IB Global Conference
2019
New Orleans, LA

Breakout sessions
THURSDAY

Thursday, 9:00am—3:30pm
**Getting to know the revised standards and practices**
Churchill B, Second Floor
**Presenter(s)** Jane Drake, Erin Albright, Pilar Quezzaire

Schools can now preview the revised programme standards and practices content on the programme resource centre (PRC). This pre-conference is designed for those members of the IB community who prefer to explore the revised content in a collaborative space to develop their understanding of the new framework and relate it to their own daily practice. If this is you, then join us to explore what has changed, what is the same and why it is better.

Using practical, hands-on activities you will unpack each of the sections of the framework, learn what a motif is and how to combine practices into motifs in ways that relate to your context. Together we will explore, discuss, and relate this updated content to the daily life of a school so that you can leave with practical ideas to share in your own context.

Thursday, 9:00am—3:30pm
**Leaders build collective efficacy by Opening Classroom Doors**
Jackson, Third Floor
**Presenter(s)** Stefani Hite

John Hattie’s research has demonstrated that collective efficacy has the largest impact on student achievement (2017). As schools build understanding about the research around collective efficacy and why it is essential, the next question is, how do we build it? Supervisory systems of teacher evaluation don’t build collective efficacy — in fact, they may actually create divisiveness (Popham, 2013). As we rethink appraisal to focus on professional growth, one of the best approaches to building collective efficacy is creating opportunities for teachers to see each other teach. This has been a challenging issue in schools as teachers resist what they perceive as peer observation and evaluation. Done well, however, this collegial work fosters exactly the collaborative efforts that build collective efficacy. Large or small, public or independent, no matter where in the world you are located, Opening Classroom Doors is a powerful approach to build collective efficacy in your school.

Thursday, 9:00am–3:30pm
**Stories we tell: building programs, engaging students and teachers, and cultivating community engagement**
Churchill D, Second Floor
**Presenter(s)** Heather Michael

As educators and school leaders in the PYP, MYP, DP and CP, regardless of our roles, we spend our days engaging, encouraging and motivating our students, colleagues and communities. Whether we call these practices reflection or professional development, they are all about connections between people in our educational spaces, and the curriculum we deliver. The purpose of this workshop is to provide an experience whereby all participants engage in, and leave with, strategies to help facilitate connections between the learner profile, international mindedness, ATL, school goals, and the individual stories that each of us carry. At the end of this interactive (and fun!) day, all participants will leave with an action plan that will help foster meaningful reflection and engagement with students and adults in their schools, building stronger programmes.
Thursday, 9:30am—3:30pm

**Teacher evaluation systems: quality assurance and professional development**
Churchill C, Second Floor
**Presenter(s)** Cherissa Vitter

This session is designed for anyone interested or involved in the teacher evaluation process. Rarely may an evaluation system be changed to accommodate the complexity of IB teaching, but we can learn to work within our individual system by growing it to capacity. This pre-conference will lead participants on a reflective journey from an evaluation rubric to a complete system. Participants will further explore how data is collected and used for quality assurance and the impact on professional development. Through real-world activities, participants will ponder the evidence and documentation process while practicing professional conversations. To support administrators with fostering the IB philosophy, participants will examine the use of the IB learner profile and approaches to teaching within teacher evaluation. Participants will leave the workshop with an action plan for maximizing the impact on teacher evaluation, meeting the individual needs of the school.

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Thursday, 9:00am—3:30pm

**Theory of Knowledge: curriculum, assessment and implementation**
Churchill A, Second Floor
**Presenter(s)** Jenny Gillett

The theory of knowledge (TOK) course plays a special role in the Diploma Programme, asking students to think deeply about how they know what they know. This unique course can be a hugely stimulating and meaningful experience for both students and teachers. However, it often also raises its own set of particular challenges and frustrations. This interactive full-day session will provide an opportunity to dive deeply into the curriculum, assessment and implementation of TOK. Designed for DP teachers, coordinators and administrators, this session aims to explore this complex subject in an accessible, down to earth and practical way, helping to “demystify” the subject and to clarify expectations.
FRIDAY

Friday, 11:15am—12:30pm

**Accessibility and excellence: Growing your DP**
- Diploma Programme / Programa del Diploma
Churchill B, Second Floor
**Presenter(s)** Damian Switzer, Marnie DeJohn, Denise Troelstra, Douglas Huntley

Educators will be inspired to promote access to the Diploma Programme (DP) by learning about the growth of DP throughout our school community at Queensbury High School, USA. We will present our targeted action steps and innovative strategies such as course sequencing, student feedback, marketing and financing cost effectiveness. Using an interactive format, participants will leave the session with tested strategies to improve and grow their DP. Participants will understand how to utilize existing resources to build partnerships and improve internal and external communications in order to grow student enrollment and parent support for their IB programme. Participants will be invited to share and reflect on their own pedagogy and practices to increase accessibility and excellence.

Friday, 11:15am—12:30pm

**ATL for equity**
- Leadership / Liderazgo
Grand Salon 20/21, First Floor
**Presenter(s)** Matthew Gonzales, Marion Halberg, Rachael Moyer

This workshop comes from the IB’s approaches to learning for equity online course which focuses on how to promote access and equity for all students in Diploma Programme and Career-related Programme schools and coursework through the effective use of approaches to teaching and learning. By focusing on aspects of approaches to teaching, participants in this interactive workshop will examine and reflect on their teaching and how these approaches can improve.

Friday, 11:15am—12:30pm

**CP is IB and everything needs to go together: How to integrate CRS with core components and DP courses**
- Career-related Programme / Programa de Orientación Profesional
Commerce, Third Floor
**Presenter(s)** Etienne Herrera L’Humbert Ducret

Have you ever wondered how to integrate career-related studies (CRS), Diploma Programme (DP) courses and the core components? We asked ourselves that question at UPAEP (Universidad Popular Autónoma del Estado de Puebla) and we developed a successful integration model that we would like to share with the IB World School community to help the Career-related Programme (CP) understanding as a whole. I would like to further explore how we integrate every core component with the five different CRS we developed, giving clear examples and commenting on how it has worked. Also, how to integrate the diploma side of the CP with the CRS and the core.
Creating a school environment that seamlessly includes international-mindedness
• Leadership / Liderazgo
St. Charles, Third Floor
Presenter(s) Julie Beers, Sheila O'Rourke, Celeste Smith, Lyndon Brooks

Campus International (CIS) is a K-8 school that prepares students to be global citizens by emphasizing student inquiry and a global perspective. CIS is located on the campus of Cleveland State University and benefits from a unique, nationally-recognized partnership with the university. The leadership team will share strategies and ideas to implement an internationally minded community. They will share professional development ideas and professional readings that have been used with their staff to advance the mission. This session will show how the leadership team has created an environment that naturally blends respect, international-mindedness and student action. CIS has two authorized IB programmes (Primary Years/Middle Years) that sets high standards for students' academic and personal achievements and teaching and learning that promotes inquiry. CIS is in an urban setting which allows for a unique range of students with diverse backgrounds.

Creating an IB campus through the MYP partnership model
• Middle Years Programme / Programa de los Años Intermedios
Royal, Third Floor
Presenter(s) Christopher Downs, James Rossi, Beth Allshouse, James Aleshire

Northern Middle School and North Hagerstown High School in Maryland have used our partnership in implementing the Middle Years Programme to develop a true IB culture within our schools, creating a mutually beneficial relationship that has spawned vertical and horizontal teaming, as well as a more dedicated effort to deliver the Diploma Programme and Career-related Programme at the high school level. In this session, the principals and the coordinators will explain their respective journeys, challenges, successes and insights into forming a true IB continuum campus.

Desarrollo del pensamiento científico en alumnos de Ciencias del IB
• Diploma Programme / Programa del Diploma
Parish, Third Floor
Presenter(s) Eugenio Salazar

El perfil del alumno del IB considera como características clave que los alumnos sean indagadores, pensadores y reflexivos, entre otras. Estas características pueden desarrollarse a través de las ciencias, pero muchas veces se deja que surjan “naturalmente” en el alumno, sin una instrucción que busque fomentarlas. Para mejorar nuestra eficacia y formar alumnos del IB íntegros, es importante que desarrollemos técnicas que los ayuden a pensar como verdaderos científicos. En la sesión se abordarán ejemplos prácticos de una clase rediseñada para desarrollar “habilidades científicas” como el pensamiento crítico y la toma de decisiones. La clase se dio en el contexto de Física del IB (en temas de física moderna). Se discutirán con los participantes las ventajas y áreas de oportunidad observadas en el enfoque practicado, y cómo puede adaptarse este enfoque a otros cursos de Ciencias del IB, o incluso de otras disciplinas del programa.
Friday, 11:15am—12:30pm  
Enhancing the IB experience  
• Diploma Programme / Programa del Diploma  
St. James, Third Floor  
Presenter(s) Daniel Penick, Chris Gagnier, Denise Raymond

Learn how our Diploma Programme (DP) expanded its network of support to enhance the IB student experience, improve student retention, and sustain a high level of performance. Beginning with a group of parents who developed a non-profit organization that raises funds to support both our programme and school, this new and exciting form of assistance has allowed us to implement a range of opportunities, events and experiences that help solidify a student’s place in our programme community. Our hope is you will leave with concrete information for how your own school community can utilize similar support structures and collaboration to benefit the future of your programme.

Friday, 11:15am—12:30pm  
IB World Schools Department: Your partner in school effectiveness, improvement and innovation  
• Across the Continuum / Continuo de programas del IB  
Magazine, Third Floor  
Presenter(s) David Weiss

If you are an authorized IB World School offering any of our programmes, this is the session for you. Join David Weiss, Head of IB World Schools, in learning about our focus to make your IB World School experience the best it can be through an improved evaluation process, better communication, improved and more responsive support and our range of new support services and resources, from webinars through to support videos and help packs. All of this is designed to help our schools be successful and reduce the complexity of implementing our programmes.

Friday, 11:15am—12:30pm  
La planificación colaborativa en acción: cómo planificar, organizar y realizar las reuniones colaborativas en los colegios  
• Cross-Programme / Conexiones entre los programas  
Marlborough, Second Floor  
Presenter(s) Gustavo Ramos

Qué implican las reuniones de planificación colaborativa (PC) eficaces. Cómo organizar un cronograma anual sobre los temas que se deben trabajar en reuniones de PC: qué temas incluir, fechas, responsables, etc. * Aspectos que se deben considerar para un manejo adecuado de las reuniones de PC. * Monitoreo y seguimiento de las reuniones de PC: las formalidades y las pruebas que se deben recoger. * Reuniones de PC para evaluar el avance del aprendizaje docente. * Retroalimentación
Friday, 11:15am—12:30pm

Making IB accessible for exceptional learners

- Middle Years Programme / Programa de los Años Intermedios
- Grand Salon 17/18, First Floor
- Presenter(s) Kelly Warner, CherylAnn McMillen, Monica Farren, Jennifer Almond

“For those with learning disabilities, today’s tools for differentiation no longer hold the stigma they used to nor highlight disabilities, but provide opportunities to find success in the classroom” (Sharon LePage Plante). We, as IB educators, have a responsibility to ensure that every student within our classroom feels successful and that teaching is not a one-size-fits-all endeavour. This presentation will focus on engaging all learners through curriculum, activities and lessons that meet students where they are and support growth, development and deeper thinking while maintaining the rigour that is expected of a holistic IB programme. Main ideas addressed in this presentation are: creating a community within the classroom, knowing your students, setting up expectations, collaboration with special education staff, scaffolded lessons, and resources.

