My name is Ruohong Hao. I was a 2013 graduate from the English College in Prague, and I am currently studying at the University of Edinburgh in the United Kingdom.

Prague is such a gorgeous and well-preserved old city. When I moved to Prague when I was a kid, I was impressed with the amazing architecture. Thus, most of my paintings were about western architecture. The painting was an impression of the downtown based on one photo of mine. The photo was actually taken in summer. As it was winter when I was doing the painting, I imagined the winter view. The girl in red watching the swans was a self-portrait. The red colour makes the picture look a bit warmer and more bright. This painting is an expression of the calm and peace of the winter season in Prague.

Dear Colleagues,

Professional development (PD) helps schools make steady upward progress. The IB embeds professional development into every part of a school’s IB journey—from authorization to programme implementation and evaluation, to ensure that every IB World School is successful.

The 2017 IB catalogue is an exciting mix of fresh offerings, new services and creative thinking. For example, four new workshops—Approaches to learning, Investigating inquiry, Living and learning globally, and Beyond the disciplines—help answer, What is an IB education? Six more workshops in the series have been updated and reconstituted based on your input. These and many other new and ongoing workshops will inspire, enrich and sustain your teaching practice—as an international educator you don’t want to miss them.

New "scenario guides" on pages 4–5 suggest supportive PD plans for different kinds of IB World Schools during various points along their IB journey. Look at these strategic examples to gain insights about how to create a plan that works for your school—at the stage that your school is in right now. Use the examples and your imagination to customize a package that benefits everyone in your school.

Three new School Enhancement Services are offered for the first time as an option to schools that would like targeted support. Choose from Curriculum Connections, Building Quality Curriculum (PYP) and IB Consultancy. Within each service, an array of customizable solutions can meet your school’s needs. Find out more about these services on pages 3, 34–36 and online at www.ibo.org/school-enhancement-services.

Emerging IB leaders will find a wealth of experiential learning in five leadership workshops offered in many locations around the world. Grounded in research related to multicultural leadership, this new series is very popular. Whether you aspire to lead in your current school or in a school far from home in the future, these workshops will provide you with a deep dive into establishing your leadership platform, substantial reference material and valuable contacts. See pages 9–10 for details on these rewarding leadership experiences.

As the Career-related Programme grows and attracts more schools and students, its PD offerings have expanded to 12 workshops. These new PD resources are designed to provide CP educators abundant support and great ideas for leading instruction and generating impressive student outcomes.

Subject-specific seminars to support Diploma Programme educators begin early in 2017 and continue until mid-year. Experienced DP teachers in film, geography, psychology, and social and cultural anthropology should attend these seminars to learn about the changes to the guides and have the chance to ask questions to one of the members of the IB curriculum review team.

With themed learning options, various workshop formats, custom services and subscriptions, there are many ways to engage with professional development, with your professional learning communities and with lifelong learning.

Best wishes for continued learning and engagement,

Anthony Tait
Professional Services Director
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Defining and defying boundaries
30 July–05 August 2017
Rochester, New York, USA

Well-being in a healthy world: personal responsibility and global health
06–12 August 2017
London, England
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.

**Face-to-face workshops**
Almost all IB workshops are offered around the world in venues that bring together hundreds of teachers for multi-day learning events. Most workshops are 15-hour modules offered over 2.5 days; other options may be available based on regional needs.

**Online workshops**
Online workshops complement regional face-to-face workshops and expand access to teachers from all IB regions. A wide range of online workshops are available for new and experienced coordinators, teachers and administrators in all programmes. Workshops are available in English, French and Spanish (as noted) and typically span four weeks, offering approximately 15 learning hours.

The IB’s online environment promotes unparalleled knowledge exchange between IB teachers living and working around the world. Our learning platform promotes high-value social and professional interactions.

**e-Learning and blended learning**
Webinars, self-study, e-learning resources and other online resources can meet the learning styles of all individuals. These tools help educators focus on more specific aspects of IB programmes and offer ‘just-in-time’ learning that can be applied in the classroom right away. Blended workshops combine the best of face-to-face and online approaches and minimize time away from school. Typically, blended learning may include three hours online alongside a two-day face-to-face event.

**In-school or district or cluster workshops**
Use these workshops to train your entire programme staff on your own premises. You can choose to focus on specific programme content and strategies. Workshops may be delivered over two days or during out-of-school hours, depending on the availability of a local facilitator. Contact your IB professional development team for more information.

Which workshops should I choose?
Choose category 1 workshops if you are new to the IB or if your situation is similar to any of the following:
- You are a 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 a review 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 World School but wish to sample IB learning may choose to participate in many of our workshops. Please refer to the “Recommended for” information in each workshop description.

School Enhancement Services
Three new services for schools—both candidate and authorized—are now offered so that your school can receive quality, targeted support in areas important to programme implementation. Tested in IB schools, these services improve programme implementation and provide teaching staff with continuous and tailored support.

All services are optional and may be requested during any point in a school’s IB journey.

**IB Consultancy**
Following authorization, schools can request consulting services to gain specific guidance that promotes and enriches programme implementation.

Consulting may begin at any time, for example, during the interim between evaluation visits and/or in the lead-up to evaluation visits. Consulting may overlap an evaluation visit.

Because your school is unique, your consultant will focus on guiding you according to your school’s particular identity and situation.

Your consultant will focus on your school’s priorities. These may include teaching and learning, assessment, philosophy, or other areas you specify.

To learn more about IB Consultancy, visit www.ibo.org/school-enhancement-services/consultancy-for-authorized-schools. Use the online form to let us know that your school is interested, and we will respond to your query promptly.

**Curriculum Connections**
PYP and MYP schools may opt to receive more support in connecting their programmes to local curriculum requirements. You may select from three areas of focus important to your school: whole programme; single-subject or area; or whole programme for the community groups your school serves, such as parents, board members, and owners. Tailor the level of support your school receives by choosing the mode of service delivery that suits your school’s needs, including self-guided on-demand, interactive and consultative, and customized onsite coaching.

Find out more by visiting www.ibo.org/school-enhancement-services/curriculum-connections. Use the online form to let us know that your school is interested, and an IB representative will respond promptly.

**Building Quality Curriculum (PYP)**
This service proved so popular among MYP schools (required prior to programme evaluation) that a similar service was designed for PYP schools so that they too could benefit from expert evaluation of their curriculum planning and writing.

Building Quality Curriculum enables you to receive structured feedback on your PYP planning, deepen your understanding of the curriculum planning process and reflect on your planning activity. When you improve the written curriculum, you can have a positive impact on the teaching and learning that occurs in your school. Building Quality Curriculum is open to PYP teachers from candidate and authorized schools who seek to improve their practice.

Learn more at www.ibo.org/school-enhancement-services/pyp-building-quality-curriculum, where you can express your interest in this helpful service. An IB representative will respond promptly.
Develop your school’s PD plan to create teaching and learning solutions

Customize your plan based on your people, their level of IB experience and your resources. Use the examples shown below to see how you might take your school—during various phases of your IB journey—to the next level of programme implementation, through affordable, high quality IB professional development workshops and supportive services. Many combinations of support are available.

<table>
<thead>
<tr>
<th>School context</th>
<th>Example of coordinated options for your school’s PD plan</th>
<th>Programme(s) offered in your school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newly authorized</td>
<td>1. DP Advantage for your entire teaching community with interactive and rich media material to share plus coaching hours to divide among individuals at your school 2. Category 2 workshops for subject teachers, coordinator and head of school 3. Role-specific workshop for specialists in your school: Counselling; Coordination; The role of the librarian 4. Role and development of intercultural understanding or Living and learning globally (workshops) 5. The learner profile (workshop) 6. IB Consultancy - Continuous improvement through programme standards and practices for whole school involvement</td>
<td>IB continuum</td>
</tr>
<tr>
<td>Highly experienced, mature IB school</td>
<td>Use these workshops to start or support your work in a selected area of focus 1. Approaches to learning 2. Investigating inquiry 3. Beyond the disciplines 4. Bilingual and multilingual teaching and learning 5. Leading an effective professional learning community 6. Specialized roles in your school: for example, librarians, counselling</td>
<td>IB continuum</td>
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<td>We depend on high levels of personal receptivity and resourcefulness; low budgets are the norm</td>
<td>Maximize IB resources and leverage your leadership capabilities to efficiently deliver pedagogical support</td>
<td>IB continuum</td>
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<tr>
<td>Seeking to stay current and effective while staying within our PD allotment</td>
<td>Pick and choose the most germane IB workshops, services and resources to fill gaps, improve targeted areas and accelerate skillfulness and knowledge of your IB educators</td>
<td>IB continuum</td>
</tr>
<tr>
<td>Our bar is set high; we’re well resourced; we’d like to exceed expectations</td>
<td>High quality support ensures that your school can become the model IB school you envision. Workshops, services and other resources are available face-to-face, on demand and customized.</td>
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<td>Newly staffed</td>
<td>1. Category 1 workshop for all new staff 2. Category 1 or 2 workshop for administrators and coordinators new to their role 3. In-school workshop for all to attend 4. Investigating inquiry workshop for teachers new to the IB 5. IB Consultancy - Programme implementation sustainability to engage your entire school</td>
<td>IB continuum</td>
</tr>
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<td>Highly experienced, mature IB school</td>
<td>Use these workshops to start or support your work in a selected area of focus 1. Approaches to learning 2. Investigating inquiry 3. Beyond the disciplines 4. Bilingual and multilingual teaching and learning 5. Leading an effective professional learning community 6. Specialized roles in your school: for example, librarians, counselling</td>
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<td>Versed in IB implementation and pedagogy</td>
<td>Take a whole school approach Select teams to attend these workshops: 1. Investigating inquiry 2. Well-being and student leadership 3. Pedagogical leadership 4. Digital citizenship Engage all teachers through a School Enhancement Service 6. PYP Building Quality Curriculum 7. Curriculum Connections 8. IB Consultancy - Programme implementation</td>
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WHAT IS AN IB EDUCATION?

A new 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 appropriate for all educators at any point in the journey as life-long learners.

ALL WORKSHOPS ARE RECOMMENDED FOR K-12 educators, heads of school/IB coordinators and will be available face to face in English.

NEW AND FOUNDATIONAL

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 in order 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 cognitive, affective and meta-cognitive skills using a variety of strategies may increase the capacity of learners to become self-regulated and intrinsically motivated.

Living and learning globally
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.

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.

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 interconnectedness 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 enduring understandings that encourage learning to know, learning to do, learning to live together, and learning to be.

Bilingual and multilingual teaching and learning
How is learning to communicate in a variety of ways, and in more than one language, fundamental to the development of intercultural understanding? School communities can create an inclusive multilingual learning community using intercultural understanding as a pillar of international-mindedness.

• Develop a deeper understanding of complex linguistic profiles of learners in multilingual settings.
• Explore tools to develop schools as learning communities that promote accessibility to, and growth within, the curriculum for multilingual learners and teachers.
• Learn how to draft and revise language policies collectively to support inclusive instructional practices for the success of all students.

Creating inclusive classrooms
How can we ensure access for all students? Learning communities become more inclusive as they identify and remove barriers to learning and participation.

• Explore what planning for inclusion means, why it is important to consider in an IB setting and how it will benefit all students in the school community.
• Share differentiation strategies and inclusion approaches with other participants and design assessments that differentiate and accommodate learners within the IB assessment protocols.

Developing service learning
How can educators develop students’ intrinsic motivation for service learning in the school community and beyond? Challenging learning environments help students to develop the imagination and motivation they need in order to meet their own needs and the needs of others.

• Explore the core elements of action and service learning.
• Examine social entrepreneurship in the school context and use different models to evaluate alternative ways for schools to approach and manage projects that deal with critical social, economic and environmental issues.

The role of the librarian
How can the librarian support teaching and learning? The expertise of the librarian extends beyond the context of IB documentation and support to teaching, co-teaching, mentoring, designing learning spaces and more. Ideal for all librarians, media specialists, and similar resource managers.

• Explore trends, frameworks and promising practice in school librarianship.
• Compare different models of library and resource provision and 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 contribute to significant content in IB programmes to enhance the connections between the programmes.
• Reflect on how to build collaborative relationships with academic staff, school leadership, and students.

WORKSHOPS TO INSPIRE, ENRICH, AND SUSTAIN INTERNATIONAL EDUCATORS

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.
• Analyze 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.

NEW FOR 2017
JOIN A NEW GENERATION OF LEADERS

A new series of IB workshops focus on leadership in international education. These rich professional development experiences are led by an outstanding and diverse group of leaders who are passionate about sharing their knowledge and experiences. Together, they are building a global community of strategic and innovative educational leaders.

FOR ASPIRING LEADERS AND NEW HEADS OF SCHOOL

All workshops in this section are recommended for aspiring leaders, including teachers, coordinators and new heads of school. Except as noted, these workshops are available face to face and online in English.

2017

These workshops are ideal for teachers in non-IB schools to:
- put you on a fast track to an understanding of the IB’s principles, philosophy and methods
- help you prepare to teach in an IB World School
- enable you to teach with confidence in any international context

Cost: 300 USD per workshop
Duration: 3 weeks each; 4-6 hours per week

**Understanding leadership**

Leadership is a social construct, positioned in time and place and influenced by personality. This workshop aims to expose, test, and critique the assumptions upon which each participant’s own style, definition and understanding of leadership are based. Leadership theory and current research will form the basis for discussion with case studies and the participants’ own experiences being used to explore leadership, cross-cultural investigations and the impact of culture on leadership styles and practices. There will be an emphasis on the complex, contextual and holistic nature of leadership, and participants will build deeper understandings of how to adapt their leadership style in different contexts.

The workshop will include an introduction to the capabilities and intelligences, core themes and leadership processes that are considered to be most supportive of effective leadership in a range of IB contexts. In line with IB philosophy, participants will be encouraged to develop an investigative mindset, become more inquiry- based and reflective practitioners while modeling life-long learning. Action research will be introduced, helping candidates identify major issues that leaders may face, while planning possible responses that reflect an awareness of local context. Participants will develop and articulate a deeper understanding of their own philosophy, and draft a personal philosophy statement that can then be evaluated as to relevance and effectiveness with reference to daily practice in IB World Schools, through using a reflective journal or blog.

Register today!
http://www.ibo.org/professional-development/pd-for-non-ib-teachers/

Available online only!
Developing and sustaining powerful policies
The role and development of intercultural understanding

NOTE: This workshop is only available as a face to face event.
Leading through an understanding of culture and context
This workshop explores the concept that leadership is context driven. You will deepen your understanding of how national and organizational cultures interact and impact on beliefs, values and behaviours in schools. In addition, you will discuss how to develop a positive organisational culture, which is proven to be closely aligned with high student achievement. The workshop will enable you to investigate leadership issues in different IB contexts. Through illustrative case studies, critical reading, collaborative problem solving, reflection journals, diagnostic testing, and research projects, you will be expected to reflect upon how these relate to your own experiences and develop responses and solutions that align with IB philosophy.

Leading for effective teaching and learning
This workshop will provide opportunities for you to explore theories of learning and instructional design principles underpinning the IB programmes. You will consider the impact these have on student learning and how the school can support this learning. You will look at the implications of adopting these ideas and principles when developing and implementing school strategy and policy. You will explore the instrumental role that authentic assessment plays in guiding learning activities and enabling student learning and discuss how assessment of and for learning, can be incorporated into a whole school assessment policy. You will identify strategies for successful policy implementation and the role of teachers and teaching in the learning process.

For executive leaders and experienced heads of school

Leading an effective professional learning community
Investigate approaches to development of professional learning communities that support IB programme implementation. Use what you learn to evoke greater inquiry, collaborative learning and critical thinking from your staff.

Cultivating learning-focused IB World Schools
In this workshop, you will apply a number of leadership capabilities to build learning focused IB World Schools. You will do this through engaging in snapshots of practice in a range of contexts and applying these to your own. You will explore the challenges of leading IB World Schools and preparing students to live in the 21st century. In addition, you will refine your capacity to play the leading role in guiding a school through IB Authorization and beyond; develop appreciation for the IB mission statement, philosophy and pedagogy; and determine what success can and does mean for your school and its stakeholders.

