GOOD PRACTICES

1	Title	*Teaching in International School Premjers (International School IB MYP)*
2	Country	*Switzerland*
3	How is/was it promoted?	- as a part of a school curriculum International School IB MYP concept offers high-quality programs of international education; develops unique approaches relevant for a global society; helps to prepare students for further education and a lifetime learning.
4	Context of implementation	*The context where the best practice was developed* ✓ large city ☐ small city ☐ village
5	Goals of the activity	*To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.* *The program encourages students to become active, compassionate and lifelong learners, who understand that other people, with their differences, can also be right.* *The program provides a special learning environment, encouraging students to make connections between their studies and the real world.*

6	Description	*A detailed description of the practice (500 words), describing:*
		  a. **Content** of the educational activities carried out *(what participants did/are doing)*
		  b. **Main Steps** *(what was the preparation, what activities the participants went through, what were the results)*
		  c. **Theories,** on which the practice was based on
		The approaches are centred on a cycle of inquiry, action and reflection—an interplay of asking, doing and thinking—that informs the daily activities of teachers and learners. They also place a great deal of emphasis on relationships. This reflects the IB's belief that educational outcomes are profoundly shaped by the relationships between teachers and students, and celebrates the many ways that people work together to construct meaning and make sense of the world.
		The approaches are deliberately broad, designed to give teachers the flexibility to choose specific strategies to employ that best reflect their own particular contexts and the needs of their students.
		In all IB programmes, teaching is:
		  • based on inquiry: A strong emphasis is placed on students finding their own information and constructing their own understandings.
		  • focused on conceptual understanding: Concepts are explored in order to both deepen disciplinary understandings and to help students make connections and transfer learning to new contexts.

- developed in local and global contexts: Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.
- focused on effective teamwork and collaboration: This includes promoting teamwork and collaboration between students, but it also refers to the collaborative relationship between teachers and students.
- designed to remove barriers to learning: Teaching is inclusive and values diversity. It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.
- informed by assessment: Assessment plays a crucial role in supporting, as well as measuring, learning. This approach also recognizes the crucial role of providing students with effective feedback.

Focus on approaches to learning is grounded in the belief that learning how to learn is fundamental to a student's education. The five categories of interrelated skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process.

The same five categories of skills span all IB programmes, with the skills then emphasized in developmentally appropriate ways within each programme. The five categories are:

- thinking skills—including areas such as critical thinking, creative thinking and ethical thinking
- research skills—including skills such as comparing, contrasting, validating and prioritizing information
- communication skills—including skills such as written and oral communication, effective listening, and formulating arguments
- social skills—including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution
- self-management skills—including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.

The development of these skills plays a crucial role in supporting the IB's mission to develop active, compassionate and lifelong learners. Although these skills areas are presented as distinct categories, there are close links and areas of overlap between them, and the categories should be seen as interrelated.

Each of the four IB programmes provides a detailed and developmentally appropriate curriculum or curriculum framework that is broad, balanced, conceptual and connected.

IB programmes offer students access to a broad and balanced range of academic studies and learning experiences. They promote conceptual learning, create frameworks within which knowledge can be acquired, and focus on powerful

		organizing ideas that are relevant across subject areas and that help to integrate learning and add coherence to the curriculum. The programmes emphasize the importance of making connections, exploring the relationships between academic disciplines, and learning about the world in ways that reach beyond the scope of individual subjects. They also focus on offering students authentic opportunities to connect their learning to the world around them. It could be concluded that actually IB school is using STEAM approach.
7	Implementation choices	*Write a brief presentation of the best practice (max: 500 words) by referencing to:* a. Target groups b. Other participants in the activity, besides the promoter and the target groups (*did it take place in cooperation with an external educational facility, a group of parents*) c. Duration of a standard session/activity d. Number of sessions/activities e. Teaching methodology, if applicable f. Type of assessment and tools used to identify the benefits/progress Target groups are students from 3 till 19 years of age. In the PYP, learning aims to transcend traditional boundaries between subject areas. Students explore six transdisciplinary themes of global significance: who we are; where we are in place and time; how we express ourselves; how the world works; how we organize ourselves; sharing the planet. In the MYP, students explore six global contexts that are developed from, and extend, the PYP transdisciplinary themes: identities and relationships; personal and cultural expression; orientation in space and time; scientific and technical innovation; fairness and development; globalization and sustainability. In the DP, the curriculum consists of six subject groups and the three elements of the DP core. As one of these core elements, the theory of knowledge (TOK) course encourages students to become more aware of their own perspectives and assumptions through an exploration of the fundamental question of how we know what we know. In the CP, students combine the study of DP courses with career-related studies and the four elements of the CP core. As one of these core elements, the personal and professional skills course focuses on preparing students to effectively navigate a range of personal and professional situations that they may encounter in the workplace. Duration of the program is divided into school grades, one year consists of 2 semesters, from September till May. There are 2 types of assessment – formative and internal. Students are assessed on the basis of tasks (presentations, quizzes, games, simulations, case studies, tests, projects, group activities, etc.) performed throughout the study year, and Extended essay that is evaluated by external piers. Part of the assessment depend on independent work of the students. During Covid-19 pandemic classes were held online and the same assessment tools were used, but in electronic form.

		If the activity described took place during covid-19 pandemic, mention if and to what extent it has been carried out in presence and/or online. If the activity started before covid-19 and continued during, how was it adapted?
8	**Materials**	*The materials/support required for carrying out the activities of the good practice* *All the resources used during the periods of study are supplied/recommended by IB platform, teachers can use other resources they consider useful in the process and relevant to topics/units of the courses they teach.*
9	**Who runs the activity**	☐mentors ☐an organization/institution ✓a school ☐an informal group ☐an NGO ☐other
10	***Benefits and results***	*(max: 500 words)* a. The benefits of this best practice for the target groups b. Community/social impact *Benefits are described in part 6 of this document.*
11	**Relevance for the GATE Project**	*(max: 500 words) (see index of methodological material)* **a. Did the practice use Socio-Emotional Learning and/or the STEAM approach?**(if it did, please explain) **b. Did the practice aim to increase the 21ˢᵗ Century Skills?** (if it did, please explain) **c. Was the practice following certain inclusive principles, such as Universal design for learning for example?** (if it did, please explain) The relevance is evident and also is described in part 6 of this document.
12	**Website/E-mail /Other contact info + References, if any**	*References should be cited by using the APA referencing style (https://libguides.murdoch.edu.au/APA#:~:text=The%20APA%20referencing%20style%20is,and%20the%20year%20of%20publication.)* *Provided by ISMA, Latvia*