Friday, 11:15am—12:30pm

Responsive and adaptive professional learning

- Cross-programme / Conexiones entre los programas
- Camp, Third Floor
- Presenter(s) Tarehna Wicker

Primary Years Programme (PYP) and Middle Years Programme (MYP) coordinators and the District IB Director for Portland Public Schools created quarterly “collaboratives” for the four K-8 dual programme schools in their district. The objective was to increase opportunities for both vertical and horizontal collaboration among teachers, administrators, counsellors and librarians. Using online surveys and exit tickets to inform decisions about how often, when, where, and what to offer, the coordinators created an adaptive and responsive professional learning model for staff. In this session we will share the steps in our process, explain the benefits and challenges of providing cross-district training opportunities and share with you several resources to start your own collaboration between and among schools.

Friday, 11:15am—12:30pm

Restorative justice in the IB framework

- Across the Continuum / Continuo de programas del IB
- Churchill C, Second Floor
- Presenter(s) Angela Wilcox

Learn how restorative justice practices can transform classroom culture, teaching and learning and see beyond it as merely a response to behaviour problems in your school. This session will discuss the connections between the philosophy of restorative justice practices and the IB, look at circle protocols and consider how they can be incorporated into IB schools to organically build self-management skills, nurture the learner profile characteristics, elevate student voice and create a sense of community in any classroom.
Friday, 11:15am—12:30pm

**Strengthening the transdisciplinarity of a POI**
- Primary Years Programme / Programa de la Escuela Primaria
  Jackson, Third Floor
  **Presenter(s)** Chad Hyatt

Come see how to improve the transdisciplinarity of your programme of inquiry (POI) by promoting conceptual learning, apprenticeship of skills and dispositions and global engagement opportunities. The Metropolitan School District of Washington Township Primary Years Programme (PYP) schools have used Michael Halliday’s language model (learning language, learning about language, and learning through language) as a frame for thinking about all subjects and across them. I’ll share the work we’ve done and help you get started on moving transdisciplinary learning forward in your own school.

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Friday, 11:15am—12:30pm

**Striving for equity in PYP schools**
- Primary Years Programme / Programa de la Escuela Primaria
  Canal, Third Floor
  **Presenter(s)** Louisa Gerlach, Traci Lightfoot

With the increasing demand for the Primary Years Programme (PYP) in public schools, how do we ensure equitable access for all students to the programme? Many schools who service children of poverty do not have the resources to participate in the IB programmes, yet, many of their students would benefit from it the most. In this session, participants will learn about the struggles and successes of a school in a large urban district that fought against the odds to bring the PYP to their community. In addition, this session will provide some strategies to ensure a smoother transition from a data-driven culture to an inquiry-based one.

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Friday, 11:15am—12:30pm

**Student agency inspiring action**
- Primary Years Programme / Programa de la Escuela Primaria
  Churchill D, Second Floor
  **Presenter(s)** Alicia Polston, Jessica Studley

This session highlights various ways to incorporate student agency in a PYP classroom. Supporting choice, voice and ownership is critical to leveraging intrinsic student engagement and fostering trans disciplinary learning. Session presenters will share innovative ways they have instilled student agency not only in their classrooms, but how promoting choice, voice and ownership permeated throughout their school and community. This session features initiatives students pioneered to develop mindfulness and well-being within their school community. Attendees will walk away inspired to create a learning environment that allows the learner to take the lead and the teacher to facilitate that process. Join us to learn more about how student agency is key to empowering learners to grow and evolve into compassionate, confident, contributing citizens of the world.
Friday, 11:15am—12:30pm
The IB Diploma Programme: More than the sum of its parts
• Diploma Programme / Programa del Diploma
Jefferson, Third Floor
**Presenter(s)** Francesco Banchini, Lynda Thompson

When considering international education, international-mindedness and international curricula, there is a recurrent theme, the dichotomy between pragmatic motives and ideological desires. We confirm how the Diploma Programme (DP) can satisfy these two masters, through its six academic subjects, its core (theory of knowledge, the extended essay and creativity, activity, service) and the learner profile. Increased flexibility in the DP has led to an increase in it being studied in a compartmental manner, an approach which we feel raises challenges for the ability for students to develop international-mindedness and for the curriculum to fulfil the ideological desires embodied in the IB’s mission statement. We aim to examine how the DP fulfils both its ideological and pragmatic aims and thus stimulate discussion about the changing nature of the IB and the implications of this change for these aims.

Friday, 11:15am—12:30pm
Trends in professional development
• Research / Investigación
Grand Salon 23/24, First Floor
**Presenter(s)** Stan Burgoyne, Natasha Deflorian

The Centre for Program Evaluation at the University of Melbourne was commissioned by the IB to conduct an 18-month study into the impact of the IB’s professional development workshops on teacher pedagogical knowledge, attitudes and beliefs, as well as the impact on their instructional practices. Phase 1 of the study included a review of the literature into effective professional development characteristics; phase 2 included interviews and surveys with more than 150 teachers, followed by the use of a data-capturing tool to explore instructional practice. The findings and recommendations from this study will be presented during this workshop.

Friday, 11:15am—12:30pm
What is reading a college application REALLY like?
• Higher Education / Educación superior
Fulton, Third Floor
**Presenter(s)** Jonathan Burdick, Rodney Joyner, Shannon Gundy, Kevin Spensley

Join a mock admission committee session and experience what reading applications is really like. We'll review sample applications in a holistic manner, paying close attention to the added dimension of the International Baccalaureate programmes.

Friday, 2:00pm—3:15pm
An in-depth look at theory of knowledge (TOK) assessment
• Diploma Programme / Programa del Diploma
Fulton, Third Floor
**Presenter(s)** Jenny Gillett

This session, led by the theory of knowledge (TOK) curriculum manager, is designed for Diploma Programme (DP) coordinators and TOK teachers who want to take an in-depth look at issues relating to the assessment of TOK.
Approaches to learning across the continuum: The “why”, “what” and “how”  

IB programs use an interdisciplinary approach to teaching and learning, which lends itself to high levels of collaboration among teachers and strives to generate a passion for lifelong learning among students. Through the IB approaches to learning (ATL) skills framework of categories and clusters, participants will inquire into how students develop skills that have relevance across and beyond the curriculum, helping them “learn how to learn”. ATL skills in cognitive, affective and meta-cognitive domains can be learned and taught (explicitly and implicitly), improved with practice and developed with increasing complexity incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and communicate on, the process of learning.

Assessment without apprehension

This session will present ideas for involving both students and families in the creation and use of family-friendly rubrics in the assessment process. Through clear expectations for assessment we can find out what our students truly understand about the central ideas of their units. Clear expectations presented at the right time also increases family engagement in the Primary Years Programme (PYP). We will share when and how we share our expectations for quality and success with students and families as well as how providing clear expectations has helped us to develop a collaborative assessment process.

Bien vivre le PEI dans mon établissement

Friday, 2:00pm—3:15pm

**Digitizing the MYP community project in diverse populations**
- Middle Years Programme / Programa de los Años Intermedios
  Grand Salon 23/24, First Floor
  **Presenter(s)** Michael Burton

In this digital age, we are seeing an evolution of how students learn, retain and process information. In this workshop, you will be equipped with a foundational understanding of how to adapt the principles of digital, personalized learning to allow students of varying academic levels and backgrounds to inquire and problem solve for their Middle Years Programme (MYP) community project. There will be an emphasis on how to build the infrastructure for high-impact, low-stress community projects in schools with varying student populations. You will also be introduced to free, online options for creating and maintaining digital process journals capable of real-time collaboration, feedback among students and advisors, and support for E language learners.

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Friday, 2:00pm – 3:15pm

**Featured Speaker: Susan Clancy**

**Overcoming unconscious gender bias in the classroom**
- Featured Speaker / Oradores Destacados
  St. Charles, Third Floor

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Friday, 2:00pm—3:15pm

**Formación para cargos de responsabilidad. La habilidad para comunicarse de manera efectiva dentro de instituciones educativas dinámicas.**
- Leadership / Liderazgo
  Parish, Third Floor
  **Presenter(s)** Gustavo Páez

La sesión aborda el impacto que genera la comunicación efectiva y la gestión en el interior de las instituciones educativas. Una de las habilidades directivas necesarias para el equipo de liderazgo de los colegios internacionales es considerar la lectura de los equipos de trabajo y la comprensión de su entorno para el logro de resultados operativos.

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Friday, 2:00pm—3:15pm

**Fostering agency with student-generated planners**
- Primary Years Programme / Programa de la Escuela Primaria
  Grand Salon 17/18, First Floor
  **Presenter(s)** Andrea Clark, Anna Bode

Looking for more opportunities to increase student agency in your unit planning? Learn about how to use the transdisciplinary theme and key concepts to support your students in writing their own central idea and lines of inquiry. We have done this in grades 3 and 5 this year to truly make our units student-centred.
Indagación mediante un proyecto editorial

- Cross-programme / Conexiones entre los programas
- Canal, Third Floor
- Presenter(s) Sneider Saavedra Rey

La revista *El búho* fomenta el pensamiento crítico de nuestra comunidad de aprendizaje: desde las discusiones del aula del continuo hasta contextos globales que reflejan nuestra concepción como personas, percepción del mundo y relación con los demás, así como nuestra responsabilidad en el manejo, la interpretación y la producción de la información. En este contexto, esta sesión presenta un modelo de indagación, mediante este proyecto editorial, que fortalece las habilidades de los enfoques del aprendizaje y constituye un escenario de diferenciación desde los procesos singulares de creación subyacentes a la imagen y la escritura.

Making connections to IB using technology

- Primary Years Programme / Programa de la Escuela Primaria
- St. James, Third Floor
- Presenter(s) Lindsey Jordan, Lindsay-Anne Whitaker, Karen Perdue

Teachers will learn a variety of resources to teach STEM (science, technology, environment and mathematics) lessons that correlate to our six disciplinary themes. The participants will learn how teachers at our school incorporate technology to make lessons more engaging and inquiry-based through student “one-to-one” devices. Participants will have a chance to experience the learning through the use of their own devices. The lessons are designed to be trans disciplinary and will help teachers blend subjects using technology as a focus. Teachers will come away with ideas and resources to implement this autumn in their teaching.

