

 CASIE ib  
Coordinators  
CHAT

## Summary Notes for January 18, 2024



**Hello Amazing IB Coordinators!**

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

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

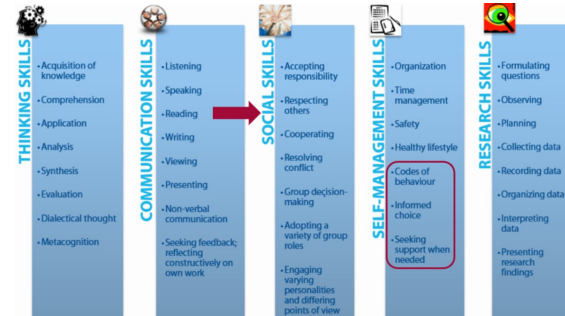
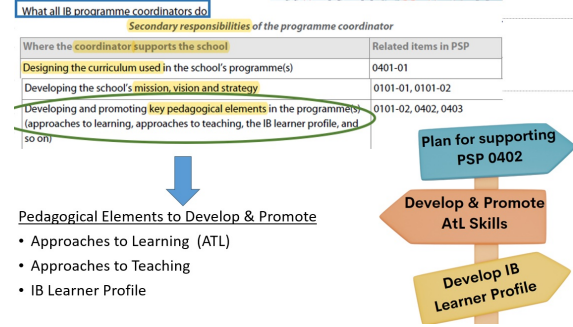
Thank you to everyone who was able to join in our IB Coordinators Chat and contribute to wonderful, collaborative thinking using this provocation, "**How can I present and support a schoolwide action opportunity that develops the IB Learner Profile traits and ATL skills for a better school community?**"

### **Topic: Learning (0402)**

#### **1 Buy-in with Learning (0402):** We

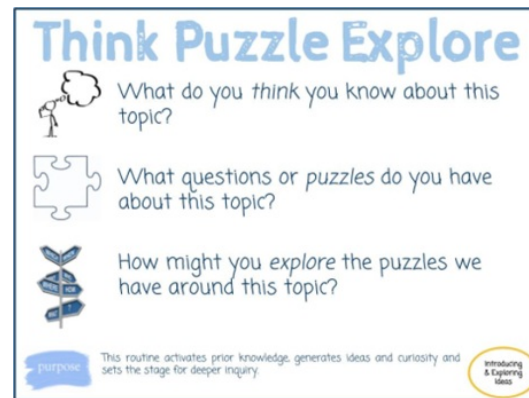
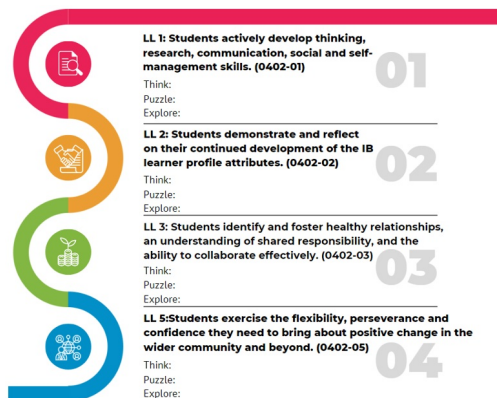
began our inquiry with thinking about elements of the IB, specifically the IB learner profile and approaches to learning (ATL) skills, that the coordinator is designated to support alongside the school community, and how we could structure opportunities to assist with the implementation of the practices in the *Programme Standards and Practices (PSP)*

0402. Upon examination of these IB 0402 practices, we reflected on how to help the school, students, teachers, and the pedagogical leadership team enact the practices in which they are explicitly named. We thought with about who and how we might invite everyone to engage in working to create lifelong learners in the way IB schools do using the PSP.



## 2 Buy-in with the IB Learner Profile:

We looked at an IB learner profile graphic and thought about how we could use it to link to ATL skills and talk with various groups about how to cultivate these traits in our students. Next, we worked in our table groups to **Think, Puzzle, Explore** more in depth about the practices of 0402.



