Pedagogical principles underpinning the DP

What is of paramount importance in the pre-university stage is not what is learned but learning how to learn … What matters is not the absorption and regurgitat[Read more](https://resources.ibo.org/dp/subject/Physics-2025/works/dp_11162-43504?root=1.6.2.6.7&lang=en&odd=ibo.odd&view=div)

*(Peterson 1972)*

From its beginnings, the DP has adopted a broadly constructivist and student-centred approach, and has emphasized the importance of connectedness and concurrency of learning.

There are six key pedagogical principles that underpin all IB programmes. Teaching in IB programmes is:

1. based on **inquiry**
2. focused on **conceptual understanding**
3. developed in local and global **contexts**
4. focused on effective teamwork and **collaboration**
5. **differentiated** to meet the needs of all learners
6. informed by **assessment** (formative and summative).

This document will examine each of these six principles in turn.

Teaching based on inquiry

One of the pedagogical principles that underpin all IB programmes is that of teaching based on inquiry. Being inquirers is one of the attributes of the IB learner profile, where the process is seen as involving the development of students’ natural curiosity, together with the skills needed to enable them to become autonomous lifelong learners.

DP courses often specify a large amount of content, with the area of study often defined in considerable detail, which means that the way in which this content is presented to students in class is critical. One of the most important considerations for DP teachers is, therefore, how to design teaching practice to produce effective inquiry learning given the quantity of important information in each subject area that needs to be addressed, the pressure of ongoing formative assessment and the culminating measure of a student’s academic performance being an examination-based summative assessment.

The inquiry learning cycle (figure 3) is recommended as the basis for both the design and the implementation of classroom teaching practice in the DP, and in IB programmes more generally.

[zoom\_in](https://resources.ibo.org/dp/subject/Physics-2025/works/dp_11162-43504?root=1.6.2.6.7&lang=en&odd=ibo.odd&view=div)

Figure 3 Inquiry process from What is an IB education? (2013)

Inquiry-based learning and teaching takes many forms; for example, “Structured Inquiry, Guided Inquiry and Open Inquiry” (Staver and Bay 1987) or “Process Oriented Guided Inquiry Learning, POGIL” (Lee 2004). There are also a number of other methods that have their own structure, but which owe their essential design to inquiry learning, such as experiential learning (Kolb 1984), problem- and project-based learning (Prince 2004), case-based learning (Fasko 2003) and discovery learning (Prince and Felder 2007). Whichever approach is adopted, what is essential is that each student is actively engaged in classroom activities, and that there is a high degree of interaction between students and the teacher, and also between the students themselves.

What matters is, therefore, not whether DP teachers adhere to any particular model, but that they focus on making sure their students are engaging in inquiry, on finding their own information and constructing their own understandings, as often as possible in their classrooms. In an inquiry-based approach, learning is self-directed “because it is driven by students’ own decisions about appropriate ways in which an issue or scenario might be approached. They bring to bear on the topic any existing knowledge or experience relevant to the issues … The process is student-centred, with the onus always on the student to take initiatives, propose routes of enquiry and follow them thoughtfully” (Hutchings 2007: 13).

Two particularly well known inquiry-based approaches are experiential learning and problem-based learning.

**Experiential learning**

Experiential learning is an approach based on “learning activities that engage the learner directly in the phenomena being studied” (Cantor 1997). It is a type of inquiry often structured around site visits, field trips, work experience placements, exchange programmes, projects, service learning, and so on. However, it can also occur very effectively within a normal classroom environment.

In experiential learning, students learn from their experience by following the four steps in figure 4.

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Figure 4 The four phases of experiential learning (Kolb 1984)

Experiential learning is most powerful when the experience is something new for the student, where there is challenge and action, and where the reflection step is well set up and thoroughly applied. It is, therefore, crucial that time is dedicated to careful design and planning of experiential activities. As Dewey (1997: 25) commented, “the belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative.”

**Problem-based learning**

Another popular inquiry-based approach is that of problem-based learning (PBL). In PBL, students analyse and propose solutions to a real-world problem that is usually presented to them in an unstructured and often open-ended manner. PBL originated in medical education where it is still extensively used today, but it has also found application in many other fields. The main advantages of PBL are that it has been found to lead to improvements in information processing, skill proficiency (Prince 2004) and the development of a variety of skills, including problem-solving, reasoning, teamwork and metacognition.

