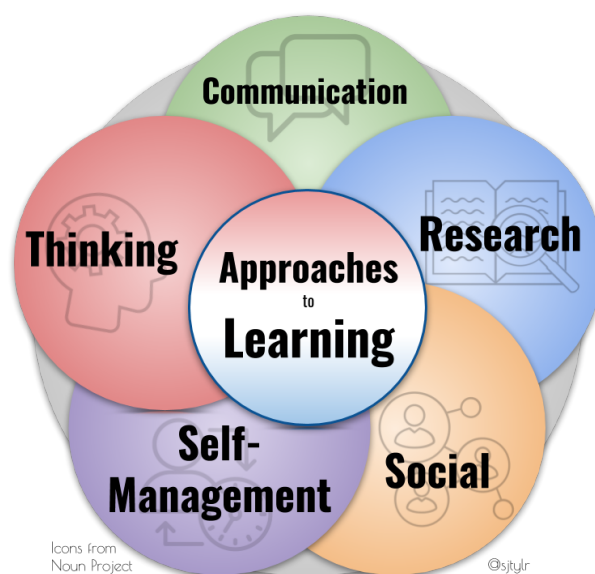


RIVERSTONE INTERNATIONAL SCHOOL



Approaches to Learning & Learner Profile High School Grade Alignment

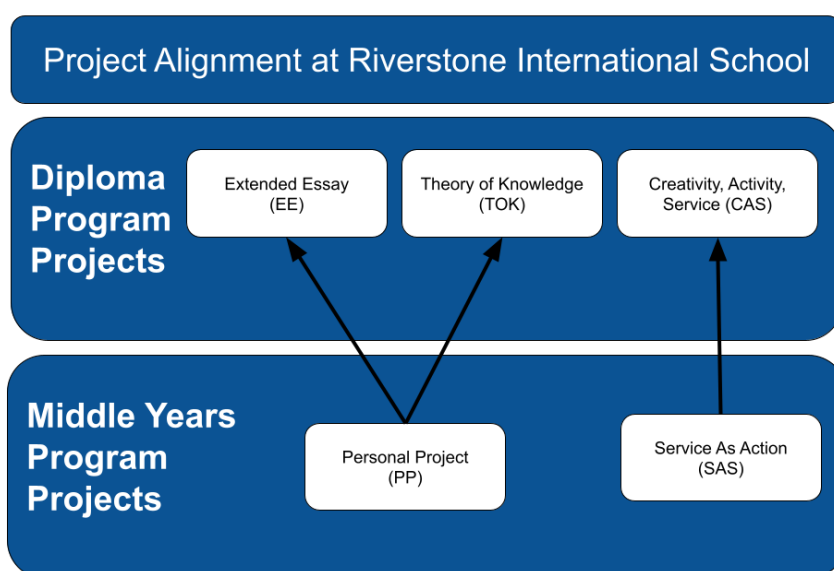


Building the Skills

— What are the skills needed to be successful? —

Recently, the high school has made some shifts in approaching the developmental needs of our students. This resulted in more course choices to align with individual goals, mixed courses with various grade levels to support broader social dynamics as well as availability for choice, and a focus on the development of grades 9 and 10 in preparation for the diploma program.

As we continue to develop the high school, we have identified specific needs of students at various developmental levels. In order to still build on the skills needed for each grade level specifically, we will be using whole grade projects already in place to develop these skills. Using the IB framework as the basis for the skills to be built, we will focus on specifics at each grade level through the whole grade projects.



In high school, there is a focus toward college preparation. As a result, we provide significant course choices to align with individual goals, mixed courses with various grade levels to support broader social dynamics as well as scheduling availability for choice with a focus on the development of grades 9 and 10 in preparation for the diploma program and onward to the next stages after leaving here.



In order to still build on the skills needed for each grade level specifically, we will be using whole grade projects already in place to develop these skills. Using the IB framework as the basis for the skills to be built, we will focus on specific elements of the Learner Profile (figure 1) at each grade level through the whole grade projects.



