

## ***Hot Topic:***

### ***Developing Approaches to Learning skills appropriately and meaningfully through explicit instruction***

*The ATL section in Developing MYP Units (p.16-24) is a good reference.*

#### ***Conversations to Consider:***

- *How can the ATL be used to ‘develop students who are empowered as self-directed learners’?*
  
- *What is the role of ATL in my school now? What is the expectation from IB? How well do we meet the expectation? What do we need to do to meet it?*
  
- *How do we build a framework for explicit instruction of the ATL...*
  - *By subject area*
  - *By grade level*
  - *By program*
  
- *How can teachers use the ATL skill categories and skill clusters to support their subject-area objectives?*
  
- *What challenges might we need to overcome in this process, and what are some ideas to forge ahead?*
  
- *Other questions, concerns, ideas*

## *Hot Topic:*

### *Differentiating teaching strategies and learning experiences for diverse learners*

*Differentiation: modifying teaching strategies to meet the needs of diverse learners*

#### *Conversations to Consider:*

- *What is the diversity among our learners, and how do we approach their differences now?*
- *To what degree are we meeting the needs of our students' different learning styles and abilities?*
- *What does differentiation look like at its Best? Worst? Average?*
- *What additional support do we need in order to differentiate most effectively?*
- *What do you expect the outcome of differentiation to be?*
- *Other questions, concerns, ideas*

## *Hot Topic:*

*Making the transition to the Next Chapter Unit Planner a smooth and valuable shift for teachers, students, and others*

- *How far along in the transition to the Next Chapter is your school?*
- *What has your school done to introduce and/or implement the elements of the unit planner (Key and Related Concepts, Global Contexts, Inquiry).*
- *What do teachers value when making changes generally and with the Next Chapter unit planner (logistics, philosophy, implementation, etc.) specifically?*
- *Change can be uncomfortable for some people. What 'scares' you/your teachers the most about making the shift to the Next Chapter?*
- *How can you use teachers' values and concerns to make the shift to the Next Chapter meaningful and positive for them?*
- *Other questions, concerns, ideas*

## *Hot Topic:*

### *Assessing students effectively each year by using the year 1, 3, and 5 objectives and criteria*

- *What are the differences between your subject's objectives and criteria in years 1, 3, and 5? How comfortable are you with the meaning behind the differences?*
- *The prescribed minimum tasks that corresponded to moderation requirements are not posted in most guides. How will teachers know what types of assessments to create and if they are evaluating them correctly?*
- *What are some of the best assessments you have developed/encountered? What made them so good? How would they fit into the IB philosophy?*
- *How can you support students' growth and increasing sophistication in your subject area through the formative and summative assessments? Does this continue beyond the year you have them in class? How do you know?*
- *Other questions, concerns, ideas*

## *Hot Topic:*

### *Developing strong interdisciplinary units*

- *What is your/your school's perspective on the purpose and value of teaching interdisciplinary units? How does knowing this impact the development of interdisciplinary units?*
- *How do the elements of inquiry-based learning and the unit planner support the development of interdisciplinary units?*
- *What is an appropriate expectation for the number of interdisciplinary units your teachers create and implement/ students experience each year?*
- *What would it look like if teachers approached interdisciplinary unit development from...*
  - *The content of multiple subject areas*
  - *The key and related concepts*
  - *The Global Context*
  - *The objectives and criteria for summative assessment*
  - *Other*
- *Other questions, concerns, ideas*