



International Baccalaureate®
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IB World Schools Community support webinars

Strengthening programme implementation

Planning for an innovative learning culture

- ▶ Foundations of human thinking
- ▶ The learning trajectory

IB specific webinars

- ▶ An inquiry into collaborative practice
- ▶ An inquiry into the written curriculum
- ▶ An inquiry into teaching and learning
- ▶ An inquiry into assessment

We look forward to hearing how your school is using this range of materials for strengthening programme implementation.

Please share via the IB World Schools LinkedIn group and on Twitter @iborganization



Who is this resource for?

This previously recorded series of webinars has been collated to support:

- Schools, post evaluation
- Schools approaching an evaluation visit
- Recently authorized schools
 - targeting strategies supporting programme implementation
- Mature IB schools
 - reflecting upon strategic improvement
- Educators
 - seeking ideas and resources for programme implementation



How to use this resource

It is recommended that you follow the protocol suggested for each webinar in order to maximise on the potential benefits for your school.

Guiding questions are provided for IB support webinars, including:

- Pre-webinar - school based conversations
- Pre-webinar - network based conversations
- During the webinar - online/engagement activities
- Post webinar - reflection
- Post webinar - creating a vision/action plan
- Post webinar - 'blue sky' thinking...
- Additional resources

▶ [Link to IB World Schools Community Support Webinars](#)

Planning For an Innovative Learning Culture

Webinar 1/6

► Direct download (English)

- Your brain, Your Life
- The foundations of human thinking

In this webinar, we will explore the incredible (and surprising) truth behind how the brain learns, remembers, and acts to create our reality. Once we understand this underlying WHY, we can begin to meaningfully explore how these concepts can (and cannot) be applied to classroom practice to influence and improve teaching and learning.

Webinar 2/6

► Direct download (English)

- The Learning Trajectory
- Shallow to Deep to Transfer

In this webinar, we will examine how human beings traverse the typical learning trajectory: from shallow to deep to transfer.

We will explore the importance of 'facts' to comprehension and memory, examine the role of 'thinking' in concept formation, consider why activating prior knowledge, reframing ideas, and personalizing knowledge are integral to deep learning, and why transferring knowledge and skills between different fields is so incredibly tricky.

Throughout this session, participants will consider which practices do and do not align with varied stages of the learning process.

These webinars provide IB World Schools (across the continuum) with opportunities to lead staff through discussions, reflection and strategic planning, based on research.

The webinars will support experienced IB schools in planning for an innovative and inspiring learning culture.

Schools may use these materials:

- in grade level teams
- across departments
- within specialist teams
- for whole staff professional learning
- to promote discussion, inspire ideas and generate innovation

Jared Cooney Horvath (PhD, MEd), an expert in the field of educational neuroscience, explains how the latest in brain and behavioural research can enhance teaching and learning practices.



An Inquiry Into Collaborative Practice

Webinar 3/6 support / page 1

- ▶ Direct download (English)

Additional reading: Creating and Sustaining Effective Professional Learning Communities, Ray Bolam

- Highlight interesting points with specific reference to your school.
- How does this shape / support / challenge your thinking regarding collaborative practice?

Pre-webinar

School based conversations / sharing

What collaborative conversations and engagements could we have prior to engaging with this webinar?

Discussion

What makes a strong IB World School? List and display the key factors.

Post examples of the visible components in your workplace/learning environment.

What are your strengths? What factors are less represented?

What ideas do we have to:

1. Further enhance our strengths
2. Support those success factors which are less evident at our school?

Pre-webinar

Network/Association based conversations / sharing

What conversations and engagements could we have within a network or association prior to engaging with this webinar?

Discussion

What does the network see as the key strengths in successful IB World Schools?

How are these factors sustained?

What are the varied ways in which success factors are evident in schools across the network?

What is the network role in supporting conditions where schools understand the factors which enable successful programme implementation?

