

Approaches to Teaching: Teaching based on inquiry

	Evidence of good practice	Targets for future lessons
Ask students to find their own information about a topic?		
Provide opportunities for students to make proposals and/or decisions?		
Encourage students to build on existing knowledge and experiences?		
Adopt a student-centred approach?		
Try to ensure that students actively engage with the learning?		
Provide opportunities for reflection?		
See your role as being to promote questions, not just to provide answers?		
Support students in identifying and accessing resources?		
Encourage students to take increased responsibility for their own learning?		
Act as a facilitator?		
Situate inquiries within local and global contexts?		

Approaches to Teaching: Teaching focused on conceptual understanding.

	Evidence of good practice	Targets for future lessons
Identify central concepts in your planning and in lessons?		
Help students to see the “big ideas” behind a topic?		
Encourage students to make connections between new knowledge and old knowledge?		
Encourage students to transfer their learning to new contexts?		
Identify opportunities for students to make links to concepts being covered in other subjects (as a result of discussions with colleagues to establish which concepts they are exploring)?		
Ground discussion of abstract concepts in real-life examples or case studies?		
Encourage students to use tools such as concept maps?		
Help students to see patterns and connections?		
Pose a variety of different types of questions—factual, conceptual and debatable?		

Approaches to Teaching: Teaching developed in local and global contexts.

	Evidence of good practice	Targets for future lessons
Encourage students to draw on insights from their own individual experiences and backgrounds?		
Make reference to real-life examples from current affairs?		
Promote opportunities for students to develop intercultural understanding?		
Encourage students to be globally engaged?		
Help students to see the “big picture” relevance of what they are studying?		
Try to ground abstract concepts in real-life examples?		
Explore contemporary global concerns such as development, conflict, rights, and the environment?		
Help students to appreciate the complexity and uncertainty associated with an issue or idea?		
Encourage students to see an issue/idea from multiple perspectives?		

Approaches to teaching: Teaching focused on effective teamwork and collaboration.

	Evidence of good practice	Targets for future practice
Include group activities such as debates, role plays or group projects?		
Encourage students to feel comfortable asking questions when they don't understand?		
Try to be more of a "meddler in the middle" than a "sage on the stage"?		
Provide an opportunity for students to develop or expand on the idea of another student?		
Encourage all students to share information and ideas?		
Utilise technology as a way to encourage teamwork and collaboration?		
Provide opportunities for students to assume shared responsibility for collaborative work?		
Encourage students to be respectful of other students during discussions?		
Encourage "active listening" by asking a student to rephrase		

something they hear in their own words?		
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Approaches to Teaching: Teaching differentiated to meet the needs of all learners.

	Evidence of good practice	Targets for future lessons
Set high but realistic expectations for all learners?		
Promote an environment that welcomed all learners?		
Utilise the diversity of cultural perspectives present in your classroom?		
Try to activate students' prior knowledge?		
Present ideas or information in different media/formats?		
Enable every student to achieve personal learning goals?		
Try to make the lesson as attractive, accessible, and relevant as possible for your students?		
Include open/extension activities to challenge gifted and talented students?		
Think about your students as individual learners?		
Make use of visual aids to support new learning?		

Make use of collaborative learning groups or peer support?		
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Approaches to Teaching: Teaching informed by assessment (formative and summative).

	Evidence of good practice	Targets for future practice
Provide individual feedback to students on a piece of work?		
Give evidence-based feedback on a task?		
Use information from a formative assessment task to amend/update your planning for the rest of the unit?		
Ask students to give peer feedback on an assessment task?		
Use a task to gain insight into students' particular strengths and weaknesses?		
Set students an assessment task which required collaboration?		
Provide opportunities for students to reflect on the assessment of their work?		
Ask students to revise and improve on work previously submitted?		
Help students to understand the		

command terms they will be faced with in DP examinations?		
Set clear objectives for an assessment task?		
Ensure that students clearly understand the criteria for a task?		

