



#BBCN2016



IB Regional Conference Africa, Europe and Middle East 2016
Conférence de la région Afrique, Europe et Moyen-Orient de l'IB 2016
Conferencia regional de IB África, Europa y Oriente Medio de 2016

Barcelona • from 6 to 8 October
Barcelone • du 6 au 8 octobre
Barcelona • del 6 al 8 de octubre



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

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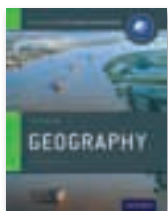
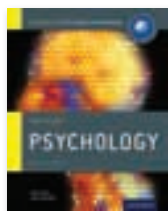
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The International Baccalaureate mission statement

Education for a better world

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Déclaration de mission du Baccalauréat International

L'éducation pour bâtir un monde meilleur

Le Baccalauréat International a pour but de développer chez les jeunes la curiosité intellectuelle, les connaissances et la sensibilité nécessaires pour contribuer à bâtir un monde meilleur et plus paisible, dans un esprit d'entente mutuelle et de respect interculturel.

À cette fin, l'organisation collabore avec des établissements scolaires, des gouvernements et des organisations internationales pour mettre au point des programmes d'éducation internationale stimulants et des méthodes d'évaluation rigoureuses.

Ces programmes encouragent les élèves de tout pays à apprendre activement tout au long de leur vie, à être empreints de compassion, et à comprendre que les autres, en étant différents, puissent aussi être dans le vrai.

Declaración de principios del Bachillerato Internacional

Una educación para un mundo mejor

El Bachillerato Internacional tiene como meta formar jóvenes solidarios, informados y ávidos de conocimiento, capaces de contribuir a crear un mundo mejor y más pacífico, en el marco del entendimiento mutuo y el respeto intercultural.

En pos de este objetivo, la organización colabora con establecimientos escolares, gobiernos y organizaciones internacionales para crear y desarrollar programas de educación internacional exigentes y métodos de evaluación rigurosos.

Estos programas alientan a estudiantes del mundo entero a adoptar una actitud activa de aprendizaje durante toda su vida, a ser compasivos y a entender que otras personas, con sus diferencias, también pueden estar en lo cierto.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



REGIONAL CONFERENCE AND LANGUAGES

The 2016 Africa, Europe and Middle East Regional Conference offers a broad variety of sessions:

- Pre-conference sessions
- Plenary sessions
- Featured sessions
- Presentation sessions
- Focus groups
- Expo sessions from our sponsors, exhibitors and supporters

The conference programme booklet contains different types of information in one or more of the official working languages: **English, French and Spanish**.


All plenary sessions are conducted in **English**. Live **French** and **Spanish** translations are available (). Please obtain a headset at the entrance of the room for live translations.

All other sessions can be conducted in **English, French** or **Spanish**. Translations for these sessions are not provided, due to the high level of interactivity. The session description in this conference programme booklet reflects the language of the presentation.

Contenu de la conférence de la région Afrique, Europe et Moyen-Orient de l'IB 2016

- Sessions de pré-conférence
- Séances plénières
- Sessions tenues par des conférenciers
- Sessions de présentations
- Groupes de discussion
- Sessions tenues par les commanditaires, exposants et contributeurs de l'IB

Le programme de la conférence fournit différents types d'informations rédigées dans une ou plusieurs langues de travail officielles de l'IB, à savoir **l'anglais, le français et l'espagnol**.


Toutes les séances plénières se dérouleront en **anglais**. Un service d'interprétation simultanée sera proposé en **français** et en **espagnol** (). Les participants pourront se procurer des écouteurs à l'entrée de la salle.

Les autres sessions se tiendront en **anglais**, en **français** ou en **espagnol**. En raison du niveau élevé d'interactivité de ces sessions, il ne sera pas possible de proposer un service d'interprétation. La langue de chaque intervention est précisée dans les descriptions des sessions fournies dans le programme de la conférence.

Contenidos de la conferencia regional de IB África, Europa y Oriente Medio de 2016:

- Sesiones previas a la conferencia
- Sesiones plenarias
- Sesiones destacadas
- Sesiones de presentación
- Grupos de discusión
- Presentaciones de nuestros patrocinadores, expositores y entidades colaboradoras

El programa de la conferencia ofrece distintos tipos de información en una o varias de las lenguas de trabajo oficiales del IB: **español, francés e inglés**.

Todas las sesiones plenarias se celebrarán en **inglés** y contarán con interpretación simultánea al **español** y **francés** (). Para escuchar la interpretación a estas lenguas, obtenga unos auriculares en la entrada de la sala.

Todas las demás sesiones serán en **español, francés o inglés** y, dado su alto nivel de interactividad, no contarán con servicio de interpretación. La descripción de cada sesión que encontrará en este programa de la conferencia refleja la lengua en que se desarrollará la sesión.

IB AEM REGIONAL CONFERENCE ON YOUR MOBILE!

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OR search the App Store or Google Play for IB Events.

When you've downloaded and opened the app, select "Enter Passphrase" and type in **"ibaem2016"** to download the guide!





Introduction by Chief Schools Officer	8	Session strands	45
Conference schedule	12	 Pre-conference sessions	46
Venue map	15	 Sessions 1	48
Conference evening	20	 Sessions 2	54
Transportation at the conference	22	 Expo Sessions	60
Speaker profiles		 Sessions 3	66
Opening plenary Peter Docker	24	 Sessions 4	72
Plenary Dame Ellen MacArthur	28	 Sessions 5	78
Plenary Margaret Heffernan	31	 Sessions 6	84
Closing plenary Sarah Lewis	34	 Expo Sessions	90
Featured speaker Alfie Kohn	37	 Sessions 7	96
Featured speaker Javier Valle	40	My conference planner	102
		Sponsors	104
		IB Booth	126
		Exhibitors	127

COLOR CODING IN PROGRAMME

 PRE-CONFERENCE	 SESSIONS 4 (FRIDAY)
 REGISTRATION, BREAKS, EVENTS	 SESSIONS 5 (SATURDAY)
 PLENARY SESSIONS	 SESSIONS 6 (SATURDAY)
 SESSIONS 1 (FRIDAY)	 SESSIONS 7 (SATURDAY)
 SESSIONS 2 (FRIDAY)	 FOCUS GROUPS/EXPO SESSIONS/ASSOCIATION MEETINGS
 SESSIONS 3 (FRIDAY)	



Username: IBO2016
Password: Barcelona16



Welcome to the Africa, Europe and Middle East Regional Conference!

Andrew MacDonald

EN ¡Bienvenidos a Barcelona! ¡Benvinguts a Barcelona! Welcome to Barcelona, a city with an international heritage and culture, perfectly suited for the 2016 Annual Regional Conference of the International Baccalaureate (IB).

While most of us are in Spain for only a few days, the IB has been in Spain since 1977. Currently 97 Spanish schools (nine here in Barcelona) offer one or more IB programmes, making Spain the country with the second-highest number of IB World Schools in the AEM region.

Here with us are an excellent line-up of keynote and featured speakers, including Dame Ellen MacArthur, who in 2005 became the fastest solo sailor to circumnavigate the globe. Her foundation works with education, business innovation and analysis to accelerate the transition to a circular economy. You can learn more at her keynote speech on Friday 7 October. Other notable keynote speakers are: Dr. Margaret Heffernan, formerly a chief executive and now an author and TED talks speaker; Sarah Lewis, assistant professor of History of Art and Architecture and African and African American Studies at Harvard University; and Peter Docker, a partner of Simon Sinek and the Start With Why team.

Even before the conference begins, you can attend the pre-conference sessions, which cover a range of topics, including “The Power of Why as a Catalyst for Leadership”; “Preparing students for MYP eAssessment: On-screen examinations”; “Developing as an IB continuum school in Spain”; and “Approaches to teaching and learning in the

Career-related Programme”.

Indeed, we all will be learning during the conference, which is why the theme is “Learning together.” The Annual Regional Conference is a unique opportunity for educators to share best practice and educational approaches. Learn, grow and connect with colleagues and IB staff by participating in as many workshops and pre-conference sessions as you can.

All those who submitted their presentations this year have our sincere appreciation. Your contribution and academic expertise are valuable for our audience and the success of the conference. I would also like to thank our sponsors and exhibitors for their support; special thanks go to the educators in the region and the schools that support them.

On behalf of the IB, I would like to thank you all for your support and involvement and especially your passion for the IB mission to create a better world through education. As Francisco Giner de los Ríos, a prominent Spanish educator and philosopher wrote: “We are taught many things but not how to think or live”.

Enjoy the conference and feel free to ask questions of IB staff at the IB exhibition booth!

Warm regards,

Andrew MacDonald

Chief Schools Officer

Bienvenue à la conférence de la région Afrique, Europe et Moyen-Orient de l'IB!

(FR) ¡Bienvenidos a Barcelona! ¡Benvinguts a Barcelona! Bienvenue à Barcelone, une ville possédant une culture et un héritage internationaux, qui s'accordent parfaitement à l'édition 2016 de la conférence régionale annuelle du Baccalauréat International.

S'il est vrai que la plupart d'entre nous ne sommes en Espagne que pendant quelques jours, l'IB est présent dans ce pays depuis 1977. À l'heure actuelle, 97 établissements espagnols (dont 9 ici, à Barcelone) proposent un ou plusieurs programmes de l'IB, ce qui fait de l'Espagne le pays avec le 2^e plus grand nombre d'écoles du monde de l'IB dans la région Afrique, Europe et Moyen-Orient.

Nous avons parmi nous d'éminents conférenciers principaux et invités, dont la navigatrice Dame Ellen MacArthur, qui a battu en 2005 le record du tour du monde à la voile en solitaire. Ses travaux au sein de sa fondation ont pour objet l'éducation, l'innovation dans les affaires et des analyses visant à accélérer la transition vers une économie circulaire. Vous en apprendrez davantage lors de son intervention le vendredi 7 octobre. Parmi nos autres éminents intervenants, nous pouvons citer : Margaret Heffernan, ancienne directrice générale et à présent écrivaine, régulièrement invitée à s'exprimer lors de conférences TED ; Sarah Lewis, professeure adjointe d'études africaines et afro-américaines et d'histoire de l'art et de l'architecture à l'Université Harvard ; et Peter Docker, partenaire de Simon Sinek et de l'équipe Start With Why.

Avant le début de la conférence, vous pouvez assister aux sessions de pré-conférence, qui traitent de divers sujets, parmi lesquels *The Power of Why as a Catalyst for Leadership* (le pouvoir du « pourquoi » en tant que catalyseur pour la direction); *Preparing students for MYP eAssessment: On-screen examinations* (préparer les élèves à l'évaluation du PEI : les examens sur ordinateur) ; *Developing as an IB continuum school in Spain* (évoluer en tant qu'établissement proposant les quatre programmes de l'IB en Espagne) ;

et *Approaches to teaching and learning in the Career-related Programme (CP)* (les approches de l'enseignement et de l'apprentissage dans le Programme à orientation professionnelle [POP]).

Nous avons tous des choses à découvrir durant cette conférence, et c'est la raison pour laquelle le thème de cette année est « Apprendre ensemble ». La conférence régionale annuelle est une occasion unique permettant aux professionnels de l'éducation de partager les meilleures pratiques et approches en matière d'éducation. Progressez, apprenez et créez des liens avec vos pairs et les membres du personnel de l'IB en participant à autant d'ateliers et de sessions de pré-conférence que possible.

Nous remercions chaleureusement toutes les personnes qui nous ont envoyé leurs présentations cette année. Votre contribution et votre expertise dans le domaine de l'éducation sont essentiels pour notre public et garantissent le succès de la conférence. J'aimerais aussi remercier nos commanditaires et nos exposants pour leur soutien, ainsi que les professionnels de l'éducation de la région et les établissements qui les assistent.

Au nom de l'IB, je vous remercie tous pour votre soutien, votre engagement et tout particulièrement votre passion pour la mission de l'IB visant à créer un monde meilleur à travers l'enseignement. Comme l'écrivait Francisco Giner de los Ríos, un éminent philosophe et pédagogue espagnol : « On nous enseigne de nombreuses choses, mais pas à penser, ni à vivre » (traduction libre).

Profitez de la conférence et n'hésitez pas à poser vos questions aux membres du personnel de l'IB dans l'espace qui leur est dédié.

Salutations distinguées,

Andrew MacDonald

Chef de la direction des services aux établissements

¡Bienvenidos a la Conferencia regional de IB África, Europa y Oriente Medio!

ES ¡Bienvenidos a Barcelona! ¡Benvinguts a Barcelona! Una ciudad con un patrimonio y una cultura internacionales que la hacen perfecta para la Conferencia regional anual del IB de 2016.

Aunque la mayoría de nosotros estará en España solo unos días, el IB lleva presente en el país desde 1977. Actualmente, 97 colegios españoles (9 de ellos aquí en Barcelona) ofrecen uno o varios de nuestros programas; esta cifra hace de España el segundo país de la región de África, Europa y Oriente Medio en cuanto al número de Colegios del Mundo del IB.

Nos acompañan excelentes oradores principales y destacados, entre ellos Ellen MacArthur, que en 2005 hizo historia dando la vuelta al mundo a vela en solitario en un tiempo récord. La fundación que lleva su nombre trabaja con la educación, la innovación y el análisis empresarial para acelerar la transición a una economía circular. Para obtener más información, asistan a su presentación el viernes 7 de octubre. Otros de nuestros oradores destacados son: Margaret Heffernan, anterior directora ejecutiva que ahora es escritora y oradora en charlas de TED; Sarah Lewis, profesora asistente de Historia del Arte, Arquitectura y Estudios Africanos y Afroamericanos en la Universidad de Harvard; y Peter Docker, socio de Simon Sinek y el equipo de Start With Why (Empieza por el porqué).

Antes de la conferencia pueden asistir a las sesiones previas, que abarcan temas como «El poder del porqué como catalizador del liderazgo», «Preparación de los alumnos para la evaluación electrónica del Programa de los Años Intermedios: exámenes en pantalla», «Desarrollar un colegio del continuo del IB en el contexto español» y

«Los enfoques de la enseñanza y el aprendizaje en el Programa de Orientación Profesional».

Todos vamos a aprender durante la conferencia, de ahí el tema «Aprender juntos». La Conferencia regional anual ofrece a los educadores una oportunidad única para poner en común buenas prácticas y enfoques educativos. Participen en el mayor número posible de talleres y sesiones previas a la conferencia para aprender, crecer y establecer contactos con otros educadores y miembros del personal del IB.

Deseamos expresar nuestro sincero agradecimiento a todos los que enviaron sus presentaciones para este año. Su contribución y su experiencia académica son de gran valor para los participantes y para el éxito de la conferencia. También quisiera dar las gracias a nuestros patrocinadores y expositores por su apoyo y, especialmente, a los educadores de la región y a los colegios donde desarrollan su actividad.

En nombre del IB, les doy las gracias a todos ustedes por su apoyo y su participación activa, y en especial por su pasión por la misión del IB: crear un mundo mejor a través de la educación. En palabras de Francisco Giner de los Ríos, un destacado educador y filósofo español: «Se nos enseñan muchas cosas, menos a pensar y a vivir».

¡Disfruten de la conferencia y no duden en acercarse al stand si tienen preguntas para el personal del IB!

Atentamente,

Andrew MacDonald

Director en jefe de la división de colegios

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PRE-CONFERENCE & CONFERENCE REGISTRATION
08:00 - 10:00



PRE-CONFERENCE SESSIONS
10:30 - 12:00



LUNCH & EXHIBITION
10:30 - 12:00



PRE-CONFERENCE SESSIONS
13:00 - 14:30



COFFEE BREAK & EXHIBITION
14:30 - 14:45



PRE-CONFERENCE SESSIONS
14:45 - 15:45



CONFERENCE REGISTRATION
14:00 - 17:00



OPENING PLENARY: PETER DOCKER
17:00 - 19:00



WELCOME RECEPTION
19:00 - 20:30

COLOR CODING IN PROGRAMME

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|------------------------------|---|
| PRE-CONFERENCE | SESSIONS 2 (FRIDAY) |
| REGISTRATION, BREAKS, EVENTS | SESSIONS 3 (FRIDAY) |
| PLENARY SESSIONS | SESSIONS 4 (FRIDAY) |
| SESSIONS 1 (FRIDAY) | FOCUS GROUPS/EXPO SESSIONS/ASSOCIATION MEETINGS |

**CONFERENCE REGISTRATION**

07:30 - 08:45

**PLENARY: DAME ELLEN MACARTHUR**

08:45 - 10:00

**PRESENTATION SESSIONS 1**

10:15 - 11:15

**COFFEE BREAK & EXHIBITION**

11:15 - 11:45

**PRESENTATION SESSIONS 2**

11:45 - 12:45

**LUNCH & EXHIBITION**

12:45 - 14:10

**FOCUS GROUPS/ EXPO SESSIONS/ ASSOCIATION MEETINGS**

12:55 - 13:25

**FOCUS GROUPS/ EXPO SESSIONS/ ASSOCIATION MEETINGS**

13:40 - 14:10

**PRESENTATION SESSIONS 3**

14:15 - 15:15

**COFFEE BREAK & EXHIBITION**

15:15 - 15:45

**FEATURED SPEAKERS: ALFIE KOHN & JAVIER VALLE**

15:45 - 16:45

**PRESENTATION SESSIONS 4**

17:00 - 18:00

**BUS TRANSPORTATION TO CONFERENCE EVENING VENUE** (ARRANGED BY THE IB)

18:15 - 19:15 (PLEASE REFER TO TRANSPORT DETAILS ON PAGE 22)

**CONFERENCE EVENING WELCOME DRINK, DINNER AND ENTERTAINMENT**

19:00 - 23:45 (RETURN TRAVEL UNTIL 00:00, ARRANGED BY THE IB)





PLENARY: MARGARET HEFFERNAN
08:45 - 10:00



PRESENTATION SESSIONS 5
10:15 - 11:15



COFFEE BREAK & EXHIBITION
11:15 - 11:45



PRESENTATION SESSIOS 6
11:45 - 12:45



LUNCH & EXHIBITION
12:45 - 14:10



FOCUS GROUPS/ EXPO SESSIONS/ ASSOCIATION MEETINGS
12:55 -13:25



FOCUS GROUPS/ EXPO SESSIONS/ ASSOCIATION MEETINGS
13:40 -14:10



PRESENTATION SESSIONS 7
14:15 - 15:15



COFFEE BREAK & EXHIBITION
15:15 - 15:45



CLOSING PLENARY: SARAH LEWIS
15:45 - 17:15



CLOSING OF THE AFRICA, EUROPE AND MIDDLE EAST REGIONAL CONFERENCE
17:15

COLOR CODING IN PROGRAMME



PRE-CONFERENCE



REGISTRATION, BREAKS, EVENTS



PLENARY SESSIONS



SESSIONS 5 (SATURDAY)



SESSIONS 6 (SATURDAY)



SESSIONS 7 (SATURDAY)



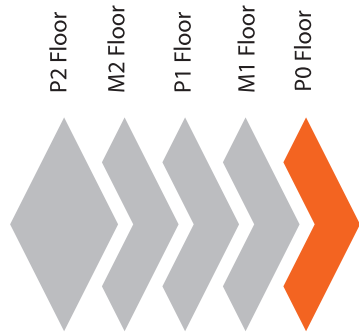
FOCUS GROUPS/EXPO SESSIONS/ASSOCIATION MEETINGS



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VENUE MAP

P1 - FLOOR (1st FLOOR)



P2 Floor
M2 Floor
P1 Floor
M1 Floor
P0 Floor



M1 Floor is not in use

	Cloakroom		First Aid		Escalator
	Toilets		Prayer room		Elevator
Rooms 111-134				Not in use	

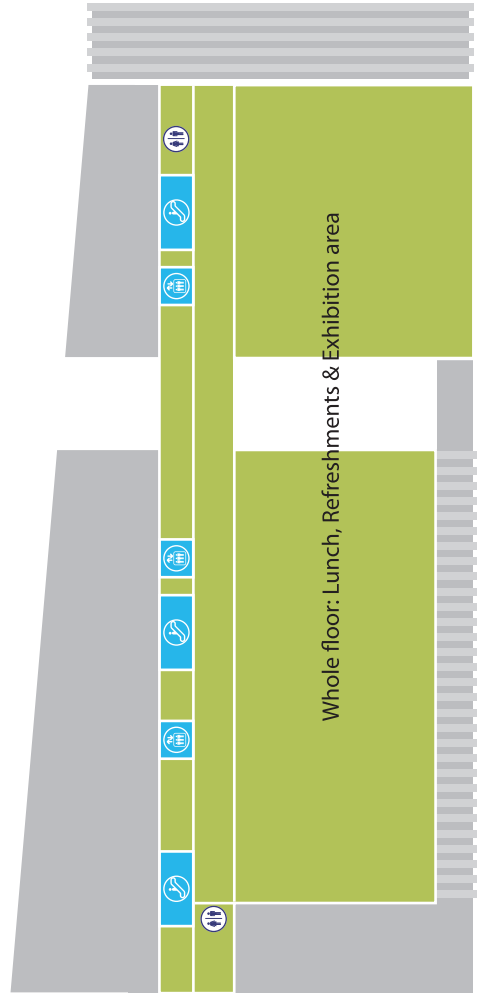
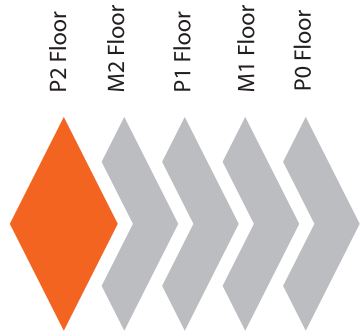


- P2 Floor
- M2 Floor
- P1 Floor
- M1 Floor
- P0 Floor



M1 Floor is not in use

	Cloakroom		First Aid		Escalator
	Toilets		Prayer room		Elevator
			IB Offices		Not in use



		Not in use



Please visit us at the Registration & Information Desk on the Ground Floor (P0)

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How? Partake in the QR scavenger hunt.

First download the free IB Events app for iPhone or Android here:

<https://guidebook.com/app/IBEvents/>

Scattered throughout the conference venue you will find 6 QR codes.

Use the conference app to scan them all and complete the winning sentence.



CONFERENCE EVENING



The Conference Evening is taking place in Casa Llotja de Mar

Passeig Isabel II, 1, 08003 Barcelona, Spain



Experience a historic evening

The historic seafront venue for our 2016 Conference Evening—Casa Llotja de Mar—was originally built in Catalan Gothic style in the 14th Century, with an 18th Century neoclassical building constructed on top, and played host to the first opera in Barcelona.

Guests will enjoy the evening in the Grand Hall, beneath a 14-metre-high ceiling and amongst numerous columns and arches that sustain the wooden beams of the upper floor. On Friday 7 October 2016, it will serve as a fabulous backdrop to a great IB conference evening.

18.45 – 19.45 *Welcome reception*

19.45 – 23.45 *Conference evening and entertainment (dress code: smart casual)*

Bus transportation will be provided to and from the Casa Llotja de Mar and the IB conference venue.



Lieu de la soirée de conférence : Casa Llotja de Mar



Passeig d'Isabel II, 1, 08003 Barcelone, Espagne

Une soirée mémorable dans un lieu chargé d'histoire

Monument historique situé en bord de mer, la Casa Llotja de Mar accueille la soirée de conférence 2016. Construit au XIV^e siècle dans un style gothique catalan, le bâtiment a été transformé en édifice néoclassique à la suite de travaux de rénovation menés au XVIII^e siècle, et le premier opéra de Barcelone y a été représenté.

Lors de cette soirée, vous pourrez admirer l'impressionnante hauteur sous plafond de près de 14 mètres de la grande salle, ainsi que les magnifiques colonnes et arches soutenant les poutres en bois de l'étage supérieur. C'est dans ce cadre somptueux qu'aura lieu la soirée de conférence de l'IB.

18h45 à 19h45 Réception de bienvenue

19h45 à 23h45 Soirée de conférence et divertissement (code vestimentaire : élégant et décontracté)

Le transport par bus sera assuré entre la Casa Llotja de Mar et le lieu de la conférence de l'IB.

Lugar de celebración de la velada: Casa Llotja de Mar



Passeig Isabel II, 1, 08003 Barcelona (España)

Disfrute de una velada histórica

La velada de la conferencia de 2016 tendrá lugar en la histórica Casa Llotja de Mar. Situado en el frente marítimo, el edificio original se construyó en el siglo XIV en estilo gótico catalán. Más tarde, en el siglo XVIII, se construyó sobre él el actual edificio neoclásico, que albergó la primera ópera representada en Barcelona.

La velada se celebrará el 7 de octubre de 2016 en el Salón de Contrataciones, una majestuosa sala de 14 metros de altura con impresionantes columnas y arcos que sostienen los forjados de madera del piso superior.

18.45 a 19.45 Recepción de bienvenida

19.45 a 23.45 Velada de la conferencia y espectáculo (se ruega vestir informal elegante)

Se proporcionará servicio de traslado en autobús entre la Casa Llotja de Mar y el recinto de celebración de la conferencia.