IB LEARNER PROFILE

Who are we becoming through our learning in MYP?

Adapted from: ibo.org/benefits/learner-profile/



INQUIRERS

As IB Learners we strive to:

- Nurture our curiosity
- Learn independently and with others
- Learn with enthusiasm all our life



KNOWLEDGEABLE

As IB Learners we strive to:

- Develop and use conceptual understanding to explore knowledge
- Engage with issues and ideas that are important in our lives and for the whole world



THINKERS

As IB Learners we strive to:

- Use critical and creative thinking skills to analyze and take action on complex problems
- Show initiative in making reasoned and ethical decisions



COMMUNICATORS

As IB Learners we strive to:

- Express ourselves confidently and creatively in more than one language
- Collaborate effectively by listening carefully to the perspectives of others
- Share our ideas respectfully



PRINCIPLED

As IB Learners we strive to:

- Act with integrity, honesty and a strong sense of fairness and justice for all
- Take responsibility for our actions and their consequences



OPEN-MINDED

As IB Learners we strive to:

- Appreciate our own cultures and personal histories, as well as the traditions and values of others
- Seek and evaluate a range of points of view
- Grow from our experiences



CARING

As IB Learners we strive to:

- Show empathy, compassion and respect
- Commit to service learning
- Act to make a positive difference in the lives of others and in the world



RISK-TAKERS

As IB Learners we strive to:

- Work independently and cooperatively to explore new ideas
- Develop innovative strategies
- Be resourceful and resilient in the face of challenge, change and uncertainty



BALANCED

As IB Learners we strive to:

- Balance different aspects of our lives - intellectual, physical, and emotional
- Create well-being for ourselves and others
- Recognize our interdependence with other people and the world in which we all live



REFLECTIVE

As IB Learners we strive to:

- Consider the world, our own ideas and our experiences thoughtfully
- Understand our strengths and weaknesses in order to support our learning and personal development

(Figure 1) - IB Learner Profile



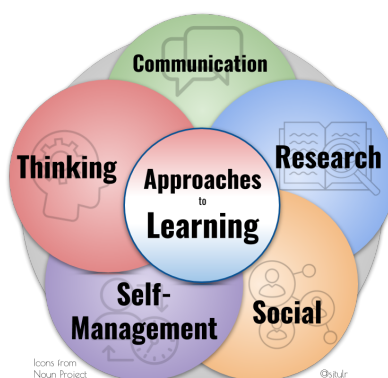
Approaches to Learning

(ATL's)

The development of skills such as thinking skills and communication skills is frequently identified as a crucial element in preparing students effectively for life beyond school. Developing students' ATL skills is about more than simply developing their cognitive skills. It is also about developing affective and metacognitive skills, and about encouraging students to view learning as something that they "do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching"

The term "skill" is therefore used in a broad sense in the DP to encompass cognitive, metacognitive and affective skills. Cognitive skills include all the information-processing and thinking skills, often called "study skills" in a school environment. Affective skills are the skills of behavior and emotional management underpinning attitudinal factors such as resilience, perseverance and self-motivation, which often have a large role to play in educational achievement. Metacognitive skills are the skills that students can use to monitor the effectiveness of their learning skills and processes, to better understand and evaluate their learning.

In the DP, as well as in the Primary Years Programme (PYP) and Middle Years Programme (MYP), these cognitive, metacognitive and affective skills are grouped into the same five ATL categories, as seen below.



Although these skill areas are presented as distinct categories, there are obviously close links and areas of overlap between them, and it is intended that these categories should be seen as interrelated. It is also the intention that these ATL skills should be seen as linking closely with the attitudes and dispositions identified in the IB learner profile. The learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. It is an easily communicated set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.



Grade 9

— Service As Action —

Grade 9 Learner Profile and ATL Focus

The transition into Grade 9 is intended to support students in learning how to take the essential learning criteria developed throughout grade 6-8 and build toward the more content heavy approach of the diploma program.

