

 CASIE ib
Coordinators
CHAT

Summary Notes for March 20, 2024



Hello Amazing IB Coordinators!

Here are the Summary Notes and resources links from our March 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 provide structures and resources to support the IB mission?](#)

Topic: Environment: Providing essential structures, systems, and resources

1 What?> Buy-in with Environment

(0201): We began our inquiry setting the stage for the questions and wonderings for our panel of IB Administrators around provisions, processes, and procedures that support the IB mission and the primary and secondary responsibilities of all IB coordinators. We focused in on the IBC leads planning, monitoring the implementation of core components of the programme(s), programme development initiatives, introducing and/or

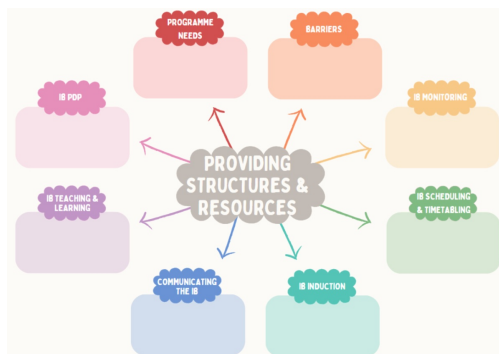
inducting new staff and relevant leaders.

What actions can IB Coordinators and/or IB Leaders take to build buy-in for IB?

The What	Structures	Resources	Build a Plan
IB Coordinator Responsibilities	Processes Procedures	People (Roles) Funding for Needs	PDP PSPs (0201)



Our lens for the discussion was based upon the Programme Standards and Practices 0201-01-0200, 0201-03, 0201-03-0100, and 0201-04-0400. These practices could be used to create a Programme Development Plan (PDP) for Environment.



2 So What?> Organizing the insights from the experts: We used a customized **Generate, Sort, Connect, Elaborate (G-S-C-E)** Project Zero thinking routine to organize the advice, ideas, examples, and perspectives shared that can be used for planning once back in the school context.

3 Now What?> Expert Advisement:

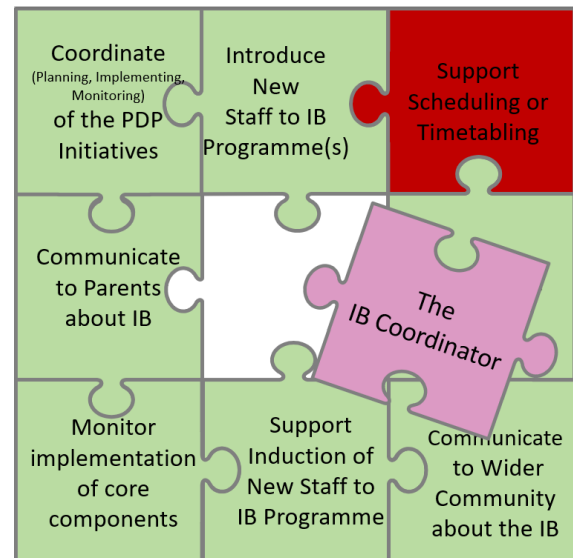
We heard perspectives on and examples around the following Programme Practices:

Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance.

Leadership 3: The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community and,

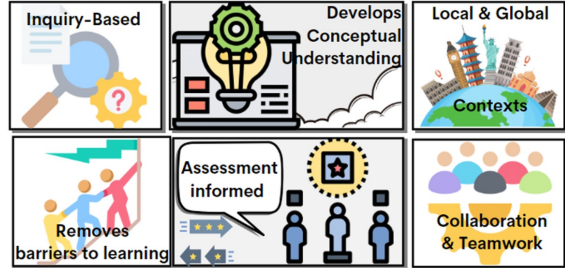
The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community.

Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school



implements them.

Our panel was John Denine, CASIE, Susan Graves, Marietta City Schools, Emily Munn, Metro Nashville Public Schools, and Jean Pa, APS. It had the feeling of a Fireside Chat and was very informative.



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

4 Collaborating with our Programme Coordinators Breakout:

PYP Professional Inquiry: Developing Student Agency - Shared ideas and resources

MYP Professional Inquiry: New MYP Students Induction - MYP 1-6th grade or MYP 4-9th grade

DP/CP Professional Inquiry: DP & 504/IEPs, IB ATT, ATLS

Admin Professional: Supporting IB Strategies -How do we scaffold and support students to maintain the rigor of the program?

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



More Resources That We Shared and Viewed:

Below is a resource we used as a protocol for organizing the learning that occurred:

Generate-Sort-Connect-Elaborate

A routine for organizing one's understanding of a topic through concept mapping.

Select a topic, concept, or issue for which you want to map your understanding.

- **Generate** a list of ideas and initial thoughts that come to mind when you think about this particular topic/issue.
- **Sort** your ideas according to how central or tangential they are. Place central ideas near the center and more tangential ideas toward the outside of the page.
- **Connect** your ideas by drawing connecting lines between ideas that have something in common. Explain and write in a short sentence how the ideas are connected.
- **Elaborate** on any of the ideas/thoughts you have written so far by adding new ideas that expand, extend, or add to your initial ideas.

Continue generating, connecting, and elaborating new ideas until you feel you have a good representation of your understanding.

[Project Zero Generate-Sort-Connect-Elaborate Thinking Routine](#)

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.



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CHAT

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 Americas and World is invaluable.

We will be providing a Zoom meeting link, so please be sure to [RSVP](#).

2023-2024 School Year Meeting Dates

April 18, 2024

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

Enhance your Staff's IB Professional

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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



IB Coordinators Chat Impact Stories

We started our monthly IB Coordinators Chats 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 have the IB Coordinators Chats impacted you? How has it helped you? What do you like most about it?

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

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



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