As Prince and Felder (2007) identify, in PBL, the students usually operate in teams or collaborative groups and work through a problem-solving process to:

* define the problem precisely
* find out what they know and what they need to know
* decide how to proceed to find out what they need
* gather all the information—this can be provided by the teacher, or not
* analyse all the information gathered
* create possible solutions
* work through the feasibility of each one
* narrow the possibilities down to their best, justifiable solution (which may then be presented to the rest of the class, and a whole-class analysis of the possible solutions undertaken).

(Prince and Felder 2007)

PBL can be a hugely powerful teaching strategy that promotes active learning and a student-centred pedagogy. It is important, though, to take care that students are exposed to a balance of both positive and negative scenarios in order to avoid an overly pessimistic focus on problems.

Teaching based on inquiry does demand a shift in teaching style from teachers whose primary role is to supply answers to teachers whose primary role is to promote questions. It also involves a shift in some of the responsibility for learning from teachers to students (Oliver-Hoyo, Allen and Anderson 2004). While this can seem a major challenge for some teachers, there are two key underlying principles that can help teachers to understand the change to inquiry-based methods.

1. Learning is constructed by a process that moves from real-world examples to concepts, ideas, theories and facts.
2. Students are responsible for finding much of the information themselves, and processing it to draw the important conclusions.

At a more practical level, simple things that teachers can do to introduce a more inquiry-based approach include:

* posing questions, outlining problems, setting challenges, giving clear measurable objectives
* putting students into small groups (3–4 students), assigning clear roles and allowing for role rotation within each group
* enabling and helping students to connect to the best subject-based resources
* focusing the students on both the answers they are finding and the research skills they are using
* viewing their own role as facilitators of students’ journeys, rather than simply providers of answers.

The potential benefits of an inquiry-based approach can be seen in the example of DP science lessons, where adopting such an approach can help students to learn the process of scientific inquiry through being involved in an inquiry themselves: “students are presented with a challenge (such as a question to be answered, an observation or data set to be interpreted, or a hypothesis to be tested) and accomplish the desired learning in the process of responding to that challenge” (Prince and Felder 2007).

| **The key steps of inquiry learning in a science lesson:**  engaging with a scientific question, participating in design of procedures, giving priority to evidence, formulating explanations, connecting explanations to scientific knowledge, communicating and justifying explanations. |
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*(Quigley, Marshall, Deaton, Cook and Padilla 2011)*

Although these methods can require time and effort to set them up, they have the major advantage that learning by inquiry means that students are developing better skills of inquiry, which are the key skills of the self-managed, self-directed, self-regulated, lifelong learner who fulfills all the aspirations of the IB learner profile. By engaging in effective inquiry, students will develop skills in research, self-management, collaborative learning, communication and thinking, as well as problem-solving.

| **Related resources** |
| --- |
| [Video: Teaching through inquiry: experiential learning (Ho Chi Minh City)](https://player.vimeo.com/video/106425772)  **Name of school:** Renaissance International School, Ho Chi Minh City, Vietnam  **DP subject:** History lesson  **Related resources**   * [Lesson plan](https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/video_resources/en/Renaissance_IS_lesson_plan_e.pdf) * [The Cuban Missile Crisis (PowerPoint©)](https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/video_resources/en/The_Cuban_Missle_Crisis_e.pptx) |
| [Case study: Collaborative mathematics and art unit on calculus and string art (Bombay International School, India)](https://resources.ibo.org/dp/subject/Physics-2025/works/dp_11162-43504?lang=en&view=div&root=1.6.2.14.7&odd=ibo.odd#id-02e7860c-1f2d-4312-9738-2d7e49e98c36) |
| [How a school used their natural environment and collaborative practices to enhance learning](https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/occ-files/OCC_g_0_iboxx_amo_1312_1b_e.pdf) |

Teaching focused on conceptual understanding

DP courses have always had a focus on developing conceptual understanding but, within DP subject guides and teacher support materials, the focus on teaching through concepts is becoming increasingly explicit.

