP subject groups and the central role of feedback in assessment. You will also discuss understanding by design, backward design and the role of assessment in backward design. You will explore effective instructional strategies and the role of assessment across IB core philosophies (learner profile, approaches to learning, approaches to teaching). You will also have the chance to design reflective assessments.

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## Beyond the disciplines



See workshop description on page 5.

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## Bilingual and multilingual teaching and learning



See workshop description on page 5.

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## Biology: A focus on internal assessment



### RECOMMENDED FOR:

**Experienced Diploma Programme (DP) biology teachers and those who have recently completed a category 1 workshop.**

Practical work is an important feature of the DP biology course. This workshop supports you in the development of a balanced and practical scheme of work that provides opportunities

to assess students using the sciences subject group internal assessment criteria. You will examine various student samples to develop a clear understanding of the application of the internal assessment criteria and the moderation process. Ways in which teachers can scaffold teaching and learning to prepare students for internal assessment will also be explored. The workshop is suitable for experienced teachers who wish to improve their practical schemes of work as well as teachers new to teaching biology in the DP.

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## Biology: Incorporating fieldwork



### RECOMMENDED FOR:

**DP biology teachers seeking professional challenge and an opportunity to enrich their curriculum delivery via fieldwork integration. Participants would benefit from prior experience in other DP biology workshops, coupled with the completion of at least one full DP biology course delivery at their schools.**

This workshop will provide the rationale behind, an immersive approach to, and key strategies for the successful implementation of biological fieldwork to support and enhance the teaching and learning of International Baccalaureate Diploma Programme biology. Core elements include:

- identifying how effective fieldwork enhances lifelong learning aligned with the DP model
- exploring the essential role and importance of fieldwork in addressing local, national and global scientific and environmental issues whilst highlighting the nature of science skillset students require
- understanding how to manage inquiry-driven field-based learning in the context of multiple environments
- designing a fieldwork investigation to explore the key issues involved and to experience first-hand the challenges fieldwork presents to students and teachers
- learning through practical experience and developing essential skills, techniques and perspectives to implement effective fieldwork at your own school
- utilizing strategies to assist students in developing suitable research questions for field-based enquiry
- unpacking field-based methodologies and data analysis strategies to foster critical thinking and evaluation skills.



## Building partnerships with parents



See workshop description on page 10.

## Business management: A focus on internal assessment



### RECOMMENDED FOR:

**Experienced Diploma Programme (DP) business management teachers and those who have recently completed a category 1 workshop.**

Gain key understandings, tools and resources to adapt and develop your programmes in line with the DP business management internal assessment. In this practical workshop, you will examine the assessment criteria, mark internal assessment components, ask questions, and learn how to develop a robust programme underpinned by appropriate pedagogy and a range of useful resources. You will closely examine the internal assessment and apply your understandings in a manner that supports the IB mission statement, the learner profile and the DP core. This workshop will equip you to deliver the business management internal assessment to students with confidence as you generate useful resources and devise appropriate activities with fellow participants.

## CAS: The transforming power of experiential learning



### RECOMMENDED FOR:

**Diploma Programme (DP) creativity, activity, service (CAS) supervisors who are already familiar with CAS, have completed a category 1 workshop and wish to explore the singular contribution of CAS.**

This workshop will provide you with an opportunity to share and reflect on your CAS experiences as well as to deepen your knowledge about the experiential learning framework. You will develop project methodology and reflection activities and explore links between CAS, theory of knowledge (TOK) and other DP subjects. You will strategize about how to address the main challenges that may arise when implementing CAS.

## Chemistry: A focus on internal assessment



### RECOMMENDED FOR:

**Experienced Diploma Programme (DP) chemistry teachers and those who have recently completed a category 1 workshop.**

Practical work is an important feature of the DP chemistry course. This workshop supports you in the development of a balanced and practical scheme of work that provides opportunities to assess students using the internal assessment criteria of the sciences subject group. You will examine various student samples to develop a clear understanding of the application of the internal assessment criteria and the moderation process. Ways in which teachers can scaffold teaching and learning to prepare students for internal assessment will also be explored. The workshop is suitable for experienced teachers who wish to improve their practical schemes of work as well as teachers new to teaching chemistry in the DP.

## DP RESOURCES

### Oxford IB Diploma Programme: Business Management Course Book, 2022 Edition

Developed with the IB to reflect all aspects of the latest SL and HL Business Management syllabus, for first teaching in 2022. Integrates globally contextual case studies, revised key concepts, contemporary content and support for the toolkit skills. This resource is supported by digital resources in the online subscription.



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## Concepts and inquiry in the DP/CP



### RECOMMENDED FOR:

**Diploma Programme (DP) and Career-related Programme (CP) teachers who are new to teaching through inquiry and concepts, and those who would like to learn more about planning lessons with concepts and inquiry central to students' learning experience.**

With the introduction of approaches to teaching and learning in the programme model, this workshop provides a forum for DP/CP teachers to develop their understanding of the transferable and universal nature of concepts and inquiry so that they take a more constructivist approach to teaching in the DP/CP classroom. Throughout the workshop, you will be exposed to strategies that challenge practices of focusing on isolated facts rather than the underlying conceptual connections. You will be guided through the process of backward planning through learning opportunities, actual content of courses and students' skill development. Activities will be structured so that you model a practical inquiry appropriate for the Diploma Programme or Career-related Programme level using student-generated guiding questions. The workshop will be underpinned by current research in the education field through guided reading with opportunities to discuss and reflect on understanding. There will also be an opportunity to work on individual unit plans and gain feedback from other participants so that you leave the workshop with a practical solution for improving classroom practice.

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## Environmental systems and societies: A focus on internal assessment



### RECOMMENDED FOR:

**Standard level and higher level environmental systems and societies (ESS) teachers who are interested in improving their understanding of the ESS internal assessment requirements. This workshop would also be appropriate for new ESS teachers who have already gained experience with the ESS syllabus.**

This workshop explores the ESS syllabus outline, aims, objectives, command terms, practical work and internal assessment, and guidance and authenticity in internal assessment. You will learn how the activities planned and developed across the practical scheme of work should enable students to fulfill the objectives stated in the IB's mission statement and in the learner profile. They will gain an understanding of how to relate investigations to the ESS syllabus assessment statements, how

the internal assessment criteria are applied and assessed, and how information and communication technology (ICT) is used. They will work collaboratively to develop an internal assessment manual for students.

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## Environmental systems and societies: Incorporating fieldwork



### RECOMMENDED FOR:

**Experienced DP environmental systems and societies teachers and those who have recently completed a category 1 workshop.**

Learn how to further your students' engagement with their environment and the people in it and help them develop analytical skills and a holistic understanding of environmental issues. In this workshop, you will gain a deeper understanding of the unique features of fieldwork as it relates to the subject of ESS. You will learn how to utilize school, urban, and more traditional natural settings for fieldwork by identifying systems for exploration, identifying societies for exploration within that system, and exploring the connections between the systems and societies identified. You will explore the range of qualitative and quantitative field work methodologies available in addition to the interdisciplinary nature of ESS, and determine how to incorporate ICT resources into ESS fieldwork. You will learn how to create links from ESS fieldwork to theory of knowledge and the extended essay, and prepare for ESS external examinations papers 1 and 2, including completion of the internal assessment (IA) criteria and a practical scheme of work for this course.

## Exploring a “sustainable” future: Concepts, principles and practices across disciplinary boundaries



### RECOMMENDED FOR:

**Career-related Programme (CP) and Diploma Programme (DP) coordinators and teachers, particularly from individuals and societies; sciences; and creativity, activity, service (CAS), interested in developing their understanding of sustainability and approaches such as the circular economy in both disciplinary and interdisciplinary teaching and learning.**

Produced in conjunction with the Ellen MacArthur Foundation, this workshop takes a broad conceptual look at the issues surrounding sustainability. It encompasses both a disciplinary and interdisciplinary approach to the area from a DP and CP perspective. You will explore a variety of concepts related to sustainability in a number of contexts. Using the lenses of the circular economy, systems thinking and nexus, you will explore sustainability as a starting point for developing an individual-classroom or whole-school approach to the issues raised. You will be introduced to sustainable development goals and the meaning of the circular economy in an IB educational context, and then you will explore how these can be approached both from a disciplinary and interdisciplinary perspective. You will collaborate across disciplinary boundaries in the teaching modules, which also examine the ideals of an IB education.

## Extended essay in focus: A one-day intensive



### RECOMMENDED FOR:

**New and experienced teachers who are or will become extended essay supervisors.**

This workshop is a one-day introduction to extended essay supervision, supplementary to and different from the existing category 3 workshop, The role of the supervisor in the extended essay. The aim of this workshop is to assist you in developing an appropriate framework of support for students while they are engaged in writing the extended essay. You will consider the purpose of the extended essay in terms of the DP and beyond, discuss the roles and responsibilities of the stakeholders, and develop an understanding of the assessment criteria and academic honesty. During the workshop, you will develop a clear understanding of the extended essay requirements and the role that supervisors play in supporting the student during the extended essay process.

## Geography: A focus on internal assessment



### RECOMMENDED FOR:

**Experienced teachers of the DP geography course.**

This workshop will focus on the nature, purpose and requirements of the internally assessed DP geography course, and the various stages of the internal assessment process. The structure, characteristics and presentation of the internal assessment reports will be covered, in addition to the importance of academic honesty in internal assessment. Participants will:

- generate, discuss and share ideas that help teachers and learners in fulfilling the requirements of the geography internal assessment coursework
- discuss the geographic skills required to produce fieldwork reports, that is, undertaking resource development activities, sharing resources and strategies necessary to guide candidates to successful completion of fieldwork reports that meet the internal assessment requirements
- identify the opportunities for fieldwork in the various topics of the DP geography syllabus while reflecting on the implications of the topic choice and possible challenges candidates might encounter when completing the exercises
- collaborate on the review of internal assessment reports, undertake the assessment of fieldwork reports and discuss the marks awarded.

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## History: A focus on internal assessment



### RECOMMENDED FOR:

**Experienced DP History teachers who are interested in improving their understanding of the internal assessment requirements of the current subject guide (first assessment 2017). This workshop would also be appropriate for new teachers who have already gained experience with the history syllabus.**

The areas covered in the workshop will include understanding the nature and requirements of the internally assessed component of history, the content, characteristics and presentation of the internal assessment reports written by candidates, understanding the assessment criteria for internal assessment reports in history and academic honesty in internal assessment. You will investigate and discuss ideas that assist students and teachers in meeting the requirements of history internal assessment and simulate assessing examples of internal assessment. Additionally, you will develop resources and strategies that can be used with students to encourage and guide them in meeting the requirements of internal assessment in history and the assessment of reports with a discussion of the marks awarded.

workshop, you will build capacity among educators who are interested in promoting the use of emerging media within the current visual arts curriculum to better meet the increasing needs of all students.

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## IB Visual arts: Promoting the use of emerging media



### RECOMMENDED FOR:

**Experienced IB Diploma Programme (DP) visual arts teachers and those who have recently completed a category 1 workshop.**

Increasingly within the visual arts practice, both students and educators are exploring, testing and using emerging media. Consequently, the artworks produced are often difficult to interpret and the processes and media used are difficult to understand and assess. This workshop is designed for those educators who are interested in exploring and promoting the use of emerging media and who are enthusiastic and committed to developing and understanding its role and potential within visual arts practice. It focuses on developing a greater awareness and understanding of the use of emerging media in visual arts and provides opportunities for you to develop new skills and teaching strategies that will translate to classroom practice. You will collaborate with other

practitioners to identify and establish best practice with regard to the creation and assessment of emerging media. Through this workshop, you will build capacity among educators who are interested in promoting the use of emerging media within the current visual arts curriculum to better meet the increasing needs of all students.

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## Inquiry in a digital society



### RECOMMENDED FOR:

**Teachers seeking to further develop and refine inquiry-based approaches in the Digital society classroom.**

Explore how inquiry-based teaching and learning can inform your own classroom practice and empower students to become lifelong and self-directed learners. The workshop will include a range of practical activities rooted in the DP Digital society course including approaches to the course guide and assessment components. The workshop will also address connections between Digital Society and essential aspects of an IB education as well as other DP subjects and the DP core (EE, TOK and CAS).

