

IB WORKSHOPS AND SERVICES



2020–2021
CATALOGUE



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IB PROFESSIONAL DEVELOPMENT
DEVELOPING LEADERS IN INTERNATIONAL EDUCATION

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LOEVA DUNLEVY

In line with my topic of mental health and mental illness, I wanted to show the aggression, chaos and disorder sufferers can experience in a vicious cycle. The ram is a symbol of aggression and the bold colours were used to make the piece stand out and have a strong presence. The decomposition with different parts of the ram in cubes shows the disarray and chaos a person suffering from mental illness might feel when they have trouble putting things in order and making sense of the world around them. This is something I have always seen in my grandmother, who suffers from schizophrenia. The red surrounding the ram behind the open mouth and in the eyes represents the madness which leads people with mental illnesses to lash out. The gold at the horns exaggerates this, making the ram look more aggressive and ready to attack, further giving the painting a bold presence.



DEAR COLLEAGUE,

Welcome to the 2020–21 Annual Professional Services Catalogue. It offers a wide selection of experiences and tools that will benefit you, your school and your students and keep you on the path of lifelong learning.

It would be strange to write this letter without mentioning COVID-19, which will likely change the education landscape permanently by accelerating educators' use of remote learning and virtual communication technology. As new trends in teaching and learning advance rapidly, the IB realizes that all our educators—from new to experienced—are looking for a wide variety of resources to support them in their online teaching and learning endeavors.

IB professional development is flexible—aside from our standard online and face-to-face events (on hold for now), we offer in-school and district workshops, hundreds of PD events hosted by IB authorized PD providers, as well as on-demand online workshops. We also offer many free learning resources. You can find some on the IB's public website [here](#) and others on the programme resource centre within the particular programme sections. We have created micro learning content, nano-PD, webinars and more to supplement our more traditional deep-dive workshop offerings.

As the IB embarks on its 2030 strategic planning, so has IB professional development. As part of the 2030 Strategy, the Professional Learning Strategy is setting the precedent to further elevate the IB's ability to serve you through a robust digital channel. Currently, we are gathering and using the feedback from you, our IB educators, to better understand how to adapt our offerings to best serve the evolving needs of our educators and personalize the PD experience for our teachers.

Let us know how we're doing and how we can better serve you. We look forward to the conversation. It has been an honor to be on this IB journey with you. As someone who has been working in the field of education for more than 35 years, first as a geography teacher in Adelaide, Australia to serving for the past 13 years as IB's Director of Professional Services, my heart has always been in service of practicing teachers. I know our collective dedication to IB students will carry us forward in new and interesting ways. I look forward to watching the transformation.

Best wishes,



Anthony Tait
Director of Professional Services

The IB realizes that all our educators are looking for a wide variety of resources to support them in their online teaching and learning endeavors.





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EXPLORE IB PROFESSIONAL DEVELOPMENT

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

Face-to-face workshops

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

Online workshops

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

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

e-Learning and blended learning

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

In-school and district or cluster workshops

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

WHICH WORKSHOPS SHOULD I CHOOSE?

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

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

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

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

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

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

WHAT IS AN IB EDUCATION?

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

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

CATEGORY 3

Approaches to learning



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

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

Beyond the disciplines



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

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

WORKSHOPS KEY

Face-to-face in English

Face-to-face in French

Face-to-face in Spanish

Online in English

Online in French

Online in Spanish

Bilingual and multilingual teaching and learning



RECOMMENDED FOR:

Teachers, IB coordinators and school leaders/decision makers.

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

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

Developing service learning



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

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

Investigating inquiry



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

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

Learning diversity and inclusion



RECOMMENDED FOR:

Educators, programme coordinators, school leaders, learning support teachers and consultants and any member of the school community who is committed to increasing access and participation across the four programmes.

What is inclusion according to the IB and what does it take to be an inclusive school? Inclusive education is a whole school approach to education and it is supported by the United Nations under human rights and social justice. By demystifying inclusion, this workshop will help:

- develop an understanding of the IB's approaches to inclusion
- develop specific pedagogical knowledge and approaches to extend learning and assessment to increase access and participation
- identify resources and collaborate to create a database to support inclusion
- create an action plan to increase school-wide inclusion.

Note: Due to the international nature of the course aims, this course will maintain a focus on general inclusivity and differentiation supports, rather than addressing country-specific special education requirements.

Living and learning globally



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

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

Social and emotional learning



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

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

The learner profile



RECOMMENDED FOR:

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

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

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

The role of the librarian



RECOMMENDED FOR:

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

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

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

Discover a new path on your IB journey

Aga Khan Academy—Mombasa • University of Alberta •
University of Bath • Bethel University • Bilkent University
• University of British Columbia • California State
University San Marcos • Universidad Camilo José
Cela • CHRIST (Deemed to be University) • Deakin
University • DePaul University • University of Dundee
• Durham University • East China Normal University •
Flinders University • George Mason University • Hasan
Kalyoncu University • The Education University of Hong Kong •
The University of Hong Kong • International Christian University • Kent
State University • Kwansei Gakuin University • University College London •

Loyola University Chicago • Maltepe University • The University of Melbourne • University of Michigan • University
of Montana • Moscow City University • Murdoch University • Namseoul
University • National Taiwan Normal University • University of Navarra
• University of Nevada Las Vegas • University of North Georgia •
University of Notre Dame Australia • Okayama University of
Science • Perm State Humanitarian Pedagogical University •
Royal Roads University • Southeastern Louisiana University •
Tamagawa University • Tokyo Gakugei University • University
of Toronto • Tsuru University • University of Tsukuba •
Western University • University of Windsor • Yeditepe University



**IB EDUCATOR
CERTIFICATES**



**IB LEADERSHIP
CERTIFICATES**

Explore our network of universities:
ibo.org/professional-certificates

JOIN A NEW GENERATION OF LEADERS

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

FOR ASPIRING LEADERS AND NEW HEADS OF SCHOOL. All workshops in this section are recommended for aspiring leaders, including teachers, coordinators and new heads of school.

THE CORE WORKSHOPS

Leading for effective teaching and learning



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

Leading through an understanding of culture and context



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

Leading with a clear vision and strategy



Research shows that a school that has a strong vision and mission has a much higher chance of having high student achievement as well. The objectives of this workshop are to introduce and clarify the value and strength of a good vision and mission, and to enable you to develop a strategic plan to create, implement, review and sustain, an excellent vision and mission for your school context. It is important that your vision and mission imbue the philosophy and values of the IB and provide the best structure for the full implementation of the IB programmes.

Understanding leadership



Leadership is a social construct, positioned in time and place and influenced by personality. This workshop aims to expose, test, and critique the assumptions upon which your own style, definition and understanding of leadership are based. Leadership theory and current research will form the basis for discussion with case studies and your own experiences being used to explore leadership, cross-cultural investigations and the impact of culture on leadership styles and practices. There will be an emphasis on the complex, contextual and holistic nature of leadership, and you will build deeper understandings of how to adapt your leadership style in different contexts. The workshop will include an introduction to the capabilities and intelligences, core themes and leadership processes that are considered to be most supportive of effective leadership in a range of IB contexts. In line with IB philosophy, you will be encouraged to develop an investigative mindset, become more inquiry-based and reflective practitioners while modeling life-long learning.

Action research will be introduced, helping you identify major issues that leaders may face, while planning possible responses that reflect an awareness of local context. You will develop and articulate a deeper understanding of your own philosophy, and draft a personal philosophy statement

FOR EXECUTIVE LEADERS AND EXPERIENCED HEADS OF SCHOOL

Cultivating learning-focused IB World Schools



RECOMMENDED FOR:

Principals, administrators and superintendents of IB World Schools; new administrators in IB World Schools; IB coordinators and aspiring leaders in IB World Schools; teachers, managers and administrators from non-IB schools who wish to develop understandings of leadership in an IB context.

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

Governance



RECOMMENDED FOR:

New and aspiring school leaders who wish to expand their leadership capabilities with specific focus on various governance models that exist within the IB community.

This workshop is designed to introduce participants to four basic models of school governance, with a view to understanding how each governance model has diverse implications for how the IB Leadership Intelligences equip senior level school-based leaders to collaborate with governing bodies in each of the four models.

The workshop will provide opportunities for you to inquire into:

- the nature and composition of governing bodies in each of the four models
- the diversity of decision making and communication in each of the four models
- values and perspectives that may be diverse within each of the four models
- leadership implications for school based senior leaders
- strategies for establishing and maintaining role clarity
- areas of focus and growth personalized for each participant.

Leading an effective professional learning community



RECOMMENDED FOR:

Principals, administrators, superintendents and aspiring leaders of IB World Schools.

IB World Schools are well positioned to operate as professional learning communities because of the unifying attributes of the learner profile and the commitment of those implementing IB programmes to promote inquiry, collaborative learning and critical thinking. The workshop takes a whole-school leadership perspective on creating the conditions for fostering and building effective professional learning communities. School leaders play a central role in creating and sustaining school cultures that embrace professional learning. In this workshop, you will investigate different approaches to developing IB-focused professional learning communities.

Building partnerships with parents



RECOMMENDED FOR:

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

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

you will follow numerous lines of inquiry that focus on the role that you play in enabling and supporting the development of professional learning communities within IB World Schools.

Leading through an understanding of finance and accounting



RECOMMENDED FOR:

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

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

Well-being and student leadership



This workshop gives you the tools to develop, plan and implement an inclusive whole school well-being program. You will gain a shared understanding of the different forms of well-being and reflect on a whole-school approach to well-being in their current school context using a plus, minus, interesting (PMI) analysis and a self-reflection survey. You will further develop an understanding of restorative practices in schools, the benefits of working as a community and the use of a positive behaviours framework. Strategies for community engagement will be covered, including developing advisory groups (staff, parents and students) and sharing strategies for working with parents and community members. You will explore the area of personal, social, and physical education to gain a deeper understanding of its place in the programme. Finally, you will consider the common understandings and definitions about bullying and cyberbullying and explore research-based best practices for helping students who experience this type of behavior.



FREE PD RESOURCES

Free learning can enhance and reinforce workshop experiences, encourage knowledge-sharing among and between a department's educators, present IB topics with message fidelity at meetings with teachers, parents and other stakeholders.

