



TGS IB *in* PRACTICE

Issue 2: March 3, 2014

Foreword

Head of International Baccalaureate, Jackie Rodgers

The second year of the IB programme at Takapuna Grammar has begun positively with 35 staff involved at some level with the programme in both teaching and learning and administration. New teachers to the school and/or IB have completed their first session of a rigorous, in-house professional learning programme aimed at supporting individual curriculum areas as well as connecting with the teaching and learning philosophy of the school. Continuing with our goal this year of building and developing connections with NCEA there is an opportunity for Year 12 NCEA students to join the IB Computer Science course. With overall student numbers involved in the IB Programme having nearly tripled in 2014, the future is bright for this internationally respected educational programme as an alternate pathway for our students to access the highest level of academia. As the Admissions' Officer of Harvard University, Marilyn McGrath Lewis, has recently stated, "Success in an IB programme correlates well with success at Harvard." There could be no stronger endorsement of how valuable this qualification can be to aspiring leaders and Takapuna Grammar remains proud, as New Zealand's only state school to offer this prestigious opportunity to our students.

Curriculum Focus

Language B: Second language learning

Students in the IB programme must participate in learning a language. If a student has no previous background in a given language, then that student may study that language as an *ab initio* (from the beginning) Standard Level subject. Such a course focuses on giving the student basic knowledge of both the language in everyday use and the culture of the places where it is spoken. At Takapuna Grammar we offer Spanish and Mandarin as *ab initio* subjects.

Languages where students have had a previous background of 2–3 years in the language focus more on learning to communicate in the language in written and spoken form. Students study a variety of topics such as the environment, famous people, current and historical events, immigration, music, art, cuisine, fashion and film, to develop their skills in listening, reading, writing, speaking and cultural interaction. At Takapuna Grammar we offer Standard Level in English, German, French and Japanese.

Upcoming

World Student Conference

Catch the 'buzz' about the IB Student World Conference

[Click to read more](#)

Year 12 Parents Evening

March 10, 5:30pm, Library

A chance to meet and greet. 5:30pm on March 10th Teachers and Year 2 students will welcome new parents and students to the programme at an information evening in the Library. We look forward to seeing you there.

Global IB

Approaches to Learning

What is ATL and why is it important? ATL is a curriculum of skills of effective learning. These are the skills that students need to be successful at school, at university, and in the world of work. It's about having the skills to be effective, self-regulated learners.

[Click to read more](#)



Takapuna Grammar School
ASPIRING TO PERSONAL EXCELLENCE

IB Core

CAS: Creativity, Action, Service

CAS is a fundamental, compulsory core area of the IB programme. It involves the students setting goals, participating in activities and then formally reflecting on them. It provides a refreshing counterbalance to academic studies. Students commit approximately 150 hours to these activities.

Creativity is interpreted broadly to include a wide range of activities that involve creative thinking. Creativity provides students with the opportunity to explore their own sense of original thinking and expression.

Action is focussed on getting involved in physical exertion that contributes to a healthy lifestyle. The aim of Action is to promote lifelong healthy habits related to physical well-being.

Service requires students to understand their capacity to make a meaningful contribution to their community and society. Through Service, students develop and apply personal and social skills in real-life situations involving decision-making, problem solving, initiative, responsibility, and accountability for their actions.

TGS is well supported by Steve Smith, CAS Coordinator and HOD Social Sciences. Contact him for further details. s.smith@takapuna.school.nz

IB Lecture series

The Peterson Symposium

In the coming issues this newsletter will explore the thoughts of internationally recognised experts on education through The Peterson lectures (now the Peterson Symposium). Alec Peterson was the first director general from 1966–77 of the IB Organisation.

Peterson said: "What is of paramount importance in the pre-university stage is not what is learnt but learning how to learn."

[Click here to read more from Dr Nicholas Tate on "What is education for?"](#)

Student Voice

First year IB student, Danielle Desvaus de Marigny

Five weeks into my first year of IB.... and it has already been an amazing experience. I've met many motivated and friendly people in class, all ready to help me with my learning. There's a lot of homework but this was not unexpected. I think that by the end of this term I will not only have matured and grown but will have become more organised and diligent.

We have great teachers and I have no doubt that my peers and I will work hard to achieve great results whilst having fun at the same time. There is no doubt it is challenging, but the students in my classes along with myself are learning whilst at the same time enjoying the responsibility of our own learning, of managing our own time and of having input into what we want to explore. What more could we want?

IB in Action



Teachers discuss the links between KCRS and the IB Learner's Profile in a PD session



Flipped-classroom learning - students teaching others - is intrinsic to IB work.



Online learning through Pamoja Education provides an opportunity to learn IB Psychology.



IB International Mindedness

Inquirers



The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

[Click here to read more](#)

IB Myths explored

IB is only for the academically successful

This is not the case. While the majority of students undertaking the Diploma are arguably the more 'able' students seeking an academic challenge, all you need for success is a good work ethic and a preparedness to develop strong organisation skills. Any student capable of passing NCEA level 2 and 3 is capable of success with the Diploma. This potentially applies to the majority of our students. Whereas academic achievement, and therefore studying, is a priority, IB students enjoy a very rich co-curricular secondary school experience. IB students successfully participate in a host of school clubs, teams and community activities whilst developing goal-setting, leadership and self-reflective skills.

IB Teachers say:

Explore, experience, and learn

Sam Cooke, HOD Maths says:

IB Mathematics students are currently learning to consider logic. As a teacher of IB Mathematics I am enjoying using an area of Maths that isn't currently developed in depth in the NCEA Curriculum.

As Albert Einstein said:

Pure mathematics is, in its way, the poetry of logical ideas.

James Heneghan, HOD Science says:

"I'm enjoying teaching what is a new curriculum for me. The flexibility of the IB Biology programme means being given free license to challenge and innovate. What's been particularly pleasing is seeing my class rise to meet that challenge."

For more information please contact the Head of International Baccalaureate, Ms Jackie Rodgers j.rodgers@takapuna.school.nz

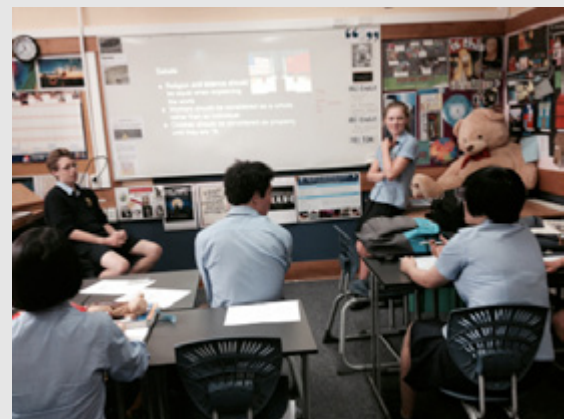
IB in Action



Ben prompts students to question language techniques to describe olfactory (smell) sense.



Teachers work closely with their students to encourage them to question their errors.



Hannah asks her peers to debate the provocative issues raised in her English Literature class.

