IBMA Collaboration across subjects and programmes*

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*This session leans heavily on resources from InThinking Leadership

Whiteboard Activity - Task 1:

WORD SPLASH: Create a sentence using as many of the words in the list as possible.

◎ **Collaborate**

◎ **Halloween**

◎ **Think**

◎ **Active or engage**

◎ **Visual**

◎ **Trick**

Introduce yourself to your group

(You can use any form of the words)

Purpose of our collaboration

1. **To determine area of highest need**
2. **To grow understanding of IB philosophy:**
   - International mindedness
   - ATL
   - Learner Profile (mission)
   - Broad, balanced, conceptual and connected curriculum
3. **To apply those concepts across subject areas and programmes by…**
   - Building common language
   - Collaboration across groups

Guide to programme evaluation

Appendix 1: Documentation for preliminary review

ATL: Informed by assessment

PYP

Item	Rule/requirement/specification	Expectation(s)
Collaborative planning	Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers'	The collaborative planning description and schedule shows scheduled or timetabled time for teachers:

Item	Rule/requirement/specification	Expectation(s)
description and schedule	collaborative planning and reflection. (0203-03-0100) Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400) Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100) PYP 2: The school demonstrates a commitment to transdisciplinary learning by ensuring that the programme of inquiry is collaboratively designed, planned	• to collaboratively plan and reflect • to incorporate IB philosophy into the curriculum • to plan and design units that meet programme requirements and are in accordance with programme documentation • to consider connections between different areas and reinforce shared concepts, content and skills • to address the elements of an IB education. The collaborative planning description or schedule shows scheduled or timetabled time for subject specialists and classroom teachers to collaboratively design and plan the programme of inquiry.

MYP

Item	Rule/requirement/specification	Expectation(s)
Collaborative planning description and schedule	Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100) Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400) Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)	The collaborative planning description and schedule shows scheduled or timetabled time for teachers: • to collaboratively plan and reflect • to incorporate IB philosophy into the curriculum • to plan and design units that meet programme requirements and are in accordance with programme documentation • to consider connections between different areas and reinforce shared concepts, content and skills • to address the elements of an IB education

Item	Rule/requirement/specification	Expectation(s)
	MYP 1: The school provides opportunities for teachers to use collaborative planning and reflection to develop interdisciplinary understanding. (0401-02-0121)	• to develop interdisciplinary understanding • to design, plan, deliver and document student inquiry.

ATL: Informed by assessment

DP

DP: Schedules

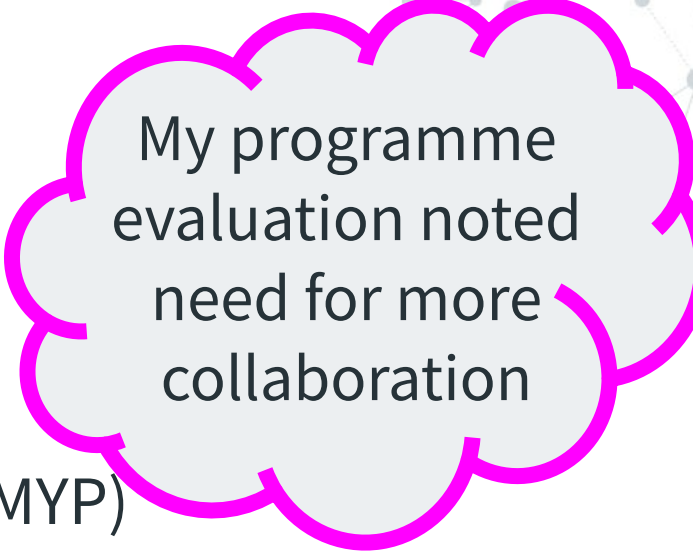| Item	Rule/requirement/specification	Expectation(s)
Collaborative planning description and schedule	Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100) Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400) Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100) DP 1: The school provides opportunities for teachers to use collaborative planning and reflection	The collaborative planning description and schedule shows scheduled or timetabled time for teachers: • to collaboratively plan and reflect • to incorporate IB philosophy into the curriculum • to plan and design units that meet programme requirements and are in accordance with programme documentation • to consider connections between different areas and reinforce shared concepts, content and skills • to address the elements of an IB education • to integrate theory of knowledge (TOK) into each subject.