MYP: Beyond the unit planer

- Middle Years Programme / Programa de los Años Intermedios
- Jackson, Third Floor
- Presenter(s) Cathy Honness, Lori Cambareri Pruyne

Teachers have created units, learner profile attributes are posted and instruction through inquiry has begun. How can you build on the hard work of establishing your Middle Years Programme (MYP) to create a sustainable, growing program? We are a public school with a five-year, whole school MYP, authorized since 2005. We’ll offer practical ideas and suggestions for moving beyond the status quo toward a thoughtfully progressive program that incorporates state and local requirements and initiatives, while building the programme through a culture of reflective development and growth.
Friday, 2:00pm—3:1pm
**Putting the pieces together**
- Across the Continuum / Continuo de programas del IB
Commerce, Third Floor
**Presenter(s)** Emily Munn

What’s the difference between compliance and excellence for your written curriculum? How can we use the IB approaches to teaching as well as the expectations of the culminating projects to guide and develop our written curriculum? If we inspire teachers to develop curriculum that supports their philosophy of teaching and learning then we can move past compliance of simple task completion towards a true written curriculum that sparks teachers’ joy and passion. We have to consider what the projects are asking students to be able to do and embed the knowledge, skills and concepts in our written and taught curriculum in a sustained systematic approach so that students’ needs are met long before the culminating project even begins. We will look at these concepts as the book ends to developing a school’s written curriculum.

Friday, 2:00pm—3:15pm
**Student choice, diverse classrooms and the new language and literature curriculum**
- Diploma Programme / Programa del Diploma
Churchill B, Second Floor
**Presenter(s)** Colin Pierce, Steven Miller

The new language A: language and literature curriculum provides exciting new opportunities to leverage student choice in service of increasing skills and understanding, as well as to serve the needs of diverse and inclusive classrooms. Join other educators of all levels of experience to learn about the new curriculum and share strategies for making the most of the new course structure. The workshop will focus on developing ideas for transforming curriculum and instruction through classroom routines, text selection, the learner portfolio and preparation for internal and external assessments.

Friday, 2:00pm—3:15pm
**Teaming up for lang & lit**
- Leadership / Liderazgo
Camp, Third Floor
**Presenter(s)** Heather LaJoie

Working with multiple IB schools in a large district can present challenges of consistent implementation. The district coordinator, in conjunction with middle school Middle Years Programme coordinators, began a project to collect data from language and literature classes through observations, unit plan analysis and consideration of student work samples, all in an effort to capture best practices across the district.
Friday, 2:00pm—3:15pm

**The mechanics of access: Tools and barriers to creating equitable pathways for all students**

- **Leadership / Liderazgo**
- Grand Salon 20/21, First Floor
- **Presenter(s)** Diane Padula

The mechanics of access will provide insight to the tools and barriers involved in creating equitable access pathways for all students. Based on new research from the University of South Carolina, this presentation is specific to the Diploma Programme (DP) and will inform the audience on the multi-dimensions and social construct of access. DP high schools throughout South Carolina with diverse populations are exhibiting an equity effort that successfully integrates students by closing the opportunity gap. Access is complex, unique to the school community and regarded potentially challenging. Tools to access begin with a commitment to resources, deliberate leadership, choice clarity, innovative pathways and social momentum. Barriers to access rest in old habits, lacklustre leadership, attrition rates, choice parity and social momentum. DP coordinators and school administrators alike will enjoy this thought-provoking session.

Friday, 2:00pm—3:15pm

**Using a strength-based approach to enhance ATL in the DP**

- **Diploma Programme / Programa del Diploma**
- Churchill D, Second Floor
- **Presenter(s)** Jennifer Mitton-Kükner, Mary MacDonald, Heather Michael

This session reviews the findings of an IB-funded study which investigated the ways in which a strength-based approach to professional learning, known as appreciative inquiry, fostered the understanding of Diploma Programme (DP) coordinators and teachers regarding approaches to teaching and learning. Over a period of 10 months in 2017 and 2018, data was gathered using four main methods: individual interviews, focus group interviews, observations of participants during approaches to learning (ATL) workshops, and artifacts generated during ATL workshops. Overall, participants characterized their involvement in the three workshops as both reaffirming and clarifying regarding their knowledge and abilities to establish pedagogical practices to enhance ATL in the DP. The central focus of the interactive session will be on the use of this strength-based approach as a way to address professional learning regarding ATL, and how DP coordinators, teachers, as subject leaders, and administrators may employ this approach to make ATL a palpable presence in their DPs.

Friday, 3:45pm—5:00pm

**Asociaciones de Colegios del Mundo del IB: trabajando juntos**

- **Leadership / Liderazgo**
- Parish, Third Floor
- **Presenter(s)** Luis Eduardo Rivas Garzón

Como el director de AACBI (Asociación Andina de Colegios de BI en Colombia), he venido liderando iniciativas que promueven el espíritu del IB en las Américas. Hemos ejercido un impacto positivo en los colegios miembros, los alumnos y los profesores con experiencias de aprendizaje que valen la pena de ser compartidas.
Friday, 3:45pm—5:00pm

But, what do they have to say? Stories from adolescents about what they really think about IB and what we should learn from them

- Research / Investigación
  Jackson, Third Floor

**Presenter(s)** Heather Michael, Maria Rouvalis

This session is informed by three research projects that focus on adolescents’ stories. Two of the studies explore equitable access to IB from the perspective of adolescents that live in neighbourhoods that have been historically marginalized from IB. The third study draws on the experiences of twelve students across North America and how they made sense of connecting the core (theory of knowledge, the extended essay and creativity, activity service) over two years. During this session, participants will be given tips about researching adolescent stories in their schools, and will spend time considering the lessons about programming that can be learned by listening to students.

Friday, 3:45pm—5:00pm

Collaborations enhancing curriculum development

- Cross-programme / Conexiones entre los programas
  Churchill B, Second Floor

**Presenter(s)** Jane Drake

“Collaboration is essential if we are to ensure high-quality programmes of international education that are based on clear values, driven by insight, and focused on the future”. This session will share examples from the IB Learning and Teaching division to show how they work with external experts and organizations to inform their thinking and develop curriculum content. This session is relevant for all programmes and all members of the school community.

Friday, 3:45pm—5:00pm

Diploma Programme (DP) and Career-related Programme (CP) curriculum development updates

- Diploma Programme / Programa del Diploma
  Jefferson, Third Floor

**Presenter(s)** Damian Bacchoo, Rod McIntyre

This session will review changes in the DP subjects that are taking place for first teaching in 2019 and preview any changes that will take effect in 2020 and 2021. There will be a particular focus on the courses in Mathematics and Studies in Languages and Literature. Recent and upcoming developments in the CP will also be reviewed.

Friday, 3:45pm—5:00pm

Don’t forget the A in STEAM—the importance of the arts in education

- Diploma Programme / Programa del Diploma
  Churchill D, Second Floor

**Presenter(s)** Sarah Houghtelin

Why should we take the arts seriously in education? We increasingly feel pressure to push students towards the sciences and engineering, so why should we continue to also push them to study drama... or dance... or drawing and painting? The arts are incredibly important to the developing brains of young adults and children. Arts education
allows students to learn important skills that will serve them well, and keep them healthy, in a competitive college and career world. The arts help students think about their world from a variety of viewpoints and help them look critically at why they think and feel the way they do; this allows them to become thoughtful and empathetic citizens. Study of the arts enhances the study of other subjects and creates a more well-rounded individual who is better equipped to take on the world. This session will cover why we need the A in STEAM (science, technology, engineering, art and mathematics).

Friday, 3:45pm—5:00pm
**Finding the big ideas in mathematics**
- Primary Years Programme / Programa de la Escuela Primaria
- Canal, Third Floor
- **Presenter(s)** Karen McCallum-Ryan

In a world of standardized testing and “back to the basics” rhetoric, where is the space for inquiry mathematics? This session will explore how one school has looked for big ideas and created a scope and sequence from JK (junior kindergarten) to grade 5 to ensure the concepts drive mathematical inquiry. Participants will examine the big ideas identified at The York School, Canada, and then work together to examine their local curriculums to develop big ideas for their programme.

Friday, 3:45pm—5:00pm
**How to engage a local non-profit to create a global impact in seven steps**
- Middle Years Programme / Programa de los Años Intermedios
- Grand Salon 23/24, First Floor
- **Presenter(s)** Dana Browning, Emilee Hinegardner, Michelle Swain

Have you wanted to facilitate a school-wide service project at your IB school, but wasn’t sure where to start? Join two experienced IB coordinators, Dana and Emilee, as they share the seven steps they used to create powerful transformation in their Middle Years Programme (MYP) schools. In the 2018–2019 school year, they collaborated with the Austin, Texas-based non-profit, Well Aware, to provide lessons, experiential learning, and service opportunities that was due to result in a clean water well being built in Tanzania, East Africa, in June of 2019. They will share with you the step-by-step process to partner with a local non-profit to create a global impact through a school-wide service unit where every student in the school is directly engaged in meaningful learning, every core teacher teaches and participates in part of the curriculum, and community members have an opportunity to get involved through fundraising and donor match. Interdisciplinary units included.

Friday, 3:45pm—5:00pm
**Leading change through a design thinking approach**
- Leadership / Liderazgo
- St. James, Third Floor
- **Presenter(s)** Tanya de Hoog, Jo-Ann Murchie

Thinking like a designer is an important perspective to consider when leading change within a school. Beginning with a great “How might/can we...” question initiates a change process that can include all stakeholders. This session will explore the use of a design thinking approach, which includes investigating, empathy interviews, prototyping, iterating, receiving feedback, and evaluation to lead change to build collective efficacy within a school community.
The process will be contextualized through a specific example of how a design thinking approach was used to shift a school’s learning communication system to standards-based model.

Friday, 3:45pm—5:00pm
**Learning together: Personalizing adult learning**
Royal, Third Floor
- Across the Continuum / Continuo de programas del IB
**Presenter(s)** Gretchen Teague, Jeremy Sullivan, Jenny Cummins

Personalized learning is in classrooms across the USA, but many districts are struggling to provide aligned and accountable personalized professional development for teachers. Hear how a Midwest Education Technology Community Conference (METC18) session on personalized professional development from a small elementary school in Kansas led to interstate educator collaboration and impacted the professional learning of more than 200 secondary educators in Missouri’s largest school district. Central High School modified the original idea into a holistic approach to incorporate whole faculty, subject-group, and individual learning time. The highlight of the learning, the professional learning projects, is modelled after the Middle Years Programme (MYP) personal project and allows educators to learn what they want and how they want through the use of digital tools, coaching and job-embedded support.

Friday, 3:45pm—5:00pm
**Motivating IB students to continue with the diploma pathway**
- Diploma Programme / Programa del Diploma
St. Charles, Third Floor
**Presenter(s)** Estaban Flemons

Is your IB programme one of the multiple programmes at the school, all of which can lead to increased college acceptance and earned credit? Do you have wave after wave of students and parents trying to piecemeal classes and courses together across programmes to maximize credits while minimizing “non-essential courses?” Do you feel that you are often begging or strong-arming students to remain diploma candidates? If any of these are concerns or issues you have had, consider coming to this session to help add to your toolkit of strategies and ways to retain diploma candidates. Discuss how student motivation, perceived value, teacher support and understanding goes a long way in helping students complete the IB diploma pathway.

