

PERSONAL INFORMATION Izabela Fulara**PERSONAL STATEMENT**

Chemistry teacher in IBDP, IGCSE, and Cambridge Checkpoint programs.

I have been teaching chemistry in international programs since September 2009. In my classes I emphasize integrated language and subject learning and the use of modern teaching technology. I am also an active chemist.

I work as an assistant in a research lab where I determine an organic pollutants in environmental samples. I am the author of many scientific articles and conference reports. My academic background is the support for my students who are writing Extended Essay or Internal Assessment from chemistry. I understand the critical importance of collaboration and teamwork. I believe that spending significant time and energy on alternate pursuits come to the profession with a deep understanding of where school fits into the bigger picture of life. I am convinced that having some life experience outside the classroom and outside the realm of education is invaluable for putting learning into context and keeping school activities in perspective. That is why I decided to join being a teacher and being active as a chemist in the lab. My passion are journeys and jogging. I'm action-oriented and ambitious person who is ready for new challenges.

WORK EXPERIENCE

01/09/2009–Present

Secondary education teaching professional

Melchior Wańkowicz High School
18, Witosa, 40-169 Katowice Katowice (Poland)
<https://wankowicz.edu.pl>

- teaching chemistry in english to secondary and higher secondary students
- chemistry Extended Essay supervisor
- chemistry Internal Assessment supervisor
- participant and one of co-autors of the European Union project Erasmus+:EUROCYBERTEACHER
- participant of the European Union projects Erasmus+ : MIGRANT and STOP copy-paste

Business or sector Education

01/04/2007–Present

Chemist

The Institute for Ecology of Industrial Areas (IETU)
Kossutha 6, 40-844 Katowice (Poland)
<http://www.ietu.katowice.pl>

- determination of organic pollutants in air, water, soil and sewage samples with the use of chromatography techniques such as: HPLC/FLD, HPLC/DAD, GC/MS, GC/MS/MS, GC/FID, GC/ECD;
- conducting internal audits in the laboratory according to the norm PN-EN ISO / IEC 17025: 2005;
- development of analytical methods of environmental monitoring

Business or sector Professional, scientific and technical activities

EDUCATION AND TRAINING

23/11/2016–21/12/2016

CERTIFICATE OF COMPLETION: A focus on internal assessment

IB Online Professional Development

[Related document\(s\): Chemistry_ A focus on internal assessment \(IA\).pdf](#)

10/11/2011–21/11/2011 **Certificate of Completion: An Introduction to Teaching IB DP Chemistry**
Triple A Learning

[Related document\(s\): Izabela Fulara.pdf](#)

2011–2012 **Diploma in management in scientific and development researches and** EQF level 7
University of Economics and Innovation in Lublin (WSEI)

2001–2006 **Master's Degree in Chemistry** EQF level 7
The Silesian University, Katowice (Poland)

PERSONAL SKILLS

Mother tongue(s) Polish

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	B2	C1	B1	B1	B2
French	A1	A1	A1	A1	A1

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
[Common European Framework of Reference for Languages](#)

Communication skills

Working in international school environment taught me how to be a good listener and be open to the ideas of others and sensitive to their values and feelings.

Organisational / managerial skills

-leadership (deputy manager in the laboratory)
-teamwork (Erasmus + projects in school)

Job-related skills

mentoring skills- conducting lectures on P2P and CLIL education

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Proficient user	Proficient user	Independent user	Independent user	Basic user

[Digital competences - Self-assessment grid](#)

Driving licence B






ANNEXES






- Chemistry_ A focus on internal assessment (IA).pdf
- Izabela Fulara.pdf

Izabela Fulara

 Mother tongue(s)
Polish

 Other language(s)
English, French

English				
Self-assessment of language skills				
UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
B2 Independent user	C1 Proficient user	B1 Independent user	B1 Independent user	B2 Independent user
Certificates and diplomas				
Title	Awarding body		Date	Level*
–	–		–	–
Linguistic and intercultural experience				
Description			Duration	
Using languages at work: IB chemistry teacher			1/9/00–Present	






French				
Self-assessment of language skills				
UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
A1 Basic user	A1 Basic user	A1 Basic user	A1 Basic user	A1 Basic user
Certificates and diplomas				

* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.
The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe (www.coe.int/portfolio).