During webinar

Engagement/ questions

How can we best engage with the webinar?

Sharing via

#IBWorldSchools on twitter – share thoughts, questions, ideas, samples, photos etc.

Share samples via basecamp within your network

Start and promote a WeChat discussion – Chinese cluster of schools and educators.

Post-webinar

School based thinking/reflection

What have we taken from the webinar? Where is our current practice? What do we need to do?

School sharing

What were the key points raised within this webinar?

How could these points support programme implementation at this school?

Which points specifically address school needs?

Can we identify mentors, leading practice and/ or systems which set the conditions for strong programme implementation? How can these support our context?

Complete the attached C1 rubric. Reflect upon where your school aligns. Consider action points arising from this rubric.

Post-webinar

School based vision/ actions

Where would we like our school to be? How will we get there? What specific SMART actions need to be put in place to facilitate change?

School enhancement

Does our IB action plan reflect/ address sufficient strategies supporting improved programme implementation?

What adjustments to strategic planning can we make to facilitate strong programme implementation?

How can we ensure that identified strategies are implemented, continually reviewed and updated?

An Inquiry Into Collaborative Practice

Suggestions For Inquiry - 'Blue Sky' Thinking

Webinar 3/6 support / page 2

► Direct download (English)

In an ideal school, what could collaborative practice look like?

Are there schools within or beyond the region with exemplary strategies supporting collaborative practice?

Is there research highlighting successful models for collaborative practice?

Are there industry/business examples of collaborative practice which may translate to education?

What references to collaborative practice exist within IB documentation?

Can you find online examples/platforms of collaboration which further support a collaborative workplace and learning culture?

Are there ideas from the points above which may be adapted by your school to facilitate greater collaborative practice?

Where would you like to see collaborative practice in your school within two years?

Are there examples of change management strategies that have been engaged to facilitate a culture of collaboration?

What is the role of pedagogical leadership in promoting a culture of collaboration? Is this understood across the school?

What professional learning opportunities exist which support thinking in relation to organizational collaboration?

What are the bespoke samples of collaborative practice taking place in your school currently?

What are the perspectives on where various stakeholders see collaborative practice at the school within two years?

What are the challenges to this vision?

What will enable the vision?

What are the key strategies and responsibilities?

What are the differences and commonalities in understanding of collaborative practice across the school and programmes?

What collaborative strategies are employed across the school?

Are there consistencies within and across programmes with reference to collaborative practice?

What are the opportunities for vertical collaboration?

What common understandings define collaboration at our school?

How does our definition of collaboration differ from or connect with research?

How might a school wide definition of collaboration support vision and implementation?

Webinar 1 - C1 Rubric - Collaborative Practice & Reflection Self-Assessment

The requirements of the programme drive our agenda setting and action

Collaborative meetings systematically reflect on the requirements of the programme

Teachers at the school understand the nature of the requirements and sometimes discuss them

Teachers at the school are unsure what the requirements of the programme refer to

C1.1 Collaborative planning and reflection addresses the requirements of the programme(s)

Teachers and administrators evaluate effectiveness of the CP&R meetings. Meetings have actionable outcomes

The main focus of CP&R meetings is teaching and learning rather than administration issues. There are clear indications of this in the agenda / minutes of meetings

CP&R meetings are scheduled with sufficient regularity to support programme implementation

The most effective CP&R is initiated by small groups of teachers and although may be frequent, is not part of the regular scheduled, school meetings

C1.2 Collaborative planning and reflection takes place regularly and systematically

All decisions regarding curriculum are considered collaboratively in context of the horizontal and vertical articulation of the programme

There are regular opportunities for all staff to participate in vertical and horizontal planning

Vertical and horizontal articulation is occasionally addressed by some groups in the school (teachers or pedagogical learners)

Teachers at the school understand the importance of this practice to the implementation of the programme

C1.3 Collaborative planning and reflection addresses vertical and horizontal mapping