Governance: Introduction to the IB for school owners and board members
This workshop introduces the philosophy of the IB to owners and members of governing boards. It focuses on standards A (philosophy) and B (leadership and resources) to assist these groups in understanding their responsibility and contribution to the successful implementation of IB programmes. Participants will have an overview of the processes of authorization and evaluation and an opportunity to look at their school through the eyes of an IB visitor.

NOTE: This workshop is only available as a face to face event.

Pre-conference events
These professional development experiences are held in conjunction with the IB Annual Regional Conferences. These one day interactive learning experiences are designed and delivered by a ‘master’ on a topic of interest to experienced heads. For more information, visit the conference landing page of the IB website.

The on-demand subscription that supports your DP faculty!

• E-learning resources, videos, webinars and more!
• Perfect for sharing with your professional learning community.
• Live coaching sessions for staff, coordinators and heads.
• Great for onboarding new staff and encouraging career development

Subscribe now: https://register.ibo.org/DPadvantage
EXPANDED OFFERINGS FOR THE IB CAREER-RELATED PROGRAMME (CP)

The IB Career-related Programme (CP) is growing and so are options for your professional development—more workshops, more languages, more topics. For full workshop descriptions, see pages 80–83.

NEW FOR 2017

In 2017, CP Administrators are now also available face to face in French. CP Coordinators are also now available face to face in French. CP Guidance counsellors are available face to face in English, French and Spanish, and also available online in English. CP Personal and professional skills are available face to face in French. CP Reflective project is also available face to face in French. CP Service learning: Transforming academics into action is now available face to face in French. The CP is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education.

Category 1

**CP Administrators**

Now also available face to face in French

Gain a basic understanding of the CP and explore the unique framework that allows you to tailor the programme and create a sustainable offer in your school.

**CP Coordinators**

Now also available face to face in French

Explore the CP standards, practices and requirements, and the process involved in application for candidacy, authorisation and programme evaluation.

**CP Guidance counsellors**

Now also available face to face in French

Focus on career-related learning to address student needs and discuss strategies around encouraging universities and employers to recognize the CP.

**CP Personal and professional skills**

Now also available face to face in French

Discover different strategies for implementing the required components of personal and professional skills (PPS) to suit the needs, backgrounds and career-related interests of students.

**CP Reflective project**

Now also available face to face in French

Explore supervision, formatting and improved practice approaches to teaching and assessing the reflective project in the CP.

**CP Service learning: Transforming academics into action**

Explore the five stages of service learning and its application in the Diploma Programme through CAS and academic classes, and in CP Service Learning.

Category 2

NEW! CP Administrators

Now available face to face in English, French and Spanish

Develop the CP that best serves the needs of your students through exploring, discussing and collaborating on feasible and effective methods for delivering the CP in your school.

**CP Coordinators**

Now also available face to face in French

Reflect on your experience of CP delivery to share ideas on curriculum, assessment, and retention. Explore different strategies for tracking and assessing the core components of the CP.

**NEW! CP Guidance counsellors**

Now available face to face in English, Spanish and French

Also available online in English

Focus on the centrality of the learner and the value of regional contexts for effective career-related counselling. Review strategies that support students' employment choices or university applications.

**CP Personal and professional skills**

Now also available face to face in French

Engage in a detailed discussion around improving implementation, assessment and teaching of personal and professional skills (PPS), based on the curriculum review and launch of the new guide.

**CP Reflective project**

Now also available face to face in French

Strengthen your understanding of the reflective project and develop, review and share strategies that support successful collaborative planning, reflection and assessment.

Category 3

NEW! Understanding the CP

Available face to face in English, Spanish and French

Also available online in English

Explore the effective delivery of career-related courses alongside the academic strand of IB DP subjects and the CP core. Discuss the CP authorization process and the CP standards and practices.
NEW WORKSHOPS IN DP, MYP AND PYP

Category 1
Counselling
Now also available online in English
Recommended for: Counsellors working in a school with a Diploma Programme who wish to increase their level of understanding of the IB, the DP and outcomes. Counsellors may be attending from schools with a new programme or who are new to an established DP school.

The overall purpose of the workshop is to explore the philosophical and administrative principles of the IB Diploma Programme counselling for DP implementation. The focus will be on understanding IB philosophy, IB terms/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 counsellors with the knowledge and foundation to understand the facets and evolution of the DP. You will learn how 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 DP, and not on the details of university admissions in varying contexts.

Category 2
Counselling
Now also available online in English
Recommended for: Counsellors with at least one year of experience working within a DP school.

The workshop is designed to review and update counsellors on the standards and practices of the 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 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 DP, and not on the details of university admissions in varying contexts.

Subject workshops
Now also available online in English
Recommended for: DP subject teachers who have prepared students for at least one DP exam session.

Film
Psychology
Social and cultural anthropology

NEW! Assessment for learning in the DP
Now available face to face in English, Spanish and French

Recommended for: Experienced DP teachers and coordinators

Use this workshop to explore and increase your understanding of the philosophical underpinnings of DP assessments. Then develop lesson plans and units of instruction using DP assessment philosophies and practices. Over the course of the workshop, you will learn about assessment in the DP, assessment objectives across all subject groups, the relationship of DP assessments across multiple DP 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 and approaches to teaching). You will also have the chance to design reflective assessments.

NEW! Philosophy: Argumentative essay
Available face to face in English

Recommended for: IB philosophy teachers and for teachers of other related academic disciplines who have subject-specific teaching experience.

In this workshop you will gain conceptual and practical tools to improve students’ written work in their approach to philosophical problematics. With this goal in mind, the rhetorical, logical and dialectical aspects of philosophical discourse will be analysed and practical strategies to produce clear and accurate prose will be discussed. The workshop will be general in nature but will take into account the points set out in the Philosophy guide (first assessment 2016) and provide participants with ways to improve their approach to and preparation for the external papers and internal assessment requirements.

NEW! Psychology extended essay
Available online in English

Recommended for: DP psychology teachers who have had at least one year of experience in teaching the course, have taken the Psychology category 1 workshop and have begun their role as EE supervisors.

The Psychology extended essay workshop will enable you to guide students in planning, researching and writing a formally presented, structured paper, according to the current Extended essay guide (first exams 2018). You will learn how to guide students in the development of a focused question and apply the necessary skills in order to write an EE. In addition, you will examine the roles and responsibilities of the supervisor and student at each stage of the process and gain experience in applying the EE assessment criteria when assessing the students’ work.

NEW WORKSHOPS IN DP, MYP AND PYP

NEW FOR 2017

Available until June 2017
Recommended for: Experienced subject area teachers

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 guidelines and requirements for implementation, the objectives and criteria, and the assessment tools and task types. Academic staff from the programme development team and/or a member of the curriculum review team will be on hand throughout the workshop to answer questions and participate in discussion. These seminars will be held at face-to-face events within the first three months of publication of the new guide. All workshops held after the subject-specific seminars (online and face-to-face) will work to the new guide; any workshops held before the subject-specific seminars will still work to the current guide.

Subject specific seminar: Film
The film subject specific seminar workshop is designed to highlight everything new about the IB film course. It will explain the review of the current film course syllabus and the changes that have emerged from that review. It will describe how the review was conducted, the rationale for changes that are being made and how those changes will strengthen the course. It will also explain the timeline for implementation of the new curriculum and assessments. The workshop will focus on the aims and objectives of the revised course and link those to the curriculum and the new assessments. It will cover in detail the requirements and expectations for each of the new assessments. It will stress the significance of cultural context and how this powerful influence is woven throughout the revised syllabus and assessments.

Subject specific seminar: Psychology
The SSS will guide participants through the changes made by the curriculum review to the course for first assessment in 2019. Participants will explore the changes to the content and assessment as outlined in the DP Psychology guide (first examinations 2019). You will examine the rationale behind these changes and undertake collaborative activities in order to understand, how the new course differs from the old.

Subject specific seminar: Social and cultural anthropology
The SSS will guide participants through the changes made by the curriculum review to the course for first assessment in 2019. Participants will explore the changes to the content and assessment as outlined in the DP Social and cultural anthropology guide (first examinations 2019). You will examine the rationale behind these changes and undertake collaborative activities in order to understand, how the new course differs from the old.

Subject specific seminar: Geography
The SSS will guide participants through the changes made by the curriculum review to the course for first assessment in 2019. Participants will explore the changes to the content and assessment as outlined in the DP Geography guide (first examinations 2019). They will examine the rationale behind these changes and undertake collaborative activities in order to understand, how the new course differs from the old.

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Subject specific seminar: Psychology
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NEW FOR 2017

IB WORKSHOPS AND SERVICES 2017 CATALOGUE

Category 3

Literacy: MYP and the common core
Now available online in English
Recommended for: MYP teachers of language.

In this workshop, you will discover how the MYP is ideally suited to implementing the Common Core State Standards (CCSS) in language and literature. You will examine the standards and explore how elements of the MYP already deliver on their requirements. You will investigate the types of assessments suggested by the CCSS and then design your own assessments that satisfy the rigour and contextual learning necessitated by the CCSS and the MYP. In addition, you will explore how “inquiry” can be used to deepen understanding of concepts and how it can be effectively implemented in a language and literature 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. 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.

Managing assessment
Will be available online in English in May 2017
Recommended for: School leaders, 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.

Note: The online environment of this workshop allows you to explore how to manage assessment of students by working with other educators in three different ways: in mixed subject groups, within your own subject and individually.

Category 1

NEW! An introduction to the IB programme standards for administrators new to the PYP in the early years
Available face to face in English
Will be available online in English in May 2017
Recommended for: Early years practitioners from non-IB schools, preschools or early years settings, as well as those that have identified themselves as interested, candidate or authorised.

This workshop will provide a basic understanding of the PYP for members of educational leadership teams who are either considering the implementation of the PYP or joining an authorized or candidate school. The sessions will focus on international-mindedness from the PYP perspective; the IB standards and practices; an overview of the written, learned and assessed curriculum; and the verification process, including the services provided by the IB and the significance and role of leadership in an IB World School offering the PYP.

NEW! The vital role of the teaching assistant in the PYP
Available face to face in English
Recommended for: Teaching assistants in candidate and authorized PYP schools, and non-IB teaching assistants. The course is suitable for all teaching assistants, learning support assistants and others who support learning in all settings and at all stages.

As a teaching assistant (TA), how can you contribute to teaching and learning effectively? What are the characteristics of effective partnerships between teachers and TAs? TAs work alongside teachers, helping students to get the most out of the teaching and learning in the classroom. By helping teachers implement activities and make effective decisions to improve student outcomes, TAs can greatly enrich the educational experience of students. In this workshop, you will have many opportunities to explore, collaborate, communicate and reflect on how you play an important role in the classroom. In this role, you can provide a “friendly face” for many students and serve as a key connection between the student and the teacher.

NEW! The vital role of the teaching assistant in the PYP
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Recommended for: Teaching assistants in candidate and authorized PYP schools, and non-IB teaching assistants. The course is suitable for all teaching assistants, learning support assistants and others who support learning in all settings and at all stages.

An introduction to the PYP curriculum model in the early years
Available face to face in English
Will be available online in English in May 2017
Recommended for: Early years practitioners from non-IB schools, preschools or early years settings, as well as those that have identified themselves as interested candidate or authorised.

This workshop will introduce the PYP as a systemic and all-encompassing curriculum through the study of Making the PYP happen: A curriculum framework for international education (2007, updated 2009). You will examine the implications of the learner profile as an expression of the philosophy of the IB and its contribution to the development of international-mindedness. You will review the standards and practices that are crucial in preparation for verification. The workshop will present an overview of the written, taught and assessed curriculum as it pertains to concepts, knowledge, skills, attitudes and action—the five essential elements of the PYP that are integral to classroom practice.

NEW! Transdisciplinary learning for subject specialists
Available face to face in English
Recommended for: PYP teachers and coordinators. Teachers in candidate and authorized schools and non-IB teachers. This workshop is for administrators, coordinators and teachers who
• Have attended a category 1 workshop
• Have an in-depth understanding of the philosophy and curriculum framework of the programme
• Have an understanding of the specialist subject area
• If you are not a specialist but have been assigned to a position as a specialist it is best to enrol in the category 3 “The role of...” in your specialist area

The PYP provides an extensive framework for designing and achieving transdisciplinary teaching and learning. This workshop looks at tools to map local curricula against the PYP scope and sequence documents. It analyses the transdisciplinary themes and examines how effective concept-based central ideas and lines of inquiry can be designed to address the curriculum in a way that is relevant, challenging and engaging. Participants will also look at how the transdisciplinary skills are essential elements of curriculum mapping. This workshop is also suitable for those wishing to map national and state curriculum against PYP concept-based scope and sequences.
Category 1

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

An introduction to the IB programme standards for administrators new to the PYP

Recommended for:
Administrators new to the PYP. Participants may be from non-IB schools as well as from schools that have identified themselves as interested, candidate or authorized. This workshop is for members of educational leadership teams (school directors, primary principals and assistant principals and designated PYP coordinator) who:
• are in schools conducting a feasibility study with a view to implementation of the PYP
• work in non-IB schools but are interested in learning about the programme
• are new to the PYP and/or
• are about to join an authorized or candidate school.

This workshop will provide a basic understanding of the PYP for members of educational leadership teams who are either considering implementing the PYP or joining an authorized or candidate school. The sessions will focus on international-mindedness from the PYP perspective, the IB standards and practices, an overview of the written, learned and assessed curriculum; and the verification process, including the services provided by the IB and the significance and role of leadership in an IB World School offering the PYP.

An introduction to the PYP curriculum model

Recommended for:
Teachers from non-IB World Schools as well as from schools that are interested, candidate or authorized. Participants:
• do not have to be working in an IB World School
• may be in schools conducting a feasibility study with a view to implementation
• may be about to join an authorized or candidate school
• may have just commenced teaching in an authorized or candidate school.

This workshop will introduce the PYP as a systemic and all-encompassing curriculum through the study of Making the PYP Happen: A curriculum framework for international primary education (2007, updated 2009). You will examine the implications of the learner profile as an expression of the philosophy of the IB and its contribution to the development of international-mindedness and review the standards and practices that are crucial in preparation for verification. The workshop will present an overview of the written, taught and assessed curriculum as it pertains to concepts, knowledge, skills, attitudes and action—the five essential elements of the PYP that are integral to classroom practice.
Making the PYP happen in the classroom

**Recommended for:**
Administrators, coordinators and teachers who are working in schools where the programme is being implemented and who have had an induction by their PYP coordinator, have taught approximately six months in an IB World School offering the PYP and have collaboratively planned at least one unit of inquiry. It is appropriate for those who have worked with the programme for some time but feel the need to revisit the basic philosophy and framework of the programme.

This workshop assists teachers who are currently in an IB World School offering the PYP but who did attend category 1 workshop training before commencing their responsibilities. It assumes a familiarity with the planning process and the philosophy of the PYP. You will develop your personal knowledge and understanding of the essential elements of the programme; deepen your understanding of international-mindedness and the learner profile; prepare yourself for planning, teaching and assessing students; and develop skills to analyze and refine the school’s programme of inquiry. The workshop environment supports you as a lifelong learner through reading and discussing current pedagogy and research, and offers insights and questions on your journey to implement the PYP.

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Making the PYP happen in the classroom in the early years

**Recommended for:**
Administrators, coordinators and teachers who are working in early years settings where the programme is being implemented and who have had an induction by their PYP coordinator, have taught approximately six months in an IB World School offering the PYP and have collaboratively planned at least one unit of inquiry. It is appropriate for those who have worked with the programme for some time but feel the need to revisit the philosophy and framework of the programme from an early years perspective.