Title	Awarding body	Date	Level*
–	–	–	–
Linguistic and intercultural experience			
Description		Duration	
Using languages for study or training: 2 week course "CLIL For Secondary Teachers (Science & Maths)" Portsmouth England. The teaching language was English which gave the possibility of total immersion in the language and the competence such as: speaking, reading and writing with an emphasis on the use of specialist vocabulary were practiced		25/6/16–9/7/16	
Using languages for study or training: Erasmus + international meeting in Italy. Most of the tasks was based on teamwork among European teachers and students which gave the opportunity to practice the language but also taught how to respect cultural differences. Main topic: "How to raise awareness about the problem of migrants"		4/5/17–14/5/17	
Using languages at work: Chemistry teacher in IB (International Baccalaureate) school: Prywatne Liceum Ogólnokształcące im. Melchiora Wańkowicza		1/9/00–Present	

* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.
 The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe (www.coe.int/portfolio).

Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic user	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction]	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEFR): © Council of Europe

Chemistry_ A focus on internal assessment (IA).pdf

Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Introduction

This module focuses on the requirements of the IA. It presents an overview of the five criteria and the assessment model.

The module underlines the relevance of different skills such as collecting and processing data, and writing the report that students must produce before actually attempting the individual investigation. In producing the investigation there are responsibilities both for students and teachers that may prove more challenging in certain contexts.

The different activities require you to share opinions and doubts with colleagues so that you may identify good quality scaffolding practices in order for your students to achieve higher performance levels.



n / nn

Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



The general requirements of internal assessment

The internal assessment task demands that each student produces an investigation of about 10 hours class time. This will count for 20% of the total course grade.

The investigation should be about 6 to 12 pages in length in regular font size. It is sometimes referred to as an exploration, but it is not a miniature extended essay nor is it an extended version of the current IA because:

- the amount of time invested is substantially less
- the format requirements are entirely different and so, therefore, are the assessment criteria.

As the teacher delivering the course, you will internally assess the students' IA investigations and the IB will externally moderate a selection of these IA. Work will be submitted electronically.

It requires a clear purpose and a rationale, and it is expected that the students appreciate the context of their work within a larger scientific body of knowledge.



Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Investigation types

The IB encourages a wide range of investigation types some of which are illustrated in the TSM. Investigations can be pure or hybrid and as new technological tools evolve and become more widely available more types are likely to emerge.

- Traditional or hands on: established hands-on laboratory investigations or student-designed open-ended investigations, with or without ICT.
- Spreadsheets: analysis and mathematical modelling using a spreadsheet, where data can be obtained from an existing database or from hands-on experiments.
- Database: extracting data from one or more databases and analysing it in appropriate mathematical and graphical ways, with the possibility of combining spreadsheets and modelling to support chemical analysis.
- Simulations: it is now possible to use a somewhat open-ended and appropriate computer simulation to investigate modelled physical phenomena.
- Computational modelling: while some of the most popular are still beyond most schools' budgets, their cost is steadily lowering as new alternatives are offered. Joint ventures with universities could be another interesting strategy.



Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Learning engagement 1: Investigation: different types



Introduction

In this learning engagement you will have the opportunity to identify the different types of investigations that students may choose and share examples.

Steps

To successfully complete this learning engagement, please follow these steps.

- Go to the **Investigation: different types** discussion forum.
- Describe two individual investigations of different types that your students have undertaken that you think were especially successful or original. If you have not had experience yet of students carrying out the individual investigation then describe two investigations that you would find interesting to carry out using facilities available in your school.
- Make comments on the type and title suggested by at least one participant.



Tools

Investigation: different types discussion forum



n / nn

Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Scheduling the individual investigation: how long?

The subject guide recommends that a total of approximately 10 hours of teaching time for both SL and HL should be allocated to the work.

This should include:

- time for the teacher to explain to students the requirements of the internal assessment
- class time for students to work on the internal assessment component and ask questions
- time for consultation between the teacher and each student
- time to review and monitor progress, and to check authenticity.



Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Scheduling the individual investigation: when?



The timeline for implementing the investigation will require careful planning and probably some negotiation with teachers in your department, colleagues in other departments, the IB Diploma Programme Coordinator and counsellor. Before reflecting on the questions below obtain the deadlines for IB tasks in your school.

