|  |  |  |  |
| --- | --- | --- | --- |
| **Self- Assessment: Do you have an IBMYP classroom?**  Please reflect on your classroom using the chart below: Which area are you doing well? Which area would like to improve? Next, choose an area to strengthen or to continue to this year. | | | |
|  | | | |
| **Student learning** | Students are:   * + bored and disinterested   + required to do work inappropriate to their level of language skills * passive recipients of knowledge. |  | Students are:   * + inquirers whose natural curiosity has been nurtured and who are empowered to feel responsible, show initiative and take action * involved in meaningful and engrossing activities appropriate to their knowledge, experience and language skills * involved in planning and formatively assessing their own learning. * using facts, skills, and concepts to build conceptual understanding. |
|  | | | |
| **Teaching strategies**  **(Instructional Practices)** | The teacher:   * directs all activities and establishes all tasks * employs only whole-class teaching strategies * requires students to conform to the same level of expectations * is considered the authority on knowledge * test-driven and uses standard format of multiple choice or limited answers. |  | The teacher:   * + facilitates guided or structured inquiry and real-life investigation, encouraging student initiative in choice of resources and appropriate means of expression * uses a range and appropriate balance of teaching and grouping strategies, switching with flexibility between individual, group, and whole-class work * demonstrates high expectations of students * facilitates a balanced emphasis between the pursuit of understanding and the acquisition of knowledge and essential skills * uses a range of assessment and self-assessment strategies with students. |
|  | | | |
| **Concept- based/**  **Use of inquiry** | * + The teacher is not using the relevant planner. * Students have little involvement in the ongoing direction of study. |  | * + The teacher and students are clear about the statement of inquiry driving the unit (Statement of Inquiry and Inquiry Questions). * Ongoing student questions are valued and explored. * Teacher uses the key and related concepts to bring relevance to the topic. |