Teachers at the school regularly make connections across subject areas to support the transdisciplinary/interdisciplinary approach to teaching and learning. Teachers regularly explore authentic ways for students to connect classroom learning to action / service / TOK

CP&R provides opportunities for all teachers to acquire an overview of student learning across subjects. This regularly includes discussion of action / service / TOK

CP&R provides opportunities for some teachers to acquire an overview of student learning across subjects. Action / service / TOK are occasionally referenced

Teachers at the school understand the importance of this practice to the implementation of the programme

C1.4 Collaborative planning and reflection ensures that all teachers have an overview of students' learning

Reflection on the effectiveness of a unit includes a critical evaluation: did the unit of work succeed in addressing the planned learning expectations? Plans are adjusted for future improvements

The expectations for student learning are supported with consistent criteria in all subjects that are clearly communicated to students

Some groups of teachers collaborate to develop consistent expectations for student learning

Teachers at the school understand the importance of this practice to the implementation of the programme

C1.5 Collaborative planning and reflection is based on agreed expectations for student learning

Collaborative reflection on the unit considers its effectiveness for students with diverse learning needs and styles; success for individual students is considered, not just the class as a whole

Planning units of work incorporates activities and assessments based on the specific student needs or learning styles (this means units may vary from year to year depending on student body). Planning considers self-esteem, prior knowledge, scaffolding considerations and extension possibilities

CP&R occasionally considers differentiated activity and assessment based on specific student needs or learning styles

Teachers at the school understand the importance of this practice to the implementation of the programme

C1.6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles

Collaborative reflection / evaluation of the unit is based on student work samples of the summative task. Action plans are developed to improve future units

CP&R meetings use samples of formative assessment from students to inform the ongoing progress of the unit. Student work is regularly moderated internally

CP&R connects summative, preassessment and formative assessment. The 'backwards by design' process is clear

Teachers at the school understand the importance of this practice to the implementation of the programme

C1.7 Collaborative planning and reflection addresses the requirements of the programme(s)

Collaborative reflection on the unit considers students' language development based on student work samples

CP&R develops clear responsibilities and criteria for language learning across all subjects. All planning considers language strategies to build background knowledge, scaffold and extend language and affirm identity

CP&R considers the language profiles of students against developmental phases. Some groups consider language strategies to build background knowledge, scaffold and extend language and affirm identity

Teachers at the school understand the importance of this practice to the implementation of the programme

C1.8 Collaborative planning and reflection recognizes that all teachers are responsible for language development of students

Collaborative reflection on the unit considers students work samples, self-assessment and teacher observation to evaluate the effectiveness of the unit addressing the LP / ATL. Unit plans are revised if necessary

CP&R considers authentic contexts for teaching and assessment of the LP. Connections are consistently drawn between LP and ATL

The attributes of the learner profile have been collaboratively mapped vertically and horizontally across the curriculum. Some groups have made connections to ATL

Teachers at the school understand the importance of this practice to the implementation of the programme

C1.9 Collaborative planning and reflection addresses the IB learner profile attributes

An Inquiry Into The Written Curriculum

Webinar 4/6 support / page 1

► Direct download (English)

Pre-webinar

School based conversations / sharing

What collaborative conversations and engagements could we have prior to engaging with this webinar?

Discussion

What are the pedagogical principles underpinning IB programmes-MYP/PYP/DP/CP?

Browse the section on Approaches to teaching on the ATL page on the PRC

Where is the written curriculum in your school? What drives it? Who constructs it? How? What is its purpose? Who has access to it? How often is it updated?

What position does the IB have on written curriculum?

What could be done to improve the written curriculum at our school?

Additional reading: Revised Blooms Taxonomy and Differentiated learning handouts. Reflect with your teams, referencing practice at your school.

Pre-webinar

Network/Association based conversations / sharing

What conversations and engagements could we have within a network or association prior to engaging with this webinar?