Children in early-years settings naturally learn and play in a transdisciplinary manner. At the water table, while counting or painting at the easel, it is possible for speaking, listening, counting, motor skills development, science and so much more to happen simultaneously. Early years educators in the PYP seek to plan for a play-rich learning environment that provides many opportunities for purposeful and stimulating play. You will develop your personal knowledge and understanding of the essential elements of the PYP; deepen your understanding of international-mindedness and the learner profile; prepare for planning, teaching and assessing students; and develop skills to analyze and refine the school’s programme of inquiry. A supportive learning environment will engage you in reflecting and co-constructing sound practice through reading and discussing current pedagogy and research. Encouraging a child to explore and discover within a supportive, secure and scaffolded framework at an appropriate developmental level is key to making the PYP happen in the early years.

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Early years educators in the PYP seek to plan for a play-rich learning environment that provides many opportunities for purposeful and stimulating play.

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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 (regional, in-school or online) facilitated by PYP workshop leaders organized by or through the IB global centre.

**Action**

**Recommended for:**
PYP teachers and coordinators.

In this workshop, you will critique the environments and provocations you provide for action to take place. Every element of the PYP supports the individual’s engagement in action through knowledge, skills, attitudes, problem-posing and problem-solving. You will discuss how students learn to choose to act and to reflect on their actions so that they contribute to their own well-being and that of the community and the environment. You will explore how that action takes many different forms with a range and balance of community and the environment. You will explore how that action takes many different forms with a range and balance of community and the environment.

**Assessment**

**Recommended for:**
PYP teachers and coordinators.

This workshop offers opportunities to explore the latest developments in assessment processes and their applications. Identifying what students know, understand, can do and feel at different stages in the inquiry process requires careful gathering and analysis of information about student performance. You will explore the purpose of assessment, a range of assessment practices, record keeping and communication, and school-wide policy development. In addition to being highly relevant to classroom practices, you will have the opportunity to explore thinking in a supportive environment where facilitators and fellow participants mentor and coach each other in the true sense of collegial support and learning.

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Assessment in the early years

**Recommended for:**
Teachers, administrators and coordinators who have attended a category 1 PYP workshop. Participants are required to have an in-depth understanding of the philosophy and curriculum framework of the PYP as well as a sound understanding of constructivism and inquiry in the context of early childhood development.

This workshop will help you develop understandings about the role of assessment within an early years constructivist classroom, learn about the connection between assessment and concept-driven learning and explore the relationship between assessment and documentation. Workshop sessions cover the purpose, function and process of assessing young children as well as strategies and tools for assessment of play-based inquiry learning in authentic contexts.

**Collaborative planning**

**Recommended for:**
PYP teachers and coordinators.

Collaborative planning in the PYP is about learning to build positive professional relationships that lead to improved student learning. Explore effective collaborative practices through analyzing and sharing flexible systems and structures, role-play, practical, collaborative learning experiences, and investigating the use of technology to promote collaboration. The collaborative process supports the transdisciplinary nature of the PYP. The power of this is demonstrated through a simulation of the planning process, highlighting ways to engage the whole teaching team in developing units of inquiry.
Pedagogical leadership

Recommended for:
PYP administrators and coordinators.

This workshop deepens the understanding of the transdisciplinary and inquiry-based pedagogy of the PYP. It looks at how assessing schools against the IB standards and practices supports the planning, implementation and improvement of the programme, and it explores the partnership between administrators and PYP coordinators in determining the responsibilities of the pedagogical leadership team. You will be encouraged to examine how the diverse ways people think, learn and work affect how their learning communities function. Change is complex and there are many factors that impact its effectiveness. You will learn how to manage change more effectively, particularly as it relates to the ongoing implementation of the PYP.

Pedagogical leadership in the early years

Recommended for:
Coordinators, administrators and pedagogical leaders in early years settings.

Leadership is the continuous improvement of instructional practice and student learning over time. This workshop explores the fundamental requirements for effective leadership in the unique context of the early years. Participants will investigate leadership styles, the conditions and systems that support the learning and development of young children, research-based practice and facilitation of change in kindergartens and early learning centres. The workshop emphasizes the links between the IB standards and practices and effective practices, structures and policies in the early years environment.

Programme of inquiry: A strategy to support school’s self-assessment

Recommended for:
PYP coordinators, year-level leaders and area-level leaders. Schools are encouraged to send two people from their staff.

This workshop addresses the PYP requirement that schools have a system for regular review and refinement of the programme of inquiry. You will come away with clear criteria for evaluating a programme of inquiry document and a suggested process to carry out a school-wide self-assessment, which is central to the written curriculum in a school. The programme of inquiry transcends the subject areas in order to explore issues that are relevant, significant, engaging and challenging. You will gain a deeper understanding of the criteria for developing central ideas and lines of inquiry as well as understanding the need for balance and articulation within the programme of inquiry. In addition, you will learn how to give feedback to each other and make changes in the context of a shared and collaborative effort.

Teaching and learning

Recommended for:
PYP teachers and coordinators.

This workshop focuses on the “taught curriculum” component of the PYP model and seeks to provide some answers to the question “How best will we learn?” You will be introduced to a variety of practical teaching strategies that will assist in facilitating differentiated inquiry learning in your classroom. You will examine the links between an inquiry-driven curriculum, inquiry-process models, construction of meaning and active, responsible learning. Areas covered include questioning tactics, differentiation, grouping and learning styles, underlined by the principles of backwards by design and effective assessment for learning.

The exhibition

Recommended for:
Teachers, heads of school and coordinators.

This workshop uses inquiry to engage with the varied resources, readings and tools to optimize the exhibition for students in the PYP. You will explore the importance of enduring understandings and how the students’ voices can lead the learning and the action through local, national and global issues. The exhibition is viewed as a collaborative process; this workshop is a time to listen, view and share exhibition experiences and develop a conceptual understanding of this culminating learning experience for students. The Exhibition lines (July 2008) and the Programme standards and practices (January 2014) will be used as a reference point for this reflection.

The written curriculum

Recommended for:
PYP teachers and coordinators.

The PYP definition of curriculum includes the written, taught and assessed curriculum and the interdependent relationship of the three. Teachers and students share the responsibility for curriculum development. This workshop focuses on the layers of the written curriculum—the programme of inquiry, unit planners and scope and sequence documents—and the direct impact they have on each other and on student learning. During the workshop, you will examine the role of key concepts, related concepts and curriculum mapping techniques to ensure a balance between disciplinary and transdisciplinary teaching and learning.

Inquiry extends beyond asking and answering questions. It is provoked through a stimulating environment, where the teacher acts as a guide, facilitator and co-learner.
**Concept-based learning**

**Recommended for:**
PYP teachers and coordinators.

In the PYP, concepts and conceptual questions drive the way we teach and learn in a transdisciplinary context. This workshop will explore concepts in greater depth. You will review the theory behind conceptual thinking, develop a better understanding of key and related concepts and analyze the programme of inquiry and units of inquiry through different conceptual lenses. You will also explore practical ways of assessing a learner's conceptual understanding within a unit of inquiry.

**Creating inclusive classrooms**

See workshop description on page 7.

**Digital citizenship**

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

Understanding the issues around current and emerging technologies can influence systemic change in learning organizations, leading to engaging and authentic applications of student learning. In this workshop, you will develop your own understanding, skills and confidence as a digital citizen. The workshop will also provide opportunities for you to explore ways of developing effective digital citizenship in your students. You will be exposed to a range of digital technologies and consider how they may be combined with inquiry-based pedagogy to enhance international-mindedness and global awareness and make the world your classroom.

**In the PYP, concepts and conceptual questions drive the way we teach and learn in a transdisciplinary context.**

**Encouraging children’s creative instincts in the classroom**

**Recommended for:**
Classroom and specialist teachers.

The questions “What competencies will be required for the future?” and “What should be taught in schools?” are becoming increasingly important as education shifts from the acquisition of knowledge to the promotion of a set of 21st century competencies. Creativity features prominently on the list. In this workshop, you will explore the nature of creativity, models and approaches to creativity and the role of creativity in education and the curriculum.

**Flipping classrooms**

**Recommended for:**
PYP administrators, coordinators and teachers.

A growing number of teachers are flipping their instruction by having students develop content understandings at home and then build on the content knowledge through creative inquiry in the classroom. In this workshop, you will be guided in the process of planning and delivering a successful flipped classroom model from start to finish. You will receive tips for organizing content and producing a flip video, instructions on how to produce and distribute videos, and strategies for making the most of time in the classroom.

**Get connected! Engaging in authentic global learning practices**

**Recommended for:**
PYP teachers and coordinators.

Through digital technologies, teachers and students alike are able to connect to the global community, extend learning outside the school and open the windows to the world. This workshop examines the value of becoming a “connected learner” and supports you in establishing online professional learning networks. The workshop invites you to explore ways of initiating and developing exciting, global collaborations to enhance your own and your students’ learning, promote intercultural understanding and help develop international-mindedness.

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**NEW**

**Bilingual and multilingual teaching and learning**

**Recommended for:**
PYP teachers, IB coordinators and school leaders/decision makers.

This workshop investigates how to create and support effective bilingual or multilingual schools. You will consider the importance of authentic inquiry and the responsibility every teacher has as a teacher of language. You will examine the implications of bilingualism and multilingualism on timetabling models, differentiated classroom practice, resourceing and curriculum planning. You will 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.

Shown here: Ten Tales from Different Cultures, 19 item set
Language and learning: PD to improve student language and learning outcomes

Recommended for:
Administrators, coordinators and teachers who have an understanding of the philosophy and curriculum framework of the PYP and would like to apply that to early learning.

Symbolic language is where the journey to literacy and numeracy begins. Counting, making marks, recognizing shapes in the environment and viewing environmental print are all informal forays into language and mathematical learning. Through encouraging a transdisciplinary learning approach, educators can offer sufficient scaffolding to guide and support the child to learn more at their own developmental level. Through a variety of inquiry and conceptually rich play-based learning experiences, young learners deepen and broaden their knowledge and understanding of the world around them. This workshop will help you provide a purposeful play environment where young children's meaning-making around literacy and numeracy occur naturally as children increase their understanding of the world and its systems and symbols.

Literacy, mathematics and symbolic learning in the early years

Recommended for:
New and experienced teacher librarians and librarians.

The library is a key center of learning for a PYP community, and the teacher librarian and the library team play an integral role in providing stimulating learning environments for student innovation and creativity. Through engagements that allow reflection on practice and strategic planning to improve library services for the community, participants will gain a deeper understanding of their role in advocating for and building effective library and information services and programmes that contribute to the development of lifelong learners.

Making the PYP library the hub of learning

Recommended for:

**Music and inquiry**

Recommended for:

PYP music teachers.

Is it possible to teach music through inquiry? If students ‘explore’ instruments and have only ‘free composition’ tasks, how will they be ready to perform? If I let them only ‘inquire’, am I doing my job as a music teacher? These are some of the questions that music teachers may face during their first encounter with the inquiry framework. This workshop aims to provide a hands-on approach to active music-making using an inquiry framework through general, vocal and instrumental music. During this workshop, you will experience and share a range of inquiry and constructivist instructional strategies. You will be able to develop and revise individual or collaborative music units of inquiry and individual lessons and deepen your understanding of concept-based teaching and learning.

Personal, social and physical education—Well-being

Recommended for:

PYP teachers and coordinators.

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. In this workshop, you will explore the responsibility that all members of the school community have for students’ well-being—not just the classroom teacher or the physical education teacher alone—and how the PSPE 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.

Play-based learning

Recommended for:

PYP teachers and coordinators.

This workshop enables you to extend your knowledge, skills and understanding relevant to the teaching of reading and writing using an inquiry approach. The workshop invites you to evaluate your own beliefs about the teaching of reading and writing, and how these beliefs affect pedagogical approaches offered in the classroom. You will have the opportunity to reflect on their own units of inquiry through the lenses of learning language, learning about language and learning through language to establish a balance between each one.

Explore how the PYP concepts are a vehicle for developing physical, emotional, cognitive, spiritual and social well-being.
Science discoveries: Exciting ways to weave science into the programme of inquiry

Recommended for:
Classroom teachers.

Science as inquiry can be a part of the PYP curriculum every day and in many ways! Explore the fundamental concepts of PYP science while experiencing the wonders within the American Museum of Natural History (AMNH) in New York City (the site where the hit movie “Night at the Museum” was filmed). You will explore the fundamentals of inquiry-based teaching and learning, with a focus on understanding what scientists do and connect science to every transdisciplinary theme in the PYP. Using object-based learning and the museum to generate creative and innovative ideas for making those connections. In addition, you will bring tools and resources back to the classroom, including ideas for new hands-on activities, educational websites and children’s books that focus on the process of science.

Science throughout the programme of inquiry

Recommended for:
Classroom teachers and coordinators.

Many schools feel pressured to teach science as a stand-alone subject. This workshop aims to extend your understanding of science knowledge and skills so that they can be incorporated in any unit of inquiry. You will consider the research regarding the range of science knowledge and skills that students need for success in secondary school studies and 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.

Social and emotional learning

See workshop description on page 8.

Sustaining and growing the PYP in your school

Recommended for:
PYP administrators and coordinators.

Is your school already delivering the PYP? Has your school already been through evaluation? Sustaining school improvement requires a combination of ongoing whole school planning, pedagogical leadership and development. This workshop is for IB PYP coordinators and administrators who want to either maintain their momentum with the PYP or address a decline in progress. In this workshop, you will develop ways to refine and implement systems that ensure ongoing progress of the programme. You will explore common challenges that arise in established PYP schools and then identify potential solutions to address these challenges. Additionally, you will learn how to apply a cycle of collaborative reflection and innovation to help further school-wide excellence in the PYP.

Teachers as researchers: From planning to publication

Recommended for:
Educators considering further studies or looking to enhance their professional portfolios.

Inquiry is a stance that educators can take as professional learners. Researching practice is also considered one of the most powerful professional development tools, leading to significant improvement in student learning. In this workshop, you will study a range of methodologies and analysis techniques for valid and reliable research. You will leave the workshop with a plan for a specific professional inquiry and strategies to develop, share and publish your findings.

The learner profile

See workshop description on page 7.

The learning environment and inquiry

Recommended for:
Classroom teachers and coordinators.

Is your school already delivering the PYP? Has your school already been through evaluation? Sustaining school improvement requires a combination of ongoing whole school planning, pedagogical leadership and development. This workshop is for IB PYP coordinators and administrators who want to either maintain their momentum with the PYP or address a decline in progress. In this workshop, you will develop ways to refine and implement systems that ensure ongoing progress of the programme. You will explore common challenges that arise in established PYP schools and then identify potential solutions to address these challenges. Additionally, you will learn how to apply a cycle of collaborative reflection and innovation to help further school-wide excellence in the PYP.

The role of arts

Recommended for:
Arts specialists and PYP teachers.

Experience the strength of collaborative practice with passionate and like-minded arts specialists and educators interested in the arts by gathering together to engage in opportunities for deeper inquiry and reflective practices. 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.

The role of information and communication technology

Recommended for:
Classroom teachers and administrators.

Information and communication technology (ICT) is a vital resource that 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 the first truly paperless face-to-face IB workshop that engages all participants in active use of internet and electronic resources to support teaching and learning over the course of the entire workshop.

The role of language

Recommended for:
Classroom teachers.

All teachers are teachers of language. The 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. Teachers will examine the varying roles of language teachers in advising, supporting or integrating language in the programme of inquiry or in single subjects. They will look at the importance of learning language, learning about language and learning through language. Participants will be guided in the development of a language policy.
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 provide participants with the skills, knowledge and ideas needed to successfully address the teaching and learning of mathematics within the context of their educational setting. Teachers will have an opportunity to discuss the teaching and learning of mathematics, share resources and work on relevant curriculum documentation.

The role of science and social studies

Recommended for:
Classroom teachers.
Many issues of personal and social relevance to students in the 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:
Current PYP coordinators, either newly appointed or experienced coordinators.
This workshop looks at the role of the PYP 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. Participants will also become familiar with the global professional development architecture, REGIS and the role of the IB educator network (IBEN). The workshop will model collaborative leadership strategies and explore ways to manage change effectively.