Students in Grade 9 will learn more about their local community and how they can have an impact on it through their focus on Service As Action. This serves as a strong segue into high school providing students with a stronger sense of self and development of their identity as leaders and changemakers in the community. Although all Learner Profile traits are emphasized throughout their time in high school, the focus of Grade 9 is in developing intentionally in "Open-Minded", "Reflective", and "Caring".

All ATL's will be addressed at the age appropriate levels throughout their courses, but overall, the focus in grade 9 will be on Self-Management and Social as these are essential in building toward the future attributes necessary of Riverstone students.

Nature of Service As Action - Grade 9

Grade 9 students engage in service learning through the IB framework of "Service As Action". Service as action leads towards a set of developmentally appropriate outcomes. It helps students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community by engaging them in-depth inquiry that leads to action.

Aims: Service As Action in Grade 9

MYP students should, through their engagement with service as action:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action



- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner

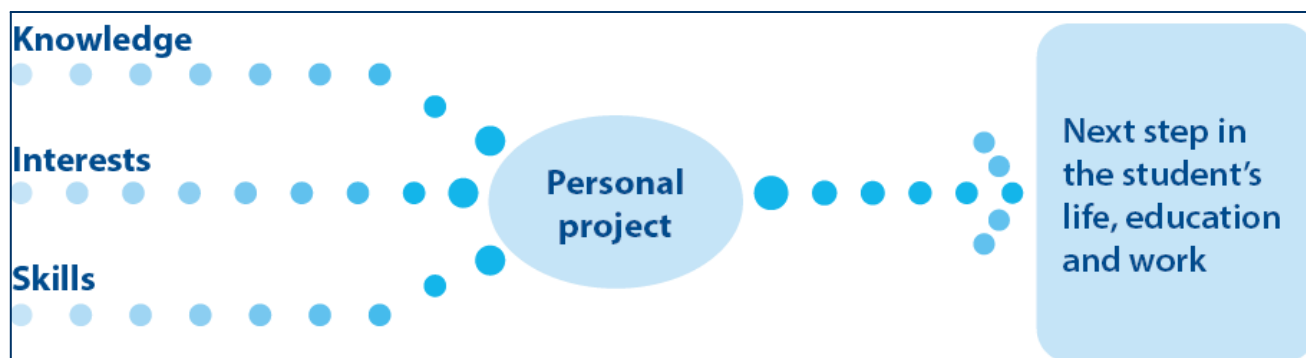
profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

Grade 10

— Personal Project —

With the foundational self-management and social ATL's developed in the prior year, students in grade 10 will take the various community projects completed in grade 9 to delve into their own personal interests and visions in how they can work as an individual to enhance their community through the Personal Project.

It is necessary for the students to continue building on self-management, while learning new strategies to support the development of Research and Communication skills.



Grade 10 ATL and Learner Profile Focus

All courses will address the ATL's and the Learner Profile attributes are at the core of our school culture. However, in the journey toward the DP, Grade 10 students learn new ways to research and communicate that research to a broader audience through the Personal Project.



We focus on students being principled and inquisitive throughout the process while encouraging them to be risk-takers in exploring something slightly outside of their comfort zone.

Nature of Personal Project: Grade 10

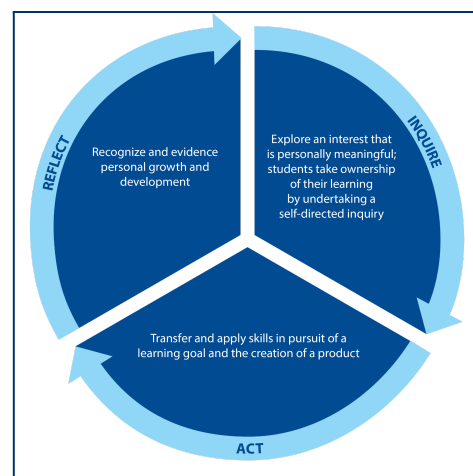
The personal project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills.