Friday, 3:45pm—5:00pm
**MYP updates**
- Middle Years Programme / Programa de los Años Intermedios
Grand Salon 20/21, First Floor
**Presenter(s)** Mercy Ikua, Eleonore Kromhout

In this session, participants will hear about the latest research findings on global programme implementation. Together, we will explore how those findings are guiding the curriculum development and assessment practices. We will also share an update on the latest resources and upcoming opportunities to contribute to the development of the programme.
I have been doing poetry slams with my middle schoolers for the past three years, and it is one of the favourite events at the school. Students both shy and bold sign-up to present an individual poem. It is a chance for them to work on their communication skills and express themselves. Poetry slams are a great opportunity to include poems from different languages and to create interdisciplinary units.

In this session, members of the Primary Years Programme (PYP) team will share updates across various aspects of the programme including: programme development, professional services, authorization and evaluation and other applicable updates. Attend this session to get the latest information from each department to help you in planning and organizing for the year ahead.

As the IB grows and continues to increase access to its programmes, it is critical to build pathways into universities in ever-widening markets. This session will cover in-depth the IB’s ongoing progress in improving university recognition of the IB programmes in the Asia-Pacific region. It will include individual updates from Australia, India, South-East Asia, China, Hong Kong, Japan and Korea as well as plans for further development in these regions. Participants will learn about upcoming opportunities and to ask questions of and provide suggestion to regional recognition staff.

Who are school counsellors, and what are (should or could be) their roles in IB schools? More importantly, how are our students different as a result of school counsellors? The International Baccalaureate Organization is a strong proponent of school counsellors, who impact students’ academic, social, emotional and post-secondary development. However, it is still unclear what the expectations are for school counsellors in IB schools and how such expectations can be equitably and effectively fulfilled to promote IB student and programme success. Join us for this cross-
continuum collaborative forum of helping professionals. This session intends to gather and engage the broader community of school counsellors, helping professionals, support staff, and those who work alongside helping professionals in IB schools across the IB continuum through dialogue about the diverse needs of IB students, supports needed for our profession, impactful resources from your schools, and how we can redefine our roles in IB schools.

Friday, 3:45pm—5:00pm

**Strengthening the IB community in your region with renewed energy, connection and shared purpose**

- Leadership / Liderazgo
- Fulton, Third Floor

**Presenter(s)** Amy Strawn

During this discussion-based session, participants will engage in dialogue centred on how to build and support a united community of IB schools within their region, city or community. Facilitators, Heather Garcia and Amy Strawn, will share how they have helped build the #SacIB movement which has brought together parents, students, teachers and leaders. Participants will discuss topics such as: helping your community understand the IB framework, facilitating meaningful and timely professional development for teachers, staff and leaders and uniting multiple IB World Schools within a region for greater regional impact.

Friday, 3:45pm—5:00pm

**Using project-based learning to centre IB classes on TOK**

- Diploma Programme / Programa del Diploma
- Churchill C, Second Floor

**Presenter(s)** Meredith Alford

This session will explore how the frameworks for project-based learning help IB subject classes draw out natural epistemological links in the curriculum while also helping students focus on the questions integrated in theory of knowledge (TOK). The session will focus in particular on how scaffolding in opportunities for students to seek out critique, reflect on their learning, and revise their work encourages active learning and student inquiry. To this end, using project-based learning helps IB teachers frame their curriculum in any subject around TOK and its pedagogical goals. This session will detail a case study of collaboration between an IB global politics class and a TOK class to show how project-based learning can facilitate interdisciplinary conversations framed around epistemology to deepen student inquiry and analysis.
SATURDAY

Saturday, 8:30am—9:45am
Demystifying the DP theory of knowledge course
• Diploma Programme / Programa del Diploma
Churchill D, Second Floor
Presenter(s) Jenny Gillett

This session led by the theory of knowledge (TOK) curriculum manager is aimed at Diploma Programme (DP) coordinators, teachers new to TOK and non-TOK teachers who are looking for ways to embed TOK across the curriculum. It will unpack this exciting but challenging subject in an accessible, down-to-earth and practical way, helping to “demystify” the subject and to clarify expectations.

Saturday, 8:30am—9:45am
Educando a la generación IB: experiencias y desafíos
• Diploma Programme / Programa del Diploma
Parish, Third Floor
Presenter(s) Luis Ernesto Gutiérrez Lopez

El IB lleva 50 años motivando a los colegios en la formación de ciudadanos con una mentalidad internacional y un alto desempeño académico, y en el desarrollo de unos rasgos ampliamente valorados en el ámbito profesional. Hace casi 20 años, el colegio Reina del Mundo tomó la decisión de implementar el Programa del Diploma porque encontró en la filosofía del IB que trabajábamos con la misma misión: la creación de un mundo mejor a través de la educación. Compartiremos las experiencias vividas durante la implementación de la propuesta del IB al servicio del proyecto personal de vida de nuestros alumnos. La exigencia académica y la formación humanista y ética que nos caracterizan se enlazan con áreas de nuestra misión que responden a las temáticas de acción propuestas por el IB en la campaña del año pasado #generationIB. ¿Qué buenas prácticas hemos conseguido implementar y qué retos estamos afrontando? Los esperamos para contárselo.

Saturday, 8:30am—9:45am
Estrategias para fomentar una cultura escolar desde el liderazgo centrado en el desarrollo de la autoeficacia
• Primary Years Programme / Programa de la Escuela Primaria
Canal, Third Floor
Presenter(s) Mónica Naranjo, Miguel Ramos

La versión mejorada del PEP incorpora, como protagonista de las acciones curriculares, la demostración de agencia y autoeficacia por parte de todos los miembros de la comunidad de aprendizaje. En la sesión, los participantes explorarán, de manera práctica, los factores que permiten el desarrollo de la autoeficacia desde el rol de líderes de colegios internacionales. En este contexto, discutirán en torno a cuatro fuentes que contribuyen a dicho desarrollo: las experiencias pasadas, el modelado, el estado afectivo y la persuasión social, como componentes que deben ser fomentados en la cultura escolar. Junto a lo anterior, se abordará el diseño de las metas de comprensión y de desempeño como mecanismo crítico mediante el cual las personas ejercen agencia o control personal, y cómo los líderes pedagógicos pueden elaborar herramientas de gestión que promuevan esta cultura.
Saturday, 8:30am—9:45am
**Featured Speaker: Chad Sperzel-Wuchterl**
Using leadership and voice to positively influence community collaboration, school culture and student outcome
- Featured Speaker / Oradores destacados
Grand Ballroom A, First Floor

Saturday, 8:30am—9:45am
**Fostering agency through goal setting**
- Primary Years Programme / Programa de la Escuela Primaria
Churchill B, Second Floor
**Presenter(s)** Anna Bode

Goal setting is an effective method to simultaneously support the science education and communication (SEC) development of students through the learner profile and approaches to learning and support the academic development of students. Goal setting engages students in the action cycle in a way that supports agency in the classroom with voice, choice, and ownership. I look forward to sharing current research in the field and action research from my classroom, while providing a format where participants brainstorm implementation in their unique roles with learners.

Saturday, 8:30am—9:45am
**From Ancient Greece to Mayan temples to Arabic souqs; bringing MYP music and mathematics alive through interdisciplinary learning**
- Middle Years Programme / Programa de los Años Intermedios
Royal, Third Floor
**Presenter(s)** Francesco Banchini, Lynda Thompson

In a complex, interconnected world which is rapidly changing it is vital that students can make connections and integrate understanding in order to face the demands of the future. Exploring the inter-related nature of subject-disciplines highlights our use of transferable skills and explores learning in a manner which accurately models real-life challenges. We wish to present an MYP interdisciplinary unit of work we developed to achieve these goals, focused on the concept of pattern in both music and maths, drawing upon a wealth of cultural traditions. We hope the show how these two subject areas can be used in a coherent and integrated manner, and give practical examples of activities we have carried out in our school. We will reflect on the results of our work with the students and their feedback as to how this experience has deepened their understanding of the world and themselves as learners.

Saturday, 8:30am—9:45am
**Maximizing the impact of planning time**
- Leadership / Liderazgo
St. Charles, Third Floor
**Presenter(s)** Cody Worrall

During this collaborative session, participants will engage in dialogue aimed at improving student achievement through high-impact school-wide planning time. Participants will learn about a northern California IB district’s use of digital planning tools, formative instructional feedback and the development of a culture of collaboration. Facilitators
Heather Garcia and Cody Worrall will share their tools, practices and thinking to provide participants the opportunity to reflect upon their own school's student outcomes, the results of their school's planning time and possible ideas for maximizing impact on teaching and learning. Participants will leave with research, tools, strategies for maximizing the impact of planning time along with new members in their professional learning network, ensuring their success in implementing their new learning.

Saturday, 8:30am—9:45am
**Opening access—from E2 and beyond**
- Leadership / Liderazgo
Camp, Third Floor
**Presenter(s)** Rachael Moyer

Come find out how a comprehensive high school that serves both a magnet population and the local community took the ideas behind the IB's Excellence and Equity (E2) initiative to foster a culture of continuous school improvement—through promoting equity and excellence and opening access not only to the Diploma Programme but also to the Middle Years Programme and Career-related Programme. A panel made up of school leadership and teachers will share how they incorporated new leadership tools including an approaches to learning (ATL) teacher evaluation crosswalk, how they have worked with other stakeholders to create a culture of one school, how they have built a master schedule to capitalize on teacher teams that cross grade and ability levels for students, how they have integrated IB and “traditional” classrooms, how they supported professional learning communities (PLCs) with an instructional framework, how they used previous years’ scripts to inform teaching and learning, and how they integrated ATL and LPTs into weekly lessons for students.

Saturday, 8:30am—9:45am
**Open-mindedness through social emotional learning**
- Primary Years Programme / Programa de la Escuela Primaria
Jefferson, Third Floor
**Presenter(s)** Gabriela Llamas

Students become strong independent thinkers who demonstrate caring for the world when their voices contribute to their daily learning. Voice and choice help students to build healthy relationships, develop perspectives, show empathy, and respect one another. This session will address how to support the IB learner profile and Primary Years Programme (PYP) attitudes by integrating social and emotional learning skills throughout IB instructional themes. Participants will engage in routines and activities that promote connection, communication, problem-solving, collaboration and respect among diverse students. In addition, participants will have the opportunity to explore grade level specific units with social emotional learning strategies that integrate with content to strengthen the application of the IB learner profile and PYP attitudes in our students.

Saturday, 8:30am—9:45am
**Student-centered learning in MYP and DP classrooms**
- Diploma Programme / Programa del Diploma
Churchill C, Second Floor
**Presenter(s)** Jeffrey Watson, Roger Winn

Are you tired of the lecture format? Does it feel like the information goes in one ear and out the other? Do your students sit and stare with no processing happening? Is “sit and get” really “sit and not get”? If so, then this is the
session for you. Join us for an interactive session as workshop leaders and participants create strategies to increase collaboration and student thinking in the classroom. During this session we will focus on the role of the teacher in the classroom through the implementation of restructured learning activities. Participants will have the opportunity to revise a lesson and explore ways to leverage a culture of thinking in the classroom. By the end of the session, participants will leave with concrete ideas to utilize daily in the classroom and will gain experience with restructuring lessons to increase student thinking.

