

<b>1. Category/code</b>	<b>Category 3 / Subject specific seminar</b>
<b>2. Title</b>	<b>Subject specific seminar in subject X</b>
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>Experienced <b>Subject X</b> teachers from IB World Schools (after review of workshop goals and objectives)</li> </ul>
<b>4. The purpose of the workshop</b>  <p>To provide a forum for experienced IB educators to engage in detailed discussion around changes to <b>Subject X</b> following curriculum review and the launch of the new subject guide.</p>	<p><b>To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>How the curriculum review process led to the changes in the subject guide investigation (e.g. questionnaires and research) and development (e.g. CR meetings, attendees, reports to DRC and subsequent postings on OCC)</li> <li>How does latest evidence/research underpin the changes</li> <li>Changes to aims and objectives and implications for teaching</li> <li>Changes to the content</li> <li>Changes to the assessment model e.g. number of papers, structure of papers, style of questions</li> <li>Specific changes to external assessment, supported by the specimen papers and ideally student work commissioned to illustrate the impact of the changes</li> <li>Specific changes to the internal assessment criteria, ideally supported by student work commissioned to illustrate the impact of the changes</li> <li>How the new TSM supports teachers</li> <li>How the new course make links with the Learner Profile</li> <li>How the new course makes links with Theory of Knowledge</li> <li>How the new course promotes International-mindedness</li> <li>Implications for the extended essay</li> <li>Implications for university recognition</li> <li>Resources that exist to support the new course</li> <li>Subsequent examiner training to support changes to the assessment model</li> <li>Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices</li> </ul>

	<ul style="list-style-type: none"> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>
<b>5. IB publications that the participants should be requested to bring</b>	<ul style="list-style-type: none"> <li>• New guide</li> <li>• Specimen papers</li> <li>• Possibly other supporting documents that exist on the OCC e.g. booklists, data booklets etc.</li> </ul>
<b>6. IB publications that should be included in participant workbooks/handouts</b>	<p><b>The workshop leader and the subject area manager should work together to construct the workbook</b></p> <ul style="list-style-type: none"> <li>• Documentation highlighting evidence for changes</li> <li>• Comparisons tables highlighting where specific changes have taken place e.g. topic lists from old and new, assessment statements from old and new,</li> <li>• 2 x unmarked IA samples of student work</li> <li>• 2 x marked and annotated IA samples of student work</li> <li>• Specimen examination papers</li> <li>• Commissioned student scripts (if available)</li> </ul>
<b>7. Other IB publications that should be referred to during the workshop</b>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2010)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> <li>• Using the OCC to access IB publications and collaborate with teachers</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Curriculum review reports and questionnaires on the subject pages of the OCC</li> </ul>

<b>8. Additional materials</b>	<b>Workshop leaders may want to use the following in the workshop</b> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<b>9. Copyrighted materials available for use</b>	To be decided upon