

Reflection in the DP Core

Tom Brodie, Academic Director, Carlsbad International School

John Cannings, Director, Core Consultants.



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REFLECTIVE

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB Learner Profile



What is the purpose of reflection?



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What are your pupils reactions when you mention reflection?

“(CAS) Reflections make me a good bull shitter!” - DP2 Student

Brodie 2012



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When is it taught as a skill?

- To your faculty to facilitate it?
- To your students to value it?
- To understand it?



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Three Part of the Core Three Different Types of Reflection?

- CAS
 - Affective moving from Narrative-Emotion-Links-Change
- TOK
 - Reflecting on the nature of knowledge
 - “How do we know what we know in the different AOK”
- EE
 - Critical Evaluation



When is it monitored?

- TOK presentation
 - TOK Presentation Planning and Marking Form TK/PPM
- CAS Portfolio (2015)
 - new guide distinguishes between reflection and demonstration.
- EE new iteration (2016)
 - new criteria K Engagement 6/34 EE marks.



Ways to reflect

- Written
- Oral reflections
- Visual
- Creative
- The way that suits a student – differing ways – ways that allow them to engage – that they WANT TO.
- Formal and Informal
- Individual and Group



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Best practice



Scaffolding reflection using appropriate Questions



Reflection Conclusions

- Mix it up – students soon get bored with the same methods
- Allow students to choose their own methods, be flexible – it doesn't always need to be written.
- Scaffold reflection – ask specific questions
- Use other subjects
 - TOK practise essay, practise presentation
 - Languages Persuasive written piece, debate, presentation.
- Value it by giving feedback.



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Some ideas

First principles – use those to guide you.

Make time as a faculty – common language, coherent message, familiarity.

Explain the purpose, regularly and often. Promote engagement.

Make time for students – be specific in this time.

Model reflection – reconsider what it is and how to teach it.



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Look for overlaps (which can only happen when staff aswell as students blur the boundaries).

Theme days/ teaching even at DP.

School wide projects

Allow the students to lead!



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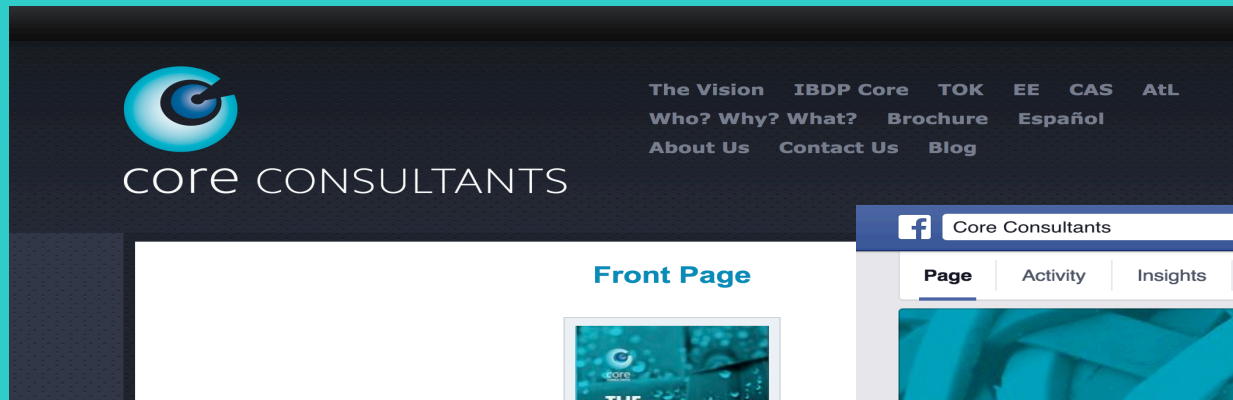
Example:

- I took my MY5s on a climbing, camping canoeing weekend.
- They worked in groups to prepare a video reflection.
- They were given 3 questions to answer before, during and after.
- The best one, which I am about to show, went up on the school website.
- Their English is not so great so bare with them



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