## 3 Buy-in with an SEL focused Action Opportunity:

We looked at an example, CASIE's A2L Challenge, of what an opportunity that develops the IB learner profile traits and ATL skills for a better school community might look like. A2L is a play on "Approaches to

Learning" and indicates that the challenge is to attempt 2 of the designated ones each day. The ATLs are aligned to Good Life Goals in this initiative.

The **Good Life Goals** project provides actions that individuals can take to help make progress in the UN's Sustainable Development Goals. In the A2L Challenge project example, 8 actions are designated as the choice menu. The 8 selected actions are based on social-emotional learning (SEL) lens in the ATL skills areas of Social and Self-Management and a Good Life Goal 4 action, "Teach kids kindness".

(This project is open for IB coordinators to use in their own school's context.) Finally, we took a few minutes to jot down our ideas and next steps for a schoolwide opportunity that addresses PSP 0402 using the **Imagine If...** thinking routine.

\*More information on the A2L Challenge will be available at the next Lunch & Learn.



Please contact Jill for more information or feedback for the A2L project at [jill.sims@casieonline.org](mailto:jill.sims@casieonline.org)



A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

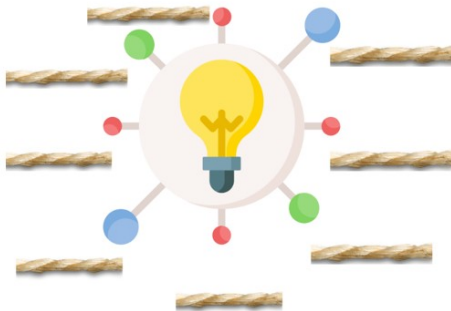
## Imagine If...

### IB Learner Profile and ATL skills development

- Choose an object or system and use the prompts.
- In what ways could it be made to be more effective?
- In what ways could it be made to be more efficient?
- In what ways could it be made to be more ethical?
- In what ways could it be made to be more beautiful?



SDG: Good Life Goal	ATL Skills
<b>4 Quality Education: Learn &amp; Teach</b> <ul style="list-style-type: none"> <li>Teach kids kindness</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively</li> </ul>
<b>10 Reduced Inequalities</b> <ul style="list-style-type: none"> <li>Stay openminded, listen and learn from others</li> <li>Protect and welcome the vulnerable</li> <li>Stand up for your rights, and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively to other perspectives and ideas</li> <li>Advocate for one's own rights and needs</li> <li>Help others to succeed</li> <li>Consider ideas from multiple perspectives</li> </ul>
<b>11 Sustainable Cities and Communities</b> <ul style="list-style-type: none"> <li>Get to know your neighbors and welcome new people</li> </ul>	<ul style="list-style-type: none"> <li>Encourage others to contribute</li> </ul>
<b>12 Responsible Consumption and Production</b> <ul style="list-style-type: none"> <li>Collect friends and experiences, not just things</li> </ul>	<ul style="list-style-type: none"> <li>Use social media networks appropriately to build/develop relationships</li> </ul>
<b>16 Peace, Justice and Strong Institutions</b> <ul style="list-style-type: none"> <li>Be kind and tolerant</li> <li>Resist corruption and abuse of power</li> <li>Stand up for fairness and peace</li> </ul>	<ul style="list-style-type: none"> <li>Make fair and equitable decisions</li> <li>Consider ethical, cultural, and environmental implications</li> <li>Use intercultural understanding to interpret communication</li> </ul>



GOODLIFE GOALS 17



Headline Goal:  
**COME TOGETHER**

- Specific Asks:
- Discover and share the Sustainable Development Goals
  - Support those who bring us together
  - Celebrate the progress we've already made
  - Get involved and volunteer in your community
  - Help make tomorrow better than today

## 4 Collaborating with our Programme Coordinators Breakout:

**PYP Professional Inquiry: Developing Policies as a School**

Shared ideas and resources

**MYP Professional Inquiry: Planning for Parent/Community Engagement**

Shared ideas and resources

**DP/CP Professional Inquiry: DP (and CP/Career Pathway) teachers collaboration meetings planning and expectations**

**Admin Professional Inquiry: IB from the Administrators Lens**



For questions or requests, email

# More Resources That We Shared and Viewed:

Here are IB Continuum resources on the topic of rigor that we shared:

