

Core Consultants Team

Our team has had extensive experience of working with the IB as curriculum writers, examiner, coordinators, teachers and workshop leaders. They are very much involved in the current developments of the IB DP core and have experience of working in different contexts. All have extensive research experience in this area including having published or being published in peer reviewed academic journals.



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John Cannings (M.A., C.Geog, B.A., B.Ed, Grad Dip Ed.)

John has taught in the IB Diploma programme for the last 20 years as a Geography and TOK teacher in addition to fulfilling roles as a Diploma and CAS Coordinator. He is an examiner for both the Extended Essay and Geography and was a team member for the 2008 CAS guide as well as being involved with the writing of the new guidelines for first teaching in 2015.

He is co-author of the recently IBO published "CAS Illustrated". John has extensive experience as a workshop leader for the IB, Ibcus and Ibsca in CAS and Geography and has presented in the Middle East, Europe and the US at level 1, 2 and 3 workshops. Together with Maria Piaggio he has prepared and presented workshops on the links between CAS and TOK. The IB also employs him in the monitoring of CAS for IBAEM.



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Tom Brodie (MA (Ed), PGCE, BA (FinEco))

Tom has been working in international education for 12 years. During that time he has worked in curriculum design in addition to being a CAS coordinator and teacher of Maths and Economics. He was awarded the Jeff Thompson research award in 2010 for his study "The Perception and Practise of CAS in IBDP by schools, students and teachers".

María Inés Piaggio (M.Ed)

A Uruguayan national, Maria is bilingual (Spanish-English) with studies in French. She has been teaching in secondary schools for over 35 years and has worked for a number of institutions in Uruguay, where she has been responsible for their Ethical education and Community service programmes. Amongst her academic qualifications she holds a specialised postgraduate in Values Education and a Master's degree in Education with emphasis in Ethical Education.



CONTACT MARIA
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Maria began her involvement with the core in 1993. Since then she has held many roles including CAS Coordinator at Saint Catherine's School Montevideo. She is currently teaching at Queen's School Montevideo when not leading CAS workshops throughout South America. In addition, she has authored and co-led workshops linking CAS and TOK in all the Americas.

She has represented the former IBLA on the IBO International CAS Committee and has been involved in several different CAS reviews. She has been OCC online faculty member for DP CAS in Spanish since 2005 and has been involved in the IB Americas CAS Monitoring for many years. She recently published a book on Community work and Ethical education and has collaborated in many other publications. She is a co-author of the recently IBO published "CAS Illustrated".

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Mahatma Ghandi



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INTEGRATED CORE

IB Diploma Core
Specialised in-school training, planning and implementation

The Vision

Core Consultants exist to help schools implement and improve their IB Diploma Core provision. Our team of experienced IB educators can help you to make the IB Diploma a more dynamic and coherent experience for the students in your school, allowing them to maximise their learning.

In order to do this we undertake a three stage process;

STEP 1 – PRE VISIT RESEARCH

Work with school to understand their current provision and the ways in which they wish for it to be improved according to their particular context and needs.

STEP 2 – IN-SCHOOL WORKSHOP

Workshop for all IB Diploma staff enabling them to understand the core in greater depth and apply it to their practice and student learning. An action plan will also be prepared with the school.

STEP 3 – FOLLOW UP

Provide assistance and advice to enable the school to implement their own action plan.

The Core: why the IB DP is different

The core is what distinguishes the DP from other post-16 educational programmes. As such it is a challenging part of the curriculum for teachers to fully understand and implement. Classroom teachers are often trained as subject specialist teachers, and the DP places specific demands upon them.

The core plays a unique role in building the ethical environment according to the IB educational philosophy. Through following our programme it is expected that all teachers will gain a greater understanding and be able to implement the IB core, and the IB approaches to learning, more fully and coherently into their specialist subject areas.

Who can Core Consultants help?

A strong core provides strength and purpose to an entire programme.

