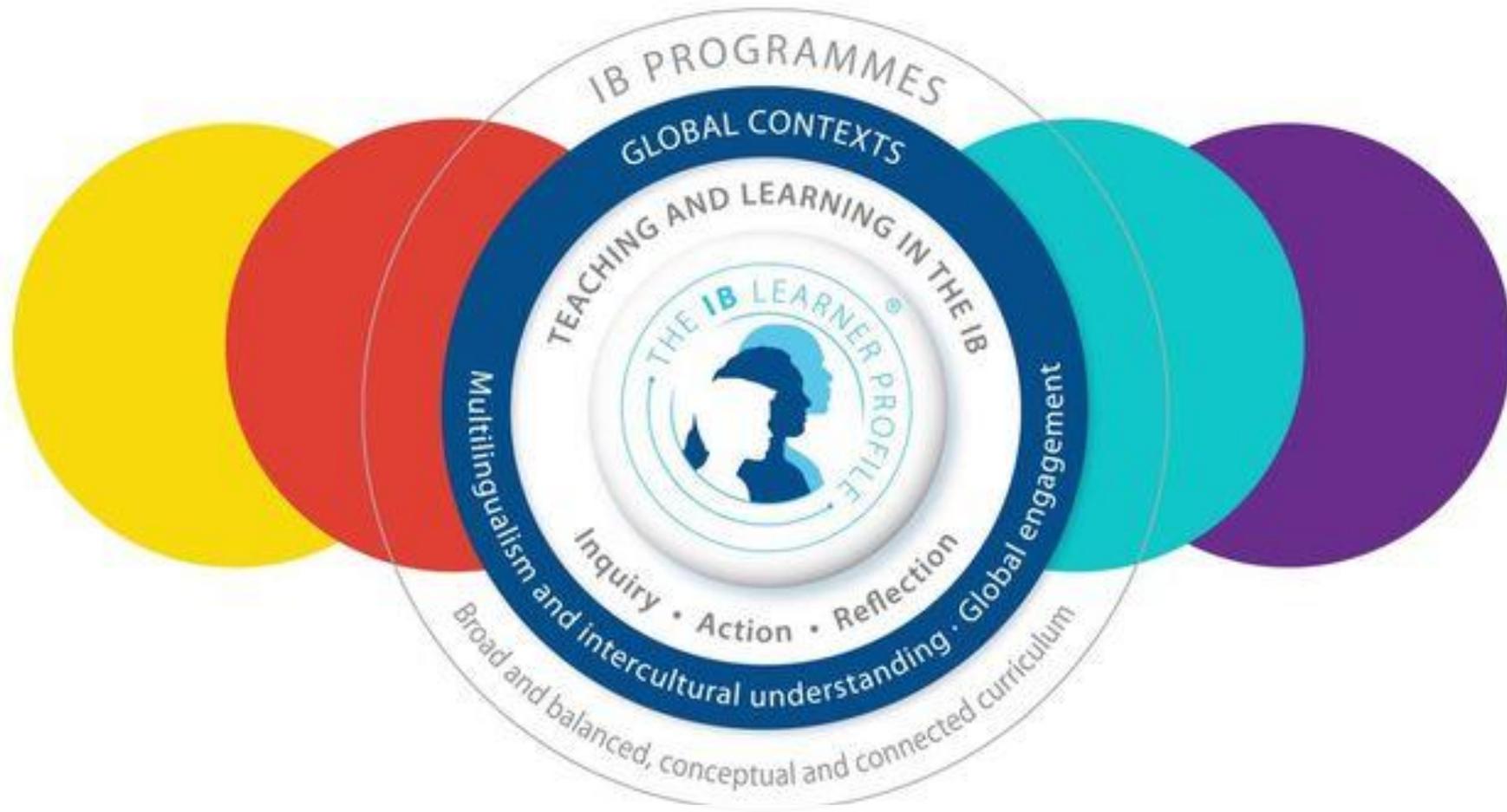




# IB Basics Parent Session

## Approaches to Teaching & Learning



# Teaching & Learning in the International Baccalaureate

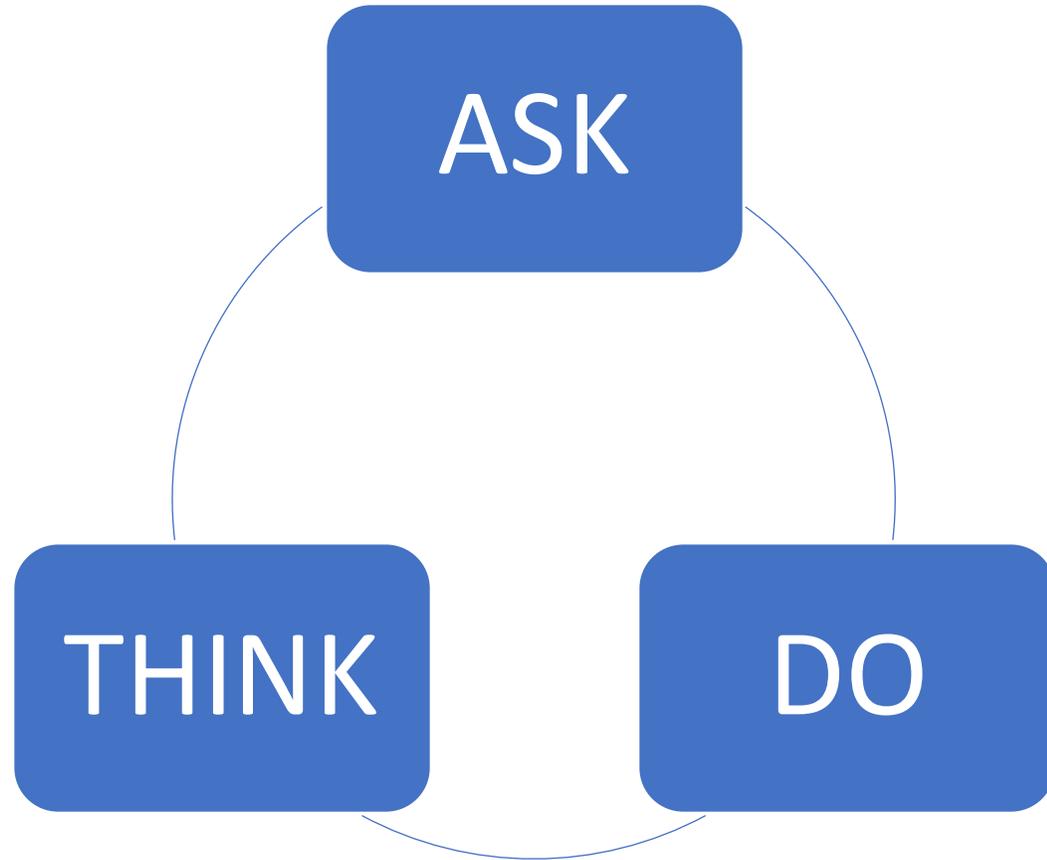
# Key Elements of an IB Education



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Bachillerato Internacional

Grounded in contemporary educational research, the IB's six Approaches to Teaching and five Approaches to Learning guide and focus educators and students in IB World Schools. They play a crucial role in ensuring that the aspirations of an IB education become a reality in the classroom.