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## Interdisciplinarity and the world studies extended essay



### RECOMMENDED FOR:

**Extended essay coordinators, IB coordinators and supervisors of the extended essay**

Supervisors and coordinators will learn about best practice strategies for effective guidance of the world studies extended essay (WSEE), especially as it relates to interdisciplinarity and global consciousness. You will explore links with the core, along with relationships to the subject area disciplines, the learner profile and international-mindedness. An emphasis on supervision and guidance of the WSEE will be highlighted as well as effective use of the researcher's reflection space and the Reflection on planning and progress form. You will be able to understand how the WSEE sits within the IB in general and the Diploma Programme (DP) in particular, as well as its place within the continuum.

## Investigating inquiry



See workshop description on page 5.

## Language A: Exploring literature in translation



### RECOMMENDED FOR:

Diploma Programme (DP) Language A: literature and Language A: language and literature teachers who are seeking to consider the theoretical and practical aspects of teaching works in translation in order to develop effective classroom practices. There is an expectation that all participants will have attended a category 1 or 2 workshop. The theoretical components may also be of interest to teachers of the Literature and performance course, but there is no explicit considerations of the parts and tasks of the interdisciplinary course as literature in translation is optional but is not a requirement.

The purpose of this workshop is to provide an opportunity for experienced IB educators to explore the theoretical and practical aspects of teaching literary works in translation in Studies in language and literature courses. You will examine a range of texts in translation, reflect on the act of translation itself and understand how translated texts may be used in the assessment of these courses. A range of teaching and learning strategies will be explored, with focus on how translated texts connect to the concepts that underpin Studies in language and literature courses.

## Language A: Literature--Teaching poetry for enjoyment and assessment



### RECOMMENDED FOR:

Experienced Diploma Programme (DP) Language A: Literature and Language A: Language and literature teachers and those who have recently completed a category 1 or 2 workshop. This course is designed to welcome lovers of poetry and teaching poetry, as well as teachers who are more reticent in teaching, analyzing, and/or having their students write poetry.

Poetry, as a genre, is available for study in several units in the language A: Literature course (also the Language A: Language and literature course), as well as in several assessments in this course. Poetry provides great opportunities for student writing and the kind of close-reading analysis necessary for work in DP literature. This workshop will investigate several aspects of selecting and teaching poetry to stimulate student interest and prepare students for IB assessments. It is available in English, Spanish, Chinese and Korean.

## Language B: Building thematic units



### RECOMMENDED FOR:

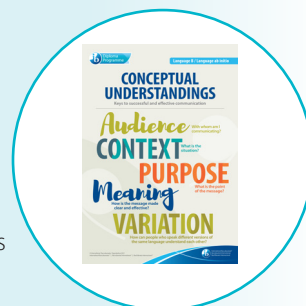
Experienced Diploma Programme (DP) Language B teachers and those who have completed a category 1 workshop.

The workshop will provide experienced educators with the opportunity to engage in the in-depth exploration of Language B standard level (SL) or higher level (HL) prescribed themes: Identities, experiences, human ingenuity, social organization, and sharing the planet. You will enhance your programme delivery, methodology, and assessment through the preparation of thematic units. These units will reinforce student language acquisition, intercultural competence, international-mindedness, learner profile attributes, and approaches to teaching and learning skills.

## DP RESOURCES

### DP Language B and Language ab initio Conceptual Understandings Poster English

IB poster displaying the Conceptual Understandings in DP Language B and ab initio course. This informative and decorative poster is a useful tool for explaining the subject components to your school community. It supports the new DP Language B and ab initio curriculum with first assessment 2020. Size A2: 16.5" x 23.4" (42 cm x 59.4 cm). Language: English. Posters also available in French and Spanish.





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## Language B: Extended essay



### RECOMMENDED FOR:

**Experienced Diploma Programme (DP) Language B teachers.**

The purpose of this workshop is to understand better the process of creating and supervising an extended essay (EE) in a language B course, as well as discovering and sharing best practices to guide students in their EE writing process. During this workshop, you will gain an understanding of the general requirements outlined in the current EE guide for the language B extended essay, specifically as to its nature and structure. You will also work with some EE samples to apply and better comprehend the marking criteria, and learn about the distinctive role of the EE supervisor in guiding the language B EE researching and writing process and in helping students to reflect on their learning. The workshop will provide an opportunity to share best practices and develop an action plan to best support language B EE students.

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## Leaders engage the community



See workshop description on page 8.

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## Leading an IB education



See workshop description on page 8.

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## Leading an IB learning organization



See workshop description on page 9.

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## Leading and managing teams



See workshop description on page 9.

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## Leading mission, vision and strategy



See workshop description on page 9.

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## Leading through an understanding of finance and accounting



See workshop description on page 11.

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## Leading well-being in the school community



See workshop description on page 11.

## Living and learning globally



See workshop description on page 5.

## Managing the extended essay



### RECOMMENDED FOR:

**Experienced Diploma Programme (DP) coordinators, extended essay coordinators, librarians and those who have recently completed a category 1 workshop.**

Schools can increase student achievement in the extended essay by taking a systematic approach to managing the extended essay process and by preparing teachers to assume supervisory roles and responsibilities. This workshop is suitable for both new and experienced extended essay coordinators and DP coordinators who are keen to explore ways of developing effective school procedures for managing the extended essay process. During the workshop, you will engage in activities to develop a clear understanding of the extended essay requirements and the role that librarians and supervisors play in supporting the writing process.

## Mathematics: A focus on internal assessment



### RECOMMENDED FOR:

**Standard level or higher level teachers who have already attended a mathematics workshop.**

You will engage in activities to help understand how best to implement the internal assessment (IA) process in DP mathematics. Practical activities will be carried out to simulate classroom activities, ranging from introducing the exploration, to effective student guidance throughout the process. You will be able to design an effective IA outline that reflects the strengths and needs of your school, as well as enables students to plan and write a successful exploration. Opportunities will be provided for you to unpack the assessment criteria and apply them to a variety of student samples. The moderation or standardization process will also be simulated to develop the skills that are required to implement internal moderation.

### NEW

## Multilingualism: Philosophy, policy and practice



See workshop description on page 6.

## Navigating leadership



See workshop description on page 10.

## Navigating school-supported self-taught literature



### RECOMMENDED FOR:

**The workshop is designed both for those managing the school-supported self-taught (SSST) process in school, the Diploma Programme (DP) coordinator, the head of languages, and those who supervise the students directly and also manage relationships with tutors and other resources such as parents. Participants should have an understanding of the Language A: Literature course.**

In this workshop, you will have the opportunity to gain a comprehensive understanding of how you will be required to manage the Language A: Literature, school-supported self-taught course. You will also identify the challenges presented, and seek out and exploit the opportunities the SSST programme offers.

## DP RESOURCES

### DP Economics Key Concepts Poster English

IB poster displaying the 9 Key Concepts in the DP Economics course. This informative and decorative poster is a useful tool for explaining the subject components to your school community. It supports the new DP Economics curriculum with first assessment 2022. Size A2: 16.5" x 23.4" (42 cm x 59.4 cm). Language: English. Posters also available in French and Spanish.



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## Physics: A focus on internal assessment



### RECOMMENDED FOR:

**Experienced Diploma Programme (DP) physics teachers and IB physics teachers who have recently completed a category 1 physics workshop.**

Practical work is an important feature of the Diploma Programme (DP) physics course. This workshop supports you in the development of a balanced and practical scheme of work that provides opportunities to assess students using the sciences group internal assessment criteria. You will examine various student samples to develop a clear understanding of the application of the internal assessment criteria and the moderation process. The ways in which teachers can scaffold teaching and learning to prepare students for internal assessment will also be explored. This workshop is suitable if you wish to improve your practical schemes of work as well as if you are new to teaching physics in the DP.

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## Planning for programme evaluation



### RECOMMENDED FOR:

**Administrators, coordinators, and leading learning teams.**

The primary aim of IB programme evaluation is to help schools develop their capacity to implement IB programmes to have a greater impact on student outcomes through the development of teacher and leader practice. In this workshop, you will engage with each component of the programme evaluation process: preliminary review, self-study, school visit, final report, and how it all connects to lead to an impact on student learning through a programme development plan. You will reflect upon how this process supports schools as learning communities to work intentionally to continuously develop their IB programmes and enable school leaders and teachers to better direct their efforts and resources. You will come away with strategies to communicate your understandings in your own school context.

NEW

## Principles of equitable and inclusive education



See workshop description on page 6.

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## Psychology extended essay



### RECOMMENDED FOR:

**Diploma Programme (DP) psychology teachers who have had at least one-year experience in teaching the course, have taken the Psychology category 1 workshop and have begun their role as extended essay (EE) supervisors.**

The psychology extended essay workshop will:

- provide information and resources for psychology teachers who supervise EEs
- enable supervisors to guide students in the planning, researching and writing a formally presented, structured paper, in which ideas and findings are communicated in a reasoned and coherent manner, according to the current Extended essay guide (first exams 2018)
- provide ideas on how to guide students in the development of a focused question and to oversee the application of the necessary skills in order to write an EE
- contribute suggestions that will be useful when guiding students as they have to write their reflections on their growth as learners while planning and writing the EE
- examine the roles and responsibilities of the supervisor and student at each stage of the process
- gain experience in applying the EE assessment criteria when assessing the students' work.

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## Social and emotional learning



See workshop description on page 7.

## Strategies to increase DP/CP cohort sizes



### RECOMMENDED FOR:

**Heads of schools, Diploma Programme (DP) or Career Programme (CP) coordinators, members of the pedagogical leadership team, and other school administrators. Participants might also be established DP or CP institutions looking to widen access and increase cohort size or new IB schools seeking to establish healthy-sized classes from the immediate community.**

In this workshop, you will discover and understand how the IB's Program Standards and Practices support the development of an inclusive and accessible DP and CP, and how a focus on the implementation of the approaches to teaching and learning can increase recruitment and retention of students in the DP and/or CP. This workshop aims to support you in order to understand, develop, and share principles and strategies aimed at building an equitable, inclusive and accessible DP/CP that results in an increase in the size of IB cohorts.

## Supporting IB students in the university admissions process



### RECOMMENDED FOR:

**Diploma Programme (DP) and Career-related Programme (CP) coordinators, counsellors, principals, heads, members of senior management teams, school district officials from IB World Schools and university or college admissions officers.**

More than 120,000 DP/CP students will be entering university each year. IB students represent a broad range of nationalities from over 150 countries and reflect diverse experiences and perspectives that they apply to their learning in the DP/CP. These experiences, in combination with the emphasis on international-mindedness and academic rigour of the DP/CP, provide students with a unique set of skills, attitudes and perspectives for success in university and life in the 21st century. During this workshop, there will be an opportunity to develop a clearer understanding of how university recognition impacts a student's application to university, and to explore strategies in which schools can support students to maximize their chances of acceptance at their chosen university.

## Teaching, learning and assessment in economics



### RECOMMENDED FOR:

**Experienced economics teachers from IB World Schools.**

This workshop is aimed at experienced economics teachers who wish to explore approaches to teaching and learning with colleagues from other IB schools. You will share and discuss ideas and strategies as well as collaborate to create learning engagements for use in your own class. There will also be opportunities to practice and discuss the assessment of each of the components. In essence, the workshop provides a forum for you to reflect on the following questions:

- How can we engage students in the discipline of economics, helping them appreciate the dynamic nature of the subject and its applications to real world issues?
- How can we foster conceptual understanding that makes learning more meaningful?
- How can we facilitate inquiry in economics?
- How can we support students to develop their higher level thinking skills?
- How can we promote student achievement in external and internal assessment and the extended essay?

## DP RESOURCES

### DP Language A Central Concepts Poster English

IB poster displaying the 7 Central Concepts of the DP Language A course. This informative and decorative poster is a useful tool for explaining the subject components to your school community. It supports the new DP Language A: literature and language and literature curriculum with first assessment 2021. Size A2: 16.5" x 23.4" (42 cm x 59.4 cm). Language: English. Posters also available in French and Spanish.