The personal nature of the project is important; the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on, which can be an existing or a new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP.

The personal project provides students with an essential opportunity to demonstrate ATL skills developed through the MYP and to foster the development of independent, lifelong learning. The independent nature of the project equips students to pursue meaningful goals in life, education and the workplace.

Learning Aims: Grade 10 Personal Project

- Inquire
 - explore an interest that is personally meaningful
 - take ownership of their learning by undertaking a self-directed inquiry
- Act
 - transfer and apply skills in pursuit of a learning goal and the creation of a product
- Reflect
 - recognize and evidence personal growth and development.





Examples at Riverstone: Grade 10 Personal Project

Example 1: Through my Personal Project, I hope to have taught a student with no prior music knowledge to play a song that I write. To accomplish this goal, I will need to have lessons with the student about 25 times, teaching them rhythms, notes, hand coordination, and, most importantly, how to read music. The song that I write will include all of these things. This will help the student continue piano lessons if they want to and help them problem-solve in the future. I hope to complete this goal in the next five months, but I might continue this throughout high school.

Example 2: My product will be a picture book in Spanish about how to adapt to living in a new place or a new environment.

Example 3: I will learn about sustainability in major corporations in my community, specifically resource and waste management at St Luke's Hospital. I will do this by talking to St Luke's doctors/nurses/administration at the hospital at least 2 times by the end of the project. I will also document my learning and research done by taking notes during these meetings and turn them in to show my development in my understanding and knowledge. This is very relevant to me and my community as reducing waste and pollution in large corporations is a big issue in modern society with climate change. It is also timely as I can learn about sustainability by talking to people and researching easily by the end of the semester.



IB Assessment Criteria - Personal Project

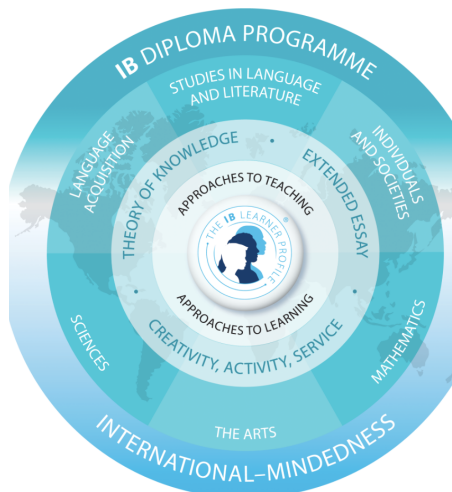
The Personal Project is the first item students will have sent off to be assessed externally by the IB. Students will get feedback on their progress toward each of these objectives in order to adequately prepare for the Diploma Program.

These criteria build toward the criteria for the Extended Essay.

Objectives Project	Planning	Applying skills	Reflecting
Learning goal	State a learning goal for the project and explain how a personal interest led to that goal	Explain how the ATL skill(s) was/were applied to help achieve their learning goal	Explain the impact of the project on themselves or their learning
Product	State an intended product and develop appropriate success criteria for the product Present a clear, detailed plan for achieving the product and its associated success criteria	Explain how the ATL skill(s) was/were applied to help achieve their product	Evaluate the product based on the success criteria

The Diploma Program Projects (CORE)

— Grades 11 and 12 —





Nature of the Diploma Program

A distinguishing characteristic of the DP is a concern with the whole educational experience of each student.

The curriculum framework, and the supporting structures and principles, are designed to ensure that each student is necessarily exposed to a broad and balanced curriculum.

The learner profile and the core are positioned at the center of the programme, reflecting the priority given to affective disposition as well as cognitive development, and a concern with developing competent and active citizens as well as subject specialists. The core requirements of theory of knowledge (TOK), the extended essay and creativity, activity, service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.

