

An Introduction to the Diploma Programme

**By Katherine Rose,
IBDP Coordinator**

Thank you for attending our workshop.

This interactive dialogue will explore how we can create a pathway for academic success for our children and help them reach the top universities worldwide.

In this session you will gain an understanding of the key elements of how to succeed at IB from a **leading IB expert in Shanghai**. In addition, we will discuss how schools and parents can best support your children through their studies and you will learn about the challenge's students face when studying for IB and how you can support them. Finally, we will explore learning strategies that students and parents can adopt to help your child excel at IB.



**What happens in a
lesson?**

**What makes a successful
student?**



An overview of the Diploma Programme



The Core

- Theory of Knowledge
- Extended Essay
- CAS

The Groups

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts

**How do you visualize
a lesson?**



Frequency with which key competencies are observed	Grade
Always	A
Mostly	B
Sometimes	C
Rarely	D

Category

CLASS EFFORT

Active participant in the classroom

HOMEWORK EFFORT

Independent learner at home

ORGANISATION

Prepared for learning

BEHAVIOUR

Ambitious and respectful of others

Key competencies

Starts learning activities promptly; collaborates effectively with other students; asks and answers challenging questions.

Completes well-presented homework on time and to the best of his or her ability.

Arrives on time to lessons and ready to learn; brings all necessary equipment and ensures they are ready to use; keeps folders, files and other resources organised and up to date to support learning.

Polite, well-mannered and respectful towards others; acts on advice and tries to improve knowledge, skills and understanding; keen to support peers in achieving excellence too.

TRACKER GRADES *Explained*

Approaches to Learning

Trackers

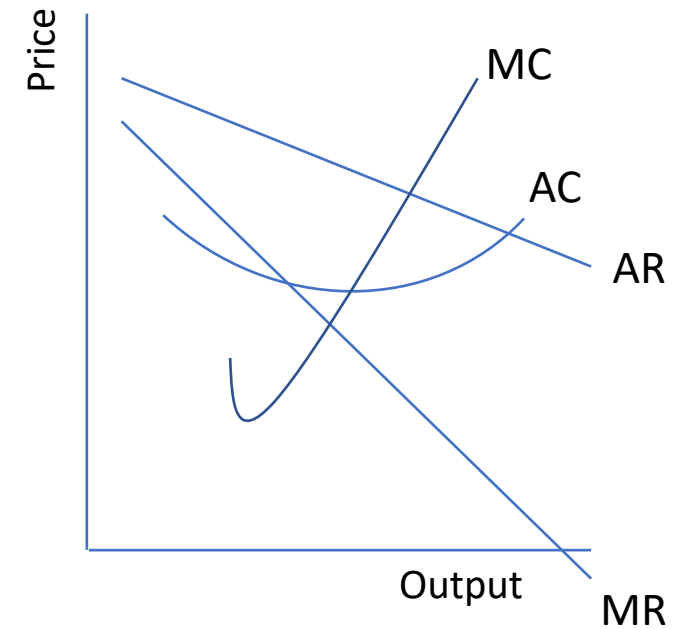
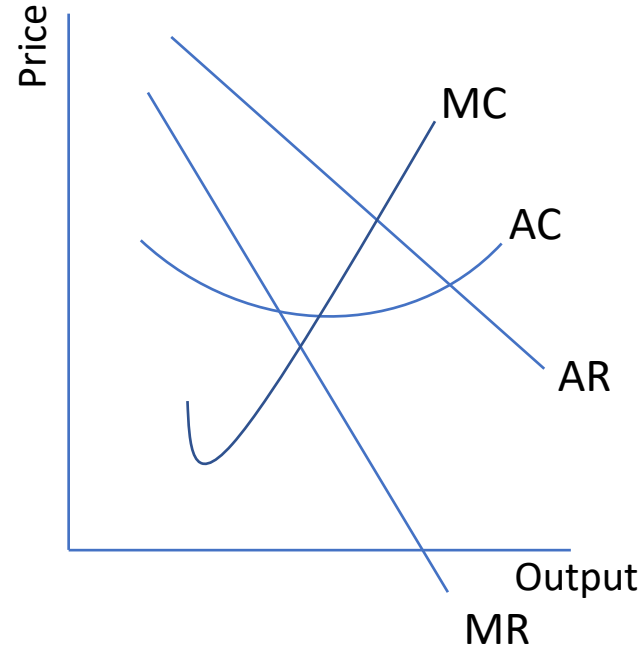
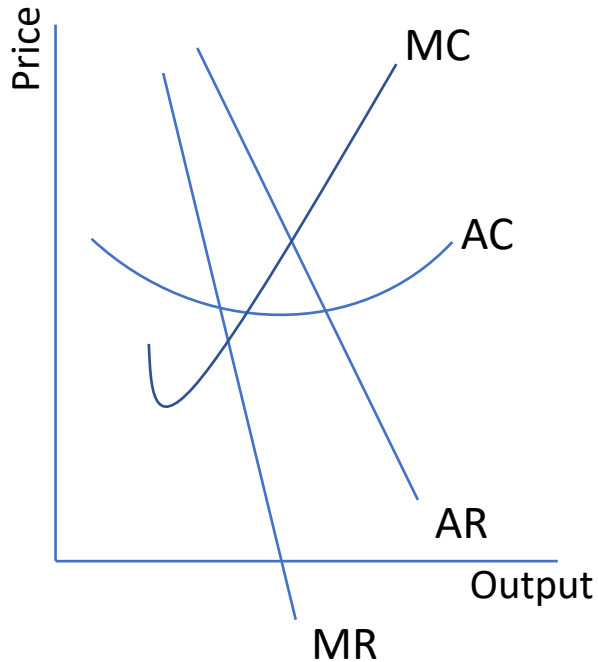
What does it mean to get an A for class effort?