**How is rigor designed in the DP? - Example> LANGUAGE A: LANGUAGE AND LITERATURE GUIDE**

**Syllabus content**

- Model for studies in language and literature
- Course requirements
- Area of exploration—readers, writers and texts
- Area of exploration—time and space
- Area of exploration—intertextuality: connecting texts
- The learner portfolio
- Development of linguistic skills
- Conceptual understanding
- Principles of course design

**How is rigor designed in the MYP? - Example> Language and Literature**

**Objectives: Analyzing, Organizing, Producing text, Using language**

Schools **must** use the objectives provided in this guide for years 1, 3 and 5 of the programme.

**Teaching Hours** Subject groups **must** address all strands of all four objectives at least twice in each year of the MYP. The MYP requires at least 90 hours of teaching time for each subject group in each year of the programme.

**Organizing Lang & Lit** Each MYP language and literature course **must** include study of a balance of language and literature. Each MYP language and literature course **must** include study of a range of literature. Each MYP language and literature course **must** include study of a balance of genres.

**Teaching & Learning through Inquiry** Each year of each MYP language and literature course **must** include a world literature component. In the MYP conceptual understanding is framed by prescribed key and related concepts. Teachers **must** use these concepts to develop the curriculum. Schools may identify and develop additional concepts to meet local circumstances and curriculum requirements. Teachers **must** identify a global context for teaching and learning, or develop additional contexts that help students explore the relevance of their inquiry (why it matters).

From the IB PBC document: Language and literature guide

## DP Lang & Lit Syllabus Content MYP Language and Literature Guide

**How is rigor designed in the PYP? Example> Language**

Concept	Receptive—reading and understanding meaning	Expressive—creating and sharing meaning
Challenge	Listening	Speaking
Visual language	Viewing	Presenting
Written language	Reading	Writing

**Within a unit of inquiry**  
It is important that the integrity of a central idea and ensuing unit is not jeopardized by subject-specific focus too early in the planning process. Once an inquiry has been planned through to the identification of learning experiences, it would be appropriate to consider the following process:

Considering the central idea, the learning experiences of the unit of inquiry, identify which conceptual understandings (from the language continuum) will support and inform learning in the unit of inquiry.

Identify learning outcomes (listed in the language scope and sequence continuum) that will provide evidence of each student's language development while contributing to engagement with the unit of inquiry.

**Outside the units of inquiry**  
When specific aspects of language learning need to be addressed outside the units of inquiry, purposeful inquiry is still considered the principal way in which students learn best.

Identify which conceptual understandings (from the language continuum) students have already shown evidence of. To build on what students already understand and can do, identify the conceptual understandings that will provide either reinforcement or an appropriate level of challenge for the next stage of learning.

Identify the dimensioned learning outcomes (listed in the language scope and sequence continuum) that should provide observable evidence of whether the conceptual understandings have been achieved, and whether the students have been able to apply their understanding in diverse ways.

## Collab Pad! How can we continue to collaborate?

**CASIE**

## PYP Language Scope and Sequence CASIE's Padlets: DPCP, MYP, & PYP

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 Schoolyear!

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

2023-2024 School Year Meeting Dates

February 15, 2024



March 20, 2024

April 18, 2024

[RSVP to future IB Coordinators Chats HERE](#)

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

### UPCOMING

**PYP, MYP, DP, CP**

### IB Professional Development

February 2-4, 2024

June 4-6, 2024

June 11-13, 2024

July 9-11, 2024

October 25-27, 2024



[More Information](#)

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

# CASIE PRESENTS



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

February 29 - March 1, 2024  
Atlanta, GA

**REGISTER**

Jessica Vance

## CASIE Presents: Building a Culture of Agency and Deep Learning with AI Tools

### CASIE PRESENTS

**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**

### IB Coordinators Chat Impact Stories

We started our monthly IB 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 IB 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!

Scan this QR code to record your impact story



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