

During the rehearsal and development process for this task students are permitted to seek support and feedback from peer “mentors” (and in turn the student may work in the role of mentor for others). The role of the peer mentor should be to support the student in their practical exploration and in the preparation for the assessed presentation. They may ask questions and challenge the student to be clearer in the expression of their understanding of the world theatre tradition and their experiences of the process of practical exploration. This may involve question and answer sessions, support with choosing a moment of theatre, gaining feedback on the presentation and other structured coaching activities. Key interactions with peer mentors (who may or may not be members of the IB theatre class) must be clearly recorded in the theatre journal and addressed in the presentation where the student must reflect on how this support has impacted on their explorations and learning.

Other performers

This is an individual assessment task which requires each student to deliver a solo presentation. Other students or peers are not permitted to appear in the presentation.

Supplementary materials

Students can use any relevant and appropriate supplementary materials that will enhance the presentation of their research into performance and demonstrate the process of their explorations (such as projections, video extracts, handouts, images, props, photographs and so on). Where these are not clearly visible within the video recording of the presentation, students should submit them with the list of sources which is submitted as a requirement alongside the video recording.

Requirements of the video recording

As this external assessment is assessed on screen it is crucial that the video recording captures the full presentation. The video recording must be a continuous, unedited record and must capture any additional resources used during the task. The video camera must not be switched off at any point during the assessment task. More information and guidance on the video recording of internal and external assessments can be found in the Handbook of procedures for the Diploma Programme.

Audience

The audience for this task will be peers and, if possible, students of theatre. It is important for the audience to be open-minded, considerate and silent during each presentation. Because each student has a maximum of 15 minutes to present this assessment task, questions and interruptions are not allowed.

When presenting, students should find an opportunity to engage with their audience by being prepared, organized, coherent, committed and passionate about their chosen area of focus. Presenters should ensure they speak loud enough to be heard by both the live audience and the audience of the video recording. Where resources are used to enhance the presentation, copies of these resources should be submitted along with the list of sources (especially if these resources were not clearly seen or understood within the video recording). This could include PDF copies of presentation slides, projection images, handouts and photographs that may have been seen during the presentation.

Examples of possible scenarios, scenes or sequences

The table below outlines possible ways in which world theatre traditions and performance conventions could feasibly be explored through moments of theatre. These examples are for guidance only and are neither prescriptive nor restrictive.

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Wendy Bosberry-Scott

A red circular graphic with a gradient, partially overlapping the right edge of the light blue bar.

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Taking the IB CP Forward Jeff Thompson, Judith Fabian, Mary Hayden, 2017-06-11 The IB Career related Programme for 16 to 19 year olds was launched in 2012 Designed for young people who want to prepare for a career and the world of work alongside their academic studies this innovative programme adds a new dimension to an IB education opening it up to a wider range of student needs and aspirations This edited collection provides ideas and support for those involved in implementing the CP or planning to introduce it in the future The chapters are written by practitioners some of whom have been involved with the CP from its earliest days who provide forthright accounts of the significant rewards the introduction of the CP has brought to their students Taking the IB CP Forward explores the key elements of the programme its flexibility and how it can implemented to meet the needs of a range of educational contexts Contributors Dominic Robeau Theresa Forbes Chantell Wyten Cathryn Berger Kaye Patrick Daneau Alexandra Juniper Sara Woodcock Ramona Dietrich Mike Worth Catheryn Phipps Orive Paul Campbell Natasha Deflorian David Barrs Tony Smith Kate Greig John Carozza Conan de Wilde Peter Kotrc Julia Peters Stewart Redden John Bastable