The vital role of the teaching assistant

Recommended for:
Teaching assistants in candidate and authorized PYP schools, and non-IB teaching assistants. The course is suitable for all teaching assistants, learning support assistants and others who support learning in all settings and at all stages.
As a teaching assistant (TA), how can you contribute to teaching and learning effectively? What are the characteristics of effective partnerships between teachers and TAs? TAs work alongside teachers, helping students to get the most out of the teaching and learning in the classroom. By helping teachers implement activities and make effective decisions to improve student outcomes, TAs can greatly enrich the educational experience of students. In this workshop, you will have many opportunities to explore, collaborate, communicate and reflect on how you can provide a ‘friendly face’ for many students and serve as a key connection between the student and the teacher.

Transdisciplinary learning for subject specialists

Recommended for:
PYP teachers and coordinators. Teachers in candidate and authorized schools and non-IB teachers. This workshop is for those who
• have attended a category 1 workshop
• have an in-depth understanding of the philosophy and curriculum framework of the programme
• have an understanding of the specialist subject area
• if you are not a specialist but have been assigned to a position as a specialist, it is best to enroll in "The role of" workshop in your specialist area.
The PYP provides an extensive framework for designing and achieving transdisciplinary teaching and learning. In this workshop, you will use tools to map local curricula against the PYP scope and sequence documents. You will analyze the transdisciplinary themes and examine how effective concept-based central ideas and lines of inquiry can be designed to address the curriculum in a way that is relevant, challenging and engaging. You will also look at how the transdisciplinary skills are an essential element of curriculum mapping.

Transdisciplinary learning for PYP

Recommended for:
PYP teachers and coordinators. This workshop is also suitable for those wishing to map national and state curriculum against PYP concept based scope and sequences.
The PYP provides an extensive framework for designing and achieving transdisciplinary teaching and learning. This workshop looks at tools to map local curricula against the PYP scope and sequence documents. You will analyze the transdisciplinary themes and examine how effective, concept-based central ideas and lines of inquiry can be designed to address the curriculum in a way that is relevant, challenging and engaging. You will also look at how the transdisciplinary skills are an essential element of curriculum mapping.
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<td>1492PB6</td>
<td>US $129</td>
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<tr>
<td>PYP Programme Brochure, 100-pack</td>
<td>0497SZ2</td>
<td>US $7.99</td>
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<tr>
<td>PYP Transdisciplinary Themes Poster Set [7-item set]</td>
<td>0500TZ0</td>
<td>US $71.99</td>
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<tr>
<td>Ten Tales from Different Cultures, 10-item set</td>
<td>0502GZ9</td>
<td>US $157.99</td>
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<tr>
<td>Developing a transdisciplinary programme of inquiry</td>
<td>0503HZ2</td>
<td>US $25</td>
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- **PYP Starter Pack**
  - The PYP Starter Pack is the perfect tool for schools interested in becoming an IB World School offering the Primary Years Programme. It contains several items, including *Making the PYP happen* and *The Primary Years Programme: A basis for practice.*

- **PYP Programme Brochure, 100-pack**
  - This brochure describes in detail the IB Primary Years Programme, including an explanation of the curriculum, teaching methods, assessment and how teachers are supported through professional development. Each pack contains 100 copies.

- **PYP Transdisciplinary Themes Poster Set [7-item set]**
  - These engaging posters represent each of the six transdisciplinary themes for PYP students. Display alone, or alongside each other in a number of variations using the illustrations to link the themes together. A seventh poster for teachers gives an overview of all the descriptions for each theme. Dimensions: 59.4 cm. x 42 cm.

- **Ten Tales from Different Cultures, 10-item set**
  - Includes 10 different retellings of tales from around the world, including Korean, Czech, Malaysian, Australian, Native American, Swedish, Turkish, British, African and Mexican.

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**Developing a transdisciplinary programme of inquiry**
- Contains a new, updated sample programme of inquiry and accompanying guidelines on how schools can create and critique their own programme of inquiry, together with the previous sample programme of inquiry and insight into the process of revising and improving it.

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**Explore our network of universities:**
[ib.org/educator-certificates/](http://ib.org/educator-certificates/)
Three new School Enhancement Services are available to promote a culture of continuous improvement in your candidate or IB World School. Choose a service that corresponds with your need(s) to receive focused support from experienced IB-trained educators. These optional services provide quality support you can count on.

**CURRICULUM CONNECTIONS (PYP AND MYP)**

Make connections between your IB programme(s) and your local curriculum requirements. Identify and solve potential gaps between your IB programme and your local curriculum requirements. Get support for diverse groups in your school community, e.g. school leaders, teachers, your school board, parents.

Content is offered three ways:

- **Self-guided on demand (no cost)**
  - Get Curriculum Connections documents, templates, guiding videos.
- **Interactive and consultative**
  - Get 15 hours of school-specific consultation from a trained online coach.
  - Get documents, templates, guiding videos produced specifically for your school.
  - Receive access to an online forum, webinars and ongoing remote support to personalize your understanding.
- **Customized onsite coaching**
  - Provides all the resources of the above two tiers, plus
  - 25 total hours of school-specific consultation from a trained online coach.
  - A two-day, onsite, customized coaching visit, based on your school’s needs.

**Choose your focus:**

1. whole programme — supports school development and leadership teams.
   - Focus areas: programme philosophy, concepts, approaches to learning or the IB learner profile.
2. single-subject or area — supports school development and leadership teams.
   - Focus areas: knowledge, content, skills scope and sequence documentation, assessment.
3. whole programme for the school community — supports the school community.
   - Focus areas: programme philosophy, concepts, approaches to learning or the IB learner profile from a community point of view, e.g. responsible authorities, owners, school board, parents.

"Having someone give us attention and make our needs the goal was big . . . it was hugely customized . . . very successful."

— Jennifer Hoover, magnet coordinator, Maryland Montgomery County Schools, USA

**IB CONSULTING/ALL PROGRAMMES**

Following authorizations, schools can opt for a period of tailored support from the IB to gain specific guidance that promotes and enriches their programme implementation, e.g. between evaluation visits, in the lead-up to evaluation or even while an evaluation visit is underway. Focus will be placed on areas your school prioritizes.

Support is offered two ways:

- **Interactive and consultative**
  - Select one or two areas (see below) to focus on.
  - Receive 20 hours of school-specific guidance, based on your school’s particular identity and situation.
  - Personalize your understanding through an online forum, webinars and ongoing remote support.
- **Customized onsite coaching**
  - Select up to three specific areas of support to focus on.
  - Receive 30 hours of school-specific guidance, based on your school’s particular identity and situation.
  - Customize your two-day, face-to-face coaching visit, based on your needs.
  - Personalize your understanding through an online forum, webinars and ongoing remote support.

**Choose your focus:**

1. Continuous improvement through programme standards and practices
2. Programme implementation sustainability
3. Leadership of IB programme(s)
4. Collaborative planning
5. Philosophy integration
6. Planning the written curriculum
7. Assessment
8. Planning and managing programme updates and changes
9. Maximizing professional learning opportunities
10. Maximizing the impact of the programme coordinator
11. Approaches to teaching and learning
12. Programme innovation

"To ask a school what they need, then to develop it specifically for that school based on their needs is commendable. As a former building principal and Head of School this is (what) I would support philosophically and financially."

— William Shell, former Executive Director for IB Programmes at School District #11, Colorado Springs, USA
BUILDING QUALITY CURRICULUM (PYP)

Choose this service to receive structured feedback on PYP planning, to deepen your understanding of the curriculum planning process and to reflect on your planning practices.

Content is offered two ways:

- **Self-guided on demand (no cost)**
  - IB-produced tools help you reflectively self-assess your own units and programme of inquiry.
  - Interactive and consultative
  - Receive written feedback on up to six units of inquiry and your programme of inquiry.
  - Gain reflection on your self-assessment.
  - Receive clarification on feedback received to personalize understanding of your curriculum.

> “Use constructive feedback to think about what you do well, what you need to improve and how you will get there.”

– Simon Clark, PYP curriculum reviewer

Registration for School Enhancement Services is as easy and convenient as registering for IB workshops.

Find full information at [www.ibo.org/school-enhancement-services](http://www.ibo.org/school-enhancement-services)

Register at [www.ibo.org/professional-development/find-events-and-workshops](http://www.ibo.org/professional-development/find-events-and-workshops)

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**PYP Workshops**

**Science Discoveries: Exciting Ways to Weave Science Into the Programme of Inquiry**

Develop science content knowledge and inquiry skills and bring science tools, resources, and activities back to your classroom.

- **Apr. 6 – 8, 2017**
  - Register by Mar. 23
- **Mar. 9 – 11, 2018**
  - Register by Feb. 23

**MYP Workshops**

**Interdisciplinary Teaching and Learning**

Discover how to develop effective and appropriate interdisciplinary units in a museum setting.

- **Mar. 9 – 11, 2017**
  - Register by Feb. 23
- **Apr. 13 – 15, 2018**
  - Register by Mar. 30
- **Oct. 14 – 16, 2017**
  - Register by Sept. 29

**Investigating Inquiry Workshop**

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.

- **July 22 – 24, 2017**
  - Register by July 7

**NEW! Recommended for K-12 educators**

Visit amnh.org/ibworkshops or call (800) 649-6715
MIDDLE YEARS PROGRAMME

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.

Category 1
Launching the MYP

Recommended for:
All members of the candidate school’s 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.

All members of the candidate school’s 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 in-school 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.

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

FOR HEADS OF SCHOOL AND IB COORDINATORS

Heads of school/IB coordinators: Implementing the MYP curriculum

Recommended for:
Administrators, heads of school and IB coordinators.

NOTE: The head of school must attend a category 1 workshop before the submission of application for candidacy. The coordinator is encouraged to attend with the head of school but may attend during the candidate phase.

Heads of school and MYP coordinators from candidate schools and schools interested in implementing the MYP should enroll in this category 1 workshop. Participants explore the philosophical, pedagogical and administrative implications of the IB programme to assist them as they prepare for the verification visit. This workshop encourages participants to:

• develop a leadership approach around collaboration and collegiality
• transform teaching, learning and assessment practices through a concept-based curriculum that ignites inquiry, action and reflection in global contexts
• motivate their school community to innovate and take risks
• align their school community to innovate and take risks
• align their educational beliefs and values to reflect those of the IB in order to implement a challenging programme of international education.

MYP subject-group teachers: Implementing the MYP curriculum

Recommended for:
MYP subject-group teachers new to the MYP at established IB World Schools and teachers from interested or candidate schools preparing for authorization.

Teachers from candidate schools and schools interested in implementing the MYP should enroll in these category 1 workshops. Participants explore effective teaching, learning and assessment strategies in each of the MYP subject groups as they prepare for authorization. These workshops encourage participants to:

• develop a collaborative and collegial approach to the structures and principles of the subject group aims and objectives, concepts, context, and approaches to learning skills
• prepare effective teaching, learning and assessment strategies and design tasks that will support the implementation of the subject groups and guidelines
• create relevant, innovative and challenging student-centred environments
• align their educational beliefs and values to reflect those of the IB in order to create a challenging programme of international education.
Category 2
Delivering the MYP curriculum

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 (regional or in-school) facilitated by MYP workshop leaders organized by or through the IB Global Centre.

MYP subject-group teachers: Delivering the MYP curriculum

Recommended for: MYP subject-group teachers. Subject-group teachers should enroll in a category 2 workshop in their particular subject area.

Teachers from candidate and authorized schools who have at least one year of experience in delivering the MYP should enroll in these category 2 workshops as part of their continued professional development. Participants collaborate and reflect on effective teaching, learning and assessment strategies in each of the MYP subject groups. These workshops encourage participants to:

• take a collaborative approach to the structures and principles of the subject group framework and guidelines
• evaluate effective teaching and learning strategies and continue to design tasks that will support the implementation of the subject group framework and guidelines
• reflect upon the relevance, innovation and rigour of student-centred environments
• share challenges and successes in a continued effort to align educational beliefs and values to reflect those of the IB in order to create a challenging programme of international education in preparation
• reflect upon their own practices and capabilities.

FOR HEADS OF SCHOOL AND IB COORDINATORS

Heads of school/IB coordinators: Delivering the MYP curriculum

Recommended for: Administrators, heads of school and IB coordinators.

Experienced MYP school leaders should enroll in this category 2 workshop as part of their continued professional development. Participants collaborate and reflect on leadership strategies to enhance the ongoing implementation of the programme by all members of the school community. This workshop encourages participants to:

• explore leadership models that further collaboration and collegiality
• evaluate teaching, learning and assessment practices through a concept-based curriculum that ignites inquiry, action and reflection in global contexts
• continue to motivate their school community to innovate and take risks
• focus the alignment of educational beliefs and values to reflect those of the IB in order to create a challenging programme of international education in preparation
• reflect upon their own practices and capabilities.

Category 3
Approaches to learning in the MYP

Recommended for: 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.
MANAGING ASSESSMENT IN THE MYP

**MYP subject group teachers: Managing assessment in the MYP**

Recommended for:

School leaders, 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.

**Arts-Performing: Managing assessment in the MYP**

Recommended for: Experienced MYP teachers and coordinators.

This workshop provides concrete strategies to assist you 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
- give you 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 own school, beginning with writing a school assessment policy.

**Language acquisition (generic): Managing assessment in the MYP**

Recommended for: Experienced IB practitioners.

This workshop will provide concrete strategies to assist you 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
- give you 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 own school, beginning with writing a school assessment policy.

**Language acquisition: Managing assessment in the MYP**

Recommended for: Experienced MYP teachers and coordinators.

This workshop provides concrete strategies to assist you 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
- give you 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 own school, beginning with writing a school assessment policy.

**Language and literature: Managing assessment in the MYP**

Recommended for: Experienced MYP teachers and coordinators.

This workshop provides concrete strategies to assist you 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
- give you 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 own school, beginning with writing a school assessment policy.

**Mathematics: Managing assessment in the MYP**

Recommended for: Experienced MYP teachers and coordinators.

This workshop provides concrete strategies to assist you 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
- give you 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 own school, beginning with writing a school assessment policy.

**Physical and health education: Managing assessment in the MYP**

Recommended for: Experienced MYP teachers and coordinators.

This workshop provides concrete strategies to assist you 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
- give you 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 own school, beginning with writing a school assessment policy.

**Sciences: Managing assessment in the MYP**

Recommended for: Experienced MYP teachers and coordinators.

This workshop provides concrete strategies to assist you 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
- give you 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 own school, beginning with writing a school assessment policy.

**Heads of School/IB coordinators: Managing assessment in the MYP**

Recommended for: Experienced 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.

**Design: Managing assessment in the MYP**

Recommended for: Experienced 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.

**Individuals and societies: Managing assessment in the MYP**

Recommended for: Experienced 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.

**Managing assessment in the MYP**

The online environment of this workshop allows you to explore how to manage assessment of students by working with other educators in three different ways: in mixed subject groups, within your own subject, and individually.

**Beyond the disciplines**

See workshop description on page 6.

**Bilingual and multilingual teaching and learning**

See workshop description on page 7.

**Creating authentic units in the MYP**

Recommended for: Experienced MYP teachers and coordinators.

This workshop provides concrete strategies to assist you 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
- give you 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 own school, beginning with writing a school assessment policy.

**Creating inclusive classrooms**

See workshop description on page 7.

**Developing service learning**

See workshop description on page 7.

**Evaluating your MYP**

Recommended for: Experienced 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.

**Global contexts for teaching and learning**

Recommended for: All.

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 encourage 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, you 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.

**Inquiry in the MYP**

Recommended for: Experienced 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.

**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.**

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Interdisciplinary teaching and learning in the MYP

Recommended for:

Teams of at least two teachers from different subject groups should attend so they can work together on a unit plan to use at their home school. Individual teachers are also welcome.

This workshop is based on Fostering interdisciplinary teaching and learning in the MYP (August 2014). The workshop will provide background knowledge of the MYP, including the philosophy and principles of interdisciplinary unit planning. You will gain a deeper understanding of the theory of interdisciplinary and adopt a hands-on approach to developing an interdisciplinary unit of work within a group. This interactive workshop is designed to provide guidance on how to prepare a step-by-step interdisciplinary unit, from designing a multifaceted question to assessing the work. You will also explore the interdisciplinary aims, objectives and criteria and explore ways to practically organize interdisciplinary teaching and learning in your school.