An A for class effort shows engagement in the learning and asking and answering challenging questions about concepts being studied whether that is in a whole class environment or in a one-to-one conversation with peers or the teacher. By questioning the concepts, students develop a deep understanding with concepts more likely to be retained. In order to provide opportunities for students to achieve this, we must

- ask open questions
- require students to take an unfamiliar viewpoint into account when formulating arguments
- include a reflection activity
- set students a task which required higher-order thinking skills (such as analysis or evaluation)
- ask students to explain their understanding of a text or idea to each other



For example: What is the difference between the following diagrams and what does it tell us about the competitive environment they operate in?



The answer to this question lies in the understanding of an unrelated theory, learnt previously and now applied here.



Approaches to Learning

Trackers

What does it mean to get an A for homework effort?

An A for homework effort again shows engagement in the process and an understanding that enough time needs to be given in order to address emerging questions that arise from looking at the homework for an initial reflection. If a student can complete 9 questions out of 10 then it is the one question they didn't do that is likely to help them progress their understanding of the topic. We must, therefore

- require students to revise and improve on work previously submitted
- practise or discuss strategies to increase concentration
- give students feedback on their approach to a task



Approaches to Learning

Trackers

What does it mean to get an A for organisation?

An A for organisation shows a student's work is prepared for revision for chapter tests. The organisation of materials facilitates learning and supports, rather than hinders. We must provide opportunities for students to

- discuss planning and approaches to revision
- model positive skills and behaviours such as being well organized and punctual
- set realistic deadlines for students to meet



Approaches to Learning

Trackers

What does it mean to get an A for behaviour?

An A for behaviour is shown by a student's collaborative nature to work with peers and the teacher in order to progress learning. A student should take on feedback about their work and incorporate this into either an improved draft or a future piece of work. We must, therefore