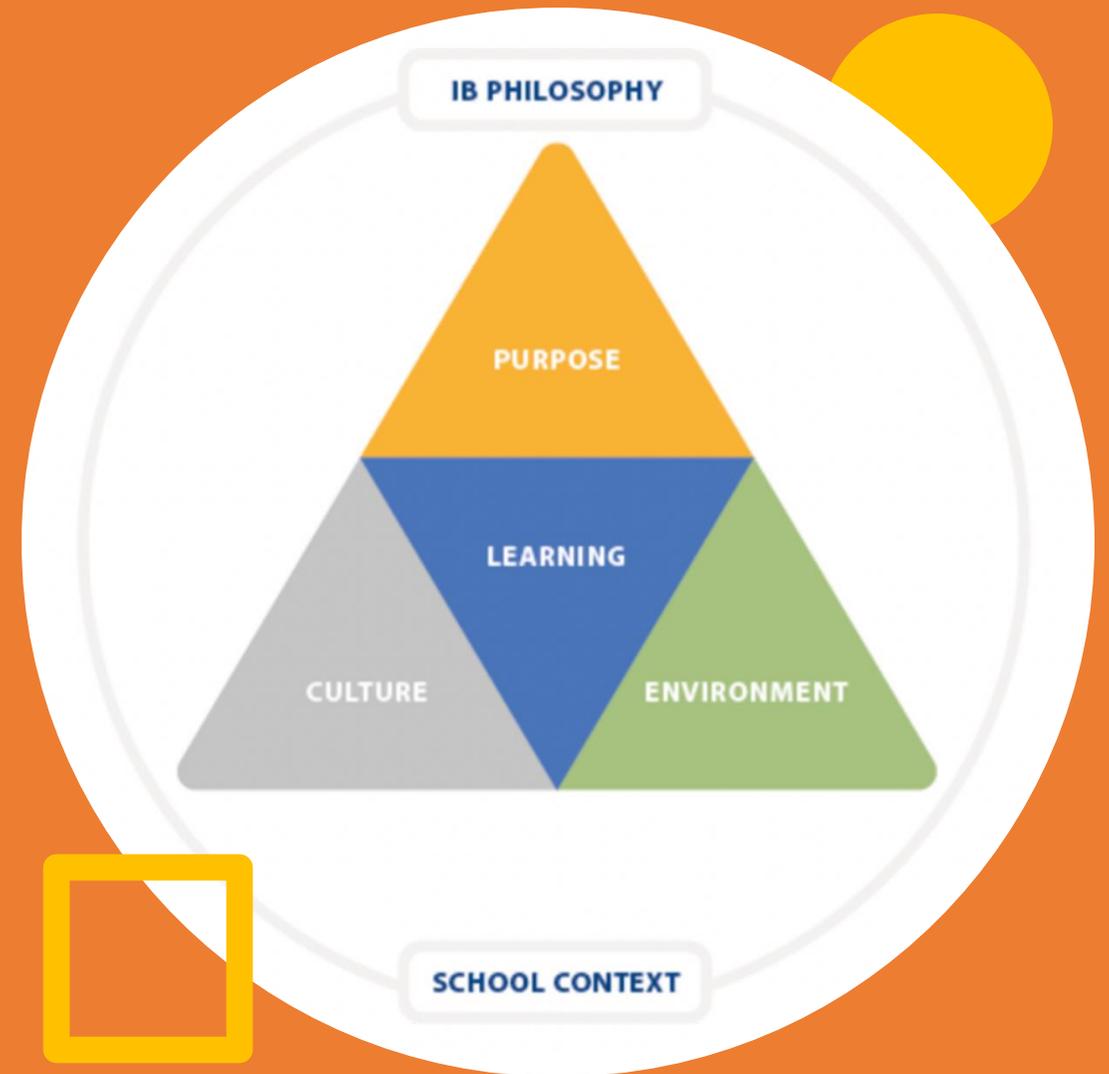
# Cycle of Inquiry, Action, and Reflection



- The approaches are centered on a cycle of inquiry, action, and reflection. An interplay of asking, doing, and thinking that informs the daily activities of teachers and learners.
- Educational outcomes are profoundly shaped by the relationships between teachers and students, and celebrates the many ways that people work together to construct meaning and make sense of the world.

# Approaches to Teaching

are deliberately broad, designed to give teachers the flexibility to choose specific strategies to employ that best reflect their own particular contexts and the needs of their students.





In all IB Programmes, teaching is:

1. Based on Inquiry
2. Focused on Conceptual Understanding
3. Developed in Local & Global Contexts
4. Focused on Effective Teamwork & Collaboration
5. Designed to Remove Barriers to Learning
6. Informed by Assessment



# 1. Based on Inquiry

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A strong emphasis is placed on students finding their own information and constructing their own understandings.





## 2. Focused on Conceptual Understanding

Concepts are explored in order to both deepen disciplinary understandings and to help students make connections and transfer learning to new contexts.

### 3. Developed in Local and Global Contexts

Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.





