



e x c e l l e n c e i n
EDUCATION



IB Diploma Programme Student Induction

Session 1: Introduction and the Learner Profile

Who Am I?

Mrs Morag Makey

Lived: Australia/NZ/UK

Worked: NZ/UK/Switzerland/Spain

Experience: Teacher of the Deaf, IB English B, Psychology, TOK, EE, University Counselling, Social Emotional Learning

Love: Wellbeing

Don't Love: Missed deadlines



Compass Points

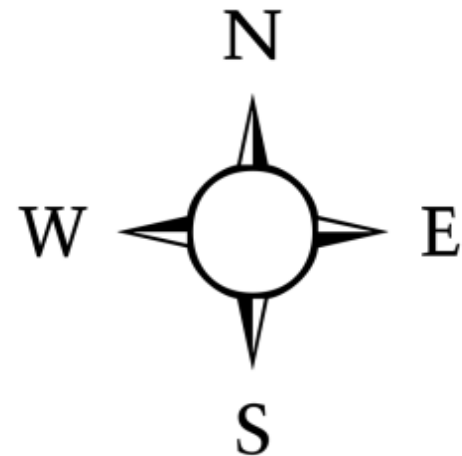
- **Take 10 minutes to reflect on your points.**
- **Make a copy and save the document as:**

YOUR NAME COMPASS POINTS

- **Add a PDF of the completed document to the Compass Points folder.**

Need to know:

Exciting:



Worrying:

Suggestion:

Learner Profile

- Review the 12 attributes (traits)
- Take a jamboard page, add your name to the top and create a new sticky note for each answer to my questions - use the colour code I give you.
- Provide evidence or a reason (what's the difference?) for your choice!

The Aga Khan Academies' Learner Profile

The Aga Khan Academies have developed a curriculum within the framework of the International Baccalaureate programmes. As such, the attributes of our learner profile extend those of the IB Learner Profile. At Aga Khan Academies we strive to be:

<i>Inquirers</i>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<i>Knowledgeable</i>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<i>Thinkers</i>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<i>Communicators</i>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<i>Principled</i>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<i>Open-minded</i>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<i>Caring</i>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<i>Courageous</i>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<i>Balanced</i>	We understand the importance of balancing different aspects of our lives - intellectual, physical, emotional and spiritual - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<i>Reflective</i>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
<i>*Leaders</i>	We understand that multiple perspectives will allow us to make better decisions, and seek opportunities to work with a variety of others. We perceive and anticipate needs and problems, and are able to motivate ourselves and others to tackle problems, confidently and cooperatively.
<i>*Stewards</i>	We understand the interconnectedness of communities, striving to create harmony in our environment, while considering the needs of all members. We are motivated to leave the world a better place.

© International Baccalaureate Organization 2013

*Unique Attributes of the AK Learner Profile.

Researcher's Reflection Space

- **The RRS is something you will use during the EE process to track the development of your ideas, your new learning, and your personal progress**
- **Create a paper or digital space to record your reflections during the week**
- **Start by recording something from the Learner Profile activity**

Session 2: Learning Agreements

Learning Environments

On separate Post-its write something in the classroom that:

- makes it really difficult for you to learn
- makes it easier for you learn
- you find really irritating (classmates and/or teachers)
- you find really unfair
- you find really challenging (good or bad)
- you find really supportive
- you find really exciting

Learning Agreements

- **Stick your Post-its beside the most relevant Learner Profile attribute; for example: if you like to be able to ask questions without feeling embarrassed, you could choose Courageous or Communicator**
- **Are there any LP attributes without any Post-its? Can we add any?**
- **Consider how each Post-it could be turned into a Learning Agreement; for example: Everyone should be able to ask questions without feeling embarrassed**
- **In groups of 3 or more, create TWO posters for your TWO LP attributes and use all of the Post-its to write Learning Agreements for the DP.**

Learning Agreements Reflection

- **How can we share the Learning Agreements?**
- **What can you do in your classes?**
- **What do we do if they aren't being followed?**
- **How do we add new ones?**
- **Add notes to your RRS**

Letter to Yourself

Write a letter to yourself (I won't read it) describing how you feel now, going in to your first year of the DP.

What are your hopes/fears/excitements/dreams? Think big!

What promises does the DP hold for you?

You will receive your letter at the end of DP2.

The Fourth Industrial Revolution

The Fourth Industrial Revolution represents a fundamental change in the way we live, work and relate to one another. It is a new chapter in human development, enabled by extraordinary technology advances commensurate with those of the first, second and third industrial revolutions. These advances are merging the physical, digital and biological worlds in ways that create both huge promise and potential peril. The speed, breadth and depth of this revolution is forcing us to rethink how countries develop, how organisations create value and even what it means to be human. The Fourth Industrial Revolution is about more than just technology-driven change; it is an opportunity to help everyone, including leaders, policy-makers and people from all income groups and nations, to harness converging technologies in order to create an inclusive, human-centred future. The real opportunity is to look beyond technology, and find ways to give the greatest number of people the ability to positively impact their families, organisations and communities.

