



TGS IB *in* PRACTICE

Issue 4: July 28, 2014

Foreword

Thoughts from Jackie Rodgers, Head of IB

A couple of weeks ago, it was my pleasure to introduce the IB Programme to many of the parents and children who attended the TGS Open Evening. The enthusiasm and interest in the IB Diploma Programme was very positive as was the general interest that our community holds for their children's learning. It illustrated for me a reminder of the immense opportunities that we have on offer for students at the school including that of choosing between two learning avenues: NCEA and IB.

In this current issue, our Principal Simon Lamb reports on his experience whilst on sabbatical and the work he did around online learning. There is a report on Computer Science a subject newly offered in the IB Programme now open to Year 11 NCEA students as a certificate subject. Please note the offer by IBO to parents to join the growing network of an IB Parents' Community.

Curriculum Focus

Group 3 Computer Science

The IB Computer Science course at TGS is a new addition to the subjects on offer this year. As the subject is unavailable to NCEA students and IB certificate subject course has been made available to Year 12 NCEA students.

The aims of the Computer Science syllabus at Standard Level and Higher Level are to enable students to:

- Computational thinking lies at the heart of the course and is integrated with other topics.
- Four course options are available; databases, modelling and simulation, web science, object oriented programming.
- The internal assessment has changed from a being based on a Java-related task to a more open problem-solving exercise.

Benefits include: programming skills are learnt as a critical element of developing higher-level skills applicable to virtually all fields of study and collaborative working through combined activity with like-minded students.

Upcoming

Examinations Year 2 IB students

Mock examinations will be held during Week 7 of Term 3.

Options Evening

Wednesday, 13th August 4-7pm
IB presentations at 4:00pm and 6:00pm

Presentation by IBO in Auckland

All parents interested in attending a presentation on IB by the IB Network Team at Kristin College on: 19 August 19:00-20:30

Includes an overview of IB, IB initiatives, a regional update, university recognition and distribute relevant information.

IB information morning tea

At school 10:30am 13th August
Esplanade Hote; 10:30 14th August

RSVP Principal's secretary

Global IB

IB Parent Community

Parents are invited to join the IB parent community by signing up on the [Supporters Page](#) by simply providing their information and checking the "IB Parent" box. Members of the IB parent community can choose to receive information about the IB in their region and what other parents are doing to help their students.



The Principal's Report

Online learning

This summary of my Sabbatical Report gives the generalist findings for an investigation in to the most successful and sustainable pedagogies in terms of delivery of teaching and learning programmes, an online environment.

In terms of the international context there is much information to suggest that the completion rates for "MOOC"s is very small, sometimes quoted as little as 7%. Carr (2000) was cited repeatedly in the literature with "anecdotal evidence" that online courses had higher attrition rates than traditional courses. There is however much discussion in what, in New Zealand terms, is described as the tertiary sector however little investigation relates to the secondary sector.

More locally Takapuna Grammar School has embarked on the delivery of on line courses to overseas destinations in an effort to accentuate its international footprint. The school is offering a wide range of international connections from which they benefit in terms of the heightened opportunity this provides for students to learn in a shrinking international world.

This activity also supplements the heavy financial dependency on international students recruitment at the school. Sitting at 63% of the operational income, notions of sustainability have prompted the school to provide other opportunities, enhancing the schools international profile. There are many aspects to this dynamics, one being the delivery of courses on line to schools and students around the world. Given the future of this particular aspect of the school's growing international profile, the need to ensure its sustainability is dependent on the school's engagement of students in the programme.

While the similarity to the dimensions of MOOCs, there is the added uniqueness contained in the contact with a fixed range of students, as opposed to massive online delivery to any students who chooses to engage. This changes the dimensions of the study and the context to which this discussion applies.

In venturing in to this project there were certain assumptions which were to be tested:

- That an educational philosophy was required to underpin the operation, an element quintessential to the success of the whole.
- That students required individual care and attention.
- The relationship with the teacher remains imperative despite the distance.
- A range of opportunity is essential without dependence on one mode of delivery, so that students had choice.

So in starting this discussion, the focus must start with the learner in the context of distance!

Executive Summary:

Following much meta –analysis, I drew the following findings:

- There needs to be a recognition of the distinction between MOOCs and a targeted programme for a defined audience.
- That care of the student is paramount, as with standard classroom delivery models.
- A variety of modes of delivery is best so that students can, in a constructivist way, control and accentuate their personal programme. Therefore many opportunities of great variety are preferred ranging across asynchronous and synchronous delivery.
- Counselling of the student, opportunity to interact with both teachers and fellow peers is critical to the sustainability of the programme.

SIMON LAMB

Principal

Takapuna Grammar School



pamoja education
Teaching the IB online



IB International Mindedness

Courageous



From August 2014, the learner profile attribute of risk-taking will be replaced with the word 'courageous'. In a 2010 position paper for the IBO, George Walker argues that the IB Learner Profile represents a Western cultural framework for education, which is sometimes at odds with core Eastern cultural values:

"...it is possible to identify four major cultural areas where there is strong evidence to suggest that Eastern attitudes differ markedly from those of the West. These are a concern for the group rather than the individual, respect for authority, a holistic view of the world and an aversion to risk." The word courage derives from the French for heart. There is something powerful about the idea of being true to oneself in the spirit of this word.

IB in Action



Year 12 Maths mentors work with TNIS students



Communication skills were developed in the tour around the city with visiting students from Japan.

Maths mentoring

TGS and TNIS students work together

One of Takapuna Grammar School's annual goals for 2014 is to 'Build learning outcomes through the supportive benefits of Academic Mentoring'. In light of this goal, International Baccalaureate students took on the challenge to develop a programme that would inspire younger students at a local intermediate school to take their love and interest in Mathematics further. Eight Takapuna Normal Intermediate students have met twice now with the IB student mentors. "We spent the first session just getting to know them," says Josh Morrison, an IB student, "and they were confident and willing to show us just what knowledge they had. We knew we would have to work hard to develop activities that would inspire and challenge them." Owen Alexander, Principal of Takapuna Normal Intermediate said: "Our students are so motivated as a result of TGS offering something special. Our students are really benefiting from the challenge offered from the older more experienced, passionate Maths students."

IB World Student Conference

Caoimhe Fidgeon, Year 12

The day after the ball, I flew out to Australia with eight other TGS IB students for an International Baccalaureate world student conference in Brisbane. The week that followed was perhaps the busiest and most inspirational of my life; I saw some amazing speeches, met some amazing people, tried bush dancing, and made a lot of new friends. We stayed in the University of Queensland, which has such a beautiful campus I didn't want to leave! I met loads of other students also doing IB in Texas, Mauritius, Hawaii, Singapore, and of course, all over Australia. The theme of the conference was 'Empowering Diversity'; but I also learned about new cultures, refugees, global acceptance, and how to take the perfect selfie. We also visited the modern art museum and the highest peak in Brisbane, Mt. Koot-Tha, where we got to see the sun setting over the city. It was truly an awe-filled week, and an experience I won't be forgetting any time soon!



IB students at the University of Brisbane Conference