IB BUS TRANSPORT FOR THE CONFERENCE EVENING

PICK UP: CCIB to Casa Llotja

Friday 7 October

DEPARTURE FROM CCIB Plaça de Willy Brandt, 11-14, Barcelona	ARRIVAL AT THE CASA LLOTJA Passeig Isabel II, 1, Barcelona
18:15	18:35
18:30	18:50
18:45	19:05
19:00	19:20
19:15	19:35
19:30	19:50

RETURN: Casa Llotja to CCIB

Friday 7 October

DEPARTURE FROM CASA LLOTJA Passeig Isabel II, 1, Barcelona	ARRIVAL AT THE CCIB Plaça de Willy Brandt, 11-14, Barcelona
22:00	22:20
22:15	22:35
22:30	22:50
22:45	23:05
23:00	23:20
23:15	23:35
23:30	23:50
23:45	00:05
00:00	00:20



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Peter Docker

Opening Plenary: Thursday 17:00 - 19:00

EN Peter gets up every day inspired to enable others to be extraordinary in what they do. Collaborating with Simon Sinek for many years, he is an Igniter and Implementation Specialist on the Start With Why team. Peter believes in creating great performance by connecting people to a higher, common purpose – a Why. This leads to places to work in which people feel more fulfilled, there is a high level of discretionary effort, innovation and empowerment thrives – and sustainable results follow.

Peter's commercial and industry experience has been at the most senior levels in sectors including oil & gas, construction, mining, pharmaceuticals, banking, television, film, media, manufacturing and services – across 78 countries.

His career has spanned from a professional pilot; leading an aviation training and standards organisation to teaching post-graduates at an international college; and running a multi-billion pound procurement project.

A former Royal Air Force senior officer, he has been a Force Commander during combat flying operations and has seen service across the world. He is a seasoned crisis manager, a former International Negotiator for the UK Government, and executive coach.

Peter Docker's session at this year's conference

Harness the Power of Why

Great organisations and great leaders start with Why – their higher purpose, cause or belief. In his keynote Peter will explain the concept of Why and the Golden Circle as first described by his colleague, Simon Sinek.

Using multiple examples from many industries, Peter will illustrate how starting with Why can release astonishing energy within any team and be the source of innovation. He will show how to use that energy to lead when you don't know the answer and how who we are being as leaders can fundamentally affect the outcome of any situation.

These techniques combine into what Peter calls five key principles which, when used together, can enable any team to create extraordinary results.

FR Peter Docker commence chaque journée avec l'envie de permettre aux autres de donner le meilleur d'eux-mêmes. M. Docker, qui collabore avec Simon Sinek et l'équipe Start With Why, pense qu'il est possible de réaliser de grandes choses en regroupant les individus autour d'une finalité supérieure commune : le « Pourquoi ». Cela crée un environnement de travail où chacun éprouve un sentiment d'accomplissement personnel plus fort, où l'effort volontaire, l'innovation et la responsabilisation sont intenses. Et c'est ainsi que des résultats durables suivront. M. Docker a acquis son expérience aux niveaux de responsabilité les plus élevés dans le commerce et l'industrie, notamment dans le secteur du pétrole et du gaz, la construction, l'exploitation minière, les secteurs pharmaceutique et bancaire, la télévision, le cinéma, les médias et dans les industries manufacturières et de services, et ce, dans 78 pays. Au cours de sa carrière, M. Docker a occupé plusieurs fonctions : pilote d'avion professionnel, dirigeant d'une organisation de formation de pilotage aérien et des normes de pilotage, enseignant de deuxième cycle universitaire dans un établissement d'enseignement supérieur international ou encore, gestionnaire d'un projet d'acquisition de plusieurs milliards de livres sterling. Ancien officier supérieur de la Royal Air Force, M. Docker a été Commandant des Forces aériennes durant des opérations de combat et a servi dans le monde entier. Gestionnaire de crise aguerri, M. Docker est un ancien négociateur international du gouvernement britannique. Il est aussi formateur de cadres supérieurs.

Thème de la présentation de Peter Docker pour la conférence régionale 2016

Exploiter le pouvoir du « pourquoi »

Les grandes organisations et les grands dirigeants commencent tous avec le « Pourquoi », qui correspond à leur finalité, cause ou conviction supérieure. Dans sa présentation, M. Docker explique le concept du « Pourquoi » et la théorie du cercle d'or telle que l'a décrite en premier son collègue Simon Sinek. À l'aide de nombreux exemples issus de plusieurs secteurs d'activité, M. Docker montrera comment partir du « Pourquoi » peut libérer une incroyable énergie au sein de n'importe quelle équipe et être une source d'innovation. M. Docker expliquera la manière d'utiliser cette énergie pour diriger, lorsque la réponse est inconnue, et montrera comment, en tant que dirigeant, il est possible de modifier fondamentalement le dénouement de n'importe quelle situation. Ces techniques se combinent dans ce que M. Docker appelle les cinq principes clés qui, lorsqu'ils sont utilisés ensemble, permettent à n'importe quelle équipe de produire des résultats extraordinaires.

ES Peter Docker siempre empieza el día con la ilusión de ayudar a otras personas a alcanzar la excelencia en lo que hacen. Como socio de Simon Sinek y el equipo de Start With Why (Empieza por el porqué), cree que es posible lograr un desempeño mejor cuando las personas encuentran un vínculo con un propósito común superior: el porqué. Esto lleva a lugares de trabajo en los que la gente se siente más plena, existe un alto nivel de esfuerzo discrecional, la innovación y el empoderamiento prosperan, y se obtienen resultados sustentables. Peter Docker ha adquirido una amplia experiencia comercial y profesional tras ocupar cargos directivos de gran responsabilidad en 78 países, en sectores como la industria del gas y el petróleo, la construcción, la minería, la industria farmacéutica, la banca, la televisión, la industria cinematográfica, los medios de comunicación, la industria manufacturera y los servicios. Asimismo, su trayectoria profesional ha sido muy variada: fue piloto profesional; responsable de la formación de pilotos y la organización de normas.

Impartió cursos de posgrado en una universidad internacional y dirigió un proyecto de contratación pública de miles de millones de libras. Es ex-oficial superior de las Fuerzas Aéreas británicas, en las que fue comandante durante operaciones de combate aéreo y prestó servicio en todo el mundo. Además, es un experimentado gestor de crisis, antiguo negociador internacional para el Gobierno del Reino Unido y asesor ejecutivo.

Sesión de Peter Docker en la conferencia de este año 2016

Aprovechar el poder del porqué

Los grandes líderes y organizaciones comienzan por el porqué: su propósito, causa o convicción superior. En su ponencia, Peter Docker explicará el concepto del porqué y del “círculo de oro”, tal como lo describió en primer lugar su colega Simon Sinek. Empleará numerosos ejemplos de diversos sectores para ilustrar cómo comenzar con el porqué puede liberar una sorprendente energía en cualquier equipo y ser fuente de innovación. Mostrará cómo usar esta energía para liderar cuando no se tiene la respuesta, y de qué manera podemos influir, como líderes que somos, en el resultado de cualquier situación. Estas técnicas conforman lo que Docker llama los cinco principios clave que, utilizados conjuntamente, pueden hacer posible que cualquier equipo logre unos resultados extraordinarios.



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Dame Ellen MacArthur

Plenary: Friday 08:45 - 10:00

EN Dame Ellen MacArthur made yachting history in 2005, when she became the fastest solo sailor to circumnavigate the globe, and remains the UK's most successful offshore racer ever. Having become acutely aware of the finite nature of the resources our linear economy relies upon, she stepped away from professional sailing in 2009 to launch the Ellen MacArthur Foundation following four years researching the challenges facing our current global economy. Dame Ellen strongly believes in the power of our students generation to rethink the future. Inspiring young people to become change makers and shapers of a regenerative and restorative economy is a key motivation for her. As Chair of Trustees of the Ellen MacArthur Foundation, she emphasises the importance of both investment in and inspiration through education as a powerful lever for positive change.

Dame Ellen MacArthur's session at this year's conference

Inspiring young minds to rethink the future

What do you learn when you sail around the world on your own? When solo sailor Ellen MacArthur circled the globe – carrying everything she needed with her – she came back with new insight into the way the world works, as a place of interlocking cycles and finite resources, where the decisions we make today affect what's left for tomorrow. She proposes a bold new way to see the world's economic systems: not as linear, but as circular, where everything comes around. This vision for the world's economic systems enables us to transition to an economic system that is restorative and regenerative by design, and aims to keep products, components and materials at their highest utility and value at all times. It is business and education that needs to drive such systemic change. The young people we educate today will be leading this transition tomorrow and we need to do our best to prepare them for that. Together with a positive vision for the future, we believe that young people also need a grounded understanding of complex adaptive systems, economic literacy and the courage to innovate through trial and error.

FR Dame Ellen MacArthur a écrit une page de l'histoire de la navigation à voile en 2005 en battant le record du tour du monde en solitaire. Elle est à ce jour la navigatrice britannique la plus titrée. Après avoir pris conscience du caractère limité des ressources naturelles sur lesquelles repose notre économie linéaire, Mme MacArthur a abandonné la voile en 2009 pour créer la Fondation Ellen MacArthur. Cette fondation a vu le jour après quatre années de recherches portant sur les difficultés auxquelles se heurte l'économie mondiale contemporaine. Mme MacArthur est convaincue du pouvoir de la génération actuelle d'élèves à repenser le futur. Inciter les jeunes à devenir des acteurs du changement et les bâtisseurs d'une économie « restaurative et régénérative » est une de ses principales motivations. En tant que présidente du conseil d'administration de la Fondation Ellen MacArthur, Elle accorde une importance particulière à l'investissement pour l'éducation et à la motivation par l'éducation, qui sont de puissants facteurs du changement positif.

Thème de la présentation de Dame Ellen MacArthur pour la conférence régionale 2016

Motiver les jeunes esprits à repenser le futur

Qu'apprend-on lorsqu'on navigue autour du monde en solo ? Après avoir fait le tour de la planète en transportant tout ce qui lui était nécessaire pour son voyage, la navigatrice en solitaire Ellen MacArthur est revenue avec une nouvelle vision du fonctionnement du monde : un lieu de cycles interdépendants aux ressources limitées où les décisions que nous prenons aujourd'hui ont des conséquences sur ce qui restera demain. Mme MacArthur propose une nouvelle façon audacieuse d'appréhender les systèmes économiques mondiaux : non pas en tant que systèmes linéaires, mais en tant que systèmes circulaires où tout se rassemble. Cette vision des systèmes économiques mondiaux nous permet de passer à un système économique qui est par nature « restauratif et régénératif » et vise à préserver la valeur et la qualité intrinsèque des produits, des composants et des matériaux à chaque étape de leur utilisation. C'est aux entreprises et à l'éducation qu'il revient d'être les moteurs d'un tel changement systémique. Les jeunes que nous éduquons aujourd'hui dirigeront cette transition demain, et nous devons faire de notre mieux pour les y préparer. En plus d'une vision positive de l'avenir, nous pensons que les jeunes doivent aussi disposer d'une solide compréhension des systèmes adaptables complexes, d'une littératie économique et du courage d'innover par essais et erreurs.

ES En 2005, dame Ellen MacArthur hizo historia cuando dio la vuelta al mundo a vela en solitario, en un tiempo récord, y sigue siendo hasta la fecha la regatista oceánica más exitosa del Reino Unido. Tras haber tomado plena conciencia de la naturaleza finita de los recursos sobre los que se basa nuestra economía lineal, se retiró de la competición profesional de vela en 2009 y creó la Ellen MacArthur Foundation, al término de una investigación de cuatro años sobre los retos que afronta nuestra economía global actual. MacArthur cree firmemente en el poder de nuestra generación de alumnos para repensar el futuro. Una de sus motivaciones principales es inspirar a los jóvenes para convertirse en precursores del cambio y agentes influyentes de una economía de regeneración y restauración. Como presidenta del consejo de administración de la fundación que lleva su nombre, Ellen MacArthur hace hincapié en la importancia de invertir en la educación y de inspirarse en ella como un instrumento eficaz para lograr cambios positivos.

La sesión de dame Ellen MacArthur en la conferencia de este año 2016

Inspirar a las mentes jóvenes para repensar el futuro

¿Qué se aprende cuando se navega alrededor del mundo en solitario? Cuando Ellen MacArthur dio la vuelta al mundo a vela en solitario —llevando consigo todo lo que necesitaba— regresó con una nueva perspectiva del modo en que funciona el mundo, como un lugar de ciclos interdependientes y recursos finitos en el que las decisiones que tomamos en el presente afectan a lo que queda para el mañana. MacArthur propone una forma totalmente nueva de ver los sistemas económicos del mundo: no a través de un modelo lineal, sino circular, donde todo se repite. Esa visión de los sistemas económicos del mundo nos permite cambiar a un sistema económico que es intencionadamente regenerativo y reparador, y pretende conseguir que los productos, componentes y materiales mantengan su más alto nivel de utilidad y valor en todo momento. Son los sectores empresarial y educativo los que han de impulsar dicho cambio sistémico. Los jóvenes que educamos hoy en día estarán al frente de esta transición en el futuro y tenemos que hacer todo lo posible por prepararlos para ello. Además de una visión positiva para el futuro, creemos que los jóvenes también necesitan una firme comprensión de los sistemas adaptativos complejos y la alfabetización económica, así como el valor de innovar aprendiendo de los errores.



Margaret Heffernan

Plenary: Saturday 08:45 - 10:00

EN Dr. Margaret Heffernan produced programmes for the BBC for 13 years. She then moved to the US where she spearheaded multimedia productions for Intuit, The Learning Company and Standard&Poors. She was Chief Executive of InfoMation Corporation, ZineZone Corporation and then iCast Corporation, was named one of the “Top 25” by Streaming Media magazine and one of the “Top 100 Media Executives” by The Hollywood Reporter.

The author of five books, Margaret’s third book, *Willful Blindness: Why We Ignore the Obvious at our Peril* was a finalist for the Financial Times Best Business Book Award 2011, and the book was named one of the most important business books of the last decade. In 2015, she was awarded the Transmission Prize for *A Bigger Prize: Why Competition isn’t Everything and How We Do Better*, described as “meticulously researched... engagingly written... universally relevant and hard to fault.” Her TED talks have been seen by over four million people and in 2015 TED published *Beyond Measure: The Big Impact of Small Changes*. Through Merryck & Co., she advises CEOs and senior executives of major global organizations and is Lead Faculty for the Forward Institute’s Responsible Leadership Programme. She holds an honorary doctorate from the University of Bath.

Margaret’s Heffernan session at this year’s conference

Aptitude, appetite and attitude

School is the beginning of education, not its end. Nobody really knows what the jobs of the future will be or what expertise they will require. Researchers estimate that as many as 42% of conventional jobs will be automated in the next two or three decades. Medicine, the legal profession, financial services: all of the traditionally safe, secure professions will change beyond recognition. In that context, the one thing we can be sure of is that our children will need an appetite and aptitude for learning, re-learning, retraining. Curiosity, generosity, the ability to collaborate well with very different kinds of people, to ask hard questions of others and themselves: these are the skills they will need to develop throughout their lives. How are those to be learned? What role do schools play in teaching this? What can parents expect of schools - but what must they also start to demand of themselves?

EXCLUSIVE BOOK SIGNING

Dr. Margaret Heffernan will hold an exclusive book signing at the IBAEM Conference

Date & time: Saturday 8 October, 11:15hrs

Location: 2nd floor (P2) at the stand of Follett

FR Margaret Heffernan a produit des programmes pour la BBC pendant 13 ans. Elle s'est ensuite installée aux États-Unis où elle a dirigé des productions multimédia pour Intuit, The Learning Company et Standard & Poor's. Successivement directrice générale d'InfoMation Corporation, de ZineZone Corporation et d'iCast Corporation, Mme Heffernan a rejoint le « Top 25 Internet » du magazine Steaming Media et figure dans le « Top 100 Media Executives » de *The Hollywood Reporter*.

Le troisième des cinq livres qu'elle a écrits, *Willful Blindness: Why We Ignore the Obvious at our Peril*, a été finaliste du prix Financial Times Best Business Book Award 2011 et a été désigné comme l'un des livres sur les affaires les plus importants des dix dernières années. En 2015, Mme Heffernan a obtenu le prix Transmission Prize pour *A Bigger Prize: Why Competition isn't Everything and How We Do Better*, décrit comme « s'appuyant sur une recherche rigoureuse... agréable à lire... universellement pertinent et quasiment parfait ». Plus de 4 millions de personnes ont visionné les conférences TED de Mme Heffernan et en 2015, TED a publié *Beyond Measure: The Big Impact of Small Changes*. Chez Merryck & Co., Mme Heffernan conseille les PDG et les hauts cadres des grandes multinationales. Elle est professeure dans le cadre du programme de direction responsable du Forward Institute. Mme Heffernan détient un doctorat honoraire de l'université de Bath.

Thème de la présentation de Margaret Heffernan pour la conférence régionale 2016

Aptitude, appétit et attitude

L'école marque le début de l'éducation, et non sa fin. Personne ne sait vraiment ce que seront les emplois de demain ou les compétences qu'ils exigeront. Les chercheurs estiment que pas moins de 42 % des emplois conventionnels seront automatisés au cours des 20 ou 30 prochaines années. La médecine, les professions juridiques, les services financiers : l'ensemble des métiers habituellement sûrs et stables changera du tout au tout. Dans ce contexte, une chose est certaine : nos enfants devront avoir l'envie et la capacité d'apprendre et de se recycler professionnellement. Ils devront développer tout au long de leur vie des compétences telles que la curiosité, la générosité, la capacité de collaborer efficacement avec différents types de personnes, de poser des questions difficiles autant aux autres qu'à eux-mêmes. De quelle manière peut-on développer ces compétences ? Quel est le rôle des établissements scolaires dans cet apprentissage ? Qu'est-ce que les parents peuvent attendre des établissements scolaires ? Que doivent-ils également commencer à exiger d'eux-mêmes ?

SÉANCES EXCLUSIVES DE DÉDICACES

Retrouvez Margaret Heffernan pour une séance exclusive de dédicaces lors de la conférence.

Date et heure : samedi 8 octobre, à 11h15

Lieu : 2^e étage (P2), table d'exposition de Follett

ES La doctora Margaret Heffernan produjo programas para la BBC durante 13 años. Luego se mudó a Estados Unidos, donde encabezó producciones multimedia para Intuit, The Learning Company y Standard & Poor's. También ocupó el cargo de directora ejecutiva en InfoMation Corporation, ZineZone Corporation y, posteriormente, en iCast Corporation. Heffernan fue nombrada una de las 25 personas más destacadas, por la revista Streaming Media, y una de los 100 ejecutivos más importantes de los medios de comunicación, por el semanario *The Hollywood Reporter*.

El tercer libro de los cinco que ha escrito, *Willful Blindness: Why We Ignore the Obvious at our Peril* (Ignorancia deliberada: por qué pasamos por alto lo obvio con el riesgo que nos supone), fue finalista en la convocatoria del premio otorgado por el *Financial Times* al mejor libro de negocios de 2011. Asimismo, el libro fue catalogado como uno de los libros de negocios más importantes de la última década. En 2015 recibió el galardón Transmission Prize por su libro *A Bigger Prize: Why Competition isn't Everything and How We Do Better* (Un premio mayor: por qué no todo es competencia y cómo podemos mejorar), descrito como un libro "... fundamentado en una investigación meticulosa y escrito de manera atractiva... de pertinencia universal, al que es difícil encontrar defectos...". Las charlas TED de Margaret han sido vistas por más de cuatro millones de personas y, en 2015, TED editó el libro *Beyond Measure: The Big Impact of Small Changes* (Más allá de cualquier medida: el gran impacto de los pequeños cambios). Desde Merryck & Co., asesora a directores generales y ejecutivos de alta dirección de importantes organizaciones internacionales. Asimismo, desempeña la función de consejera pedagógica principal para el Programa de liderazgo responsable del Forward Institute. Margaret cuenta con un doctorado honorario otorgado por la Universidad de Bath.

Sesión de Margaret Heffernan en la conferencia de este año 2016

Aptitud, afán y actitud

El colegio es el principio, no el final de la educación. Nadie sabe realmente cuáles serán los empleos del futuro ni qué conocimientos requerirán. Los investigadores estiman que en las próximas dos o tres décadas hasta un 42 % de los empleos convencionales estarán automatizados. La medicina, el ámbito jurídico, los servicios financieros... Todas las profesiones que han sido tradicionalmente seguras y fiables se transformarán completamente. En este contexto, hay una cosa de la que podemos estar seguros: será necesario que nuestros hijos tengan aptitud y afán por aprender y actualizar sus conocimientos. Tener curiosidad, generosidad y habilidad para colaborar eficazmente con diferentes tipos de personas, hacerse preguntas difíciles sobre sí mismos y hacerlas sobre otras personas son habilidades que deberán desarrollar a lo largo de su vida. ¿Cómo llegarán a adquirirlas? ¿Qué papel desempeñan los colegios en lo que respecta a su enseñanza? ¿Qué expectativas pueden depositar los padres en los colegios? Y, en contrapartida, ¿qué deben comenzar a exigirse a sí mismos?

FIRMA DE LIBROS EXCLUSIVA

Margaret Heffernan realizará una firma de libros exclusiva durante la conferencia regional de IB África, Europa y Oriente Medio

Fecha y hora: sábado, 8 de octubre, 11:15

Lugar: 2ª planta (P2), en el stand de Follett



Sarah Lewis

Closing Plenary: Saturday 15:45 - 17:15

EN Sarah is currently an Assistant Professor in the Departments of History of Art and Architecture and African and African American Studies at Harvard University.

She is the bestselling author of *The Rise: Creativity, the Gift of Failure*, and *the Search for Mastery*, which is the biography of an idea—a big idea—that no current term yet captures. It's about creative human endeavor, and how innovation, mastery, and new concepts are found in unlikely places. *The Rise*, is a Los Angeles Times bestseller and has been applauded by the who's who of creative thinkers. Lewis Hyde calls it a "welcome departure from standard accounts of artistry and innovation." *The New York Times* calls it "strikingly original".

Sarah has spoken on the TED main stage, appeared on Oprah's "Power List," served on President Obama's Arts Policy Committee and been profiled in *Vogue*. She has held positions at Yale's School of Art, the Tate Modern, and the Museum of Modern Art in New York. Her essays have been published in *Artforum* and *The Smithsonian*. In 2016, Sarah guest-edited a special issue of *Aperture* called "Vision and Justice," the only issue in the history of the magazine devoted entirely to black photographers. It immediately sold out its first printing. Her second book, on Frederick Douglass, will be published by Harvard University Press in 2016. She received her B.A. from Harvard, M. Phil from Oxford, and Ph.D. from Yale.

Sarah Lewis' session at this year's conference

The Rise: Creativity, the Gift of Failure, and the Search for Mastery

Where do new innovations, new ideas, spring from? It's an enduring enigma, but, in this talk, Sarah Lewis offers a new understanding of what enables creative endeavors. What really drives iconic, transformational change on both a personal and an organizational level? From Nobel Prize-winning discoveries to new inventions to works of art, many of our creative triumphs are not achievements, but are conversions, corrections after failed attempts. Drawing on figures such as Frederick Douglass, Angela Duckworth, J. K. Rowling, and others, Lewis reveals the importance of play, grit, surrender, often ignored ideas, and the necessary experiments and follow-up attempts that lead to true breakthroughs. This keynote will help change the way you think about creativity, innovation, and mastery: the path to success, Lewis notes, is often more surprising than we expect.

EXCLUSIVE BOOK SIGNING

Sarah Lewis will hold an exclusive book signing at the IBAEM Conference

Date & time: Saturday 8 October, 17:15hrs

Location: 1st floor (P1) in the plenary room

FR Sarah Lewis est actuellement professeure adjointe des départements d'études africaines et afro-américaines et d'histoire de l'art et de l'architecture à l'Université Harvard. Elle est l'auteure d'un livre qui se classe parmi les meilleures ventes, *The Rise: Creativity, the Gift of Failure, and the Search for Mastery* (l'ascension : créativité, don de l'échec et quête de la maîtrise), biographie d'une idée (une grande idée) qu'aucun terme n'exprime encore. Ce livre traite de la démarche créative de l'être humain et de l'émergence de l'innovation, du savoir-faire et des nouveaux concepts dans les lieux les plus improbables. *The Rise: Creativity, the Gift of Failure, and the Search for Mastery* figure parmi la liste des meilleures ventes du *Los Angeles Times* et a été acclamé par la fine fleur des penseurs créatifs. Lewis Hyde le décrit comme « un changement bienvenu par rapport aux normes établies sur les arts et l'innovation ». Le quotidien *The New York Times* le qualifie de « vraiment original ».