Source: <https://www.weforum.org/focus/fourth-industrial-revolution>

The 10 skills you need to thrive in the Fourth Industrial Revolution

Watch the [short video](#).

Source: <https://www.youtube.com/watch?v=TZRyCrTX9oQ>

Record the 10 things recommended by the WEF, each one on a separate Post-it.

Match the WEF attributes with those you came up with together.

Any you forgot? Any they forgot?

Session 5: The 5 Wells

CAS and the Learner Profile

How does CAS connect to each of the Learner Profile attributes?

Why is being Balanced important in the DP?

How can we use CAS to promote balance in the DP?

The 5 Wells

The Aga Khan Academies' Learner Profile

The Aga Khan Academies have developed a curriculum within the framework of the International Baccalaureate programmes. As such, the attributes of our learner profile extend those of the IB Learner Profile.

At Aga Khan Academies we strive to be:

<i>Inquirers</i>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<i>Knowledgeable</i>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<i>Thinkers</i>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<i>Communicators</i>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<i>Principled</i>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<i>Open-minded</i>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<i>Caring</i>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<i>Courageous</i>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<i>Balanced</i>	We understand the importance of balancing different aspects of our lives - intellectual, physical, emotional and spiritual - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<i>Reflective</i>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
<i>*Leaders</i>	We understand that multiple perspectives will allow us to make better decisions, and seek opportunities to work with a variety of others. We perceive and anticipate needs and problems, and are able to motivate ourselves and others to tackle problems, confidently and cooperatively.
<i>*Stewards</i>	We understand the interconnectedness of communities, striving to create harmony in our environment, while considering the needs of all members. We are motivated to leave the world a better place.

© International Baccalaureate Organization 2013

*Unique Attributes of the AK Learner Profile.

Reflection

In your RRS:

- **What will you do in the coming term to replenish your wells?**
- **Choose one SMART target for each well.**
- **Do you need to start everything at once, or try a different thing each week, or introduce one new thing each week?**
- **Are you willing to share one of your targets with the group?**

Session 6: The Aga Khan Strands

The Aga Khan Strands

In groups of 4+, research the following questions and create a poster to inform other groups:

- **What is the main concept?**
- **Why does it matter?**
- **How and why does it relate to each of the IB subject groups and the Core (TOK, EE, CAS) and the Learner Profile attributes?**
- **What might it look like in real life?**

The Aga Khan Strands

In groups of 4+, research the following questions and create a poster to inform other groups:

- **What is the main concept?**
- **Why does it matter?**
- **How and why does it relate to each of the IB subject groups and the Core (TOK, EE, CAS) and the Learner Profile attributes?**
- **What might it look like in real life?**

Gallery Walk

- **Look at the posters done by other groups**
- **Star information that is new or interesting to you**
- **Add notes to your RRS**

Session 8: Approaches to Learning

Learning Skills

Think about the tools you need for learning. What are the *processes* and *skills* that support your mastery of *content* and *knowledge*?

- Brainstorm the skills an IB student needs to succeed.
- Write each one on a different Post-it.
- Try sorting them into categories.

Approaches to Learning

- **Add your Post-its to the ATL wall charts under each category.**
- **If you can't decide where to put one, write a duplicate so it can go in more than one place.**
- **If there is already one the same, put yours beside it so they are in a cluster.**
- **Which skills appear the most? Why are they the most important?**
- **Scribes: chart the list of skills for each ATL, in order of priority.**

ATL skills

- **Read and discuss the ATL skills list assigned to your group.**
- **Choose your group's Top 5 skills to add to the wall chart for your ATL.**
- **Review the additions.**
- **Why did you choose those 5?**

Learner Profile

- **For your group's assigned ATL, add a Post-it for each of the Learner Profile attributes that you think is relevant.**
- **Can you identify clusters of Learner Profile attributes that are connected to particular ATLs?**
- **Is there one ATL and one Learner Profile attribute that really stands out for IB success?**

Reflection

- Think about how you can learn how to learn.
- Use the ATL skill indicators to reflect on your own skills in 1 or 2 ATLs.
- What are the skills you have, what can you improve and what can you learn?
- Add to your RRS.

Session 9: How to succeed in the IB

How to fail the IB

Do you know the IB Diploma requirements?

Do not do these things...

IB Tips & Tricks

- **Advice from AKA alumni (10)**
- **In groups of 3+, find online sources of guidance for IB students. Create a poster of the Top 10 tips. Remember to include your sources. (15)**
- **Take a gallery walk and star the tip that you think is the most useful (5)**

Traffic Light Reflection

Really need help

Ask again

Great idea/Get it/Grateful

Session 10: Assessment

Assessment Questions

- **In pairs, take 1 of the question charts and first discuss and then record your response.**
- **After 3 minutes, move on to the next chart. (20)**
- **When you have done all 10 questions, take a gallery walk to see what people added after you. (5)**
- **Discussion (15)**

Reflection

The purpose of deadlines is...



