

IB Approaches to Teaching (ATT)

Reflection and Improvement Tool for Pedagogical Leaders and Leadership Teams

Teaching is based on inquiry		
Implementing	Innovating	Transforming
<ul style="list-style-type: none"> ✓ Provides clear frameworks and teaching guidelines ✓ Launches curriculum initiatives with straightforward implementation steps ✓ Establishes consistency through shared instructional expectations ✓ Offers professional learning sessions led by specialists in key topics 	<ul style="list-style-type: none"> ✓ Uses inquiry-driven strategies to unpack teaching and learning challenges ✓ Supports teachers in collaborative exploration of new pedagogical approaches ✓ Helps teachers reflect on how their practices impact student learning ✓ Designs professional learning that invites teachers to investigate their own practice 	<ul style="list-style-type: none"> ✓ Creates a culture where inquiry is at the heart of all teaching and learning ✓ Empowers teachers to challenge assumptions and lead inquiries into practice ✓ Strengthens a shared capacity for ongoing inquiry into what makes learning effective ✓ Builds communities where professional learning grows naturally from teachers' questions
<p>Implementing → Innovating</p> <ul style="list-style-type: none"> 💡 Introduce reflective tools like “What? So What? Now What?” during team discussions 💡 Start meetings with provocative statements, questions or dilemmas instead of announcements 💡 Replace traditional observation checklists with collaborative inquiry questions 💡 Set up low-stakes “sandbox spaces” for teachers to test new ideas 		<p>Innovating → Transforming</p> <ul style="list-style-type: none"> 💡 Form teacher-led action research teams with protected time and resources 💡 Adjust timetables to allow for regular inquiry cycles across teams 💡 Create structures where student feedback and questions shape teaching practices 💡 Build partnerships with universities to support teacher-led research

Teaching is focused on conceptual understanding

Implementing	Innovating	Transforming
<ul style="list-style-type: none"> ✓ Organises curriculum around essential subject knowledge and skills ✓ Prioritises effective practical teaching strategies ✓ Communicates clear learning goals and objectives ✓ Provides professional learning focused on foundational practices 	<ul style="list-style-type: none"> ✓ Links curriculum through key concepts and transferable ideas ✓ Helps teachers recognise patterns and principles that enhance teaching ✓ Connects daily learning to broader educational concepts ✓ Frames professional learning around powerful conceptual understandings 	<ul style="list-style-type: none"> ✓ Designs frameworks that prioritise deep conceptual exploration and transfer ✓ Builds a shared understanding of learning processes across the school ✓ Creates a culture where all staff use and apply core learning concepts ✓ Develops a professional learning environment where teachers continually deepen their conceptual thinking
<p>Implementing → Innovating</p> <ul style="list-style-type: none"> 💡 Map curriculum vertically around key concepts, not just topics 💡 Introduce concept-based unit planning templates to guide lesson design 💡 Build a shared vocabulary for conceptual understanding across teams 💡 Design professional learning around timeless educational principles, not trends 		<p>Innovating → Transforming</p> <ul style="list-style-type: none"> 💡 Redesign school structures around interdisciplinary concepts rather than subjects 💡 Create flexible student pathways to explore concepts across disciplines 💡 Form teacher learning cohorts focused on building conceptual frameworks 💡 Partner with other schools to co-develop and refine concept-based teaching approaches

Teaching is developed in local and global contexts		
Implementing	Innovating	Transforming
<ul style="list-style-type: none"> ✓ Aligns curriculum with national standards and guidelines ✓ Connects classroom learning to students' lived experiences ✓ Draws on established educational research for instructional practices ✓ Utilises internal expertise for professional learning 	<ul style="list-style-type: none"> ✓ Integrates local contexts and global perspectives into curriculum design ✓ Creates learning experiences that engage with authentic local and global issues ✓ Adapts global best practices to fit the school's context and student needs ✓ Expands teacher access to diverse global perspectives on pedagogy 	<ul style="list-style-type: none"> ✓ Positions the school as a place where global issues meet local action ✓ Embeds global competencies systematically across all programs ✓ Encourages innovation through global collaboration ✓ Connects teachers to international professional learning networks
<p>Implementing → Innovating</p> <ul style="list-style-type: none"> 💡 Integrate the UN Sustainable Development Goals into curriculum planning 💡 Build partnerships with local businesses, nonprofits and community organisations 💡 Organise “learning walks” where teachers explore the local environment for authentic learning connections 💡 Set up virtual exchanges with schools in other countries for professional learning 		<p>Innovating → Transforming</p> <ul style="list-style-type: none"> 💡 Create interdisciplinary hubs that focus on real local and global challenges 💡 Launch student-led social enterprises that address community needs 💡 Develop teacher exchange programs with partner schools abroad 💡 Encourage teachers to share their work globally through blogs, podcasts or conference presentations