Saturday, 8:30am—9:45am
**Supporting low-income students with college access**
- Higher Education / Educación superior
Jackson, Third Floor
**Presenter(s)** Kevin Hudson, Shannon Jeffries, Tamara Siler, Marie Vivas

Are we looking at our students through the lens of our own privilege? Do we really understand, and fight against, the many obstacles that our under-served students face on their path to academic success and lifelong learning? Are we doing enough for our low-income students? We invite you to take a deep dive into how your school as a whole encourages under-served students to become IB students and go on to higher education. Come for the presentation, stay for the uncomfortable conversation.

Saturday, 8:30am—9:45am
**The new IB authorization process: Highest quality, greater flexibility**
- Across the Continuum / Continuo de programas del IB
St. James, Third Floor
**Presenter(s)** Sean Rankin

Seeking authorization to become an IB World School is a rewarding and at times challenging journey. By removing deadlines, the IB is able to provide a more flexible authorization pathway for schools that allows you to move forward when ready, while maintaining high quality implementation standards. Through participating in this session participants will understand the new authorization process, its requirements and how to best structure your school's pathway to authorization. We will share best practices for each stage of the authorization process and participants will also have the opportunity to ask questions and gain clarity about how to make the journey towards becoming an IB World School meaningful, realistic and rewarding.

Saturday, 8:30am—9:45am
**The parallels between student learning and adult PD**
- Across the Continuum / Continuo de programas del IB
Magazine, Third Floor
**Presenter(s)** Stephanie Karp Bilimoria, Deirdre Lavery, Summer Johnson

In the IB we strive for student-centred, student-choice education. Through the Fairfax County Public Schools, Virginia, USA, one-to-one (laptop for every student) initiative and implementation, it became clear that what we do for students by providing structures and choice, is equally as valuable for educators. We will share our process and journey of moving from traditional, same professional development for everyone, to personalized professional development (PD) and the impact it is having on our students and staff.
Westlake Academy (WA) is an IB World School in the USA offering the continuum of IB programmes. The school has developed partnerships with two non-profits to provide service opportunities for students to think globally and act locally. This session will explore the planning, coordination, and implementation processes and strategies that incorporate local partnerships into a fully articulated service learning program. WA Middle Years Programme (MYP) students have worked with local non-profits to provide educational services to students and teachers in Guatemala, Uganda and Tanzania. The presentation will share the collaborative experiences of students, teachers, school administrators and local non-profits in their effort to create unique learning opportunities through service.

This session introduces the IB assessment research and design team and its role. This team conducts its own assessment research and supports assessment design during the Diploma Programme (DP) and Middle Years Programme (MYP) curriculum review process. The session will provide an overview of the key areas of focus for IB assessment research, as well as outcomes of recent work and plans for future studies. It will also include an overview of how new assessment tasks are trialled during the curriculum review process and the vital role that schools can play in this area.

This interactive session will begin with a story that highlights how the transformation of assessment practices at an early years university laboratory school contributed to a deeper understanding of the potential for curricular engagements within the school's programme of inquiry. Assessment, as a multi-faceted process, functions not only to help teachers understand and record children's learning, but it also holds great potential for informing future learning possibilities and engagements. Using principles of social-constructivism, inspirations from the Reggio Emilia approach, and the IB learner profile, participants will explore Carr and Lee's (2012) Learning Story framework as an assessment tool for early years contexts. Participants will also discuss assessment practices and processes within their own schools in both small and large groups, as they begin to think about how meaningful shifts towards formative assessment tools that inform children's inquiries could build curriculum in their own contexts.
Saturday, 10:30am—11:45am

ATLs in the DP: A school-wide interdisciplinary approach connecting subject areas, the DP core, and service learning opportunities

- Diploma Programme / Programa del Diploma
- Churchill C, Second Floor

**Presenter(s)** Michelle Lackovic, David Traill, Ashley Busse

This panel session will show how effective approaches to teaching and learning across disciplines in the Diploma Programme (DP) can provide meaningful experiences for students that develop their knowledge within areas of knowledge and in global contexts. Participants will interact with teachers from several subject areas and the IB core who have created interdisciplinary units that extend beyond the classroom and into service-learning opportunities. We will share how our sample collaborations in the DP enable students to 1. Connect literature and art to war and conflict; 2. Learn about the past by working with veterans; and 3. Understand the role of science in key historical moments. Throughout the session, participants will also have an opportunity to consider their own teaching contexts. The goal is to bolster academic success by providing a more cohesive educational experience that encourages students to actively participate in both their studies and local and global communities.

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Saturday, 10:30am—11:45am

Change is hard: Winning the hearts and minds in IB

- Leadership / Liderazgo
- St. Charles, Third Floor

**Presenter(s)** Sophia Kwong Myers, Monica Miller, Michael Brinkman

Change is inevitable in all organizations and sectors; nevertheless, research suggests the overwhelming majority of change initiatives fail. The principles of change management that are true for Fortune 500 corporations and nonprofits can also be applied to your local IB programmes. Whether you are an interested school starting IB candidacy or a well-established IB World School preparing for curriculum updates, there will always be a change that needs to be managed skillfully. At Uplift Education, we used key strategies from “Influencer: the new science of leading change” to launch 10 IB continuum programs across DFW (Dallas-Fort Worth, USA). After sharing how we leveraged multiple spheres of influence to build stakeholder investment and capacity, participants will practice with using this framework to move from passive compliance to authentic investment and sustainable implementation. Whether you are a teacher, coordinator, administrator, or community partner you all have the potential to enact change through influence.

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Saturday, 10:30am—11:45am

CP digital language portfolios: Making it happen

- Career-related Programme / Programa de Orientación Profesional
- Magazine, Third Floor

**Presenter(s)** Jessica Lasusa, Sean Beavers

This session will help attendees to learn how students can meet the Career-related Programme (CP) language portfolio requirement by creating a robust, digital repository that demonstrates language B proficiency. The creation and maintenance of the digital language portfolio helps students to embrace the IB learner profile, with specific regard to being risk-takers, communicators and reflective learners. Through this process, students come to see language learning as a continuum of skill and see their own movement and progress on the continuum as a success worthy of celebration. Additionally, digital portfolios help students to develop a critical and often lacking dimension of language.
instruction: intercultural comparative reflections. As students create and compile evidence and reflections into their
digital portfolio, they begin to see their own proficiency as the meaningful journey that it is.

Saturday, 10:30am—11:45am
**Crossing borders: Leveraging the IB in a global world**
• Higher Education / Educación superior
Royal, Third Floor
**Presenter(s)** Kim Bartlett, Jason Via, Marie Vivas, Tiffani Hooper Bromberg

An important benefit of completing the IB diploma is the global reach of the credential. Across the world universities
recognize the IB for its depth and rigour. For our internationally minded students this means mobility across borders
and opportunities to explore higher education in a variety of locales. We will discuss important factors to consider as
we advise students who wish to take advantage of these opportunities. Join us for a hands-on interactive session and
share your own best practices.

Saturday, 10:30am—11:45am
**Design and IB scoring**
• Middle Years Programme / Programa de los Años Intermedios
Churchill B, Second Floor
**Presenter(s)** Katelyn Porwoll, Toni Schwartz, Jeremy Reichel, Johanna Schmitz

In an effort to emphasize alignment and focus on student growth, Hopkins Public Schools reimagined how to develop
and deliver design curriculum for 7th and 8th grade students, both digital- and product-based. During year two of this
work, design teachers piloted a system for marking and reporting IB achievement scores rather than traditional letter
grades. We will share our recent experiences developing design curriculum and how IB scoring is transforming
teaching and learning.

Saturday, 10:30am—11:45am
**Explaining assessment principles; missing marks; inter-subject comparability and the tyranny of grades**
• Cross-Programme / Conexiones entre los programas
Fulton, Third Floor
**Presenter(s)** Anthony Furlong, Rod McIntyre

In this practical session we will explain what missing marks (and missing grade) procedure means, discuss the
importance of inter-subject comparability (and subject pairs analysis) and then debate how many grades the IB should
have.
From exclusivity to equity: Recalibrating for equilibrium

- Leadership / Liderazgo
- Jackson, Third Floor
- **Presenter(s)** Damon Monteleone, Nancy Shay

Participants will learn how a comprehensive high school with an IB magnet programme, which historically had served as a divisive element in the community, transformed their culture to one rooted in equity, access and inclusion by leveraging core tenets of the IB learner profile. Presenters will share adaptive leadership moves and innovative programmatic structures designed to leverage the IB learner profile traits as a mechanism for building a more inclusive IB school-wide programme while developing more authentic IB world students. A specific focus will be on: 1. Strategies used to implement the approaches to teaching and learning to engage students in the transformation of school culture through student voice and community meetings, celebration of staff and student IB learner profile endeavours, as well as the use of theory of knowledge to elevate the significance and applicability of creativity, activity, service and the extended service; and 2. Strategies used to increase program diversity and alignment with the school-wide Middle Years Programme.

La Puissance du plan de travail des unites

- Middle Years Programme / Programa de los Años Intermedios
- Parish, Third Floor
- **Presenter(s)** Élise Lalonde

Le plan de travail des unités est souvent vu par les enseignants comme un fardeau ou comme un formulaire à remplir. Mais il peut devenir un fort intéressant et très puissant outil pédagogique. En changeant notre vision du PTU et en voyant en quoi il est cohérent, j'espère faire réfléchir les enseignants et leur faire réaliser que le développement d'un plan d'unité est une excellente façon de les aider à enseigner IB !

Making international-mindedness visible, visceral and visionary 2.0

- Across the Continuum / Continuo de programas del IB
- Jefferson, Third Floor
- **Presenter(s)** Mechelle Bryson, Maria Busico-Flight

Last year these presenters explored international-mindedness through the lens of multilingualism, intercultural understanding and global collaboration and guided participants through various ways to engage students in authentic learning experiences that extended learning beyond the classroom walls. This year, these same presenters will share their journey of how they challenged traditional practices designed to promote international mindedness and transformed what it means for their students to be internationally minded and a citizen of the world by: 1. Promoting global collaboration through the "4Cs" of 21st century learning; 2. Acknowledging a fifth C, cultural agility; 3. Cultivating cultural agility through authentic global participation experiences; 4. Building global competencies via global partnerships; and 5. Developing a culture of global engagement. In order to compete in a global economy, students need authentic opportunities to develop collaboration skills while cultivating an international perspective of the world. Join them to learn more.
Saturday, 10:30am—11:45am

Standards and practices update
- Cross-Programme / Conexiones entre los programas
  St. James, Third Floor
  Presenter(s) Jane Drake, Erin McVadon Albright

Schools have now had the opportunity to view the revised programme standards and practices following their publication onto the programme resource centre. This update series is taking place at global conferences throughout 2019 and 2020 and forms part of a broader set of communications designed to help schools to understand what has changed, why it is better and how they can prepare for a confident and successful transition.