#### 4. Focused on Effective Teamwork & Collaboration

This includes promoting teamwork and collaboration between students, but it also refers to the collaborative relationship between teachers and students

TEACHING



## 5. Designed to Remove Barriers to Learning

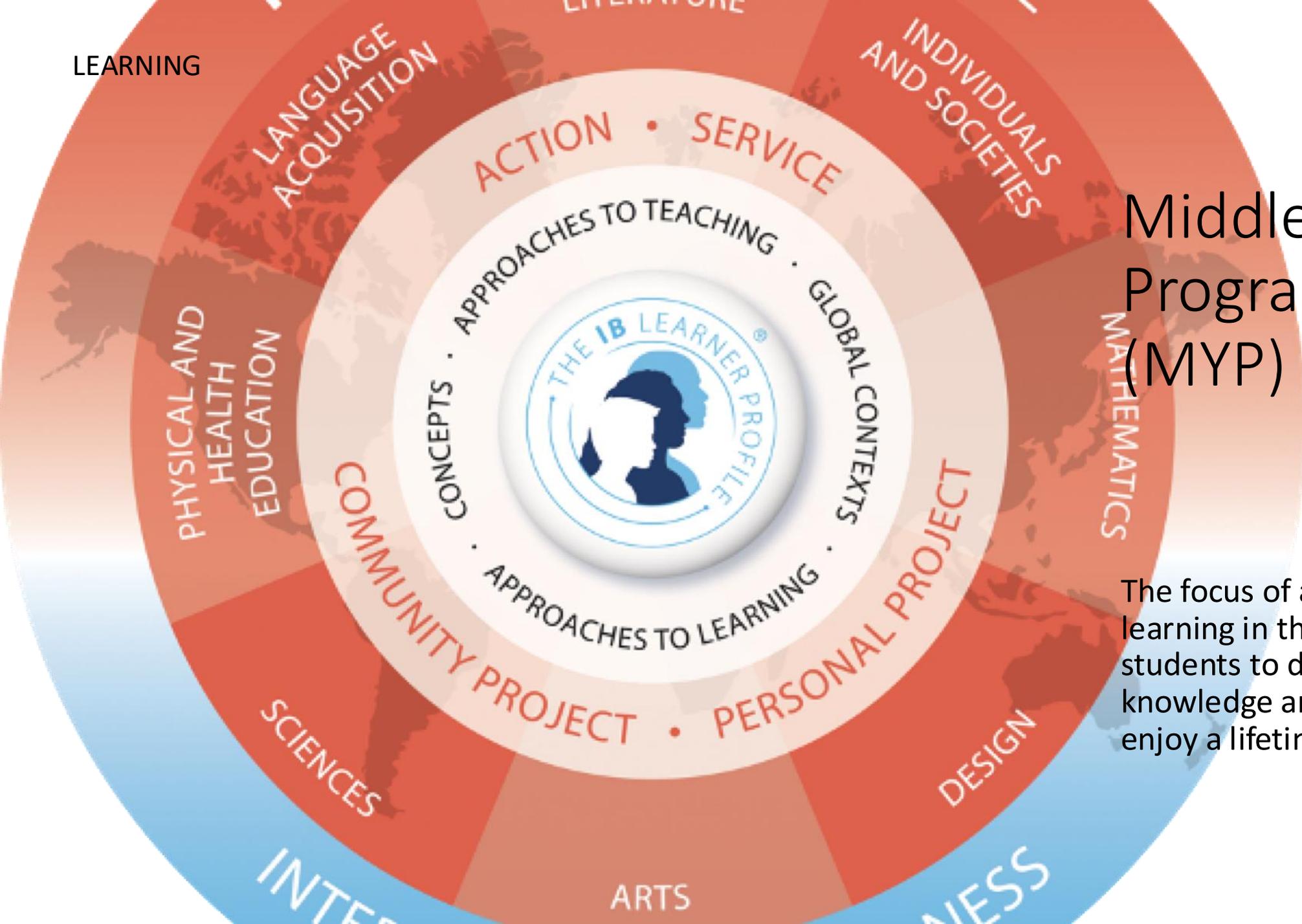
- Teaching is inclusive and values diversity.
- It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.

