



Professional Learning and Capstone

PK12-IB4

Related Program(s):

OISE Certificate in International Education, International Baccalaureate (IB)
(Diploma Programme)

Facilitated By:

To Be Confirmed

Course Details

Format: 100% Online, Facilitator-led
Hours: **18 hours** (including inquiry, action and reflection through online discussion)
Duration: 3 weeks + a maximum of 4 months to complete capstone project

Who should attend? Qualified high-school teachers or students in university teacher education degree programmes who will graduate with high school qualifications, who are interested in teaching in IB high schools.

Prerequisites: Completion of: PK12-IB1 Curriculum Processes,
PK12-IB2 Approaches to Teaching and Learning and
PK12-IB3 Assessment and Learning

Course Outline

Description:

As the final course in the OISE Certificate in International Education for International Baccalaureate (Diploma Programme), you'll participate in two distinct learning components: Professional Learning (three modules), and a Capstone Project. You'll continue to practice the IB inquiry cycle (*Inquire-Act-Reflect*) as you examine the principles, processes and impact of reflective practice, and explore the value of collaborative working and communities of practice in professional practice.

Professional Learning Component:

Throughout the three modules, you will have the opportunity to collaborate with peers, participate in inquiry-based tasks and reflect on current practice as you:

- Explore the principles and processes of reflective practice, including the impact of reflection on student learning and improving teaching practices within the IB Diploma Programme
- Understand the role of collaborative working in planning, implementing and evaluating the IB Diploma Programme's learning targets
- Discover the interactive technologies and communities of practice that enable professional engagement amongst IB Diploma Programme practitioners

Capstone Project:

The Capstone Project will allow you to further develop the practical knowledge and skills you have acquired throughout the program as you create a unit of inquiry that aligns with the IB Diploma Programme's learning targets, mission, and overall philosophy. Your work will be captured through a unit of inquiry portfolio, which must include the written curriculum, assessment components, and reflective evaluations of your teaching approach within the unit of inquiry. At the start of the project, you will be paired with a practicing IB teacher in an authorized school, who will act as a mentor to guide and assess your practical learning throughout the project. **If you are currently teaching in a school, you will be able to apply your portfolio work in the classroom, and provide your mentor with samples of student work, evidence of observation by a peer or supervisor, and feedback from their students. If you don't have access to a class, you will apply your portfolio work in a simulative, interview-based format with your mentor.**

Course Objectives:

By the end of this course you will have demonstrated the ability to... develop collaborative relationships with an IB mentor and be familiar with the online curriculum center (MyIB) resources available online that will support innovative teaching and learning in an IB Diploma Programme. You will demonstrate your consolidation of learning across all of the courses through the creation of a unit of study in your chosen area of specialization.

Course Requirements:

The course requires a computer and online access to the OISE course environment, as well as the ability to connect online to other websites and resources as required.

Learning Outcomes:

Learners who successfully complete the course will have demonstrated the ability to:

1. Reflect on their practice to improve teaching and learning in an IB context
2. Demonstrate knowledge in embedding the standards and practices for implementing an IB programme
3. Participate in an IB authorization and evaluation process
4. Collaborate with an IB mentor and/or colleagues in an IB school to plan, design and implement an IB programme
5. Use the online curriculum center (MyIB) resource
6. Complete a subject-specific capstone assessment that applies the learning of all four (4) OISE IB courses

Learning Evaluation Plan:

Method of evaluation in this course is as follows with 100% of grade as assessed by an OISE Continuing and Professional Learning (CPL) rubric:

1. Active online reflection and participation – 20%
2. Journal Reflections – 20%
3. Capstone Project – Practicum Portfolio* – 60%

*The practicum portfolio requires you to keep a reflective journal, evaluate samples of practice or interview your mentor, design a variety of assessment tasks, and develop a unit of inquiry for your subject specialization

Successful completion of the course requires a B- (70%) or above.

Attendance Requirements:

Learners must complete online posts and assignments as per the schedule set out by the Facilitator over the 6-week period, approximately 6 hours of work in total each week.

Topical Overview:

1. Module 1 Reflective Practice
 - The Process of Reflection and its Role in Improving Teaching and Learning in an IB Programme
 - The Current Standards and Practices Pertaining to Implementing an IB Programme
 - Current Innovations and Thinking in International Education and their Application to the IB DP Programme
 - The IB Programme Authorization and Evaluation Process
2. Module 2 Collaborative Working & Building Communities of Practice
 - IB Programme Requirements and Effective Collaborative Planning
 - The Role and Functionality of the online curriculum centre (MyIB)
 - The Effect of Building and Participating in Communities of Practice
 - Opportunities for Engaging in the National and International IB Community
3. Capstone Project in Partnership with an IB Educator Mentor
IB subject matter experts mentor you as you develop a Unit of Inquiry Portfolio which will incorporate the following areas:
 - Unit of Inquiry
 - Application of Unit
 - Reflection on Evolving Practice as an IB Educator

Materials / Recommended Readings:

All articles and reading material and IB resources will be provided by your facilitator and will be made available online through the course learning environment.

Polices, Procedures, Disclaimers:

The principle of academic integrity requires that all work submitted for evaluation and course credit be the original, unassisted work of the student. Cheating or plagiarism including borrowing, copying, purchasing or collaborating on work, except for group projects arranged and approved by the facilitator, or otherwise submitting work that is not the student's own violates this principle and will not be tolerated. Students who have any questions regarding whether or not specific circumstances involve a breach of academic integrity are advised to review the Academic Integrity Policy and procedure and/or discuss them with the facilitator.

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