Mme Lewis est intervenue lors de plusieurs conférences TED, apparaît sur la « Power List » d'Oprah Winfrey, a été membre de la Commission de la politique des arts du président Barack Obama et a fait l'objet d'un article dans *Vogue*. Elle a occupé plusieurs postes à l'École des arts de Yale, à la galerie Tate Modern et au Musée d'art moderne de New York. Ses essais ont été publiés dans *Artforum* et *The Smithsonian*. Son deuxième livre, sur Frederick Douglass, sera publié par Harvard University Press en 2016. Elle a obtenu son diplôme universitaire de premier cycle à Harvard, son diplôme deuxième cycle à Oxford et son doctorat à Yale.

Thème de la présentation de Sarah Lewis pour la conférence régionale 2016

L'ascension : créativité, don de l'échec et quête de la maîtrise

D'où viennent les innovations, les nouvelles idées ? Bien que l'énigme perdure, Sarah Lewis propose dans cette présentation une nouvelle conception de ce qui engendre la création. Quel est le véritable moteur des changements emblématiques et des vecteurs de transformations au niveau à la fois personnel et organisationnel ? Qu'il s'agisse de découvertes couronnées par un prix Nobel, d'inventions ou d'œuvres d'art, un grand nombre de nos triomphes créatifs ne sont pas des accomplissements, mais des transformations, des rectifications effectuées après des tentatives ayant échoué. En s'appuyant des personnalités telles que Frederick Douglass, Angela Duckworth, J. K. Rowling et autres, Mme Lewis révèle l'importance du jeu, du courage, de la capitulation, des idées souvent laissées de côté et met en évidence les expériences et les essais supplémentaires nécessaires qui mènent aux découvertes capitales. Cette présentation contribuera à changer votre façon de penser la créativité, l'innovation et la maîtrise : le chemin qui mène au succès, décrit par Mme Lewis, est souvent plus surprenant que ce à quoi nous nous attendons.

SÉANCES EXCLUSIVES DE DEDICACES

Retrouvez Sarah Lewis pour une séance exclusive de dédicaces lors de la conférence.

Date et heure : samedi 8 octobre, à 17h15

Lieu : 1^{er} étage (P1), salle plénière

ES En la actualidad, Sarah Lewis es profesora asistente en los departamentos de Historia del Arte y Arquitectura y de Estudios Africanos y Afroamericanos en la Universidad de Harvard. Es autora de *The Rise: Creativity, the Gift of Failure, and the Search for Mastery* (El ascenso: la creatividad, las oportunidades del fracaso y la búsqueda del dominio), un libro que ha sido un éxito de ventas y que propone la biografía de una idea —una idea importante— que ningún término actual refleja todavía. Se trata del esfuerzo humano creativo y de cómo la innovación, el dominio y los nuevos conceptos pueden encontrarse en los lugares más insólitos. El libro se encuentra en la lista de los más vendidos de *Los Angeles Times* y ha sido elogiado por las figuras de referencia del pensamiento creativo. Lewis Hyde lo describe como “un alejamiento positivo de la manera habitual de explicar la capacidad artística y la innovación”, mientras que *The New York Times* lo define como “sorprendentemente original”.

Sarah ha sido oradora destacada en la conferencia TED, figura en la lista de las personas más influyentes según Oprah Winfrey y ha sido miembro del Comité Presidencial para las Artes y Humanidades del presidente Obama. La revista *Vogue* también ha publicado artículos sobre ella. Además, ha ocupado cargos en la Facultad de Arte de la Universidad de Yale, la galería Tate Modern y el Museo de Arte Moderno de Nueva York. Sus ensayos han sido publicados en *Artforum* y *The Smithsonian*. Su segundo libro, sobre Frederick Douglass, será publicado por la editorial Harvard University Press en 2016. Sarah obtuvo su título de grado en la Universidad de Harvard, y cuenta con un máster de la Universidad de Oxford y un doctorado de la Universidad de Yale.

La sesión de Sarah Lewis en la conferencia de este año 2016

El ascenso: la creatividad, las oportunidades del fracaso y la búsqueda del dominio

¿De dónde surgen las innovaciones y las nuevas ideas? Eso es un enigma permanente. No obstante, en esta charla, Sarah Lewis ofrece una nueva interpretación de qué es lo que permite que se den las iniciativas creativas. ¿Qué impulsa realmente el cambio transformador y emblemático, tanto a escala personal como de una organización? Desde los descubrimientos ganadores de premios Nobel hasta los nuevos inventos y las obras de arte, muchos de nuestros éxitos creativos no son propiamente logros, sino conversiones o correcciones de intentos previos fallidos. Basándose en las experiencias de figuras como Frederick Douglass, Angela Duckworth, J. K. Rowling, entre otras, Lewis revela la importancia del juego, de la determinación, de ceder, de las ideas que se suelen pasar por alto y de los necesarios experimentos e intentos sucesivos que producen verdaderos avances. Esta oradora destacada cambiará su concepción de la creatividad, la innovación y el dominio: el camino hacia el éxito sobre el que Sarah Lewis reflexiona es, a menudo, más sorprendente de lo que creemos.

FIRMA DE LIBROS EXCLUSIVA

Sarah Lewis realizará una firma de libros exclusiva durante la conferencia regional de IB África, Europa y Oriente Medio

Fecha y hora: sábado, 8 de octubre, 17:15

Lugar: 1ª planta (P1), en la sala plenaria



Alfie Kohn

Featured: Friday 15:45 - 16:45

EN Alfie Kohn writes and speaks widely on human behavior, education, and parenting. His 14 books include *Punished by Rewards*, *The Case Against Standardized Testing*, and most recently, *Schooling Beyond Measure*. Kohn lectures at education conferences and universities as well as to parent groups and corporations. Described as America's "most outspoken critic of education's fixation on grades and test scores," he lives (actually) in Boston and (virtually) at www.alfiekohn.org.

Alfie Kohn's session at this year's conference

Performance vs. Learning: The Costs of Overemphasizing Achievement

Educational researchers have discovered that there is a significant difference between getting students to think about their performance (that is, how well they are doing) and getting them to think about the learning itself (*what* they are doing). These orientations often pull in opposite directions, which means that too much emphasis on performance can reduce students' interest in learning — and cause them to avoid challenging tasks. When the point is to prove how smart you are, to get a good grade or a high test score, there is less inclination to engage deeply with ideas, to explore and discover. Thus, as Alfie Kohn argues, the problem with standardized testing is not only how bad the tests themselves are, but also how much attention is paid to the results. Even new, "authentic" assessments may backfire if students are constantly led to ask, "How am I doing?" Getting students to become preoccupied with achievement may paradoxically undermine this very goal because of what happens to their motivation in the process.

Featured: Friday 15:45 - 16:45 - Room 113 -114

FR Alfie Kohn a écrit de nombreux ouvrages et effectué de multiples présentations sur le comportement humain, l'éducation et le rôle parental. Auteur de 14 ouvrages et d'un grand nombre d'articles, il intervient lors de conférences éducatives ainsi qu'auprès d'étudiants, de groupes de parents et d'entreprises. Les critiques d'Alfie Kohn concernant la compétition et les récompenses ont fait l'objet de nombreux débats et discussions, ce qui lui a valu d'être décrit dans le magazine *Time* comme « probablement le critique le plus véhément du pays face à l'obsession du monde de l'éducation pour les notes [et] les résultats aux examens ».

Thème de la présentation d'Alfie Kohn pour la conférence régionale 2016

Réussite contre apprentissage : le coût de la surestimation des résultats

Les chercheurs en éducation ont découvert qu'il existe une différence importante entre amener les élèves à réfléchir sur leur réussite (les résultats qu'ils obtiennent) et amener les élèves à réfléchir sur l'apprentissage lui-même (ce qu'ils font). Ces tendances suivent souvent des directions opposées. Autrement dit, accorder une trop grande importance à la réussite peut diminuer l'intérêt des élèves pour l'apprentissage et les conduire à éviter les tâches qui présentent un défi. Lorsque le but est de mettre en valeur ses capacités scolaires – pour obtenir une bonne note ou un résultat élevé à un examen –, la propension à se confronter aux idées, à explorer et à découvrir est moindre. Par conséquent, comme l'affirme M. Kohn, le problème des examens normalisés réside non seulement dans le fait que leurs contenus sont limités, mais aussi dans l'importance qui est accordée aux résultats. Même si les examens sont d'un nouveau type, s'ils sont « authentiques », ils peuvent avoir un effet contre-productif si les élèves sont constamment conduits à se demander « Est-ce que j'ai bien répondu ? ». Paradoxalement, amener les élèves à se préoccuper des résultats peut compromettre cet objectif même, en raison de ce qui se produit sur leur motivation pendant le processus.

ES Alfie Kohn escribe y da conferencias frecuentemente sobre el comportamiento humano, la educación y la crianza de los hijos. Autor de 14 libros y numerosos artículos, da charlas en conferencias de educación y universidades, así como a grupos de padres y corporaciones. Se ha debatido ampliamente respecto a las críticas de Kohn sobre la competencia y las recompensas, y la revista *Time* le ha descrito como “quizás, el crítico más sincero en Estados Unidos de la obsesión que el sistema educativo tiene por las calificaciones y las notas de los exámenes”.

Sesión de Alfie Kohn en la conferencia de este año 2016

El desempeño frente al aprendizaje: el costo de hacer prevalecer los logros

Los investigadores educativos han descubierto que existe una diferencia significativa entre conseguir que los alumnos piensen en su desempeño (es decir, cómo les está yendo) y conseguir que piensen en el aprendizaje en sí (lo que están haciendo). Con frecuencia estas orientaciones van en direcciones opuestas, y esto significa que hacer hincapié excesivamente en el desempeño puede disminuir el interés de los alumnos en el aprendizaje y hacer que eviten las tareas difíciles. Cuando se trata de demostrar cuán inteligente es uno —para obtener una buena calificación o una puntuación alta en un examen— se es menos proclive a profundizar en las ideas, explorar y descubrir. Por lo tanto, como sostiene Alfie Kohn, el problema de los exámenes estandarizados no se restringe únicamente a lo malos que son los propios exámenes, sino también al nivel de atención que se presta a los resultados. Incluso las nuevas evaluaciones “auténticas” pueden ser contraproducentes si se les pide constantemente a los alumnos que se pregunten “¿cómo me está yendo?”. Hacer que los alumnos se preocupen por su desempeño paradójicamente puede socavar los avances hacia ese objetivo, debido a lo que sucede con su motivación en el proceso.



Javier Valle

Featured: Friday 15:45 - 16:45

EN Javier Valle is a professor in the area of Theory and History of Education at the Teacher Education College of the Autonomous University of Madrid, and is a specialist in Education Policy of Supranational Institution; mainly in the European Union. Currently, Javier leads the 'Supranational Policies of Education' research group in the Autonomous University of Madrid and is the Director of its scientific journey, the Journal of Supranational Policies of Education. Javier was also awarded an extraordinary PhD Award and the 1st National Award for Doctoral Thesis in Comparative Education 'Pedro Rosello', for his work within Education.

External consultant for the Spanish Unit of EURYDICE (The European Information Network on Education) within the European Commission. Member of the TEAM-EUROPA (group of expert lecturers of the European Union). Member of the Executive Comity of the Spanish Society of Comparative Education, and Co-Director of the "Spanish Journal of Comparative Education".

Javier Valle's session at this year's conference

Common core values for International Education in a global society: A supranational approach

This talk will explore the common core values proposed by international organizations as a crucial part of current schools' curricula. In a postmodern society, with globalization as a main characteristic, different human groups (with particular values and cultures, but living in a very close interdependent world) face two risks. On the one hand, absolute relativism; and on the other, the imposition of a unique thought. To face these risks, it is important to foster in the next generations the competence for critical thinking and the intersubjective way of building common core values. This presentation will propose common core values built from a supranational perspective, arising from documents by international organizations.

FR Javier Valle est professeur en théorie et histoire de l'éducation à la faculté de formation des enseignants et de l'enseignement à l'Université autonome de Madrid. Il est aussi spécialiste des politiques en matière d'éducation d'institutions supranationales, principalement au sein de l'Union européenne.

Actuellement, M. Valle dirige le groupe de recherche sur les politiques de l'éducation supranationales (Grupo de Investigación Reconocido sobre Políticas Educativas Supranacionales, ou GIPES) à l'Université autonome de Madrid, et il est le directeur de la revue scientifique du groupe, intitulée *Journal of Supranational Policies of Education*. M. Valle a également obtenu une bourse de doctorat exceptionnelle, et le premier prix national « Pedro Roselló » récompensant une thèse de doctorat en éducation comparée lui a été remis pour ses travaux dans le domaine de l'éducation.

Thème de la présentation de Javier Valle pour la conférence régionale 2016

Des valeurs essentielles communes pour l'éducation internationale dans une société mondiale : une approche supranationale

Lors de cette session, M. Valle expliquera en quoi les valeurs essentielles communes proposées par les organisations internationales jouent un rôle déterminant dans les programmes d'études scolaires actuels. Dans une société postmoderne, qui se caractérise principalement par la mondialisation, des groupes humains différents (avec des valeurs et des cultures propres à chacun, mais vivant dans un monde fortement interdépendant) sont exposés à deux risques : le relativisme absolu, d'une part, et l'imposition d'une pensée unique, d'autre part. Pour faire face à ces risques, il est important de promouvoir les compétences de pensée critique auprès des jeunes générations et de les encourager à établir des valeurs essentielles communes de façon intersubjective. Cette présentation propose des valeurs essentielles communes construites à partir d'une perspective supranationale et émergente de documents issus d'organisations internationales.

ES Javier Valle es profesor de la Facultad de Formación de Profesorado y Educación de la Universidad Autónoma de Madrid, en el área de Teoría e Historia de la Educación, y especialista en Educación Comparada e Internacional, más concretamente en Política Educativa de Organismos Supranacionales (principalmente en la Unión Europea). Actualmente es director del grupo de investigación sobre políticas educativas supranacionales de la Universidad Autónoma de Madrid y, además, director de la revista científica de dicho grupo: *Journal of Supranational Policies of Education*. Recibió el premio extraordinario de doctorado y su tesis doctoral sobre Educación Comparada obtuvo el primer Premio Nacional Pedro Rosselló por su labor en el campo de la educación.

Sesión de Javier Valle la conferencia de este año 2016

Valores fundamentales comunes para la educación internacional en una sociedad global: un enfoque supranacional

En esta charla se explorarán los valores fundamentales comunes que han propuesto las organizaciones internacionales como parte esencial de los currículos escolares actuales. En una sociedad posmoderna marcada por la globalización, los diferentes grupos humanos (con culturas y valores propios, pero habitantes de un mundo muy interdependiente) se enfrentan a dos riesgos. Por un lado, el relativismo absoluto, y por otro, la imposición de un pensamiento único. Para afrontar estos riesgos, es importante que fomentemos la competencia del pensamiento crítico y la forma intersubjetiva de crear valores fundamentales comunes en las nuevas generaciones. Esta presentación propondrá una serie de valores fundamentales comunes desde una perspectiva supranacional, a partir de documentos publicados por organizaciones internacionales.

Assessments for teaching and learning



“ The CAT4 reports have had a particular impact on individual lesson planning in terms of helping our differentiation within the senior school ...

- Three consecutive years of our best-ever IB Average Points Score
- A rising trend across 4 years at IB Grades 6 & 7

The evidence seems clear: knowing our students better has helped us, and them, to reach their full potential. ”

Adam Oliver, Vice Principal & Head of Senior School
St George's British International School

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What is an IB education?



(16-19 year-olds)

- Encourages reflection, critical inquiry, independent research
- Challenges students to complete a creative service-oriented project
- Promotes successful transition to university and completion of a degree program in four years



(16-19 year-olds)

- Provides academic study and practical skills development
- Enables students to apply knowledge in real-world scenarios
- Leads to higher learning, apprenticeship or employment



(11-16 year-olds)

- Promotes active learning, international mindedness, empathy
- Develops the ability to pursue meaningful and purposeful lives
- Offers assessment that leads to student certification



(3-12 year-olds)

- Develops the whole child as an inquirer
- Prepares children as life-long learners; active, caring and respectful
- Provides excellent foundation for future studies

Inquiry • Action • Reflection

Intercultural understanding to build a better world



PRESENTATION SESSION STRANDS

Presentation sessions are categorized by strands. These strands are created to provide guidance and to focus interests. They make it easier for participants to find areas of meaningful participation within the conference programme. The strands are categorized as followed:

ACTION, RESEARCH AND CHANGE

ASSESSMENT FOR LEARNING

CREATIVITY, SOCIAL AND EMOTIONAL LEARNING

CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

GLOBAL CHALLENGES RELEVANT TO EDUCATION

INNOVATION TECHNOLOGY AND NEW SPACES FOR LEARNING

INTERNATIONAL MINDEDNESS

LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

LITERACY, LANGUAGE ACROSS GLOBAL CONTEXTS

OPERATIONAL MANAGEMENT IN IB SCHOOLS

POLICY, GOVERNANCE AND RECOGNITION

TEACHING AND LEARNING IN IB PROGRAMMES

THÈMES DES SESSIONS DE PRÉSENTATIONS

Les sessions de présentations sont organisées par thèmes. Ces thèmes ont été créés pour orienter les participants et regrouper les centres d'intérêt. Ils aident les participants à identifier les domaines susceptibles de les intéresser dans le programme de la conférence. Les thèmes de la conférence sont les suivants :

ACTION, RECHERCHE, CHANGEMENT

L'ÉVALUATION AU SERVICE DE L'APPRENTISSAGE

CRÉATIVITÉ, APPRENTISSAGE SOCIAL ET APPRENTISSAGE ÉMOTIONNEL

MISE EN ŒUVRE DE LA PLANIFICATION DES PROGRAMMES D'ÉTUDES DE L'IB

DÉFIS MONDIAUX LIÉS À L'ÉDUCATION

INNOVATION, TECHNOLOGIE ET NOUVEAUX ESPACES D'APPRENTISSAGE

SENSIBILITÉ INTERNATIONALE

ESPRIT D'INITIATIVE DANS LES COMMUNAUTÉS PROFESSIONNELLES D'APPRENTISSAGE

LITTÉRATIE, LANGUE DANS DES CONTEXTES MONDIAUX

GESTION OPÉRATIONNELLE DES ÉTABLISSEMENTS DE L'IB

POLITIQUE, GOUVERNANCE ET RECONNAISSANCE

ENSEIGNEMENT ET APPRENTISSAGE DANS LES PROGRAMMES DE L'IB

ÁREAS TEMÁTICAS DE LAS SESIONES DE PRESENTACIÓN

Las sesiones de presentación se categorizan por áreas temáticas. Estas áreas temáticas se han creado para brindar orientación y especificar diversos intereses. Esto facilita a los participantes encontrar áreas de su interés en el programa de la conferencia. Las áreas temáticas son las siguientes:

ACCIÓN, INVESTIGACIÓN Y CAMBIO

EVALUACIÓN PARA EL APRENDIZAJE

CREATIVIDAD, Y APRENDIZAJE SOCIAL Y EMOCIONAL

PLANIFICACIÓN E IMPLEMENTACIÓN CURRICULARES EN LOS PROGRAMAS DEL IB

DESAFÍOS GLOBALES QUE AFECTAN A LA EDUCACIÓN

INNOVACIÓN, TECNOLOGÍA Y NUEVOS ESPACIOS PARA EL APRENDIZAJE

MENTALIDAD INTERNACIONAL

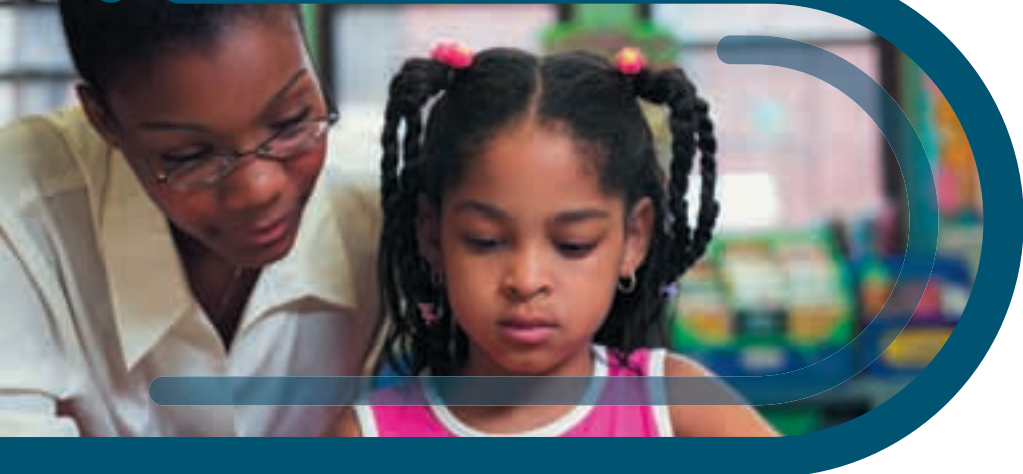
LIDERAZGO EN LAS COMUNIDADES PROFESIONALES DE APRENDIZAJE

ALFABETIZACIÓN, LENGUA Y LENGUAJE EN CONTEXTOS GLOBALES

GESTIÓN OPERATIVA EN LOS COLEGIOS DEL IB

POLÍTICA, GOBERNANZA Y RECONOCIMIENTO

ENSEÑANZA Y APRENDIZAJE EN LOS PROGRAMAS DEL IB



The regional pre-conference will focus on key topics related to IB programmes, leadership, creativity, integrity and educational research to ignite the engagement potential and knowledge development throughout the conference. Participants who have subscribed for the pre-conference can attend their selected full-day sessions. All pre-conference sessions will take place at the CCIB conference venue in Barcelona.

The Power of Why as a Catalyst for Leadership

ROOM
111

Presenter:

Peter Docker, Crisis manager, international negotiator and executive coach

Evaluating the Work of Teachers: A research-informed model

ROOM
113

Presenters:

Gerard Calnin, Senior Research Fellow at the University of Melbourne

Mark Waterson, Consultant for international education and IB implementation

**Enterprise, Innovation and the Economy:
Exploring a positive vision for the future with students**

ROOM
118 - 119

Presenters:

Sara Heinrich, Head of learning for a circular economy curriculum at the Ellen MacArthur Foundation

Colin Webster, Member of the education team at the Ellen MacArthur Foundation

Preparing students for MYP eAssessment: On-screen examinations

ROOM
124 - 125

Presenters:

Robert Harrison, Head of MYP Development at the IB

Gareth Hegarty, Head of MYP Assessment at the IB

Desarrollar un colegio del continuo del IB en el contexto español

ROOM
131

Presenters:

Alan Wrafter, Associate manager School Services department for DP and CP schools at the IB

Maripé Menéndez, Regional Manager for Development & Recognition in Spain at the IB

IB school authorisation and evaluation as learning experiences

ROOM
120 - 121 - 122 - 123

Presenters:

Margareth Harris, Manager MYP School Services Division at the IB

Vedrana Pavletić, Manager Development and Recognition AEM at the IB

John Sauer, Manager PYP School Services Division at the IB

Roseline Muchiri, Associate Manager PYP School Services Division at the IB

Katrin Fox, Manager DP School Services Division at the IB

Fiona Clark, Associate Manager DP School Services Division at the IB

Design the Blend with Just-in-Time Learning (Innovation Lab)

ROOM
132

Presenters:

Stanley Burgoyne, Global Head of Professional Development for the MYP at the IB

Analourdes Herrera, Manager Learning Design for Online Professional Development at the IB

Approaches to teaching and learning in the CP

ROOM
127

Presenters:

Dominic Robeau, Senior Curriculum Manager for CP Development at the IB

Chantell Wyten, Curriculum Manager for CP at the IB

Jon Halligan, Head of Development & Recognition AEM at the IB

The role of the school's academic honesty policy in building an academic integrity

ROOM
129 - 130

Presenter:

Celina Garza, Manager for Academic Honesty at the IB



The DP evaluation process: the self-study - an integral part of school development

ROOM
111



Katrin Fox, International Baccalaureate
Fiona Clark, International Baccalaureate
Alan Wrafter, International Baccalaureate

CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

This session seeks to increase understanding and to support schools in planning the evaluation process. It includes an update on the inclusion of approaches to teaching and learning and the new extended essay guide. Presenters offer guidance in how to show evidence of the implementation of selected standards and practices. The self-reflective nature of the evaluation and an integration of the self-study into a schools overall development plan are stressed as vital for a beneficial school experience. The session is a mixture of presentation and interactive elements. The session focuses on the revised self-study for first submission in 2017.

MYP Update

ROOM
118 - 119



Robert Harrison, International Baccalaureate

CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

This presentation will serve as a periscope through which we can survey what's happening with the Middle Years Programme (MYP) now that the full launch of the new programme is in view. On the horizon: a rigorous study of programme implementation; curriculum review in mathematics, language acquisition and sciences; opportunities to update resources that support Co-ordinators and social emotional learning; plans for recognition; and explorations of new directions in technology and engineering education. Come and share your ideas about charting the programme's future.



