



Summary Notes for February 15, 2024



Hello Amazing IB Coordinators!

Here are the Summary Notes and resources links from our February IB Coordinators Chat.

(Click on the links and images throughout the notes to access more information.)

Thank you to everyone who was able to join in our Lunch & Learn and contribute to wonderful, collaborative thinking using this provocation, **How can I support a Movement (Actions) around a Mission (IB)?**

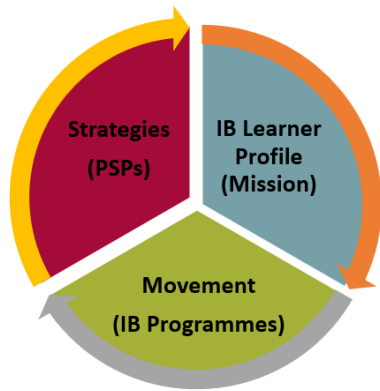
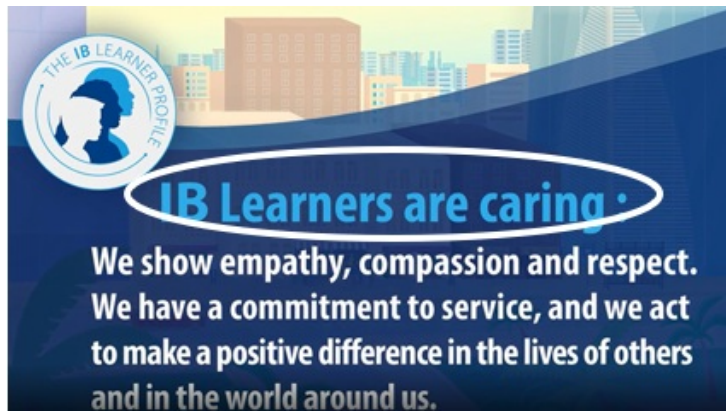
Topic: Purpose: Sharing an Important Mission

1 What?> Buy-in with Purpose (0101):

We began our inquiry with thinking about how as IB coordinators can we support a Movement around a Mission (IB) by helping the entire school community first remember the 'WHY?' we are an aspiring or established IB World School.

Next, we looked at how we might support our schools in understanding WHAT it means to be an IB school through the lens of the Programme Standards and Practices (PSP) Purpose standard and practices. A quick analyzing of the PSP revealed WHO needs to be involved and what actions need to occur.





2 So What?> Supporting a Movement

Around a Mission Strategy: We looked at how we could help our school communities find their 'So What?' with an activity using a graphic about the IB elements and a variation of the **Word, Phrase, Sentence** thinking routine substituting **Word** for **Image**. The directions we used are below.



Review the graphic and:

- Select an **IMAGE** that most connects your values to the IB mission.
- Create a **PHRASE** that summarizes the movement that the school will need to take to achieve the mission of IBWS.
- Write a **SENTENCE** that pinpoints a strategy that would move the IB mission forward in your school context

3 Now What?> Making a Plan for supporting a Movement around a Mission:

We looked resources that could help support our school community in learning about the Programme Development Planning (PDP) process. A **See, Think, Wonder** thinking routine could be used along with the video resource to help engage members in our school context in seeing the purpose and positives of creating a PDP around implementing the IB Mission with more depth and understanding. Next, we



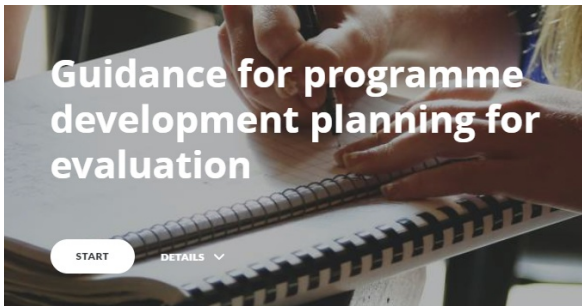
Programme Development Planning **Nano PD** and **Explanatory Video**

considered the standards and practices framework to see how we might organize the practices for the CONDITIONS needed for the PDP, WHO would be involved, and HOW the actions would be approached, followed by what this would look like on the **PDP form**.

(Sign-in to My IB to access resources.)

See Think Wonder

SEE	THINK	WONDER
What do you see?	What do you think is going on?	What does it make you wonder?



The standards and practices framework

About the framework

The programme standards and practices are organized into four overarching categories: purpose, environment, culture and learning. The four categories fit into a framework, which places "learning" at the centre and is anchored by IB philosophy and the school's unique context.