CONTENT INCLUDES:

WHAT IS AN IB EDUCATION?

- Investigating inquiry
- Living and learning globally
- Beyond the disciplines
- Approaches to learning

PRIMARY YEARS PROGRAMME

- PYP playlist with links to support teachers, schools and communities in their understanding of elements of the PYP framework.
- PYP Nanos—four series

MIDDLE YEARS PROGRAMME

- Interdisciplinary learning
- Personal project
- Service as action
- Assessment
- Unit planning*

*The resources can be found in the MYP eAssessment process and procedures tab on the programme resource centre and open under the topic *Assessment ready nano PD*.

DIPLOMA PROGRAMME

- Academic honesty
- Economics
- Music
- Predicting grades
- Journaling in DP arts
- Mathematics
- Theory of knowledge

For more information, please visit: ibo.org/professional-development/free-learning

CATEGORY 1

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

NEW

Head of school



RECOMMENDED FOR:

The head of school, who may be the head, executive head, owner, principal, governor or superintendent.* Heads will be encouraged to consider who they should send to Leading the learning category 1.

***Required prior to submission of Application for Candidacy.**

In this workshop, heads of school are challenged to think about the process of leadership differently, to base their decision-making and actioning on a foundation of deeper understanding of the complex nature of their own particular context as well as being immersed into the IB ecosystem.


Building on this understanding, leaders—together with the IB—will consider the ways in which their school community (all stakeholders) will place learning at the centre of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's mission and philosophy. Working with each other and the workshop leaders, participants will:


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


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

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

WORKSHOPS KEY

 Face-to-face in English

 Face-to-face in French

 Face-to-face in Spanish

 Online in English

 Online in French

 Online in Spanish

NEW

Leading the learning



Required for coordinators*; encouraged for members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/heads of department, section leaders, heads, inclusion specialists and career or guidance specialists.

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

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

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

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

NEW

Leading early years



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

This workshop will support learning leaders to create the culture and conditions of a Primary Years Programme (PYP) for the early years (ages 3–6) by considering the school's choices and actions and their impact on student learning.

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

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

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

PYP RESOURCES

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

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



Making the PYP happen in the early years: Implementing agency



RECOMMENDED FOR:

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

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

Making the PYP happen: Implementing agency



RECOMMENDED FOR:

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

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

PYP RESOURCES

NEW: PYP Action Poster

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



CATEGORY 2

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

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

NEW

Leading the learning



RECOMMENDED FOR:

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

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

Building on this understanding, leaders will consider the ways in which they will place learning at the center of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB programme standards and practices. Working with each other and the workshop leaders, participants will:

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

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

Concept-driven learners



RECOMMENDED FOR:

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

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

Engaging collaborative communities



RECOMMENDED FOR:

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

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

Evidencing learning



RECOMMENDED FOR:

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

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

PYP RESOURCES

NEW: PYP Learning and Teaching Poster

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



NEW

Leading early years



RECOMMENDED FOR:

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

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

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

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

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

PYP RESOURCES

NEW: PYP Agency Poster

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



Local and global inquirers



RECOMMENDED FOR:

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

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

Making space for learning



RECOMMENDED FOR:

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

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

Your exhibition



RECOMMENDED FOR:

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

This workshop engages you in an inquiry into the varied purposes and practices of your exhibition. Develop your understanding of the agentic role students have in leading and taking action on their learning. Explore, create and share a range of tools and strategies which help optimize the experience for students in the PYP and that set the scene for a collaborative inquiry into issues of local, national and global significance.

CATEGORY 3

3- to 6-year olds



RECOMMENDED FOR:

Teachers and coordinators in the early years.

Inquiry extends beyond asking and answering questions. It is provoked through a stimulating environment, where the teacher acts as guide, facilitator and co-learner. You will further explore the importance of environment through considering how it shapes learners, how the way we structure space and time reflects what we believe about children's learning and what learning is "important". You will develop an understanding of how mathematics and language concepts can be taught in creative, playful and meaningful ways in which children learn at their own rates. The written, taught and assessed curriculum is also considered within the context of working with young children.

Approaches to learning



See workshop description on page 4.

Beyond the disciplines



See workshop description on page 4.

Bilingual and multilingual teaching and learning



See workshop description on page 5.

Building for the future



RECOMMENDED FOR:

Coordinators, school leaders and experienced Primary Years Programme (PYP) teachers.

How does my school remain at the forefront of international education? Explore the flexibility of the enhanced PYP framework to better address the needs of all students and to inspire opportunities for change. Examine how you can re-envision the PYP in your school community. Reframe your action plan to harness the transformational power of the programme.

Building partnerships with parents



See workshop description on page 10.

NEW

Creating a curriculum for transdisciplinary learning



RECOMMENDED FOR:

Primary Years Programme (PYP) teachers and coordinators.

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

Cultivating learning-focused IB World Schools



See workshop description on page 9.

Developing service learning



See workshop description on page 5.

Digital citizenship



RECOMMENDED FOR:

Primary Years Programme (PYP) administrators, coordinators, teachers and school counsellors.

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

Encouraging children's creative instincts in the classroom



RECOMMENDED FOR:

Classroom and specialist teachers.

More than four decades ago, psychoanalyst Dr Silvano Arieti (1976) identified that, regardless of the viewpoint or societal effects, creativity is a subject to be studied, cherished and cultivated. Now, more than ever, educationalists are agreeing with him. The questions "What competencies will be required for the future?" and "What should be taught in schools?" are becoming increasingly important as education shifts from the acquisition of knowledge to the promotion of a set of 21st century competencies. Creativity features prominently on the list. Although creativity itself is a vast and elusive concept, we can look at tangible ways to promote creativity in the classroom and equip children for the future. In this workshop, you will develop the following understandings.

- The nature of creativity
- Models and approaches to creativity
- The role of creativity in education
- Creativity in the curriculum (teaching creatively and promoting creativity in children)
- Ways to promote creativity in yourself and in your teaching practice building learning communities that promote creativity

Flipping classrooms



RECOMMENDED FOR:

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

A growing number of teachers are flipping their instruction by having students develop content understandings at home and then build on the content knowledge through creative inquiry in the classroom. However, many teachers don't realize that there's more to the flipped model than posting lectures to YouTube, and as a result, the hurdles they encounter while attempting to produce online video content or restructure activities in their classrooms often result in frustration. In this workshop, you will be guided in the process of planning and delivering a successful flipped classroom model from start to finish. Teachers who have successfully implemented the flipped model will discuss the successes and challenges that they encountered and share insightful tips. The structure of this workshop covers background information about the flipped model, tips for organizing content and producing a flip video, instructions on how to produce and distribute videos, and strategies for making the most of time in the classroom. You will explore the wide range of resources that are available for producing and distributing flipped videos as you plan and introduce a flipped programme in your classrooms.

Get connected! Engaging in authentic global learning practices



RECOMMENDED FOR:

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

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

Governance



See workshop description on page 9.

Inquiry and the additional language teacher



RECOMMENDED FOR:

Administrators, coordinators and teachers who are responsible for language policy, teach an additional language in a Primary Years Programme (PYP) school or wish to understand and work more effectively with their additional language colleagues.

All teachers in the PYP are teachers of language. However, teachers of the school's additional language face further challenges. This workshop looks at the concept-based inquiry nature of the PYP and how it relates to learning language, learning through language and learning about language. It provides opportunities for you to share strategies and resources to support additional language learning as collaboration within the units of inquiry and as stand-alone subjects. You will critique units of inquiry and examine the IB's sample planners that include the additional language teacher. You will use this socially constructed knowledge to design new units of language inquiry across the transdisciplinary themes. The workshop will also develop strategies for collaboration with the classroom teacher and for communicating the value of your teaching to the wider school community. Throughout the workshop, the importance of the school's language policy in framing language learning will form a critical base to plan for improvement.

Inquiry in creative places



RECOMMENDED FOR:

Primary Years Programme (PYP) teachers and coordinators.

Inquiry is the pedagogy that underpins all programmes in the IB. This workshop looks at how the PYP framework provides opportunities for all learners to engage in relevant and significant inquiries through the transdisciplinary themes and in single-subject classes. You will critique a range of inquiry models emphasizing that inquiry is an ongoing process that leads to reflection, new inquiries and deep understanding. Inquiry is true differentiation, supporting the personal construction of meaning and meaningful action regardless of language competency or learning style.

Investigating inquiry



See workshop description on page 5.

Leading an effective professional learning community



See workshop description on page 10.

Leading for effective teaching and learning



See workshop description on page 8.

Leading through an understanding of culture and context



See workshop description on page 8.

Leading through an understanding of finance and accounting



See workshop description on page 10.

Leading with a clear vision and strategy



See workshop description on page 8.

The learner profile



See workshop description on page 6.

Learning diversity and inclusion



See workshop description on page 5.

Literacy, mathematics and symbolic learning in the early years



RECOMMENDED FOR:

Administrators, coordinators and teachers who have an understanding of the philosophy and curriculum framework of the Primary Years Programme (PYP) and would like to apply that to early learning.

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

Living and learning globally



See workshop description on page 6.

Music and inquiry



RECOMMENDED FOR:

Primary Years Programme (PYP) music teachers.

Is it possible to teach music through inquiry? If students “explore” instruments and have only “free composition” tasks, how will they be ready to perform? If I let them only “inquire”, am I doing my job as a music teacher? What is my role as a music teacher? What do I value as a music teacher? These are some of the questions that music teachers may face during their first encounter with the inquiry framework. This workshop aims to provide a hands-on approach to active music-making using an inquiry framework through general, vocal and instrumental music. Music teachers will think, inquire, make connections and build understandings about teaching through inquiry in their own language: music. During this workshop, teachers will experience and share a range of inquiry and constructivist instructional strategies. You will be able to develop and revise individual or collaborative music units of inquiry and individual lessons. In addition, you will deepen your understanding of the PYP unit planner, the essential elements of the programme, interdisciplinary planning and concept-based teaching and learning.

Personal, social and physical education—Well-being



RECOMMENDED FOR:

Experienced Primary Years Programme (PYP) teachers and coordinators.

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

Play-based learning



RECOMMENDED FOR:

Primary Years Programme (PYP) teachers and coordinators with a particular interest in the early years and lower primary years.