PYP Update

Laura Griffin, International Baccalaureate

Terri Walker, International Baccalaureate



CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

Please join the Primary Years Programme (PYP) team to hear regional data, professional development updates, and about the enhancements to the programme. This session will be your opportunity to meet members of the PYP staff and to ask questions about the programme and its implementation. This session will run twice during the conference.

CAS como oportunidad: ¿Cómo hacer de CAS la seña de identidad de tu centro?

Sonsoles Castellano, Colegio San Patricio Toledo

Ignacio Castellano Zapatero, Colegio San Patricio Toledo

Bernard McKevitt, Colegio San Patricio Toledo

Benjamin Stallion, Colegio San Patricio Toledo



CREATIVIDAD, Y APRENDIZAJE SOCIAL Y EMOCIONAL

Durante la sesión veremos el poder transformador de CAS. Nos introduciremos en las tres líneas de CAS, Creatividad, Actividad y Servicio, para potenciar al máximo la capacidad creativa de los asistentes y su habilidad para expresarse mediante el arte, la imaginación, la espontaneidad y la voluntad creadora, así como todo aquello que les sugiere les evoca y les motiva a realizar otras experiencias que involucran el pensamiento creativo y el aprendizaje social y emocional. El taller girará en torno a un plan de CAS plasmado a través de un visual map, y cómo abordarlo a través de un ejemplo de aprendizaje experiencial. Los asistentes tendrán la oportunidad de pensar en su propio centro, en sus propias fortalezas y debilidades y en cómo convertir el programa CAS en un eje clave de la vida de su colegio. Aunque el taller se realizará en español, trabajaremos en formato bilingüe inglés y español, y estará abierto a que se pueda intervenir en francés y potenciar un ambiente y una experiencia multilingüe.

Transformation through Collaboration - PYP

Zulfqar-E- Salim, King Faisal School

Iman Mashaal, King Faisal School



ACTION, RESEARCH AND CHANGE

During this session, two presenters (a Primary Years Programme (PYP) Principal and PYP Co-ordinator) will share an inspirational story of how the school made the transformation to a collaborative environment. The story is one of movement from a minimally collaborative school culture to highly collaborative one. Participants will learn how this accomplishment happened. Elements of leadership, passion, a vision, structured plan, implementation and regular reflection were all a part of the transformation. The session will focus on how collaboration revived the spirit and our programme and allowed it truly begin to thrive.

Learning to live with difference: engaging with international mindedness an anthropologists view

Angela Riviere, International Baccalaureate

Kevin Purday, Hockerill Anglo-European College



TEACHING AND LEARNING IN IB PROGRAMMES

This session will give participants an opportunity to “move beyond an awareness of cultural diversity to a more fundamental grasp of our common humanity” (Tim Ingold, 1985). It will present a case for why applying an anthropological lens to questions of how we learn to live with difference embodies the essence of an IB education and international mindedness. Exploring the newly designed Diploma Programme (DP) social and cultural anthropology course, participants will explore how a particular set of ideas might be used to think about the world around them in quite specific ways. Anthropology as a discipline provides an insight into cultural variation in the world, but more than this it develops the tools which enable exploration, comparison and understanding of these cultural variations. As a founding subject in the DP, social and cultural anthropology fosters the development of citizens who are globally aware, internationally minded and ethically sensitive.

Lessons learned from the IB's academic honesty survey

Celina Garza, International Baccalaureate

TEACHING AND LEARNING IN IB PROGRAMMES

This session will share initial results of the academic honesty survey to provide the current picture of the challenges and misinterpretations that students, teachers and school administrators face in the area of academic honesty. Using the survey's results, participants will discuss alternatives to improve our support to IB students.

La discipline positive : le profil de l'apprenant en action, à l'école et dans la vie de tous les jours

Esmat Lamei, Oasis International School Group

Imane Radouane, Oasis International School Group

Fatma Hussein, Oasis International School Group

DÉFIS MONDIAUX LIÉS À L'ÉDUCATION

Après avoir tenté une approche traditionnelle en matière de discipline, nous avons souhaité relever le défi d'implanter la philosophie de la discipline positive, issue des théories d'Adler et de Dreikus. Notre objectif : mettre en place une discipline efficace sur le long terme, qui place les apprenants au centre du processus tout en répondant à leurs besoins essentiels d'appartenance et de se sentir utiles. Cette discipline leur permet de développer des compétences qui leur seront utiles tout au long de leur vie, notamment la réflexion, la responsabilisation, la collaboration, la gestion des émotions et la résolution de problèmes. Elle renforce ainsi les qualités du profil de l'apprenant (chercheur, intègre, réfléchi, altruiste, etc.). D'après les premiers témoignages recueillis, les débuts sont prometteurs. Un enseignant du Programme du diplôme a expliqué que « mettre les élèves à la place des enseignants à travers des jeux de rôle leur permet de réfléchir sur leurs comportements ». « J'apprécie que les parents aient une part active dans cette démarche de changement et soient amenés à comprendre les comportements de leurs enfants. », a par ailleurs indiqué un parent d'élève.

ROOM
125



ROOM
127



CONTINUUM

LEADERSHIP



El PAI se sienta a la mesa Harkness: la discusión aplicada a la enseñanza y el aprendizaje

Cecilia Villavicencio, Colegio Internacional SEK Ciudadcampo

ENSEÑANZA Y APRENDIZAJE EN LOS PROGRAMAS DEL IB

La mesa Harkness nació en 1930 en la Philips Exeter Academy, en Estados Unidos. Edward Harkness, un filántropo que logró permanecer invisible durante su etapa escolar, hizo una donación a este colegio para que desarrollara una forma de enseñanza en la que los estudiantes se sintieran alentados a usar su voz. En SEK Ciudadcampo estamos implementando esta metodología en nuestras asignaturas del PAI, tanto en Lengua y Literatura, Adquisición de Lenguas, Individuos y Sociedades, Matemáticas y Ciencias. Un máximo de 15 alumnos con su profesor se sientan a una mesa ovalada. Esto permite que todos puedan verse a los ojos. La dinámica asegura el aprendizaje y comprensión conceptuales. La mesa Harkness ayuda a los alumnos a participar de forma activa y responsable en un mundo en constante cambio. Aprender a aprender y a evaluar fuentes de forma crítica es tan importante como la obtención de información. Compartiremos nuestra experiencia en la mesa Harkness, siendo el único colegio europeo que la utiliza.

Professional Learning for Busy Educators

Amabelle Mayordomo, The KAUST School

Naketa Ikihele, The KAUST School

Melanie Agustina, The KAUST School

LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

Many educational professionals feel time-deficient and professional learning is often put on the backburner. This presentation provides strategies for embedding professional learning into a school's culture through learning communities and self-authoring practices. Strategies presented promote self-directed learning, continual improvement, and collaboration. The presenters will share real-life examples of ongoing reflection and inquiry through 4 Minute Walkthroughs, journaling, coaching, learning conversations and communities of practice.

ROOM
128



ROOM
129



CONTINUUM

LEADERSHIP



Learning Together: Examining the Role of Language & Culture in IB Schools through Teacher Inquiry

Rebecca Fox, George Mason University
Nancy Holincheck, George Mason University

ACTION, RESEARCH AND CHANGE

This session will reveal the results of teacher research conducted by 15 IB teachers enrolled in an advanced master's degree programme since 2014. These studies focus on the role of language and culture in the teachers' schools. The programme promotes teacher leadership through multiple avenues designed to address contemporary IB issues while developing teachers' research understanding and capacity through: engagement in culturally focused action research (teacher inquiry) that incorporates the collection, analysis, interpretation and reporting of evidence; critical reflective practice; examination of cultural and linguistic variables; and the identification of factors involving access and equity. By engaging in classroom-based inquiry, teachers in this advanced research award programme actively build their research capacity, which in turn informs both curriculum development and leadership skills through research focused on cultural and linguistic educational dimensions.

Chaos, Creativity & Connection: A Pathway to Well-Being

Claire Angeletti, St George's British International School

CREATIVITY, SOCIAL AND EMOTIONAL LEARNING

This session will be addressing and exploring the significance of introducing mindfulness and well-being into a creative curriculum and will be looking at how such a programme can enrich a learning journey. Navigating life as a student in a busy school can be a daunting experience for any young person and, in the current climate, it is easy to focus on product rather than process.

ROOM
130



LEADERSHIP

New maps are needed to support students in developing their emotional intelligence alongside their own unique gifts and talents. Educators, students and parents are challenged to explore new ways of connecting and working in partnership together in order to flourish in today's fast paced world. The session will be looking at how the processes of creative exploration, and the practice of developing heart and character strengths, has the potential to create a dynamic connection between student and teacher that can transform the learning experience of both parties.

Rethinking Libraries into Learning Hubs

Johanna Schooley, American
International School of Lusaka

INNOVATION TECHNOLOGY AND NEW SPACES FOR LEARNING

Gone are the days that libraries are destinations for quiet study and the acquisition of resources. Students are learning in different ways from virtually to collaboratively to individual investigation. Libraries need to provide environments that allow for learners to easily connect and construct knowledge from a variety of sources, both physically and digitally. A learning hub is a flexible environment with spaces to learn, investigate, collaborate, create and be, whether alone or in a group. In this session learn how to rethink the uses and structure of your school library into a dynamic learning hub that allows for today's learner to be successful. Come prepared to connect to WIFI and be able to collaborate and learn with other session attendees.

ROOM
132



Interlingual Teaching & Learning: PYP children & teachers discover new languages & cultures together

Eithne Gallagher, Independent

LITERACY, LANGUAGE ACROSS GLOBAL CONTEXTS

This session will consider the concept of Interlingual Teaching and Learning, exploring what it looks like in practice in the Primary Years Programme (PYP) classroom. The 'Inter' prefix brings the notion of everyone being open and responsive to learning other languages. In the Interlingual classroom children not only learn their own mother tongue, but learn about the other classroom languages as well. Children are allowed to use their languages as cognitive tools: they can transfer skills, concepts and learning strategies across languages. The document, Language & Learning in IB Programmes states: "Internationally-minded people value multilingualism." In this session we will consider how to implement this notion, moving from the theoretical statement to effective, everyday practice. The building blocks for a better world must be seeded in early years. We must enable children to see themselves as agents of change, capable of understanding world views. Openness to other languages is essential. Children need to understand from an early age that being a polyglot is not only a desirable outcome of education, but also an achievable one.

ROOM
133



International Mindedness and Your Diploma Programme

Brian Hull, GEMS World Academy-Dubai

INTERNATIONAL MINDEDNESS

ROOM
134



LEADERSHIP

International mindedness has been a part of the ethos of the IB since its inception. Today we see all four programme models wrapped in the concept and, by extension, international mindedness is a concept that should be wrapped around each of our IB World Schools. This can sometimes be easier said than done. How do we take the theoretical concept of international mindedness and make it a practical reality within our schools? This session will explore international mindedness by looking at how it is best defined and what an internationally minded person and school might look like. Next, we will examine ways in which international mindedness can be built into the Diploma Programme (DP) so that it is not simply a 'flags, food and festivals' concept but is instead authentic, lived and experienced by all members of the school community. Finally, we will look at international mindedness in the DP classroom and investigate effective means by which it can be embedded in all DP classes.

KEY

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DP academic update

James Monk, International Baccalaureate

Angela Rivière, International Baccalaureate

ROOM
111



CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

In this session, members of the DP development team will review changes to Diploma Programme (DP) subjects that are taking effect for first teaching in 2016 and changes that will take effect for first teaching in 2017 and 2018. Presenters will also discuss ongoing research activities that will inform an eventual review of the whole programme. Participants will have the opportunity to ask questions about curriculum and teacher support, as well as to share ideas and thoughts with members of the team responsible for leading the curriculum reviews of DP subjects.

MYP eAssessment: What's Happening in the New On-screen Examinations?

Gareth Hegarty, International Baccalaureate

ROOM
118 - 119



ASSESSMENT FOR LEARNING

This session will introduce participants to the new on-screen examinations available for the Middle Years Programme (MYP) from May 2016. It will look in detail at specific questions and features of the exams, discuss the academic structures that underpin them and the unique opportunity that the on-screen approach offers to create authentic MYP assessments. This session will introduce participants to these efficient two-hour examinations that use criteria which develop critical and creative thinking, rich media and interactive simulations as background resources and source material, and dynamic response tools that go far beyond selected response and extended writing. What do they look like? How do they work? When might they begin to influence Diploma Programme exams? Ask more questions and find answers here.



The Shaping of World Citizens: The IB's grand mission

Andrew MacDonald, International Baccalaureate

TEACHING AND LEARNING IN IB PROGRAMMES

Dr. MacDonald reviews the historical roots of the IB mission dating back to WWI, and charts how that mission is now shared amongst 4,500 schools in over 150 countries. Examples of current initiatives across the globe are provided showing the wide use in different settings. Dr. MacDonald discusses the relevance of the IB mission today, and stresses its importance now more than ever. He points to steps the IB is taking to keep our mission at the forefront and engage and unite our school community.



different today than it has been in the past, because attitudes, cultures, challenges, politics, economies, means have all changed. But true learning always lies in the heart of good education. It is, although it rarely feels so, still in our power as educators to preserve it. This presentation is about this truth that can serve as a compass to the unknown Odyssey of building a better future. It is about us and our children. And about the long journey home to what education stands for.

The Odyssey to an unknown future and the “nostos” for true learning

Margarita Mansola, University of London (student)

GLOBAL CHALLENGES RELEVANT TO EDUCATION

«Nostos» in ancient Greek means «longing for». It is the root word for «nostalgia», a word that additionally encompasses feelings associated with nostos. Choosing this word for the title of my presentation highlights what I feel lies in the hearts of all educators today: Longing for the very heart of education. 'The world of constant change' a term coined to reflect the continuous changes that mark a significant turn of the world towards a new era, introduces new skills and competencies that future citizens should possess to respond to life in a still unsafe and unpredictable world. Yet, in the midst of all this lies the pure truth of education: the teacher who gives a child the best chance to improve both their life and the lives of others. No matter what the circumstances, poverty, war, crisis, increased competition, children still go to school and give themselves the chance to learn. It is our duty to preserve this core virtue of learning, treasure it and maximize its power to transform people's lives. Teaching and learning is radically



Appreciative Inquiry - A Philosophy For Organisational Change

Francis McGuigan, Rome International School

LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

This session will expose participants to the philosophy of Appreciative Inquiry (AI), an approach which encourages organisations to do more of what works rather than just doing less of what does not work. Its goal is to discover in all human beings the exceptional and the essential. Its goal is to create organisations that are in full voice! AI recognises that humans are constructions of the imagination and are, therefore, capable of change at the speed of imagination. Once organisation members shift their perspective, they can begin to invent their most desired future. As a strategy to facilitate change and to implement change management, it offers an opportunity for a positive paradigm shift to occur. Participants will have the opportunity to interact and be involved with a Q&A as well as participate in group activities designed to give greater insight into the potential of AI.



Service Learning: possibilities and methodologies from the DP and CP experience

Chantell Wyten, International Baccalaureate
Dominic Robeau, International Baccalaureate

CREATIVITY, SOCIAL AND EMOTIONAL LEARNING

This session is intended to showcase the IB's unique commitment to service learning through the Diploma Programme (DP) and Career-related Programme (CP). It will discuss possibilities, methodologies and exemplars of service as well as give practical advice for those new to the DP or CP. Participants will engage in scenarios that will enable them to establish or enhance how service can be developed by their own learning community and explore the practical benefits of having enhanced service opportunities for students.

Evaluating the Work of Teachers

Gerard Calnin, The University of Melbourne

POLICY, GOVERNANCE AND RECOGNITION

This session will draw on international research which consistently confirms that the most important in-school variable responsible for improving student outcomes is teaching quality. While this research affirms the importance of what teachers do, we also know that not all teaching is of equal value. In fact, the impact of high quality teaching can improve student outcomes by up to three times the impact of a lower quality teacher. So how do we evaluate teaching or teacher performance? This presentation examines the research about teacher and teaching effect, explores a range of teacher evaluation models, discusses issues related to teacher evaluation, and proposes a research-based model of formative teacher evaluation. Participants will have the opportunity to explore design principles and key characteristics for creating an effective teacher evaluation model in light of this research.

ROOM
124



Minecraft - The Basics of How to Get it Started in Your Classroom

Daniel Flynn, International School of Tanganyika

INNOVATION TECHNOLOGY AND NEW SPACES FOR LEARNING

Minecraft is a game where you dig (mine) and build (craft) different kinds of 3D blocks within a large world of varying terrains and habitats to explore. Have you ever wanted to try out Minecraft (gamification) in your classroom? Do you think it is too hard to do? Do you think that it takes up way too much time? The session will debunk your fears and get you ready for Minecraft inclusion into your current curriculum. This session will cover the basics of planning, setting up and implementing the game within your current curriculum. Minecraft fits well with both formative and summative assessments in almost any subject area both in the Primary Years Programme and Middle Years Programme. The session will also provide student samples and outcomes. Designed for beginners to the Minecraft culture, this session will give you the understanding to move ahead with the game in your classroom!

ROOM
127



Science Fair: The Ultimate Service Learning Experience

Marie MacPhee, Canadian International School of Beijing

Tracie Liu, Canadian International School of Beijing

TEACHING AND LEARNING IN IB PROGRAMMES

This session will apply service learning and Middle Years Programme (MYP) principles to create a successful science fair. A science fair provides an exciting opportunity for students to explore a topic that interest them. By applying MYP principles and practices to a science fair, it turns a large project into a meaningful and authentic learning experience. This is accomplished through MYP assessment criteria and service as action. This session will present the five stages of service learning and incorporate a process journal in which students can reflect on ATL skills, global context and the Learner Profile.

ROOM
128





Learning sustainability together, a case study from UWC Atlantic College

Gabor Vincze, UWC Atlantic College



CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

This session will give examples of the pioneering work in the United World Colleges (UWC). Roughly every one in 300 IB World Schools is a UWC. The session will reveal more about UWC Atlantic College, including the history of its contribution to the IB, and encourage colleagues to embrace a peaceful and sustainable education beyond the IB syllabuses. The college is continually investigating new ways in which it can take advantage of its international student body from over 80 countries, through collaborative learning. Examples of learning together and the college's sustainable education practices will be discussed in more details. The ultimate aim is to help schools to bring sustainable education into their curriculum and about the long journey home to what education stands for.

How internationally minded are we?

Andrew Davies, International School Bangkok

Gabor Geneser, International School Bangkok



INTERNATIONAL MINDEDNESS

In this session we will challenge the belief that an international school offering an international education will result in increased international mindedness. It is argued that 'more than the rubbing of shoulders' is necessary if students and faculty are to enhance their abilities in intercultural sensitivity, cross-cultural communication, and international mindedness, etc. Practical strategies will be shared and explored.

AEM Development Update

Jon Halligan, International Baccalaureate

Maripe Menendez, International Baccalaureate

Mary Tadros, International Baccalaureate

Dina Khalaf, International Baccalaureate

Adzo Ashie, International Baccalaureate

Peter Fidczuk, International Baccalaureate



GLOBAL CHALLENGES RELEVANT TO EDUCATION

This session will focus on the key regional development projects that are currently underway, outlining the aims and objectives and the current progress towards achieving these and sharing some lessons learned.

Leading Learning, Learning to Lead

Mary Donnellan, Copenhagen International School

Caroline Brokvam, American School of Antananarivo

ROOM
132



LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

This session will focus on how best to encourage and celebrate teacher leadership as part of a school's professional development (PD) offering. Inspired by the need to embed ATL across the Diploma Programme, and encouraged by the inspiration teachers felt in watching their colleagues deliver small scale PD segments, this session will look at how schools can draw on community resources in order to develop education leaders while also celebrating the specific, occasionally hidden skills to be found within rather than outside the staffroom. Based on work undertaken in Copenhagen International School, this session will focus on how to use meetings as PD time, how to uncover, inspire and celebrate leaders of learning, and how to encourage all teachers to recognize themselves as both learners and leaders within the context of ATL and the expectation of lifelong learning.

Summative PYP Unit Assessment: A journey towards meaningful learning experiences for PYP students

Gail Metcalf, International School of Basel

Lucilla Papa, International School of Basel

Samantha Tortora, International School of Basel

ROOM
133



ASSESSMENT FOR LEARNING

This session will share the results on the Primary Years Programme (PYP) end of unit summative assessments. It will share end of unit projects from the International School of Basel (ISB), analysing student examples and how they reflect the central idea/lines of inquiry. This session will inspire others to reflect upon their 2D summative assessments and consider a 3D model. A 2D project is often a pen and paper design with a staged presentation to follow. A 3D project allows students to work with independence and/or collaboration

to develop a project that is open-ended, meaningful and accessible. A well-defined 3D design, gives the opportunity for student led learning in a transdisciplinary environment. The session will argue that empowering students to take ownership of their learning, does not compromise its academic rigor. A 3D assessment design model opens the door to having an interactive portfolio sharing session at the end of every PYP unit, where the success of the unit can be evaluated. Come willing to share, discuss, reflect and collaborate!

ALFIN: una transición de alumnos bien informados a constructores de conocimiento significativo

María de los Ángeles Portela Iglesias, Colegio Internacional SEK-Atlántico

Gonzalo García Fernández, Colegio Internacional SEK-Atlántico

ROOM
134



ENSEÑANZA Y APRENDIZAJE EN LOS PROGRAMAS DEL IB

Presentaremos un plan de acción vertical de sistematización de estrategias para integrar la Alfabetización Informacional (ALFIN) en el currículo PEP, que define objetivos mínimos, atendiendo a la diversidad individual para cada curso de Educación Infantil y Primaria, y que contiene herramientas diseñadas específicamente para la adquisición y desarrollo de destrezas: reconocimiento de necesidades de información y su localización en diferentes soportes; evaluación y utilización ética y eficaz de la información: transformación en conocimiento; reflexión sobre ese conocimiento y su comunicación. Agentes implicados: Biblioteca como centro de recursos, profesores como mediadores en el aula, Dpto. TIC como apoyo a la conexión con el currículo, y alumnos de otros programas, interconectando diferentes grupos de edad (PAI a través de proyectos personales y comunitarios y DP a través de CAS): todos colaborando en la implantación, interiorización y evaluación de las habilidades de información.

KEY

CONTINUUM
CONTINUUM SCHOOLS

ROOM

● PYP ● DP
● MYP ● CP

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Empowering learning moments

ROOM
111



Edward Lawless, Pamoja

The blended learning model creates an environment where students are empowered to learn - becoming consciously unconscious of their continuous learning, with opportunities to ask themselves questions to develop critical thinking skills, rather than simply being taught - giving them the skills to not only achieve a desired outcome, but to own their future, too.

Personalized IB in Chicago Public Schools

ROOM
120 - 121



Dr. Mary Beth Cunat, Achieve3000

Join Dr. Mary Beth Cunat, principal at the highly diverse Wildwood IB World Magnet in Chicago (USA), for an interactive session as she shares her experiences in implementing her school's model of personalized learning in an IB context, with a focus on leadership practices and differentiated resources for 21st-century success.

Seeking feedback from IB educators on potential DP refinements

ROOM
118 - 119



James Monk, International Baccalaureate
Richard Penrose, International Baccalaureate

This is an opportunity to share your views with the academic and assessment heads of the Diploma Programme (DP) regarding potential refinements to the programme over the next few years. These refinements have been identified in order to increase access to the programme and provide greater flexibility to students and schools.

Using Assessment Tools for Improving Approaches to Teaching and Learning

ROOM
122



Derek Devine, GL Education

Join GL Education for an overview of their approach to student assessment and hear how international schools are increasingly using data on cognitive ability and "attitudes to learning" to help students reflect on the way they think and to take ownership of their learning and to support the delivery of a personalised approach to teaching and learning.

The teaching challenges addressed by this session will include:

- Admissions
- Personalising teaching to suit a student's preferred learning style
- Identifying gifted and talented, and SEN students
- Accurately assessing the true potential of EAL students
- Communicating IB targets effectively with parents and students
- Having internationally recognised benchmarks to aid self-assessments and inspections

Where the IB is now and will be in coming years – an overview of growth

Jon Halligan, International Baccalaureate

Key performance trends that demonstrate how the Diploma Programme (DP) community is represented globally today and recent indicators, which suggest what this will look like in the coming years. The session will provide a relevant demonstration of the DP's growth to date, in addition to key country, regional and global trends, to inform participants of the direction of the IB and DP – as a whole community.

How to develop ATL skills like Critical Thinking and Essay Writing? An introduction to Argument Mapping with Rationale

Timo ter Berg, ReasoningLab BV

How to develop integrated and effective ATL programmes? How to support students effectively in developing ATL skills like structured, critical thinking and writing? We present Rationale, an evidence-based method to develop ATL skills. Rationale supports the development of deliberate, collaborative practice of reasoning, writing and communicating skills by argument mapping, a technique to visualize the underlying logic of argumentation and writing. Rationale has been

developed to facilitate the implementation of this technique into teaching practice, letting students collaborate and show examples of its use in IB education.