The framework describes the school community's processes of design, development, and evolution. The framework assumes that the IB philosophy manifests in each school's unique context, and that each of the framework's elements are interdependent: no part of the framework can be developed without considering how other elements relate to it. The framework helps to explain both the successes and the challenges schools face when developing IB programmes.

Learners	Learning & Teaching	The Learning Community
Agency	Approaches to learning	Collaboration
IB learner profile	Approaches to teaching	International-mindedness
Service/action	Inquiry	Leadership
Academic integrity	Conceptual understanding	Learning environments
Well-being	Local and global contexts	Technology

Area of focus: Purpose > Learners



Reflect on how your thinking has changed since the beginning of the lesson. Explain what you used to think and what you think now.

I used to think...	now I think...

What makes it possible for the school to begin its area of development? (Conditions)	
The school has aligned the mission and vision statement to the IB mission.	
(0101-01)	Purpose 1: The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission.
(0301-06-0500)	Culture 6.5: The school considers the IB learner profile in all of its IB-mandated policies.
(0203-02)	Environment 2: Teacher support 2: The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice.
Who are the people largely responsible for creating and maintaining the school's area of programme development? (Who)	
The school community and pedagogical leadership team will need to work collaboratively on the plan.	
(0101-02)	Purpose 2: The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners.
(0101-03)	Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile.
How does the school create activities and opportunities to fulfill the area of programme development?	
The school will implement activities focused on explicitly teaching and practicing ATL skills in the social and self-management domains in order to develop the IB Learner Profile traits.	
(0403-04-0100)	Approaches to teaching 4.1: Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation.
(0402-02-0200)	Lifelong learners 2.2: Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their IB learner profile attributes.

4 Collaborating with our Programme Coordinators Breakout:

PYP Professional Inquiry: Assessment in the PYP

Shared ideas and resources

MYP Professional Inquiry: Teaching Academic Integrity in the Age of ChatGPT & AI

Shared ideas and resources

DP/CP & Admin Professional Inquiry: IB Schoolwide Adoption with Phil

Evans, Senior Market Research Manager at IBO



For questions or requests, email jill.sims@casieonline.org.

More Resources That We Shared and Viewed:

Here are IB Continuum resources on the topic of an inclusive culture that we

How might IB Schoolwide Adoption look?

The IB believes that all students should have access to high-quality learning experiences.

IB SCHOOLWIDE ADOPTION PROJECT

A high-quality education for all students

Since the IB has designed an educational system that optimizes learning, educators everywhere co-create a high-quality education that benefits all learners. The IB offers standards and practices that nurture the curiosity and potential of learners, and set an ethical or exclusionary view of IB to inaccurate.

Challenging the myth of elitism

Where to begin: things to consider and ways to engage your community

A more inclusive IB: increasing access to high-quality education

Beyond a traditional focus on content, an IB education empowers young people to develop as lifelong learners who can both manage and lead their educational journey.

Strategy: identifying priorities for schoolwide implementation

The project design originates in IB World Schools that have developed strategies to advance diversity, equity, and inclusion in the IB. In nearly all contexts where this work has been undertaken, schools recommend Language A: Language and Literature as an excellent starting point.

CONTENT:

- JIGSAW: FOUR STATIONS WHICH OFFER DIFFERENT ENTRY POINTS INTO THE PROBLEMS OF RURAL FARMING METHODS
- LANGUAGE SUPPORT: VOCABULARY-DEFINITION LISTS FROM TEXTS AND VIDEOS INCLUDED IN JIGSAW RESOURCES (ENGLISH, SPANISH, CHINESE)
- LEARNING EXTENSION: CIRCLE THE SAKE - STUDENTS WHO WOULD LIKE TO SHARE ADDITIONAL KNOWLEDGE, SKILLS, OR DISCOVERIES HOST SHARE SESSIONS.

PROCESS:

- TIERED SKILL DEVELOPMENT: VIDEO-BASED INSTRUCTION ON TOOL SAFETY; TOOL USE DEMONSTRATIONS; HANDS-ON PRACTICE WITH SUPERVISION; STEP-BY-STEP HANDOUT AT EACH SKILL STATION.
- ONLINE OR HARD-COPY DESIGN FOLDER TEMPLATE AVAILABLE.
- LANGUAGE SUPPORT: LEARNING BUDDIES ASSIGNED FOR ESL STUDENTS.

PRODUCT:

- ALL STUDENTS DEVELOP A UNIQUE PRODUCT FOR THEIR CHOICE OF PLANTS.
- STUDENTS WITH LEARNING SUPPORT PLANS MAY SELECT AN EXISTING DIY FOR A VERTICAL GARDEN, MAKING SMALLER INNOVATIONS IN APPEARANCE.