Concepts are broad, powerful organizing ideas that have relevance both within and across subject areas. Exploring concepts helps students to build the capacity to engage with complex ideas, and discussion of the “big ideas” behind a topic can help students get to the heart of why they are learning a particular unit or option. There is also a strong link between teaching through concepts and moving students to higher-order thinking; for example, it allows students to move from concrete to abstract thinking, and facilitates the transfer of learning to new contexts.

Some DP subjects explicitly construct their subject guides around key concepts; for example, the new DP global politics course. This can be an effective way of framing course content, as well as inspiring more explicitly conceptual assessment tasks. Other DP guides are arranged and framed in different ways. Whichever DP subject guide a teacher is using, and however that guide is presented, it can be a very powerful teaching strategy to teach through concepts, and all DP courses are designed to lend themselves to this type of teaching.

DP courses are based on an interrelationship of concepts, content and skills. The emphasis on this interrelationship is important because it helps to address the concern that concept-based curriculums focus on concepts at the expense of content, rather than in conjunction with content. These curriculum models “value a solid base of critical factual knowledge across the disciplines, but they raise the bar for curriculum and instruction by shifting the design focus to the conceptual level of understanding” (Erickson 2012: 5).

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Figure 5 Interrelationship of skills, concepts and content

Anderson and Krathwohl, in their update to Bloom, argue that conceptual knowledge plays a crucial role in moving students from knowledge to understanding. They argue that “students understand when they build connections between the ‘new’ knowledge to be gained and their prior knowledge. More specifically, the incoming knowledge is integrated with existing schemas and cognitive frameworks. Since concepts are the building blocks for these schemas and frameworks, conceptual knowledge provides a basis for understanding” (2001: 70).

| **Teaching idea**  When planning a unit for your DP class, explicitly identify the relevant key concept(s) and conceptual understandings. For example, a DP history unit on the causes of the second world war could focus explicitly on an exploration of the concept of causation. This should then enable students to transfer their conceptual understanding to new contexts—in this instance, their understanding of the underlying concept of causation aiding their understanding of the causes of other historical events. |
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| **Related resources** |
| --- |
| [Video: Conceptual understanding (Ingatestone)](https://player.vimeo.com/video/106425775)  **Name of school:** Anglo European School, Ingatestone, Essex  **DP subject:** History lesson  **Related resources**   * [History causation (PowerPoint©)](https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/video_resources/en/history_causation_e.pptx) |
| [Concept-based teaching and learning](http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/cntm.cfm&filename=general/g_0_iboxx_amo_1207_1_e.pdf) |
| [Video: Conceptual understanding (Bangplee)](https://player.vimeo.com/video/106425773)  **Name of school:** Concordian International School, Bangplee, Thailand  **DP subject:** Language A literature lesson  **Related resources**   * [ATL brief lesson overview](https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/video_resources/en/Concordian_overview_e.pdf) |

Teaching developed in local and global contexts

Learning is most significant and lasting when it is connected to the world around the student.

*(Judith Fabian, IB Chief Academic Officer, in Walker 2010)*

There is a strong connection between contextualized learning and the approaches to teaching outlined in this document. Contextualized learning places an emphasis on students processing new information by connecting it to their own experience and to the world around them. In this approach, learning occurs when students “process new information or knowledge in such a way that it makes sense to them in their frame of reference … This approach to learning and teaching assumes that the mind naturally seeks meaning in context—that is, in the environment where the person is located—and that it does so through searching for relationships that make sense and appear useful” (Hull 1993: 41).

Grounding learning in real-life contexts is one of the six pillars Guy Claxton (2008) identifies as fundamental to student engagement. The other five are responsibility, challenge, collaboration, respect and choice (2008: 94). Grounding teaching and learning in local and global contexts can help to make it more authentic and more meaningful for students; the exploration of real-life problems, rather than the imaginary/pseudo problems often used in classrooms, can be more interesting for students because they are more relevant and authentic.