Saturday, 10:30am—11:45am

Supporting your transition to PYP: From principles into practice
- Primary Years Programme / Programa de la Escuela Primaria
  Commerce, Third Floor
  Presenter(s) Nicole Bien, Laura Griffin

I would like to speak about the UPAEP Plan 06 and what we’ve done to implement the CP on a large scale in eight high schools at the same time. I would like to show them the five different career-related studies that we’ve developed. Finally I would like to encourage other DP schools to consider the CP as an option and also for schools considering the IB to think of the CP as a stand-alone option.

Saturday, 10:30am—11:45am

Sustaining diversity and inclusion in the DP and CP
- Diploma Programme / Programa del Diploma
  Camp, Third Floor
  Presenter(s) James Minor, Amy Earl, Erin Del Castillo

Creating systems that encourage diversity and inclusiveness in our IB program are critical aspects of a healthy IB programme. However, creating a framework that provides a system of support that sustains diversity and inclusiveness is the next critical step for programs. This workshop will provide some research-based tools that have been employed at Riverview High School, Florida, that have made a remarkable difference in sustaining our diversity including: case management practices, stress management practices and mentorship programs and partnerships.

Saturday, 10:30am—11:45am

The Visual School: Images and games to make learning accessible for all
- Middle Years Programme / Programa de los Años Intermedios
  Grand Salon 17/18, First Floor
  Presenter(s) Gary Goodwin

The Visual School will explore the techniques of visual notes and “game storming”. These techniques have been used by Fortune 500 companies and government agencies to promote collaboration and problem-solving. Both techniques will be presented and experimented with so that teachers can use them to increase student engagement, participation and retention of material regardless of grade level or subject group.
Saturday, 10:30am—11:45am
**Using CAS and collective projects to address global problems**
- Diploma Programme / Programa del Diploma
Grand Salon 23/24, First Floor
**Presenter(s)** Ximena Espinosa, Whymper León, Franklin Hurtado, Patricio Cevallos Ponce

IB students perform concrete appropriate actions in response to global issues, at local and national level with world wide projection. That allow to develop the awareness and responsibility that join us as human beings in the world.

Saturday, 10:30am—11:45am
**What matters most in writing instruction: Research-based practice to make the most of writing instruction in the IB classroom**
- Research / Investigación
Churchill D, Second Floor
**Presenter(s)** Candence Robillard

In a time where the value of a high school class increasingly depends upon its connection to advanced academic credit, teachers are faced with unique challenges. This presentation draws on research-based writing instruction practices and the findings of a research study of undergraduate writers who achieved advanced college credit in high school, namely through the IB programmes. The findings of the study indicate that IB students are poised for success because of their diverse writing experiences and rapport with their writing teachers. Such experiences and relationships build student confidence and competence as they move toward university study. In this session, participants will discuss and share ways to build rapport with students as writing teachers and to provide meaningful connections among the writing projects involved in students’ work toward the IB diploma.

Saturday, 1:15pm—2:30pm
**An inquiry into transdisciplinary planning and teaching in the PYP**
- Primary Years Programme / Programa de la Escuela Primaria
Churchill B, Second Floor
**Presenter(s)** Elizabeth Alapizco, Maria Dunlap

As a global society we are at the doorstep of the forth industrial revolution. Transdisciplinary thinking and problem-solving are essential for the future. In this hands-on workshop, educators will be given practical and proven strategies through the process of making connections between transdisciplinary themes and concept-based planning and teaching. Using a transdisciplinary lens coupled with an internationally-minded perspective will foster problem-solvers and up the rigour in any Primary Years Programme (PYP). This approach will show how this interconnectedness ignites inquiry, critical thinking and action for the entire learning community (students, teachers, admin, parents...). Attendees will be given tools to help organize and synthesize their PYP with state standards and district initiatives without compromising inquiry and IB standards and practices. It is sure to provoke globally-minded citizens who will be the innovative leaders of this generation and beyond.
Saturday, 1:15pm—2:30pm  
**Bold leadership strategies for your unique IB school**  
- Leadership / Liderazgo  
St. Charles, Third Floor  
**Presenter(s)** Sheree Lynn, Peter Vargas

Leaders will discuss how to develop the bold vision that is right for the students and staff of their unique IB school. We will present practical strategies for building a positive culture of trust with staff to move a bold vision forward. Participants will learn and share systems and resources that support their vision, culture, staff and students as they work together to provide an optimal learning environment tailored to their IB school.

Saturday, 1:15pm—2:30pm  
**Bridging the “generation” gap**  
- Cross-Programme / Conexiones entre los programas  
Grand Salon 20/21, First Floor  
**Presenter(s)** Kristen Karszes, Alvilda Graham

Having students transition from one programme to another can feel like a “new” and daunting experience in their educational life cycle. As professionals in different programmes: Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) or Careers-related Programme (CP) we can collaborate to make the transition more seamless.

Saturday, 1:15pm—2:30pm  
**Connecting the MYP to a long-standing DP**  
- Across the Continuum / Continuo de programas del IB  
Royal, Third Floor  
**Presenter(s)** Michael Cloninger, April Miller

The IB Middle Years Programme (MYP) and Diploma Programme (DP), often thought of as having opposing pedagogical approaches to teaching and learning, actually share extensive crossover that allows for natural matriculation through both programmes. From inquiry-driven instruction and interdisciplinary connections to approaches to learning skills and various service components, these two programmes exhibit similarities that allow for authentic connections in the classroom and beyond. This session, delivered by an MYP coordinator of an MYP candidate school and a DP coordinator of a long-standing authorized DP school, will give valuable insight, documents, tips and hints as to how they are working together to meld the two programmes into one school.

Saturday, 1:15pm—2:30pm  
**El impacto de las habilidades sociales y emocionales en el aprendizaje**  
- Across the Continuum / Continuo de programas del IB  
Parish, Third Floor  
**Presenter(s)** Gisela Fernandez

Reflexionaremos acerca de las estrategias más eficaces para desarrollar y hacer tangibles las habilidades sociales y emocionales en el aula con el objetivo de mejorar el proceso de enseñanza y aprendizaje y su impacto positivo en la vida de los alumnos.
Enseñanza diferenciada en el aula. ¿Cómo satisfacer las necesidades de los alumnos con altas capacidades?

- Leadership / Liderazgo
- Canal, Third Floor
- **Presenters** Angeles Bueno Villaverde

1. Los elementos del currículo en la educación inclusiva. 2. La enseñanza diferenciada. Necesidades de los alumnos con altas capacidades intelectuales. 3. Procedimientos para organizar un aula diferenciada según el perfil de aprendizaje, la aptitud y el interés. 4. Diferenciación del currículo según el contenido, el proceso y el producto.

Ethics in the TOK classroom

- Diploma Programme / Programa del Diploma
- Fulton, Third Floor
- **Presenters** Sue Bastian, Colin Pierce, Allison Cohen

You need only pick up a newspaper to see the pressing need to integrate ethics across various areas of knowledge. From issues of data breaches in the sciences to privacy scandals at tech companies, from art hoaxes to genetically altered babies, driverless cars and artificial intelligence, our students need the tools to thoughtfully engage in ethical conversations across disciplines. The new theory of knowledge programme will explore the ethical dimensions of each area of knowledge across the curriculum as well as outside the classroom by fostering critical and creative thinking about these and other controversial topics. This interactive presentation will lead participants through several case studies drawn from a consortium of groups working to give both teachers and students strategies to identify ethical issues in a situation, to appreciate multiple perspectives at play and to participate in a respectful, deliberative conversation with others.

Featured Speaker Heather Michael

From lame to fun: Rethinking and repurposing reflection in the IB classroom

- Cross-Programme / Conexiones entre los programas
- Jefferson, Third Floor

Reflection is an integral part of learning, a key component of many IB assessments and central to the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP). But it often feels like an add-on that is inauthentic... and sometimes lame. The purpose of this session is to look at how to use reflection as the foundation of all teaching, utilizing it as a way to connect assessment to the wider lives of students. This interactive session aims to be inspiring, authentic and fun, (as reflection should be) with tangible takeaways for the classroom.
It's complicated: The relationship between college and IB DP

- Diploma Programme / Programa del Diploma
St. James, Third Floor
Presenter(s) Luz-María Garcelon, Tiffani Hooper Bromberg

The process in which 10th graders choose their IB courses is never straightforward. There are many factors to consider, decisions to be made and sometimes this even means choosing courses based on university requirements - especially in the context of international admission considerations. In this session, we explore best practices for advising students in IB course selection and outline clear communication strategies for explaining the course requirements for various university systems around the world. We will start by sharing our process and have time to learn from others. Most importantly, you will certainly reflect on your current practices and have new ideas to take away with you.

Saturday, 1:15pm—2:30pm
Leading student innovation through artistic expression in the exhibition process

- Primary Years Programme / Programa de la Escuela Primaria
Magazine, Third Floor
Presenter(s) Bryant Johnson, Brenda McQueen

Are your students ready to take their exhibition to the next level? Are they presenting in one place bound by the trifold? Help them break free and tap into their creativity, expression, and communication as they elevate their ideas. In this session, we will show how our students used visual and performing arts to create the ultimate exhibition experience. Participants will explore how to guide their students through the exhibition process while exploring passionate issues through the lens of a musician, dancer, painter, sculptor, poet and much more. With an artistic eye, students will embrace various cultures, influence their own personal communities and publish an art piece which expresses their culminating interpretation of inquiry in the Primary Years Programme (PYP).

Saturday, 1:15pm—2:30pm
Leading the PYP in an urban school district: A tale of two schools

- Leadership / Liderazgo
Commerce, Third Floor
Presenter(s) Crystal Overstreet, Carmen Shepherd

Are you leading a Primary Years Programme (PYP) in an urban district? Then you know the struggle is real. Join four administrators in an interactive dialogue exploring how to navigate district expectations while advocating for the mission or vision of your school's PYP.
Saturday, 1:15pm—2:30pm
The impact of IBEN and tips for school leaders to capitalize on the benefits

- Across the Continuum / Continuo de programas del IB
Camp, Third Floor

**Presenter(s)** Marjorie Lope, Dalit Halevi

School leaders interested in discussing how to capitalize on the benefits of having staff who are trained by the IB to be part of a globalized network of highly qualified educators that have a connection with other educators in this professional network as well as other teachers and schools this session is for you. We'll focus on the results from research that has identified models and approaches that IB World Schools use to capitalize on the benefits of having staff who are specially trained by the IB. It's a great opportunity to learn about the IB educators’ network (IBEN).