Teaching is focused on effective teamwork and collaboration

Implementing	Innovating	Transforming
<ul style="list-style-type: none"> ✓ Organises teaching within departments or grade-level teams ✓ Provides opportunities for teachers to work together on key projects ✓ Collects teacher feedback for instructional decisions ✓ Offers professional learning that brings teachers together around common goals 	<ul style="list-style-type: none"> ✓ Creates collaborative teaching teams with shared responsibility for student learning ✓ Builds teachers' collaboration skills explicitly ✓ Uses structured collaboration for curriculum and program design ✓ Implements professional learning structures like lesson study and action research 	<ul style="list-style-type: none"> ✓ Embeds collaboration into every aspect of curriculum and instruction ✓ Fosters dynamic networks where teachers learn from and with each other ✓ Positions collaboration as central to school improvement and innovation ✓ Grows communities of practice where shared expertise drives continuous learning
<p>Implementing → Innovating</p> <ul style="list-style-type: none"> 💡 Use structured protocols for planning, co-teaching and reflective conversations 💡 Build co-teaching partnerships within and across departments 💡 Create cross-functional teams to address specific learning challenges 💡 Dedicate time for teacher-led professional learning communities with clear goals 		<p>Innovating → Transforming</p> <ul style="list-style-type: none"> 💡 Redesign schedules to prioritise meaningful collaboration time 💡 Create flexible teaching roles that cross subject boundaries 💡 Build networks with teachers from outside the school community 💡 Implement distributed leadership where teachers lead important school initiatives

Teaching is designed to remove barriers to learning

Implementing	Innovating	Transforming
<ul style="list-style-type: none"> ✓ Uses consistent strategies to address basic access needs ✓ Applies simple differentiation strategies for diverse learners ✓ Provides accommodations for students with identified learning needs ✓ Offers professional learning on foundational inclusive practices 	<ul style="list-style-type: none"> ✓ Designs instruction using Universal Design for Learning (UDL) principles ✓ Creates flexible pathways for student engagement, representation and expression ✓ Uses ongoing formative assessment to proactively differentiate ✓ Builds teacher capacity through collaborative reflection on differentiation impact 	<ul style="list-style-type: none"> ✓ Creates a fully personalised learning environment where barriers are actively identified and removed ✓ Embeds student voice and choice into curriculum design to maximise accessibility ✓ Develops adaptive learning ecosystems that adjust naturally to learner needs ✓ Supports teacher growth through customised pathways focused on inclusive teaching
<p>Implementing → Innovating</p> <ul style="list-style-type: none"> 💡 Train all staff in the use of UDL principles 💡 Build subject-specific differentiation toolkits 💡 Use student learning profiles to inform instructional decisions 💡 Form teacher learning communities focused on inclusive teaching practices 		<p>Innovating → Transforming</p> <ul style="list-style-type: none"> 💡 Redesign learning spaces and schedules to maximise flexibility and accessibility 💡 Create systems where students self-advocate for their learning needs 💡 Personalise teacher professional development based on student data and teacher interests 💡 Establish expert teacher mentors to coach peers in advanced differentiation strategies

Teaching is informed by assessment

Implementing	Innovating	Transforming
<ul style="list-style-type: none"> ✓ Uses consistent tools to assess student achievement ✓ Conducts regular assessments throughout units ✓ Integrates assessment data into instructional planning ✓ Collects feedback on the impact of professional learning 	<ul style="list-style-type: none"> ✓ Uses varied forms of assessment to understand how students learn ✓ Embeds ongoing formative assessment into everyday practice ✓ Facilitates collaborative teacher analysis of student learning evidence ✓ Connects professional learning outcomes to changes in classroom practice 	<ul style="list-style-type: none"> ✓ Develops comprehensive assessment systems that capture deep learning ✓ Builds student-led assessment practices that foster metacognition and agency ✓ Strengthens school-wide capacity to use assessment for continuous improvement ✓ Creates systems that measure how professional learning impacts both teaching and student outcomes
<p>Implementing → Innovating</p> <ul style="list-style-type: none"> 💡 Set up data teams to regularly study patterns in student learning 💡 Use digital portfolios to document student growth over time 💡 Establish regular protocols for collaborative analysis of student work 💡 Design teacher reflection structures that connect learning to classroom practice 		<p>Innovating → Transforming</p> <ul style="list-style-type: none"> 💡 Develop competency-based assessment systems beyond traditional grades 💡 Implement student-led conferences and self-assessments 💡 Create comprehensive teacher growth portfolios linked to student achievement 💡 Track progress over multiple years through longitudinal assessment systems