Another advantage of grounding learning in real-life contexts is that it helps students to see the “why”, and the applications, of what they are learning. In *Making Learning Whole*, David Perkins (2010) argues that students need to see the whole picture, to see why they are doing what they are doing.

| **Teaching idea**  Make use of real-life case studies.  Several DP subjects, for example, business management and global politics, explicitly ground their exploration of abstract concepts, such as power, in real-life case studies. Case studies are most often used in group 3 subjects but can also be used effectively in other subjects, such as the sciences. The use of case studies can help students to see things from multiple perspectives, as well as relating student learning to real-life contexts. |
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In addition to helping students to see connections between ideas, and helping to ground abstract concepts in real-life situations, there is also an important link between the contextualization of learning in global contexts and the development of international-mindedness. International-mindedness is at the heart of an IB education; this can be seen by the way it is presented as underpinning all IB programme models, including the DP model.

Exploring local and global contexts can help to develop international-mindedness in students by providing opportunities for sustained inquiry into a range of local and global issues and ideas, and opportunities to explore global concerns such as development, conflict, rights and the environment. The Global Engage website ([globalengage.ibo.org](http://globalengage.ibo.org/)) supports teachers in engaging with global issues, and includes information, resources, ideas and opinions, links and suggestions for action, as well as reports on actions undertaken by the IB community.

| **Related resources** |
| --- |
| [Case study: “Poems and Prejudice” unit at John Paul College](https://resources.ibo.org/dp/subject/Physics-2025/works/dp_11162-43504?lang=en&view=div&root=1.6.2.14.7&odd=ibo.odd#id-bada55f4-fcdf-4ac8-8c7a-f4fc554b6f4a) |
| [Learners without borders: A curriculum for global citizenship](http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/cntm.cfm&filename=general/g_0_iboxx_amo_1106_1_e.pdf) |
| [Global engagement: teaching and learning about rights](https://resources.ibo.org/permalink/11162-occ-file-g_0_iboxx_amo_1206_1d_e?lang=en) |

Teaching focused on effective teamwork and collaboration

A key focus of the teaching in the DP is on teamwork and collaboration. This principle applies to promoting teamwork and collaboration between students, but it also refers to the collaborative relationship between the teacher and students.

Collaborative learning is an approach deeply rooted in the work of Vygotsky and Piaget, both of whom saw learning as a social phenomenon. It is also closely associated with the approaches of shared, situated and embedded cognition, which view learning as the result of a complex interaction of minds within specific cultural contexts, and emphasize the social structures within which those interactions occur. In these approaches “knowledge is not something that is handed down from one partner to another. Rather, knowledge is co-constructed through interactions among collaborators” (Lai 2011).

Collaborative learning activities include activities such as group projects, debates, role plays, and other activities with shared goals. There are, therefore, extremely close links between social skills, such as negotiation, and collaborative learning. Across the world, students in IB schools are engaged in a wide range of collaborative projects and activities in every subject. These types of activities encourage students to engage with other students collaboratively and cooperatively. There are many websites teachers can visit for practical help in designing and developing collaborative projects for their students, many of which also provide opportunities to connect learners together, either locally, nationally or internationally.

One issue for teachers to consider when setting collaborative tasks is that of whether to award a group or individual mark. Awarding a single grade to a group of students for a group task can be concerning to teachers as they may worry that a student is receiving credit for work produced by other members of the group. However, assessing the individual contribution within a group can cause students to focus on their individual role rather than on the group goal, and can, in some instances, actually promote competition within the group rather than collaboration. The concept of taking collective responsibility is an important idea for students to grasp, and awarding the same mark to all members of a group encourages all students to take responsibility for the performance of the group as a whole.

In addition to fostering collaboration between students, collaboration is also at the heart of the relationship between DP teachers and students. McWilliam (2005, 2008) argues that there has been a shift from the role of the teacher being the “sage-on-the-stage” to the “guide-on-the-side”, but that this shift does not go far enough and there needs to be a further shift to the role of the teacher being the “meddler-in-the-middle” (2005).