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## Technology in mathematics



### RECOMMENDED FOR:

**Teachers with some Diploma Programme (DP) mathematics experience. This workshop is aimed at teachers with all levels of technology expertise, as there is always something new to learn, create and discover.**

This workshop will guide mathematics teachers to incorporate the use of technology, both computer software and graphical display calculators (GDC), in a manner that supports the IB mission statement and learner profile. The course will address the processes of mathematical inquiry, modelling and applications. There will be an emphasis on conceptual understanding in mathematics. While the ideas developed in the workshop should permeate through all areas of the mathematics courses, you will focus on graphing, calculus, and statistics and probability, as well as the skills required for the paper 3 examination at higher level (HL). You will receive straightforward guidance and ideas on how to get the most out of information and communication technology (ICT) in the mathematics classroom. This hands-on workshop will feature demonstrations and plenty of opportunities to practice using some exciting and innovative technology. At each stage, you will reflect on the pedagogy of how, when and why technology can be used to achieve the aims and assessment objectives of the mathematics courses. You may use the software of your choice, although support will be given in the use of both Desmos and Geogebra. The GDC part of the workshop focuses on the Ti84 plus, Casio FXCG20 and TiNspire (non-CAS) and HP models. Please bring a Wi-Fi-enabled laptop and a GDC.

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## Technology in music



### RECOMMENDED FOR:

**Teachers with some Diploma Programme (DP) music experience. This workshop is aimed at teachers with all levels of technology expertise, cultivating an atmosphere of lifelong learning, creation and discovery. It is recommended that teachers are already familiar with the curriculum structure and assessment criteria and have attended at least a category 1 DP music workshop before attending.**

This workshop will guide music teachers to incorporate the use of technology into DP music lessons in a manner that supports the IB mission statement and learner profile. The course will address the roles and processes of music making through technology. While the ideas developed in the workshop should

permeate all areas of the music course, you will focus on the use of technology to access the syllabus, as well as the skills required for the assessments. You will receive straightforward guidance and ideas on how to get the most out of technology in the music classroom. At each stage, you will reflect on the pedagogy of how, when and why technology can be used to achieve the aims and assessment objectives of the music course.

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## The DP core: Improving student engagement and performance in TOK, CAS and EE



### RECOMMENDED FOR:

**Experienced theory of knowledge (TOK) teachers; Creativity, activity, service (CAS) coordinators; extended essay (EE) coordinators and supervisors and Diploma Programme (DP) coordinators and librarians.**

This workshop is intended to provide you with an opportunity to explore and apply the criteria and descriptors used for assessing work in TOK, CAS and the EE. The workshop revolves around sample student work in TOK to provide you with specific examples of work and how it is assessed. Sample extended essays are also used in this way. In addition, you can discuss possible CAS activities to help clarify the criteria used to assess student growth. In all instances, the workshop involves you in assessing work rather than merely listening to presentations about rubrics. The IB learner profile and the goal of international-mindedness will serve as the two overarching themes informing the discussion of these different assessments.

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## The learner profile



See workshop description on page 7.



## The role of the coordinator



### RECOMMENDED FOR:

**Experienced coordinators from authorized IB World Schools.**

This workshop is designed to help coordinators implement the programme in a manner that supports the IB mission statement and philosophy, while at the same time developing programme standards and practices. The workshop looks at the role of the coordinator in documentation, organizing professional development opportunities, and managing complex relationships, resource management and communication with a range of stakeholders. All of these responsibilities are integral to the successful implementation of the programme. The workshop will provide opportunities for reviewing new and existing publications, curriculum mapping, policy writing and reviewing the guidelines for verification and evaluation. You will also become familiar with online systems, such as International Baccalaureate information system (IBIS) and the programme resource centre, which are vital to the role of the coordinator. The workshop will model collaborative leadership strategies and explore ways to effectively manage change.

## The role of the librarian



See workshop description on page 7.

## The role of the supervisor in the extended essay



### RECOMMENDED FOR:

**Diploma Programme (DP) teachers and librarians who will be extended essay supervisors at their school.**

This workshop will prepare individual supervisors for their role in working with students during the extended essay process. Participants will cover the nature of the extended essay, the assessment process, policies and procedures, and ways to prepare students for the research process and reflection in the extended essay. The workshop will not discuss managing the entire process on a school-wide level because that subject is addressed in another workshop, Managing the extended essay.

## TOK for subject teachers



### RECOMMENDED FOR:

**Experienced IB subject teachers who do not teach theory of knowledge (TOK) but would like to develop their understanding of TOK so that they may model and reinforce effective thinking skills and concepts in their teaching.**

During the workshop, you will have an opportunity to discuss the nature of the TOK. Through workshop activities, you will model the TOK approach by reflecting on yourself—the teacher—as “knowers” and discuss the “ways of knowing” in TOK and their relevance with other IB subjects. The workshop will explore the link between TOK and inquiry so that you can incorporate a practical understanding of TOK in quality curriculum planning and classroom teaching.

## DP RESOURCES

### Oxford IB Diploma Programme: IB Economics Print and Enhanced Online Course Book Pack, 2020 Edition



Developed in cooperation with the IB, our bestselling Course Book has been revised and updated to provide the most comprehensive support for the new DP Economics syllabus, for first teaching in September 2020.

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## TOK: Helping students write strong TOK essays and assessing their work



### RECOMMENDED FOR:

Experienced theory of knowledge (TOK) teachers, Diploma Programme (DP) teachers who may help students with their TOK essays and assessments, school administrators and DP coordinators with an interest in TOK assessment.

Gain new strategies to help students elevate their TOK essay-writing skills, especially those related to argument, analysis and counter-claims, and learn how to better assess their work. In this workshop, you will explore “global impression marking” as applied to assessment and delve into the meaning of the TOK assessment rubrics from both the teacher and student point of view. You will learn strategies that help students extract knowledge questions from prescribed titles and frame them effectively. You also will assess sample TOK essays to better understand the elements of what accomplished TOK essays look like, and learn experientially as you take on the task of writing a TOK essay based on a prescribed title.

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## Understanding the Diploma Programme (DP)



### RECOMMENDED FOR:

Diploma Programme (DP) teachers who wish to increase their level of understanding of the programme.

This workshop is designed to meet the needs of a range of professional development requirements and can be used by interested schools and candidate schools as well as a post-authorization refresher. There is a focus on what it means to be an IB World School offering the DP and how the values of the school should reflect and promote the IB standards and practices. For interested schools and candidate schools, this provides an opportunity to consider the basics while those schools post-authorization will be given an opportunity to reflect and evaluate their IB journey thus far. To foster a community of collaboration, teachers will explore the role of the three DP core elements: theory of knowledge; Creativity, activity, service; and the extended essay as a means of broadening students’ educational experience and providing an interdisciplinary forum in which students are challenged to apply their knowledge and skills. This will support DP subject teachers in developing a deeper understanding of the core elements and means of articulation with the subjects they teach through meaningful curriculum planning and consideration of approaches to teaching and learning.

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## Visual arts: From easel to screen, assessment for a digital age



### RECOMMENDED FOR:

Participants who are conversant with the current Diploma Programme (DP) visual arts guide, preferably having taught students through at least one examination session.

Deepen your understanding of the new screen-based assessment of the IB DP visual arts course by focusing on the assessment and the e-submission process of the three components: comparative study, process portfolio and the exhibition. In this workshop, you will discuss the requirements and assessment criteria for each component, paying particular attention to the creation of the screens and to sharing good practice. You will be able to create screens and look at marked samples of candidates’ work in order to better understand what examiners are looking for when marking each of the components. You will also consider different ways of capturing visual arts work and different types of software that can be used to create the e-submission. Other key aspects of the workshop include approaches to teaching and learning visual arts in a digital era, the use of the DP unit planner for visual arts, and the use of checklists for teachers and candidates. This workshop also promotes and supports academic honesty within the DP visual arts.

NEW

## SUBJECT-SPECIFIC SEMINARS

The IB publishes new subject guides at the beginning of the calendar year, and then offers subject-specific seminars to help educators understand and implement the changes. Subject-specific seminars offer an important opportunity for experienced teachers to fully acquaint themselves with changes to a particular subject area. They explain and exemplify the teaching and learning framework, the assessment tools and task types as well as their objectives and criteria. These seminars will be held at scheduled events within the first five months of publication of the new guide. For scheduled events, IB educators experienced in the subject area and trained in the specifics of the curriculum update will be on hand throughout to answer questions and participate in discussion. For online versions, they will deliver an interactive webinar. All category 1 and category 2 workshops held following the subject-specific seminars complete will cover the new curriculum guide. New teachers are encouraged to attend category 1 workshops.

### Subject specific seminar: Computer science



### Subject specific seminar: Environmental systems and societies



### Subject specific seminar: Global politics



### Subject specific seminar: Sports, exercise and health science



# DP THEATRE WORKSHOPS

Provided by the International Schools Theatre Association (ISTA)

## Learning through cultural settings: Ways of using and cultural and historical settings for teaching and learning



### RECOMMENDED FOR:

**Diploma Programme (DP) theatre teachers.**

Using a cultural setting such as a museum, historical site, gallery or performance space, the workshop will explore how to use cultural settings as a stimulus for creating units of work, resources and models of practice. Areas of exploration will include practical exercises for engaging with cultural sites that are useful for any site visit or field trip. You will experience practical activities that focus on learning about and responding to site, artifacts, collections, stories and resources. You will be able to create 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 specific cultural setting selected for the workshop (past examples have included the British Museum and the National Gallery in London, and the American Museum of Natural History in New York) as a model for transferable skills and practices to their own settings and cultural organizations.

## Practical film production



### RECOMMENDED FOR:

**Diploma Programme (DP) film or theatre teachers. Each participant will need to bring a video recording device and a laptop (preloaded with editing software). These do not need to be expensive or bought especially for the workshop, but should be the devices most likely to be used in school.**

This workshop is aimed at anyone new to film production or teachers who are looking to develop hands-on practical skills to support filmmaking in a school context. The workshop covers the preproduction, production and post-production phases and equips you with the essential technical skills needed to teach students the industry basics. The workshop also makes clear links to the DP film and DP theatre assessments and the ways in which practical film production can support assessment in both subjects.

## DP THEATRE WORKSHOPS

Provided by the International Schools Theatre Association (ISTA)

### Theatre: Collaboratively creating original theatre



#### RECOMMENDED FOR:

For DP theatre teachers only from IB World Schools who have taken a category 1 or category 2 IB DP theatre workshop.

This workshop provides a forum for DP theatre teachers to focus on the collaboratively creating original theatre syllabus area and the Collaborative Project assessment task. Participants will engage in practical activities to deepen their understanding of the concepts behind the teaching of the syllabus area and the external assessment component of the Collaborative Project and its requirements. The workshop will also address key areas regarding the selection of rich theatrical starting points, the creation of powerful theatre-maker intentions, the development of skills as creators, designers, directors and performers, as well as the creation of effective moments of "TEAM" (tension, emotion, atmosphere and meaning). Student samples will be used both to help participants understand how the criteria are applied and to demonstrate particular features of collaboratively creating original theatre. Participants will collaboratively generate useful resources, engage with new approaches and develop appropriate materials in a manner that supports the IB mission statement, the learner profile and other core areas of the Diploma Programme.

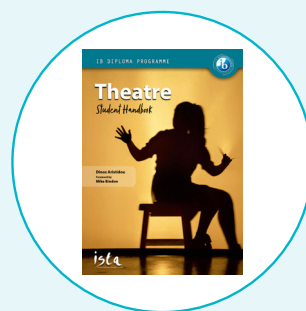
### Theatre: Exploring world theatre traditions



#### RECOMMENDED FOR:

For DP theatre teachers only from IB World Schools who have taken a category 1 or category 2 IB DP theatre workshop.

The focus of this workshop is on Exploring World Theatre traditions in preparation for delivering the DP Theatre course to include the study of unfamiliar world theatre traditions. You will focus on the assessment task The Research Presentation and will cover areas including: understanding the requirements of the task; best practice for researching a world theatre tradition; how to identify, research and practically explore theatre conventions; how to select appropriate performance material from a chosen tradition to explore the convention in more depth; how to reflect on your work as a learner through the practical processes of learning and experimentation, in relation to personal development as a performer, and your understanding of theatre in the world.



### NEW! ISTA IB DP Theatre Student Handbook

For this first-of-its-kind DP theatre resource for students, the IB has collaborated with the International School Theatre Association (ISTA), an arts charity that also runs the DP theatre professional development workshops. This resource contains a wealth of practical activities to stimulate inquiry-based exploration and has been designed to support both individual solo exploration and collaborative group work. This resource has been specially commissioned to coincide with the launch of the new theatre course (first teaching in 2022 and first assessment in 2024).

