Thank you for agreeing to facilitate an MYP Job-a-Like.

MYP Job-a-Likes are an opportunity for teaching professionals to grow in their practice through collaboration and sharing. Many of the best ideas are the result of a conversation between practicing teachers from a variety of backgrounds and experiences.

The aim of the Jiangsu and Shanghai MYP Network is:

> To provide a platform for MYP practitioners to share effective teaching
> and learning experiences in our schools.

The focus for SY2015-2016 is:

> Teaching and Learning

Our network offers MYP Job-a-Likes and workshops for all disciplines of the MYP, in addition to Personal Project, Action for Service/Community, and MYP Coordinators.

To ensure these Job-a-Likes are used well and are meaningful, the MYP Coordinators have agreed on a set of protocols and guidelines. The following documents will help you get organized:

- Essential Agreements for Participants 2015
- Checklist for Host Schools & Facilitating Teachers 2015
- Setting a Job-a-Like Agenda 2015

As the Facilitating Teacher, you will outline an agenda of discussion topics, divided into 3-4 sessions. Included in this document are questions and topics to stimulate conversations. Select those most relevant to your subject group or ask participants to select which they would like to discuss.

The role of facilitator is to help keep the conversation moving in a productive direction. The facilitator does not have to be an expert in all areas of MYP, nor should they take the role of workshop leader.

On that important note - these are not workshops. Consider these definitions to help set the stage for a collaborative, collegial sharing session.

> **A Workshop** is for learning and sharing under the direction of an expert. The focus is to learn new skills and gather information from an expert trained in the subject. The participant becomes a student.

> **A Job-a-like** is for learning and sharing in a collegial setting, with no experts. The focus is on developing a group of collaborative teachers sharing skills and information on a variety of topics within a single subject. No teacher is an expert, teachers come from a variety of backgrounds and leave with a shared understanding. The participant is both teacher and student.

Jiangsu and Shanghai MYP Coordinator Network

Necessary Materials:

You may request that participants bring relevant materials or email them prior to the event. If there is a space for sharing electronically, send the link to participants to post exemplars.

Consider asking participants to bring examples of:

- Unit plans
- School curriculum documents (subject overviews, scope/sequence documents, etc.)
- Student work (remove student information)
- Summative and/or Formative Assessment tasks, including supporting ATL practice, scaffolding or framework
- Sample Interdisciplinary Units
- Sample Learning Activities
- Favorite resources (lists, links, books, etc.)

Session Topics:

MYP coordinators have agreed that each job-a-like will adhere to a set of agreed sessions.

Job-a-Likes are generally made up of 3-4 sessions. Do not try to "cover" all of these points. Rather select a couple that will be the focus for the day. These general topics can be tailored for the specific needs of the subject group:

- Inquiry
- Concept-Based Learning
- Differentiation
- Approaches to Learning
- Interdisciplinary Units
- Standardization and Assessment

We discourage having school tours as part of the day, owing to maximize the learning for all teachers involved.

<u>**Setting an Agenda**</u>

The remainder of this document is dedicated to possible agenda items and talking points. It is not intended that any single Job-a-Like 'cover' all of this content. On the contrary, one topic discussed in a rich and meaningful manner is far more valuable. This document may be shared with participants as needed.

TOPIC: Inquiry

Consider the following talking points as you explore the incorporation of Inquiry into MYP units of work and learning experiences.

1. What makes a good inquiry statement?
   a. *Share your examples.*

2. How do we make students aware of the Global Contexts?
   a. *Discuss examples and related learning activities.*

3. How do we design inquiry-based learning engagements?
   a. *Discuss examples and share best practice.*

4. What makes a good inquiry question? Share your examples.
   a. *What makes a good factual question? Share your examples.*
   b. *What makes a good conceptual question? Share your examples.*
   c. *What makes a good debatable question? Share your examples.*
   d. *How do you incorporate student questions into a unit? How do you develop student-centered inquiry?*

5. Share examples of summative assessments and the link to the statement of inquiry.
   a. *Discuss examples and related learning activities.*
   b. *Discuss related ATL learning experiences and supporting formative tasks.*

Possible approaches to discussing Inquiry:
1. Peer-evaluate statements and questions. Use the MYP Unit Planner Evaluation rubric.

2. Collate statements of inquiry in advance from participants and peer-evaluate anonymously

3. Ask volunteers who would like feedback on the incorporation of inquiry in their unit. Focus on one or two units and brainstorm summative assessments, approaches to inquiry in learning experiences, and ATLs. Start with only the teacher's statement of inquiry and brainstorm the inquiry that could support student exploration.

TOPIC: Concept-Based Learning

The focus of this topic is to link the components of Stage 1 to the learning experiences in Stage 2.

1. How are Key and Related concepts developed through learning experiences?
    a. *How are students drawn into these concepts? How can we lead them to draw their own conclusions through learning experiences?*
    b. *Discuss examples and related learning activities.*
    c. *Peer-evaluate and give feedback.*

2. How is the Global Context developed through learning experiences?
    a. *How do students explore the Global Context in relation to the content of the unit, to the skills required to complete the assessment task? How is the Global Context shown to be relevant and current?*
    b. *Discuss examples and related learning activities.*
    c. *Peer-evaluate and give feedback.*

3. How is the Statement of Inquiry developed through learning experiences?
    a. *How are students encouraged to explore the statement of inquiry and the inquiry questions? How can students design and explore their own inquiry questions to deepen their understanding and connection to the statement of inquiry?*
    b. *Discuss examples and related learning activities.*
    c. *Peer-evaluate and give feedback.*

Possible approaches to discussing Concepts in MYP Units:
1. Peer-evaluate incorporation of concepts into learning experiences and assessments.. Use the MYP Unit Planner Evaluation rubric.