From birth, play is the way children inquire and learn about the world around them. This workshop looks at the importance of time, space, materials and relationships in inquiry. You will explore your own political and cultural images of the child and the impact that has on the learning environment. The workshop will look at theoretical as well as practical considerations and the research into children's physical, social and emotional development.

The role of arts



RECOMMENDED FOR:

Arts specialists and Primary Years Programme (PYP) teachers.

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

The role of arts in the early years



RECOMMENDED FOR:

Arts specialists, Primary Years Programme (PYP) teachers, and early years teachers.

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

The role of information and communication technology (ICT)



RECOMMENDED FOR:

Classroom teachers and administrators.

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

PYP RESOURCES

PYP 10 Reasons Poster

This poster gives ten reasons why the PYP is ideal for students to become active and lifelong learners. Available in English, French and Spanish.



The role of language



RECOMMENDED FOR:

Classroom teachers.

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

The role of the librarian



See workshop description on page 6.

The role of mathematics



RECOMMENDED FOR:

Classroom teachers.

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

The role of physical education



RECOMMENDED FOR:

Classroom teachers.

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

The role of science and social studies



RECOMMENDED FOR:

Classroom teachers.

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

The role of technology



RECOMMENDED FOR:

Primary Years Programme (PYP) teachers, coordinators and leaders who want a self-directed, self-paced online learning experience guided by virtual peers. This is an exploration of strategies and tools that will enable you to implement effective and meaningful technology integration within a PYP learning environment.

The workshop allows for beginners as well as experienced technology users to find an appropriate pathway. A range of knowledge and understandings for integrating technology in the classroom or implementing it at a whole school level are offered. The role of technology has been designed for those who want to build a deeper understanding of technology integration and technology implementation. It takes as its starting point the cross-programme digital resource *Teaching and learning with technology*. You are in the driver seat with this self-paced workshop while you explore topics such as technology literacy, frameworks, mindsets, attitudes and policy development and action planning. Following a set of individual inquiry-based experiences, you will be equipped to critically analyse the differences and connections between the implementation and integration of technology and to work within your context to collaboratively implement and integrate technology effectively. This workshop is designed to be informative and supportive, rather than prescriptive, and though PYP-focused, can be applied across all IB programmes.

PYP RESOURCES

NEW: Ten tales from different cultures, 10 PYP classroom posters

Designed to support PYP educators to incorporate the *Ten Tales from Different Cultures* stories into their units of inquiry, this set of 10 colorful and interactive posters was developed to provoke inquiry about key PYP elements relevant to each story. Posters are designed in “fill it yourself” format aiming to stimulate an interactive and creative classroom environment. Accompanied by a set of free sample posters to showcase exemplary key concepts, transdisciplinary themes and learner profile attributes. Support new enhanced IB PYP curriculum framework.



Science discoveries: Exciting ways to weave science into the programme of inquiry



RECOMMENDED FOR:

Experienced Primary Years Programme (PYP) classroom teachers.

Science as inquiry can be a part of the PYP curriculum every day and in many ways! Explore the fundamental concepts of PYP science while experiencing the wonders within the American Museum of Natural History (AMNH) in New York City (the site where the hit movie *Night at the Museum* was filmed). Three areas of focus for the workshop include:

- exploring the fundamentals of inquiry-based teaching and learning, with a focus on understanding what scientists do
- connecting science to every transdisciplinary theme in the PYP using object-based learning and the museum to generate creative and innovative ideas for making those connections and appreciating transdisciplinary skills as science
- bringing tools and resources back to the classroom, including ideas for new hands-on activities, educational websites and children's books that focus on the process of science.

You will use your experiences at AMNH to make connections to museums, parks and resources in your local communities to implement relevant and engaging units and learning experiences for your students, as well as exploring how to engage students in scientific inquiry.

Science throughout the programme of inquiry



RECOMMENDED FOR:

Primary Years Programme (PYP) classroom teachers and coordinators.

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

Social and emotional learning



See workshop description on page 6.

Transdisciplinary learning for subject specialists



RECOMMENDED FOR:

Primary Years Programme (PYP) teachers and coordinators in candidate schools, IB World Schools and non-IB teachers.

This workshop is for those who:

- have attended a category 1 workshop
- have an in-depth understanding of the philosophy and curriculum framework of the programme
- have an understanding of the specialist subject area.

Note: If you are not a specialist but have been assigned to a position as a specialist, it is best to enroll in the “The role of” workshop in your specialist area.

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

Understanding leadership



See workshop description on page 9.

The vital role of the teaching assistant in the PYP



RECOMMENDED FOR:

Teaching assistants (TA) in IB World Schools with a Primary Years Programme (PYP) or candidate schools, and non-IB TAs. The course is suitable for all teaching assistants, learning support assistants and others who support learning in all settings and at all stages.

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

Well-being and student leadership



See workshop description on page 10.

Young children—Powerful learners



RECOMMENDED FOR:

Early years practitioners without formal qualifications who wish to or are working in IB World Schools.

This workshop unpacks key theories about childhood and educators’ understandings of learners in the early years. It explores the ways young children in the Primary Years Programme (PYP) are considered capable learners, full of potential, and it relates important implications for classroom practice. Bridging playful inquiry with connected relationships, children and teachers in the early years of the PYP seek to build knowledge, skills and dispositions together in authentic contexts. Acknowledging the vital role of collaboration and communication in the development of one’s well-being, Young children—Powerful learners provides teachers with opportunities to think deeply about their work alongside young children, and how the PYP framework supports children during this significant time of development and learning.



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

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



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

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



PYP 10 Reasons Poster

This poster gives ten reasons why the PYP is ideal for students to become active and lifelong learners. Available in English, French and Spanish.



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

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

PRODUCT NAME	NUMBER ID	PRICE
NEW: Key Elements of PYP - From Principles into Practice Posters (Set of 4)	1352QU2	USD 56.99
NEW: IB PYP-Friendly Assessment Strategies and Tools. Set of 32 Illustrated Cards	1653JJ1	USD 49.99
PYP 10 Reasons Poster	089EFX	USD 10.99
Enhanced PYP Programme Banner (Available in English, French and Spanish)	English: 1627TAX French: 1627UA7 Spanish: 1627VA4	USD 100.00

PYP RESOURCES



NEW: Ten tales from different cultures, 10 PYP classroom posters

Designed to support PYP educators to incorporate the *Ten Tales from Different Cultures* stories into their units of inquiry, this set of 10 colorful and interactive posters was developed to provoke inquiry about key PYP elements relevant to each story. Posters are designed in “fill it yourself” format aiming to stimulate an interactive and creative classroom environment. Accompanied by a set of free sample posters to showcase exemplary key concepts, transdisciplinary themes and learner profile attributes. Support new enhanced IB PYP curriculum framework.



NEW: Ten tales from different cultures, 30 classroom story cards

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



Ten Tales from Different Cultures, Collection of 10 Books

A beautifully illustrated collection of folktales from around the world. Students will learn to appreciate the diversity of cultural traditions with this popular PYP series including 10 folktales—Korean, Czech, Malaysian, Australian, American Indian, Swedish, Turkish, British, African and Mexican. Each title is suitable for shared, guided or independent reading environments. Titles are available to purchase separately or as a complete series.



PYP Transdisciplinary Themes Poster Set [7-item set]

These engaging and beautifully illustrated posters represent each of the six transdisciplinary themes for PYP students. Display alone, or alongside each other in a number of variations using the illustrations to link the themes together. A seventh poster for teachers giving an overview of all the descriptions for each theme. Dimensions: 59.4 x 42cm.

PRODUCT NAME	NUMBER ID	PRICE
NEW: Ten tales from different cultures, 10 PYP classroom posters	1369CX5	USD 74.99
NEW: Ten tales from different cultures, 30 classroom story cards	1369DX2	USD 44.95
Ten Tales from Different Cultures, Collection of 10 Books	1441YH7	USD 157.99
PYP Transdisciplinary Themes Poster Set [7-item set]	0500TZ0	USD 71.99

PYP RESOURCES



NEW: PYP Action Poster

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



AVAILABLE SOON: Kickstarting the PYP

Kickstarting the PYP is a digital platform that contains a curated selection of multimedia digital resources to help PYP educators foster their learning and understanding of key topics in the PYP framework. Several tools and strategies are included to support PYP implementation and further professional development.



NEW: PYP Agency Poster

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



NEW: PYP Learning and Teaching Poster

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

PRODUCT NAME	NUMBER ID	PRICE
NEW: PYP Action Poster	1352PU5	USD 15.99
AVAILABLE SOON: Kickstarting the PYP	PYP172	
NEW: PYP Agency Poster	1352NU0	USD 15.99
NEW: PYP Learning and Teaching Poster	1352LU6	USD 15.99

INTRODUCTORY

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

Developing the MYP



RECOMMENDED FOR:

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

This mandatory in-school workshop provides schools with a consistent knowledge base across all staff and acts as a specific launch point for MYP practice. The workshop spans one full day (six hours of instruction) with two sessions in the morning and two sessions in the afternoon. Note: Schools may request the two-day option in which the learning engagements are extended. The one-day workshop is mandatory; the two-day is optional.

Developing the MYP: Two-day option



RECOMMENDED FOR:

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

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

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

WORKSHOPS KEY

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

CATEGORY 1

NEW

Head of school



RECOMMENDED FOR:

The head of school, who may be the head, executive head, owner, principal, governor or superintendent.* Heads will be encouraged to consider who they should send to Leading the learning category 1.

***Required prior to submission of Application for Candidacy.**

In this workshop, heads of school are challenged to think about the process of leadership differently, to base their decision-making and actioning on a foundation of deeper understanding of the complex nature of their own particular context as well as being immersed into the IB ecosystem.

Building on this understanding, leaders—together with the IB—will consider the ways in which their school community (all stakeholders) will place learning at the centre of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's mission and philosophy. Working with each other and the workshop leaders, participants will:

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

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

NEW

Leading the learning



Required for coordinators*; encouraged for members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/heads of department, section leaders, heads, inclusion specialists and career or guidance specialists.