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

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/events and search for “AMNH.”

Literacy: MYP and the Common Core

Recommended for:

MYP teachers of language.

In this workshop, you will discover how the MYP is ideally suited to implementing the CCSS in language and literature. You will examine the standards and explore how elements of the MYP already deliver on their requirements. You will investigate the types of assessments suggested by the CCSS and then design your own assessments that satisfy the rigor and contextual learning necessitated by the CCSS and the MYP. You will also explore how “inquiry” can be used to deepen understanding of concepts and how it can be effectively implemented in a language and literature 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. At the same time, you will have a forum for sharing ideas and best practices with other educators while also tackling common implementation issues.

Mathematics: MYP and the Common Core

Recommended for:

MYP teachers of mathematics.

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 their 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 rigor 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 ideas and best practices with other educators while also tackling common implementation issues.

MYP projects (Personal project and community project)

Recommended for:

Coordinator, heads of school, teachers and the whole school community.

This workshop is intended to guide you towards a deeper understanding of the personal project and community project as culminating activities in the MYP. You will conduct a group inquiry that will enable you to explore the different components of the personal project and the community project to gain an understanding of how MYP projects enable 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.

Paving the way for MYP success

Recommended for:

School leaders, MYP coordinators, lead teachers in subject areas and school counsellors.

Deepen your understanding of what it means to be an IB World School and investigate the impact of MYP implementation on individual school programmes, structures and curriculum development. The workshop will delve into how to create a robust MYP that supports your ability to communicate the IB mission and encourage the development of the learner profile attributes. The workshop will encourage you to value international-mindedness and responsible action, plan and assess MYP units, support students and teachers who are working on the personal and community project, offer innovative tools to design the master schedule, help students select courses thoughtfully and develop support systems to broaden access to challenging courses.

Power and impact of digital assessment

Recommended for 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 gain an understanding of 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’ ATL 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.
Service learning in the MYP

Recommended for: All

Today’s complex issues allow for diverse ways for students to respond in a principled way with relevance, creativity, rigor and empathy. Action, central to the MYP programme and the IB mission, focuses on learning by doing and experiencing, a key component in constructivist models of education. In this workshop, you will move from a narrower understanding of community and service into a wider, more inclusive view of action as community engagement, as well as an authentic context for learning and achievement in school. You will explore the meaning of service learning and gain insight into how to plan engaging, developmentally appropriate service activities that are grounded in relevant global contexts. You will inquire into how responsible action, tightly connected with sustained inquiry and critical reflection, will develop the kinds of attributes described by the IB learner profile that are essential for success in future academic pursuits and adult life.

The role of the coordinator

Recommended for: Coordinators

This workshop aims to help MYP coordinators develop skills in pedagogical leadership to strengthen the school’s MYP programme. You will deepen your understanding of the MYP programme, reinforce your management and planning skills, and create a practical tool that combines your learning throughout the workshop with an action plan for implementation in your school. The workshop will focus on the role that coordinators play to support the whole school community, the planning and implementation of teaching and learning, and the leading of professional development at their schools. You will also learn management practices and strengthen your analytical and decision-making skills to help sustain a work-life balance in this challenging role.

The role of the librarian

See workshop description on page 7.

Understanding the MYP

Recommended for: Teachers, coordinators and administrators. Ideal as an in-school workshop for the IB World School that may have experienced a high rate of staff turnover.

This workshop constitutes an invitation to embrace the dynamic nature of the programme through engaging with MYP philosophy and its practical applications. The workshop is designed to provide teams or whole faculties of MYP educators with an in-depth understanding of the MYP for the present and the future, inviting you to undertake a critical analysis of practices in your school. This workshop is intended for educators from IB World Schools who may want an overview of the latest changes, including a move to a more explicit concept-driven curriculum, the strengthening of the intercultural dimensions of the programme through global contexts, a clear alignment of approaches to learning skills across all IB programmes, an increasing emphasis on service learning and MYP eAssessment.
**MYP Starter Pack**

The MYP Starter Pack is an essential part of the process for becoming an IB World School and contains many items, such as the MYP Projects guide and MYP: From principles into practice.

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**MYP Sciences poster pack [5-item set]**

A set of five posters, one for each of the MYP sciences criteria, plus a command-terms poster for sciences classrooms. A handy reference for students and teachers, the five posters in this set will encourage familiarity with the language of the criteria. Dimensions: 59.4 x 42 cm.

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**MYP Mathematics poster pack [5-item set]**

A set of five posters, one for each of the MYP mathematics criteria, plus a command-terms poster for mathematics classrooms. A handy reference for students and teachers, the five posters in this set will encourage familiarity with the language of the criteria. Dimensions: 59.4 x 42 cm.

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**MYP Assess, 2nd edition**

Updated for MYP: Next chapter, this new edition promotes student understanding of MYP assessments and is the final book in the Discovering the MYP series.

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**MYP Sciences poster pack [5-item set]**

A set of five posters, one for each of the MYP sciences criteria, plus a command-terms poster for sciences classrooms. A handy reference for students and teachers, the five posters in this set will encourage familiarity with the language of the criteria. Dimensions: 59.4 x 42 cm.

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**MYP Global Contexts Poster Set [6-item set]**

Each poster in this global contexts poster set of six has been uniquely and beautifully illustrated for MYP schools. For display in classrooms, school corridors and reception areas, these posters translate the descriptions of the global contexts in MYP: From Principles into Practice in a highly illustrative and meaningful way.

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**Approaches to learning: A practical guide**

A guide for IB Middle Years Programme students in years four and five that helps students identify their learning style and develop learning skills and strategies through a variety of projects in different subject areas.

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**IB Skills: Individuals & Societies: A Practical Guide, Teacher Book**

A resource for years four and five of the Middle Years Programme, covering individuals and societies and offering practice for students to reach the highest level of assessment criteria.

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**IB Skills: Individuals & Societies: A Practical Guide, Student Book**

A resource for years four and five of the Middle Years Programme, covering individuals and societies and offering practice for students to reach the highest level of assessment criteria.
**2017 Online Workshops**

**A CLOSER LOOK INTO TEACHING AND LEARNING IN AN IB CONTEXT**

The six workshops described below are the ideal way to:

- put you on a fast track to an understanding of the IB’s principles, philosophy and methods
- help you prepare to teach in an IB World School
- enable you to teach with confidence in any international context

*These workshops are intended for teachers in non-IB schools.

**Improve your teaching practice while you expand your opportunities to work in international education!**

How do teachers encourage international awareness and engagement in the classroom? What do teachers do to encourage students to be active lifelong learners? In this age of information overload, how do other teachers choose which pedagogical approaches to use in the classroom? Network with educators from around the world in these exciting online workshops, discover answers to these questions and delve deeper into what makes the IB approach to teaching and learning unique.

Register today!

http://www.ibo.org/professional-development/pd-for-non-ib-teachers/

**Workshops at a glance**

**Start dates: 15 March and 16 August 2017**

- Developing independent and collaborative learners
- Holistic teaching and learning
- Planning, teaching and assessing

**Cost: 300 USD per workshop**

**Duration: 3 weeks each; 4-6 hours per week**

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**Product name** | **Number ID** | **Price**
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DIPLOMA PROGRAMME

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.

Category 1
The following workshops meet the requirements for authorization. Please note that each has a different audience and focus.

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.

**Recommended for:** Members of educational leadership teams (school directors, school principals, district officials) who are:
- in schools conducting the feasibility study with a view to implementation of the Diploma Programme (DP)
- in a non-IB school but interested in learning about the DP
- new to the DP and/or are about to join an authorized or candidate school

This workshop is designed to help educational leaders explore the philosophical and administrative implications of running the Diploma Programme (DP) in their school or schools, either when introducing a new programme or when joining an established one. The workshop will focus on:
- the IB Diploma Programme model and how it holistically links the IB mission and philosophy, approaches to teaching and learning, and the curriculum (core and subject groups)
- the implications for the school and its community of implementing the DP, including costs and staffing strategies to support successful implementation of the DP across a range of school contexts
- the IB Programme standards and practices and the processes involved in application for candidacy and authorization and in the 5-year evaluation.

**Recommended for:** DP coordinators who are:
- in schools conducting the feasibility study with a view to implementation of the DP
- new to the DP and/or are about to join an authorized or candidate school

This workshop is designed to help new DP coordinators implement the programme in a manner that supports the IB mission statement and philosophy, while at the same time conforming to the DP programme standards and practices. By exploring various leadership and administration facets of the role, this workshop will focus on:
- developing an understanding of the IB mission and philosophy through the DP model as a context for a holistic learning experience
- the roles and responsibilities of the DP coordinator and possible strategies for implementing the DP in the context of the school in which participants work
- supporting the various stakeholders related to the school’s Diploma Programme
- IB programme standards and practices and the processes involved in application both for candidacy and authorization
- key IB publications that inform the work of the DP coordinator
- online systems, such as International Baccalaureate Information System (IBIS) and the online curriculum centre (OCCC), that are vital to the role of the DP coordinator.

By the conclusion of the workshop, participants will not only have a strong understanding of the underlying principles of the DP, but will also have begun to draft various school-specific documents to help with the ongoing implementation and growth of the DP.
Counselling

Recommended for: Counsellors and career guidance officers.

The workshop will explore the philosophical and administrative principles of counselling for DP implementation. The focus will be on understanding IB philosophy, IB terms/acyconyms, core components and the value of IB for student educational preparation and post-secondary success. The goal of the workshop will be to provide counsellors with the knowledge and foundation to understand the facets and evolution of the DP which DP counsellors 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.

Creativity, activity, service

Recommended for: DP coordinators of creativity, activity, service (CAS).

This workshop is designed to help CAS 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 hexagon
- 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 OCC to access IB publications and network with other IB educators.

Global politics

Recommended for: DP subject-group teachers new to the DP at established IB World Schools and teachers from interested or candidate schools preparing for authorization.

This workshop will support teachers who are new to the DP and who are either new to the subject or in their first year of teaching global politics in reviewing and breaking down the key components to the global politics curriculum; collaborating and discussing methods/strategies of developing unit/lesson plans; and spending focused time with the three assessment components (papers 1 and 2, the engagement activity and the HL extension). Participants will also pay close attention to approaches to teaching and learning (ATL) to enhance both delivery of the material and student’s learning. This workshop will also provide context and background to the DP core. Beyond content and delivery of instructions, participants will spend time structuring global politics so that it integrates authentic assessment and encourages students to make links across the DP that will enhance their general understanding of the world they inhabit and their role in it. Finally, participants will devote time to how to use the OCC, other IB publications, and network with other IB educators.

Librarians

Recommended for: Librarians new to the DP at established IB World Schools and those from interested or candidate schools preparing for authorization.

This workshop is designed to prepare participants to develop a library/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 assessment requirements
- ways in which librarians can have an impact on teaching and learning in the DP
- using the OCC to access IB publications and network with other IB educators.

Service learning: Transforming academics into action

Recommended for: DP coordinators.

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 DP through CAS and academic classes.

Theory of knowledge

Recommended for: Teachers new to the DP at established IB World Schools and teachers from interested or candidate schools preparing for authorization.

This workshop is designed to prepare participants to teach 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 subject-specific guide and associated internal and external assessment requirements with practice marking activities of sample student work
- structuring a course that integrates authentic assessment and encourages students to make links across the DP that will enhance their understanding
- using the OCC to access IB publications and network with other IB educators.

Subject workshops

Recommended for:

- 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.
- Language workshops designated as “generic” provide IB professional development for any language that is not scheduled as a separate language workshop—for example, Mandarin, Arabic, Italian and others. In most cases, the workshops are presented in English, therefore participants need a good working understanding of the English language. The workshops, however, are not appropriate for English language teachers to attend. Generic workshops focus on the common aspects of each language course. Student sample materials will be available in English, however, sometimes it is possible to supplement the workshops with student samples in languages represented by participants attending the workshop.

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 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 subject-specific guide and associated internal and external assessment requirements with practice marking activities of sample student work
- structuring a course that integrates authentic assessment and encourages students to make links across the DP that will enhance their understanding
- using the OCC to access IB publications and network with other IB educators.

Biology

Business management

Chemistry

Classical languages

Computer science
Dance
Design technology
Economics
Environmental systems and societies
Film
Geography
History
Information technology in a global society (ITGS)
Language A: Language and literature
Language B (generic)
Language A: Literature and performance (SL)
Mathematical studies SL
Mathematics HL
Mathematics SL
Music
Philosophy
Physics
Psychology
Self-taught Language A: Literature
Social and cultural anthropology
Sports, exercise and health science
Theatre
Visual arts
World religions

Category 2

Administrators

Recommended for:

Members of educational leadership teams (school directors, school principals, district officials) with at least one year of experience in the role.

This workshop is designed to help educational leaders in an IB World School reflect on and improve the quality of DP delivery within their school. The workshop will focus on:

- reviewing the impact the DP has had within the school and wider community
- developing strategies to address the challenges facing leadership teams within IB World Schools
- assessing the links between IB Programme standards and practices (January 2014) and effective school practices, structures and policies
- supporting the needs of the school community by widening access to the DP; for example, introduction of IB Career-related Program (CP) or DP online courses
- learning about forthcoming changes and updates that affect the implementation of the DP
- understanding the evaluation process and its impact on the school

Counselling

Recommended for:

Counsellors and career guidance officers.

The workshop is designed to help education leaders in an IB World School reflect on and implement DP delivery within their school. The workshop will focus on:

- advising on and implementing DP policies and procedures
- understanding the role of the extended essay supervisor and subject-specific assessment criteria
- learning about forthcoming changes and updates that affect the implementation of the DP
- outlining the evaluation process and its impact on the school

Creativity, activity, service

Recommended for:

Educators with at least one year of experience in the role of CAS coordinator who are keen to enhance the CAS experience in the DP.

The workshop will focus on:

- assessing the relevant links between IB Programme standards and practices (January 2014) 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
- unpacking broad changes to the DP (newly published guides following a curriculum review will be the focus of specially designed category 3 workshops called "subject-specific seminars").
These workshops are designed for participants who are keen category 2 workshop in their subject area.

Recommended for:
EDP 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 subject area.

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

- assessing the links between IB Programme standards and practices (January 2014) to enhance the teaching and learning experience
- developing strategies to improve student access to the DP; for example, differentiating the curriculum and offering multilingual classrooms
- reviewing aspects of assessment to ensure that teaching and learning activities promote student achievement and address subject-specific assessment criteria, both internal and external
- integrating the IB philosophy, TOK and CAS to promote student understanding
- understanding how collaborative planning increases connections between subjects that can reinforce knowledge, understanding and skills
- the role of the extended essay supervisor and subject-specific assessment criteria
- the implementation of DP policies and procedures
- broad changes to the DP (newly published guides following a curriculum review will be the focus of specially designed category 3 workshops called "subject specific seminars").

Librarians

Recommended for:
EDP 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.

Librarians with at least one year of experience in the role within a DP context.

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

- assessing the relevant links between IB Programme standards and practices (January 2014) 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
- implementing DP policies and procedures affecting the librarian
- examining forthcoming changes and updates that affect the implementation of the DP

Subject workshops

Recommended for:
EDP 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.

Note: Language workshops designated as "generic" provide IB professional development for any language that is not scheduled as a separate language workshop—for example, Mandarin, Arabic, Italian and others. In most cases, the workshops are presented in English; therefore, participants need a good working understanding of the English language. The workshops, however, are not appropriate for English language teachers to attend. Generic workshops focus on the common aspects of each language course. Student sample materials will be available in English, however, sometimes it is possible to supplement the workshops with student samples in languages represented by participants attending the workshop.