ACTION: TEACHING & LEARNING THROUGH INQUIRY

CONTENT	LEARNING PROCESS
STANDARDS/ LOCAL REQUIREMENTS	LEARNING EXPERIENCES AND TEACHING STRATEGIES
FACTUAL KNOWLEDGE	DETAILS THAT DESCRIBE WHAT STUDENTS DO AND IN WHAT ORDER THE LEARNING AND TEACHING OCCURS
CONCEPTUAL KNOWLEDGE	FORMATIVE ASSESSMENT
PROCEDURAL KNOWLEDGE	INFORMAL FEEDBACK
	FORMATIVE TASKS
	DIFFERENTIATION
	CONTENT: PROCESS: PRODUCT:
RESOURCES	

DP: IB Schoolwide Adoption MYP Unit Planning- Differentiation (*MyIB Sign in)

Primary Years Programme

How are inclusive structures built-in the PYP? THE LEARNING COMMUNITY

A community of learners

A PYP learning community

The learning community recognizes that education is a social endeavor benefiting all its members individually and collectively

An inclusive learning community:

- lives peacefully together by engaging with different ways of knowing and being
- prioritizes people and their relationships
- assumes shared responsibility for learning, health and well-being

A commitment to inclusion

Teachers extend learning for all students by creating an affirmative and responsive environment that considers student identities and embraces learner diversity from a strength-based perspective.

Taking shared responsibility for learning begins by establishing inclusive support structures that value diversity and support equal opportunity for all members. Members are accountable for increasing access to, and engagement in, learning for all students, regardless of their background or ability. They do so by identifying and removing barriers to learning relating to perspectives, school organization, resources, policies or physical aspects of the learning spaces. The learning community embraces authentic inclusive practices. A learning community that values inclusion ensures that all students are offered opportunities.

Inclusive support structures take into consideration:

- the context, strengths and needs of the learning community
- coordinated and clearly communicated admissions and referral policies
- confidentiality
- a deeper understanding and appreciation of learning differences
- learning opportunities and support for all students
- the impact of labelling learners
- agency and self-efficacy
- transition and integration in the learning community.

Unit of inquiry planner

Designing engaging learning experiences

What experiences will facilitate learning?

For all learning this means:

- developing questions, procedures and experiences that support knowledge and conceptual understandings
- creating authentic opportunities for students to develop and demonstrate approaches to learning and attributes of the learner profile
- building in flexibility to respond to students' interests, talents, evolving interests and actions
- integrating languages to support multilingualism
- identifying opportunities for independent and collaborative learning, guided and scaffolded learning, and learning extension.

Inclusive structures in the PYP (*My IB sign-in)

You are invited to join CASIE's social media family by clicking the links on the right. Also, remember that we have a **resources toolkit** on our website, designed to provide you additional support.



We hope that you are able to join us for our IB Coordinators Chat series during the 2023-2024 school year!



This opportunity to learn, network, and problem-solve with your IB colleagues from around the world is invaluable.

Please remember to [RSVP](#).

2023-2024 School Year Meeting Dates
20 March, 2024
18 April, 2024

RSVP to future Coordinators Chats [HERE](#)

Enhance your Staff's IB Professional Development at CASIE's Workshops!

UPCOMING

PYP, MYP, DP, CP

IB Professional Development



June 4-6, 2024

June 11-13, 2024

July 9-11, 2024

October 25-27, 2024

[More Information](#)

CASIE Presents: Nurturing and Cultivating Cultures of Curiosity: Leading with a Lens of Inquiry!

CASIE
PRESENTS



Jessica Vance

**Nurturing and Cultivating Cultures of Curiosity:
Leading with a Lens of Inquiry**

February 29 - March 1, 2024
Atlanta, GA

[REGISTER](#)

CASIE Presents: Building a Culture of Agency and



Building a Culture of Agency and Deep Learning with AI Tools

Jaime Chao Mignano and Carole Geneix

March 21 & 22, 2024
Atlanta, GA

REGISTER



Jaime Chao Mignano



Carole Geneix



Scan this QR code or visit
<http://casie.memfox.io/casieibcc>

IB Coordinators Chat Impact Stories

We started our monthly Coordinators Chat so that you have a place to share ideas and concerns, learn from veteran coordinators, discover new resources, and establish valuable contacts.

We want to hear from you. How has the Coordinators Chat impacted you? How has it helped you? What do you like most about it?

Would you please record a short 30-60 second video for us? We might even use in on our website or social media!



Contact Us Today

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