

# Developments in the Diploma Programme

**Approaches to teaching and to learning (ATL)** now appear at the centre of the DP model



# Approaches to teaching: Pedagogical principles

Based on inquiry

Focused on  
conceptual  
understanding

Developed in local  
and global contexts

Focused on  
effective  
teamwork and  
collaboration

Differentiated to  
meet the needs of  
all learners

Informed by  
assessment  
(formative and  
summative)



# Approaches to learning: Student skills

Thinking Skills

Communication Skills

Self Management Skills

Research Skills

Social Skills



# ATL in the DP: New resources for teachers

From January 2015

- Guide: *Approaches to teaching and learning in the Diploma Programme*
- Videos: 26 videos, each 5 min or less
- Unit planners
- Interviews with experts in the field, e.g. Grant Wiggins
- “Case studies” of ATL pilot school initiatives
- “Self reflection tool” for teachers

From February 2015

- New DP workshop (category 3) specifically on ATL

From April 2015

- A more detailed section on ATL in the next *DP: From principles into practice*
- Detailed sections on ATL in each subject guide as it comes out of curriculum review





Guide

In practice

Tools



## Guide

Approaches to learning

Approaches to teaching

Pedagogical leadership



## In Practice

Videos

Case studies

Interviews



## Tools

Self reflection tool

Unit planners

# New research on the IB Diploma Programme in Turkey

## RESEARCH SUMMARY

*Alignment between the DP and MoNEP in Turkey and the effects of these programmes on the achievement and development of university students*



**Based on a research report prepared for the IB by:**

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### Background

This study had two principal aims: 1) to explore the alignment between the International Baccalaureate Diploma Programme (DP) and the Ministry of National Education Programme (MoNEP) in Turkey and 2) to investigate the effects of both programmes on the achievement of graduates at the university level.

The DP is offered by some high schools in Turkey and is considered to be a balanced and challenging educational programme. The first IB World School was authorized in 1994, and there are now 34 schools offering the

### Findings

#### **DP and MoNEP written curriculum scholastic and non-scholastic alignment**

Four philosophical ideologies were considered as contributing to the curriculums of both programmes to varying degrees. The policy documents and the documents of the four subject areas (Turkish, English, biology and mathematics) revealed different philosophical emphases and, overall, the DP was found to be more balanced than MoNEP.



# Current DP research projects

Work has started on **two long-term research projects**:

- **Flexibility in the DP model**

How might the IB reasonably provide greater flexibility to enable more schools to offer the DP in a greater variety of ways? What are the most important factors to consider?

- **Student workload in the DP**

What are DP students' perceptions of their own workload and stress levels at the beginning of the programme, after one year, and at the end of the programme? What factors do they consider to have the greatest impact on their wellbeing?

