

Reflection - EDUC 622
Curriculum Development across IB Programs
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This course was the second course in the Certificate in Advanced IB Studies Program and I took this course while I was waiting to hear if I had been accepted into the Ph.D. in Education Program at George Mason. The purpose of the course was to explore the development about the structure of the curricula of the various IB programs. In addition to studying the various IB programs, I also studied how the student learning developed in each of the programs was assessed and reflected upon.

Some of the course content was modified because the class size was small. Our class only had four students – one PYP kindergarten teacher, two MYP teachers (one in English and one in special education mathematics) and me, a DP English A1 teacher. All of us taught in public school settings and had a common base of knowledge but because we all pretty much came from different areas of the IB continuum, the class provided a good platform for us to learn from each other in regards to the essential understandings in each area of the IB program.

In terms of artifacts for this, I think two pieces show my growth over the course of the semester. The first is my Third Journal for the course and discusses several questions concerning one of our texts as it applied to my current teaching practice at the time. The second piece I have included is the final project for the course, my Curriculum Inquiry Project. This project, although written a little more informally than a typically research paper, shows an action research project that I developed and undertook in an effort to minimize the stress that senior IB English students in my school feel when they are confronted with the IB formal oral commentary requirements. This project later turned out to be very beneficial for my IB English team as I shared the project with them we have worked collaboratively to increase the number of oral activities in our classrooms prior to the actual assessments.