

IB Approaches to Teaching (ATT)

Self-Reflection and Professional Growth Plan

Teaching is based on inquiry		
Novice	Emerging	Master
✓ Designs lessons with pre-planned questions but primarily delivers content ✓ Encourages curiosity through simple questioning strategies ✓ Uses direct instruction with occasional inquiry-based activities	✓ Facilitates inquiry-based learning with some student-generated questions ✓ Uses structured inquiry cycles and strategies ✓ Balances direct instruction with guided inquiry	✓ Embeds inquiry at all levels, empowering students to drive their own investigations and make connections ✓ Implements open-ended inquiry models where students formulate and refine their own questions ✓ Uses inquiry as the primary mode of learning, enabling transfer across disciplines and contexts
Novice → Emerging 💡 Use visible thinking routines to introduce inquiry-based learning and encourage student-generated questions. 💡 Implement scaffolded inquiry with teacher-led questioning that gradually shifts to student independence. 💡 Provide students with choice-based inquiry tasks to promote engagement and help them develop ownership of their learning.		Emerging → Master 💡 Implement an inquiry cycle. 💡 Use Project-Based Learning (PBL) and case studies to deepen inquiry. 💡 Encourage students to document their inquiry process in reflective journals or digital portfolios to track their evolving thinking.
📖 <i>Inquiry Mindset</i> series by Trevor MacKenzie 📖 <i>Getting Personal with Inquiry Learning: Guiding Learners' Explorations of Personal Passions, Interests and Questions</i> by Kath Murdoch 📖 <i>Concept-Based Inquiry in Action</i> by Carla Marschall & Rachel French 🎧 <i>The Inquiry Teacher</i> 🎧 <i>Future Learning Design</i> (Episode: Why we need inquiry more than ever - A Conversation with Trevor MacKenzie) 🎧 <i>Toddle School Leaders Project</i> (Episode: Permission to Inquire: Taking Ownership of your Curriculum with Kath Murdoch) 💻 IBO: Investigating inquiry (PYP), Inquiry in the MYP, Concepts and inquiry in the DP/CP 💻 EduSpark: The Art of Inquiry, Building a Culture of Inquiry 💻 Harvard Project Zero		

Teaching is focused on conceptual understanding		
Novice	Emerging	Master
✓ Teaches topics as discrete facts with limited connections to overarching concepts ✓ Introduces concepts at the start of a unit but does not explicitly revisit them ✓ Uses examples to illustrate concepts but does not encourage transfer	✓ Uses key concepts to organise learning and makes explicit connections between topics ✓ Embeds concepts throughout lessons and reinforces connections across subject areas ✓ Supports students in making connections across subjects and real-world issues	✓ Designs learning experiences that emphasise deep conceptual exploration and transfer across disciplines ✓ Encourages students to refine and challenge conceptual understandings through inquiry and reflection ✓ Promotes student-driven exploration of how concepts apply in multiple contexts
Novice → Emerging 💡 Use concept maps to organise key concepts in a unit. 💡 Explicitly connect new learning to key concepts (e.g., identity, systems, change). 💡 Intentionally scaffold questions to develop conceptual understandings.		Emerging → Master 💡 Use Socratic Seminars and Harkness Discussions to help students explore conceptual links. 💡 Engage in lesson study -- team-teach and refine concept-based lessons with colleagues. 💡 Design an interdisciplinary unit that connects concepts across subjects.
📖 <i>Concept-Based Curriculum and Instruction for the Thinking Classroom</i> (2nd Edition) by Lynn Erickson, Lois Lanning and Rachel French 📖 <i>Tools for Teaching Conceptual Understanding (Secondary)</i> by Julie Stern, Krista Ferraro and Juliet Mohnkern 📖 <i>Taking the Complexity Out of Concepts</i> by Tania Lattanzio and Andrea Muller 🗣️ <i>IB Matters</i> 🗣️ <i>Conceptually Speaking</i> with Trevor Aleo 🗣️ <i>Future Learning Designs</i> (Episode: Transfer and Conceptual Understanding - A Conversation with Julie Stern) 💻 IBO: Learning and teaching for conceptual understanding (PYP), Concepts and inquiry in the DP/CP, Exploring a 'sustainable' future: Concepts, principles and practices across disciplinary boundaries (DP/CP) 💻 Concept-Based Inquiry courses from Professional Learning International 💻 Conceptual Transfer courses		