Session 11: Self-management Organisation Skills

ATL: Self-management

This skill category breaks down into two separate areas:

Organization skills—managing time and tasks effectively, goal-setting, etc.

Affective skills—managing state of mind, self-motivation, resilience, mindfulness, etc.

- **Why do they matter?**
- **Brainstorm the different ways you need to apply organisational skills in the DP.**

Source: https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/guide-self-management-skills-organization.html

Planners

Sample format:

- [Weekly/Monthly Planner](#)

If you choose to use a different format, you will need to present it during Core and demonstrate consistent use.

- [Deadlines Calendar](#)

IA/EA deadlines will be agreed with all teachers and entered here. It is a live document so you will need to continue to check it. If you notice a problem/error, please talk to your teacher first and then me.

Reflection:

- **Do a self-assessment for this ATL in your ATL skills rubrics booklet - first 3 skills only**
- **Make sure your name is on the booklet and it's dated this week.**

Session 12: Self-management Affective Skills

ATL: Self-management

This skill category breaks down into two separate areas:

Organization skills—managing time and tasks effectively, goal-setting, etc.

Affective skills—managing state of mind, self-motivation, resilience, mindfulness, etc.

Affect Affected

Effect Effected

Affect Affective

Effect Effective

Source: https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/guide-self-management-skills-organization.html

Affective Skills

“These can enable students to gain some control over their mood, their motivation and their ability to deal effectively with setbacks and difficulties.”

- **Resilience** - mindful, persevering, emotionally stable and self-motivated; *Courageous* and *Reflective*, able to make and learn from mistakes.
- **Self-motivation** - autonomy and self-direction increase intrinsic motivation and help improve your efficacy as learners.
- **Mindfulness** - becoming more aware of your own perceptions as they happen, and in your thinking as it occurs; can lead to improvements in the functioning of the brain, reading comprehension and working memory capacity, digital memory span and visual/spatial processing efficiency; “staying in the moment” can also help you to overcome distractions, increase attention and improve concentration.

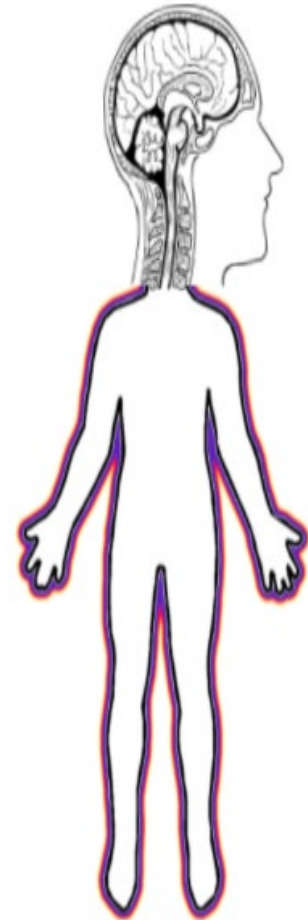
What is your experience of Mindfulness?

Source: https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpat_gui_1502_1/static/dpat/guide-self-management-skills-active.html

The Brain and Body

- What do you know about the brain?
- Think back to what you may have learned previously about how the brain receives and processes information.
- In pairs, write/draw what you can remember.

Body-Brain 1



Images: Body- Microsoft clipart; Head: CC0 Creative Commons on pixabay

The Brain and Behaviour

1 How the Brain Works

2 The Areas of the Brain

3 Emotions and the Brain

Briefly discuss the videos with your partner and see what information you can add to your diagram.

Reflection:

- **Do a self-assessment for this ATL in your ATL skills rubrics booklet - last 3 skills only.**
- **Make sure your name is on the booklet and it's dated this week.**
- **In your RRS: What are some of the ways you can practice Mindfulness?**

Session 13: Reflection

Traffic Light Reflection

Really need help

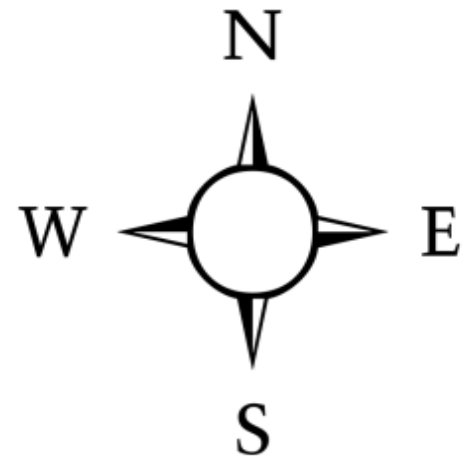
Ask again

Compass Points

- **Take 5 minutes to reflect on your points and write a new reflection for each one.**
- **Share one point with the group.**
- **Add your two suggestions to the wall chart.**

Need to know:

Exciting:



Worrying:

Suggestion:

Traffic Light Reflection

Great idea/Get it/Grateful

Chart three good things that happened during the induction programme this week.