Extended Essay

The extended essay offers the opportunity for DP students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. The area of research undertaken is chosen from one of the DP subjects and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

Creativity Activity Service

The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

Theory of Knowledge

TOK is a course that is fundamentally about critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. The TOK course examines the nature of knowledge and how we know what we claim to know. The task of TOK is to emphasize connections between areas of shared knowledge and link them to personal knowledge in such a way that an individual becomes more aware of his or her own



perspectives and how they might differ from others.

Grade 11

— DP CORE - Extended Essay Focus —

Grade 11: Learner Profile and ATL Focus

Grade 11 students are officially a part of the two year Diploma Program. It is essential that the skills and attributes developed up to this point are refined and put into action. However, Grade 11 students will still have a point of emphasis on the learner profile attributes of Knowledgeable, Balanced, Thinkers. The element of “balance” is extremely important in the transition to the DP as it is a very rigorous program and we want to support students in finding outlets outside of school to support their well-being.

The ATL’s of focus will be on Critical Thinking as this approach lends itself to the development of students at this age. Again, it’s built on in the years prior, but this is the chance for students to demonstrate mastery.

Nature of DP CORE in Grade 11

Grade 11 students are automatically enrolled in our DP CORE and Theory of Knowledge class, each meeting once per week. This course will support students in the development of the ATL’s and Learner Profile attributes as they learn and develop in the three CORE components; Creativity/Activity/Service (CAS), Theory of Knowledge (TOK), and Extended Essay (EE).

All elements of the CORE are addressed, but there is more emphasis on the extended essay throughout Grade 11.

Students will complete their first draft of the 4,000 word essay by the end of Junior year.



Aims of DP CORE in Grade 11

Theory of Knowledge

Transferring the critical-thinking process developed in TOK to the study of academic disciplines

Creativity, Activity, Service

Developing service learning opportunities in CAS that will build on a student's existing subject knowledge and contribute to the construction of new and deeper knowledge in that subject area

Extended Essay

exploring a topic or issue of interest that has global significance in an extended essay through one or more disciplinary lenses.

Objectives of Extended Essay Grade 11

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
• Topic • Research question • Methodology	• Context • Subject-specific terminology and concepts	• Research • Analysis • Discussion and evaluation	• Structure • Layout	• Process • Research focus



Tying it together: Personal Project and Extended Essay

Personal Project		Common Theme	Extended Essay	
Assessment Criteria	Descriptor		Descriptor	Assessment Criteria
Planning	state a learning goal for the project and explain how a personal interest led to the goal	What is going to be studied, how the research is going to be executed	Topic, research question, methodology	Focus and method
Applying skills	Explain how the ATL skills were applied to help achieve the goal, learn new subject material and apply it, demonstrate new knowledge through effective evaluation	New knowledge gained and demonstration of that knowledge	context, subject specific terminology and concepts	Knowledge and understanding
			research, analysis, discussion and evaluation	Critical thinking
Reflecting	Explain the impact of the project on themselves and their learning	Personal interest, global impact, reflection	Structure, layout	Presentation
			Process, Research Focus, Reflection	engagement

Grade 12

— DP CORE - CAS, TOK Focus —

Nature of DP CORE in Grade 12

By Grade 12, students will be putting the final touches on their Extended Essays. They will have also completed the Theory of Knowledge Exhibition.

They will now be using class time in DP Core and Theory of Knowledge to refine and build on the interconnections between subject areas. It will be largely student directed learning with more of an emphasis placed on their own reflections.

Grade 12: The culmination of it all

Grade 12 students show a tremendous amount of growth, especially when compared to themselves in Grade 9. It is during this year that students are at a reflective point in which they can see how all of the pieces of the puzzle have tied together to develop the student they've become.

They will now be able to confidently approach each of their subject area assessments with new skills in tow, address each of the CORE elements with ease, submit their 4,000 word essays, apply to colleges and universities, see the plans they've made for the future come to fruition, and look back fondly on the experiences they've shared with their peers.

It is at this stage in their development that students can truly deem themselves as Communicators and share with their peers the impact their journey has had.