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

- assessing the links between IB Programme standards and practices (January 2014) to enhance the teaching and learning experience
Theory of knowledge

Recommended for:
DP TOK teachers who have prepared students for at least one exam session as part of the DP and are keen to improve the CAS 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
- 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 CAS and TOK and emphasizing the importance of reflection and developing self-awareness
- implementing DP policies and procedures.

Category 3

Academic honesty in practice

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

Academic honesty in the IB comprises a set of values and behaviors informed by attributes of the learner profile. In teaching, learning and assessment, principles of academic honesty serve to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. This workshop provides an opportunity for you to deepen your understanding of academic honesty and develop skills to better support IB DP students.

This workshop will first briefly introduce the new element of the DP—approaches to teaching and learning (ATL) before giving you an opportunity to discuss implementation of these elements in your school’s context. This will be done by examining past and current experience with ATL-style skills, assessment, unit planning and curriculum mapping, the sharing of good practices and developing an action plan for your own school.

Assessment for learning in the DP

Recommended for:
This workshop is recommended for experienced DP teachers, coordinators.

Use this workshop to explore and increase your understanding of the philosophical underpinnings of DP assessments. Then develop lesson plans and units of instruction using DP assessment philosophies and practices. Over the course of the workshop, you will learn about assessment in the DP, assessment objectives across all subject groups, the relationship of DP assessments across multiple DP 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 6.

Bilingual and multilingual teaching and learning

See workshop description on page 7.

Deepen your understanding and practice of academic writing and develop necessary skills to better support IB Diploma Programme students. This workshop highlights the importance of writing as a way of developing not only critical thinking skills, but also the other IB approaches to learning: research, communication, social, and self-management skills, taking into consideration that excellent writing needs to utilize these different skills. The workshop will focus on understanding main problems that students face when they have to write essays, the methodology and stages that writers follow to create high quality pieces of writing, and reflecting on the relationship between correct academic writing and critical thinking.
Biology: A focus on internal assessment

Recommended for:
Experienced DP biology teachers and those who have recently completed a category 1 workshop.

Using a hands-on approach, you will discuss the key issues and opportunities to carry out successful fieldwork to support the teaching and learning of biology. Designing an investigation is a central part of the workshop, allowing you to work in small groups to explore the key issues involved in each of the criteria and to experience first-hand the challenges presented to students. You will learn through practical experience and come away with a toolbox of strategies to manage a toolbox of skills to take back to your school to help raise student achievement in internal assessment and to extend teaching time and develop communication, social and self-management skills. Ultimately, the workshop will encourage you to use ICT tools to place students in the centre of their own learning experience.

Bringing the IB Diploma Programme into the community

Recommended for:
Any individual interested in finding out more about the IB DP. This may include parents and parent teacher associations, teachers from neighboring schools and school owners.

The purpose of this workshop is to generate enthusiasm for further participation in the IB DP and promote real interest among the participants, who may or may not be educators. You will gain a real sense of what makes the DP a special experience for students and reflect on how it differs from your own school experience. The nature and structure of the DP will be covered, as will the different pathways (for example, DP and IB Career-related programme (IBCP) available for IB students. The relationship between the IB learner profile and the concept of international-mindedness will be discussed. Participants will also learn about the distinctive role of the IB DP core (TOK, CAS and the extended essay) in making the DP a unique learning experience for students and reflect on how it differs from your own school experience.

Business management: A focus on internal assessment

Recommended for:
All experienced 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, be clear about its requirements and be prepared to apply what you learn in a manner that supports the IB mission statement, the learner profile and other core areas of the DP. 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.

Chemistry: A focus on internal assessment

Recommended for:
Experienced DP chemistry teachers who have recently completed a category 1 workshop and have some experience using ICT.

The workshop will focus on the role that ICT can play in teaching, learning and school-based assessment in the IB chemistry curriculum. The workshop will focus on collecting primary data via data loggers and emerging technologies, such as smartphones and cameras; sourcing secondary data using it in the classroom; using simulations, animations, and modelling in chemistry to enhance learning; and tying these together by evaluating ICT tools that encourage students to collaborate and place the students at the centre of their learning experience.

Chemistry: Promoting the use of ICT

Recommended for:
Experienced DP chemistry teachers who have recently completed a category 1 workshop.

Using a hands-on approach, you will discuss the key issues and opportunities to carry out successful fieldwork to support the teaching and learning of biology. Designing an investigation is a central part of the workshop, allowing you to work in small groups to explore the key issues involved in each of the criteria and to experience first-hand the challenges presented to students. You will learn through practical experience and come away with a toolbox of strategies to manage a toolbox of skills to take back to your school to help raise student achievement in internal assessment and to extend teaching time and develop communication, social and self-management skills. Ultimately, the workshop will encourage you to use ICT tools to place students in the centre of their own learning experience.

Bringing the IB Diploma Programme into the community

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Any individual interested in finding out more about the IB DP. This may include parents and parent teacher associations, teachers from neighboring schools and school owners.

The purpose of this workshop is to generate enthusiasm for further participation in the IB DP and promote real interest among the participants, who may or may not be educators. You will gain a real sense of what makes the DP a special experience for students and reflect on how it differs from your own school experience. The nature and structure of the DP will be covered, as will the different pathways (for example, DP and IB Career-related programme (IBCP) available for IB students. The relationship between the IB learner profile and the concept of international-mindedness will be discussed. Participants will also learn about the distinctive role of the IB DP core (TOK, CAS and the extended essay) in making the DP a unique learning pathway and the central role of inquiry and concept-based learning in IB programmes.
Creating inclusive classrooms
See workshop description on page 7.

Recommended for:
DP 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 DP model, this workshop provides a forum for you to develop your understanding of the transferable and universal nature of concepts and inquiry so that you take a more constructivist approach to teaching in the DP 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 DP 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. You will be able to work on individual unit plans and gain feedback from other participants so that you take the workshop with a practical solution for improving classroom practice.

Devising a culture of thinking and assessment for understanding

Recommended for:
All experienced DP teachers and those who have recently completed a category 1 workshop.

The focus of this workshop is on the development of critical-thinking skills, the nature of understanding and assessments that promote learning and understanding. We will examine how to create a culture of thinking in our classrooms, which is supported by assessments that give students informative feedback and promote good habits of thinking. Traditionally, assessment comes at the end of a unit/topic and tends to be about accountability. The focus is on gauging the learner’s progress towards course or year-level goals and benchmarks. While these assessments are important in many contexts, they do not serve students’ learning needs and may not reveal what extent the learner has gained a real or deeper understanding of the materials and topics studied. Good assessments should promote both thinking and understanding. Assessments that promote learning must go hand in hand with the development of critical-thinking skills and useful feedback, which will also be examined in this workshop.

Developing service learning
See workshop description on page 7.

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

This workshop will examine effective research on the IB, including student achievement, instructional effectiveness and programme evaluation. Best practice, which is proven to have successfully integrated the IB curriculum model(s) and concurrency of learning, will be explored. You will:

• discuss and present data analysis, fostering ongoing progress monitoring
• review administrative mechanisms to enhance programme equity and access, as participants become familiar with assessment policy and language policy examples
• study IB programmes as living, evolving learning communities, focusing on collaborative structures, staffing alternatives, pyramids of interventions and professional development options.

Economics extended essay

Recommended for:
Experienced teachers of economics who have supervised extended essays in the subject and wish to gain a further insight into how candidates should approach an extended essay in economics.

The areas covered in this workshop will include understanding the nature of the extended essay and its assessment rationale, the policy and procedures related to extended essay supervision, the roles and responsibilities of the extended essay supervisor, the candidate the school and the assessment criteria and related subject-specific guidelines.

Economics: A focus on internal assessment

Recommended for:
Standard level (SL) and higher level (HL) economics teachers who are interested in improving their understanding of the internal assessment requirements. This workshop would also be appropriate for new teachers who have already gained experience with the economics syllabus.

This workshop will include understanding the nature and requirements of the internally assessed component of economics; the content, characteristics and presentation of the candidate’s internal assessment reports; understanding the assessment criteria for internal assessment reports in economics, and academic honesty in internal assessment.

You will investigate and discuss ideas that assist students and teachers in meeting the requirements of economics internal assessment, undertake simulated assessment of examples of internal assessment, participate in the development of resources and strategies that can be used with students to encourage and guide them in meeting the requirements of internal assessment in economics, and review the assessment of reports and discussion of the marks awarded.

Environmental systems and societies: A focus on internal assessment

Recommended for:
SL and HL 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. You 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 ICT is used.

You will work collaboratively to develop an internal assessment manual for students.

Environmental systems and societies: Incorporating fieldwork

Recommended for:
Experienced DP ESS teachers and those who have completed a category 1 workshop.

This workshop utilizes fieldwork techniques in an integrated way to promote a more developed understanding of both societies and the environmental systems. Each of the internal assessment criteria are explored in relation to potential fieldwork activities, as well-designed fieldwork has great value in improving student achievement in both internal assessment and field-based learning, which is assessed externally.

Essential strategies and resources to teach mathematical studies

Recommended for:
DP mathematics teachers who have completed a category 1 workshop and/or have experience in teaching DP mathematics courses. The workshop is designed to increase the understanding of the content of the mathematical studies course.

This workshop is designed to help you deepen your knowledge of the mathematical studies syllabus topics and master the skills required of students to succeed in this course. You will explore a range of teaching strategies and have access to resources and materials that can be used later with your students. The workshop will provide guidance on how to incorporate recommended teaching approaches such as inquiry and integration of technology into the learning process in your classroom. The workshop also aims to boost your confidence in weaving elements of TOK into your lessons and taking a more international perspective on your teaching.

Evaluating your DP

Recommended for:
DP coordinators, administrators and district/local representatives.

This workshop is an active, hands-on workshop for DP coordinators and administrators who want to understand the DP evaluation process. The IB Programme standards and practices (January 2014) and the Programme evaluation guide and self-study questionnaire: Diploma Programme (November 2010) are used as the backbone to analyse this topic. Participants will leave with a self-devised strategic plan for their own school evaluation process that will enable them to continue to move forward when they return to school.
Exploring higher level cognition across DP subjects

Recommended for:

Coordinators

Explore strategies and techniques to implement across all subjects to create a more coherent programme and lead to improved student performance. In this workshop, you will discuss the critical thinking and learning skills used in TOK that enable students to work within a “zone of proximal learning” (Vygotsky) and, in particular, the need to recognize that these skills permeate into every subject within the DP. Drawing on evidence-based practices and the most recent research in cognitive science, the workshop will cover ideas for curriculum and lesson design that best enable students to acquire skills and knowledge and quickly access both from memory. Learn new ways to ensure that students can engage in higher level cognition that encourages deeper thinking, awareness of their current performance and connections with other subject matter. Reflect on your current practice and consider how integrating various subject-specific needs can best be fused to develop a cohesive approach to revision and exam success. The workshop will include discussion on current thinking regarding stress and its relationship to revision and performance, as well as techniques to help students deal with stress effectively.

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 is designed for both new and experienced DP teachers who are or will become extended essay supervisors. 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.

History: A focus on internal assessment

Recommended for:

SL and HL history teachers who are interested in improving their understanding of the internal assessment requirements of the current subject guide (last examinations November 2016). This workshop would also be appropriate for new teachers who have already gained experience with the history syllabus.

Deepen your understanding of the very important assessment component within the IB DP history course, the Historical Investigation. The workshop will cover the three elements of the Internal Assessment (IA)—identification and evaluation of sources, Investigation, and Reflection. You will discuss expectations and assessment criteria for each and pay particular attention to the Reflection component of the IA, as this can be an element that students find particularly challenging. The workshop will include an opportunity to read student samples and mark them against the published assessment criteria, and you will share ideas and resources around the design of an effective IA product and process. You will design and/or refine your own IA process to reflect the needs, strengths and interests of your students and promote and support academic honesty.

IB visual arts: Promoting the use of emerging media

Recommended for:

IB visual arts teachers and those who have recently completed a category 1 workshop.

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 participants 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 on creating and assessing emerging media. Increasingly within visual arts practice, both students and educators are exploring experimenting with 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. The workshop will build your capacity to use emerging media within the current visual arts curriculum to better meet the increasing needs of all students.

ICT in mathematics

Recommended for:

Experienced DP mathematics teachers with any level of computer expertise.

You will receive simple, straightforward guidance and ideas on how to get the most out of ICT in the mathematics classroom. This hands-on workshop will incorporate demonstration and plenty of opportunities to practice using some exciting and innovative new technologies. At each stage, you will reflect on the pedagogy of how, when and why to use technology to support the aims and objectives of the group 5 subjects. Much of the workshop will be centered around gaining expertise in GeoGebra. You will leave invigorated, full of ideas and with ready-to-use resources for your classroom. You will need to bring a Wi-Fi-enabled laptop with the latest version of GeoGebra installed (free to download for non-commercial use). Tablets are not recommended for the workshop.

Interdisciplinarity and the world studies extended essay

Recommended for:

Coordinators and supervisors of the extended essay.

This workshop will provide opportunities to develop effective strategies for 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 learn how the WSEE sits within the IB in general and the DP in particular, as well as its place within the continuum.

Language A: Exploring literature in translation

Recommended for:

Language course teachers in the studies in language and literature group who are seeking to consider the theoretical and practical aspects of teaching works in translation to develop effective classroom practices. All participants should have attended a category 1 or 2 workshop and have at least two years of experience teaching group 1 courses. The theoretical components may also be of interest to teachers of the literature and performance course, but as there is no explicit literature in translation requirement in the guide, the workshop will be of less relevance to teachers of this course.

The workshop will focus on a selection of appropriate texts from the prescribed literature in translation list (February 2011) (first examinations 2013); the appropriate ways of studying the texts and following the required stages leading to the production of the assessment component, the literature in translation essay, and the ways in which the assessment essay can be approached, with evaluation of some sample scripts. Attention will also be given to the possible inclusion of literature in translation part 4.

Language A: Literature—Teaching poetry for enjoyment and assessment

Recommended for:

All experienced DP literature or language and literature teachers, and those who have recently completed a category 1 workshop.

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 doing 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.

Showed here: Extended essay guide (for first teaching 2016)

NEW

Investigating inquiry

See workshop description on page 6.
Language B in Spanish: Building thematic units

Recommended for:
All experienced DP Spanish B teachers and those who have recently completed a category 1 workshop.

The workshop will provide experienced educators with the opportunity to engage in in-depth exploration of the new language acquisition group language B SL/HL core topics of social relationships, global issues, and communication and media. You will enhance your programme delivery of Spanish language and literature through the preparation of thematic units that will enhance student language acquisition and intercultural competence.

Language B: Extended essay

Recommended for:
Experienced DP language B teachers.

The purpose of this workshop is to understand better the process of creating and supervising an extended essay in a language B course, as well as discovering and sharing best practices to guide students in their extended essay (EE) writing process. During this workshop, you will gain an understanding of the general requirements outlined in the current Extended essay guide for the language B extended essay (its nature and structure), 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 extended essay process and by preparing teachers to assume supervisory roles and responsibilities.

Maths SL and HL: A focus on internal assessment

Recommended for:
All experienced DP mathematics SL/HL teachers and those who have recently completed a category 1 workshop.

In the new Mathematics SL and HL guides (first examinations 2014), internal assessment is completely different from the current portfolio with which many teachers may be familiar. This workshop will help you learn how to develop good mathematical explorations. There will be opportunity to discuss the use of stimuli and mind maps that scaffold students’ mathematical discovery. You will also review various student samples to develop expertise in the application of the internal assessment criteria and the moderation process.

Managing the extended essay

Recommended for:
All experienced 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, participants 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.

Pedagogical leadership

Recommended for:
Subject area leaders in all disciplines, coordinators and heads of school.

This workshop deepens the understanding of the philosophical and pedagogical impact of implementing the IB DP. You will study how assessing schools against IB standards and practices supports the planning, implementation and improvement of the DP. In addition, you will discuss the importance of developing a collaborative school culture to bring about systemic and sustained change and examine how the diverse ways people think, learn and work affect how their learning communities function. The complex nature of change as it relates to the role of pedagogical leaders in planning for and implementing change within the DP will be discussed.