## 6. Informed by Assessment

- Assessment plays a crucial role in supporting, as well as measuring learning.
- This approach recognizes the crucial role in supporting, as well as measuring, learning.
- This approach also recognizes the crucial role of providing students with effective feedback.



LEARNING



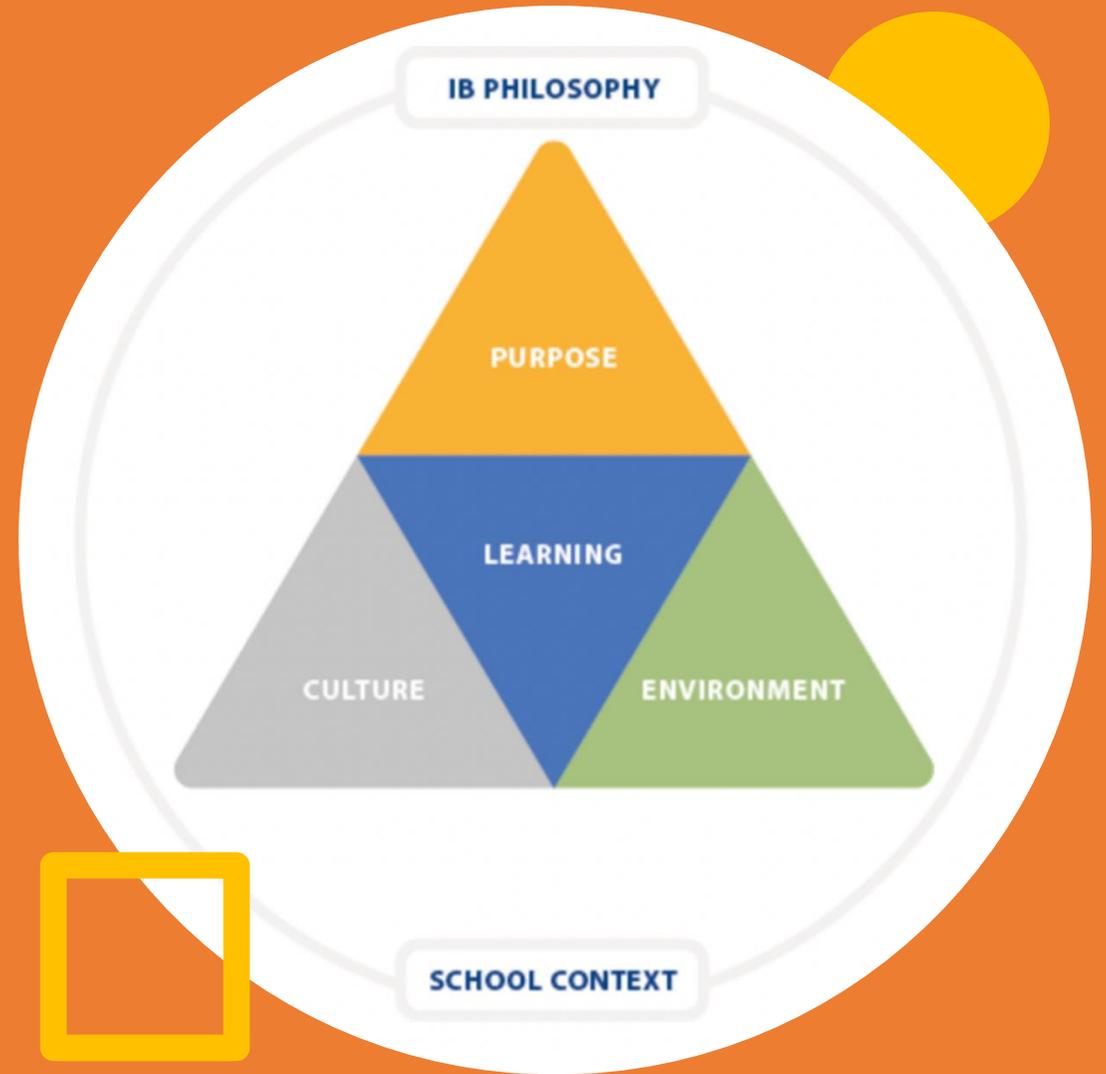
# Middle Years Programme (MYP)

The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning.