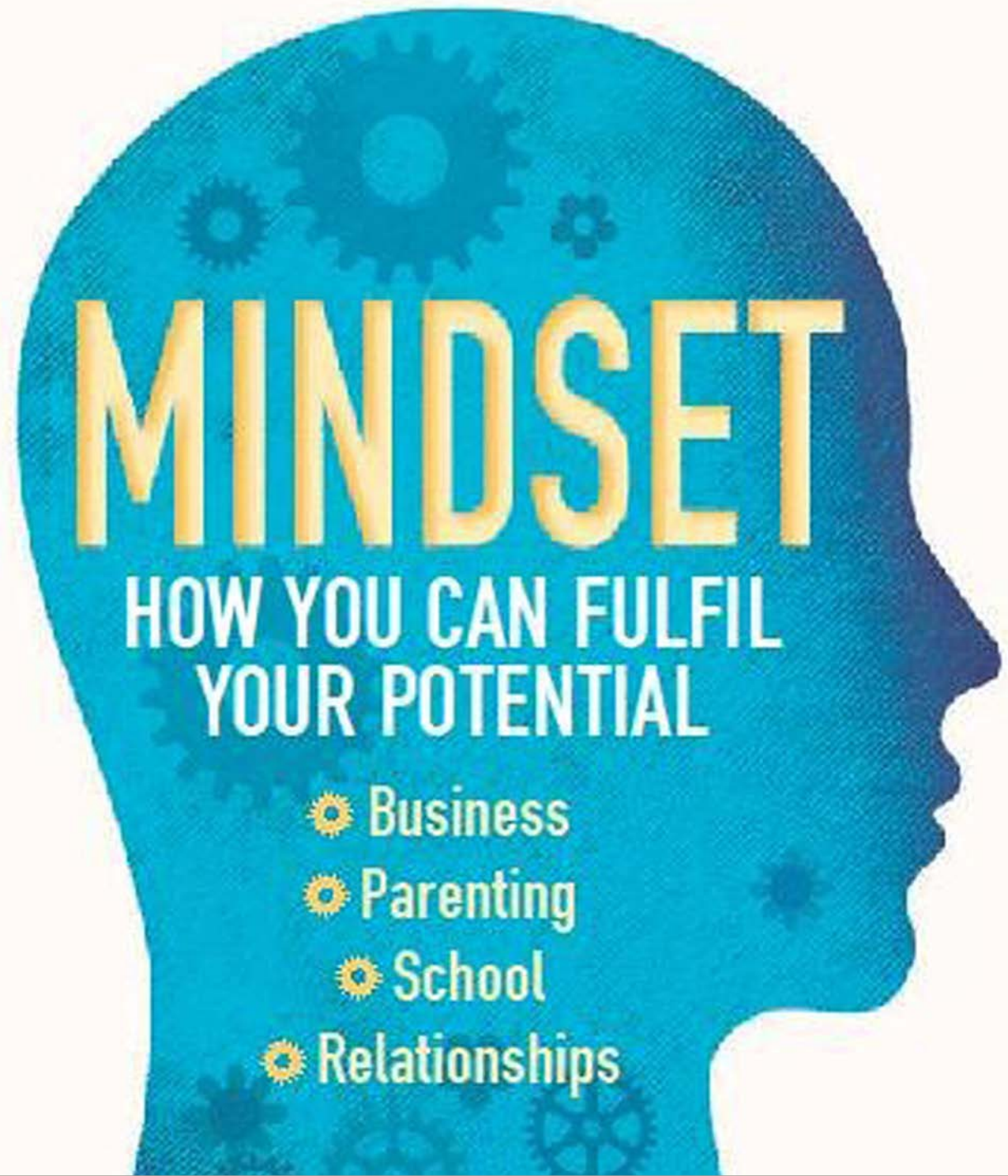
- have students peer assess their group performance or process
- ensure that students clearly understand the criteria for a task
- set students an assessment task which requires collaboration



Approaches to teaching and learning

Growth Mindset

“For twenty years, my research has shown that the view you adopt of yourself profoundly affects the way you lead your life.”
– Carol Dweck



Approaches to Learning

Growth Mindset

Establishing this kind of metacognitive awareness creates what Dweck (2008) calls her “growth mindset”, characterized by the belief that learning improvement is a function of effort and strategy use, and that both of these things are within the student’s control. Students with this type of awareness treat learning as a process requiring many different techniques and strategies depending on the subject and the context. They actively seek out options for every stage of the learning process, they try out different things and they notice what works and what doesn’t. They view any learning failure as a failure of process rather than that of the individual, they find better processes and apply them, they reflect on the results and they continually improve the success of their learning efforts (Derry and Murphy 1986, Hattie et al. 1996, Kobayashi 2004, Yaworski, Weber and Ibrahim 2000).