PLCs at Work® and the IB Primary Years Programme Timothy S. Stuart, David (Cal) Callaway, 2022-10-28 Dive into the possibilities of moving toward a personalized approach to education With contributions from educators around the world PLCs at Work and the IB Primary Years Programme examines practices from envelope pushing schools within the International Baccalaureate Primary Years Programme PYP and shows how the tenets of professional learning communities can ensure that all students learn at high levels Educators will Contextualize PLCs at Work and personalized learning within the IB PYP Unpack the core components of the PLC at Work process and the IB PYP framework Discover how the PLC at Work process can support personalized learning in the early years Explore the essential role of educational assistants in a PLC at Work and the PYP Discuss the roles that RTI and the PLC at Work process play to support students with special needs in an IB PYP school Contents Introduction by Timothy S Stuart and David Cal Callaway Chapter 1 PLCs at Work in High Performing Schools by Timothy S Stuart Chapter 2 PYP and PLC A Perfect Pair by Kacey Molloy and Rianne Anderson Chapter 3 Mathematics and Literacy in the IB PYP by Yodit Hizekiel Chapter 4 Response to Intervention in the PYP by Jaqueline Olin Chapter 5 Early Years Education and a Pedagogy of With by Laura Jo Evans Chapter 6 The Educational Assistant in the PYP and PLC by Eyerusalem Kifle Chapter 7 Leading Change in the PYP Through PLC by Calley Connelly Afterword by Timothy S Stuart and David Cal Callaway Index

Introducing the IB Diploma Programme Marc Abrioux, Jill Rutherford, 2013-02-14 Schools wishing to introduce the IB diploma programme are faced with major investment in terms of time effort and money in order to become authorised This manual is a resource for schools already offering the diploma as well as for prospective diploma schools Global to Local Curriculum Policy Processes Susan Ledger, Lesley Vidovich, Tom O'Donoghue, 2014-08-20 This book explores the dynamics of curriculum policy processes involved in the adoption production and enactment of the International Baccalaureate Primary

Years Programme IBPYP accredited by the International Baccalaureate Organization IBO It addresses deficits in current literature and provides insight into and the complexities involved within a framework that takes cognisance of the relationships between global regional national and local levels of education policy processes In doing so it contributes to the current body of research on international education remote education and policy processes The IBPYP is one of the three programmes that go to make up the increasingly popular suite of programmes offered by the IBO Given the exponential growth of international schools caused by an ever changing globalized world and a mobile workforce international curriculum policy is becoming more complex This has led to a recognition of the need for a range of policy analysis studies in the field The study presented in this book was conceptualised in the light of such recognition This relatively uncharted field has been explored by focusing on one of the most unusual settings Accordingly the adoption production and enactment of the IBPYO at three remote international schools has been examined The study also addresses how the phenomena of international schools and remote schools complement or compete with each other This results in a better understanding of the educational policies informing both international schools and remote schools and the interconnectivity that might exist between them

Yes, But I Already Differentiate Catarina B S Santos, 2025-12-24 Yes But I Already Differentiate is a practical and reflective survival guide for Learning Support teachers classroom teachers and school leaders navigating resistance to accommodations in schools whether within IB programmes or other educational contexts Grounded in real conversations from PYP MYP and DP classrooms this book unpacks the phrases Learning Support professionals hear again and again That s not fair I don t have time They re just lazy not trying Through clear reframes programme specific insights and ready to use language this guide helps educators advocate for student access while preserving professional relationships rigor and collaboration With wit empathy and deep respect for the realities of teaching this book validates the emotional labor of Learning Support work and offers tools that actually work A must read for IB educators who care deeply about inclusive equitable learning from classroom teachers to Learning Support professionals and school leaders Catarina B S Santos Ph D is a psychopedagogue educator and author with over 20 years of international experience supporting diverse learners She works as a Learning Support teacher in a leading IB school and is the founder of 4Learnings Education www.4learnings.com where she supports educators in strengthening inclusive teaching practices and empowering resilient learners Dr Santos is the author of *Building Awareness from A to Z Mindful Adventures for Brave Hearts Empowering Tales for Children* and *Yes But I Already Differentiate A Learning Support Survival Guide in IB Schools* a practical and reflective guide for Learning Support teachers classroom educators and school leaders navigating resistance to accommodations in schools including IB contexts