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

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

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

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

Subject workshops: Implementing the MYP curriculum

RECOMMENDED FOR:

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

Category 1 workshops will encourage you to:

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

Arts: Implementing the MYP curriculum



Arts-Performing: Implementing the MYP curriculum



Arts-Visual and performing: Implementing the MYP curriculum



Arts-Visual: Implementing the MYP curriculum



Dance: Implementing the MYP curriculum



Design: Implementing the MYP curriculum



Individuals and societies: Implementing the MYP curriculum



Language acquisition (generic): Implementing the MYP curriculum



Language acquisition: Implementing the MYP curriculum



Language and literature: Implementing the MYP curriculum



Mathematics: Implementing the MYP curriculum



Music: Implementing the MYP curriculum



Physical and health education: Implementing the MYP curriculum



Sciences: Implementing the MYP curriculum



CATEGORY 2

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

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

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

NEW

Leading the learning



RECOMMENDED FOR:

***Coordinators, members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/heads of department, section leaders, heads, inclusion specialists and career or guidance specialists.**

Heads of school may benefit from attending this workshop with or without their pedagogical leadership team.

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

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

- develop their leadership capabilities as a pedagogical leader within a learning organization
- become familiar with the IB's leadership capabilities as lenses or tools to develop their personal mastery in an IB global context

- prepare to develop collaborative or shared leadership capacity within their school
- plan the journey through school self-study toward evaluation and beyond.

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

Subject workshops: Delivering the MYP curriculum

RECOMMENDED FOR:

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

Category 2 workshops encourage you to:

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

Arts: Delivering the MYP curriculum



Arts-Performing: Delivering the MYP curriculum



Arts-Visual and performing: Delivering the MYP curriculum



Arts-Visual: Delivering the MYP curriculum



Dance: Delivering the MYP curriculum



Design: Delivering the MYP curriculum



Individuals and societies: Delivering the MYP curriculum



Language acquisition (generic): Delivering the MYP curriculum



Language acquisition: Delivering the MYP curriculum



Language and literature: Delivering the MYP curriculum



Mathematics: Delivering the MYP curriculum



Music: Delivering the MYP curriculum



Physical and health education: Delivering the MYP curriculum



Sciences: Delivering the MYP curriculum



MYP RESOURCES

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

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



CATEGORY 3

Approaches to learning



See workshop description on page 4.

Beyond the disciplines



See workshop description on page 4.

Bilingual and multilingual teaching and learning



See workshop description on page 5.

Building partnerships with parents



See workshop description on page 10.

MYP RESOURCES

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

A pack of three colourful posters representing the Middle Years Programme Design Cycle. The Design Cycle poster depicts how designers develop products.

Aligned with the MYP *Design guide* for use from September 2014/January 2015. Product size A2: 16.5" x 23.4" (42 cm x 59.4 cm). The pack includes three posters in all three IB official languages: English, Spanish and French.



Building self-directed learners through approaches to learning



RECOMMENDED FOR:

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

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

Creating authentic units



RECOMMENDED FOR:

Experienced Middle Years Programme (MYP) teachers and coordinators.

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

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

Cultivating learning-focused IB World Schools



See workshop description on page 9.

Developing service learning



See workshop description on page 5.

Global contexts for teaching and learning



RECOMMENDED FOR:

All Middle Years Programme (MYP) staff.

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

Governance



See workshop description on page 9.

Inquiry in the MYP



RECOMMENDED FOR:

Experienced Middle Years Programme (MYP) teachers and coordinators.

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

Interdisciplinary teaching and learning in the MYP



RECOMMENDED FOR:

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

This workshop is based on *Fostering interdisciplinary teaching and learning in the MYP* (August 2014, updated September 2017). The workshop will provide background knowledge of the Middle Years Programme (MYP), including the philosophy and principles of interdisciplinary unit planning. You will gain a deeper understanding of the theory of interdisciplinarity and adopt a hands-on approach to developing an interdisciplinary unit of work within a group. This interactive workshop is designed to provide guidance on how to prepare a step-by-step interdisciplinary unit, from designing a multifaceted question to assessing the work. You will also explore the interdisciplinary aims, objectives and criteria and explore ways to practically organize interdisciplinary teaching and learning in your schools.

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



RECOMMENDED FOR:

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

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

Investigating inquiry



See workshop description on page 5.

Leading an effective professional learning community



See workshop description on page 10.

MYP RESOURCES

MYP Global Contexts Poster Set [6-item set]

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



Leading for effective teaching and learning



See workshop description on page 8.

Leading through an understanding of culture and context



See workshop description on page 8.

Leading through an understanding of finance and accounting



See workshop description on page 10.

Leading with a clear vision and strategy



See workshop description on page 8.

The learner profile



See workshop description on page 6.

Learning diversity and inclusion



See workshop description on page 5.

Living and learning globally



See workshop description on page 6.

MANAGING ASSESSMENT IN THE MYP

Subject workshops: Managing assessment in the MYP

RECOMMENDED FOR:

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

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

Arts-Performing: Managing assessment in the MYP



Arts-Visual and performing: Managing assessment in the MYP



Arts-Visual: Managing assessment in the MYP



Design: Managing assessment in the MYP



Individuals and societies: Managing assessment in the MYP



Language acquisition (generic): Managing assessment in the MYP



Language acquisition: Managing assessment in the MYP



Language and literature: Managing assessment in the MYP



Mathematics: Managing assessment in the MYP



Physical and health education: Managing assessment in the MYP



Sciences: Managing assessment in the MYP



Heads of school/IB coordinators: Managing assessment in the MYP



Managing assessment in the MYP



Mathematics: MYP and the Common Core



RECOMMENDED FOR:

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

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

MYP projects (Personal project and community project)



RECOMMENDED FOR:

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

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

Power and impact of digital assessment



RECOMMENDED FOR:

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

The purpose of this workshop is to explore the opportunities that eAssessment offers for inspiring effective teaching and learning in MYP schools. You will review the capabilities of the new on-screen examinations and explore the digital literacy skills they promote for contemporary learners. You will develop inquiries into the rationale, design and implementation of digital assessment. You will understand the positive impact that eAssessment can have on teaching and learning in schools, and consider ways to use MYP eAssessment to increase teachers’ assessment literacy, strengthen students’ approaches to learning skills, promote good classroom practice, deepen programme implementation, and ensure a rigorous global standard of achievement. The workshop is relevant for all MYP schools, including programmes that end before MYP Year 5 and those not currently participating in MYP eAssessment.

The role of the librarian



See workshop description on page 6.

Social and emotional learning



See workshop description on page 6.

MYP RESOURCES

MYP Mathematics Poster Pack [5-item set]

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



NEW

SUBJECT-SPECIFIC SEMINARS

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

Subject specific seminar: MYP personal project



The subject-specific seminars for MYP projects* offer an important opportunity for experienced teachers to fully acquaint themselves with changes that will take effect in 2021 with the republication of the *MYP Projects guide*. Hear about how the changes to the aims, objectives and assessment criteria will facilitate student development of ATL skills, teacher guidance, and moderation in the implementation of MYP projects, and how well the changes align with developments in other areas of the MYP. Staff members from the Learning and Teaching division and/or members of the curriculum review teams are on hand throughout these workshops to answer questions and participate in discussion.

*Please note that while MYP projects is not a subject, it is a foundational element of the MYP, and this seminar allows educators to take note of the changes with the publication of the new guide.

Understanding leadership



See workshop description on page 9.

Understanding the MYP



RECOMMENDED FOR:

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

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

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

Well-being and student leadership



See workshop description on page 10.



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

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



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

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



NEW: MYP by Concept 4 & 5 from Hodder Education

The only series for MYP 4 and 5 developed in cooperation with the IB. Drive meaningful inquiry through unique concept-driven narratives and support every aspect of assessment with this brand new series that covers eight subject areas with print and digital support. Find the resources here: hoddereducation.co.uk/myp4-5



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

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



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

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

PRODUCT NAME	NUMBER ID	PRICE
NEW: IB MYP Approaches to Learning Poster Set (5 Posters, English)	1653HJ7	USD 79.99
NEW: MYP Design Cycle Poster Pack (3 Posters English, Spanish, French)	1390QZ2	USD 49.99
NEW: MYP by Concept 4&5 from Hodder Education		
NEW: MYP Social & Emotional Learning Poster Pack (3 Posters English, Spanish, French)	1390SZ7	USD 49.99
NEW: MYP Science Cycle Poster Pack (3 Posters English, Spanish, French)	1390RZX	USD 49.99

MYP RESOURCES



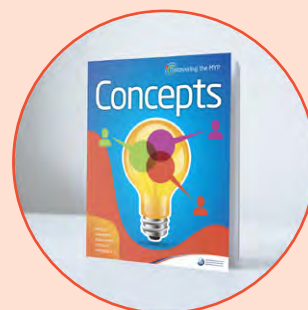
MYP Starter Pack

The MYP Starter Pack contains all the essential curriculum documents for schools that are interested in becoming an authorized IB World School, such as the *MYP Projects guide* and *MYP: From principles into practice*.



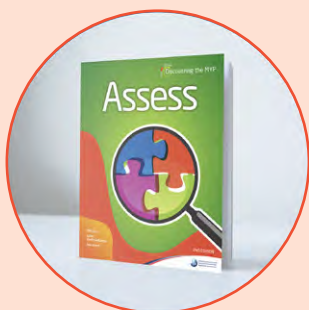
Discovering the MYP: Contexts

Contexts, the first book in the *Discovering the MYP* series, introduces new MYP learners to the six global contexts. An essential resource for all MYP schools wishing to encourage their students, who are new to the MYP, to take responsibility for their own learning, make connections and engage in personal reflection. This book replaces the highly popular MYP *Interact* workbook.



Discovering the MYP: Concepts

Concepts, the second workbook in the popular *Discovering the MYP* series, is an essential resource for all MYP schools wishing to help their students to understand big ideas, make connections, take responsibility for their own learning and engage in personal reflection.



Discovering the MYP: Assess, 2nd Edition

MYP Assess is an activity-based workbook for students in year 2 of the IB Middle Years Programme. New edition promotes student understanding of MYP assessments and familiarizes students with the key concepts across all MYP subjects. *MYP Assess* is the final book in *Discovering the MYP* series.



MYP Programme Poster

Colour poster showing the Middle Years Programme model. For use in the classroom, school buildings and for parent/student information events.