The development of the IB in Saudi Arabia and the King Faisal Foundation initiative

ROOM
129



Anthony Milward, KFF/International Baccalaureate Project

Mary Tadros, International Baccalaureate

Walid Arroдини, King Faisal Foundation, KSA

A brief overview of the KFF/IB Project in Saudi Arabia and the impact on the development of the IB in the Kingdom. Open discussion on the potential needs of the IB schools for the future and how the SIBA (Saudi IB Association) can support through networking and increased collaboration between schools.

Telling the IB's story – perceptions among global stakeholders

ROOM
131



Suzu Giles, International Baccalaureate

As we approach the 50th Anniversary in 2018, the Global Communications team are looking at how we communicate the value of an IB education to all our stakeholders and what we can do to improve brand perception. We'd love your input on how well we are doing this.

Preparing MYP and DP pupils for university and career success: A Case Study approach

ROOM
132



Mike Betnun, Hobsons Inc.

Students in international and private schools face a myriad of career and university choices, both at home and abroad. This session will explore, through case studies of Naviance partner schools, best practice in aligning student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

Positioning Today's Students for Tomorrow's World

Hayley Elias, BridgeU

Higher education is undergoing a dramatic revolution. The industry is experiencing extraordinary growth, as it prepares to absorb 100 million more students by 2025. With the introduction of online courses, and the emergence of viable new alternatives to traditional higher education, students find themselves confronted with a more diverse and international range of post-secondary opportunities than ever before. And, all the while, labor market analyses of advanced as well as developing economies paint a picture of under-utilized graduate talent, shortages of skilled laborers in certain sectors, and individual industries evolving so fast that 65% of job openings in the next two decades are as of yet unknown. Traditional approaches to higher education decision-making and careers guidance must adapt to meet the evolving needs of today's students, preparing for tomorrow's world.

ROOM
133



The World Has A Lot To Teach

Leigh Anna Moore-Jones, The New York Times

In response to growing interest from the global IB community, this session will provide a tutorial on The New York Times in Education programs. NYTimes.com provides a global perspective on world affairs with continuously updated content in text, multimedia and interactive graphic formats. Adding The New York Times's global reporting to your curriculum can make it fresher and more relevant for your students and spark a whole new way of learning. Additionally, our education programs seek to support efforts to develop students' competencies and skills while expanding their understanding of how the world works in the 21st century. Our digital access is both easy to implement and affordable for schools of all sizes.

ROOM
134



KEY

CONTINUUM

CONTINUUM SCHOOLS

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Accommodation at the Camilo José Cela University International Halls of Residence, Madrid, Spain.



Learner Centred Service Delivery for Schools; The Case of Athlete Friendly Education Centres

ROOM
111



Michael Cary, World Academy of Sport

This session will allow participants to discuss and reflect on their own strategies that schools can apply to better service the needs of individual students, particularly those who demonstrate gifted and talented attributes. In addition to specialist support such as career guidance and flexibility around academic interventions the school has to create structures that support the emotional, social and practical needs of such students.

Innovations in Teaching & Learning Arabic

ROOM
118-119



Mohamed Eliwa, Almotahida Education Group

Almotahida Education Group will demonstrate and invite you to experience its new Kalemon series for Arabic B learners, which has a fully-interactive digital platform, an eBook+ version, or a print version. International Edition + select country-specific editions. Secular cultural content for non-Muslims; upcoming Islamic edition for Muslims.

The Future of ManageBac

ROOM
120-121



Angelica Nierras, ManageBac

Come learn about our road map for 2016, including a new student & parent interface for the 2016-2017 academic year, direct integration with the IB e-coursework platform, support for Building Quality Curriculum submissions, the launch of our Bookstore, and additional partnership announcements with other leading providers. Faria Systems (ManageBac) is the leading provider of software to IB World Schools. Founded in 2006 by three former IB Diploma students, Faria Systems now serves over 2,000 schools in over 120 countries.

IB DP Advantage: Learn about the benefits of this exciting online learning platform

ROOM
122



Marta Pellek, International Baccalaureate
Cara MacAdam, International Baccalaureate

IB DP Advantage is a flexible, portable and convenient learning resource to help schools build upon their strong foundation of IB Professional Development (PD). It offers hours of informal PD for a school's entire DP staff. This session is a deep dive into trends in e-learning, the culture of the digital environment and how to utilize webinars and live coaching to strengthen teaching and learning. Whether you are an IB teacher, a school coordinator or Head of School come to share your PD needs and interests and help drive the future development of IB DP Advantage.

Introducing the new Placement Test

ROOM
124



Derek Devine, GL Education

Designed to support schools in making quick and informed decisions during the admissions process, the Placement Test assesses English proficiency and reasoning ability in approximately 90 minutes. Because the test is not curricula specific it's ideal for cutting through the clutter of prior teaching and is ideal for assessing the potential of EAL students and their ability to access the curriculum. This session will offer a quick introduction to the assessment and delegates will be able to register for a free trial.

Mind the Gap: how we think students revise and how wrong we can be.

Layla Moran, Oxford Study Courses
Paul Lennon, Oxford Study Courses

Taking evidence from thousands of students who have attended OSC's revision courses, as well as a DP coordinator's perspective, we unpick some classic misconceptions about what educators think students know about revision techniques. Come join us in a discussion on our assumptions about students' revision and how wrong we can be.



Global Politics – gateways to student success

Rob Murphy, Pearson

Rob has been Head of Global Politics at Wellington College since 2013. He has taught the new IB Global Politics course since 2013 as one of a small number of pilot schools. Before that he was a British diplomat working for the Foreign and Commonwealth Office in postings to Trinidad & Tobago, Bolivia, Venezuela, Pakistan and Somalia. Between 2009 and 2011 he was Head of Strategic Communications and Spokesman at the British High Commission, Islamabad running communications projects from counter-radicalisation to development. In 2012/13, he spent a year working in Somalia advising the African Union Peacekeeping Mission to Somalia on their strategic communications. He writes regularly on global politics and Pearson Baccalaureate Essentials: Global Politics is his first textbook.



MYP Germany and Friends

Brett Meuli, Bavarian International School

MYP Germany and Friends will meet to discuss and review matters relating to implementation of MYP in Germany and ongoing recognition by the German federal government and the separate German states.



Approaches to creativity, social and emotional learning across the continuum

Neil Bunting, Greenfield Community School – a Taaleem School

This interactive creative and social session explores these needs and implications for approaches to learning and teaching across the continuum but particularly in teenage (MYP/DP/CP) years. Suggestions and recommendation's for approaches to learning and teaching. Participants are invited to share best practice and their thoughts on the connections between academic and creative thought.



IBSCA (IB Schools and Colleges Association) meeting

Peter Fidczuk, International Baccalaureate
Sandra Morton, International Baccalaureate
Pauline Bullen, IBSCA
Alison Taylor, Conscious Communications

Report from IBSCA on progress with the marketing of IB in the UK (Conscious Communications); developments in HE recognition (Peter Fidczuk); opportunity for delegates to feedback to IBSCA officers on issues arising from schools (Sandra Morton and Pauline Bullen).



MEIBA (Middle East IB Association)

Hana Kanan, MEIBA

AGM and country representatives meeting.



Technology integrates Knowledge

Elshan Musayev, Baden-Baden International School

Presentation about implementation of Lego to PYP and to MYP; Some examples about Lego and another technologies from German educational system; Q&A.





Heads-to-Heads session

Moderator: Jon Halligan, International Baccalaureate

OPERATIONAL MANAGEMENT IN IB SCHOOLS

Heads of Schools are invited to join this interactive session with panellists representing the Heads Council, the Regional Council, and senior IB leadership. There will be open discussion on current IB initiatives and how they fit the needs of IB World Schools across the region. IB Heads of school are encouraged to reflect on current support and where the IB could focus attention in the coming year. Updates from the most recent council meetings will also be discussed.

ROOM
111



LEADERSHIP

How we ensure meaningful and reliable assessments

Matthew Glanville, International Baccalaureate

GLOBAL CHALLENGES RELEVANT TO EDUCATION

This session will explain the principles and practices that the IB follows in creating and marking high quality valid assessments. It will answer questions such as: How do we monitor examiners? Who decided what marks to give? Why grade boundaries are set every year? and What do we mean by valid assessments? The session will give teachers a chance to understand the journey of students' work from being written in the exam (or submitted as IA) through to results being issued. It will also challenge perceptions around EURs as well as ask questions to understand the competing demands on the assessment system.

ROOM
118 - 119





Professional development in the Diploma Programme: Robust yet flexible

ROOM
120-121

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Anthony Tait, International Baccalaureate
Bukky Okunnuga Otono, International Baccalaureate

LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

This session will first provide an overview of the IB Professional Development (PD) global architecture, where PD for the DP is located within this context as well as the common attributes of IB workshops. The facilitators will then share the highlights of the existing workshops available for the DP before introducing the robust development process underpinning each new workshop. In the recent years, IB PD has complemented its formal workshop offering with a number of informal products which will be introduced. Finally, several scenarios of possible pathways for workshop attendance will be presented and participants will have an opportunity to reflect on these pathways in the context of their own school.

How IB Research can support schools' progress

ROOM
122

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John Young, International Baccalaureate

ACTION, RESEARCH AND CHANGE

This session will provide an overview of the work of the IB research department and summarize 2015-2016 commissioned studies in a presentation followed by an interactive discussion with the audience. The presentation will highlight innovative ideas and the main implications from the newest studies as they relate to school and classroom practices. It will feature studies in the Primary Years Programme (PYP) assessment and technology and leadership, PYP and Middle Years Programme literacy, Diploma Programme student workload, international mindedness and student wellbeing across all programmes to mention a few. The session will also provide information on the Jeff Thompson award, which supports school-based research. Participants will discuss how to work with recommendations that each report provides and how to communicate research to parents and school community.

Bridging the communication gap: strategies to enhance parent awareness and involvement in learning

ROOM
123

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LEADERSHIP

Patricia Deo, International School of Belgrade

OPERATIONAL MANAGEMENT IN IB SCHOOLS

Communication is one of the three guiding principles that form the foundations of the Middle Years Programme (MYP). To support learning, it is essential that there is open and effective communication between school leadership, teachers, students, and parents. Indeed, as part of the implementation of the MYP, parents are viewed as partners in the middle year's educational team that fosters and guides learning. Despite the importance of transparent communication, it can be challenging to effectively share information about the philosophy and principles of the MYP, as well as the requirements, expectations, and practices of the programme and school. Therefore, in this session we inquire into the challenges that exist with parent communication; and we will share, explore, and develop strategies that we can implement to bridge the communication gap in a way that allows parents to receive and share information about the MYP, to have a more active and informed role in enhancing their child's learning.

Building a Staff Culture of Life-Long Learning: a Parisian Case Study

Emily Ashley, International School of Paris

Lucy Whitfield, International School of Paris

Phil Anderson, International School of Paris

Tuija Wallgren, International School of Paris

ACTION, RESEARCH AND CHANGE

Educators often pride themselves on being life-long learners and it is a quality that most school leaders value in their employees. But how can schools encourage and support inquiry amongst their staff and maximise the impact of the gained knowledge on student learning? This session will explore how the International School of Paris (ISP) approaches these questions. We invite participants to view how ISP is building a culture of research and improvement in a school setting. You will leave with an understanding of the structures and processes that have been created to support whole staff engagement with research and professional development. Listen to examples, such as an action research into responses received by ISP, to the November 2015 attacks, and illustrate the benefits of a whole school approach. The session will also discuss how learning is shared with our community, and how we aim to use the newly gained insights and understandings to benefit student learning.

ROOM
124



LEADERSHIP

Data Use for Professional Development: A Case Study of Evaluating the Training of EE Supervisors

Ildiko Murray, American International School Kuwait

ACTION, RESEARCH AND CHANGE

This session will examine the role of Principals, Diploma Programme (DP) Co-ordinators, and Extended Essay (EE) Co-ordinators in establishing a context for action research and data-guided decision making in the DP by using the case study of developing and evaluating the EE Supervisor training programme at the American International School, Kuwait. It will provide a brief overview of various theories, models, and strategies for using world exam results, interviews, surveys, and focus group discussions for the professional development of teachers. School leaders will explore using data for action planning to better enable them to make the paradigm shift from performance training to professional learning communities and collaboration in their programmes. The session will offer practical tips and advice for developing effective data gathering and data analysis skills as DP pedagogical leaders.

ROOM
125



LEADERSHIP

How to create and sustain a positive school culture?

Ali Ezzeddine, SEK Qatar

Veronica Sanchez, SEK Qatar

LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

During this session the presenters will share their unique experiences of starting a brand new IB World School. At SEK Qatar, the leadership team, teachers, students and parents interact on a daily basis to support the teaching and learning process and make sure that everyone shares the joy of being a life-long learner. The session will share the key features that helped in creating a positive atmosphere for learning and growing; including the school vision, the appraisal system, the IB Learner Profile and team building activities.

ROOM
127



CONTINUUM

LEADERSHIP



Developing Capacity in Staff to Support Student Understanding of Command Term Use

Russ Kupperstein, Cairo American College

TEACHING AND LEARNING IN IB PROGRAMMES

This session will outline the needs of Diploma Programme (DP) students in understanding how command terms are used and how students are expected to respond. With these needs in mind, the presenter will describe a workshop-based approach to staff development used to build capacity around meaningful, focused feedback for student learning. Participants will leave with a sense for the sequencing of professional activities, the expected results of each session, and the interactive nature of ideal professional development that places teachers in the role of learners. The professional development needs of DP schools as compared with Middle Years Programme and DP schools.

Shifting perspectives: Assessment for teaching

Pip Robinson, Melbourne Graduate School of Education, The University of Melbourne

ASSESSMENT FOR LEARNING

This session will unpack the notion of 'assessment for teaching'. This approach uses assessment data to inform planning for teaching, enabling teachers to work from an evidence-based position to direct and develop individual student learning. Pivotal to the approach is the inclusion of clear, effective criterion-referenced assessments and assessment instruments that use non-deficit language and are based on a developmental framework (Griffin, 2014). Approaches to formative and summative assessment, effective feedback and the use of developmental taxonomies will be outlined. The important role of professional judgement and objectivity in assessment, and the implications of this for teachers across a range of experience levels will be addressed. Participants will have the

ROOM
128



opportunity to engage in practical group activities that include devising small non-deficit, criterion-based assessment frameworks. Participants will also be encouraged to engage in discussion, reflecting on the differences between this approach and more traditional assessment criteria.

Building deep roots for a "culture of thinking" create your own story

Gehna Hingorani, The Bombay International School

Heena Jaffer, The Bombay International School

ACTION, RESEARCH AND CHANGE

This session will enable participants to create their own story to support rich learning experiences based on 'Creating cultures of thinking' (Ron Ritchhart, 2009). Participants will view learning as a collective enterprise and product of thinking. They will develop insights through a process of guided discussion and sharing of action research conducted at Bombay International School. The transformation journey of a school that incorporates eight cultural forces (Modeling, Opportunities, Routines, Expectations, Language, Interactions, Time and Environment) will be discussed. The session will model cultures of thinking (CoT) classrooms by using a typology of questions and thinking routines to deepen understanding. The session will commence with an inquiry into 'Why do schools need a culture of thinking?' wherein the purpose and evolution of CoT will be examined. This will be followed with discussions on how the eight forces send messages about learning. Participants will engage in reflection using metacognitive tools, examine their own practices, and start developing a story for their own school. The session will conclude with a presentation of assessment tools that can be used to measure the impact and sustainability of CoT in a school.

ROOM
130



CONTINUUM

LEADERSHIP

The Career-related Programme: An introduction

Chantell Wyten, International Baccalaureate
Alan Wrafter, International Baccalaureate

CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

This session is intended to introduce the IB Career-related Programme (CP) to new audiences. The CP is the newest IB programme and is growing quickly around the world. Participants will find out just what the CP is, how it can be implemented in their school, and the benefits of having this IB programme in place for students.



La creatividad y la tecnología al servicio de la comunidad

Mónica Azpilicueta Amorín, Colegio Internacional SEK - Atlántico
Beatriz Amanda Trillo Senín, Colegio Internacional SEK - Atlántico



INNOVACIÓN, TECNOLOGÍA Y NUEVOS ESPACIOS PARA EL APRENDIZAJE

La sesión constará de una ponencia interactiva donde se explicará a los asistentes en qué consistió el proyecto y se mostrarán ejemplos desarrollados a través del mismo, con un apoyo visual (videos/fotografías) bilingüe (inglés y español). A lo largo de la sesión, también se mostrarán materiales (ejemplos) elaborados por los alumnos de diferentes edades, así como rúbricas en las que se pueda observar de qué manera los profesores pueden trabajar los criterios de Diseño y del Proyecto Comunitario sin problema.

Challenging stereotypes and building multiple perspectives

Greg Parker, Tokyo International School

INTERNATIONAL MINDEDNESS

This presentation will focus on the concept and challenges of stereotyping and how it influences and informs the perspectives students bring to their learning. The initial part of the presentation will investigate what



stereotyping is from an anthropological perspective and how it forms our view of the world and the different bias we have. Then it will look more specifically at ways that students apply this worldview to their learning, particularly in relation to the challenges of developing multiple perspectives. The presentation will then demonstrate recent examples where students in two Primary Years Programme (PYP) schools explored and developed multiple perspectives and enhanced their understanding of the host culture within the context of their unit of inquiries. Finally, the presentation will conclude with recommendations of various strategies PYP teachers can use to promote and help their students develop multiple perspectives and further their international mindedness.

Enhancing a common understanding through collaborative learning in an international context

Darrell Piper, International School of Lund - Katedralskolan

Maria Heiner, International School of Lund - Katedralskolan

TEACHING AND LEARNING IN IB PROGRAMMES

This session will take you on a journey of an international school's experiences of a developmental project focusing on peer observations and sharing of good practice through the working method of collaborative learning. During the project the school identified a number of advantages and challenges and during the session it would like to share some of the following findings: the school's planning and implementation process, teacher evaluations, actions and reflections. The overall goal of this interactive session is to inspire, inform and provide some foundation tools for schools willing to embark on a similar project.



KEY

CONTINUUM

CONTINUUM SCHOOLS

ROOM



INTESCO

Non-profit Partnership
for providing assistance in
International Schools
development

25 Schools
Educational Trust Foundation
5 Individuals

IB Service Provider

Founded in 2013

What is INTESCO?

NP «INTESCO» is a collaborative Partnership providing mutual support for its Members (schools, companies and individuals) in forwarding implementation of best international and native educational programs, practices and approaches in Russia.

Implementation of initiatives aimed at improving all aspects of quality and development of school education within the framework of IB

Professional development for teachers and school administrators

Privileges for the Members

Assistance to Partnership Members in development of international educational programs and **expert support for Schools** implementing international programs, including IB

Access to methodological content on educational topics

Promotion of international educational programs, standards, approaches and practices in Russia

Organizational and information support for partners' activities and events

INTESCO



ИНТЕСКО

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Navigating the Extended Essay

Angela Rivière, International Baccalaureate

TEACHING AND LEARNING IN IB PROGRAMMES

This session will discuss the recent changes to the Extended Essay (EE). It will focus on navigating the new website as well as the new EE requirements. It is an opportunity to ask questions and share feedback with the Curriculum Manager responsible for leading the curriculum development of the EE.

ROOM 111



Receive tailored services to enhance your IB programme(s)

Sean Rankin, International Baccalaureate

Erin Albright, International Baccalaureate
Natasha Deflorian, International Baccalaureate
Pamela Bender, International Baccalaureate
Wendy Green, International Baccalaureate

CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

Let school enhancement services strengthen your IB programme(s). In this interactive presentation you will have the opportunity to learn about, discuss and inform a variety of School Enhancement Services. These services support the implementation and further development of IB programmes. IB staff and educators will present the results, developed materials and mainstream launch plans for a range of globally piloted services; Consultancy for Authorized Schools, Building Quality Curriculum, Curriculum Connections, Optimizing Assessment Analysis, and Strengthening Groups of Schools Leadership. IB staff will also seek suggestions on future extensions and new service initiatives.

ROOM 118 - 119



CONTINUUM

LEADERSHIP

How to be “Stress Free in the MYP”

Margareth Harris, International Baccalaureate

Vedrana Pavletić, International Baccalaureate



CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

This session will provide the opportunity for Middle Years Programme (MYP) Co-ordinators to connect with the MYP School Services team to ask questions and listen to an update on programme developments and implementation requirements.

Fomentar la creatividad y cohesión de la comunidad educativa con un proyecto curricular de música

Jordi Ros Sabaté, Colegio Internacional SEK-Catalunya

Gabriel Cano, Colegio Internacional SEK-Catalunya

Júlia López Cojo, Colegio Internacional SEK-Catalunya



CREATIVIDAD, Y APRENDIZAJE SOCIAL Y EMOCIONAL

En esta sesión se explicará el caso real de un colegio que realizó una apuesta decidida de fomento de la creatividad a través de la música. Se explicarán el punto de partida, las razones y los fundamentos sobre los que se sustentan el proyecto y los objetivos a alcanzar a corto y medio plazo. Se describirá el proceso y la metodología utilizados para diseñar e implantar el proyecto, y se explicará la elección de los partners, las actividades y los recursos clave necesarios para ponerlo en marcha. Asimismo, se explicará cómo el proyecto se integra perfectamente en el currículo de los programas internacionales del IB, en especial del PEP y el PAI. Se describirá el método utilizado para promocionar la práctica de un instrumento en todos los alumnos, y la creación y el desarrollo de grupos musicales de alumnos en el colegio. Se explicará el resultado obtenido dos años después de haberlo implementado, en términos de valor añadido para alumnos, profesores, familias y colegio, cualitativa y cuantitativamente.

Goody-goodies, scaredy-cats and villains: Academic integrity revisited

Barbara Zinn, Anglican International School Jerusalem

Devin Mitchell, Anglican International School Jerusalem



ACTION, RESEARCH AND CHANGE

Academic integrity is a core value in IB World Schools. However, in recent years many reports in the educational literature suggest that cheating and plagiarizing by students is on the increase. At AISJ, we surveyed students in grades 6-11, comparing current student responses to responses by students a decade earlier. We found a trend of increasing collusion and significantly more instances of cheating, but a decrease in plagiarism due to efficient mechanisms for detecting malpractice that are now in place. To counteract this trend, AISJ has taken on the IB Academic Honesty poster and film competition. Following a pastoral unit on Academic Honesty, MYP students made story boards and produced posters in addition, there are teams making films. At a school with many nationalities represented, we recognize that culture plays a role in student behavior and students' perceptions about cheating. There is also a distinct shift in the students' grasp of how information is used and shared that has developed out of the emergence of social media. Despite the universality of sharing freely and the importance of hospitality in local culture, we want students to trust the value of their own intellects, demonstrate their own achievement and showcase their own abilities. The ultimate objective must be learning; cutting corners with academic dishonesty will not produce the desired result.

Theatre as connection: Shakespeare as platform for Global Citizenship Education

Alexander Gardner-McTaggart, TISA

GLOBAL CHALLENGES RELEVANT TO EDUCATION

Emotion is connection. Love, friendship, anger, sorrow, all these feelings allow young people to connect on a deep level with the issues facing our world as we move into the 21st Century. It has been argued that global inequity is the primary driver for the major issues affecting our world in this time. The affordance of screen technology and connectivity is misleading here, as it presents information on these matters, and satisfies a cognitive curiosity, whilst abnegating the human connection. Art on the other hand, with theatre in particular is a powerful tool of human connection. Shakespeare presents an ideal platform for exploring issues of global citizenship education.

Not a walk in the park but a journey - MYP Personal Project

Angelika Küster, Qatar Academy

TEACHING AND LEARNING IN IB PROGRAMMES

This session aims to highlight and share possible approaches and strategies to help students be successful in their Middle Years Programme (MYP) Personal Project journey as well as providing support. Briefly exploring possible introduction ideas, the session will place attention to the importance of goal setting and specifications to its main focus; MYP approaches to learning skills. The session involves a combination of hands-on activities, sharing tried and tested practical suggestions and discussion for participants to take away and use in their own schools in the future. While focused predominantly on the Personal Project, the majority of these strategies and ideas are transferable to the Community Project.

ROOM
124



SOLO Taxonomy in the PYP

Paul Saich, International College Spain
Denise Holmes, International College
Spain

Alasdair Carr, International College Spain

TEACHING AND LEARNING IN IB PROGRAMMES

An inquiry into the relationship between current research into effective, impactful education, using the works of John Hattie, Michael Fullan, John Biggs, Dylan Williams, Shirely Clarke and Guy Claxton to map the journey from surface learning to deep learning in the Primary Years Programme.

Incorporating Global Issues in Studies in language and literature

Warren George, International
Baccalaureate

María Galache Ramos, International Baccalaureate

LITERACY, LANGUAGE ACROSS GLOBAL CONTEXTS

The session will look at the ways in which global issues can be incorporated into the current studies in language and literature courses with one eye on the new curriculum for first teaching in 2019. The session will look at the history of literature education and globalization studies and the need to align the two due to a more ethical turn in the discipline of literature education. The session will suggest curricula and pedagogical approaches for studies in language and literature classes that can be employed by teachers. The session will also look at the ways in which these approaches might be applied in the current curriculum review. The session will be conducted in both Spanish and English.