PRODUCT NAME	NUMBER ID	PRICE
NEW! ISTA IB DP Theatre Student Handbook	9798986964508	USD 45.00



# DP THEATRE WORKSHOPS

Provided by the International Schools Theatre Association (ISTA)

## Theatre: Performing theatre theory



### RECOMMENDED FOR:

**For DP theatre teachers only from IB World Schools who have taken a category 1 or category 2 IB DP theatre workshop.**

This workshop provides a forum for DP theatre teachers to focus on the performing theatre theory syllabus area and the Solo Theatre Piece (HL) assessment task. Participants will engage in practical activities to deepen their understanding of the concepts behind the teaching of the syllabus area and the Higher-Level external assessment component of the Solo Theatre Piece and its requirements. The workshop will also address key areas regarding teaching and the exploration theatre theories and their aspects, as well as presenting new ideas regarding how to best prepare students for the Solo Theatre Piece assessment task. Student samples will be used both to help participants understand how the criteria are applied and to demonstrate particular features of performing theatre theory. Participants will also practically examine a range of theories, their aspects and how to perform them in practice. They will collaboratively generate useful resources, engage with new approaches and develop appropriate materials in a manner that supports the IB mission statement, the learner profile and other core areas of the Diploma Programme.

## Theatre: Staging play texts



### RECOMMENDED FOR:

**Diploma Programme (DP) theatre teachers.**

This workshop provides a forum for you, as a DP theatre teachers, to focus on directing and designing play texts, on internal assessment, the staging play texts syllabus area and the production proposal assessment task. You will engage in practical activities to deepen your understanding of the concepts behind the internal assessment component of the production proposal and its requirements. The workshop will also address key areas regarding teaching and the exploration and staging of play texts as well as presenting new ideas regarding how to best prepare students for the production proposal assessment task. Student samples will be used both to help you understand how the criteria is applied and to demonstrate particular features of staging play texts. You will also practically examine a range of play texts and their staging. You will collaboratively generate useful resources, engage with new approaches and develop appropriate materials in a manner that supports the IB mission statement, the learner profile and other core areas of the Diploma programme.

## DP RESOURCES

### RESOURCES PUBLISHED IN COOPERATION WITH OXFORD UNIVERSITY PRESS



#### Additional support for DP students: IB Prepared from Oxford University Press

Developed by Oxford University Press in cooperation with the IB, each IB Prepared resource provides most up-to-date, authentic and authoritative guidance on DP assessment. IB Prepared is designed to consolidate essential knowledge and facilitate more effective examination preparation, to build student confidence during the assessment period.



#### Oxford IB Diploma Programme: IB Economics Print and Enhanced Online Course Book Pack, 2020 Edition

Developed in cooperation with the IB, our bestselling Course Book has been revised and updated to provide the most comprehensive support for the new DP Economics syllabus, for first teaching in September 2020.



#### NEW! For first teaching in 2022 with first assessment in 2024: Oxford IB Diploma Programme: Business Management Course Book, 2022 Edition

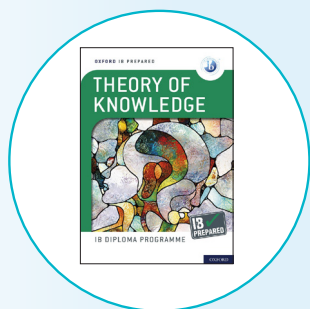
Developed with the IB to reflect all aspects of the latest SL and HL Business Management syllabus, for first teaching in 2022. Integrates globally contextual case studies, revised key concepts, contemporary content and support for the toolkit skills. This resource is supported by digital resources in the online subscription.



#### Oxford IB Diploma Programme: IB Theory of Knowledge Print and Enhanced Online Course Book Pack, 2020 Edition

Supporting the latest TOK syllabus, these inquiry-based resources are developed directly with the IB to help learners navigate complex issues of knowledge.

PRODUCT NAME	NUMBER ID	PRICE
Additional support for DP students: IB Prepared from Oxford University Press	Find IB Prepared resources at: <a href="https://bit.ly/ib-prepared">bit.ly/ib-prepared</a>	
Oxford IB Diploma Programme: IB Economics Print and Enhanced Online Course Book Pack, 2020 Edition	0993MZ6	USD 71.99
NEW: Oxford IB Diploma Programme: Business Management Course Book, 2022 Edition	9781382016834	USD 43.386
Oxford IB Diploma Programme: IB Theory of Knowledge Print and Enhanced Online Course Book Pack, 2020 Edition	1076VZ2	USD 67.99



### NEW: Oxford IB Diploma Programme: IB Prepared: Theory of Knowledge

Offering an unparalleled level of assessment support, IB Prepared: Theory of Knowledge has been developed directly with the IB to provide the most up-to-date, authentic and authoritative guidance on DP assessment.



### Oxford IB DP Mathematics: Analysis and approaches

Featuring a wealth of digital content, these concept-based resources have been developed in cooperation with the IB to provide the most comprehensive support for the new DP Mathematics: analysis and approaches SL and HL syllabus.

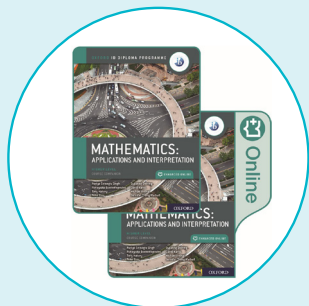


### Oxford IB Diploma Programme: IB Prepared: Mathematics analysis and approaches

Offering an unparalleled level of assessment support, IB Prepared: Mathematics analysis and approaches has been developed directly with the IB to provide the most up-to-date, authentic and authoritative guidance on DP assessment.

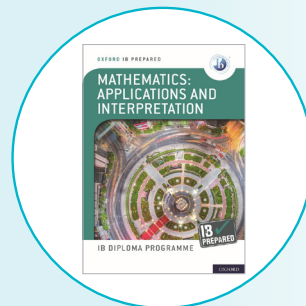
PRODUCT NAME	NUMBER ID	PRICE
NEW: Oxford IB Diploma Programme: IB Prepared: Theory of Knowledge	9781382016711	USD 39.99
Oxford IB DP Mathematics: Analysis and approaches,	9780198427100	USD 87.99
	9780198427162	
Oxford IB Diploma Programme: IB Prepared: Mathematics analysis and approaches	9781382007221	USD 39.99

## DP RESOURCES



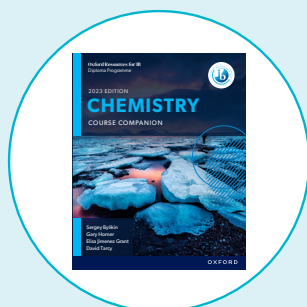
### Oxford IB DP Mathematics: Applications and interpretation

Featuring a wealth of digital content, these concept-based resources have been developed in cooperation with the IB to provide the most comprehensive support for the new DP Mathematics: applications and interpretation SL and HL syllabus.



### Oxford IB Diploma Programme: IB Prepared: Mathematics applications and interpretation

Offering an unparalleled level of assessment support, IB Prepared: Mathematics applications and interpretation has been developed directly with the IB to provide the most up-to-date, authentic and authoritative guidance on DP assessment.



### Oxford Resources for IB DP Sciences

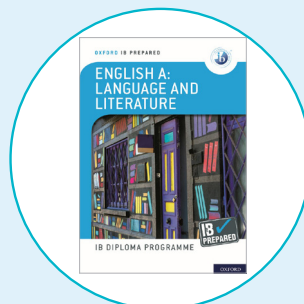
Published in cooperation with the IB and fully matched to the 2023 DP sciences subject guides, Oxford's blended offer brings together the IB curriculum and future-facing functionality, enabling success in the DP and beyond. Oxford's exciting new digital platform features innovative technology that supports a personalized learning journey for each student, underpinned by thousands of different questions aiming to develop and retain science knowledge. Not only will the 2023 offer save teacher time, Oxford is also providing new reporting features, showing class and individual results linked to topics. Find out more at: <http://bit.ly/3Sf7EGv>

PRODUCT NAME	NUMBER ID	PRICE
Oxford IB DP Mathematics: Applications and interpretation	9780198426981 9780198427049	USD 52.99
Oxford IB Diploma Programme: IB Prepared: Mathematics applications and interpretation	9781382007283	USD 39.99
Oxford Resources for IB DP Biology: Course Book	9781382016339	USD 78.99
Oxford Resources for IB DP Chemistry: Course Book	9781382016469	USD 78.99
Oxford Resources for IB DP Physics: Course Book	9781382016599	USD 78.99



### Oxford IB Diploma Programme: English A: Language and Literature Print and Enhanced Online Course Book Pack

Developed in cooperation with the IB, this student-friendly, concept-based Course Book has been comprehensively updated to support all aspects of the new English A: Language and Literature syllabus.



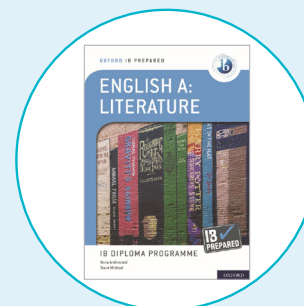
### Oxford IB Diploma Programme: IB Prepared: English A Language and Literature

Offering an unparalleled level of assessment support, IB Prepared: English A Language and Literature has been developed directly with the IB to provide the most up-to-date, authentic and authoritative guidance on DP assessment.



### Oxford IB Diploma Programme: English A: Literature Print and Enhanced Online Course Book Pack

Developed in cooperation with the IB, this student-friendly, concept-based Course Book has been comprehensively updated to support all aspects of the new English A: Literature syllabus, for first teaching in September 2019.



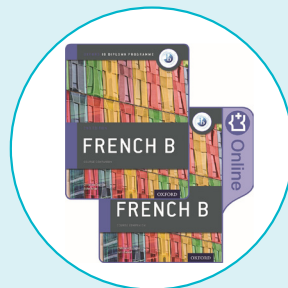
### Oxford IB Diploma Programme: IB Prepared: English A Literature

Offering an unparalleled level of assessment support, IB Prepared: English A Literature has been developed directly with the IB to provide the most up-to-date, authentic and authoritative guidance on DP assessment.

PRODUCT NAME	NUMBER ID	PRICE
Oxford IB Diploma Programme: English A: Language and Literature Print and Enhanced Online Course Book Pack	1434SS7	USD 74.99
Oxford IB Diploma Programme: IB Prepared: English A Language and Literature	9781382007160	USD 39.99
Oxford IB Diploma Programme: English A: Literature Print and Enhanced Online Course Book Pack	9780198434672	USD 74.99
Oxford IB Diploma Programme: IB Prepared: English A Literature	9781382007108	USD 39.99

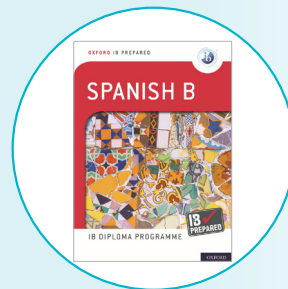
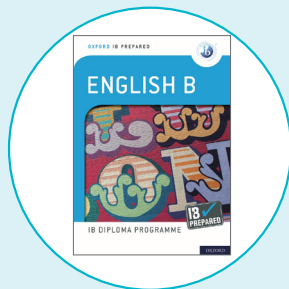


## DP RESOURCES



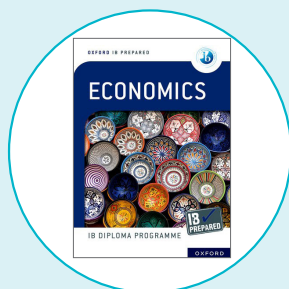
### IB Language Acquisition Course Book Packs: Oxford IB Diploma Programme – English B, French B, and Spanish B

Packed full of interactive activities, these print and digital Course Book packs have been developed directly with the IB to fully reflect all aspects of the new language acquisition syllabus, for English, French, and Spanish.



### Oxford IB Diploma Programme: IB Prepared: English B, French B, and Spanish B

Offering an unparalleled level of assessment support, these IB Prepared resources for English B, French B, and Spanish B have been developed directly with the IB to provide the most up-to-date, authentic and authoritative guidance on DP assessment.



### Oxford DP IB Prepared: Economics

Support for DP assessment, developed by OUP in cooperation with the IB. Offering an unparalleled level of assessment support, IB Prepared: Economics has been developed directly with the IB to provide the most up-to-date, authentic and authoritative guidance on DP assessment.