A key aspect of fostering a collaborative relationship between teachers and students is through encouraging effective dialogue and feedback on what students have, and have not, understood during their lessons. Encouraging students to give regular feedback on the things they have not yet understood gives teachers valuable information that can inform future planning and ensure that all understandings are being attained. This kind of feedback can be done by discussion, on paper or even by Twitter at the beginning or end of any lesson, week or unit. For example, a teacher could ask their students to read through the material covered that day and to tweet to them either a thoughtful question on anything they did not understand from the lesson, or an “all OK” signal. That way, the teacher can immediately see if the understandings they were looking for were achieved, or if there is any trend of misunderstanding. Any problems can then be addressed immediately in the next lesson, before the lesson sequence continues. This keeps all students up to speed and is also a way to encourage students to take responsibility for their own learning; it is up to the students to check and make sure they understand as they move through the syllabus.

| **Teaching idea**  Developing collaboration skills through the group 4 project.  The group 4 project is an opportunity for students—and teachers—to collaborate across subject disciplines. Why not consider teaming up with another school to encourage students to collaborate not only with other members of their own school communities, but with other school communities too? |
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| **Related resources** |
| --- |
| [Video: Social skills: collaboration (Ho Chi Minh City)](https://player.vimeo.com/video/106420065)  **Name of school:** British International School of Ho Chi Minh City, Vietnam  **DP subject:** Language A literature lesson |
| [Video: Pedagogical Leadership (New York City)](https://player.vimeo.com/video/106487193)  **Name of school:** Dwight School, New York City, USA  **DP subject:** Short documentary |

Teaching differentiated to meet the needs of all learners

Differentiation is more than a strategy or series of strategies … it is a way of thinking about teaching and learning.

*(Tomlinson, 2000: 13)*

Differentiation is “an approach to teaching that advocates active planning for student differences in classrooms” (Tomlinson and Allan 2000). It is a process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals. There is, therefore, an important link between differentiation and thoughtful and adaptive planning. There is also an important link with the idea that every DP teacher is a language teacher, as teachers also need to consider each student’s language profile when considering pedagogical approaches to meeting individual learning needs.

The IB identifies four important principles to promote equal access to the curriculum for all learners and to support the development of the whole person through differentiated teaching and learning.

| Affirm identity—build self-esteem | Promote environments that welcome and embrace learners.  Foster high but realistic expectations.  Value and use the diversity of cultural perspectives.  Liaise and collaborate with parents.  Understand student learning preferences and interests.  Identify and teach through student strengths. |
| --- | --- |
| Value prior knowledge | Identify prior knowledge and activate prior learning, including that learned in other languages.  Map language and learning profiles.  Build new knowledge onto existing knowledge. |
| Scaffold learning | Support new learning through the use of graphic organizers (writing frames, Mind Maps®), which are pictorial forms of promoting, organizing and constructing knowledge; visual aids, drama, demonstrations, etc.  Encourage collaborative learning groups/peer support.  Scaffold tasks through use of strongest language where appropriate. |
| Extend learning | Combine high expectations with opportunities for learner-centred, experiential practice and interaction with cognitively rich materials, experiences and environments.  Use technology and assistive technologies to enrich learning and to ensure that all learners have the same opportunities. |

Student learning is enhanced when these four principles of good practice are considered in conjunction with the approaches to teaching and learning. For detailed information, see the IB publication *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes*  (2010).

Differentiated teaching may involve using collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students. By providing students with multiple means of representation, action and expression, and engagement as in Universal Design for Learning (UDL), students are given equal opportunities to learn ([www.cast.org](http://www.cast.org/)).

Powell and Kusuma-Powell (2008) suggest that in order for teachers to differentiate teaching effectively, they need to engage in five on-going professional inquiries. These inquiries focus on knowing your students, knowing yourself as a teacher, knowing your curriculum, knowing how to use formative assessment data effectively, and knowing your collegial relationships.

| Knowing your students as learners | This entails systematically and deliberately exploring your students’ cultural and linguistic backgrounds, family circumstances, learning styles, intelligence preferences, readiness levels, interests, and other individual learning traits and then using this information to address specific learning needs by providing meaningful, respectful and challenging work. |
| --- | --- |
| Knowing yourselves as teachers | Developing professional self-knowledge includes probing your own cultural biases and assumptions, discovering your own preferences about learning that may have translated into your preferred and dominant teaching style, and recognizing underlying beliefs and expectations that you have about students in general or about certain students specifically. |
| Knowing your curriculum | Knowing your curriculum includes being able to discriminate between content and transferable concepts, identifying the truly big ideas and enduring understandings, and recognizing that they are many possible paths to conceptual understanding. |
| Knowing your formative assessments | This encompasses selecting and designing tools to match specific learning objectives, offering students some choice in formative assessment so as to enhance engagement and motivation, and bringing students inside the formative assessment process so that they become the end-users of formative assessment data. |
| Knowing your collegial relationships | Effective differentiation is challenging and frequently involves enlisting the help of other professionals with different experiences, backgrounds, and expertise to support us in planning how to best serve student learning. Education is a complex profession – it is counterproductive for teachers to “go it alone”. |