CP

CP: Schedules

Item	Rule/requirement/specification	Expectation(s)
Collaborative planning description and schedule	Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100) Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400) Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100) CP 1: The school provides opportunities for the IB teachers to collaborate with the career-related studies (CRS) staff to ensure balance	The collaborative planning description and schedule shows scheduled or timetabled time for teachers • to collaboratively plan and reflect • to incorporate IB philosophy into the curriculum • to plan and design units that meet programme requirements and are in accordance with programme documentation • to consider connections between different areas and reinforce shared concepts, content and skills • to address the elements of an IB education • to collaborate with the career-related studies (CRS) staff.

Responding to needs - formative assessment

to consider connections between different [subject] areas and reinforce shared concepts, content and skills	48%
to collaboratively plan and reflect,	44%
to plan and design units that meet programme requirements and are in accordance with programme documentation	35%
to integrate theory of knowledge (TOK) into each subject.	31%
to address the elements of an IB education (International mindedness; Approaches to Teaching & Learning (ATL); Learner Profile; and a broad, balanced, conceptual and connected curriculum)	23%
to incorporate IB philosophy into the curriculum	13%

What are your programme needs?

- Policies
- Curriculum documentation
- Program of inquiry (PYP)
- Larger project:
  - Exhibition (PYP)
  - Personal/community project (MYP)
  - Reflective project (CP)
  - Extended essay (DP)
- Lots of options-Guide to programme evaluation

My programme evaluation noted need for more collaboration

PYP

Unit planning process	Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)	Unit planners include:
Three completed unit planners or equivalent evidence of use of the PYP planning process for each grade level		• transdisciplinary theme
		• central idea
		• lines of inquiry
	PYP 1: Teachers use the PYP planner template(s) or otherwise document the way that they use the PYP planning process to collaboratively design, plan and deliver the programme. (0401-02-0111)	• key concepts
		• related concepts
		• approaches to learning
Completed versions of the former PYP planner template meet expectations		• IB learner profile attributes
		• subject areas
		• learning goals
		• teacher questions
		• student inquiries
		• differentiated learning experiences
		• resources
		• prior knowledge of students
		• teacher reflections on knowledge, conceptual understandings, skills, attributes of the IB learner profile, learning goals and assessment
		• monitoring, documenting and measuring learning (assessment)
		• student-initiated action
		• student reflections.

Approaches to Teaching:

Informed by assessment
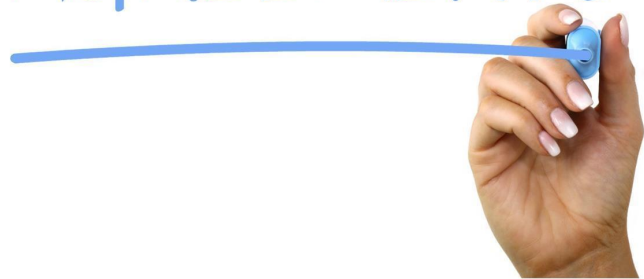
Formula 1 - watch video

Whiteboard Activity - Task 2:

What did you notice?

What did you notice?

How can we turn some of these ideas into our meeting protocols?

AGREEMENTS

- **Sticky note:** How could this video have meaning with your curriculum?

100 people in the world.

Whiteboard Activity - Task 3:

How might you take this into your subject/programme?

- ○ **Introduce yourself**
- ○ **Connection to your subject/programme**
- ○ **How might you frame this sharing and making connections in your setting?**

What questions would you pose to build connections?