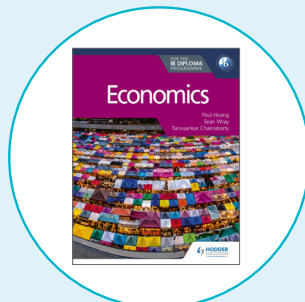
PRODUCT NAME	NUMBER ID	PRICE
IB Language Acquisition Course Book Packs: Oxford IB Diploma Programme : English B, French B, and Spanish B	9780198422327	USD 72.99
	9780198422426	
	9780198422372	
Oxford IB Diploma Programme: IB Prepared: English B, French B, and Spanish B	9780198424772	USD 39.99
	9780198424710	
	9780198424741	
Oxford DP IB Prepared: Economics	9781382033893	£29.99

## RESOURCES PUBLISHED IN COOPERATION WITH HODDER EDUCATION



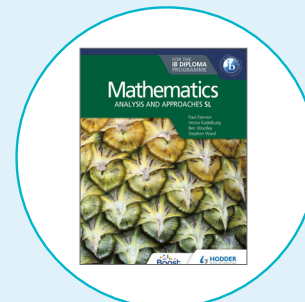
### Business Management for the IB Diploma

Ensure full coverage of the Business Management syllabus with this guide that encompasses inquiry-based, conceptually focused teaching and learning, written by highly experienced business course book authors.



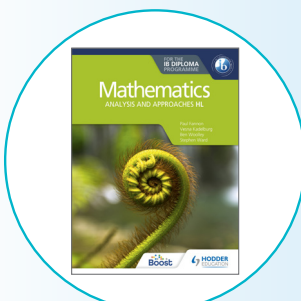
### Economics for the IB Diploma

Ensure full coverage of the new syllabus with this comprehensive guide written by a highly experienced author, that explores all topics through inquiry, concepts, content and contexts and their interrelationships with each other.



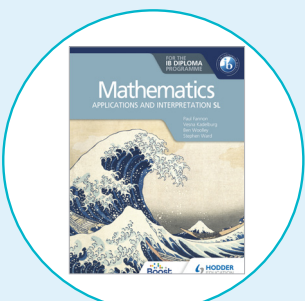
### Mathematics for the IB Diploma: Analysis and approaches SL

Enable students to construct, communicate and justify correct mathematical arguments with a range of activities and examples of mathematics in the real world.



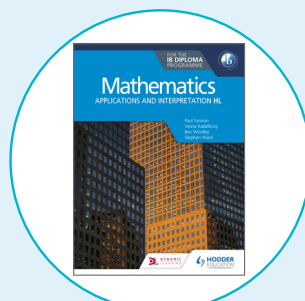
### Mathematics for the IB Diploma: Analysis and approaches HL

Enable students to construct, communicate and justify correct mathematical arguments with a range of activities and examples of mathematics in the real world.



### Mathematics for the IB Diploma: Applications and interpretation SL

Enable students to construct, communicate and justify correct mathematical arguments with a range of activities and examples of mathematics in the real world.

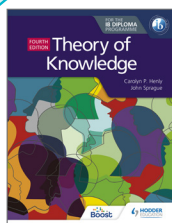


### Mathematics for the IB Diploma: Applications and interpretation HL

Enable students to construct, communicate and justify correct mathematical arguments with a range of activities and examples of mathematics in the real world.

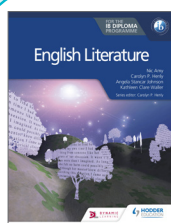
PRODUCT NAME	NUMBER ID	PRICE
Business Management for the IB Diploma	9781398350977	£46
Economics for the IB Diploma	9781510479142	£46
Mathematics for the IB Diploma: Analysis and approaches SL	9781510462359	£46
Mathematics for the IB Diploma: Analysis and approaches HL	9781510462366	£46
Mathematics for the IB Diploma: Applications and interpretation SL	9781510462380	£46
Mathematics for the IB Diploma: Applications and interpretation HL	9781510462373	£46

## DP RESOURCES



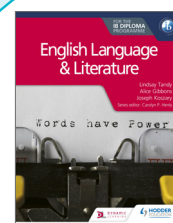
### Theory of Knowledge for the IB Diploma Fourth Edition

Develop knowledge with this thought-provoking guide through the 5 Areas of Knowledge and the 5 Optional Themes covered in the IB Diploma programme.



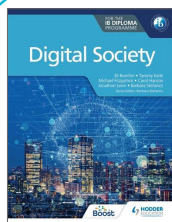
### English Literature for the IB Diploma

Navigate seamlessly through all aspects of the syllabus with in-depth coverage of the new course structure and content, explore a variety of texts from a diverse pool of authors and test knowledge with plenty of activities.



### English Language & Literature for the IB Diploma

Everything you need to deliver a rich, concept-based approach. Investigate the three areas of exploration in detail, engage with global issues, explore a variety of texts from a diverse pool of authors and test knowledge with plenty of activities.



### Hodder DP Digital Society

Ensure full coverage of the revised Digital Society course with this accessible guide, enabling students to build skills and understand the importance and impact of digital systems and technologies in the contemporary world, written by an experienced international team of IB examiners and educators.



### NEW: Hodder DP Sciences

Trust experienced and best-selling authors to navigate the new syllabuses confidently with these co-published coursebooks that encompass inquiry-based, conceptually-focused teaching and learning.

PRODUCT NAME	NUMBER ID	PRICE
Theory of Knowledge for the IB Diploma Fourth Edition	9781510474314	£39
English Literature for the IB Diploma	9781510467132	£39
English Language & Literature for the IB Diploma	9781510463226	£39
Hodder DP Digital Society (Paperback)	9781398358416	£45
Hodder DP Digital Society (Boost eBook)	9781398364134	£23 Per year
Biology for the IB Diploma Third Edition	9781398364240	£50
Biology for the IB Diploma Third Edition Boost eBook (2 year subscription)	9781398371668	£50
Chemistry for the IB Diploma Third Edition	9781398369900	£50
Chemistry for the IB Diploma Third Edition Boost eBook (2 year subscription)	9781398371644	£50
Physics for the IB Diploma Third Edition	9781398369917	£50
Physics for the IB Diploma Third Edition Boost eBook (2 year subscription)	9781398371682	£50



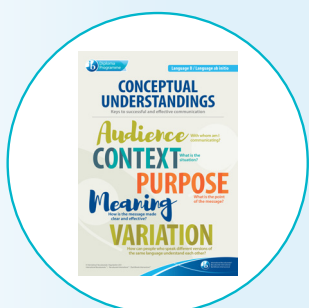
### IB DP Core Requirements Poster Set (3 Posters, English)

Series of three posters, each providing an overview of one of the Diploma Programme's core requirements: Theory of Knowledge, Extended Essay, and Creativity/Activity/Service. Product size A2: 23.4" x 16.5" (59.4 cm x 42 cm). Language: English.



### DP Maths Mind Map Poster Pack (4 English Posters)

A pack of four colourful posters representing the new Diploma Programme Mathematics courses: applications and interpretation (SL and HL) & analysis and approaches (SL and HL) in the form of a mind map. These posters address the new IB Maths curriculum for first assessment in 2021. IB maths mind map is an excellent tool to review any topic and make mathematical connections visible. The posters are designed so they can be overlapped when hung to represent any combination of maths courses that a school offers. Product size A0: 33.1" x 46.8" (84.1 cm x 118.9 cm). The pack includes four posters: applications and interpretation (SL and HL) & analysis and approaches (SL and HL), language: English.



### DP Language B Language ab initio Conceptual Understandings Poster English

IB poster displaying the Conceptual Understandings in DP Language B and ab initio course. This informative and decorative poster is a useful tool for explaining the subject components to your school community. It supports the new DP Language B and ab initio curriculum with first assessment 2020. Size A2: 16.5" x 23.4" (42 cm x 59.4 cm). Language: English. Posters also available in French and Spanish.

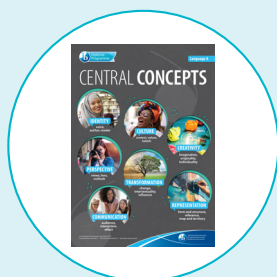


### DP Economics Key Concepts Poster English

IB poster displaying the 9 Key Concepts in the DP Economics course. This informative and decorative poster is a useful tool for explaining the subject components to your school community. It support the new DP Economics curriculum with first assessment 2022. Size A2: 16.5" x 23.4" (42 cm x 59.4 cm). Language: English. Posters also available in French and Spanish.

PRODUCT NAME	NUMBER ID	PRICE
IB DP Core Requirements Poster Set (3 Posters, English)	1653FJ2	USD 49.99
DP Maths Mind Map Poster Pack (4 English Posters)	1390PZ5	USD 69.99
DP Language B Language ab initio Conceptual Understandings Poster English	DP0072A	USD 15.95
DP Economics Key Concepts Poster English	DP0075A	USD 15.95

## DP RESOURCES



### DP Language A Central Concepts Poster English

IB poster displaying the 7 Central Concepts of the DP Language A course. This informative and decorative poster is a useful tool for explaining the subject components to your school community. It supports the new DP Language A: literature and language and literature curriculum with first assessment 2021. Size A2: 16.5" x 23.4" (42 cm x 59.4 cm). Language: English. Posters also available in French and Spanish.



### DP Design Cycle Poster Pack (3 posters 1 English, 2 Spanish)

A pack of three colourful posters representing the Diploma Programme design technology methodology of how designers develop products. Aligned with the DP design technology guide for first assessment in 2020. Product size A2: 16.5" x 23.4" (42 cm x 59.4 cm). The pack includes three posters: 1 English, 2 Spanish.



### NEW: IB Inspired: Extended Essays

IB Inspired: Extended Essays provides numerous authentic examples that demonstrate a variety of approaches students can use to achieve success in this core requirement of the IB Diploma Programme. All examples align with the current syllabus and have been selected by senior examiners not for perfection, but for their inspirational quality. Each is accompanied by a commentary written by the examiner explaining why it was selected. These are examples to which all students should be able to aspire.

PRODUCT NAME	NUMBER ID	PRICE
DP Language A Central Concepts Poster English	DP0069A	USD 15.95
DP Design Cycle Poster Pack (3 posters 1 English, 2 Spanish)	1372ZX3	USD 39.99
NEW: IB Inspired: Extended Essays	DP0059A	USD 79.95



**NEW! FOR FIRST TEACHING IN 2022 WITH FIRST ASSESSMENT IN 2024****Examination paper and markscheme pack (November 2021) Download version**

The exam pack is an indispensable tool for teachers and coordinators, this network-licensed Digital Download in ZIP format features the November 2021 session examination papers and markschemes for all six Diploma Programme subject groups. These papers provide excellent preparation for examinations, while the accompanying markschemes make the pack suitable for both independent study and classroom use. The examination papers and markschemes are presented in their original format and are clearly indexed.

**DP Theory of Knowledge Poster Set (3 Posters, English)**

Series of three posters, each providing an overview of one aspect of Theory of Knowledge: TOK Concepts, The Knowledge Framework, Knowledge and the Knower. These posters support the new Theory of Knowledge curriculum with first teaching in 2020/first assessment 2022. Product size A2: 23.4" x 16.5" (59.4 cm x 42 cm). All three posters are in English.

**Questionbank Environmental systems and societies**

The Questionbank for ESS includes access to hundreds of examination questions and markschemes applicable to the current curriculum. All questions are tagged and aligned with the most recent ESS syllabus.

**Questionbank Sports, exercise and health science**

The Questionbank for SEHS includes access to hundreds of examination questions and markschemes applicable to the current curriculum. All questions are tagged and aligned with the most recent SEHS syllabus.

PRODUCT NAME	NUMBER ID	PRICE
Examination paper and markscheme pack (November 2021) Download version	1938GW0	USD 199.00
DP Theory of Knowledge Poster Set (3 Posters, English)	1681MP6	USD 49.99
Questionbank Environmental systems and societies	1584HY8	USD 199.99
Questionbank Sports, exercise and health science	1584JY2	USD 159.99

## DP RESOURCES



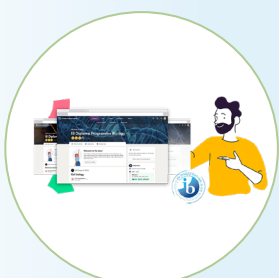
### Bundle Questionbank Economics and Business Management Pack

This Questionbank Pack includes two new DP subjects: Economics and business management with access to hundreds of examination questions and markschemes applicable to the current curricula. All questions are tagged and aligned with the most recent syllabi. The subscriptions for these two new subjects are also offered separately.