# Approaches to Learning

Our focus is grounded in the belief that learning how to learn is fundamental to a student's education.

Aim to empower students to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them.



# Approaches to Learning (ATL)

- Students develop skills that have relevance across the curriculum that help them “learn how to learn”.
- The five ATL skills can be learned and taught, improved with practice and developed incrementally.
- They provide a solid foundation for learning independently and with others.
- ATL skills help students prepare for, and demonstrate learning through, meaningful assessment.
- They provide a common language that students and teachers can use to reflect on and articulate on the process of learning.





## Expectations for Teachers

- Students need models, clear expectations, developmental benchmarks and multiple opportunities to practice.
- Provide students with regular, specific feedback on the development of ATL skills through learning engagements and that provide formative assessment.
- Every MYP unit identifies approaches to learning skills that students will develop through their inquiry and demonstrate in the unit's summative assessment.

## Expectations for Students

Students will develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning.





# ATL Skill Categories

# Communication Skills



Use intercultural understanding to interpret communication



Use a variety of techniques and media to communicate with a variety of audiences



Interpret and use effectively modes of non-verbal communication



Use and interpret a range of discipline-specific terms and symbols



Organize and depict information logically and for different purposes.



Participate in, contribute to, digital social media networks



Share and collaborate with peers and experts using a variety of digital environments and media



Read a variety of sources for information and pleasure



# Research skills



Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media including digital social media and online networks

Access information to be informed and inform others

Collect and analyze data; identify solutions and make informed decisions

Understand the impact of media representations and modes of presentation

Evaluate and select information source and digital media based on their appropriateness to specific tasks

Seek a range of perspectives from multiple and varied sources

Compare, contrast and draw connections among multiple sources

Understand and implement intellectual property rights

## LEARNING

# Research Skills

- Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)
- Understand the impact of media representations and modes of presentation
- Access information to be informed and inform others
- Collect and analyze data to identify solutions and make informed decisions
- Seek a range of perspectives from multiple and varied sources
- Understand and implement intellectual property rights



# Self-Management Skills



**6 Middle Years Programme**

## Self-management skills

Set goals that are challenging and realistic	Develop new skills, techniques and strategies for effective learning	Practice strategies to develop mental focus
Plan strategies and take action to achieve personal and academic goals	Identify strengths and weaknesses of personal learning strategies (self-assessment)	Practice "learning how to learn" after identifying needs and beliefs
Select and use technology effectively and productively	Demonstrate fluency in the selection and use of learning strategies	Practice strategies to reduce stress and anxiety

# Social Skills



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Take responsibility for one's own actions

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Listen actively to other perspectives and ideas

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Manage and resolve conflict, and work collaboratively in teams

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Help others to succeed

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Exercise leadership and take on a variety of roles within groups

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Give and receive meaningful feedback

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Advocate for one's own rights and needs

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Delegate and share responsibility for decision-making

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Use social media networks appropriately to build and develop relationships

# Thinking Skills

- Evaluate** • Evaluate evidence and arguments
- Practice** • Practice flexible thinking- develop multiple opposing, contradictory and complementary arguments
- Consider** • Consider multiple alternatives, including those that might be unlikely or impossible
- Revise** • Revise understanding based on new information and evidence
- Change** • Change the context of an inquiry to gain different perspectives

**6** Middle Years Programme

## Thinking skills

The infographic features a central white arrow pointing upwards, surrounded by various icons: a Möbius strip, a molecular structure, a Venn diagram, a plus sign, a double-headed arrow, and a share icon. At the top right, there is a grid of colorful geometric shapes. Below the main graphic, there are three columns of text boxes:

Recognise untested assumptions and biases	Consider multiple alternatives, including those that might be unlikely or impossible	Apply skills and knowledge in unfamiliar situations
Evaluate evidence and arguments	Make unexpected or unusual connections between objects and/or ideas	Combine knowledge, understanding and skills to create products or solutions
Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments	Revise understanding based on new information and evidence	Change the context of an inquiry to gain different perspectives



# Approaches to Teaching & Learning

The development of these skills plays a crucial role in supporting the IB's Mission to develop active, compassionate and lifelong learners.



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