Approaches to Learning: Thinking skills

	Evidence of good practice	Targets for future lessons.
Ask students to formulate a reasoned argument to support their opinion or conclusion?		
Give students time to think through their answers before asking them for a response?		
Reward a new personal understanding, solution or approach to an issue?		
Ask open questions?		
Set students a task which required higher-order thinking skills (such as analysis or evaluation)?		
Build on a specific prior task?		
Help students to make their thinking more visible (for example, by using a strategy such as a thinking routine)?		

Require students to take an unfamiliar viewpoint into account when formulating arguments?		
Ask questions that required the use of knowledge from a different subject from the one you are teaching?		
Include a reflection activity?		
Make a link to TOK?		

Approaches to learning: Research skills.

	Evidence of good practice	Targets for future lessons
Require students to formulate/construct a focused research question (either in class or in a homework assignment)?		
Reward or encourage correct citing and referencing?		
Assign a task that required students to use the library?		
Require students to practise effective online search skills, for example, use of JSTOR.		
Provide opportunities for students to reflect on how they determine the quality of a source, or analyse contradictory sources?		
Require students to record their		

search for sources in steps (types of search engines, search terms, and so on)?		
Give students advice on (or provide an opportunity for students to practise) narrowing the scope of a task to make it more manageable?		
Discuss or model the importance of academic honesty and clear acknowledgment of sources?		

Approaches to learning: Communication skills.

	Evidence of good practice	Targets for future lessons
Ask students to explain their understanding of a text or idea to each other?		
Construct a task around the use of different vocabulary and examples when speaking to different audiences?		
Have students give an oral presentation without reading from their notes?		
Ask students to monitor and check the quality of their writing?		
Construct a task so that students practise their listening skills?		
Assess or give feedback on		

speaking or writing concisely?		
Provide opportunities for students to read and understand different types of texts?		
Encourage or require students to plan a response before they begin?		
Ask students to formulate arguments clearly and coherently?		
Encourage all students to contribute to discussions?		

Approaches to Learning: Social Skills.

	Evidence of good practice	Targets for future lessons
Have students work in small groups?		
Allocate, or ask students to allocate among themselves, different roles in a classroom discussion or activity?		
Have students peer assess their group performance or process?		
Support students in resolving a conflict in a team?		
Give a group assessment task?		
Give students feedback on how they worked as a group?		
Have students discuss their		

understanding of a text or idea among themselves and come up with a shared understanding?		
Provide an opportunity for students to analyse the impact of their behaviour on the class or on a group performance?		
Encourage students to consider alternative points of view or to take the perspective of others?		
Provide opportunities for students to make decisions?		

Approaches to Learning: Self-management skills

	Evidence of good practice	Targets for future lessons
Set deadlines for students to meet?		
Require students to revise and improve on work previously submitted?		
Ask students to set their own learning goals?		
Ask students to break down a larger task into specific steps?		
Ask students to look for personal relevance in the subject matter?		
Practise or discuss strategies to		

increase concentration?		
Give students feedback on their approach to a task?		
Model positive skills and behaviours such as being well organized and punctual?		
Help students to learn from failures or mistakes?		
Create an atmosphere where students do not think they have to get everything right first time?		
Discuss planning and approaches to revision?		

IBO Standards and Practices: Standard C2. Written curriculum:

The written curriculum is comprehensive and aligns with the requirements of the programme(s).

DP requirements

- a. The curriculum fulfills the aims and objectives of each subject group and the core.
- b. The curriculum facilitates concurrency of learning.
- c. The curriculum is balanced so that students are provided with a reasonable choice of subjects.
- d. The school develops its own courses of study for each subject on offer and for theory of knowledge.

2. The written curriculum is available to the school community.
3. The written curriculum builds on students' previous learning experiences.
4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
5. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
6. The written curriculum incorporates relevant experiences for students.
7. The written curriculum promotes students' awareness of individual, local, national and world issues.
8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
10. The written curriculum integrates the policies developed by the school to support the programme(s).

11. The written curriculum fosters development of the IB learner profile attributes.