MYP Sciences Poster Pack [5-item set]

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

PRODUCT NAME	NUMBER ID	PRICE
MYP Starter Pack	1494DB1	US \$159.99
Discovering the MYP: Contexts	0513ZZ9	US \$12.99
Discovering the MYP: Concepts	0502LZ5	US \$12.99
Discovering the MYP: Assess, 2nd Edition	1119PDX	US \$12.99
MYP Programme Poster	0499WZ4	US \$7.99
MYP Sciences Poster Pack [5-item set]	0681FZ3	US \$39.99



Approaches to Learning: A Practical Guide, Student Book

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



MYP Mathematics Poster Pack [5-item set]

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



MYP Global Contexts Poster Set [6-item set]

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



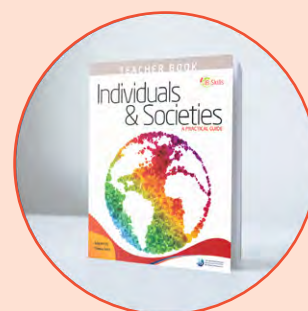
Approaches to Learning: A Practical Guide, Teacher Book

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



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

A resource for years four and five of the Middle Years Programme, covering individuals and societies and offering practice for students to reach the highest level of assessment criteria. Helps students to understand key features of the MYP-global contexts, approaches to learning (ATL), inquiry and reflection.



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

A resource for years four and five of the Middle Years Programme, covering individuals and societies and offering practice for students to reach the highest level of assessment criteria. Helps students to understand key features of the MYP-global contexts, approaches to learning (ATL), inquiry and reflection.

PRODUCT NAME	NUMBER ID	PRICE
MYP Mathematics Poster Pack [5-item set]	0681EZ6	US \$39.99
MYP Global Contexts poster set [5-item set]	0500JZ8	US \$47.99
Approaches to Learning: A Practical Guide, Student Book	0513FZ3	US \$20.99
Approaches to Learning: A Practical Guide, Teacher Book	0513GZ0	US \$47.99
IB Skills: Individuals & Societies - A Practical Guide, Student Book	0514AZ3	US \$23.99
IB Skills: Individuals & Societies - A Practical Guide, Teacher Book	0514BZ0	US \$15.99

INTRODUCTORY

Introduction to the DP



RECOMMENDED FOR:

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

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

CATEGORY 1

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

NEW

Head of school



RECOMMENDED FOR:

The head of school, who may be the head, executive head, owner, principal, governor or superintendent.* Heads will be encouraged to consider who they should send to Leading the learning category 1.

***Required prior to submission of Application for Candidacy.**

In this workshop, heads of school are challenged to think about the process of leadership differently, to base their decision-making and actioning on a foundation of deeper understanding of the complex nature of their own particular context as well as being immersed into the IB ecosystem.


Building on this understanding, leaders—together with the IB—will consider the ways in which their school community (all stakeholders) will place learning at the centre of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB’s mission and philosophy.


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


- embrace their role as a leader of a learning organization in an IB global context
- become familiar with the IB’s philosophy and requirements, including the specifications relevant to the programme(s) for which the school is seeking authorization

While many category 1 workshops are available in English, French and Spanish, not all subjects are on offer in each.

WORKSHOPS KEY

 Face-to-face in English

 Face-to-face in French

 Face-to-face in Spanish

 Online in English

 Online in French

 Online in Spanish

- prepare to inform and engage their school community
- plan their school's IB journey through authorization and beyond, including the identification of a potential leading learners team.

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

NEW

Leading the learning



Required for coordinators*; encouraged for members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/heads of department, section leaders, heads, inclusion specialists and career or guidance specialists.

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

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

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

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

Counselling



RECOMMENDED FOR:

Counsellors and career guidance officers.

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

Creativity, activity, service



RECOMMENDED FOR:

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

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

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

Librarians



RECOMMENDED FOR:

Librarians new to the Diploma Programme (DP) at established IB World Schools or those from interested or candidate schools preparing for authorization.

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

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

Service learning: Transforming academics into action



RECOMMENDED FOR:

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

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

DP RESOURCES

Creativity, activity, service guide: For students graduating in 2017 and after

A guide to planning CAS projects and includes bibliographical references.



Subject workshops

RECOMMENDED FOR:

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

Note: Language workshops designated as “generic” provide IB professional development for German, Mandarin, Italian, Arabic and other languages that are not presented in language-specific workshops. Most of the time, the workshops are presented in English.

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

- developing an understanding of the IB mission and philosophy through the programme model as a context for a holistic learning experience
- the subject-specific guide and associated internal and external assessment requirements with practice marking activities of sample student work
- structuring a course that integrates authentic assessment and encourages students to make links across the DP that will enhance their understanding
- using the programme resource centre to access IB publications and network with other IB educators.

Biology



Business management



Chemistry



Classical languages



Computer science



Dance



Design technology



Economics



Environmental systems and societies



Film



Geography



Global politics



History



Information technology in a global society (ITGS)



Language A: Language and literature



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

Language A: Language and literature (generic)



Language A: Literature



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

Language A: Literature (generic)



Language ab initio



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

Language ab initio (generic)



Language B



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

Language B (generic)



Literature and performance



Mathematics: Analysis and approaches



Mathematics: Applications and interpretation



Music



Philosophy



Physics



Psychology



Social and cultural anthropology



Sports, exercise and health science



Theatre



Visual arts



World religions



Theory of knowledge



RECOMMENDED FOR:

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

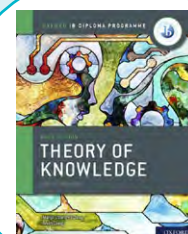
This workshop is designed to prepare you to teach theory of knowledge (TOK) in a manner that supports the IB mission statement and philosophy. The workshop will focus on:

- developing an understanding of the IB mission and philosophy through the DP programme model as a context for a holistic learning experience
- the *Theory of knowledge guide* (first teaching September 2013, first examinations 2015), and associated assessment requirements with practice marking activities of sample student work
- structuring a TOK course that integrates authentic assessment and encourages students to make links across the DP that will enhance their understanding
- the dynamic nature that exists between creativity, activity, service (CAS) and TOK when emphasizing the importance of reflecting and developing self-awareness
- *IB Programme standards and practices* (January 2014)
- using the programme resource centre to access IB publications and network with other IB educators.

DP RESOURCES

IB Theory of Knowledge Course Book, 3rd Edition (2020 Edition)

Supporting the latest TOK syllabus, for first teaching September 2020, this new inquiry-based resource has been developed by OUP in collaboration with the IB to help learners navigate complex issues of knowledge.



CATEGORY 2

NEW

Leading the learning



RECOMMENDED FOR:

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

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

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

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

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

Counselling



RECOMMENDED FOR:

Counsellors and career guidance officers.

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

Creativity, activity, service



RECOMMENDED FOR:

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

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

The workshop will focus on:

- assessing the relevant links between IB *Programme standards and practices* (January 2014) to enhance the teaching and learning experience
- exploring and sharing strategies to enhance current CAS programmes
- understanding the interaction between CAS and subjects in the DP to help students make cross-disciplinary links
- studying the dynamic nature that exists between CAS and theory of knowledge (TOK) when emphasizing the importance of reflection and developing self-awareness
- sharing practices to show how CAS has impacted the wider school community
- implementing DP policies and procedures
- unpacking broad changes to the DP.

Librarians



RECOMMENDED FOR:

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

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

- assessing the relevant links between IB *Programme standards and practices* (January 2014) to enhance the teaching and learning experience
- developing strategies to help librarians become more effective in their role
- exploring collaboration between librarian and teacher to support student achievement
- maintaining a library that supports the DP
- implementing DP policies and procedures affecting the librarian
- examining forthcoming changes and updates that affect the implementation of the DP.

DP RESOURCES

NEW: Hodder Education Diploma coursebooks

Print and Digital resources written by top international educators to match the latest guides. The following resources have been developed in cooperation with the IB.



- Theory of Knowledge for the IB Diploma, Fourth edition
- Economics for the IB Diploma
- Mathematics for the IB Diploma
- Analysis and approaches SL
- Mathematics for the IB Diploma: Analysis and approaches HL
- Mathematics for the IB Diploma: Applications and interpretation SL
- Mathematics for the IB Diploma: Applications and interpretation HL
- English Literature for the IB Diploma
- English Language and Literature for the IB Diploma

Subject workshops

RECOMMENDED FOR:

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

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

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

Biology



Business management



Chemistry



Classical languages



Computer science



Dance



Design technology



Economics



Environmental systems and societies



Film



Geography



Global politics



History



Information technology in a global society (ITGS)



Language A: Language and literature



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

Language A: Language and literature (generic)



Language A: Literature



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

Language A: Literature (generic)



Language ab initio



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

Language ab initio (generic)



Language B



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

Language B (generic)



Literature and performance



Mathematics: Analysis and approaches



Mathematics: Applications and interpretation



Music



Philosophy



Physics



Psychology



Social and cultural anthropology



Sports, exercise and health science



Theatre



Visual arts



World religions



Theory of knowledge



RECOMMENDED FOR:

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

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

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

DP RESOURCES

IB Theory of Knowledge Print and Online Course Book Pack, 3rd Edition (2020 Edition)

Supporting the latest TOK syllabus, for first teaching September 2020, these inquiry-based resources are developed directly with the IB to help learners navigate complex issues of knowledge.



CATEGORY 3

NEW

Academic integrity



RECOMMENDED FOR:

IB DP/CP coordinators, teachers, extended essay supervisors, librarians and school leadership team members.

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

Academic writing practices



RECOMMENDED FOR:

Diploma Programme (DP) teachers and coordinators.

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

Approaches to teaching and learning for DP/CP classroom teachers



RECOMMENDED FOR:

This workshop is suitable for Diploma Programme (DP) and Career-related Programme (CP) teachers of all experience levels.

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

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



RECOMMENDED FOR:

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

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

Assessment for learning in the DP/CP



RECOMMENDED FOR:

This workshop is recommended for experienced Diploma Programme (DP) and Career-related Programme (CP) teachers and coordinators.

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

Beyond the disciplines



See workshop description on page 4.

Bilingual and multilingual teaching and learning



See workshop description on page 5.