Teaching is developed in local and global contexts		
Novice	Emerging	Master
✓ Uses some examples from local or global contexts but primarily focuses on textbook content ✓ Includes international perspectives as an add-on rather than as an essential part of learning ✓ Uses global case studies without encouraging deeper reflection on their implications	✓ Intentionally integrates local and global examples to make learning relevant ✓ Encourages students to compare different cultural perspectives on a topic ✓ Asks students to consider ethical, cultural, and social factors in a global context	✓ Designs units that require students to apply learning to local/global challenges and take action ✓ Embeds intercultural understanding and multiple perspectives into every stage of learning ✓ Empowers students to engage in authentic global issues through inquiry and action
Novice → Emerging 💡 Connect lessons to current events to demonstrate real-world relevance. 💡 Use case studies from different cultural contexts to show multiple perspectives. 💡 Introduce essential questions such as "How does this issue impact my community?"		Emerging → Master 💡 Engage students in service learning projects tied to local/global issues. 💡 Use UN Sustainable Development Goals (SDGs) as a framework for global inquiry. 💡 Implement virtual exchanges (e.g., connecting students with international peers).
📖 <i>Global Learning in the 21st Century</i> by Heidi Hayes Jacobs 📖 <i>Educating for Global Competence</i> by Veronica Boix Mansilla & Anthony Jackson 📖 <i>Worldwise Learning</i> by Carla Marschall and Elizabeth O. Crawford 🎧 <i>Empathy to Impact: Student Voices on Global Citizenship Education & Community Engagement</i> 🎧 <i>What's the Big Idea?</i> (Episode: Globally-Minded Education with Julia Fliss) 🎧 <i>Toddle School Leaders Project</i> (Episode: A Masterclass on Service Learning with Raj Mundra) 💻 IBO: Global contexts for teaching and learning (MYP) 💻 UNESCO: Global Citizenship Education		

Teaching is focused on effective teamwork and collaboration

Novice	Emerging	Master
✓ Occasionally assigns group work but does not structure it for collaboration ✓ Views collaboration primarily as an activity rather than a learning process ✓ Works independently on lesson planning with minimal team collaboration	✓ Designs group tasks with clear roles and expectations for teamwork ✓ Teaches explicit collaboration skills, such as conflict resolution and active listening ✓ Engages in some co-planning with colleagues and shares teaching strategies	✓ Uses structured collaboration models, teaching students how to navigate group dynamics effectively ✓ Models and embeds collaboration as a key approach to problem-solving and inquiry ✓ Regularly collaborates across disciplines, designing interdisciplinary and co-taught units
Novice → Emerging 💡 Use structured group roles (e.g., leader, recorder, questioner) in student collaboration. 💡 Model active listening and respectful discourse in class discussions. 💡 Establish shared norms for collaborative learning.		Emerging → Master 💡 Implement collaborative learning strategies like jigsaw activities and Socratic dialogue. 💡 Engage in co-planning with colleagues to design interdisciplinary lessons. 💡 Use peer observation to share best practices in teamwork strategies.
📖 <i>Collaborating Through Collective Efficacy Cycles</i> by Toni Faddis, Douglas Fisher and Nancy Frey 📖 <i>Collaborative Teaching in Secondary Schools</i> by Wendy Murawski & Lisa Dieker 📖 <i>The Power of Professional Learning Communities</i> by Richard DuFour 🎧 <i>The Evidence-Based Education Podcast</i> (Episode: Teacher Collaboration) 🎧 <i>The Teaming Edge Podcast</i> (Episode: Collective Efficacy with Dr. Jenni Donohoo) 💻 IBO: Engaging collaborative communities (PYP) 💻 University of San Diego Professional and Continuing Education: Collective Efficacy: How Educators' Beliefs Impact Student Learning 💻 FutureLearn: Social Learning and Collaboration in School: Learning to thrive through play		