Discussion

What does the network see as the key strengths in an effective written curriculum?

Are there educators in the network who could facilitate and support conceptually driven curriculum development?

Are there spaces that the network could create to support such working groups?

During webinar

Engagement/questions

How can we best engage with the webinar?

Sharing via

#IBWorldSchools on twitter – share thoughts, questions, ideas, samples, photos etc.

Share samples via basecamp within your network

Start and promote a WeChat discussion – Chinese cluster of schools and educators.

Post-webinar

School based thinking/ reflection

What have we taken from the webinar? Where is our current practice? What do we need to do?

School sharing

What were the key points raised within webinar 4?

How could these points support curriculum development at this school?

Which points specifically address school needs?

Can we identify mentors, leading practice and/or systems which set the conditions for strong curriculum development? How can these support our context?

Devise a C2 rubric based on the C1 rubric. Reflect upon where your school aligns. Consider action points arising from this rubric.

Post-webinar

School based vision/actions

Where would we like our school to be? How will we get there? What specific SMART actions need to be put in place to facilitate change?

School enhancement

Does our IB action plan reflect/ address sufficient strategies supporting improved programme implementation?

What adjustments to strategic planning can we make to facilitate strong curriculum development?

How can we ensure that identified strategies are implemented, continually reviewed and updated?

An Inquiry Into The Written Curriculum

Suggestions For Inquiry - 'Blue Sky' Thinking

Webinar 4/6 support / page 2

► Direct download (English)

In an ideal school, what could curriculum development look like?

Where would it be placed?

Who would have access to it?

How often would it change?

Are there schools within or beyond the region with exemplary strategies supporting curriculum development?

Is there research highlighting successful models for curriculum development?

Are there industry/business examples of collaborative practice which may translate to education?

What references to curriculum development exist within IB documentation?

Can you find online examples/platforms of curriculum development that further supports a collaborative workplace and learning culture?

Are there ideas from the points above which may be adapted by your school to facilitate greater collaborative practice in curriculum development?

Where would you like to see curriculum development in your school within two years?

What new curriculum developments have taken place at your school lately?

What conditions are required to foster dynamic curriculum development?

Are there examples of change management strategies that have been engaged to facilitate curriculum development as required by IB expectations?

What is the role of pedagogical leadership in promoting curriculum development? Is this understood across the school?

What professional learning opportunities exist for the development of a conceptually driven contextually relevant curriculum?

What are the perspectives on where various stakeholders see collaborative practice at the school within two years?

- What are the challenges to this vision?
- What will enable the vision?
- What are the key strategies and responsibilities?



An Inquiry Into Teaching and Learning

Webinar 5/6 support / page 1

► Direct download (English)

Pre-webinar

School based conversations / sharing

What collaborative conversations and engagements could we have prior to engaging with this webinar?

Discussion

What does teaching and learning look like in our school? What are the varied strategies and tools engaged by staff across the school?

How do we differentiate to support varied learning styles, interests, needs and talents?

Is there visible evidence that understanding of learning is demonstrated in a variety of ways?

Do our staff understand and implement the standards and practices under C3? What is the evidence of this?

How do we support students taking meaningful action as a result of their learning?

Pre-webinar

Network/Association based conversations / sharing

What conversations and engagements could we have within a network or association prior to engaging with this webinar?

Discussion

What are the strategies that have been engaged across the network to demonstrate evidence for C3?

How do schools ensure that the evidence listed will be understood by external visitors?

Are there opportunities within the network to expose teachers to a variety of teaching and learning strategies? How do these support capacity building across the network?

Can we identify experts in specific teaching and learning areas across the network? Can these experts be used to support general capacity building and understanding across the network?

During webinar

Engagement/questions

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Sharing via

#IBWorldSchools on twitter – share thoughts, questions, ideas, samples, photos etc.