Biology: A focus on internal assessment



RECOMMENDED FOR:

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

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

Biology: Incorporating fieldwork



RECOMMENDED FOR:

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

This workshop will offer opportunities to carry out successful fieldwork in relation to supporting the teaching and learning of biology. Designing an investigation is a central part of the workshop, allowing you to work in small groups to explore the key issues involved in each of the criteria and to experience first-hand the challenges presented to students. You learn through practical experience and come away with a toolbox of skills to take back to your school to improve and further develop fieldwork for your own residential courses or on their own school grounds. You will increase their confidence to use the environment as a context for inquiry, helping to raise student achievement in internal assessment and field-based learning. The workshop will cover procedures for conducting and organizing individual project work safely, using risk assessments, Site Working Information Cards (SWIC) and Groups Away from Permanent Supervision (GAPS).

Biology: Promoting the use of ICT



RECOMMENDED FOR:

Experienced Diploma Programme (DP) biology teachers and those who have recently completed a category 1 workshop who wish to explore the role that information and communication technology (ICT) can play in teaching, learning and school-based assessment for the DP *Biology guide* (October 2017).

You will discuss the importance of ICT as a tool in practical work and be immersed in the day-to-day integration of useful tools that enhance learning, moving away from using technology in superficial ways. Specifically, you will look at the use of data collection probes, evaluate some data collection exercises using online simulations and apps, and develop exercises that explore online databases. This workshop will also provide teachers with a toolbox of strategies to manage a technological classroom, including various collaboration tools to extend teaching time and develop communication, social and self-management skills. Ultimately, the workshop will encourage you to use ICT tools to place students in the centre of their own learning experience.

Building partnerships with parents



See workshop description on page 10.

DP RESOURCES

Questionbank Biology

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



Business management: A focus on internal assessment



RECOMMENDED FOR:

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

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

CAS: The transforming power of experiential learning



RECOMMENDED FOR:

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

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

Chemistry: A focus on internal assessment



RECOMMENDED FOR:

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

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

Chemistry: Promoting the use of ICT



RECOMMENDED FOR:

Experienced Diploma Programme (DP) chemistry teachers who have recently completed a category 1 workshop and have some experience using information and communication technology (ICT).

The workshop will focus on the role that ICT can play in teaching, learning and school-based assessment in the IB chemistry curriculum. The workshop will focus on collecting primary data via data loggers and smartphones, especially as cameras. You will also learn sourcing secondary data using technology in the classroom, as well as how to use simulations, animations, and modelling in chemistry to enhance learning. You will then be able to tie these together by evaluating ICT tools that encourage students to collaborate and place the students at the centre of their learning experience.

Concepts and inquiry in the DP/CP



RECOMMENDED FOR:

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

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

Cultivating learning-focused IB World Schools



See workshop description on page 9.

Developing service learning



See workshop description on page 5.

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



RECOMMENDED FOR:

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

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

Environmental systems and societies: A focus on internal assessment



RECOMMENDED FOR:

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

This workshop explores the ESS syllabus outline, aims, objectives, command terms, practical work and internal assessment, and guidance and authenticity in internal assessment. You will learn how the activities planned and developed across the practical scheme of work should enable students to fulfill the objectives stated in the IB's mission statement and in the learner profile. You will gain an understanding of how to relate investigations to the ESS syllabus assessment statements, how the internal assessment criteria are applied and assessed, and how information and communication technology (ICT) is used. You will work collaboratively to develop an internal assessment manual for students.

Environmental systems and societies: Incorporating fieldwork



RECOMMENDED FOR:

Experienced DP environmental systems and societies (ESS) teachers and those who have completed a category 1 workshop.

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

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



RECOMMENDED FOR:

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

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

Extended essay in focus: A one-day intensive



RECOMMENDED FOR:

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

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

Geography: A focus on internal assessment



RECOMMENDED FOR:

Experienced teachers of the DP geography course.

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

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

Governance



See workshop description on page 9.

History: A focus on internal assessment



RECOMMENDED FOR:

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

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

DP RESOURCES

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

Developed by Oxford University Press (OUP) in cooperation with the IB, each new IB Prepared resource provides the most up-to-date, authentic and authoritative guidance, sample materials and practice for Diploma Programme (DP) assessment. The IB Prepared series is designed to consolidate essential knowledge and facilitate more effective examination preparation.



IB visual arts: Promoting the use of emerging media



RECOMMENDED FOR:

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

Increasingly within the visual arts practice, both students and educators are exploring, testing and using emerging media. Consequently, the artworks produced are often difficult to interpret and the processes and media used are difficult to understand and assess. This workshop is designed for those educators who are interested in exploring and promoting the use of emerging media and who are enthusiastic and committed to developing and understanding its role and potential within visual arts practice. It focuses on developing a greater awareness and understanding of the use of emerging media in visual arts and provides opportunities for you to develop new skills and teaching strategies that will translate to classroom practice. You will collaborate with other practitioners to identify and establish best practice with regard to the creation and assessment of emerging media. Through this workshop, you will build capacity among educators who are interested in promoting the use of emerging media within the current visual arts curriculum to better meet the increasing needs of all students.

Interdisciplinarity and the world studies extended essay



RECOMMENDED FOR:

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

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

Investigating inquiry



See workshop description on page 5.

Language A: Exploring literature in translation



RECOMMENDED FOR:

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

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

Language A: Literature—Teaching poetry for enjoyment and assessment



RECOMMENDED FOR:

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

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

Language B: Building thematic units



RECOMMENDED FOR:

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

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

Language B: Extended essay



RECOMMENDED FOR:

Experienced Diploma Programme (DP) language B teachers.

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

Leading an effective professional learning community



See workshop description on page 10.

Leading for effective teaching and learning



See workshop description on page 8.

Leading through an understanding of culture and context



See workshop description on page 8.

Leading through an understanding of finance and accounting



See workshop description on page 10.

Leading with a clear vision and strategy



See workshop description on page 8.

The learner profile



See workshop description on page 6.

Learning diversity and inclusion



See workshop description on page 5.

Living and learning globally



See workshop description on page 6.

DP RESOURCES

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

Series of three posters, each providing an overview of one of the Diploma Programme's core requirements: theory of knowledge; extended essay; and creativity, activity, service.



Managing the extended essay



RECOMMENDED FOR:

All experienced DP coordinators, extended essay coordinators, librarians and those who have recently completed a category 1 workshop.

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

Mathematics: A focus on IA



RECOMMENDED FOR:

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

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

Navigating school-supported self-taught literature



RECOMMENDED FOR:

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

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

Physics: A focus on internal assessment



RECOMMENDED FOR:

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

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

Physics: Promoting the use of ICT



RECOMMENDED FOR:

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

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

Psychology extended essay



RECOMMENDED FOR:

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

The psychology extended essay workshop will:

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

NEW

The role of the coordinator



Note: All other modes of delivery for this workshop will be available beginning in July 2021.

RECOMMENDED FOR:

Experienced coordinators from authorized IB World Schools.

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

The role of the librarian



See workshop description on page 6.

DP RESOURCES

Questionbank Psychology

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



The role of the supervisor in the extended essay



RECOMMENDED FOR:

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

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

Social and emotional learning



See workshop description on page 6.

Strategies to increase DP cohort sizes



RECOMMENDED FOR:

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

The DP develops a range of skills for students. It appeals to students with interests in a broad range of subjects. This workshop emphasizes the importance of a vast understanding of what exactly is an accessible programme along with how to build effective and meaningful collaborative structures for student support and success. You will also have the chance to explore various delivery models for programme growth and sustenance. The nature of Diploma Programme assessment and improving approaches to teaching will also be examined in the context of enhancing student enrolment. In addition, programme marketing and student recruitment will also be discussed in detail, with presentations of proven models.

NEW

SUBJECT-SPECIFIC SEMINARS

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

Subject specific seminar: Literature and performance



Subject specific seminar: Theatre



Supporting IB students in the university admissions process



RECOMMENDED FOR:

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

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

Teaching, learning and assessment in economics



RECOMMENDED FOR:

Experienced economics educators from IB World Schools.

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

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

Technology in mathematics



RECOMMENDED FOR:

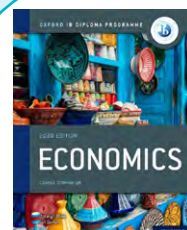
Teachers with some Diploma Programme (DP) mathematics experience. This workshop is aimed at teachers with all levels of computer expertise, as there is always something new to learn, create and discover.

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

DP RESOURCES

Economics Course Book, 3rd Edition (2020 Edition)

Developed in cooperation with the IB, OUP's bestselling economics course book has been revised and updated to provide the most comprehensive support for the new syllabus (first teaching September 2020).



Technology in music



RECOMMENDED FOR:

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

This workshop will guide music teachers to incorporate the use of technology into DP music lessons in a manner that supports the IB mission statement and learner profile. The course will address the roles and processes of music making through technology. While the ideas developed in the workshop should permeate all areas of the music course, you will focus on the use of technology to access the syllabus, as well as the skills required for the assessments. You will receive straightforward guidance and ideas on how to get the most out of technology in the music classroom. At each stage, you will reflect on the pedagogy of how, when and why technology can be used to achieve the aims and assessment objectives of the music course.

Understanding leadership



See workshop description on page 9.

Understanding the Diploma Programme (DP)



RECOMMENDED FOR:

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

This workshop is designed to meet the needs of a range of professional development requirements and can be used by interested schools and candidate schools as well as a post-authorization refresher. There is a focus on what it means to be an IB World School offering the DP and how the values of the school should reflect and promote the IB standards and practices. For interested schools and candidate schools, this provides an opportunity to consider the basics while those schools post-authorization will be given an opportunity to reflect and evaluate their IB journey thus far.

To foster a community of collaboration, teachers will explore the role of the three DP core elements: theory of knowledge; creativity, activity, service; and the extended essay as a means of broadening students' educational experience and providing an interdisciplinary forum in which students are challenged to apply their knowledge and skills. This will support DP subject teachers in developing a deeper understanding of the core elements and means of articulation with the subjects they teach through meaningful curriculum planning and consideration of approaches to teaching and learning.

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



RECOMMENDED FOR:

Diploma Programme (DP) visual arts teachers. Participants will need to be conversant with the current Diploma Programme (DP) *Visual arts guide*, preferably having taught students through at least one examination session.