Examples of student reflections and action plans

Tracker two reflection and action plan

To reflect the grades, I received from term two tracker, I think I overall improved and made some progress compared to term one. However, there is still Bs and space for further improvement, like in math and English, I need to be more active in class. To improve this, I will try to ask more valuable questions and be more confident to answer questions. For CAS, I got an overall grade of B and I was first confused because I thought as long as I have over 30 reflections I will get an A, so then I talked to Ms Lee and she said because I have too much going on and I couldn't consistently focus on one CAS experience for uploading reflection. Therefore, I am going to end the date for a few experiences so I can focus on three experience only. I am happy that I got all A for economic, because it was my main goal to focus for term one.

ENGLISH

I put extra work into my English homework by spending more time on getting a detailed research. This resulted in four As which helped me understand that it is important to spend that extra 10 minutes to get a detailed homework. To further progress, I will try to build on my vocabulary and sentence structures by reading more articles about the topic we are studying to learn new words and to see different perspectives.

BIOLOGY

I am pleased with my grades and I will continue to come on time and ask questions when I am a bit confused. In order to improve in biology I will act proactively on the feedback she gives us on our homework.

CHEMISTRY

I will maintain my grades by keep reviewing the topics she has gone through in class. Chemistry is my biggest challenge at the moment and I will continue to bring the material needed and ask questions when I am confused. To improve I will work on long questions to improve the structure on my answers and make sure I get those extra marks.

MATH

I am happy with my tracker grades and I will keep working in the way have done it, by bring the essential equipment and showing up on time and more importantly ask questions when I don't understand to make sure that I don't go home confused. In order to improve I will review the first topic we did and try to understand it bit better.

CAS

I am very pleased with my result, because I have worked hard on my CAS and I have written my reflections as well as possible. In order to maintain my grade I will keep writing my reflection the day after I have done the Service, Charity our activity. I have signed up to football, teaching children football and I will continue learning different knitting patterns and knit different things to heart to heart.

ECONOMICS

I am very pleased with my grades, in order to maintain them I will keep putting that extra time at home to improve and make sure I ~~don't~~ end up confused in class. Additionally, I will continue making flashcards throughout the term to make sure my scores in the weekly vocal tests continues to be good. In order to improve I will work on longer questions (10 mark questions) and work on embedding application, in order to get more applications I will continue to read news articles.

TOK

I kept working hard to understand TOK by keep coming on time brining the material needed and taking detailed notes, this resulted in me improving and getting 4 As, I am happy that I have improved but also a bit confused why I got Bs last term. I will keep trying to figure out the course of TOK, because I still find it rather confusing. Moving forwards, I will try to further develop links between the key themes covered, by making a table about the key themes and summaries them



Task

What advice would you suggest?

Sample student tracker reflections

Maths – B homework effort

I think that I got this B as I tend to either hand my homework in a bit late or I tend forget to mark it and reflect on it after completing it. So to help improve on this grade I will make sure I'm on top on when I need to post my homework in on teams and I will make sure it is all marked before posting it.

Biology - B class effort and homework effort

I think that I got this B as I sometimes hand my homework in a bit late and because I don't participate in class as much as I could. So to improve I will I will make sure to hand it in on time and participate more often.

French - B homework effort

I think that I got this B because sometimes I do translate sentences for homework pieces. So to improve on this I will look in a dictionary and attempt complete the homework without the support of a translator.

TOK - B homework effort

I think that I got this B as I sometimes hand my homework in a bit late due to forgetting to post it into my folder on teams. So to improve on this I will make sure to hand it in on time.

How useful is this reflection?

This student does not seem confident as to why the effort grades have been given. This means that it is difficult to solve the problem or develop the skills that need to be developed. Is there an action plan here? Does this student know how to progress?

What advice would you suggest?



Approaches to Learning

Feedback and Resilience

How should we respond to feedback?

- Feedback is an example of collaboration with teachers. Students should prepare themselves before a feedback session and prepare questions based on the written feedback.

How do we respond to feedback?

- Feedback can be seen as a direct criticism of a students' ability rather than information on what can be improved. This can lead to a defensive attitude that does not progress learning or a piece of work.



An Introduction to the Diploma Programme

**By Alma Bratt,
Year 12**

An message about the IB Diploma Programme

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Approaches to learning

The IB learner profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective





Approaches to teaching and learning

Essentially, our aim is much more than grade based outcomes. Our school is, through providing learning opportunities, trying to develop an outstanding learner that is well equipped to succeed on their chosen post 18 path.



Thank you :)

Questions?



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ANGLIA
EDUCATION