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Saturday, 1:15pm—2:30pm
The inclusive personal project

- Middle Years Programme / Programa de los Años Intermedios
Jackson, Third Floor

**Presenter(s)** Emily Heille, Katie Sneider, Kari Reiter

Kate Sneider and Emily Heille are both teachers at Fridley High School in Minnesota. Kari Reiter is the district's MYP coordinator. Fridley is a first-ring suburb of Minneapolis. We have just over 3,000 students in our district, 65% of which qualify for free or reduced lunch and 64% of which are students from ethnic minorities. When we attended personal project training, we heard about a lot of awesome projects, many of which came with hefty price tags. We realized that our “personal project” was how to marry the idea of a meaningful, exciting project with a population that didn’t have a lot of resources at its disposal. We will share how changes to mindset, staff and student buy-in, scaffolding and reflection have breathed life into our Middle Years Programme and more specifically the personal project. We don’t have all of the answers but have found enormous success in the changes we have made as a community.

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Saturday, 1:15pm—2:30pm
University recognition: Under fire

- Higher Education / Educación superior
Grand Salon 23/24, First Floor

**Presenter(s)** Marie Vivas, Merike Remmel, Kevin Spensley, Kevin Hudson

In this session a panel of experts in the area of university admissions and enrollment management will address your concerns about IB recognition in the region. Here is your chance to ask those important questions and express your most vexing issues with IB recognition. While the panelists cannot “fix” specific issues, they can speak to the many frustrations IB educators and students share when dealing with universities and colleges.
Saturday, 1:15pm—2:30pm
**Using design as a springboard to inquiry and innovation across the continuum**
- Middle Years Programme / Programa de los Años Intermedios
  Churchill D, Second Floor
  **Presenter(s)** Joe Smith, Naheed Bardai, Julia Kinnear

Innovation and inquiry are at the forefront of Middle Years Programme (MYP) design. In this session you will learn about Upper Canada College’s MYP design programme, which gives students choice in their learning experiences while at the same time builds sound inquiry, prototyping, technical, presentation, approaches to learning, and empathy-building skills, all valuable skills throughout their IB education as they move through the MYP, including personal project, into the Diploma Programme (DP) and beyond. Samples of projects, the power of design thinking tools, how we use the UN Sustainable Development Goals to support global context, and a ready-to-use toolkit will be shared.

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Saturday, 1:15pm—2:30pm
**What makes a good exam question? A practical behind-the-scenes tour of how the IB writes them**
- Cross-Programme / Conexiones entre los programas
  Churchill C, Second Floor
  **Presenter(s)** Eleonore Kromhout, Rod McIntyre

In this practical session the delegates will have the opportunity to hear about the process the IB goes through to create an exam including a section on universal access by design.

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Saturday, 3:00pm—4:15pm
**Access and equity for all: English B in American public high schools**
- Leadership / Liderazgo
  Royal, Third Floor
  **Presenter(s)** Kailey Harem, Adrienne Chacón

This session explores the benefits to adding an IB English B class for diverse American high schools that seek to provide access and equity for under-represented populations in IB programmes. The presenters, a teacher and principal from the most diverse district in the state of Washington, will share their story of implementing an academically rigorous programme that honours the students’ native languages and backgrounds while still supporting them in English acquisition. Educators will leave this session with an understanding of how English B is a natural component of IB for all, knowledge of the requirements to implement the programme, tools for starting conversations at the building and district levels, and resources to help bring the programme to their school.

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Saturday, 3:00pm—4:15pm
**Building and living a meaningful IB core**
- Diploma Programme / Programa del Diploma
  Jefferson, Third Floor
  **Presenter(s)** Holly Davis, Debbie Neel, Levi Bartholomew, Mark Sherman

By building and living a meaningful IB core at a school, the school can make it more than just a checklist for students. One of the primary challenges many IB schools face is the question of, “How do schools incorporate the IB core into
the daily schedule? Attendeers will leave with suggestions and ideas regarding the importance of implementing a schedule whose foundation is built upon the principles of the core. Presenters will share ideas and strategies gained through their experiences of implementing the core across the programme. This conversation becomes even more important with approaches to learning as part of the core. When a school makes the core a priority, it brings life, meaning and value to the IB mission.

Saturday, 3:00pm—4:15pm
**Diploma Programme (DP) and Career-related Programme assessment updates**
- Diploma Programme / Programa del Diploma
- Fulton, Third Floor
- Presenter(s) Damian Bacchoo, Rod McIntyre

In this practical session the delegates will have the opportunity to hear about the latest examination session results, including any specific features of the session. Delegates will also hear about and discuss the new suite of policies (academic honesty policy and Penalty matrix, Adverse policy and Access and Inclusion policy) and how these have a bearing on schools and students, as well as any plans we may have for further development in the future.

Saturday, 3:00pm—4:15pm
**Family engagement through shared inquiry**
- Primary Years Programme / Programa de la Escuela Primaria
- St. James, Third Floor
- Presenter(s) Cody Worrall

Come and learn how your school can target improvements in parent engagement through shared inquiry activities, all while fostering teacher and student agency. Facilitators Heather Garcia and Cody Worrall will share how teachers and teams in their northern California public Primary Years Programme (PYP) schools have worked together to implement student-parent engagement events and classroom activities aimed at improving parent participation and understanding of IB. Participants will leave with tools and strategies that will support teachers, staff and leadership as they work together to build engagement and agency throughout their school.

Saturday, 3:00pm—4:15pm
**Featured Speaker: Pak Tee NG**
**Masterclass: Teach less learn more**
- Featured Speaker / Oradores destacados
- Grand Ballroom A, First Floor

Saturday, 3:00pm—4:15pm
**IB and AVID, psst... they can coexist**
- Leadership / Liderazgo
- Jackson, Third Floor
- Presenter(s) Leticia Raymond, Kristin Lockwood

IB and Advancement Via Individual Determination (AVID) can co-exist, and actually live together quite harmoniously when woven into your school systems. Presenters will demonstrate how rigorous IB content can be delivered through
the vehicle of AVID strategies, and crosswalk points between IB and AVID and how by using the two, lessons will be enriched with rigour and meaning. Participants will have the opportunity to begin drafting a template to uniquely align their school, with IB standards and AVID school-wide domains, approaches to learning, WICOR (AVID’s learning support structure), professional evaluation systems, and other district or site-based initiatives. Participants will inquire and dive into how AVID and WICOR can create the structure for the ATLs to take inquiry-based instruction even further. This session is designed to support coordinators, heads of schools, school leaders and blending AVID and the IB with existing curriculum. Our work leads to a deeper integration of both programmes and how this alignment impacts students, educators, school leaders, families and the community.

Saturday, 3:00pm—4:15pm
**IB research update**
- Research / Investigación
Churchill B, Second Floor
**Presenter(s)** Olivia Halic, Michael Their

This annual update from the IB Research Department will report findings from recent research undertaken across the globe exploring the qualities and characteristics that distinguish IB World Schools and IB students. A focus of this session will be the question, “What are we learning about the learning profile?”, which will be explored through findings from a cross-section of IB-commissioned studies.

Saturday, 3:00pm—4:15pm
**Inhale to excel: Creating a mindful learning environment**
- Cross-Programme / Conexiones entre los programas
Churchill C, Second Floor
**Presenter(s)** Arturo Flores

Inhale to excel: how to create a positive learning environment through breathing exercises and mindful movement. Students experience stress in many situations, whether is academic, family related or just the average hardships that come with being a teenager nowadays. This undoubtedly has an impact on their academic performance and their interactions at school. This session will show you easy techniques to implement in the classroom so students are more relaxed, focused, kinder toward themselves and ready to learn.

Saturday, 3:00pm—4:15pm
**Iniciativa “Probidad académica”**
- Research / Investigación
Parish, Third Floor
**Presenter(s)** Hugo Santos

Presentaremos los resultados de un estudio desarrollado en un Colegio del Mundo del IB donde, a través de un instrumento, se midió la percepción de los alumnos con respecto a la probidad académica, incluyendo diferentes dimensiones relacionadas con el plagio y la subcontratación de terceros, así como la forma en que los alumnos eventualmente podrían involucrarse involuntariamente en esto..
Saturday, 3:00pm—4:15pm

**MYP updates**

- Middle Years Programme / Programa de los Años Intermedios
  Grand Salon 23/24, First Floor
  **Presenter(s)** Eleonore Kromhout, Mercy Ikua

In this session, participants will hear about the latest research findings on global programme implementation. Together, we will explore how those findings are guiding the curriculum development and assessment practices. We will also share an update on the latest resources and upcoming opportunities to contribute to the development of the programme.

Saturday, 3:00pm—4:15pm

**Our community cares: Starting community project**

- Middle Years Programme / Programa de los Años Intermedios
  Commerce, Third Floor
  **Presenter(s)** Addie Tobey

Inspired by the enthusiasm from our mentors and students completing exhibition and personal project our middle school embarked on the community project for the first time during the 2018–2019 school year. Our goal was to connect service learning across our district for our students and build the momentum to personal project. This session will take you through our journey to involve 350 students and 45 teachers in community project. Come learn about our process with our staff and students to build our district’s community project. We will take you through our “why, how, grows, and glows” of creating a first-year community project.

Saturday, 3:00pm—4:15pm

**Predicted grades: Now what?**

- Higher Education / Educación superior
  Grand Salon 20/21, First Floor
  **Presenter(s)** Merike Remmel, Tamara Siler, Jason Via, Marie Vivas

Predicted grades, anticipated grades, over-prediction and under-prediction: is all of this lingo leaving you frustrated and confused? You are not alone. As more IB students are seeking to apply internationally, it is important that school counsellors are informed about the predicted grades process and the implications they have on students in the admissions process. The most effective predicted grades come from subject area teachers who know how to accurately assess their students. You will leave this session with best practices from experienced colleagues on both sides of the desk.

Saturday, 3:00pm—4:15pm

**PYP updates**

- Primary Years Programme / Programa de la Escuela Primaria
  Grand Salon 17/18, First Floor
  **Presenter(s)** Nicole Bien, Laura Griffin

In this session, members of the Primary Years Programme (PYP) team will share updates across various aspects of the programme including: programme development, professional services, authorization and evaluation and other
applicable updates. Attend this session to get the latest information from each department to help you in planning and organizing for the year ahead.

Saturday, 3:00pm—4:15pm

**Structuring the debate team within the cycle of inquiry**

- Primary Years Programme / Programa de la Escuela Primaria
  - Magazine, Third Floor
  - **Presenter(s)** Lauren Cantor

In creating a debate team, it is essential that the team is structured around the cycle of inquiry in order for students to have full ownership over “why” debating is an essential skill both within their local community and as global citizens. The structure of this team is based around the Primary Years Programme and the cycle of inquiry. Through organically embedding both the key concepts and the learner profile within the content addressed, students will have a stronger understanding of how to utilize both of these components within their programme of inquiry. In creating a debate team around the cycle of inquiry, students will have the tools that they need to not only effectively communicate their passions to one another, but also be open-minded when listening to opposing viewpoints, which will ultimately help them build a solid foundation as global citizens.