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

Well-being and student leadership



See workshop description on page 10.

DP THEATRE WORKSHOPS

Provided by the International Schools Theatre Association (ISTA)

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



RECOMMENDED FOR:

Diploma Programme (DP) theatre teachers.

Using a cultural setting such as a museum, historical site, gallery or performance space, the workshop will explore how to use cultural settings as a stimulus for creating units of work, resources and models of practice. Areas of exploration will include practical exercises for engaging with cultural sites that are useful for any site visit or field trip. You will experience practical activities that focus on learning about and responding to site, artifacts, collections, stories and resources. You will be able to create site-specific responses; develop partnerships with cultural organizations; explore different types of research; enumerate visual literacy skills; examine interconnection and relationships between different sites; discover cultural history and how to read a site; and consider the role of the curator from the perspective of theatre production. You will use the specific cultural setting selected for the workshop (past examples have included the British Museum and the National Gallery in London, and the American Museum of Natural History in New York) as a model for transferable skills and practices to their own settings and cultural organizations.

Practical film production



RECOMMENDED FOR:

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

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

THEORY OF KNOWLEDGE (TOK) WORKSHOPS

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

TOK for subject teachers



RECOMMENDED FOR:

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

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

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



RECOMMENDED FOR:

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

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

DP RESOURCES



DP Starter Pack

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



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

Series of three posters, each providing an overview of one of the Diploma Programme's core requirements: theory of knowledge; extended essay; and creativity, activity, service. Product size A2: 23.4" x 16.5" (59.4 cm x 42 cm). Language: English.



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

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



NEW: DP Maths Mind Map Poster Pack (4 English Posters)

A pack of four colourful posters representing the new Diploma Programme Mathematics courses: applications and interpretation (SL and HL) & analysis and approaches (SL and HL) in the form of a mind map. These posters address the new IB Maths curriculum for first assessment in 2021. IB maths mind map is an excellent tool to review any topic and make mathematical connections visible.

The posters are designed so they can be overlapped when hung to represent any combination of maths courses that a school offers. Product size A0: 33.1" x 46.8" (84.1 cm x 118.9 cm). The pack includes four posters: applications and interpretation (SL and HL) & analysis and approaches (SL and HL), language: English.

PRODUCT NAME	NUMBER ID	PRICE
DP Starter Pack	1494JB5	USD 159.99
NEW: IB DP Core Requirements Poster Set (3 Posters, English)	1653FJ2	USD 49.99
NEW: DP Design Cycle Poster Pack (3 posters 1 English, 2 Spanish)	1372ZX3	USD 39.99
NEW: DP Maths Mind Map Poster Pack (4 English Posters)	1390PZ5	USD 69.99



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

Developed by Oxford University Press (OUP) in cooperation with the IB, each new IB Prepared resource provides the most up-to-date, authentic and authoritative guidance, sample materials and practice for Diploma Programme (DP) assessment. The IB Prepared series is designed to consolidate essential knowledge and facilitate more effective examination preparation.



Economics Course Book, 3rd Edition (2020 Edition)

Developed in cooperation with the IB, OUP's bestselling economics course book has been revised and updated to provide the most comprehensive support for the new syllabus (first teaching September 2020).



Economics Course Print and Online Book Pack (2020 Edition)

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



IB Theory of Knowledge Course Book, 3rd Edition (2020 Edition)

Supporting the latest TOK syllabus, for first teaching September 2020, this new inquiry-based resource has been developed by OUP in collaboration with the IB to help learners navigate complex issues of knowledge.



IB Theory of Knowledge Print and Online Course Book Pack, 3rd Edition (2020 Edition)

Supporting the latest TOK syllabus, for first teaching September 2020, these inquiry-based resources are developed directly with the IB to help learners navigate complex issues of knowledge.

PRODUCT NAME	NUMBER ID	PRICE
NEW: IB Prepared series from Oxford University Press: Additional support for DP students	Find IB Prepared resources at: bit.ly/ib-prepared	
Economics Course Book, 3rd Edition (2020 Edition)	0993JZ4	USD 52.99
Economics Course Print and Online Book Pack (2020 Edition)	0993MZ6	USD 70.99
IB Theory of Knowledge Course Book, 3rd Edition (2020 Edition)	1076UZ5	USD 49.99
IB Theory of Knowledge Print and Online Course Book Pack, 3rd Edition (2020 Edition)	1076VZ2	USD 67.99

DP RESOURCES



Oxford IB DP Mathematics: analysis and approaches, Higher Level, Print and Enhanced Online Course Book Pack

Featuring a wealth of digital content, this concept-based Print and Enhanced Online Course Book Pack has been developed in cooperation with the IB to provide the most comprehensive support for the new DP Mathematics: analysis and approaches HL syllabus, for first teaching in September 2019.



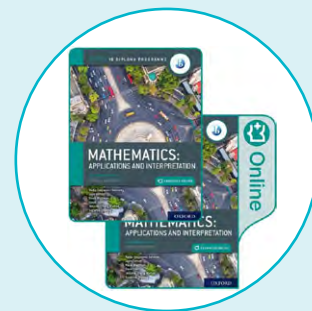
Oxford IB DP Mathematics: applications and interpretation, Higher Level, Print and Enhanced Online Course Book Pack

Featuring a wealth of digital content, this concept-based Print and Enhanced Online Course Book Pack has been developed in cooperation with the IB to provide the most comprehensive support for the new DP Mathematics: applications and interpretation HL syllabus, for first teaching in September 2019.



Oxford IB DP Mathematics: analysis and approaches, Standard Level, Print and Enhanced Online Course Book Pack

Featuring a wealth of digital content, this concept-based Print and Enhanced Online Course Book Pack has been developed in cooperation with the IB to provide the most comprehensive support for the new DP Mathematics: analysis and approaches SL syllabus, for first teaching in September 2019.



Oxford IB DP Mathematics: applications and interpretation, Standard Level, Print and Enhanced Online Course Book Pack

Featuring a wealth of digital content, this concept-based Print and Enhanced Online Course Book Pack has been developed in cooperation with the IB to provide the most comprehensive support for the new DP Mathematics: applications and interpretation SL syllabus, for first teaching in September 2019.

PRODUCT NAME	NUMBER ID	PRICE
Oxford IB DP Mathematics: analysis and approaches, Higher Level, Print and Enhanced Online Course Book Pack	1434WS6	USD 81.99
Oxford IB DP Mathematics: applications and interpretation, Higher Level, Print and Enhanced Online Course Book Pack	0993JZ4	USD 52.99
Oxford IB DP Mathematics: analysis and approaches, Standard Level, Print and Enhanced Online Course Book Pack	1434VS9	USD 81.99
Oxford IB DP Mathematics: applications and interpretation, Standard Level, Print and Enhanced Online Course Book Pack	1434TS4	USD 81.99



Oxford IB DP English A: Language and Literature Course Book (Print Course Book & Enhanced Online Course Book)

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



Oxford IB DP English B Course Book Pack: (Print Course Book & Enhanced Online Course Book)

Packed full of interactive activities, this print and digital Course Book pack has been developed directly with the IB to fully reflect all aspects of the new language acquisition syllabus, for first teaching in September 2018



Extended essay guide: For first teaching 2016

Offers an overview of the Diploma Programme extended essay; provides information on supporting, introducing, and assessing it, and contains topic suggestions.



Creativity, activity, service guide: For students graduating in 2017 and after

A guide to planning CAS projects and includes bibliographical references.



NEW: Hodder Education Diploma coursebooks

Print and Digital resources written by top international educators to match the latest guides. The following resources have been developed in cooperation with the IB.

- Theory of Knowledge for the IB Diploma, Fourth edition
- Economics for the IB Diploma
- Mathematics for the IB Diploma: Analysis and approaches SL
- Mathematics for the IB Diploma: Analysis and approaches HL
- Mathematics for the IB Diploma: Applications and interpretation SL
- Mathematics for the IB Diploma: Applications and interpretation HL
- English Literature for the IB Diploma
- English Language and Literature for the IB Diploma

PRODUCT NAME	NUMBER ID	PRICE
Oxford IB DP English A: Language and Literature Course Book (Print Course Book & Enhanced Online Course Book)	1434SS7	USD 70.99
Oxford IB DP English B Course Book Pack: (Print Course Book & Enhanced Online Course Book)	1226MK6	USD 64.99
Extended essay guide: For first teaching 2016	1408VB9	USD 36.99
Creativity, activity, service guide: For students graduating in 2017 and after	1409AB2	USD 36.99
NEW: Hodder Education Diploma coursebooks	Find the resources here: hoddereducation.co.uk/ibdiploma	

DP RESOURCES



NEW: Questionbank Environmental systems and societies

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



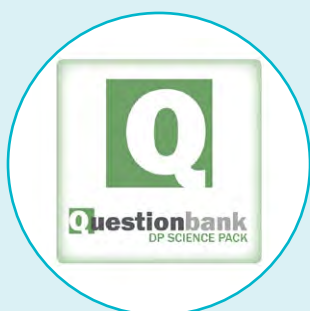
NEW: Questionbank Sports, exercise and health science

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



NEW: Bundle Questionbank Economics and Business Management Pack

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



NEW: Bundle Questionbank Science Pack

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



Questionbank Mathematics

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

PRODUCT NAME	NUMBER ID	PRICE
NEW: Questionbank Environmental systems and societies	1584HY8	USD 199.99
NEW: Questionbank Sports, exercise and health science	1584JY2	USD 159.99
NEW: Bundle Questionbank Economics and Business Management Pack	1257SQ1	USD 260.00
NEW: Bundle Questionbank Science Pack	1257TQ9	USD 499.99
Questionbank Mathematics	1428WN5	USD 318.99



Questionbank Biology

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



Questionbank Chemistry

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



Questionbank Geography

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



Questionbank Physics

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



Questionbank Psychology

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

Questionbank

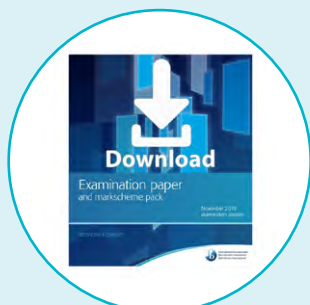
Help prepare your students for their exams with a Questionbank subscription. The Questionbank searchable online databases contain hundreds of examination questions and markschemes including IB exam questions up to 2017. Exam questions from 2018 will be added moving forward. Order your subscription now at titlewave.com/go/subscriptions.