Educational Reform and International Baccalaureate in the Asia-Pacific Coulson, David Gregory, Datta, Shammi, Davies, Michael James, 2021-02-19 The need to reform secondary level education to prepare young people for new economic realities has emerged In an age of constant career changing cognitive flexibility is a top priority

skill to develop in today's students. This shift requires methodological innovation that enhances children's natural abilities as well as updated focused teacher education in order to prepare them adequately. Educational Reform and International Baccalaureate in the Asia Pacific is a collection of innovative research that examines the development and implementation of IB curricula. Highlighting a wide range of topics including critical thinking, student evaluation, and teacher training, this book is ideally designed for educators, curriculum developers, instructional designers, administrative officials, policymakers, researchers, academicians, and students. *Bringing Innovative Practices to Your School* Jayson W. Richardson, 2019-10-10

Exploring issues of student agency, equity, assessment, teaching, management, teacher leadership, and use of technology, this book provides strategies, tips, and guidance for enacting innovative change in today's schools. Drawing from unique and creative approaches at international schools, real practitioners share their stories and best practices. Chapters contain engaging snapshots of the innovative practices currently happening in international schools, translate those practices into leadership actions, and show how those innovations are played out in localized contexts. This exciting book is for every school and district leader keen to think outside the box, reassess their school's strengths, and improve the purposes and means by which they educate students. **The John Catt Guide to International Schools 2010/11** Wendy Bosberry-Scott, 2010-10

Containing up-to-date information on the full range of international schools, including single-sex, co-educational, day and boarding schools, this guide will assist parents and children in choosing the right international school for them. **General Guide to the International Baccalaureate** International Baccalaureate Office, 1977 **The ECIS International Schools Directory 2009/10** Derek Bingham, 2009-09

The ECIS International Schools Directory 2009-10 contains up-to-date facts on more than 800 schools worldwide and comprehensive details of over 570 of them, which are ECIS members. **A Resource Guide for Teaching K-12** Richard D. Kellough, 2007

Practical and thorough, this engaging resource guide truly practices what it preaches: hands-on activities, rich research-based performance-driven teaching. With its hallmark practicality, the text uses case studies, sample units with lessons, opportunities for practice and feedback, and activities to equip future teachers with numerous examples of best practices, current research findings, and proven teaching strategies. This is truly one of the most comprehensive texts on the market today, made even better in this latest edition with its organization designed around the decision-making phases of instruction. *UFSI Reports*, 1984 **Technical Assistance Report**, 1983 The Handbook of Private Schools Porter Sargent Publishers, 2008-09

Provides objective, detailed listings of the top private elementary and secondary schools in the United States. Tuition, endowment, curriculum, faculty, and college placement records are among the many topics that parents, educators, librarians, and consultants will need in helping place the right child in the right school. The Athenaeum James Silk Buckingham, John Sterling, Frederick Denison Maurice, Henry Stebbing, Charles Wentworth Dilke, Thomas Kibble Hervey, William Hepworth Dixon, Norman Maccoll, Vernon Horace Rendall, John Middleton Murry, 1904 *African Study Monographs*, 1995 **Irish Bee Journal**, 1906 **International Schools as Agents for**

Change Nigel Bagnall, 2008 The book discusses various aspects of international schools the literature available the students who attend them the teachers and the teacher education programs curriculum multiculturalism and global citizenship

The Athenaeum ,1904 **Education in Africa** Phelps-Stokes Fund. African Education Commission (1920-1921), Thomas Jesse Jones, 1922

Ibo Guide Learning Support Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the power of words has become more evident than ever. They have the ability to inspire, provoke, and ignite change. Such could be the essence of the book **Ibo Guide Learning Support**, a literary masterpiece that delves deep to the significance of words and their effect on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book's key themes, examine its writing style, and analyze its overall impact on readers.

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