Navigating school-supported self-taught literature

Recommended for:
All experienced DP teachers and coordinators interested in implementing and running a mother tongue course in their schools.

In this workshop, you will discuss the construction of a viable language policy based on the culture of your school. In addition, you will learn how to encourage coordinators and teachers to implement school-supported language A options within the DP using a workable two-year syllabus or course template. You will clarify procedures that need to be followed for authorization to register a candidate for a special request language; discuss activities to help teachers develop strategies for preparing students for the alternative oral presentation, commentary, the world literature paper and papers 1 and 2; discuss how to establish effective relationships with language tutors; and focus on the IB’s external assessment requirements and discuss how to fulfill them by studying samples of student’s written work (translated into English).

Physics: A focus on internal assessment

Recommended for:
Experienced IB physics teachers and IB physics teachers who have recently completed a category 1 physics workshop.

This workshop supports you in the development of a balanced practical work is an important feature of the DP physics course. This workshop will provide an opportunity to share best practices and develop an action plan to best support language B EE students.

Physics: Argumentative essay

Recommended for:
This workshop is for IB philosophy teachers and for teachers of other related academic disciplines who have subject-specific teaching experience.

This workshop aims to provide conceptual and methodological tools that will help participants understand the complex nature of writing in IB philosophy courses and in other related subjects. The main goal of the workshop is to offer conceptual and practical tools to improve students’ written work in their approach to philosophical problematics. With this goal in mind, the rhetorical, logical and dialectical aspects of philosophical discourse will be analyzed and practical strategies to produce clear and accurate prose will be discussed. The workshop will be general in nature but will consider the points set out in the Philosophy guide (first assessments in 2016) and provide you with ways to improve your approach to and preparation for the external papers and internal assessment requirements.

Philosophy: Argumentative essay

Recommended for:
IB philosophy teachers and coordinators.

In this workshop, you will discuss the construction of a viable language policy based on the culture of your school. In addition, you will learn how to encourage coordinators and teachers to implement school-supported language A options within the DP using a workable two-year syllabus or course template. You will clarify procedures that need to be followed for authorization to register a candidate for a special request language; discuss activities to help teachers develop strategies for preparing students for the alternative oral presentation, commentary, the world literature paper and papers 1 and 2; discuss how to establish effective relationships with language tutors; and focus on the IB’s external assessment requirements and discuss how to fulfill them by studying samples of student’s written work (translated into English).

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Physics: A focus on internal assessment

Recommended for:
Experienced IB physics teachers and IB physics teachers who have recently completed a category 1 physics workshop.

This workshop supports you in the development of a balanced practical scheme of work that provides opportunities to assess students using the sciences group internal assessment requirements. With this goal in mind, the workshop will provide an opportunity to share best practices and develop an action plan to best support language B EE students.

Physics: Argumentative essay

Recommended for:
IB philosophy teachers and coordinators.

In this workshop, you will discuss the construction of a viable language policy based on the culture of your school. In addition, you will learn how to encourage coordinators and teachers to implement school-supported language A options within the DP using a workable two-year syllabus or course template. You will clarify procedures that need to be followed for authorization to register a candidate for a special request language; discuss activities to help teachers develop strategies for preparing students for the alternative oral presentation, commentary, the world literature paper and papers 1 and 2; discuss how to establish effective relationships with language tutors; and focus on the IB’s external assessment requirements and discuss how to fulfill them by studying samples of student’s written work (translated into English).

Living and learning globally

See workshop description on page 6.

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.
Physics: Promoting the use of ICT

Recommended for:

Experienced IB physics teachers and IB physics teachers who have recently completed a category 1 physics workshop.

In this workshop, you will discuss the importance of ICT as a tool in practical work; investigate the ways of scaffolding knowledge required for students to design their own experiments using ICT; focus on the design of experiments using ICT suitable for IB internal assessment; and role play to enhance the understanding of concepts. You will receive hands-on experience with a range of different software packages and explore other ways to use ICT to support teaching and learning.

Practical film production

Recommended for:

Teachers of IB DP film or DP theatre. You 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.

Become familiar with film production and develop hands-on practical skills to support filmmaking in a school context. The workshop covers 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.

Psychology extended essay

Recommended for:

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 EE supervisors.

The psychology extended essay workshop will provide information and resources to enable you to guide students in the planning, researching and writing a formally presented, structured paper. It will help you to understand the criteria when assessing the students’ work.

Methods for extending DP cohort sizes

Recommended for:

Heads of school, DP coordinators, members of the pedagogical leadership team, and other school administrators. Participants might also be established DP institutions looking to widen access and increase cohort size in new IB schools seeking to establish healthy numbers from the immediate community.

The Diploma Programme (DP) develops a range of skills for students. It appeals to students with interests in a broad range of subjects. This workshop emphasises a vast understanding on what exactly is an accessible programme, building effective and meaningful collaborative structures for student support and success, and exploring various delivery models for programme sustainment and growth. The nature of DP assessment and improving approaches to teaching will also be examined in the context of enhancing student enrolment. In addition, programme marketing and student recruitment will also be discussed in detail, with presentation of proven models.

Subject specific seminars:

Physics: Promoting the use of ICT

New subject guides published at the beginning of each calendar year outline and describe changes made to DP coursework. Subject specific seminars are scheduled during the first three months of the calendar year to help educators understand and implement the changes.

Why attend?

Subject specific seminars offer an important opportunity for experienced teachers to fully acquaint themselves with changes in particular subject areas. Hear first-hand why the changes were made and how the teaching and learning framework has been improved. Also, gain insights into the guidelines and requirements for implementation, the objectives and criteria, and the assessment tools and task types.

Academic staff members from the programme development teams and/or members of the curriculum review teams are on hand throughout these workshops to answer questions and participate in discussion.

NOTE: Subject specific seminars are for experienced teachers only. Educators who are new to the IB should attend category 1 workshops.

Where do the seminars take place?

Subject specific seminars take place in each region where IB World Schools operate. Visit ibo.org/events to find the location and date that works best for you.

Content presented in online and face-to-face workshops held in the months following presentation of subject specific seminars will adhere to the new curriculum guide(s). (Workshops held prior to presentations of subject specific seminars will be based on the new, revised guides).

WHERE DO THE SEMINARS TAKE PLACE?

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Which subject-specific seminars will be held in 2017?

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Which subject-specific seminars will be held in 2017?

- Subject specific seminar: Film
- Subject specific seminar: Geography
- Subject specific seminar: Psychology
- Subject specific seminar: Social and cultural anthropology

Visit www.ibo.org/professional-development/which-type-of-training-is-right-for-me/face-to-face-pd/subject-specific-seminars to learn more.
Understanding the Diploma Programme (DP)

Recommended for:

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, you 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.

The role of the librarian

Recommended for:

All experienced extended essay supervisors and those who have recently completed a category 1 workshop.

This workshop will prepare individual supervisors for their role in working with students during the extended essay process. You 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. 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.

Using the CASIO GDC in IB mathematics

Recommended for:

Teachers of mathematical studies SL, mathematics SL and mathematics HL.

Phenomenal improvements in graphing data calculator (GDC) technology now provide users with an unprecedented set of mathematical tools. Advances in GDC technology, specifically the use of the latest GDC—the TI-Nspire CX— precipitate significant changes to the delivery of mathematics education. As teachers direct students to visualize, explore, discover and confirm concepts on their own using the TI-Nspire CX, students can adopt an inquiry-based approach to learning. This workshop is designed to provide professional development and assistance for the use of TI-Nspire CX technology when teaching IB mathematics courses. You will explore features of the TI-Nspire by:

- visualizing functions, tangents, normals, derivatives and integrals with dynamic graphing
- investigating changes to parameters efficiently with sliders
- managing, displaying, and analysing data and statistics with spreadsheets
- constructing, visualizing, measuring and calculating lengths, angles, vectors and areas with the geometry tools
- drawing and analysing 3D graphs and slope-fields
- importing full-colour photographic images for curve-fitting and analysis
- generating spreadsheet data with values acquired by data capturing

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

Recommended for:

Participants will need to be conversant with the current IB Diploma Programme 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 course.
DP THEATRE WORKSHOPS
PROVIDED BY ISTA

Collaboratively creating original theatre

Recommended for:
DP theatre teachers.

This workshop represents an in-depth exploration into the process of creating theatre collectively. You will develop your understanding of how original theatre can be created collaboratively and presented both as learners and theatre makers. You will leave with a toolbox for subsequent practice in the classroom. The workshop presents theory and strategies for establishing, developing, and equipping an ensemble to create original pieces of theatre. You will become an ensemble thatembarks on making a piece of theatre. Different stimuli and starting points are used, categorized and examined to create theatre, and the workshop looks at the characteristics of an effective stimulus that determines and shapes the nature of the piece being created. Devising requires a sophisticated understanding of the art form, and this workshop provides an in-depth look at form, structuring and staging the material explored. Different approaches to devising are examined regarding contemporary practice and research.

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

Recommended for:
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; creating site-specific responses; developing partnerships with cultural organizations; exploring different types of research; developing visual literacy skills; examining interconnection and relationships between different sites; exploring cultural history and how to read a site; considering 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.

Theatre traditions and practices: Teaching and learning through the body

Recommended for:
DP theatre teachers.

This workshop focuses on engaging with theatre practices and traditions from around the world and developing strategies to effectively teach these. There will be different practices examined but each workshop will engage with one specific practice, for example Japanese Butoh or Balinese performing practices, which have been the focus of past workshops. You will examine and experience unfamiliar performing arts practices and their pedagogical implications. The workshop will encourage you to engage in inquiry and reflection, develop your practice as an educator and practitioner, and examine through the body and through practical work with specialists who have the particular performing arts practice functions socially, culturally and in practice. The focus is on learning through the body (somatic learning), and this intensive experience is designed to empower you to feel confident in delivering a theatre practice students are unfamiliar with within the context of the IB DP theatre course. The exploration of a single performing arts practice enables subsequent application to a whole range of practices and traditions from around the world, ranging from Japanese Noh to Classical Greek theatre, from Balinese arts to Butoh.

Theatre: A focus on IA

Recommended for:
DP theatre teachers.

In this workshop you will engage in activities to deepen your understanding of the conceptual and practical implications of the internal assessment component within the DP theatre curriculum. This will include a range of practical activities to cover preparing students for the collaborative project, including approaches to creation and researching companies who collaboratively create original theatre. Practicalities, such as group forming, planning and developing/applying skills will be covered. The workshop will also address documentation of process and performance and the use of this in reflecting on the project as a whole, feeding into the internal assessment task. The assessment of this component will be covered through a focus on the format and requirements of the assessment task, sample marking and approaches to standardization and moderation.

Core assessment: Roadmap for improving student performance in TOK, CAS and EE

Recommended for:
Experienced TOK teachers, CAS coordinators, extended essay (EE) coordinators and supervisors, and DP coordinators and librarians.

This workshop will help you 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 and sample extended essays to give you specific examples of work and how it is assessed. In addition you will discuss possible CAS activities to help clarify the criteria used to assess student growth. In all instances, you will assess 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.

TOK for subject teachers

Recommended for:
Experienced IB subject teachers who do not teach 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 TOK. Through workshop activities, you will model the TOK approach by reflecting on yourselves—the teachers—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.

Theory of knowledge asks students to reflect on the nature of knowledge and on how we know what we know.

Theory of Knowledge (TOK) Workshops

Theory of Knowledge (TOK) is central to the educational philosophy of the Diploma Programme. It is mandatory for all students.

Core assessment: Roadmap for improving student performance in TOK, CAS and EE

Recommended for:
Experienced TOK teachers, 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.

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

Recommended for:
Experienced TOK teachers, 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.

Theory of knowledge asks students to reflect on the nature of knowledge and on how we know what we know.

IB WORKSHOPS AND SERVICES 2017 CATALOGUE

WWW.IBO.ORG/PD

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Diploma Programme

Core Requirements Poster Set [3-item set]
A revised edition of the hugely popular DP Core requirements poster set includes updates to reflect the changes to the CAS and Extended essay courses.

Creativity, activity, service guide (for students graduating in 2017 and after)
A guide to planning CAS projects and includes bibliographical references.

Extended essay guide (for first teaching 2016)
Offers an overview of the Diploma Programme extended essay; provides information on supporting, introducing, and assessing it, and contains topic suggestions.

DP Starter Pack
The DP Starter Pack is indispensable when considering becoming an IB World School and provides such content as the DP Creativity, activity, service guide and the DP Extended essay guide.

DP Group 4 Poster Pack [5-item set]
A set of five posters containing essential information for group 4 biology, chemistry and physics students and teachers is perfect to display in classrooms; posters measure 59.4 x 42 cm.

IB Prepared: Geography SL and HL
Provides practical support and guidance to help prepare for the IB Diploma Programme geography standard level and higher level end-of-course exams.

IB Prepared: History SL and HL
Provides practical support and guidance to help prepare for the IB Diploma Programme history standard level and higher level end-of-course exams.

IB Prepared: Psychology SL and HL
Each poster in this global contexts poster set of six has been uniquely and beautifully illustrated for MYP schools. For display in classrooms, school corridors and reception areas, these posters translate the descriptions of the global contexts in MYP from Principles into Practice in a highly illustrative and meaningful way.

Questionbank History Route 2
The Questionbank History Route 2 subscription features a searchable online database with exam questions, mark schemes and subject reports from the current history route 2 syllabus.

Questionbank History del PD 2 (Spanish)
Questionbank History del PD 2 includes one year of access to an online database that contains Spanish-language exam questions, mark schemes and subject reports from past history route 2 exams.

Questionbank Geography
Questionbank Geography includes access to an online database with exam questions, mark schemes and subject reports from the current geography syllabus.

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Questionbank Biology
The online Questionbank for Biology includes access to hundreds of exam questions, markschemes and subject reports applicable to the current curriculum.

Questionbank Chemistry
The online Questionbank for Chemistry includes access to hundreds of exam questions, markschemes and subject reports applicable to the current curriculum.

Questionbank Physics
The online Questionbank for Physics includes access to hundreds of exam questions, markschemes and subject reports applicable to the current curriculum.

Questionbank Mathematics
Questionbank Mathematics includes access to four online databases, one for each of the maths subjects: mathematical studies, mathematics SL, mathematics HL and further maths. Each database includes exam questions, markschemes and subject reports applicable to the current curriculum.

Questionbank Psychology
The Questionbank Psychology subscription allows users to access a searchable online database that contains hundreds of exam questions, markschemes and subject reports from the current psychology syllabus.

Examination paper and Markscheme Pack CD-ROM, May 2016
Contains the IB Diploma Programme examination papers and markschemes for the May 2016 examination sessions. Presented in their original format, these papers are excellent preparation for live examinations, and the accompanying markschemes make the pack suitable for both independent study and classroom use.

Examination paper and Markscheme Pack USB, May 2016
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Examination Paper and Markscheme Pack CD-ROM, November 2015
Contains the IB Diploma Programme examination papers and markschemes for the November 2015 examination sessions. Presented in their original format, these papers are excellent preparation for live examinations, and the accompanying markschemes make the pack suitable for both independent study and classroom use.

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Product name | Number ID | Price
--- | --- | ---
Questionbank Biology |  | US $199.99
Questionbank Chemistry |  | US $199.99
Questionbank Physics |  | US $199.99
Questionbank Mathematics |  | US $318.99
Questionbank Psychology |  | US $199.99
Examination paper and Markscheme Pack CD-ROM, May 2016 | 42C90I4 | US $199.99
Examination paper and Markscheme Pack USB, May 2016 | 40046K8 | US $199.99
Examination Paper and Markscheme Pack CD-ROM, November 2015 | 42C75I8 | US $199.99
Examination Paper and Markscheme Pack USB, November 2015 | 40045K0 | US $199.99
Examination Paper and Markscheme Pack USB, November 2015 |  | US $199.99
Examination Paper and Markscheme Pack CD-ROM, November 2015 |  | US $199.99
Examination Paper and Markscheme Pack USB, November 2015 |  | US $199.99
**CAREER-RELATED PROGRAMME**

**Introductory**

**Launching the CP**

This introductory in-school workshop provides schools with a consistent knowledge base across all staff. Participants will be exposed to key elements of the CP and then will be able to explore these elements further in regards to their 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. It does not count towards authorization.*

**Category 1**

**CP Administrators**

*Recommended for:*

- Principals, heads, members of senior management teams from schools which have decided to offer the Career-related Programme. New or recently appointed principals, heads, and members of senior management teams from schools offering the Career-related Programme.