Saturday, 3:00pm—4:15pm

**The Inspire Project**

- Across the Continuum / Continuo de programas del IB
  - Camp, Third Floor
  - **Presenter(s)** Todd Brown

The Inspire Project connects schools, teachers, and students with mentors to increase civic and scientific engagement. Inspire is broken into three pathways (Earth, equality, and health) with each encompassing scalable initiatives focusing on human connectedness and action-driven goals. The speaker sessions are conducted in person and via the internet and are Socratic, highlighting student and speaker interaction through a question and answer discussion. The underpinning of the overall project is that of human connection and to ultimately empower students. Through togetherness, the initiatives help develop a deeper understanding of growth that ultimately cultivates the power of students by including their voices and perspectives with global mentors to accompany the contributions of students. This project allows for us to work together, empower students, foster change, and allow the future to begin now by adopting a unique experience to take back to our communities and lay the groundwork for change together as a family.

Saturday, 3:00pm—4:15pm

**The TOK toolkit: Simple strategies to integrate interdisciplinary thinking**

- Diploma Programme / Programa del Diploma
  - Churchill D, Second Floor
  - **Presenter(s)** Jillian Strimas, Jordan Small

Through meaningfully integrating theory of knowledge (TOK) thinking into all facets of the educational experience, students and educators can become partners in developing strong yet flexible interdisciplinary thinking skills. In this interactive session, learn creative and practical strategies to foster a dynamic, exciting and organic culture of TOK in your community. The session will focus on building capacity and confidence to help teachers in all disciplines to view themselves as TOK teachers, explore tools for empowering students to become “TOK cross-pollinators” and discuss
ways coordinators can build a foundation where TOK thinking thrives. We will also delve into ways to make authentic approaches to learning (ATL) connections through TOK integration, and explore lessons learned from participating in the recent TOK exhibition pilot. Through exploring our school's journey, discover how TOK is the linchpin of the Diploma Programme, and can serve as the locus for developing a common language and understanding in your schools.

Saturday, 3:00pm—4:15pm

**Well-being, learning skills (ATL and executive skills), and global contexts; an integrated approach**

- Middle Years Programme / Programa de los Años Intermedios
- St. Charles, Third Floor
- **Presenter(s)** Nelyda Miguel, Noga Beer

Five IB schools in New Jersey, USA, gathered for a professional two-day workshop with Dry Peg Dawson to expand approaches to learning (ATL) using Dry Dawson’s and Dry Guard’s research on executive skills. The Red Oaks School faculty proceeded to develop an ATL and global contexts curriculum that expands on our existing physical education and health and social education curriculum. The ATL and global contexts curriculum is taught by all teachers in advisory and town hall, but additionally, it is applied and implemented in our community project, student conferences, subject planners/units/lessons, service learning, field trips, recess, lunch/breaks, after-school clubs and conflict resolution situations. We wrote a subject overview, MYP units, and created a calendar of lessons with resources. Teachers meet weekly to discuss lessons and activities. It has been an exciting journey of deepening our understanding of ATL and global contexts, as we become increasingly interdisciplinary and holistic in our approach to education.
SUNDAY

Sunday, 9:00am—10:15am
**A practical behind-the-scenes tour of a grade award**
- Cross-Programme / Conexiones entre los programas del IB
Grand Salon 20/21, First Floor
**Presenter(s)** Anthony Furlong, Rod McIntyre

In this practical session the delegates will work in small groups to duplicate the process the IB goes through to set grade boundaries. They will initially contemplate where to set boundaries for a component (exam paper) and then decide where to set boundaries for the whole subject.

Sunday, 9:00am—10:15am
**Improvement science: Harnessing professional inquiry to build staff and student agency in IB programmes**
- Leadership / Liderazgo
Churchill D, Second Floor
**Presenter(s)** Tahrena Wicker, Tania McKey

Using the tools of improvement science, IB teachers, leaders and other stakeholders can engage in collaborative inquiry dedicated to strengthening school programmes. By identifying conditions that will drive desired results, sharing best practices across grade levels and subject groups, and implementing short inquiry cycles built around small, high-yield changes, schools can breathe life into their action plans. In this session, participants will practice with tools for identifying root causes, developing change drivers and implementing “plan, do, study, act” inquiry cycles.

Sunday, 9:00am—10:15am
**MYP eAssessment, learning & teaching**
- Middle Years Programme / Programa de los Años Intermedios
Grand Salon 23/24, First Floor
**Presenter(s)** Eleonore Kromhout, Mercy Ikua

Join this session to hear about the latest Middle Years Programme (MYP) eAssessment examination session results; to get feedback from the post M18 survey conducted with MYP eAssessment schools on the impact of eAssessments on learning and teaching in their schools; and to find out about the resources that the IB assessment and learning and teaching divisions have developed to support assessment practices in your schools.

Sunday, 9:00am—10:15am
**Planning for professional development (PD)**
- Leadership / Liderazgo
Commerce, Third Floor
**Presenter(s)** Anthony Tait, Pam Bender

Whether you are new to IB learning and teaching, are a more experienced educator or an expert teacher or leader, the IB offers professional learning experiences that meet you where you are and help you grow. Learn about all of the
professional development (PD) options and pathways available and then chart your own or your school’s course to promote lifelong learning and improved student outcomes.

Sunday, 9:00am—10:15am

**Play-based pedagogy: Breaking down the barriers**

- Research / Investigación
- Magazine, Third Floor
- **Presenter(s)** Nikki Doig

With the enhanced PYP, comes a renewed focus on inquiry through play in the early years. Inspired by the work of Jessica Murray, one of our final year MA Education students, this interactive session will start with a brief overview of the relationship between play and holistic education, including an exploration of the role of the teacher in nurturing inquiry through play. This review of the literature will act as a provocation to practitioner round table discussion about the challenges of implementing a play-based pedagogy, and how these might be overcome.

Sunday, 9:00am—10:15am

**Songwriting as action and as reflection**

- Primary Years Programme / Programa de la Escuela Primaria
- Jackson, Third Floor
- **Presenter(s)** Dottie Price

Student songwriting is a tool for action and for reflection. The chorus is the central idea, the main idea, the heart of the song. The verses are the lines of inquiry, the supporting details, the veins and arteries of the song. The lyrics and melody collaborate in the structure of a syllable-rhythm pattern. Songs can be written as tributes, protests, and documents of thought process and conclusion. Songs live on.

Sunday, 9:00am—10:15am

**Student agency in mathematics**

- Across the Continuum / Continuo de programas del IB
- Churchill B, Second Floor
- **Presenter(s)** Veronica Mathison, Kari Reiter

What if students could not stop talking about mathematics and drove the conversation? Visualize a future mathematics classroom where students look forward to attending mathematics class and are excited to share their thinking. In this session, you will experience how we creatively engage our students in rich, mathematical discussions. Participants will observe and participate in a non-threatening thinking routine and rich mathematical tasks which build student confidence and intrigue learners at all levels. We will model how to transform a typical textbook problem into an inquiry-based mathematical task using an IB lens. Strategies will be incorporated to encourage agency, communication, and celebrate mathematical thinking. We will share our K-12 journey in gaining district-wide support and impacting all of our students. You will leave with resources ready to implement in the classroom and to help your districts transform mathematics.
Sunday, 9:00am—10:15am

**The 3P rule: Passionate, purposeful and paperless classrooms**

- Diploma Programme / Programa del Diploma
- St. Charles, Third Floor
- **Presenter(s)** Jesus Carlos Garcia Canales

The 3P rule, developed for my business and management classroom (but applied to any subject) comes along with three characteristics:

- **passionate**—as a response to the short span of attention this generation has, students are constantly encouraged to learn about business by solving games, challenges and other kinds of activities;
- **purposeful**—as a subject where you study day-to-day businesses operations, students must apply the theoretical concepts learned to a real company (same business, every week throughout the whole semester);
- **paperless**—as a sustainability effort (and an organizational method) students can only submit their work via Kognity, Blackboard or the authorized platforms in order to keep a low carbon footprint and a more efficient storing of student’s work.

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Sunday, 9:00am—10:15am

**The art of presenting the IB to colleges and universities**

- Higher Education / Educación superior
- Royal, Third Floor
- **Presenter(s)** Shannon Gundy, Shannon Jeffries, Jonathan Burdick, Rodney Joyner

Every year, schools are showcasing their programmes and students to universities who are reviewing incoming applicants. In this session, we will explore a few simple strategies that can support your efforts to highlight your programmes and maximize your students’ higher education opportunities.

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Sunday, 9:00am—10:15am

**TOK in the “post-truth” world**

- Diploma Programme / Programa del Diploma
- Churchill C, Second Floor
- **Presenter(s)** Carolyn Henly

There is no such thing as a “post-truth” world. As Philip K Dick famously said: “Reality is that which, when you stop believing in it, doesn't go away”. The session will undertake a short review of the last several curriculum iterations to demonstrate the historical and ongoing effort to ensure that the end result of taking a theory of knowledge (TOK) class is not solipsism. The session will then demonstrate a series of lessons designed to help students recognize that knowledge is possible in all the areas of knowledge included in the course and how that knowledge is developed, tested, and, when necessary, updated. The session will focus on the power of TOK to demonstrate the conditions under which we can trust knowledge claims and why. The course illustrates the fact that truth exists and is important. TOK, therefore, has tremendous power to impact students’ ability to make effective judgments throughout their lives.
Una experiencia de aprendizaje significativo: Teoría del Conocimiento como instrumento de indagación estructurada y desarrollo del pensamiento crítico y creativo en el proceso de aprendizaje en Física

Diploma Programme / Programa del Diploma
Parish, Third Floor
Presenter(s) Arturo Zárate

Demostraremos, a través de situaciones de la vida real, preguntas de conocimiento y ejemplos sencillos en la física, la estrecha vinculación que existe entre la investigación acerca del conocimiento y la investigación acerca de lo real. A través de este ejercicio, los participantes comprenderán que las dos grandes interrogantes, “¿qué es el conocimiento?” y “¿qué es la realidad?” no se pueden responder independientemente una de la otra puesto que toda teoría sobre el conocimiento es, a fin de cuentas, una teoría sobre el conocimiento de lo real.

Using IB to turn around urban schools

Leadership / Liderazgo
Jefferson, Third Floor
Presenter(s) Courtney Gober, D’Les Herron, Carol Velazquez, Pauline Dow

Two campus principals and district administrators discuss the challenges of their schools and how implementing IB is turning their urban schools around. With the current financial constraints facing public schools, San Antonio Independent School District (a district with over 90 schools with 93% of economically disadvantaged students) takes advantage of a state program to create in-district charter schools with a non-profit partner to receive greater funding from their state and give more autonomy to campus principals. It currently has nine schools either in candidacy or authorized status.

What’s the “matter” with our water?

Middle Years Programme / Programa de los Años Intermedios
Fulton, Third Floor
Presenter(s) Juliana Agostino

Did you know that by the year 2050 the oceans will have more plastic in them than fish? So what are we doing about it? This session will demonstrate how teachers can use structured, guided and free inquiry models to develop a grade 7 Middle Years Programme science unit that empowers students to create action plans for sustainable use of our oceans (UN Sustainable Development Goal 14).

Wider developments in the DP and CP

Diploma Programme / Programa del Diploma
Camp, Third Floor
Presenter(s) Damian Bacchoo, Jenny Gillett, Oksana Jajecznyk

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