### Bundle Questionbank Science Pack

The Questionbank Science Pack includes biology, chemistry and physics subscriptions with access to hundreds of examination questions and markschemes applicable to the current curricula. All questions are tagged and aligned with the most recent syllabi. The subscriptions for these subjects are also offered separately.



### Kognity for the IB Diploma Programme: Sciences

Kognity is working in cooperation with the IB to develop comprehensive, digital-first resources for the new DP biology and chemistry syllabuses. Kognity's optimized learning design promotes active learning and embeds conceptual understanding. The platform enables more inclusive learning journeys through its integrated accessibility features, including reading assistance tools and instant translation into 130+ languages. Explore the new resources at: [kognity.me/new-ib-science-resources](https://kognity.me/new-ib-science-resources)



### Kognity for DP Business management

Developed in cooperation with the IB, this is a first-of-its-kind, comprehensive teaching resource for the latest DP Business management syllabus (for first teaching in September 2022). Kognity for DP Business management supports digital-first teaching and learning that gives students the skills, confidence and inspiration to take their learning into the real world.

PRODUCT NAME	NUMBER ID	PRICE
Bundle Questionbank Economics and Business Management Pack	1257SQ1	USD 260.00
Bundle Questionbank Science Pack	1257TQ9	USD 499.99
Kognity for DP Biology (first teaching September 2023)	<a href="https://kognity.com/our-subjects/ibdp/biology/">https://kognity.com/our-subjects/ibdp/biology/</a>	
Kognity for DP Chemistry (first teaching September 2023)	<a href="https://kognity.com/our-subjects/ibdp/chemistry/">https://kognity.com/our-subjects/ibdp/chemistry/</a>	
Kognity for DP Business Management	<a href="https://kognity.com/our-subjects/ibdp/business-management/">https://kognity.com/our-subjects/ibdp/business-management/</a>	



## INTRODUCTORY

### Developing the CP



This introductory requested workshop provides schools with a consistent knowledge base across all staff. You will be exposed to key elements of the CP and then able to explore these elements further in regards to your own school in activities throughout the workshop. The workshop spans one full day (six hours of instruction) with two sessions in the morning and two sessions in the afternoon.

**Note:** This is not a category 1 workshop. This workshop is a requirement of schools that do not currently offer the Diploma Programme (DP) and wish to establish a Career-related Programme (CP).

## CATEGORY 1

### Head of school



#### RECOMMENDED FOR:

**The head of school, who may be the head, executive head, owner, principal, governor, superintendent. Heads will be encouraged to consider who they should send to Leading the learning category 1. Required prior to submission of Application for Authorization Form A.**


In this workshop, heads of school are challenged to think about the process of leadership differently, to base their decision-making and actioning on a foundation of deeper understanding of the complex nature of their own particular context as well as being immersed into the IB ecosystem. Building on this understanding, leaders—together with the IB—will consider the ways in which their school community (all stakeholders) will place learning at the centre of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's mission and philosophy. Working with each other and the workshop leaders, participants will:


- embrace their role as a leader of a learning organization in an IB global context
- become familiar with the IB's philosophy and requirements, including the specifications relevant to the programme(s) for which the school is seeking authorization
- prepare to inform and engage their school community
- plan their school's IB journey through authorization and beyond, including the identification of a potential leading learners team.


During the workshop, leaders will begin to develop their school's IB action plan to meet the IB's requirements for authorization and a vision for ongoing implementation.

*NOTE: All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes. All category 1 workshops are available in English, French and Spanish.*

#### WORKSHOPS KEY

 **E** Face-to-face in English

 **F** Face-to-face in French

 **S** Face-to-face in Spanish

 **E** Online in English

 **F** Online in French

 **S** Online in Spanish

## Head of school: Adding an IB Programme



### RECOMMENDED FOR:

**Heads of School who have previously completed the current Head of School category 1 workshop and are now involved in adding a new IB programme.**

Intended for Heads of School who have previously completed the current Head of School category 1 workshop and are now involved in adding a new IB programme, this module provides a brief overview of IB philosophy, but focuses primarily on programme-specific information. The successful completion of this course will fulfill the category 1 PD requirement at Application for Candidacy for additional programmes. It is self-paced, free, unfacilitated and online. Each session runs in French, Spanish and English.

## Leading the learning



### RECOMMENDED FOR:

**Required for coordinators in candidate schools; encouraged for all members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/heads of department, section/deputy/assistant/vice heads, inclusion specialists, career/guidance specialist.**

This workshop will support learning leaders to create the culture and conditions of a Career-related Programme (CP) school by considering the school's choices and actions and their impact on student learning. Building on this understanding, leaders will consider the ways in which they will place learning at the centre of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's standards and practices. Working with each other and the workshop leaders, participants will:

- take responsibility for their role as a programme leader within a learning organization in an IB global context
- become familiar with the IB's mission and philosophy and the requirements and specifications relevant to the CP
- prepare to inform and engage their school community
- plan their school's IB journey through authorization and beyond.

During the workshop, leaders will have begun to develop their school's IB action plan to meet the IB's requirements for authorization and a vision for ongoing implementation.

## CP Guidance counsellors



### RECOMMENDED FOR:

**Counsellors, careers guidance counsellors, higher education advisors and members of educational establishments with some experience working with students who are:**

- **in a non-IB school, but who are interested in learning about guidance counselling in the Career-related Programme (CP)**
- **new to the IB and about to join an authorized or candidate CP school.**

Owing to the unique nature of the Career-related Programme this workshop explores the philosophical and administrative background to the newest IB programme with reference to CP standards and requirements, as relevant to guidance counsellors or professionals who have the responsibility for career-guidance implementation. In this workshop, you will focus on how the CP holistically links the IB mission and philosophy and understand CP elements and career-related learning to address student needs. You will also discuss strategies for gaining university and employer recognition of the CP and gain strategies to support career guidance that enhances the CP, considering varying school contexts. Finally, you will better understand how to use IB support materials available online and in key publications.

## Discover a new path on your IB journey

[IB EDUCATOR CERTIFICATES](#)  
[IB LEADERSHIP CERTIFICATES](#)

[Explore our network of universities:](#)  
[ibo.org/professional-certificates](#)

Abat Oliba CEU University • Aga Khan Academy—Hyderabad • Aga Khan Academy—Mombasa • University of Alberta • University of Bath • Bethel University • Bilkent University • University of British Columbia • Universidad Camilo José Cela • CHRIST (Deemed to be University) • Curtin University • Daegu National University of Education • Deakin University • DePaul University • University of Dundee • Durham University • East China Normal University • University College Fairview International • Flinders University • George Mason University • Handong Global University • Hasan Kalyoncu University • The Education University of Hong Kong • The University of Hong Kong • Inha University • International Christian University • Kent State University • Kwansei Gakuin University • University College London • Loyola University • Maltepe University • The University of Melbourne • University of Michigan • University of Missouri—Columbia • Murdoch University • Namseoul University • National Taiwan Normal University • University of Navarra • University of Nevada Las Vegas • University of New Brunswick • University of Notre Dame Australia • Okayama University of Science • Royal Roads University • Seirei Christopher University • Southeastern Louisiana University • Tamagawa University • Tokyo Gakugei University • University of Toronto • Tsuru University • University of Tsukuba • Vytautas Magnus University • Western University • University of Windsor • Yeditepe University

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## CP Personal and professional skills



### RECOMMENDED FOR:

**Teachers of personal and professional skills (PPS) from schools that have taken the decision to apply to offer the Career-related Programme (CP) and new or recently appointed teachers of PPS from IB World Schools.**

This workshop is designed to provide specific personal and professional skills (PPS) development to educators from either a school that has decided to apply for IB authorization or recently appointed to a school with an existing IB Career-related Programme offer. The workshop will provide an in-depth look at the IB mission and philosophy reflected in the CP as a programme of international education as well as the context of the PPS course in relation to the CP Core and CP as a whole. You will come away with different strategies for implementing the required components of PPS to suit the needs, backgrounds and career-related interests of students and have strategies to ensure PPS course planning is pedagogically underpinned, with supporting examples from a range of contexts.

## CP Reflective project



### RECOMMENDED FOR:

**Teachers of the career-related aspect of the Career-related Programme (CP) from schools which have taken the decision to apply for or offer the CP and new or recently appointed CP coordinators or reflective project supervisors from IB World Schools.**

This workshop provides a holistic, theoretical and practical view of the delivery of the reflective project for schools that have recently applied or have become authorized to offer the CP. The workshop will provide an in-depth look at the context of the reflective project in relation to the CP core and CP as a whole. You will also explore the criteria-based assessment of the reflective project, with specific consideration of the other aspects of the reflective project that must be covered as part of the summative and formative assessment of the work. In addition, supervision, formatting and best-practice approaches to the reflective project teaching, assessment and delivery will be shared.

## Librarians



### RECOMMENDED FOR:

**Librarians who are new or have little experience with the Diploma Programme (DP) or Career-related Programme (CP)**

This workshop is designed to prepare you to develop a library or media centre that supports the IB mission statement and philosophy. The workshop will focus on:

- developing an understanding of the IB mission and philosophy through the programme model as a context for a holistic learning experience
- specific DP and CP assessment requirements
- ways in which librarians can have an impact on teaching and learning in the DP and CP
- using the programme resource centre to access IB publications and network with other IB educators.

## Service learning in the CP



### RECOMMENDED FOR:

**Participants who may have experience of service learning as a part of the Diploma Programme (DP), Career-related Programme (CP) or neither, who now wish to discover the unique elements of service learning as a part of the CP.**

The workshop is designed to provide an overview of the practical methods of encouraging the aims of the service learning programme as a part of the Career-related Programme core. It will give a full overview and practical suggestions as to how schools can implement meaningful interaction and contributions with their communities and society in general. The development of the service learning aims is at the core of the workshop and attempts to meet authentic community needs will be focused upon. The aim of developing leaders in a community sense who will engage in every day leadership is also at the forefront of the workshop.

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## CATEGORY 2

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### CP Guidance counsellors



#### RECOMMENDED FOR:

**Counsellors and careers guidance counsellors, higher education advisors and members of educational institutions that work with and advise students from 16 to 19 years in all aspects of career- and work-related learning.**

The workshop will provide career guidance counsellors, and professionals that provide career and work-related guidance, with an overview of the Career-related Programme (CP) focusing on the centrality of the learner and value of regional contexts in planning for effective career-related counselling. This will extend to providing an understanding of current thinking in career-related learning and developing on a career-related practice in educational establishments. In the course, you will spend time reflecting and sharing thoughts on the role of a counsellor in providing guidance and advice for CP students or teachers. Additionally, time will be spent reviewing strategies that support students such as profiling, coaching and guidance on careers, and higher education applications, particularly applying to universities or gaining employment across the globe.

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### CP Personal and professional skills



#### RECOMMENDED FOR:

**Teachers of personal and professional skills (PPS) who either have experience with the Career-related Programme (CP) or who have attended a category 1 PPS workshop.**

This workshop provides a forum for experienced personal and professional skills (PPS) teachers to engage in a detailed discussion around changes to and improving implementation, assessment and teaching of PPS. You will develop a new understanding of PPS themes and the role of the course within the CP; share strategies that support successful delivery of PPS that reflect Diploma Programme (DP) and career-related components of the CP; and review, develop and share teaching and learning experiences that support effective implementation and assessment of PPS.

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### CP Reflective project



#### RECOMMENDED FOR:

**Experienced reflective project supervisors, Career-related Programme (CP) teachers and CP coordinators.**

This workshop provides a forum for experienced CP educators to engage in a detailed discussion around changes to and improving implementation, assessment and teaching of the reflective project, based on the curriculum review and the launch of the new reflective project guide. You will strengthen understanding of the reflective project and its role within the CP and develop, review and share strategies that support successful collaborative planning and reflection with Diploma Programme (DP) and CP educators around the reflective project. You will also review, develop and share teaching and learning strategies that support effective implementation and assessment of the reflective project. You will strengthen your understanding and standardize the application of reflective project assessment criteria.