ROOM
128



Creating effective learners through ATL: a whole school approach

Andrea Bennett, Sotogrande International School

Belén Gonzalez, Sotogrande International School

TEACHING AND LEARNING IN IB PROGRAMMES

The session will share the process Sotogrande International School went through to raise awareness of approaches to learning (ATL). The schools aim was to make the different ATLs more explicit and embed them in the way its teachers work in all subjects and across all programmes. Sotogrande has developed a common framework to teach the metacognitive skills that sit behind all learning, supporting the development of these skills in its learners more effectively. This has provided a consistent approach and continuity in our strategies, which it believes will eventually result in more effective learners.

Appropriation in art: an inspiration to develop creativity and critical thinking

Ana Martínez, American School of Barcelona
Gora Lizaso, Copenhagen International School

CREATIVITY, SOCIAL AND EMOTIONAL LEARNING

This is a hands-on workshop that will stimulate these basic questions: What lies behind an art piece? What is creativity? Where do artists get their ideas? How can students develop their own ideas researching a concept like 'appropriation'? After a brief discussion and research about these questions looking through art examples, participants will create an art piece inspired in the concept of 'appropriation in art'. Teachers will create a collective sculpture motivated by Picasso's work *Las Meninas*, an appropriation from Diego Velazquez. In this session, members of the Diploma Programme (DP) development team will review changes to DP subjects that are taking effect for first teaching in 2016 and changes that will take effect for first teaching in 2017 and 2018. Presenters will also discuss ongoing research activities that will inform an eventual review

of the whole programme. Participants will have the opportunity to ask questions about curriculum and teacher support, as well as to share ideas and thoughts with members of the team responsible for leading the curriculum reviews of DP subjects.

Update on UK and AEM Recognition

Peter Fidczuk, International Baccalaureate

Jon Halligan, International Baccalaureate

POLICY, GOVERNANCE AND RECOGNITION

This session will update delegates on the latest developments in the recognition of IB programmes in the UK by the English Department of Education and by UK universities. It will also deliver updates on other key countries in AEM where recognition developments have taken place in 2015/6.

Meet Your Students Where They Are: Online

Patrice De La Ossa, Seattle Public Schools and Pamoja

INNOVATION TECHNOLOGY AND NEW SPACES FOR LEARNING

This session aims to leverage the capabilities of an online environment to increase the time for rigorous reading and homework that may be a faded memory by the time they get home. Using a flipped classroom as a central learning space provides time for students to focus on research studies, practical applications, and exam preparation with the facilitator available in the classroom. Explore how an experienced IB educator applies best practices from teaching in a virtual classroom and put them into action in a face-to-face classroom setting. Become the risk-taker that understands students and their lives today online, by learning how to use classroom time to provide balance and engage students with a reflective process. Participants will learn how to become a flipped IB facilitator, design engaging virtual learning spaces, evaluate technological options, and to inspire in-depth learning at home and in the classroom.

Bridging the gap : constructing authentic international mindedness in Arab Gulf area IB schools

Dalal Ali Ahmed, Qatar foundation/ Qatar Academy Doha

Mohammed Gamal, Qatar foundation/ Qatar Academy Doha

ROOM
133



CONTINUUM



INTERNATIONAL MINDEDNESS

Many IB World Schools in the Arab world have Islamic Studies, Arabic and national history as compulsory subjects. While some argue that these subjects represent a serious challenge to shape international mindedness in international schools, this session will argue that the incorporation of the local culture and national curricula into an IB World Schools precludes students from cultural dissonance and Eurocentrism; also, it imparts authentic international mindedness. In the same vein, the session aims to bridge the gap between the IB programmes and local culture or national curricula in the Arab countries to construct authentic international mindedness. Moreover, the session will show how the integration of these subjects into the IB programmes through interdisciplinary teaching, not only can empower students to be real international citizens but also could make IB World Schools a great platform for intercultural dialogue in the Arab world to construct an authentic concept for international mindedness.

The PGCE (International) a school-university collaboration

Alison Ball, International School of Geneva

Lynn Newton, Durham University England

ROOM
134



LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

An opportunity to learn about the Post Graduate Certificate in Education (PGCE) International, a one year face to face, intensive postgraduate course for those wishing to train to teach in international schools. This presentation will provide an overview of the unique partnership set up six years ago by Durham University UK and the International School of Geneva. PGCE (International) students study not only for the PGCE qualification, but also the IB Certificate in Teaching and Learning Level 1. This is a professional development certificate which offers new teachers the chance to examine the principles and practices associated with one of the IB programmes. This presentation will describe the PGCE (International) programme and highlight the rich professional development opportunities it provides, not only for trainee teachers, but also for all involved in mentoring and working alongside them. There will be an opportunity to share and discuss the benefits of having teacher trainees in school and an exploration of how schools may be able to set up similar programmes.

KEY

CONTINUUM

CONTINUUM SCHOOLS

ROOM



PYP



DP



MYP



CP

Whether you work in an IB school or not, IB workshops and resources can help you bring dynamic, highly effective teaching and learning into your school.



Create a winning combination of professional development support for your faculty, your professional learning community and yourself.

*Choose IB professional development
for quality support you can count on*



*Teaching and learning from an international perspective—workshops designed especially for teachers not yet working in an IB context



DP academic update

James Monk, International Baccalaureate

Angela Rivière, International Baccalaureate

ROOM
111



CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

In this session, members of the Diploma Programme (DP) development team will review changes to DP subjects that are taking effect for first teaching in 2016 and changes that will take effect for first teaching in 2017 and 2018. Presenters will also discuss ongoing research activities that will inform an eventual review of the whole programme. Participants will have the opportunity to ask questions about curriculum and teacher support, as well as to share ideas and thoughts with members of the team responsible for leading the curriculum reviews of DP subjects.

Learning and teaching in PYP schools

Terri Walker, International Baccalaureate

ROOM
118 - 119



TEACHING AND LEARNING IN IB PROGRAMMES

In order to remain a leader in international primary education, the Primary Years Programme (PYP) development team works in collaboration with schools, organizations and universities to develop and support exemplary and innovative learning and teaching. Through consultation and educational research, one area identified as needing additional guidance within the PYP review is to set out PYP principles that support the characteristics of an IB education and the process of learning together in the PYP. Enjoy an interactive session to hear eight PYP principles for learning and teaching, and how you can put these into practice. Take away ideas to help design and plan learning that is significant, relevant, challenging and engaging.



Leading an effective school evaluation: CIS/IB synchronized evaluations

Fidelis Nthenge, International Baccalaureate

Graham Ranger, Council of International Schools.



LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

The Council of International Schools (CIS) and the IB have been working together to align school evaluation visits for IB World Schools that are accredited by the CIS or any other agency represented by CIS. The session is recommended for heads, academic directors or co-ordinators who would be managing such an extensive evaluation in a school. This session will look at how such schools can align evaluation visits and the possible benefits.

Leading Change through Teacher Learning Communities (TLCs)

Sarah Kupke, International School of Stuttgart Sindelfingen Campus

Rebecca Jones-Buerk, International School of Stuttgart Sindelfingen Campus



LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

Leading Change Together, Through Teacher Learning Communities (TLCs) TLCs are powerful tools to investigate, share and develop best practice. Teachers identify and explore a topic they feel will enhance teaching and learning in their school, or leadership can propose topics that fulfil strategic goals. In the latter case, teachers decide how they want to approach the topic within the context of their areas of responsibilities. In either case, ownership of changes to practice rests with the teachers, who participate in and lead the TLCs. Our case study is team teaching. This is strongly emphasized at ISS Sindelfingen Campus, arising from our dual language approach to instruction in the Primary Years Programme, as well as from the development of IDUs in the Middle Years Programme. Teams are open to intense scrutiny, requiring them to constantly reflect upon and implement best practice. Due to the ever changing demographics of our class groups, the institution of change is embraced in our teaching teams and supported through our TLCs.

Facilitating the Public Narrative - Our IB Students' Stories

Hesham Elnagar, The Ahliyyah School for Girls



ACTION, RESEARCH AND CHANGE

This session will outline, describe, and provide audience members with an idea of how to use Harvard Professor Marshall Ganz's Public Narrative approach to storytelling and community action. The Public Narrative is a community organizing tool that answers three key questions to engage students of all ages to reflect on their personal story, the story of their community, and the story of now in order to better understand how to act in the world. In connection with the IB Learner Profile, Service in School, CAS, and TOK, Ganz's Public Narrative can be a useful and pragmatic tool to help students answer: what is the story of self, what is the story of us, and what is the story of now? The Public Narrative uses collective learning and turns values into action while challenging students to recognize the reality of multiple stories, and therefore multiple truths. Guided by ideas in critical, standpoint, postcolonial theories, the Public Narrative assists students to self reflect and ask: what are my values, what is my story, what are the stories of others, and how can we understand our communities in order to enact change?

Using Design Thinking to Reimagine Assessments in Language and Literature

ROOM
124



Alisha Feitosa, The American School of Doha
Marcia Carlson, The American School of Doha

INNOVATION TECHNOLOGY AND NEW SPACES FOR LEARNING

This session will use a design thinking approach to explore how we might provide students with authentic writing opportunities that contribute to the school community. Participants will get a glimpse of how the American School of Doha is implementing these practices in their high school, and will also be working in groups to consider solutions to questions of their own choosing. Brainstorming questions could include: How might we use existing systems and local professionals to help our students understand and create mass media? How might we give students academic opportunities to improve their community? How might we help students find an authentic audience for their IB assessments? While this course design challenge will consider specifics of the language and literature course, this session could be relevant to anyone interested in an introduction to design thinking and anyone interested in authentic assessment.

CAS: Creating a united school

ROOM
125



Jessie (Yes) Blijden, The International School of the Stockholm Region

CREATIVITY, SOCIAL AND EMOTIONAL LEARNING

CONTINUUM
LEADERSHIP

This session will give examples of how creating truly engaging creativity, activity and service (CAS) experiences, aids towards a deeper academic subject understanding, provides real life examples to work with and creates engaging learning moments for teenagers to examine and problem solve. An engaging CAS project can lead to a more connected school community, with students who take it upon themselves to target the local issues and use those learning moments within the wider community. A school that works together, stays together and that is primarily done outside the silo the classroom inadvertently creates. By creating engaging and renewable projects, the

momentum of a CAS activity does not die down but rather gets refreshed with new students being asked to add their unique touch.

Building a community of learners through social action

ROOM
127



CONTINUUM

LEADERSHIP

Valentina Stirling Fernandez,
Sotogrande International School
Jamie Templeton, Sotogrande International School
Natasha Gold, Sotogrande International School

CREATIVITY, SOCIAL AND EMOTIONAL LEARNING

A visual and interactive presentation of an ongoing journey that looks at how student-led local and global community action enables and empowers the voice of youth. The main concepts will include: using the power of community engagement and service learning to install moral purpose, build student leadership, and develop social entrepreneurship initiatives, ATL skills and global mindedness.

“How can we make IB education more accessible? GIS pilot project in Egypt and its relevance to other contexts.”

ROOM
128



CONTINUUM

LEADERSHIP

Amr Mokhtar, Green Land Pré Vert International Schools
GPIS- Egypt
May Waly, Green Land Pré Vert International Schools
GPIS- Egypt
Francoise Bencteux, Green Land Pré Vert International Schools
GPIS- Egypt

GLOBAL CHALLENGES RELEVANT TO EDUCATION

In this session, the participants will learn about how IB World Schools can positively assist in creating more inclusive communities through education. Through an MOU signed in May 2014, Green Land Education Foundation (GEF) owner of Green Land Pré Vert International Schools (GPIS) in collaboration with the IB and the Ministry of Egypt, has initiated two pilot projects in two governmental schools; one new school in Zayed City (accepting visually impaired students), and another already existing school especially for the visually impaired students. The aim is give a model for the development of education in Egypt through applying the IB programmes in



Arabic in a governmental school with limited resources. During the session, the presenters will discuss the projects objectives, strategies used by GPIS staff, the challenges faced, staff development plans, fundraising strategies as well as the awareness given to the whole school community.

Insights into International Mindedness

Jane Drake, International Baccalaureate

INTERNATIONAL MINDEDNESS

This session will share recent IB research into international mindedness and explore ways in which these ideas can be used by IB World Schools. Exploring International Mindedness: A Portraiture Approach is a collaborative research project by Project Zero and the IB to define, nurture and evidence international mindedness. Participants will have the opportunity to see the first example of a student portrait designed to engage educators across regions in a meaningful dialogue about their conceptualizations of international mindedness and to explore its use as a tool to deepen educators' conversations about student development. Hear findings from our global survey of educators, students and alumni which captured shared personal experiences and influences of developing international mindedness, and aims to generate a description that is derived from and representative of the IB community.

The face of leadership in a new International School: a Norwegian perspective

Robert Browne, Asker International School

LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

This session will look at leadership in a newly established school and the challenges encountered along the way. It will discuss the three year journey of implementation, looking at how a community was established, how cultures were built and how ideas became tradition. This session is not about answering all questions associated with the leadership of

an international school as the requirements are too wide and varied. This session would ideally suit people who are establishing a new school or transitioning into a leadership position for the first time. The session would also discuss, in brief, the challenges local and regional regulations can pose, albeit briefly, due to time constraints.

Team Learning: espacios para la construcción de significado en el PEP

Jeremy Neisch, Colegio Internacional SEK Ciudadcampo

INNOVACIÓN, TECNOLOGÍA Y NUEVOS ESPACIOS PARA EL APRENDIZAJE

La naturaleza del PEP proporciona un marco inigualable en el que los integrantes de la comunidad construyen su propio significado. A través de espacios abiertos, orientamos un aprendizaje transdisciplinario. Este es el resultado de la reflexión dentro de nuestra comunidad de aprendizaje: hemos logrado poco a poco construir un colegio sin paredes, en el que aprendemos fuera de la caja o, mejor aún, como si no hubiera caja. En estos nuevos espacios de aprendizaje se trabaja la autonomía y las habilidades sociales de manera natural, ya que varios grupos conviven e interactúan constantemente. Las actividades y los espacios están diseñados para desarrollar las habilidades de pensamiento. Los alumnos realizan una indagación personal (cada uno llega a la meta pactada) y una indagación cooperativa, pues trabajan juntos. Comparten experiencias de aprendizaje, ideas, descubrimientos, y pueden celebrar sus éxitos al final de la unidad. En definitiva, es una celebración del aprendizaje diaria.



Personalize professional development

Marius Sommer Strand, Arendal International School

Will Warren, Arendal International School

LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

Professional Development (PD) needs to be differentiated to be most effective. It has traditionally been the Co-ordinator that has been responsible for the day to day PD. Arendal International School decided to create opportunities for all teachers to model life-long learning and experience inquiry based learning through research-based 30 minute sessions presented in our staff meetings. The school has registered many positive aspects to the 30 minutes session strategy. PD has become highly individualised, intimately differentiated, recognising the interests and needs of the teacher and the school. Competence among its teachers has become visible to other staff members, ownership and engagement in staff meetings has noticeably improved. Education is highly focused on differentiation for students, but how well do we differentiate for teachers who often sit in the same meetings regardless of competence or experience?

Becoming an IB continuum school

Katrin Fox, International Baccalaureate
Margareth Harris, International Baccalaureate

CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

In this session, our goal is to share information with schools who are interested in implementing more than one IB programme. The different stages of the authorization process will be outlined and the role of the school leadership and the IB consultant in supporting the process will be detailed.

ROOM
132



CONTINUUM

LEADERSHIP

The Benefits of Having 8th Grade Students Complete a Community Project

Nadia Abdallah, The International Academy-Amman

TEACHING AND LEARNING IN IB PROGRAMMES

The session will include a brief overview of the Middle Years Programme (MYP) community projects. The International Academy of Amman (IAA) implemented the community project in the 2014/2015 academic year and it was very successful. The community project Co-ordinator was able to simplify the process so that all 8 grade students could showcase their work and in the end, present to the entire IAA community in a TEDx style presentation entitled COMMx.

ROOM
134



KEY

CONTINUUM
CONTINUUM SCHOOLS

ROOM





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“This is a superb supporting textbook for the TOK course. It is comprehensive and deep, within reach of students without compromising on high level thinking ... students seeking to imitate this approach are almost sure of succeeding in the course..”

– ToK Teacher, American School of Paris, France

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- The only EAL series for IB students (and great for revision too!)
- A new global website – www.pearsonbaccalaureate.com with **FREE** resources



Diploma Programme Assessment

Paula Wilcock, International Baccalaureate

Richard Penrose, International Baccalaureate

ROOM
111



ASSESSMENT FOR LEARNING

Paula Wilcock, Chief Assessment Officer and Richard Penrose, Head of Diploma Programme Assessment will present a review of recent assessment sessions and outline current and future developments in DP assessment. The session will describe the triumphs and challenges of the 2015 assessment sessions and the improvements being made to address them. They will outline plans for introducing on-screen assessments to the Diploma Programme and enhanced reporting services to schools. A substantial part of the time will be devoted to Q&A on DP assessment issues.

Collaboration - an expectation and an asset

Katrin Fox, International Baccalaureate

Angela Rivière, International Baccalaureate

ROOM
118 - 119



LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

This session will give participants the opportunity to discuss the value of collaboration for teaching and learning in their school and as part of the IB community. It will present insights into the role of collaboration within two divisions within the IB: the Academic Division and School Services, specifically for the Diploma Programme. From the perspective of the Academic Division, collaboration is an important tenet of curriculum development both with internal and external stakeholders. Participants will gain an insight into what this collaboration looks like in practice during the curriculum review process. Another example of the significance of collaboration will focus on the benefits of collaborative practices for the implementation of IB programmes. This is shared with the IB during the authorization and evaluation processes on the basis of the standards and practices. Participants will have the opportunity to share good practice.



Discover Universal Design for Learning (UDL) to respond to learner diversity

Jayne Pletser-Dent, International Baccalaureate

TEACHING AND LEARNING IN IB PROGRAMMES

UDL is a framework for curriculum development that provides all students with equal opportunities to learn. The IB's curriculum manager for inclusive education will facilitate this interactive, collaborative session, where participants will develop their understanding of the UDL framework will have the chance to explore the rich, open source information and training materials on offer and consider how they may contribute to successful learning for a wide diversity of learners in their classrooms.



started to wonder whether students were experiencing a seamless learning experience as they progress through them. The school concluded that work needed to be done to align the programmes better and more effectively articulate the uniting strands of the Continuum. Along the way the school sort advice and ideas from other schools who were wrestling with the same issues. This presentation will take you through how BIS approached it and what it learnt along the way. Despite the trials we feel that there are strong aligning philosophies that weave each programme to one another.

L'école qui apprend ; une approche conceptuelle pour la mise en place d'une école du monde de l'IB

Taid Rahimi, École Internationale Arc-en-Ciel

ESPRIT D'INITIATIVE DANS LES COMMUNAUTÉS PROFESSIONNELLES D'APPRENTISSAGE

Cette session explore un cadre conceptuel qui peut aider les écoles à développer leur capacité institutionnelle dans un esprit d'apprentissage. Elle s'appuiera sur des cas concrets de mise en œuvre des programmes du PEI et du Programme du diplôme, mais abordera également d'autres aspects liés à la gestion d'une école au quotidien : recrutement, formation des enseignants et méthodes pour inciter ces derniers à rester au sein de l'établissement.



Fostering International Mindedness at State Funded Schools

Maripé Menéndez, International Baccalaureate
Nikkie Woodson, Schools for the Metropolitan School District of Washington Township

INTERNATIONAL MINDEDNESS

The expected growth of a new profile of inhabitants in the world, the so-called "global citizens", has created a revolution and a need of transformation of existing educational systems. In an increasingly interconnected world there is a need for supranational curriculums that enable learners to have a better understanding of the world and its challenges. As such, we will evolve to a global consciousness allowing us to successfully overcome the challenges that join us together as human beings and as co-inhabitants of the planet. There has been a shift in the role of education. This shift recognizes the relevance of education and learning in understanding and resolving global issues in social, political, cultural, economic and environmental areas. While international education moves at a fast pace within the private sector all around the world, state education faces challenges to meet students' expectations of acquiring a more global education.

Joining the Dots: Articulating the Continuum - a school's experience

Adrian von Wrede-Jervis, Bavarian International School

CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

Having run three IB programmes (Primary Years Programme, Middle Years Programme and Diploma Programme) for a number of years now the Bavarian International School (BIS)



Systems Thinking, Problem Finding, & Action: TOK in the 21st Century

Taylor Bingle, Collegi Montserrat

ACTION, RESEARCH AND CHANGE

This session will explore ways to transform classrooms into laboratories for change-agents. The 21st century demands that students are prepared to take on the world's challenges. In this session see how Taylor is helping his students become problem-solvers using innovative systems-thinking routines and practices. Then, see how Taylor encourages interdisciplinary connections to help students effectively solve those very problems. The projects Taylor designs center on helping students use and apply various disciplines (AOKs) to achieve the most convincing conclusions. Then, students work together to promote real change with action-oriented projects, designed by themselves. Whether you're a TOK teacher or not this session will provide practical examples and useful methods that you can use to transform any classroom to continue the process of developing leaders for the 21st century.

Reflect Document Reveal: Making for Deeper Understanding and Action

Mary Marjerrison, Bilingual European School

ASSESSMENT FOR LEARNING

Documentation is not only retrospective, but it is also prospective. It shapes the design of future contexts for learning (making learning visible). The disposition to be reflective is widely recognized as an important aspect of understanding. Yet for many busy educators and students alike, reflection is a solitary, hit-or-miss opportunity. While most of us would find value in a more deliberate form of reflection, the moment-to-moment nature of our work and our lives push reflection to the side. But, what if we could develop a practice of reflection for ourselves and with others that became a visible, collaborative provocation towards action? During this interactive session, participants will use tools of the visual artist to create visual



journal pages, making thinking and learning visible. They will engage in reflection that is deliberate, documented, and directed toward action and deeper learning.

How effective is your school's child protection programme?

Jane Larsson, Council of International Schools

Fidelis Nthenge, International Baccalaureate

GLOBAL CHALLENGES RELEVANT TO EDUCATION

The International Task Force on Child Protection (ITFCP) has identified 13 essential questions to promote dialogue, stimulate research and inform the development of exemplary practices that are now included in newly adopted accreditation standards for child protection. Participants will work in small groups to review these questions and the new standards, assess their schools' effectiveness, and identify areas for improvement.

The way forward Global IBEN: Recruitment and Training

Marjorie Lope, International Baccalaureate

Juner Garcia, International Baccalaureate

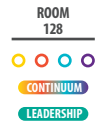
Roz Trudgon, International Baccalaureate

Anne Olde Loohuis, International Baccalaureate

Camelia Kazemi, International Baccalaureate

TEACHING AND LEARNING IN IB PROGRAMMES

Come along and learn how the Global IBEN team will approach the recruitment and training of IB educators for initial IBEN roles from 2017 onwards. This interactive session will give the audience the chance to experience the new recruitment and training process for themselves. At the end there will be a brief Q&A session.





Flourishing - positive psychology and the IB learner profile

Jan Dijkstra, International School of Geneva

CREATIVITY, SOCIAL AND EMOTIONAL LEARNING

This session will link research on Flourishing undertaken by Martin Seligman and his colleagues at Penn U to the IB Learner Profile. The audience will be introduced to new developments in the fields, notably those aspects supporting the social and emotional development of the child of all ages, but especially middle school and beyond. Flourishing in school comprises the use of mindfulness, resilience, grit, character strengths and appreciative inquiry. After the session participants will have a better understanding of how their work relates to current research and how they can apply this to improve their practice. The session will be hands on, while providing some background reading as well. The session is especially helpful for those who have begun to introduce mindfulness and purposeful reflection, but need some framework and support to make their approach more effective.

Musitech SEK nuevos espacios de aprendizaje: las aulas de música en el siglo XXI

Álvaro González Pacheco, Colegio Internacional SEK Ciudadcampo

INNOVACIÓN, TECNOLOGÍA Y NUEVOS ESPACIOS PARA EL APRENDIZAJE

En el marco del siglo XXI, la enseñanza abre un nuevo camino en cuanto a desafíos y oportunidades que están transformando el panorama actual, y el PAI acompaña este camino. El uso de las nuevas tecnologías nos hace plantearnos muchas cosas con respecto a la forma de educar y sobre qué educar. La revolución digital ha transformado las necesidades que la sociedad precisa. Debemos crear nuevas formas de enseñar, de actuar, de pensar porque esta revolución ha modificado las necesidades y exigencias de nuestros alumnos. En resumen, prepararlos para su

ROOM
130



futuro, que posiblemente no mucho que ver con el presente, en cuanto a desarrollo tecnológico. El aprendizaje personalizado y para todos como parte fundamental de un lenguaje, la música, que debería ser la segunda lengua de cada persona y un arte. Es más sensato equipar a nuestros alumnos con recursos y estrategias para comprender las dificultades que les irán surgiendo en su enseñanza.