Core Consultants are available to help new IB World Schools or any school that has identified that they would like to improve their provision of the core or their Diploma coherency. We have consultants based around the world and will endeavour to coordinate staff with the greatest experience of your schools situation. We believe all schools are unique and all schools are progressing along their own journey of improvement in their curriculum provision. Our goal is to help you on this journey and that is why we tailor to your needs. We believe that you need an individualised service.

Theory of Knowledge (TOK)

TOK doesn't just exist on one slot on the timetable, it is the story of how we understand each and every subject.

TOK has a new guide (2012) with new assessment criteria. Recent subject specific workshops have included the teaching of TOK through individual subjects. During the Core Consultants' workshop, subject specialists will have the opportunity to examine how the TOK syllabus links to their subject, what it means for them and how they can implement and reinforce the TOK learning.

Horizontal articulation of TOK across the entire DP will allow it to become a living, breathing part of your students' DP experience.

The Extended Essay (EE)

A chance to explore a subject in-depth and experience the research process.

The extended essay is an area that all subject specialists must supervise and address. Our programme will aim to establish which skills are necessary for pupils to acquire to be successful in their EE, and where best they could gain these skills. It will also allow subject specialists to reflect on the research process and how best they can facilitate this for their students.

In addition our programme will allow an examination of the World Studies Extended Essay and how this may be a relevant option for pupils in your school.

Done well the Extended Essay process is one that enriches a students learning and has benefits not just in their EE grade but also in their subjects, their university applications and allows teachers to stretch and develop their students.

Creativity, Active, Service (CAS)

Teamwork is something to model as well as encourage.

A new CAS guide will be published in 2015. Core Consultants programme will allow schools to discuss, appraise and develop their own CAS provision.

Most DP teachers are required to interact with the CAS programme either as activity supervisors or student advisors. Starting with the way in which your school undertakes CAS now will enable us to work together to look at the students' needs in this area. Of particular focus is likely to be the role of reflection – in CAS and throughout the school.

The ways in which it is possible to record the meeting of CAS learning outcomes (and the recent changes in them); how to use students own expertise as methods of reflection and how to avoid the CAS pitfalls that students may experience will be addressed.

Utilizing the opportunity that CAS provides to vertically articulate the DP curriculum and enhance the school's vision.

Developing an understanding of the power of experiential learning on an individual and the school community.

Approaches to Learning

Core Consultants provide the missing piece of the Diploma jigsaw to allow schools to see the DP as one entity, not a succession of stretching parts.

The IB Approaches to Learning is now at the centre of the Diploma core. Our programme will allow all DP staff to consider how this will affect the teaching and learning of their specialist subject. We feel that this is the greatest change in the Diploma in recent times and their successful implementation will be reflected in your students' future success in the Diploma.

Why choose Core Consultants?

All your staff will benefit from a common experience. Through this your school will have ownership of the process and this will facilitate school improvement.

- Your school will gain a common language to define the Diploma as one entity
- Your school will gain an individualised experience based on your unique situation
- Value for money – all of your staff will benefit from continued professional development

Typical workshop programme

Our workshops model the IB Approaches to Learning Model. We recognize that all of our participants come with their own valuable experiences and contributions to make. We see our role as to use our experience and expertise to help each school to progress towards maximising the experience of its pupils.

During our workshops we will operate in 90 minute sessions with a balance of different learning opportunities to enable individuals to progress from their individual starting positions. Staff who attend should expect to participate and to be challenged into adopting their own situation and knowledge. Within each 90 minute session there will be discussion, activity, pair and group work.

Each session will be built around a general theme connected to the core but allow opportunity for individual reflection and consideration of how each aspect could be implemented into their own teaching and their students learning. Importantly there will be specific time allocated for future planning and follow up.

At the end of the workshop it is intended that each individual, subject area and the school as a whole has a plan in place for how they intend to improve the core provision over the next school year.