Share samples via basecamp within your network

Start and promote a WeChat discussion –Chinese cluster of schools and educators.

Discuss strategies for C3 within your network.

Share strategies engaged within your network via #IBWorldSchools and/or basecamp.

Post-webinar

School based thinking/ reflection

What have we taken from the webinar? Where is our current practice? What do we need to do?

School sharing

What were the key points raised within this webinar?

Post-webinar

School based vision/actions

Where would we like our school to be? How will we get there? What specific SMART actions need to be put in place to facilitate change?

School enhancement

Does our IB action plan reflect/ address points raised during the webinar?

An Inquiry Into Teaching and Learning

Suggestions For Inquiry - 'Blue Sky' Thinking

Webinar 5/6 support / page 2

► Direct download (English)

Additional reading links:

<http://www.education.vic.gov.au/school/teachers/support/Pages/unpacked12.aspx>

<http://www.teachthought.com/learning/10-innovative-learning-strategies-for-modernpedagogy/>

<https://ww2.kqed.org/mindshift/2013/02/01/7-essential-principles-ofinnovative-learning/>

<http://www.evidencebasedteaching.org.au/evidencebased-teaching-strategies/>

<http://blog.edmentum.com/marzano-13-teaching-best-practices>

<http://www.fieldingnair.com/wp-content/uploads/2015/05/EdInnovationNair5.pdf>

<http://www.brilliantinsane.com/2015/02/6-ways-make-learningvisible.html>

<https://www.edutopia.org/discussion/18-teachertested-strategies-differentiated-instruction>

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Are there schools within or beyond the region with exemplary strategies supporting collaborative practice?

Is there research highlighting successful models for collaborative practice?

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Are there ideas from the points above which may be adapted by your school to facilitate greater collaborative practice?

Where would you like to see collaborative practice in your school within two years?

Are there examples of change management strategies that have been engaged to facilitate a culture of collaboration?

What is the role of pedagogical leadership in promoting a culture of collaboration? Is this understood across the school?

What professional learning opportunities exist which support thinking in relation to organizational collaboration?

What are the bespoke samples of collaborative practice taking place in your school currently?

What are the perspectives on where various stakeholders see collaborative practice at the school within two years?

What are the challenges to this vision? What will enable the vision? What are the key strategies and responsibilities?

What are the differences and commonalities in understanding of collaborative practice across the school and programmes?

What assessment strategies are engaged across the school?

Are there consistencies within and across programmes with reference to assessment practice?

What are the opportunities for vertical collaboration regarding assessment?

What common understandings define assessment at your school?

How does our definition of assessment differ from or connect with research?

How might a school wide definition of assessment support vision and implementation?

An Inquiry Into Assessment

Webinar 6/6 support / page 1

► Direct download (English)

Pre-webinar

School based conversations / sharing

What collaborative conversations and engagements could we have prior to engaging with this webinar?

Discussion

What assessment strategies are engaged by teachers across your school? Are consistencies / patterns evident? What are these? Is there a diverse range of strategies?

How do assessment strategies engaged align with the philosophy of the programme?

How is the assessment policy referenced and shared across the community? Does it align with IB philosophy?

Discuss opportunities for feedback and records of student progress.

Describe the various opportunities provided for students to reflect upon their work. Share and highlight patterns.

How does data inform teaching and learning across the programme (s)?

Pre-webinar

Network/Association based conversations / sharing

What conversations and engagements could we have within a network or association prior to engaging with this webinar ?

Discussion

What are the network/ association commonalities in terms of assessment strategies engaged?

What opportunities exist for sharing across schools between teachers?

How can the network/ association access expertise supporting enhanced assessment strategies?

What is the network/association role in supporting professional learning with regard to assessment strategies

During webinar

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Post-webinar

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An Inquiry Into Assessment

Suggestions For Inquiry - 'Blue Sky' Thinking

Webinar 6/6 support / page 2

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