Differentiation, as many other aspects of approaches to teaching and learning, is most effective when it becomes an embedded part of the culture of a school and of classrooms. Schools should aim to foster a school-wide culture of collaboration, inquiry and inclusion.

| **Related resources** |
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| [Video: Differentiated teaching (New York City)](https://player.vimeo.com/video/106425774)  **Name of school:** Dwight School, New York City, USA  **DP subject:** TOK lesson |
| [An International Baccalaureate education for all](https://resources.ibo.org/permalink/11162-occ-file-g_0_iboxx_amo_1312_1a_e?lang=en) |
| [Learning diversity in the International Baccalaureate Programmes](http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/cntm.cfm&filename=general%2Fspecific_interest%2Fspecial_needs%2Fd_x_senxx_csn_1304_1_e.pdf) |

Teaching informed by assessment (formative and summative)

Evaluation which is directly related to the teaching–learning process as it unfolds can have highly beneficial effects on the learning of students, the instruct[Read more](https://resources.ibo.org/dp/subject/Physics-2025/works/dp_11162-43504?root=1.6.2.6.7&lang=en&odd=ibo.odd&view=div)

*(Bloom 1969: 50)*

Assessment plays a crucial role in supporting learning as well as in measuring learning. In the DP, assessment is intended to support curricular goals and to encourage appropriate student learning. DP assessments are based on the course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the formal assessment requirements. The DP places an emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students’ work in relation to identified levels of attainment, rather than in relation to the work of other students. (See *Guidelines for developing a school assessment policy in the Diploma Programme* 2010.)

Although the two are inherently linked, an important distinction must be made between formal IB assessment and the supporting formative assessment processes that schools develop for themselves. Formative assessment encompasses “all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (Black and Wiliam 1998: 7). Formative assessment is, therefore, a tool or process that teachers can use to improve student learning; it is about assessment for learning, rather than simply assessment of learning.

One of the most comprehensive analyses of factors affecting student learning was undertaken by John Hattie of Auckland University in New Zealand, and published as *Visible Learning* (2009). This study was a synthesis of 800 meta-studies of 52,637 papers, including results from more than 200 million students worldwide, from early childhood through to adult education. Two of the top ten teaching-related factors that Hattie identified as having the most effect in positively influencing student learning were providing formative evaluation, and feedback. Effective assessment, therefore, has a crucial role to play in student learning. In particular, a key function of assessment in the DP should be that of providing feedback: feedback to students, and also feedback to teachers on students’ particular strengths and limitations. This feedback to teachers plays a crucial role in guiding future planning.

| **Providing formative evaluation** | **Feedback** |
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| “Feedback to teachers on what is happening in their classroom so that they can ascertain ‘How am I going?’ in achieving the learning intentions they have set for their students, such that they can then decide ‘Where to next?’ for the students.”  (Hattie 2009: 181) | “Feedback is most powerful when it is from the student to the teacher … when teachers seek, or are at least open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged—then teaching and learning can be synchronized and powerful.”  (Hattie 2009: 183) |

| **Teaching idea**  Wiliam (2011) described assessment as “the bridge between teaching and learning”.  With another DP teacher, review the assessment tasks and assessment processes you have identified for an upcoming unit. Do you think these tasks will successfully provide this “bridge” between teaching and learning?  If yes, what specifically about them is it that you think will make them successful in this regard? If no, what amendments could you make to improve them? Ideas to consider could include using strategies such as peer feedback, ensuring students will receive evidence-based feedback that focuses on helping them understand how to improve, ensuring that the objectives and criteria for the task are clear to the students, and ensuring that the assessment tasks themselves are rich enough to give teachers an insight into student learning. |
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| **Related resources** |
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