International Mindedness in the African and Middle Eastern Context

Natasha Haque, Dar es Salaam International Academy

Noel Mzese, Dar es Salaam International Academy

INTERNATIONAL MINDEDNESS

In his thought provoking 2008 Peterson Lecture, His Highness the Aga Khan asked some pivotal questions of the IB. He asked: What would it require for an organization [IB] which is deeply rooted in the Western humanist tradition to speak with relevance in profoundly non-western cultural settings? What would it mean to apply the concepts of critical thinking and individual judgment in societies which are steeped in habitual deference to age and authority, to rules and to rituals? This workshop will explore how well IB has risen to this challenge in the last eight years. The workshop will explore how schools bring meaningful engagement with multiple perspectives into classroom and promote international mindedness in non-Western settings, through their IB curriculum. Drawing on experiences of working in the Middle East and Africa the presenters will share their experiences of bringing host nation perspectives into their international schools.

ROOM
132



Art Integration within a responsive, transdisciplinary programme

ROOM
133



Janice Boucher, Inter-Community School, Zurich
Judy Firkins, Inter-Community School, Zurich
Joanna Moon, Inter-Community School, Zurich

TEACHING AND LEARNING IN IB PROGRAMMES

This interactive session will reflect on recent experiences of embedding a transdisciplinary programme of inquiry within the Primary Years Programme (PYP) school whilst developing a responsive curriculum through the arts. Through making explicit connections between the arts, the units of inquiry, mathematics and language the school is exploring opportunities that will enable its students to develop more powerful connections, deeper conceptual understandings and become inspired and creative thinkers. This integration has enabled the students to apply knowledge and skills across subjects and to challenge and enhance their conceptual understandings. Careful planning and collaboration between teachers has enabled the school to initiate an approach that is emphasising the transdisciplinary nature of the PYP. Through discussions the school is focusing on how a subject can support another and further develop the five essential elements.

Applications of Augmented Reality in an IB Diploma World School

ROOM
134



Peter Atkins, St Louis School
Gavin Williams, St Louis School

INNOVATION, TECHNOLOGY AND NEW SPACES FOR LEARNING

This session will explore the use of augmented reality in the classroom. Augmented reality is the integration of digital information with the user's environment in real time. Unlike virtual reality, which creates a totally artificial environment, augmented reality uses the existing environment and overlays new information on top of it. Both presenters have spent the last academic year looking for opportunities to introduce the use of augmented reality into their IB World School and the Diploma Programme. This session charts the journey of the two mildly technologically savvy educators in this area and offers an insight into their successes, along with a practical guide to avoiding pitfalls along the way.

KEY

CONTINUUM

CONTINUUM SCHOOLS

ROOM



PYP

MYP

DP

CP

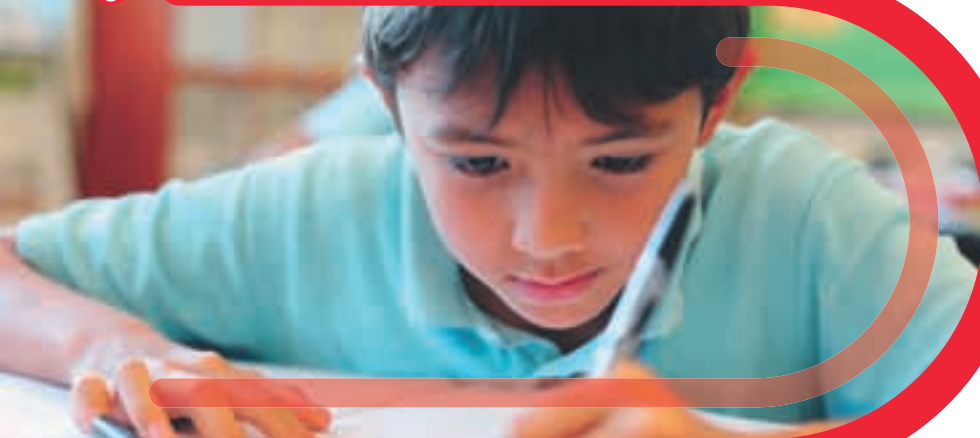
Resources mapped to the International Baccalaureate® Primary Years Program



As PYP teachers meet the challenges of making authentic, transdisciplinary connections, literacy is one means of exploring robust ideas whilst also providing a tool for accessing knowledge.

The accompanying mapping of literacy titles, that can transcend both themes and reading levels, provides one accessible support for schools as they build their programme resources. //

Helen Morschel
Experienced PYP educator



Identifying, Promoting and Utilizing Educationally Relevant Digital Resources to Enhance and Support Learning

Anna Garcia-Cosio, Follett
Emily Smith, Follett
Alana Lyell, Follett

The use of digital resources in the classroom and library has exploded over the past several years. But is the content we are using educationally relevant and beneficial to our students? What is the best way to promote and encourage the use of the resources you have? We will explore how educationally based interactive digital resources can engage all learners and broaden the scope of learning outside the four walls of the school. Research on how digital resources impact learning, and how to encourage and promote digital learning will be covered. From eBooks to databases to teacher and student interactive media, come explore how to make your classroom and library an interactive digital space with the latest innovations!

ROOM
111

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LEADERSHIP

Personalized IB in Chicago Public Schools

Dr. Mary Beth Cunat, Achieve3000

Join Dr. Mary Beth Cunat, principal at the highly diverse Wildwood IB World Magnet in Chicago (USA), for an interactive session as she shares her experiences in implementing her school's model of personalized learning in an IB context, with a focus on leadership practices and differentiated resources for 21st-century success.

ROOM
120 - 121

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Innovations in Teaching & Learning Arabic

Mohamed Eliwa, Almotahida Education Group

Almotahida Education Group will demonstrate and invite you to experience its new Kalemon series for Arabic B learners, which has a fully-interactive digital platform, an eBook+ version, or a print version. International Edition + select country-specific editions. Secular cultural content for non-Muslims; upcoming Islamic edition for Muslims.

ROOM
122

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IB Associations

Jon Halligan, International Baccalaureate

Dolly Wanjiku, International Baccalaureate

In this focus group we will discuss how the IB can further support the work of IB Associations. We will demonstrate the use of Basecamp as an IB Association tool and discuss how we can move forward together.

ROOM
123



The power of SIMS timetabling

Jason Hewer, Capita SIMS International

SIMS International offers a flexible, fully customisable scheduling solution which can enable schools globally to successfully deliver their IB programme by creating and managing unique timetables. Discover how SIMS can provide your school with customised assessment reports that can drive your school's Diploma Programme.

ROOM
127



Learner Centred Service Delivery for Schools; The Case of Athlete Friendly Education Centres

Michael Cary, World Academy of Sport

This session will allow participants to discuss and reflect on their own strategies that schools can apply to better service the needs of individual students, particularly those who demonstrate gifted and talented attributes. In addition to specialist support such as career guidance and flexibility around academic interventions the school has to create structures that support the emotional, social and practical needs of such students.

ROOM
124



Jungle Lore Student Expeditions

Ayush Singh, Junglelore Student Expeditions Pvt Ltd

We offer bespoke curriculum-based programmes in the most stunning destinations across the world. Our customised experiential programmes incorporate key concepts of service and sustainability, marine and territorial conservation, life skills and much more. Project-based assignments ensure each programme inspires a thirst for discovery and conservation of our planet.

ROOM
128



Seeking feedback from IB educators on potential DP refinements

James Monk, International Baccalaureate
Richard Penrose, International Baccalaureate

This is an opportunity to share your views with the academic and assessment heads of the Diploma Programme (DP) regarding potential refinements to the programme over the next few years. These refinements have been identified in order to increase access to the programme and provide greater flexibility to students and schools.

ROOM
125



The World Has A Lot To Teach

Leigh Anna Moore-Jones, The New York Times

In response to growing interest from the global IB community, this session will provide a tutorial on The New York Times in Education programs. NYTimes.com provides a global perspective on world affairs with continuously updated content in text, multimedia and interactive graphic formats. Adding The New York Times's global reporting to your curriculum can make it fresher and more relevant for your students and spark a whole new way of learning. Additionally, our education programs seek to support efforts to develop students' competencies and skills while expanding their understanding of how the world works in the 21st century. Our digital access is both easy to implement and affordable for schools of all sizes.

ROOM
129



How to develop ATL- skills like Critical Thinking and Essay Writing? An introduction to Argument Mapping with Rationale

Timo ter Berg, ReasoningLab BV

We present Rationale, an evidence-based method to develop ATL skills. Rationale supports the development of deliberate, collaborative practice of reasoning, writing and communicating skills by argument mapping, a technique to visualize the underlying logic of argumentation and writing. Rationale has been developed to facilitate the implementation of this technique into teaching practice, letting students collaborate and show examples of its use in IB education.



The annual Association of Swedish IB Schools (ASIB) meeting

Martin Roth, ASIB
Martin Davidsson, ASIB

ASIB is an organisation serving all IB schools in Sweden. The schools share a common philosophy and work in accordance with IBs framework with regard to content and assessment.



Introducing the new Placement Test

Derek Devine, GL Education

Designed to support schools in making quick and informed decisions during the admissions process, the Placement Test assesses English proficiency and reasoning ability in approximately 90 minutes. Because the test is not curricula specific it's ideal for cutting through the clutter of prior teaching and is ideal for assessing the potential of EAL students and their ability to access the curriculum. This session will offer a quick introduction to the assessment and delegates will be able to register for a free trial.





Introduction to Scholastic's Literacy Pro: Reading encouragement and assessment

Alex Riley, Scholastic

Scholastic Literacy Pro is a powerful digital reading assessment program that uses authentic fiction and non-fiction to encourage reading, improve literacy skills and provide meaningful, actionable data that will enable you to measure improvement, monitor progress and get a real time view of school performance.

Positioning Today's Students for Tomorrow's World

Hayley Elias, BridgeU

Higher education is undergoing a dramatic revolution. The industry is experiencing extraordinary growth, as it prepares to absorb 100 million more students by 2025. With the introduction of online courses, and the emergence of viable new alternatives to traditional higher education, students find themselves confronted with a more diverse and international range of post-secondary opportunities than ever before. And, all the while, labor market analyses of advanced as well as developing economies paint a picture of under-utilized graduate talent, shortages of skilled laborers in certain sectors, and individual industries evolving so fast that 65% of job openings in the next two decades are as of yet unknown. Traditional approaches to higher education decision-making and careers guidance must adapt to meet the evolving needs of today's students, preparing for tomorrow's world.

Why technology won't disrupt education; but improve it

Karin Bjerde, Kognity
Sebastian Sherif, Kognity

Education is supposed to be at the forefront of change and yet, technology seems to have penetrated all industries (communications, health, transport) more than education. For the past decades, it has been unclear whether technology in education is a blessing or a curse



and that is due to some tech solutions trying to disrupt education, instead of improving it. This session will look at how technology, such as digital textbooks, can drive student grades and save teachers' time by fitting into the strong ecosystems present in schools.

Creating a Digital Learning Library: Strengthening ATL and 21st century skills

Elizabeth Coykendall Rice, Deledda International School

Discovery-based learning allows students to receive quick feedback and reinforcement and differentiated learning at the click of a mouse. Creating a digital learning library strengthens students' information and literacy skills and can strengthen their other ATL skills as well using selected credible, reliable age-appropriate sources for their learning.

Enhancing the STEM curriculum with virtual simulations

Suzanne Saraya, Explore Learning
Mikel Etxaniz Añorga, Pasaia Leso Lizeo

Gizmos are the 21st Century most innovative solution to enhance your STEM curriculum. Gizmos are proven inquiry based instructional strategies that help students develop a deep conceptual understanding by manipulating variables, generating and testing hypotheses, and extensive, "Why"/"what-if" experimentation. Mr. Etxaniz will discuss how traditional labs compare with Gizmos.

DP Student Workload & Wellbeing

Heike Schröder, International Baccalaureate
Emily Vanderkamp, International Baccalaureate

The DP Student Workload Project is a long-term survey project aimed at better understanding the workload of DP students and its impact. In the focus group, we seek input from DP school representatives to refine the questionnaire intended for use in this large scale study, emphasizing school-level policies to support student well-being.



Better Science Education grades 3-12 with NSTA Formative Assessments

ROOM
125



Daniel Motta, American School of Barcelona

Participants will learn how to use NSTA science formative probes to assess for student learning and guide instruction, eliminate common scientific misconceptions, and potentially transform science education in their schools through spiraled common assessments.

Open Minds Think Alike: Open and extensible web and data solutions from inRESONANCE

ROOM
127



Clive Ungless, inRESONANCE

At inResonance we believe that schools need open, flexible solutions to meet their specific needs. This talk will review inResonance's intelligent databases and leading-edge web solutions. These solutions optimize admissions, enrollment, billing, dismissal, registrar and advancement operations and our Drupal-based CMS is coupled to sophisticated web designs.

Turkish IB Schools Association Meeting (in English and Turkish)

ROOM
129



Jale Onur, Turkish International Baccalaureate Schools
Mine Erim, Turkish International Baccalaureate Schools

Meeting of the IB and Turkish IB schools' representatives to discuss issues pertaining to recent developments and future needs. Preparations for the Turkish IB Day will also be discussed.

UAE Association meeting

ROOM
130



David Hicks, UAE
Dina Khalaf, International Baccalaureate

Using Assessment Tools for Improving Approaches to Teaching and Learning

ROOM
131



Derek Devine, GL Education

Join GL Education for an overview of their approach to student assessment and hear how international schools are increasingly using data on cognitive ability and "attitudes to learning"

to help students reflect on the way they think and to take ownership of their learning and to support the delivery of a personalised approach to teaching and learning. The teaching challenges addressed by this session will include:

- Admissions
- Personalising teaching to suit a student's preferred learning style
- Identifying gifted and talented, and SEN students
- Accurately assessing the true potential of EAL students
- Communicating IB targets effectively with parents and students
- Having internationally recognised benchmarks to aid self-assessments and inspections

How can I raise your students' grades just weeks before exams?

ROOM
132



Joyce Halsey, Oxford Study Courses

How do I cover a two-year syllabus in 17.5hrs? When schools choose different texts and options, how will I cover them all? This session will share revision techniques from OSC that are grounded in educational research and focused on student confidence and success.

Q&A session on DP evaluation process led by IB Regional Office Team AEM

ROOM
133



Katrin Fox, International Baccalaureate
Fiona Clark, International Baccalaureate
Alan Wrafter, International Baccalaureate

The session offers Diploma Programme (DP) Co-ordinators, school leaders and educators the opportunity to discuss questions regarding the DP evaluation process with AEM DP School Services staff in a question/answer session. Rather than presenting the process, IB staff will be available for schools who are in the process of the self-study or preparing for an evaluation visit. The session also offers the opportunity to share good practice. Please submit questions via the following form: <http://tinyurl.com/gncafta> by Friday 7 October, 1pm, in order to help the presenters prepare beforehand. We will allow for additional questions at the end of the session time provided.



IB World School Heads panel on Collaborating across borders

Moderator: Adrian Kearney

OPERATIONAL MANAGEMENT IN IB SCHOOLS

Join Heads of IB World Schools for a panel discussion on how IB World Schools are collaborating with other schools around the world. This panel session will present a variety of views from different AEM school leaders, on how schools are creating connections locally and globally? What technologies and ideas work best? How can the IB further support the development of these micro-communities to truly make the IB an international experience for students?

ROOM
111



LEADERSHIP

PYP Update

Laura Griffin, International Baccalaureate

Terri Walker, International Baccalaureate

CURRICULUM PLANNING IMPLEMENTATION IN IB PROGRAMMES

Please join the Primary Years Programme (PYP) team to hear regional data, professional development updates, and about the enhancements to the PYP. This session will be your opportunity to meet members of the PYP staff and to ask questions about the programme and its implementation.

ROOM
118 - 119





Current and future directions in the design of DP curriculum and assessment

James Monk, International Baccalaureate
Richard Penrose, International Baccalaureate

ASSESSMENT FOR LEARNING

In this session, the heads of Diploma Programme (DP) development and assessment will discuss how their teams are working together to refine and advance DP curricula and assessments in ways that are consistent with the changing nature of the DP and our evolving understanding of the needs of students as regards their readiness for university and life beyond. The session will focus attention on approaches to learning in the DP (thinking, communication, social, self-management and research skills) and on the alignment of curriculum developments and assessment technologies for the future, including on-screen assessment. What are we doing today to address these areas and how might we build upon this work in the future? Participants will have the opportunity to ask questions and share their ideas about curriculum and assessment design, especially concerning these two topics.

Community projects as a tool for creative, social and emotional inquiry

Raina Zhaparova, Nazarbayev Intellectual school of Astana city

CREATIVITY, SOCIAL AND EMOTIONAL LEARNING

What can implementation of community projects do for your school? We have been pleasantly surprised by the depth of reflection of our 8th grade students about their inquiry and learning experience. We also witnessed a leap in students' ATL skills with regard to planning long-term projects which will be useful to them later in doing personal projects, extended essay and CAS. Additionally, having students work in groups and outside the school community gave them an opportunity to enhance collaboration and social skills. In the session we will discuss and analyze both the benefits and challenges that we encountered.

ROOM
120 - 121

Five Levels of Leadership in Education

Zeina Fayoumi, Al Hamraa Girls School

LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES

New key positions are given to school staff on yearly basis. To fulfill your role as a leader and improve your overall effectiveness, you need to rise up through the Five Levels of Leadership. The skills, the best behaviors and the beliefs of every level will be examined through practical examples and shared experiences to master your ability of inspiring people.

ROOM
123

LEADERSHIP

The IB Student Registry: help your students get the opportunities they deserve

Laura Carrero Wellesley, International Baccalaureate
Paul Sanders, International Baccalaureate

POLICY, GOVERNANCE AND RECOGNITION

The IB Student Registry is an online platform designed exclusively for IB students to connect them with the world's leading universities & colleges. Students build their own profiles, highlighting their activities and achievements, along with college interest. Their profiles are then accessible to universities and colleges seeking potential applicants with the preparation and qualities to excel. The profiles are presented in a manner that highlights and explains the unique, valuable attributes of IB students that top-tier higher education institutions want.

ROOM
124

Literacy Remediation in MYP Language and Literature

Asha Kancherlapalli, Bonn International School

LITERACY, LANGUAGE ACROSS GLOBAL CONTEXTS

This interactive session will explore the need for literacy remediation in diverse, multilingual schools, as well as the challenges of implementing skill-based practice in a concept-based curriculum. Having completed action research, Asha will share the strategies that have worked (as well as some that have not), and offer a comprehensive programme that teachers can implement in their own classes with a minimal investment of time.

Educators feedback on IB online PD courses: extending your PD experience beyond geographic limits

Alison Smith, International Baccalaureate

GLOBAL CHALLENGES RELEVANT TO EDUCATION

This session will examine feedback from around the world to find similarities, differences, and trends in how teachers perceive their experience of IB online Professional Development (PD) courses. Particularly, the session will compare feedback by country and region of IB educators. This feedback serves a valuable role in future developments for IB online PD.

ROOM
125



LEADERSHIP

El proceso de evaluación del Programa del Diploma: la autoevaluación, una parte integral del desarrollo escolar

Alan Wrafter, International Baccalaureate

PLANIFICACIÓN E IMPLEMENTACIÓN CURRICULARES EN LOS PROGRAMAS DEL IB

En esta sesión, dirigida a un público de habla española, se explica el propósito y el desarrollo del proceso de evaluación. Su objetivo es ampliar la comprensión y brindar apoyo a los colegios en lo que respecta a la planificación del proceso de evaluación. Se proporciona un informe actualizado sobre la inclusión de los enfoques de la enseñanza y el aprendizaje y la nueva guía de la Monografía. Los ponentes brindan orientación sobre cómo mostrar pruebas de la implementación de determinadas normas y aplicaciones concretas. Se subraya la importancia del carácter autorreflexivo de la evaluación y la integración de la autoevaluación en el plan general de desarrollo del colegio para lograr una experiencia educativa beneficiosa. La sesión consiste en una ponencia combinada con elementos interactivos.

Integrating Evidence-Based Social Emotional Practices with the Learner Profile and Attitudes

Shirali Patel, International Community School, London
Elizabeth Burns, International Community School, London

CREATIVITY, SOCIAL AND EMOTIONAL LEARNING

This session will discuss the importance of using the learner profile attributes and attitudes as a vehicle for delivering evidence-based practices in social emotional education in a Primary Years Programme school. During this session, we will discuss the basic neuropsychology around why social emotional learning is important and how it works. Most importantly, we will identify strategies for incorporating the learner profile attributes and attitudes in a manner that moves beyond inculcation to genuine embodiment. This will allow teachers, students, and parents to envision how the learner profile can have positive impacts and implications on their lives and those of others.

ROOM
128



ROOM
129



Aprendiendo juntos

Gemma Fernández Benito, Colegio Internacional SEK Ciudadcampo

EVALUACIÓN PARA EL APRENDIZAJE

Modelos de evaluación en el aula: diferenciación puesta en acción El uso de diferentes modelos de evaluación en el aula enriquece el proceso de enseñanza y aprendizaje en el PEP. Esto permite una mejora en la relación entre el alumno y el profesor, y facilita el establecimiento de objetivos realistas y un mejor y más detallado entendimiento del proceso. Esta estrategia no solo permite la diferenciación en el aula, sino que además ofrece a los alumnos y profesores del PEP un marco más claro y una comprensión más concisa del trabajo diario en el aula. El trabajo colaborativo implícito en esta forma de evaluar posibilita el desarrollo de una mentalidad internacional y habilidades tales como la empatía, el pensamiento crítico, la creatividad y la iniciativa.



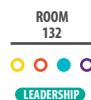
Prove It: Using Objective Evidence to Inform Planning and Measure Progress

Alejandra Neyra, Council of International Schools

Dave Stanfield, PhD, Council of International Schools
Jon Zurfluh, American School of Warsaw

OPERATIONAL MANAGEMENT IN IB SCHOOLS

Strategy and decisions guided by sound data from a variety of sources lead to school improvement, ultimately helping schools to align with their mission and achieve their visions. Schools aspiring to be data-driven must utilize objective and contextually appropriate data across a school from the student level, department, division, whole school, all the way through to accreditation and university transition. The Council of International Schools, American School of Doha, and Anglo-American School of Moscow and St. Petersburg will highlight concepts, strategies and practical tools that schools can use in a sequenced and connected manner across all areas of a school. The presenters will highlight the importance of using comparative data that is contextually appropriate and share specific examples relevant to IB World Schools in the AEM region stemming from an analysis of data collected from over 700 prominent international schools across 113 countries.



Integrating Science and Literature through Project Learning in DP

Kevin Boyd, Col.legi Montserrat
Sergi Cantos, Col.legi Montserrat

TEACHING AND LEARNING IN IB PROGRAMMES

This session will attempt to share how interdisciplinary projects can be implemented in the Diploma Programme (DP). Other aspects to address include project learning as resumé builder for university study and how to plan and implement a project in the DP.



“The most potent muse of all is our own inner child?” (Stephen Nachmanovitch)

Noel Mzese, Dar es Salaam International Academy

Natasha Haque, Dar es Salaam International Academy

CREATIVITY, SOCIAL AND EMOTIONAL LEARNING

The social and emotional side of learning cannot be separated from teaching and learning. While many may agree with this sentiment, in actual practice, it is often overlooked, or seen as something that can be addressed in isolation from the accumulation of skills and knowledge. This session will focus on how the emotional and social sides of learning prepare the brain for, or inhibit the brain from, being open to learn. The latest research will be reviewed as well as the sharing of practical tools and personal experiences from the presenters. ‘Out of the box’ activities will inspire participant discussion and reflection and leave participants prepared to incorporate their learning into their own teaching.

ROOM
133



Democratizar la investigación matemática: extensión al programa nacional de los objetivos del PD

Amparo Govea Fontanilla, Colegio de San Francisco de Paula

ENSEÑANZA Y APRENDIZAJE EN LOS PROGRAMAS DEL IB

Vistos los buenos resultados con los alumnos que cursan el Programa del Diploma en nuestro colegio, nos planteamos transferir experiencias y habilidades desarrolladas en la indagación matemática (evaluación interna) a aquellos alumnos no inscritos en el Diploma. Es decir, diseñar tareas de investigación asequibles a cualquier alumno de bachillerato, que permitan a cada uno llegar a su máximo nivel de desarrollo en habilidades tales como la búsqueda de información, la síntesis, la reflexión, la presentación y comunicación matemáticas —no siempre presentes en nuestras aulas y menoscabadas día a día por los contenidos oficiales y la falta de tiempo—.

La enseñanza de las matemáticas en el Programa del Diploma pone énfasis en la indagación permanente, y es nuestra obligación como profesores ofrecer a los alumnos oportunidades para que desarrollen habilidades de indagación y de aplicación a situaciones reales, así como introducirlos al uso de modelos matemáticos en la investigación científica y hacerlos partícipes de sus ventajas y de sus limitaciones. Creemos que esto debería ser algo que cualquier alumno del mundo debería conocer de nuestra materia.