- How could each teacher frame this in their own classroom to generate connection to other classrooms?
- What types of questions could you ask to build these connections?
- Think about things that are common to all IB curriculum.
- Think about incorporating IB (philosophy, mission. Learner profile, command terms, international mindedness) into your questioning.

Final activity: Where did you see ATL in session today?

- ATL stations around room
  - 5 Approaches to Learning
  - 6 Approaches to Teaching
- Circulate with your group
- Place a check on the posters around the room that identify ATL components that were used during today's session

Workshop time: Consider how to bring collaboration to your context

Goals:
★ Formative assessment
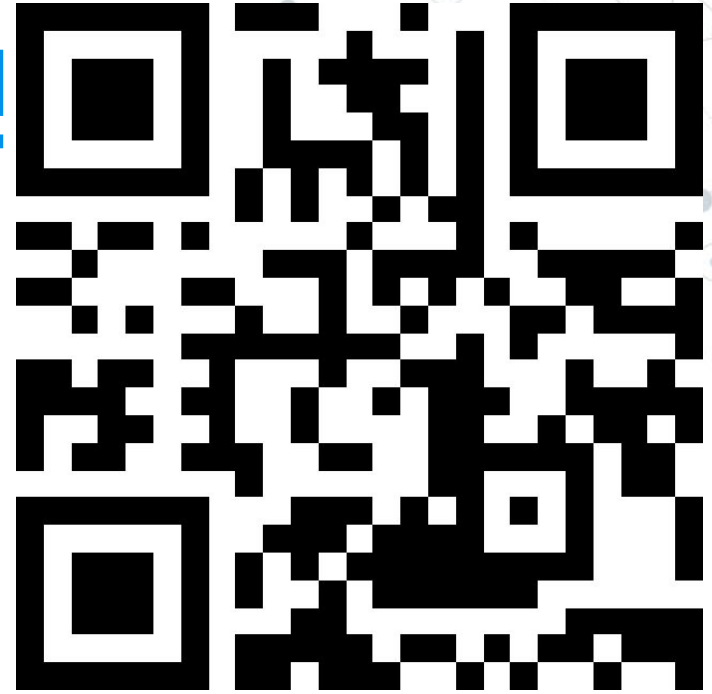★ What do you want/need to accomplish?

Structure:
★ Logistics
★ Who and when
★ Format

Content:
★ Building off IB philosophy
  ○ Mission
  ○ Learner profile
  ○ International mindedness
  ○ ATL
★ Building off similar content
  ○ Conceptual
★ Building off common language

Feedback, please!

https://tinyurl.com/IBMAfeedback

Unscramble

k o u t h
n a y

thank you !

THINKING

- Critical thinking
- Creative thinking
- Transfer skills
- Reflection skills

Leave a tally mark if you feel this ATL was used during today's session.

COMMUNICATION

- Exchanging information
- Interpreting information
- Listening skills

Leave a tally mark if you feel this ATL was used during today's session.

RESEARCH

- Information Literacy
- Finding information
- Interpreting information

Leave a tally mark if you feel this ATL was used during today's session.

SOCIAL

- Give & receive feedback
- Build consensus
- Advocate
- Empathize

Leave a tally mark if you feel this ATL was used during today's session.

SELF MANAGEMENT

- Create plans
- Meet deadlines
- Set goals
- Keep organized

Leave a tally mark if you feel this ATL

was used during today's session.

Based on Inquiry

Leave a tally mark if you feel this ATL was used during today's session.

Focused on conceptual understanding

Leave a tally mark if you feel this ATL was used during today's session.

Developed in local and global contexts

Leave a tally mark if you feel this ATL was used during today's session.

Focused on effective teamwork and collaboration

Leave a tally mark if you feel this ATL was used during today's session.

Differentiated to meet the needs of all learners

Leave a tally mark if you feel this ATL was used during today's session.

Informed by assessment (formative and summative)

Leave a tally mark if you feel this ATL was used during today's session.