This workshop will provide a basic understanding of the Career-related Programme (CP) for members of educational leadership teams and discuss how schools can create a sustainable offer with engaged stakeholders. You will explore the philosophical and administrative implications of IB programme standards with reference to the requirement of CP implementation. Particular focus will be given to introducing the IB mission, student-centred philosophy and the learner profile, and explaining the unique CP framework and suitable delivery of its core elements. In addition, you will learn how to tailor the CP to individual contexts and explore the CP Standards, practices and requirements and the process involved in application for candidacy, authorization and programme evaluation.

**CP Coordinators**

*Recommended for:*

- Coordinators who are:
  - currently involved in a feasibility study or the authorization process to implement the CP
  - new to the CP or to the IB mission and philosophy and understand CP elements and career-related Programme (CP) for members of educational leadership teams and discuss how schools can create a sustainable offer with engaged stakeholders. You will explore the philosophical and administrative implications of IB programme standards with reference to the requirement of CP implementation. Particular focus will be given to introducing the IB mission, student-centred philosophy and the learner profile, and explaining the unique CP framework and suitable delivery of its core elements. In addition, you will learn how to tailor the CP to individual contexts and explore the CP Standards, practices and requirements and the process involved in application for candidacy, authorization and programme evaluation.

**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 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 (CP) 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. You will explore the CP standards, practices and requirements, and the process involved in application for candidacy, authorization and programme evaluation. You will have the opportunity to discuss the BCP Core guide and Handbook of procedures that explains the programme’s flexible framework, with its scope for varied implementation in different school contexts, and explore different strategies for implementing the required components of the BCP to suit the needs, backgrounds and contexts of students. Finally, you will learn about how to use key IB publications and online systems such as the International Baccalaureate Information System (IBIS) and the online curriculum centre (OCC) that are crucial to the role of the CP coordinator.

**NEW**

**Principals, heads, members of senior management teams from schools which have decided to offer the Career-related Programme. New or recently appointed principals, heads, and members of senior management teams from schools offering the Career-related Programme.**

This workshop will provide a basic understanding of the Career-related Programme (CP) for members of educational leadership teams and discuss how schools can create a sustainable offer with engaged stakeholders. You will explore the philosophical and administrative implications of IB programme standards with reference to the requirement of CP implementation. Particular focus will be given to introducing the IB mission, student-centred philosophy and the learner profile, and explaining the unique CP framework and suitable delivery of its core elements. In addition, you will learn how to tailor the CP to individual contexts and explore the CP Standards, practices and requirements and the process involved in application for candidacy, authorization and programme evaluation.

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**Principals, heads, members of senior management teams from schools which have decided to offer the Career-related Programme. New or recently appointed principals, heads, and members of senior management teams from schools offering the Career-related Programme.**

This workshop will provide a basic understanding of the Career-related Programme (CP) for members of educational leadership teams and discuss how schools can create a sustainable offer with engaged stakeholders. You will explore the philosophical and administrative implications of IB programme standards with reference to the requirement of CP implementation. Particular focus will be given to introducing the IB mission, student-centred philosophy and the learner profile, and explaining the unique CP framework and suitable delivery of its core elements. In addition, you will learn how to tailor the CP to individual contexts and explore the CP Standards, practices and requirements and the process involved in application for candidacy, authorization and programme evaluation.

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**Principals, heads, members of senior management teams from schools which have decided to offer the Career-related Programme. New or recently appointed principals, heads, and members of senior management teams from schools offering the Career-related Programme.**

This workshop will provide a basic understanding of the Career-related Programme (CP) for members of educational leadership teams and discuss how schools can create a sustainable offer with engaged stakeholders. You will explore the philosophical and administrative implications of IB programme standards with reference to the requirement of CP implementation. Particular focus will be given to introducing the IB mission, student-centred philosophy and the learner profile, and explaining the unique CP framework and suitable delivery of its core elements. In addition, you will learn how to tailor the CP to individual contexts and explore the CP Standards, practices and requirements and the process involved in application for candidacy, authorization and programme evaluation.

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**Principals, heads, members of senior management teams from schools which have decided to offer the Career-related Programme. New or recently appointed principals, heads, and members of senior management teams from schools offering the Career-related Programme.**

This workshop will provide a basic understanding of the Career-related Programme (CP) for members of educational leadership teams and discuss how schools can create a sustainable offer with engaged stakeholders. You will explore the philosophical and administrative implications of IB programme standards with reference to the requirement of CP implementation. Particular focus will be given to introducing the IB mission, student-centred philosophy and the learner profile, and explaining the unique CP framework and suitable delivery of its core elements. In addition, you will learn how to tailor the CP to individual contexts and explore the CP Standards, practices and requirements and the process involved in application for candidacy, authorization and programme evaluation.

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CP Reflective project

Recommended for:
Teachers of the career related aspect of the CP from schools which have recently applied or have become authorized to offer the CP. This workshop will provide an in-depth look at the content of the reflective project for schools that serve the needs of their students; during the CP, in their transition to a career or further study, and beyond as lifelong learners. A focus of the workshop is to explore the vision and philosophy of the CP, and the revisions of the core, as a way of supporting both student learning and self-awareness during the career-related study, in the Diploma Programme (DP) courses and through the completion of the reflective project (RP). The workshop is focused on helping educational institutions enhance the delivery and effectiveness of the CP. The sessions through practical exploration, discussion, and collaborative interactions will look at the main areas of the CP and their interdependence with a view to providing educational institutions with feasible and effective methods for effectively developing their CP.

Category 2

CP Administrators

Recommended for:

- Career-related Programme coordinators that have completed a category 1 CP coordinator training in educational institutions that are already authorized to deliver the Career-related Programme (CP).
- Principals, head teachers and/or members of the senior leadership that work in authorized CP educational institutions and have commenced the delivery of the CP.

The purpose of the workshop is to aid educational institutions in developing their Career-related Programme (CP) to best serve the needs of their students; during the CP, in their transition to a career or further study, and beyond as lifelong learners. A focus of the workshop is to explore the vision and philosophy of the CP, and the revisions of the core, as a way of supporting both student learning and self-awareness during the career-related study, in the Diploma Programme (DP) courses and through the completion of the reflective project (RP). The workshop is focused on helping educational institutions enhance the delivery and effectiveness of the CP. The sessions through practical exploration, discussion, and collaborative interactions will look at the main areas of the CP and their interdependence with a view to providing educational institutions with feasible and effective methods for effectively developing their CP.

CP Service learning: Transforming academics into action

Recommended for:

- CP coordinators

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 CAS and academic classes, and in CP Service Learning.

CP Guidance counsellors

Recommended for:

This workshop is intended for counsellors and careers guidance counsellors, HE 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 careers guidance counsellors, and professionals that provide careers and work related guidance, with an overview of the 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. Participants on the course 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.

CP Personal and professional skills

Recommended for:

Teachers of personal and professional skills (PPS) who either have experience with the Career-related Programme 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, based on the curriculum review and the launch of the new guide that replaces the former BCC, ATL, (approaches to learning) course. 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 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.

Understanding the CP

Recommended for:

Schools that want to broaden their educational offering at post-16 by introducing the BCP. Aimed at interested, candidate and existing IB World Schools, this workshop can be used as an exploration point for interested schools, information source for candidate schools and as a refresher workshop for existing IB World Schools authorized to run the BCP.

This workshop will introduce you to the IB Career-related Programme (CP), including the IB philosophy and ethos. You will explore the effective delivery of career-related courses alongside the academic strand of IB 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 DP 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.
Four newly formulated workshops bring you a fresh look at IB learning and teaching. Appropriate for educators and practitioners in all four IB programmes, both new and experienced. Available face-to-face with a selection also offered online in 2008. Both options draw you into the diverse community of IB World educators for constructive engagement, discussion and networking.

**NEW WORKSHOP**  
**APPROACHES TO LEARNING**

Development of communication, social, self-management, research and thinking skills is crucial to an IB education. Students who are able to continue development of these skills are likely to realize success in higher learning and throughout their lives.

Enroll in this workshop to:
- develop a deeper understanding of ATL.
- consider current research and its applications.
- design curriculum to support skills-building.
- reflect on development of cognitive, affective and meta-cognitive skills and how they can increase one’s capacity to self-regulate and become motivated.

**NEW WORKSHOP**  
**INVESTIGATING INQUIRY**

Choose this workshop to immerse yourself in how teachers can effectively support student inquiry.

Enroll in this workshop to:
- investigate how inquiry-based pedagogy can lead students to deepen their understanding of concepts through construction of new knowledge.
- learn specific strategies and questions related to an inquiry-based approach to teaching and learning.
- discover why reflection is essential to becoming a life-long learner.

**NEW WORKSHOP**  
**LIVING AND LEARNING GLOBALLY**

Explore international-mindedness as a trait in individuals who are sensitized to their humanity, to their shared guardianship of the planet and to creating a more peaceful world.

Enroll in this workshop to:
- discover key concepts that support purpose-based learning.
- explore global issues and contexts that enhance student perspectives and engage them meaningfully.
- embed global contexts into planned curriculum, which in turn provide students with opportunities for participation in a dynamic learning environment.

**NEW WORKSHOP**  
**BEYOND THE DISCIPLINES**

Focus on the interrelatedness of knowledge, a practice that imbues teaching and learning with meaning.

Enroll in this workshop to:
- distinguish between and among disciplinary, multidisciplinary, interdisciplinary and transdisciplinary learning.
- synthesize concepts related to ways of knowing while developing understandings that underpin learning to know, learning to do, learning to live together and learning to be.

Bonus PD! Try free ‘nano’ PD to sample what these new workshops offer. Then register for the location and time that best suit your schedule. Cascade what you learn to your faculty to maximize the learning!

See pages 6–8 for full descriptions of these workshops.
An A to Z of School Leadership
George Walker, a prominent figure in international education, shares his understanding of school leadership. This title covers all aspects of school leadership, giving advice and guidance from a leading international educator entertaining real-life examples, case studies and anecdotes.

Did You Ever Wonder?: Fostering Curiosity Here, There and Everywhere
Offers all educators—including parents, grandparents, teachers and child care providers—practical ideas, experiences and suggestions for nurturing children's curiosity and critical thinking.

Educating for Global Citizenship: A Practical Guide for Schools
This book presents the development and current status of global education in an easy-to-read style appropriate for practising teachers. It includes diverse examples from schools and organizations around the world and shows how schools can help students prepare for life in a "global village."

Schools Across Frontiers
Schools Across Frontiers is a highly personal account of the IB and the United World Colleges (UWC) by the visionary educator Alec Peterson. This second edition contains new chapters with updates on the progress of the IB and UWC, as well as a complete updated list of IB and UWC schools.

Journeys in Communities of Practice: Stories and Strategies of Professional Inquiry from Around the World
A guide for school administrators, coordinators, team leaders and teachers to build a culture of professional inquiry that can benefit the entire school community. This title discusses fostering effective collaboration, overcoming resistance to new approaches and using technology to enhance professional learning.

Journeys in Implementation: Proven Strategies from IB World Schools
Looks at an assortment of IB World Schools, which share their journeys in implementing the IB programmes and documenting their strategies for dealing with various challenges, including getting internal and external stakeholders on board, integrating the IB and national standards, funding the programmes and more. Each story includes photos and testimonials from the school community.

Ways to Learn Through Inquiry
Illustrates practical, authentic, research-based ways to engage and guide children, ages 3 to 8, in active inquiry.

Reading materials bag for younger children
Designed with younger children in mind, this nylon document bag is perfect for carrying lightweight reading materials to and from school and is printed with the IB World School logo. Dimensions: 40 cm x 34 cm.

Notebook with adhesive note pad and tabs
Printed with the IB logo, this wirebound hardback notebook has useful adhesive notes and index tabs on inside cover. Ideal for classroom or personal use, it contains 80 lined pages, index tabs in vibrant colours, sticky notes and a mini pad for writing.
**Button Pin Badges, Pack of 10**
Simple button pin badges printed on plastic-coated metal with the full-colour IB logo. Sold in bags of 10. Metal pin fastening at the reverse. 25-mm/1-in diameter.

**Large Bronze Lapel Pin**
Smart, circular steel lapel badge in bronze with butterfly pin fastening. The perfect gift for graduation and to award students for their academic achievements, or as the perfect accessory to communicate involvement within the IB community. Polished debossed IB logo, trim 22-mm diameter, presentation box included.

**Large Colour Lapel Pin Badge**
This smart, circular lapel badge is printed with a full-colour IB logo. Used by many customers as a gift at graduation, or as the perfect accessory to communicate their involvement within the IB community. Made from resin and steel with a secure butterfly pin clasp. Measures 22-mm diameter and comes with a presentation box.

**Chrome Spinning Key Ring**
Used by many customers as a graduation or presentation gift, the center section of this stylish key ring is engraved on one side with the IB logo and on the reverse side with a world map.

**Key Rings, 10-pack**
Circular key ring with IB logo printed in full colour on both sides. These lightweight and durable key rings are ideal for school open days, conference giveaways and gifts. Diameter: 40 mm.

**IB World School Stickers, 10-pack**
White glossy vinyl stickers with a blue trilingual IB World School logo.

**Cardboard Folders, Pack of 10**
These popular folders are used by many IB World Schools to distribute certificates or to circulate essential information to IB educators and parents. Sold in packs of 10, with an internal pocket. 304 mm/12 in by 218 mm/8.5 in. Printed with IB trilingual logo.

**Conference Folder**
Smart, black conference folder in high-quality, leather-look fabric and embossed with an IB logo. Dimensions: A4 (290 mm x 360 mm). Included are a lined notepad and pockets for a pen, business cards and documents.

**Duo Highlighter & Pen, 5-pack**
A very useful ballpen-highlighter combination with a unique twist retraction mechanism. The fine-point black ink and yellow highlighter is printed with the IB logo.

**Ruler**
A useful 5-in-1 ruler set for students. This 12-inch ruler has an integrated pencil sharpener, two removable pencils and one eraser that slots perfectly into the ruler itself. Printed with the IB logo.

**Flower-shaped highlighter**
A practical and fun highlighter. Its flower shape incorporates five different-coloured highlighters and is ideal for teachers, coordinators and students.

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<td>US $4.99</td>
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<td>Ruler</td>
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<td>Flower-shaped highlighter</td>
<td>0502EZ2</td>
<td>US $6</td>
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Eco Pens, 10-pack
Environmentally friendly black-ink pens made using biodegradable corn starch plastic and printed with the IB logo. Pen barrels come in five assorted colours.

Eco Pencils, 10-pack
A set of 10 eco pencils of black lead encased in coloured barrels and featuring the IB logo.

Eco Tote Bag, 5-pack
These useful bags, with long handle straps, are printed with a large, full-colour IB logo and are made from 100% unbleached natural cotton.

Plaque
This smart acrylic plaque clearly displays the IB World School logo and has been produced for display at IB World School sites. The frosted effect on the reverse side ensures that the logo stands out on a variety of exterior surfaces. Includes clear instructions. Dimensions: 210 x 297 mm.

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STUART CROUCH
International School of Düsseldorf

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- Creating inclusive learning environments
- Technology and student agency
- Self-assessment and peer feedback

Middle Years Programme
- Approaches to learning: self-management skills
  - Self-management: Why, what and how
  - Affective skills: Emotions and positive thinking
  - Organization skills: Set goals and learning preferences
  - Reflective skills: Efficient and effective learning

Diploma Programme
- Understanding knowledge questions
- Integrate technology into your DP classroom
- Interdisciplinary learning through film
- Predicted grades: When and how to use them