With a Questionbank subscription, you can:

- Search for questions using a powerful filtering system
- Automate question numbering and mark calculation
- Customize markschemes
- Edit custom exams and save to a personalized library
- Export to PDF

PRODUCT NAME	NUMBER ID	PRICE
Questionbank Physics	1429AN1	USD 199.99
Questionbank Chemistry	1428ZN7	USD 199.99
Questionbank Geography	1428SN6	USD 159.99
Questionbank Psychology	1428VN8	USD 159.99
Questionbank Biology	1428YNX	USD 199.99

DP RESOURCES



November 2019 Examination paper and markscheme pack (Digital download version)

The exam pack is an indispensable tool for teachers and coordinators, this network-licensed Digital Download in ZIP format features the November 2019 session examination papers and markschemes for all six Diploma Programme subject groups. These papers provide excellent preparation for examinations, while the accompanying markschemes make the pack suitable for both independent study and classroom use. The examination papers and markschemes are presented in their original format and are clearly indexed.



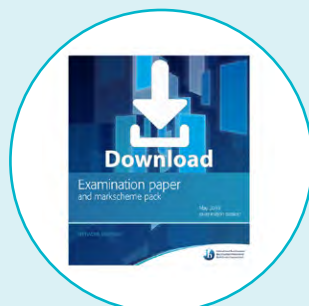
November 2019 Examination paper and markscheme pack (USB Flash Drive)

The exam pack is an indispensable tool for teachers and coordinators, this USB Flash Drive features the November 2019 session examination papers and markschemes for all six Diploma Programme subject groups. These papers provide excellent preparation for examinations, while the accompanying markschemes make the pack suitable for both independent study and classroom use. The examination papers and markschemes are presented in their original format and are clearly indexed.



November 2019 Examination paper and markscheme pack (DVD version)

The exam pack is an indispensable tool for teachers and coordinators, this DVD version features the November 2019 session examination papers and markschemes for all six Diploma Programme subject groups. These papers provide excellent preparation for examinations, while the accompanying markschemes make the pack suitable for both independent study and classroom use. The examination papers and markschemes are presented in their original format and are clearly indexed.



May 2019 Examination paper and markscheme pack (Digital download version)

The exam pack is an indispensable tool for teachers and coordinators, this network-licensed Digital Download in ZIP format features the May 2019 session examination papers and markschemes for all six Diploma Programme subject groups. These papers provide excellent preparation for examinations, while the accompanying markschemes make the pack suitable for both independent study and classroom use. The examination papers and markschemes are presented in their original format and are clearly indexed.

PRODUCT NAME	NUMBER ID	PRICE
November 2019 Examination paper and markscheme pack (Digital download version)	1616PG8	USD 189.99
November 2019 Examination paper and markscheme pack (USB Flash Drive)	4004EK6	USD 189.00
November 2019 Examination paper and markscheme pack (DVD version)	42D18I7	USD 189.99
May 2019 Examination paper and markscheme pack (Digital download version)	1218CY5	USD 189.99

Project Zero Online Programs



Project Zero researchers began investigating approaches to online learning in 1998, the year in which PZ developed and offered the Harvard Graduate School of Education's first online professional development course. Since then, Project Zero researchers have developed a number of online courses that are available to IB Educators.

Find the program for you: hgse.me/pzprograms



Learn real-world solutions, gain inspiration, and receive the support of an engaged community.

INTRODUCTORY

Developing the CP



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

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

CATEGORY 1

NEW

Head of school



RECOMMENDED FOR:

The head of school, who may be the head, executive head, owner, principal, governor or superintendent.* Heads will be encouraged to consider who they should send to Leading the learning category 1.

***Required prior to submission of Application for Candidacy.**

In this workshop, heads of school are challenged to think about the process of leadership differently, to base their decision-making and actioning on a foundation of deeper understanding of the complex nature of their own particular context as well as being immersed into the IB ecosystem.

Building on this understanding, leaders—together with the IB—will consider the ways in which their school community (all stakeholders) will place learning at the centre of their IB programme, through the thoughtful development of purpose, culture and environment, in alignment with the IB's mission and philosophy.


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


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


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

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

WORKSHOPS KEY

 Face-to-face in English

 Face-to-face in French

 Face-to-face in Spanish

 Online in English

 Online in French

 Online in Spanish

NEW

Leading the learning



Required for coordinators*; encouraged for members of the pedagogical leadership team, librarians, specialists, deans of students, counsellors, year level leaders/heads of department, section leaders, heads, inclusion specialists and career or guidance specialists.

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

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

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

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

CP RESOURCES

CP Programme Brochure

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



CP Guidance counsellors



RECOMMENDED FOR:

This workshop is intended for counsellors, careers guidance counsellors, higher education advisors and members of educational establishments with some experience working with students who are:

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

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

CP Personal and professional skills



RECOMMENDED FOR:

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

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

CP Reflective project



RECOMMENDED FOR:

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

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

Service learning in the CP



RECOMMENDED FOR:

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

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

CP RESOURCES

10 Reasons Poster IBCP

This eye-catching poster shows 10 reasons why the IB Career-related Programme is the ideal study for students looking to pursue different pathways. Created with input from IB teachers, this poster is both informative and student-friendly. Now available in English, French and Spanish.



CATEGORY 2

NEW

Leading the learning



RECOMMENDED FOR:

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

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

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

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

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

CP Guidance counsellors



RECOMMENDED FOR:

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

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

CP Personal and professional skills



RECOMMENDED FOR:

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

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

CP Reflective project



RECOMMENDED FOR:

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

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

CP RESOURCES

CP Starter Pack

CP Starter Pack is a perfect tool for schools interested in becoming an IB World School offering the Career-related Programme. Includes guides, brochures and posters related to the CP framework, among them: *Language development guide* and *Personal and professional skills guide*.



CATEGORY 3

NEW

Academic integrity



RECOMMENDED FOR:

IB DP/CP coordinators, teachers, extended essay supervisors, librarians and school leadership team members.

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

Approaches to learning



See workshop description on page 4.

Approaches to teaching and learning for DP/CP classroom teachers



RECOMMENDED FOR:

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

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

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



RECOMMENDED FOR:

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

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

Assessment for learning in the DP/CP



RECOMMENDED FOR:

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

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

Beyond the disciplines



See workshop description on page 4.

Bilingual and multilingual teaching and learning



See workshop description on page 5.

Building partnerships with parents



See workshop description on page 10.

Concepts and inquiry in the DP/CP



RECOMMENDED FOR:

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

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

Cultivating learning-focused IB World Schools



See workshop description on page 9.

Developing service learning



See workshop description on page 5.

Governance



See workshop description on page 9.

Investigating inquiry



See workshop description on page 5.

Leading an effective professional learning community



See workshop description on page 10.

Leading for effective teaching and learning



See workshop description on page 8.

Leading through an understanding of culture and context



See workshop description on page 8.

Leading through an understanding of finance and accounting



See workshop description on page 10.

Leading with a clear vision and strategy



See workshop description on page 8.

The learner profile



See workshop description on page 6.

Learning diversity and inclusion



See workshop description on page 5.

Living and learning globally



See workshop description on page 6.

The role of the librarian



See workshop description on page 6.

Social and emotional learning



See workshop description on page 6.

Supporting IB students in the university admissions process



RECOMMENDED FOR:

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

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

Understanding leadership



See workshop description on page 9.

Understanding the CP



RECOMMENDED FOR:

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

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

Well-being and student leadership



See workshop description on page 10.

CP RESOURCES

CP Poster

The CP poster displays the CP curriculum model and is a much used item to create programme awareness and understanding for parents and students.



CP RESOURCES



CP Poster

The CP poster displays the CP curriculum model and is a much used item to create programme awareness and understanding for parents and students.



CP Starter Pack

CP Starter Pack is a perfect tool for schools interested in becoming an IB World School offering the Career-related Programme. Includes guides, brochures and posters related to the CP framework, among them: *Language development guide* and *Personal and professional skills guide*.



10 Reasons Poster IBCP

This eye-catching poster shows 10 reasons why the IB Career-related Programme is the ideal study for students looking to pursue different pathways. Created with input from IB teachers, this poster is both informative and student-friendly. Now available in English, French and Spanish.



CP Programme Brochure

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

PRODUCT NAME	NUMBER ID	PRICE
CP Poster	1247JAX	USD 7.99
CP Starter Pack	1534DJ9	USD 150.99
10 Reasons Poster IBCP	1250PA4	USD 12.99
CP Programme Brochure	1250VA8	USD 7.99



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IB Academic Integrity Poster Set (3 Posters, English)

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



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

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



IB Table Flag

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



IB Flag (3' X 5')

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



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

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

PRODUCT NAME	NUMBER ID	PRICE
IB Academic Integrity Poster Set (3 Posters, English)	1653GJX	USD 49.99
IB Mission Statement Poster Pack (3 Posters English, Spanish, French)	1390MZ3	USD 49.99
IB Table Flag	1241AR5	USD 29.99
IB Flag (3' X 5')	1303RQ6	USD 200.00
IB Flag (Indoor ONLY) / (with plastic clips for hanging)	0496JZ0	USD 207.00



IB Graduation Lapel Pin

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



IB Graduation Tassel (Pack of 10)

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



IB Graduation Satin Stole Blue

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



IB Graduation Diploma Cover A4

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



IB Satin Pen (Pack of 10)

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

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



IB Learner Profile Lanyard (Pack of 10)

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



IB Eco Lanyard (Pack of 10)

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



IB Water Bottle

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



IB Travel Mug

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



IB Cufflink Gold-Tone Metallic

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



IB Cufflink Silver-Tone Metallic

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

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



IB Thermo Flask

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



IB Silver Medal in Gift Box

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



IB Silver Lapel Pin Badge (L)

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



IB Gold Lapel Pin Badge (L)

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



IB Colour Lapel Pin Badge (L)

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



IB Bronze Lapel Pin Badge (L)

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

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