## Leading the learning



### RECOMMENDED FOR:

**Coordinators, members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/heads of department, section/deputy/assistant/vice heads, inclusion specialists, career/guidance specialist. Heads of school may benefit from attending this workshop with/without their pedagogical leadership team.**

This workshop will support learning leaders to enhance the identity of being an IB World School through a reflection on the purpose, culture and environment of their learning organization and their agency for growing leadership capacity within the school. Building on this understanding, leaders will consider the ways in which they will place learning at the center of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's standards and practices. Working with each other and the workshop leaders, participants will:

- develop their leadership capabilities as a pedagogical leader within a learning organization
- become familiar with the IB's leadership capabilities as lenses or tools to develop their personal mastery in an IB global context
- prepare to develop collaborative or shared leadership capacity within their school
- plan the journey through school self-study toward evaluation and beyond.

During the workshop, leaders will reflect and build on their school's IB development plan to meet the IB's requirements for evaluation and a vision for ongoing implementation.

## Librarians



### RECOMMENDED FOR:

**Librarians who have taken the category 1 workshop or who have engaged with the Diploma Programme (DP) or Career-related Programme (CP) for more than 5 years.**

This workshop is designed for participants who wish to improve ways in which the library can support teaching and learning in the DP and CP classroom. The workshop will focus on:

- assessing the relevant links between IB programme standards and practices to enhance the teaching and learning experience
- developing strategies to help librarians become more effective in their role
- exploring collaboration between librarian and teacher to support student achievement
- maintaining a library that supports the DP and CP
- implementing DP and CP policies and procedures affecting the librarian
- examining forthcoming changes and updates that affect the implementation of the DP and CP.

## CP RESOURCES

### CP Core Poster Set (English, Pack of 5)

A colourful poster set for the IB Career-related Programme features five individual posters: Personal and professional skills; Service learning; Language development; The reflective project; The CP core.

Designed with students in mind, this colourful poster set will brighten up any classroom and will encourage familiarity with the core components of the curriculum. Size: A2 (594 x 420 mm). English version, comes in a pack of 5.



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## CATEGORY 3

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### Academic Integrity



#### RECOMMENDED FOR:

**Diploma Programme (DP) or Career-related Programme (CP) coordinators, teachers, extended essay supervisors, librarians and school leadership team members.**

This workshop will deepen your understanding of academic integrity and develop your skills to better support IB Diploma Programme/Career-related Programme students in this area. The workshop sessions are balanced between understanding the different types of student academic misconduct and school maladministration that exist, and the more proactive approach that schools can take in developing an academic integrity policy that both raises awareness of the issues and provides safeguards for students during their learning.

NEW

### Agency, action and engagement



See workshop description on page 4.

### Approaches to learning



See workshop description on page 4.

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



#### RECOMMENDED FOR:

**Diploma Programme (DP) and Career-related Programme (CP) teachers of all experience levels.**

This workshop will explore the approaches to teaching and learning that are at the heart of an IB education. It will focus on developing an enhanced understanding of the educational philosophy underpinning IB programmes, as well as exploring practical strategies that can help prepare students to meet the challenges of an increasingly complex world. You will have the opportunity to draw on your own experiences and the experiences of other IB practitioners, as well as on insights from experts in the field, to develop a deliberate and dynamic approach to approaches to teaching and learning in the Diploma and Career-related Programmes.

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



#### RECOMMENDED FOR:

**Diploma Programme (DP) or Career-related Programme (CP) coordinators and other pedagogical leaders (such as school principals, heads, members of senior management teams, approaches to teaching and learning coordinators, extended essay or creativity, activity, service coordinators) who wish to explore further implementation of approaches to teaching and learning in the DP in the context of their school.**

This workshop will review the approaches to teaching and learning and give pedagogical leaders the opportunity to discuss issues relating to the implementation of these approaches in their school context. Past and current experience with embedding ATL skills into the written, taught and assessed curriculum will be incorporated while sharing best practices and developing an action plan for one's own school. This workshop will also include discussion of the relationship between the approaches to teaching and learning in the DP/CP and the IB Standards and Practices, as well as exploration of how the approaches to teaching might be supportive of teacher development.

## Assessment for learning in the DP/CP



### RECOMMENDED FOR:

**Experienced Diploma Programme (DP) or Career-related Programme (CP) teachers and coordinators.**

Use this workshop to explore and increase your understanding of the philosophical underpinnings of DP/CP assessments. Then develop lesson plans and units of instruction using DP/CP assessment philosophies and practices. Over the course of the workshop, you will learn about assessment in the DP/CP, assessment objectives across all subject groups, the relationship of DP/CP assessments across multiple DP/CP subject groups and the central role of feedback in assessment. You will also discuss understanding by design, backward design and the role of assessment in backward design. You will explore effective instructional strategies and the role of assessment across IB core philosophies (learner profile, approaches to learning, approaches to teaching). You will also have the chance to design reflective assessments.

## Beyond the disciplines



See workshop description on page 5.

## Bilingual and multilingual teaching and learning



See workshop description on page 5.

## Building partnerships with parents



See workshop description on page 10.

## Concepts and inquiry in the DP/CP



### RECOMMENDED FOR:

**Diploma Programme (DP) and Career-related Programme (CP) teachers who are new to teaching through inquiry and concepts, and those who would like to learn more about planning lessons with concepts and inquiry central to students' learning experience.**

With the introduction of approaches to teaching and learning in the programme model, this workshop provides a forum for DP/CP teachers to develop their understanding of the transferable and universal nature of concepts and inquiry so that they take a more constructivist approach to teaching in the DP/CP classroom. Throughout the workshop, you will be exposed to strategies that challenge practices of focusing on isolated facts rather than the underlying conceptual connections. You will be guided through the process of backward planning through learning opportunities, actual content of courses and students' skill development. Activities will be structured so that you model a practical inquiry appropriate for the Diploma Programme or Career-level Programme level using student-generated guiding questions. The workshop will be underpinned by current research in the education field through guided reading with opportunities to discuss and reflect on understanding. There will also be an opportunity to work on individual unit plans and gain feedback from other participants so that you leave the workshop with a practical solution for improving classroom practice.

## Investigating inquiry



See workshop description on page 5.

## Leaders engage the community



See workshop description on page 8.

## Leading an IB education



See workshop description on page 8.



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## Leading an IB learning organization



See workshop description on page 9.

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## Leading and managing teams



See workshop description on page 9.

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## Leading mission, vision and strategy



See workshop description on page 9.

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## Leading through an understanding of finance and accounting



See workshop description on page 11.

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## Leading well-being in the school community



See workshop description on page 11.

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## Living and learning globally



See workshop description on page 5.

NEW

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## Multilingualism: Philosophy, policy and practice



See workshop description on page 6.

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## Navigating leadership



See workshop description on page 10.

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## Planning for programme evaluation



### RECOMMENDED FOR:

**Administrators, coordinators, and leading learning teams.**

The primary aim of IB programme evaluation is to help schools develop their capacity to implement IB programmes to have a greater impact on student outcomes through the development of teacher and leader practice. In this workshop, you will engage with each component of the programme evaluation process: preliminary review, self-study, school visit, final report, and how it all connects to lead to an impact on student learning through a programme development plan. You will reflect upon how this process supports schools as learning communities to work intentionally to continuously develop their IB programmes and enable school leaders and teachers to better direct their efforts and resources. You will come away with strategies to communicate your understandings in your own school context.

NEW

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## Principles of equitable and inclusive education



See workshop description on page 6.

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## Social and emotional learning



See workshop description on page 7.

## Strategies to increase DP/CP cohort sizes



### RECOMMENDED FOR:

**Heads of schools, Diploma Programme (DP) or Career Programme (CP) coordinators, members of the pedagogical leadership team, and other school administrators.**

**Participants might also be established DP or CP institutions looking to widen access and increase cohort size or new IB schools seeking to establish healthy-sized classes from the immediate community.**

In this workshop, you will discover and understand how the IB's Program Standards and Practices support the development of an inclusive and accessible DP and CP, and how a focus on the implementation of the approaches to teaching and learning can increase recruitment and retention of students in the DP and/or CP. This workshop aims to support you in order to understand, develop, and share principles and strategies aimed at building an equitable, inclusive and accessible DP/CP that results in an increase in the size of IB cohorts.

## Supporting IB students in the university admissions process



### RECOMMENDED FOR:

**Diploma Programme (DP) and Career-related Programme (CP) coordinators, counsellors, principals, heads, members of senior management teams, school district officials from IB World Schools and university or college admissions officers.**

More than 120,000 DP students will be entering university each year. IB students represent a broad range of nationalities from over 150 countries and reflect diverse experiences and perspectives that they apply to their learning in the DP/CP. These experiences, in combination with the emphasis on international-mindedness and academic rigour of the DP/CP, provide students with a unique set of skills, attitudes and perspectives for success in university and life in the 21st century. During this workshop, there will be an opportunity to develop a clearer understanding of how university recognition impacts a student's application to university, and to explore strategies in which schools can support students to maximize their chances of acceptance at their chosen university.

## The learner profile



See workshop description on page 7.

## The role of the coordinator



### RECOMMENDED FOR:

**Experienced coordinators from authorized IB World Schools.**

This workshop is designed to help coordinators implement the programme in a manner that supports the IB mission statement and philosophy, while at the same time developing programme standards and practices. The workshop looks at the role of the coordinator in documentation, organizing professional development opportunities, and managing complex relationships, resource management and communication with a range of stakeholders. All of these responsibilities are integral to the successful implementation of the programme. The workshop will provide opportunities for reviewing new and existing publications, curriculum mapping, policy writing and reviewing the guidelines for verification and evaluation. You will also become familiar with online systems, such as International Baccalaureate information system (IBIS) and the programme resource centre, which are vital to the role of the coordinator. The workshop will model collaborative leadership strategies and explore ways to effectively manage change.

## The role of the librarian



See workshop description on page 7.

## CP RESOURCES

### CP Poster (English)

A new poster displaying the IBCP curriculum model.



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## Understanding the CP



### RECOMMENDED FOR:

Schools that want to broaden their educational offering at post-16 by introducing the IB Career-related Programme (CP). Aimed at interested, candidate and existing IB World Schools, this workshop can be used as an exploration point for interested schools, an information source for candidate schools and as a refresher workshop for existing IB World Schools authorized to run the CP. Designed for school heads or administrators and CP coordinators or a coordinator's designate. The workshop provides an opportunity to explore and understand the CP and the opportunities and strengths that come from the combination of vocational and academic programmes.

This workshop will introduce you to the CP, including the IB philosophy and ethos. You will explore the effective delivery of career-related courses alongside the academic strand of IB Diploma Programme (DP) subjects and the CP core. You will learn what it means to be an IB World School and get a brief overview of the development of the CP and the CP core. In addition, you will explore the role of the CP coordinator, understand how CP subjects are delivered and assessed and obtain strategies to design an effective CP. You will also have the opportunity to discuss the CP authorization process and working with CP Standards and practices.

## CP RESOURCES



### IB Academic Integrity Poster Set (3 Posters, English)

A pack of three colourful posters conveying the benefits to all of the IB's academic integrity policy. Raise awareness and start discussions about honesty, respect, fairness, and trust by displaying at school events and in the classroom. Product size A2: 23.4" x 16.5" (59.4 cm x 42 cm). The pack includes three posters, language: English.



### IB Mission Statement Poster Pack (3 Posters English, Spanish, French)

A pack of three colourful posters depicting the IB mission statement designed to help schools convey the philosophy and purpose of the IB to students and staff. An eye-catching way to promote the IB within the school community, the mission statement poster is ideal for display at school events and in the classroom. Product size A2: 16.5" x 23.4" (42 cm x 59.4 cm). The pack includes three posters in all three IB official languages: English, French and Spanish.



### CP Poster (English)

A new poster displaying the IBCP curriculum model.  
Size: A2 (594 x 420 mm).



### CP Core Poster Set (English, Pack of 5)

A colourful poster set for the IB Career-related Programme features five individual posters: Personal and professional skills; Service learning; Language development; The reflective project; The CP core. Designed with students in mind, this colourful poster set will brighten up any classroom and will encourage familiarity with the core components of the curriculum. Size: A2 (594 x 420 mm). English version, comes in a pack of 5.



### IB Alumni Testimonial Poster Set (3 posters English, French, Spanish)

A pack of three colourful posters conveying the benefits of an IB education. One poster features English-speaking alumni, one poster features Spanish-speaking alumni, and one poster features French-speaking alumni. Ideal for display at school events and in the classroom. Product size A2: 23.4" x 16.5" (59.4 cm x 42 cm). The pack includes three posters in all three IB official languages: English, French and Spanish.