Teaching is designed to remove barriers to learning		
Novice	Emerging	Master
✓ Uses a one-size-fits-all approach with little differentiation ✓ Provides the same assessment and tasks for all students ✓ Focuses primarily on students who seek help or require accommodations	✓ Modifies content and tasks based on students' needs with some scaffolding ✓ Uses tiered activities to accommodate different learning styles and abilities ✓ Proactively identifies learning needs and adjusts teaching strategies accordingly	✓ Designs personalised learning pathways, offering multiple entry points and extension opportunities ✓ Offers choice-based learning experiences that cater to diverse strengths and needs ✓ Uses data and student feedback to continuously refine differentiated instruction
Novice → Emerging 💡 Use exit tickets to assess student understanding and adjust instruction. 💡 Implement tiered assignments with multiple levels of complexity. 💡 Use flexible grouping to allow students to collaborate based on readiness, interests, or strengths.		Emerging → Master 💡 Provide learning menus or choice boards to allow students to select different learning pathways. 💡 Embed Universal Design for Learning (UDL) principles into lesson design. 💡 Integrate student-driven goal-setting to help learners take ownership of their progress.
📖 <i>The Differentiated Classroom: Responding to the Needs of All Learners</i> by Carol Ann Tomlinson 📖 <i>Universal Design for Learning: Theory and Practice</i> by Anne Meyer, David Rose, & David Gordon 📖 <i>UDL Now!: A Teacher's Guide to Applying Universal Design for Learning</i> by Katie Novak 🎧 <i>Think UDL</i> 🎧 <i>UDL in 15 Minutes</i> 🎧 <i>Toddle School Leaders Project</i> (Episode: How to differentiate learning in your schools? with Carol Ann Tomlinson) 💻 CAST: Universal Design for Learning (UDL) 💻 Harvard: Differentiated Instruction Made Practical		

Teaching is informed by assessment		
Novice	Emerging	Master
✓ Views assessment primarily as a way to measure student learning at the end of a unit ✓ Designs assessments that focus on recall and basic comprehension ✓ Uses limited feedback, mostly in the form of grades or corrections	✓ Uses formative and summative assessments to guide instruction and student progress ✓ Creates assessments that require application and analysis ✓ Provides constructive feedback that helps students improve	✓ Embeds ongoing, dynamic assessment that adapts based on student needs ✓ Uses authentic assessments that engage students in real-world problem-solving and interdisciplinary thinking ✓ Involves students in self-assessment and peer feedback to develop metacognition
Novice → Emerging 💡 Use formative assessment tools like exit tickets, self-reflections and peer feedback. 💡 Develop rubrics with clear success criteria to make expectations transparent. 💡 Provide timely, actionable feedback to students rather than just grades.		Emerging → Master 💡 Implement portfolio-based assessment to track student progress over time. 💡 Use student-led conferences where learners present and reflect on their work. 💡 Embed metacognitive strategies that help students self-assess their learning.
📖 <i>Embedded Formative Assessment</i> by Dylan Wiliam 📖 <i>Softening the Edges: Assessment Practices That Honor K-12 Teachers and Learners</i> by Katie White 📖 <i>Assessing with Respect</i> by Starr Sackstein 🗣️ <i>Assess THAT with Tom & Nat! (Assessment, Feedback, Grading, and Learning)</i> 🗣️ <i>Grow Beyond Grades: Teachers Going Gradeless</i> 🗣️ <i>Toddle School Leaders Project</i> (Episodes: Beginning with the end in mind: Rethinking Assessment, How to build a healthy assessment culture in your school) 💻 IBO: Managing assessment (MYP) 💻 Dylan Wiliam: Embedding Formative Assessment		