Más allá de los contenidos oficiales de las distintas programaciones, tanto en España como en otros países, debemos ofrecer a nuestros alumnos experiencias de aprendizaje y destrezas perdurables en el tiempo.

ROOM
128



KEY

CONTINUUM
CONTINUUM SCHOOLS

ROOM



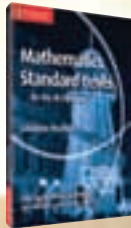


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THURSDAY 6 OCTOBER

10:00 - 15:45 PRE-CONFERENCE SESSION



FRIDAY 7 OCTOBER

10:15 - 11:15 PRESENTATION SESSIONS 1



11:45 - 12:45 PRESENTATION SESSIONS 2



12:55 - 14:10 FOCUS GROUPS/ EXPO SESSIONS/ ASSOCIATION MEETINGS



14:15 - 15:15 PRESENTATION SESSIONS 3



17:00 - 18:00 PRESENTATION SESSIONS 4





SATURDAY 8 OCTOBER

10:15 - 11:15 PRESENTATION SESSIONS 5



11:45 - 12:45 PRESENTATION SESSIONS 6



12:55 - 14:10 FOCUS GROUPS/ EXPO SESSIONS/ ASSOCIATION MEETINGS



14:15 - 15:15 PRESENTATION SESSIONS 7



COLOR CODING IN PROGRAMME

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|------------------------------|---|
| PRE-CONFERENCE | SESSIONS 4 (FRIDAY) |
| REGISTRATION, BREAKS, EVENTS | SESSIONS 5 (SATURDAY) |
| PLENARY SESSIONS | SESSIONS 6 (SATURDAY) |
| SESSIONS 1 (FRIDAY) | SESSIONS 7 (SATURDAY) |
| SESSIONS 2 (FRIDAY) | FOCUS GROUPS/EXPO SESSIONS/ASSOCIATION MEETINGS |
| SESSIONS 3 (FRIDAY) | |



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ES La tienda Follett le suministra una gama completa de materiales y artículos promocionales del IB.

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(EN) KOGNITY

Kognity is a publisher of digital textbooks specifically for the IBDP and designed to be interactive, personalised and responsive. They provide students and teachers continuous feedback on students' strengths, weaknesses and allow teachers to flip their classroom.

**(FR)**

Kognity est une maison d'édition de manuels scolaires numériques pour le Programme du diplôme, conçus pour être interactifs, personnalisables et adaptés à vos besoins. Ils fournissent aux élèves et aux enseignants un retour d'information continu sur les points forts et les points faibles des élèves et permet aux enseignants « d'inverser » leur classe.

(ES)

Kognity es una empresa editorial que publica específicamente para el Programa del Diploma del IB libros de texto en formato digital diseñados para ser interactivos, personalizados y adaptables al tamaño de la pantalla del dispositivo utilizado para verlos. Proporciona de modo continuo al alumno y los docentes información sobre los puntos fuertes de los alumnos y los aspectos en que deben progresar, y ayuda al profesor aplicar el concepto de clase invertida.

www.kognity.com



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(EN) MANAGEBAC

ManageBac is the leading online learning platform for IB World Schools and the trusted choice in over 2,000 IB schools worldwide. ManageBac provides coordinators, teachers, students and parents with a more efficient alternative to paper forms, Word documents on shared drives and Excel spreadsheets.



(FR) ManageBac est la plateforme d'apprentissage en ligne la plus réputée pour les écoles du monde de l'IB, qui représente la solution idéale pour plus de 2 000 écoles du monde de l'IB réparties aux quatre coins du globe. ManageBac fournit aux coordonnateurs, aux enseignants, aux élèves et aux parents une solution de remplacement plus efficace aux formulaires papier, aux documents Word sur lecteurs partagés et aux feuilles de calcul Excel.

(ES) ManageBac es la plataforma líder de aprendizaje en línea para Colegios del Mundo del IB en la que confían más de 2.000 colegios en todo el mundo. ManageBac proporciona a los coordinadores, profesores, alumnos y padres alternativas más eficientes a los formularios en papel, los documentos de Word en unidades de almacenamiento compartidas y las hojas de cálculo de Excel.

www.managebac.com



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(EN) PAMOJA

Pamoja is a social enterprise with a clear mission to broaden global access to high quality education, and the only learning provider approved by the International Baccalaureate to offer a blended learning option to IB World Schools through online Diploma Programme (DP) courses. We currently teach over 3,000 students every day in 80 countries across the globe, making it the largest DP cohort in the world.



Written by subject matter experts, developed by a team of highly qualified instructional designers, and taught by experienced teachers who are fully trained in online teaching strategies, our two-year courses cover five of the six IB subject groups including the compulsory core elements.

We empower students to own their future and experience learning moments, in a space that is no longer confined to the classroom.

(FR)

Pamoja est une entreprise sociale dont la mission est d'élargir l'accès à une éducation de haute qualité dans le monde entier. Il s'agit du seul fournisseur approuvé par le Programme du diplôme pour proposer une option d'apprentissage mixte aux écoles du monde de l'IB dans le cadre des cours du Programme du diplôme en ligne. Nous enseignons actuellement à plus de 3 000 élèves chaque jour dans 80 pays différents, ce qui en fait la plus large cohorte d'élèves du Programme du diplôme au monde.

Proposés sur deux ans, nos cours couvrent cinq des six groupes de matières de l'IB et incluent les éléments du tronc commun. Ils sont conçus avec soin par des spécialistes de la matière concernée, puis développés par une équipe de concepteurs pédagogiques expérimentés, avant d'être enseignés par des professionnels de l'éducation expérimentés, parfaitement formés à nos stratégies d'enseignement en ligne. Nous donnons aux élèves les moyens de bâtir leur propre avenir et d'expérimenter des moments d'apprentissage dans un espace qui n'est plus confiné à la salle de classe.

(ES)

Pamoja es una empresa social que tiene la misión clara de ampliar el acceso global a una educación de calidad, y la única empresa de servicios educativos aprobada por el Bachillerato Internacional para ofrecer a los Colegios del Mundo del IB una opción de aprendizaje combinado mediante cursos en línea del Programa del Diploma. Actualmente impartimos cursos todos los días a más de 3.000 alumnos de 80 países de todo el mundo, quienes constituyen el grupo de alumnos del PD más voluminoso del mundo.

Nuestros cursos de dos años, escritos por expertos en las asignaturas, preparados por un equipo de diseñadores de currículos altamente cualificados e impartidos por docentes experimentados que están completamente capacitados en estrategias para la enseñanza en línea, cubren cinco de los seis grupos de asignaturas del IB, entre ellas los componentes troncales obligatorios. Dotamos a los alumnos de las herramientas que requieren para determinar su futuro y experimentar momentos de aprendizaje en un espacio que ya no se limita al aula.

www.pamojaeducation.com



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(EN) BRIDGEU

BridgeU's award-winning university preparation platform combines data analytics, intelligent tools and streamlined administration to improve university admissions results for IB World Schools all over the world.



Combine your intelligence with ours

Processing over a million data points each day, BridgeU brings the power of big data to the university preparation process. BridgeU ensures up-to-the-minute accuracy, helping students to find the best fit from over 100,000 different options.

Improve university placement results

BridgeU captures a school's admissions data, alongside global admissions trends, to display the information you need to improve results for your school.

Reduce admin and improve efficiency

BridgeU's cloud-based platform supports each step of the university preparation journey, simplifying and smoothing the process for both students and advisors. Further, BridgeU's streamlined task management reduces admin, enabling university advisors to re-focus their efforts on what matters most.

Engage students with modern, app-style tools

The BridgeU team understands how students use technology and has designed a platform to ensure maximum engagement with interactive, social-media inspired preparation tools.

(FR) La plateforme de préparation aux études universitaires de BridgeU, qui a été récompensée par un prix, combine des analyses de données, des outils intelligents et une simplification du processus administratif en vue d'améliorer les résultats d'admission à l'université pour les écoles du monde de l'IB aux quatre coins du globe.

Nous combinons vos informations aux nôtres

En procédant au traitement de plus d'un million de points de données par jour, BridgeU intègre le pouvoir des mégadonnées au processus de préparation à l'université. BridgeU garantit l'exactitude des données les plus récentes, aidant ainsi les élèves à trouver l'université qui leur convient le mieux parmi des centaines de milliers d'options.

Nous améliorons les résultats d'admission à l'université

BridgeU recueille les données des établissements concernant les admissions ainsi que les tendances mondiales en matière d'admission, afin de vous fournir les informations dont vous avez besoin pour améliorer les résultats de votre propre établissement.

Nous simplifions le processus administratif au profit de l'efficacité

La plateforme de BridgeU, qui repose sur l'utilisation d'un nuage, vous fournit de l'aide à chacune



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des étapes de la préparation à l'université, en simplifiant et en facilitant le processus à la fois pour les élèves et les conseillers. En outre, la simplification de la gestion des tâches par BridgeU réduit le processus administratif et permet ainsi aux conseillers de réorienter leurs efforts sur l'essentiel.

Nous proposons aux élèves des outils modernes, inspirés par le système des applications

L'équipe de BridgeU sait bien comment les élèves utilisent la technologie, et la plateforme qu'ils ont mise au point a été tout particulièrement conçue pour leur fournir des outils interactifs et inspirés par les médias sociaux pour préparer leur admission à l'université.

ES La premiada plataforma de preparación para la universidad de BridgeU combina análisis de datos, herramientas inteligentes y una gestión eficaz para mejorar los resultados de admisión a la universidad de los Colegios del Mundo del IB.

Unión de su inteligencia con la nuestra

BridgeU procesa más de un millón de puntos de datos cada día y aporta el poder de los datos masivos al proceso de preparación para la universidad. BridgeU garantiza precisión inmediata y ayuda a los alumnos a encontrar la mejor opción de entre más de 100.000 alternativas diferentes.

Mejora de los resultados de asignación de plazas en la universidad

BridgeU recopila los datos de admisión del colegio, junto con las tendencias globales de admisión, a fin de proporcionarle la información necesaria para mejorar los resultados de su colegio.

Reducción de tareas administrativas y mejora de la eficiencia

La plataforma basada en la nube de BridgeU ofrece asistencia en cada etapa de la preparación para la universidad, y simplifica y facilita el proceso para alumnos y asesores. Asimismo, la gestión eficaz de tareas de BridgeU reduce las labores administrativas y permite a los asesores universitarios volver a centrar sus esfuerzos en lo más importante.

Interacción de los alumnos con herramientas modernas, como aplicaciones informáticas

El equipo de BridgeU sabe cómo los alumnos utilizan la tecnología y ha diseñado una plataforma para garantizar que saquen el mayor partido a las herramientas interactivas de preparación inspiradas en los medios sociales.

www.bridge-u.com/schools



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FR Référence en matière d'enseignement différencié (Differentiated Instruction™), Achieve3000® accompagne plus de deux millions d'élèves à l'échelle mondiale. Quel que soit leur niveau de lecture, Achieve3000 répond aux besoins de tous les élèves et accélère leur apprentissage en vue de les préparer à leur future réussite universitaire et professionnelle. La méthodologie éprouvée et brevetée d'enseignement différencié et mixte d'Achieve3000 est accessible à tous les élèves des programmes de l'IB (PP, PEI, Programme du diplôme et POP).

ES Achieve3000® es el líder en enseñanza diferenciada y brinda sus servicios a más de dos millones de alumnos de todo el mundo. Partiendo de los niveles de lectura individuales de los alumnos, Achieve3000 acelera su aprendizaje y los prepara para la universidad y el mundo laboral. Todos los alumnos de los cuatro programas del IB (PEP, PAI, PD y POP) pueden acceder a la metodología de enseñanza diferenciada semipresencial de Achieve3000, patentada y de eficacia demostrada.

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EN ALMOTAHIDA EDUCATION GROUP

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(EN) CAMBRIDGE UNIVERSITY PRESS

Cambridge University Press is a leading publisher for the IB Diploma. Our bestselling titles are written by specialist teachers and examiners for students and teachers of the IB Diploma programme. They help to inspire, motivate and focus the work of schools and colleges, enabling students to succeed in higher education. Cambridge resources for the IB Diploma aim to encourage learners to explore concepts, ideas and topics with local and global significance, help students develop a positive attitude to learning in preparation for higher education and assist students to approach complete questions, apply critical-thinking skills and form reasoned answers.



(FR) Cambridge University Press est une des principales maisons d'édition concernant les ressources pour le Programme du diplôme de l'IB. Nos titres phares sont rédigés par des enseignants et des examinateurs spécialisés, pour des élèves et des enseignants du Programme du diplôme de l'IB. Ils sont source d'inspiration, de motivation et d'intérêt pour les établissements et permettent aux élèves de réussir dans l'enseignement supérieur. Les ressources de Cambridge University Press pour le Programme du diplôme encouragent les apprenants à explorer les concepts, les idées et les thèmes aux niveaux local et mondial. Elles aident les élèves à développer une attitude positive envers l'apprentissage, ce qui les prépare à l'enseignement supérieur. Elles leur permettent également de répondre à des questions de manière raisonnée, en appliquant des compétences de pensée critique.

(ES) Cambridge University Press es una editorial líder en la publicación de recursos para el Programa del Diploma del IB. Nuestros populares libros están escritos por profesores y examinadores especializados y se dirigen a profesores y alumnos del Programa del Diploma. Sirven para inspirar, motivar y enfocar la labor de los colegios, que a su vez hace posible el éxito de los alumnos en sus estudios de educación superior.

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(FR) GL Education est le premier fournisseur d'évaluations diagnostiques, formatives et sommatives des établissements britanniques. Nous bénéficions d'une présence accrue au sein d'établissements scolaires britanniques, bilingues et internationaux établis dans plus de 100 pays. Nous fournissons également des services d'évaluation aux ministères de l'Éducation et à leurs divers organismes. Nos évaluations, élaborées en collaboration avec une communauté mondiale d'experts des plus grandes universités et équipes de recherche, sont utilisées depuis plus de 30 ans par les professionnels de l'éducation, de la santé et de la psychologie. Nous souscrivons à une approche globale de l'élève en matière d'évaluation. Notre portefeuille intégré de solutions facilite les processus d'admission, aide à la mise en place d'un enseignement personnalisé et oriente les stratégies destinées au bien-être à l'échelle de l'établissement. Convaincus que la technologie est un véritable moteur du changement pédagogique, nous avons par ailleurs été les premiers à développer un système d'évaluation numérique primé, qui a permis la tenue de plus de sept millions de tests en ligne dans le monde. Nous continuons à innover au travers de tests adaptatifs et d'évaluations sur tablette.

(ES) GL Education es el principal proveedor de estudios comparativos y evaluaciones formativas y diagnósticas en los colegios del Reino Unido, con una presencia cada vez mayor en colegios británicos, bilingües e internacionales de más de 100 países de todo el mundo. Asimismo, proporcionamos servicios de evaluación a ministerios de educación y a sus agencias. Nuestras evaluaciones se desarrollan en colaboración con una comunidad global de expertos procedentes de universidades y equipos de investigación punteros, y numerosos profesionales de la educación, la salud y la psicología llevan utilizándolas más de 30 años. Creemos en un enfoque de la evaluación que ve a los alumnos de manera holística, y nuestra carpeta integrada apoya los procesos de admisión, ayuda a la impartición de una enseñanza personalizada, y da forma a estrategias de bienestar en todo el colegio. Conscientes de que la tecnología es un importante motor del cambio educativo, hemos creado un sistema de evaluación digital con el que se han realizado más de 7 millones de exámenes en línea en todo el mundo, y seguimos innovando con pruebas adaptables y evaluaciones que se pueden realizar desde tabletas.

www.gl-education.com



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EN HAESE MATHEMATICS

Haese Mathematics are a specialist publisher of mathematics textbooks and software for schools, especially schools that offer the IB Diploma and Middle Years Programmes. Our books are well known throughout IB and other schools, and noted for their student-friendly approach and purpose built interactive software.



FR Haese Mathematics est une maison d'édition spécialisée dans la publication de manuels et de logiciels de mathématiques destinés aux institutions d'enseignement, en particulier à celles qui proposent le Programme du diplôme et le Programme d'éducation intermédiaire de l'IB. Nos ouvrages jouissent d'une excellente réputation au sein des écoles du monde de l'IB et de nombreux autres établissements scolaires, qui sont séduits tant par la convivialité de nos produits que par les logiciels interactifs intégrés que nous proposons. À l'occasion de cette conférence, nous aurons le plaisir de présenter notre nouvelle collection de manuels dédiés aux mathématiques du Programme d'éducation intermédiaire ainsi que le site Web interactif que nous avons mis en ligne récemment. Nous nous réjouissons à l'idée de faire connaissance avec nos clients, à la fois actuels et potentiels.

ES Haese Mathematics es una editorial especializada en libros de texto y software de matemáticas para colegios, especialmente los que ofrecen el Programa del Diploma y el Programa de los Años Intermedios del IB. Nuestros libros son muy conocidos en la esfera del IB y en otros colegios, y se destacan porque resultan fáciles de utilizar a los alumnos y por el software interactivo creado especialmente como acompañamiento. En la conferencia de este año, presentaremos nuevas ediciones de nuestros libros de texto de matemáticas para el Programa de los Años Intermedios y mostraremos nuestro nuevo sitio web interactivo. También esperamos ver a nuestros clientes actuales y conocer clientes nuevos.

www.haesemathematics.com



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(EN) IBICUS

Ibicus works in cooperation with the IB to run teacher training workshops in the Diploma Programme, Career-related Programme, Middle Years Programme and Primary Years Programme. Events are held in Dubai, the UK and the Czech Republic. Over 1,100 IB teachers per year attend Ibicus workshops.

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**(FR)**

Ibicus travaille en collaboration avec l'IB pour organiser des ateliers dans le cadre du Programme du diplôme, du POP, du PEI et du PP. Les ateliers se déroulent à Dubaï, au Royaume-Uni et en République Tchèque. Chaque année, plus de 1 100 professeurs participent à nos ateliers.

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(ES)

Ibicus trabaja en cooperación con el IB para ofrecer talleres para profesores del programa del PD, POP, PAI y PYP. Los talleres tienen lugar en Dubái, el Reino Unido y la República Checa. Más de 1.100 profesores asisten cada año a los talleres organizados por Ibicus.

www.ibicus.org.uk



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EN INTESCO

A non-profit partnership for providing assistance in international schools development, INTESCO (NP INTESCO) is a non-profit organization assisting its members in carrying out activities aimed at developing international educational programmes in educational institutions of the Russian Federation and at distributing of best practices from Russian schools in the international educational space.



FR Organisation en partenariat à but non lucratif fournissant une aide au développement d'établissements scolaires internationaux, INTESCO fournit un soutien à ses membres en contribuant à l'élaboration de programmes d'éducation internationale dans des établissements de la Fédération de Russie ainsi qu'au partage de bonnes pratiques pédagogiques au sein des établissements du pays axés sur l'éducation internationale.

ES INTESCO (NP INTESCO), una alianza sin fines de lucro creada para proporcionar asistencia para el desarrollo de colegios internacionales, ayuda a sus miembros a llevar a cabo actividades orientadas a desarrollar programas de educación internacional en establecimientos educativo de la Federación de Rusia, y a distribuir las mejores prácticas de los colegios rusos en el ámbito de la educación internacional.

www.np-intesco.org



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Macmillan Education fournit des ressources facilitant l'enseignement et l'apprentissage, parmi lesquelles des ressources à utiliser en classe, des matériels de soutien pour le perfectionnement professionnel des enseignants ou des solutions numériques. Nous plaçons les besoins des enseignants et des élèves au centre de tout ce que nous entreprenons et partageons leur passion commune : transformer l'apprentissage dans le monde.

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Macmillan Education proporciona recursos de apoyo a la enseñanza y el aprendizaje tales como materiales para el aula, soluciones digitales y asistencia para el desarrollo profesional de docentes. Las necesidades de los docentes y los alumnos son nuestra prioridad, y compartimos con ambos la pasión por transformar el aprendizaje en todo el mundo.

www.macmillaneducation.com.au



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(EN) OXFORD STUDY COURSES LTD

Oxford Study Courses (OSC) is the world leader in IB revision and review. Established 26 years ago OSC supports IB schools and students with a range of global courses in world famous locations. And with over 70 bestselling books and its innovative Smartbacc interactive study guides it's no surprise that OSC supports students in 50% of IB Diploma Programme schools.



(FR) Oxford Study Courses (OSC) est chef de file à l'échelle mondiale en matière de ressources pour les cours de l'IB. Créé il y a 26 ans, l'OSC apporte son soutien aux écoles du monde de l'IB et à leurs élèves en leur proposant une grande variété de cours dans des lieux renommés du monde entier. Avec plus de 70 ouvrages à succès et ses guides d'étude interactifs et innovants Smartbacc, il n'est pas étonnant que l'OSC soutienne des élèves dans la moitié des écoles du monde de l'IB proposant le Programme du diplôme.

(ES) Oxford Study Courses (OSC) es el líder mundial en cursos y materiales destinados a prepararse para las asignaturas del IB o repasarlas. OSC, establecida hace 26 años, apoya a los colegios que implementan programas del IB y a sus alumnos con una gama de cursos globales en lugares célebres de todo el mundo. No sorprende que OSC, que ofrece más de 70 libros de gran acogida y las guías interactivas de estudio Smartbacc, sirva de apoyo a alumnos en el 50 % de los colegios que ofrecen el Programa del Diploma del IB.

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PASCO Scientific est le chef de file de l'enseignement des sciences. Il révolutionne l'apprentissage des élèves grâce à des équipements scientifiques de pointe et des logiciels permettant l'analyse de données. Ainsi, il encourage la recherche scientifique et le développement des capacités nécessaires sur le marché mondial du XXI^e siècle. À l'heure actuelle, les enseignants et les élèves de plus de 100 pays utilisent les solutions de PASCO dans le cadre de leurs cours de physique, biologie, chimie et sciences de la Terre et de l'environnement.

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PASCO Scientific, líder en enseñanza de las ciencias, transforma el aprendizaje del alumno con innovadores software e instrumentos científicos informatizados inalámbricos. Con ellos fomenta en los alumnos la indagación sobre las ciencias y la adquisición de las habilidades necesarias para tener éxito en el mercado global del siglo XXI. En la actualidad, profesores y alumnos de más de 100 países utilizan las soluciones de PASCO para las clases de Física, Biología, Química, Ciencias de la Tierra y Ciencias Ambientales.

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EN SEK

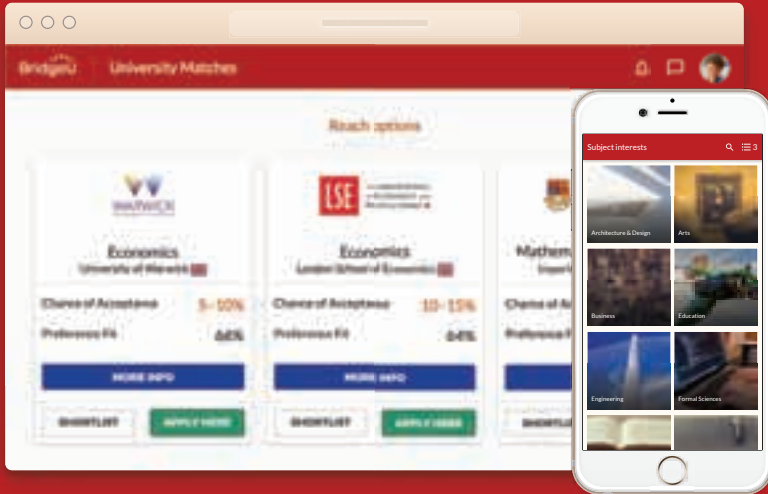
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ES La Institución Educativa SEK conforma una comunidad educativa que promueve el desarrollo de habilidades que garantizan un aprendizaje relevante, global, internacional y significativo. El objetivo de este aprendizaje es lograr el pleno desarrollo de la potencialidad de cada uno de nuestros alumnos para hacer frente a los retos del siglo XXI. Fundada en 1892, la Institución Educativa SEK aúna liderazgo, innovación pedagógica y 125 años de tradición e historia. Los Colegios Internacionales SEK cuentan con más de 5.500 estudiantes residentes y no residentes de entre 3 y 18 años de edad de más de 50 nacionalidades en sus centros de Madrid, Barcelona, Almería, Pontevedra, Dublín (Irlanda), Los Alpes (Francia) y Doha (Catar). La Universidad Camilo José Cela, por su parte, nació en el año 2000 como parte de la Institución Educativa SEK y tiene en la innovación, la interdisciplinariedad y la internacionalidad tres de sus señas principales de identidad.

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- Diploma Programme
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- Assessment
- Examiner
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- Global Recognition
- Global School Services
- IB Answers
- IBEN
- Marketing
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