PRODUCT NAME	NUMBER ID	PRICE
IB Academic Integrity Poster Set (3 Posters, English)	1653GJX	USD 49.99
IB Mission Statement Poster Pack (3 Posters English, Spanish, French)	1390MZ3	USD 49.99
CP Poster (English)	1247JAX	USD 7.99
CP Core Poster Set (English, Pack of 5)	1241MR2	USD 39.99
IB Alumni Testimonial Poster Set (3 posters English, French, Spanish)	1883FM2	USD 49.99





## IB Graduation Lapel Pin

To be the IB alumni is a very special privilege and, for the many thousands of graduates, this shared experience is a source of tremendous pride. To commemorate and celebrate this we are delighted to present a Graduation Lapel Pin exclusively designed for the IB alumni. This pin measures 2.2"W x 2.6"H and is made of silver-toned metal, enamel and has a butterfly clasp for easy attachment to clothing and other accessories. The Graduation Lapel Pin features the IB World School logo and the Alumni inscription. Comes in a gift box. Wear it with pride and enjoy!



## IB Graduation Tassel (Pack of 10)

Celebrate your academic achievements with this IB graduation tassel. Ideal for graduation ceremonies, class reunions and more. Tassels are usually worn on a graduation cap but can be also distributed as commemorative keepsakes. Each graduation tassel comes with a complimentary silver-toned metal IB World School logo charm. Length: 9 inches, colour: blue.



## IB Graduation Satin Stole Blue

This IB blue graduation stole is the perfect accessory for graduation day. Each stole is 5"x 60" and is made from high quality satin material that is silky smooth to the touch. Branded with the white screen-printed IB World Schools logo.



## IB Graduation Diploma Cover A4

Protect your IB diploma with this eco leatherette hard body diploma cover made from blue cotton and featuring the IB World School logo. White foil, double side diploma sleeves ribbon with protective A4 transparent sheets.



## IB Satin Pen (Pack of 10)

IB-branded satin pen sleek in design and versatile in use. The pen has a rubber grip and plunger action. Blue ink, comes in a pack of 10.

PRODUCT NAME	NUMBER ID	PRICE
IB Graduation Lapel Pin	1238NR9	USD 9.99
IB Graduation Satin Stole Blue	1303CQ7	USD 24.99
IB Graduation Tassel (Pack of 10)	1367EX7	USD 25.00
IB Graduation Diploma Cover A4	1241ER4	USD 26.99
IB Satin Pen (Pack of 10)	1367RX1	USD 15.99





### IB Learner Profile Lanyard (Pack of 10)

A pack of 10 lanyards featuring the IB learner profile attributes and the IB logo. These comfortable and durable lanyards are a practical accessory for any IB event. Size: 3/4" W x 36" L.



### IB Eco Lanyard (Pack of 10)

A pack of 10 environmentally friendly lanyards printed with the IB logo. Lanyards are made out of durable polyester.



### IB Water Bottle

Help support your healthy lifestyle with the IB plastic water bottle. Lightweight and durable, imprinted with the IB logo.



### IB Travel Mug

This 18 oz capacity NatureAd-Tumbler, featuring the IB World School logo, will keep your beverages almost as hot or cold as when you pour them inside, and it won't leak or spill a drop. Comes in a blue colour and is made from 100% environmentally friendly corn plastic with drink thru lid. Includes a removable 100% corn decal. "NATURAL CORN PRODUCT" engraved on bottom. Hand wash recommended. Microwave safe. Size: 7-1/2" H.



### IB Cufflink Gold-Tone Metallic

Add that perfect final touch to your dress-wear ensemble with these classic IB cufflinks. Gold-tone metal centerpieces are highlighted with the IB logo. Presented in a velvet box, size: 15mm in diameter and 2mm in thickness.



### IB Cufflink Silver-Tone Metallic

Add that perfect final touch to your dress-wear ensemble with these classic IB cufflinks. Silver-tone metal centerpieces are highlighted with the IB logo. Presented in a velvet box, size: 15mm in diameter and 2mm in thickness.

PRODUCT NAME	NUMBER ID	PRICE
IB Learner Profile Lanyard (Pack of 10)	1367DXX	USD 21.00
IB Eco Lanyard (Pack of 10)	1303MQX	USD 19.00
IB Water Bottle	1408PK9	USD 10.00
IB Travel Mug	1241GR9	USD 15.00
IB Cufflink Gold-Tone Metallic	1407WK3	USD 25.00
IB Cufflink Silver-Tone Metallic	1407YK8	USD 25.00



## IB Thermo Bottle

This IB branded blue thermo bottle features vacuum sealed, double wall insulation to keep your beverage cold for 24-hours or hot for up to 12-hours. BPA free, hand wash only. Size: 10"H x 2 3/4" Dia.



## IB Silver Medal in Gift Box

As the latest addition to IB popular presentation gift range, the IB World School silver medal is in elegant silver metal on a blue lanyard. It is perfect for graduation ceremonies or for use as a presentation gift. 50 mm diameter; 2.5 mm thickness; debossed with IB World school logo on both sides; includes blue lanyard branded with the IB World School logo; presented in a gift box.



## IB Silver Lapel Pin Badge (L)

Smart circular steel lapel badge in silver with butterfly pin fastening. The perfect gift for graduation and awarding students for their academic achievements or as the perfect accessory to communicate your involvement within the IB community. Polished debossed IB logo; Trim 22mm diameter; Presentation box.



## IB Gold Lapel Pin Badge (L)

Smart circular steel lapel pin badge in gold with butterfly pin fastening. The perfect gift for graduation and awarding students for their academic achievements or as the perfect accessory to communicate your involvement within the IB community. Polished debossed IB logo; Trim 22mm diameter; Presentation box.



## IB Colour Lapel Pin Badge (L)

This smart circular lapel badge is printed with a full colour IB logo. Used by many customers as a presentation gift at graduation in order to mark the academic achievements of IB students, or as the perfect accessory to communicate their involvement within the IB community. Made from resin and steel; Secure butterfly pin clasp; Trim 22mm diameter; Presentation box.



## IB Bronze Lapel Pin Badge (L)

Smart circular steel lapel badge in bronze with butterfly pin fastening. The perfect gift for graduation and awarding students for their academic achievements or as the perfect accessory to communicate your involvement within the IB community. Polished debossed IB logo; Trim 22mm diameter; Presentation box.

PRODUCT NAME	NUMBER ID	PRICE
IB Thermo Bottle	1241DR7	USD 19.99
IB Silver Medal in Gift Box	0496HZ6	USD 15.99
IB Silver Lapel Pin Badge (L)	0496NZX	USD 12.99
IB Gold Lapel Pin Badge (L)	0496MZ2	USD 12.99
IB Colour Lapel Pin Badge (L)	0496QZ1	USD 12.99
IB Bronze Lapel Pin Badge (L)	0496PZ4	USD 12.99



### IB Table Flag

Table flags with the IB logo are a favourite for all school events. Table flag measures 9 x 6 (22cm x 15cm). Supplied with extendable chrome pole which measures 10 (24cm) & extends up to 18 (45cm). The pole can be used at any height between 10 & 18. The flag is made of durable polyester.



### IB Flag (3' X 5')

A 90 cm x 150 cm (36" x 60") flag with a full color IB World School logo. Manufactured from durable fabric and finished with highly sustainable synthetic, all-weather materials making it suitable for outdoor as well as indoor use. The flag is made of durable polyester.



### IB Flag (Indoor ONLY) / (with plastic clips for hanging)

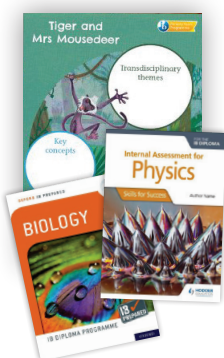
A 150 cm. x 225 cm. (59 in. x 89 in.) flag with a full color IB World School logo. Manufactured from durable fabric and finished with highly sustainable synthetic, all-weather materials.

PRODUCT NAME	NUMBER ID	PRICE
IB Table Flag	1241AR5	USD 29.99
IB Flag (3' X 5')	1303RQ6	USD 200.00
IB Flag (Indoor ONLY) / (with plastic clips for hanging)	0496JZ0	USD 207.00



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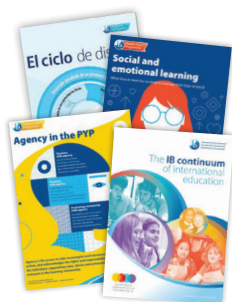
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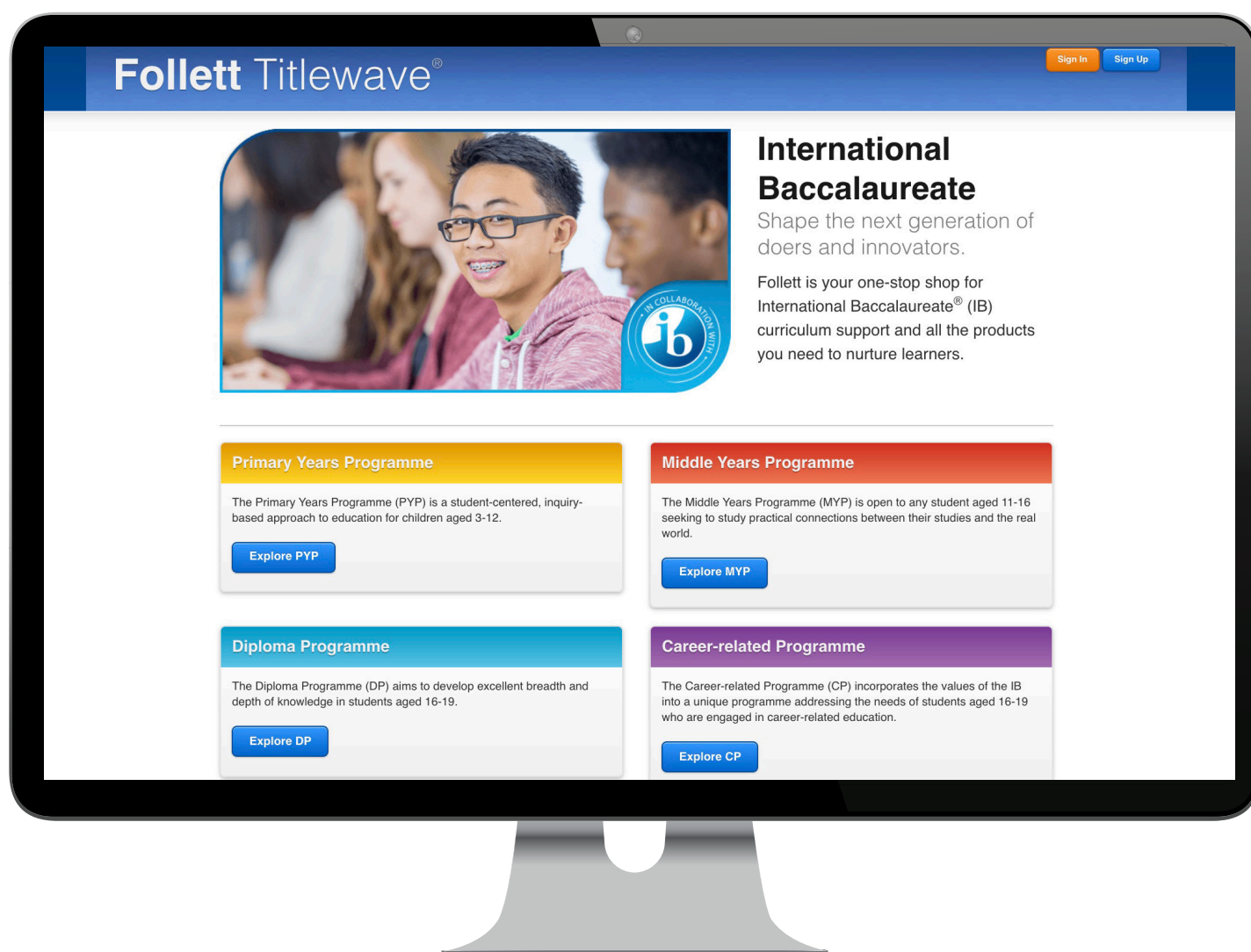
## Diversity, Equity, and Inclusion

Expose students to the stories and voices of different cultures, abilities, backgrounds, locations, and identities around the world.

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