2. Show'n'tell best practices for bringing out conceptual understanding in lessons, learning experiences, and units of work.

TOPIC: Differentiation

What is differentiation?
Differentiation is an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve his or her maximum growth as a learner. Teachers can differentiate in four ways: (Tomlinson, C.A.)

1) through content   3) through product or outcome
2) through process   4) through learning environment

How do you differentiate for your subject?
   a. *For ESL students?*
   b. *For Learning Support students?*
   c. *For gifted and talented students?*
   d. *For learning styles and/or teaching strategies?*
   e. *Based on prior knowledge?*

For each topic, participants share best practice and sample activities. It is also possible for participants to bring a topic to the table for feedback and recommendations. Discussion can focus on individual units can be from a wider perspective.

1. **Multiple pathways –**
   a. When/How are students are provided with varied pathways to reach the same objective(s)?
   b. What specific learning activities are differentiated to help students prepare for the same summative assessment task.
   c. How are tasks designed to allow for both support and extension of different student groups?
   d. Do you offer workshops or stations to support multiple pathways? How do you make this work with your unit(s) and student groups?
   e. How can specific criteria be supported through multiple pathways?

2. **Flexibility of products –**
   a. How can summative and/or formative assessment tasks be structured to allow students to show their understanding of concepts through alternate modes of delivery (live vs. video, presentation vs. paper).
   b. How do you assess the same criteria, skills, and knowledge through varied modes of product and delivery?

3. **Scaffolding –**
   a. How is Scaffolding is provided to break down content or the steps in a larger task? How do you 'chunk' tasks and skill-building activities.
   b. Examples to share could include: graphic organizers, writing templates, or planning calendars.

4. **Equality of access –**
   a. How is access to subject content and supported for all students, including ESL and SEN students.
   b. What resources or teaching tools support the needs of ESL and SEN students?
   c. What challenges have you experienced and how have they been overcome or managed?

TOPIC: Developing ATLs Skills

The focus of this topic is to link the ATL skill to the summative assessment task and support specific, explicit skill development.

1. How are ATL skills selected for units of work?
   a. *How many ATL skills are incorporated into a unit of work at your school?*
   b. *How do you determine which ATL(s) to focus on for explicit development?*
   c. *What is the process for selecting and reflecting on the incorporation of ATL skills into a unit plan?*
   d. *Are ATL skills tied to the criteria for an assessment task? Are they independent? When and how is this determination made within your department?*

2. Share examples of Summative Assessment Tasks and the linked ATL skills.
   a. *Share how the ATL is linked to the assessment tasks and how it is incorporated into the requirements and/or criteria.*
   b. *Share how these skills and links are shared with students.*
   c. *Discuss examples and related formative assessment tasks.*
   d. *Peer-evaluate and give feedback.*

3. Share examples of learning experiences that explicitly develop ATL skills.
   a. *Share specific examples of activities and resources that develop a given ATL skill cluster, category, or strand.*
   b. *Brainstorm ideas for each and supporting resources.*
   c. *Peer-evaluate and give feedback.*

Possible approaches to discussing ATL skills in MYP Units:
1. Peer-evaluate incorporation of ATLs into learning experiences and assessments. Use the MYP Unit Planner Evaluation rubric.

2. After sharing best practices, brainstorm lists of activities for those ATL categories that are more challenging to develop.

Topic: Interdisciplinary Units

Using the MYP Unit Plan Evaluation Rubrics and the Subject Guides - evaluate and discuss unit plans brought to the discussion.

      a. Distribute copies of the unit plans electronically or on paper so all members have copies of all unit plans available.

      b. Determine which unit plan to begin with and use the document "Evaluating MYP Unit Planners" to work through each unit, one at a time. This can be done by individual teachers at first, giving the unit a 'grade' for each category and then discussing the results.

      c. Conversation can move to a review of the unit based on the results of the information shared, a common understanding of good MYP and Subject-specific practices, and a student-centered learning approach.

      d. Use the descriptors on the Evaluating MYP Unit Planner Rubrics document to guide discussion

      e. Use the Subject-specific aims & objectives to guide discussion

Additional Topics of Conversation:

1. What difficulties has your school/subject encountered and how have you worked through them?
2. How is your department organizing the collaborative planning, marking, standardization, and reporting of IDUs? Challenges? Solutions?
3. What are examples of successful IDUs in your school? What makes them successful and how can that be replicated or imitated in other subjects?

Topic: Standardization and Assessment

The focus of this topic is establish understanding of the criteria, its application in assessments, and standardization practices.

Looking at teacher work:

Share best practices for this topic as well as examining the assessments provided.

Consider and discuss example assessments brought to the discussion:
a. Are the Aim and Objectives clearly known by the students? Are the instructions clear and precise?

b. How do these tasks allow for students to reach the highest level of achievement?

c. How is this assessment completed by the student? If it is not an in-class exam, is there an opportunity for feedback (teacher-, peer- or self-) prior to submission? How is the task scaffolded? Is the timeline for completion clearly presented?

d. Which criteria are being evaluated? Is the task-specific clarification evident? Is the method of evaluating these criteria challenging and engaging? What are other possible options for evaluating these objectives?

e. Is the task grounded in the statement of inquiry? Does it allow for real-world engagement on the part of the student?

Looking at Student work:

1. How often to different schools standardize marking? What strategies are in place?
   a. *Share your examples.*

2. Ask participants to bring samples or work or share in advance. Standardize marks.