

## Summary Notes for October 9, 2024



**Hello Amazing IB Coordinators!**

**Here are the Summary Notes and resources links from our October IB Coordinators Chat. Our theme for 2024-2025 is IB Dreams to Action.**

*(Click on the links and images throughout the notes to access more information.)*

Thank you to everyone who was able to join in our IB Coordinators Chat and contribute to wonderful, collaborative thinking using this provocation, **How can we create a culture of belonging by exploring identities and relationships?**

**Belonging is the Lens for our Theme's Explorations:  
(Programme Standards & Practices Environment 02)**

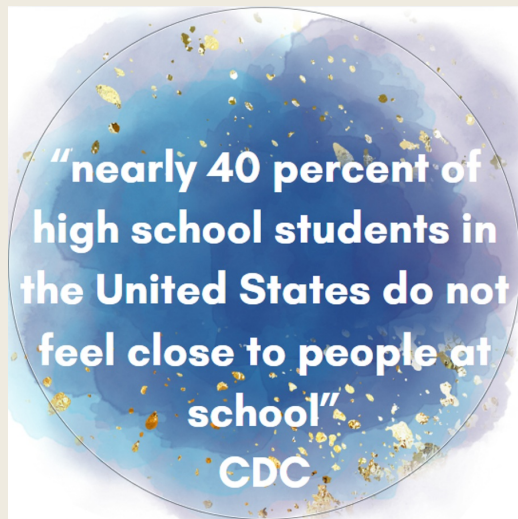
**1 What?> What elements of the learning environment in IB World Schools support student success?** We reflected on the Student Support practices under Programme Standard Environment 02 that communicates that IB World Schools "foster the social, emotional, and physical well-being of its students and teachers" by "promoting open communication based on understanding and respect."

Recent statistics found in an article, **What Gets in the Way of Students Feeling a Sense of Belonging at School** in Education Week, July 2024 states that 40% of high school students in the US do not feel connected to people at school. This alarming number is one

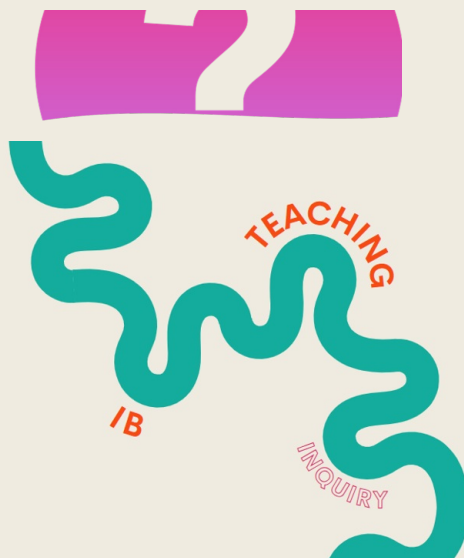


We looked again at a Stanford researcher, Geoffrey Cohen's definition of belonging- "Belonging is the feeling that we're part of a larger group that values, respects, and cares for us..." as we

indicator that we thought about as being a reason to focus on belonging in our schools.



thought about, **How can we turn our IB Dream, Belonging, to Action?** We explored this question by thinking about how we might use the global contexts of Identities and Relationships to create a culture of belonging because this MYP: and DP: From principles into practice statement explains, "*Teaching and learning in **global contexts** supports the IB's mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect."*



## 2 So What?> Exploration of Belonging in the IB Learner Profile (IBLP) and Approaches to Teaching (ATT)- Inquiry:

We looked at Relationships & a Student-Led Inquiry Environment by thinking through two filters that asked, Does our unit 1) create opportunities to experience joy, wonder, confusion, curiosity in a supportive environment? and 2) offer students opportunities to collaborate with others in a process of 'sense-making'?

We considered various inquiry learners' work environments represented in the **Empowered Inquiry Spaces** sketchnote.

## 3 Now What?> Uncovering Identities to Build Belonging:

We used a PYP Nano PD, "Knowing our learners", that is Cross-programmes appropriate with minor adaptations, to discuss what such an activity looks like in our own school context. The first activity in the nano PD that we utilized is **Exploring Students' Identities**. We worked together to look at the three sample students' "identity flowers" to think and discuss these two questions:

How would you use this knowledge to:

- connect students through their commonalities?
- develop an appreciation of diversity through recognition and valuing of differences?
- 

We concluded with a quick **I used to**



**think, Now I think Project Zero Thinking Routine** around our focus on Belonging.



## 4 Collaborating with our Programme Coordinators Breakout:

**PYP Professional Inquiry:** IB Exchange  
**MYP Professional Inquiry:** MYP Projects-Community and Personal Project Discussions

**DP/CP Professional Inquiry:** Capturing data and Providing Opportunities for Programme Support

**Admin Professional:** IB from the Administrators Lens  
 For questions or requests, email [jill.sims@casieonline.org](mailto:jill.sims@casieonline.org).



## More Resources That We Shared and Viewed:

Below are additional resources we can use in our exploration of Belonging:

**Empowered Inquiry Spaces**  
 @trev.mackenzie @nbathursthunt

	<b>Cave</b> The cave is a private space where an individual can think, reflect and transform learning from external knowledge to internal understandings. <i>A place for independent work and reflection.</i>
	<b>Watering Hole</b> The watering hole is an informal place where peers can share information and discoveries, acting as both learner and teacher simultaneously. <i>A place for collaborative group time.</i>
	<b>Campfire</b> The campfire is a space where people gather to learn from an expert. The experts are not only teachers but also students who are empowered to share. <i>A place for large group gathering and sharing.</i>
	<b>Life</b> Life is a space designed to support the application of knowledge and is an essential component of the learning process. We learn something and put it to use. <i>A place for knowledge application.</i>

Inspired by: David Thorpe #InquiryMindset



**Empowered Inquiry Spaces Sketchnote CASIE Blog- Embracing Inquiry**

You are invited to join CASIE's social media family by clicking the links on the right. Also, remember that we have a **resources toolkit** on our website, designed to provide you additional support.





We hope that you can join us for the  
IB Coordinators Chat series during  
the 2024-2025 Schoolyear!

We will have opportunities for you to  
learn, network, and problem-solve  
with your IB colleagues.

### 2024-2025 School Year Meeting Dates

November 13, 2024

December 11, 2024

January 15, 2025

February 12, 2025

March 12, 2025

April 16, 2025

[RSVP to future IB Coordinators Chats HERE](#)

Enhance your Staff's IB Professional  
Development at CASIE's Workshops!



### 2025 IB Workshop Dates:

February 7-9, 2025 - Virtual

March 14-16, 2025 - Virtual

June 10-12, 2025 - In-person

July 8-10, 2025 - Virtual

October 17-18, 2025 - Virtual

## More Information



Contact Us Today

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