- At which point will key concepts and experimental skills have been taught so that a diverse range of feasible research questions can be reasonably expected to be formulated and investigated by the students?
- Are the available material and human resources sufficient for all students in the class to undertake the individual investigation simultaneously or will the individual investigations be carried out in smaller groups?
- What is the schedule of other Diploma Programme assessment activities within the school? When will students be able to give sufficient attention and time to the individual investigation?
- How much time will be needed for internal moderation between teachers in the same subject?



Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Facilitating the action phase (1/2)

The facilitation of individualized researches for each student in a teaching group requires forethought and planning. Once again the optimal strategy depends on school-based considerations. Some of the key factors dictating the final strategy to be implemented are:

- the number of students in the teaching set
- the availability of technical support staff
- the availability of laboratory space
- the availability of apparatus and material
- access to IT within the laboratory.



Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Facilitating the action phase (2/2)

Probably many schools will schedule investigations so that students carry out their action phase simultaneously.

Several points you need to bear in mind include:

- ensure students submit detailed requirements for materials in good time
- encourage students to address a wide range of research topics so there is less demand for the same apparatus and materials
- encourage some students to work on investigations based on IT applications and secondary data
- promote the philosophy that sophisticated concepts can be meaningfully investigated with simple equipment and methodology.

IT-based projects still need supervision:

- when facilitating the action phase for individual investigations using IT applications and/or secondary data, it is important that the students carry out their action phase of data collection or generation under supervision in the classroom or laboratory so that the teacher can guide, monitor and establish authenticity



Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



A possible timeline

The following illustrates one alternative that may prove satisfactory.

- Introductory session at the beginning to outline the aims of the individual investigation, stimulate the formulation of research questions and to describe the criteria by which the work will be assessed.
- Arrange a session for preliminary trials, tests and/or searches to be carried out so that students can assess the feasibility and practicalities (including safety considerations) of their proposed investigation before embarking on the main action phase. After this session a detailed proposal can be called for that will allow staff to organize the required materials and apparatus.
- Arrange consecutive sessions for the main supervised action phase.
- Final plenary session to review the assessment criteria, describe the requirements and conventions for report writing, present exemplar reports and to set deadline for full draft to be handed in.

In all of these or other strategies, teachers should positively encourage students to explore the full range of options available to them and to pursue a research question to which they really want to find an answer for the sake of personal engagement.

State any question you may have in the ongoing activity **"Burning questions"**.



Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



What if the research question is unsuitable?

Possibly two or more students within a class plan to study the same topic area. The teacher should help direct them away from their common start point by considering, for example, different independent variables or a different system to study.

Intervene and re-direct if students propose a research question that is either too simplistic to be considered commensurate with IB diploma level or will prove to be impractical and unlikely to yield any meaningful data.



Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Learning engagement 2: Facilitating the individual investigation



Introduction

This learning engagement aims to share successful practice in implementing the individual investigation.

Steps

Go to the **Facilitating the individual investigation** discussion forum.

- Describe how you facilitate the individual investigation: how many students, do they do it simultaneously, at what stage of the course, over what time frame, how do you stimulate suitable research questions, what are the most challenging factors you face when facilitating the individual investigation? If you have yet to facilitate the investigation in your school, what do you think is the approach you will adopt?
- You can answer these questions verbally or alternatively, if you prefer, produce a visual document (in a mind map style).
- Read all posts made by your colleagues and comment on at least two of them.

Tools

- **Facilitating the individual investigation** discussion forum



n / nn

Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Collecting and analysing data: what makes good practice?



Collecting and processing data are two areas of substantial relevance for the investigation. They have a direct impact on analysis, evaluation and communication.

The collection of data has to pay due consideration to errors and uncertainties, whether a student is making use of data loggers or not. The "Errors and uncertainties in chemistry" section of the [TSM](#) offers a wide variety of examples that support good teaching practices.

The practical programme should help students develop awareness on how the amount and quality of collected data will affect the quality of their investigation, as well as providing sufficient support to achieve necessary skills. It is of great significance to underline the importance of both qualitative and quantitative data during the coursework as well as that of values that should be considered outliers. A clear understanding of classification of errors and the relative impact on results of those present in a specific investigation are equally important concepts.

The efforts taken while collecting data should continue while processing them. So for instance, while some types of investigations do not call for graphical analysis, in others this is the most suitable approach, for example, a significant amount of investigations using calorimetry or investigations based on kinetics.

An important component of good scaffolding practices while doing the labs involves walking the students through the most appropriate practices for specific situations.



Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Learning engagement 3: Scaffolding for the analysis criterion

Introduction

This activity looks to illustrate good practices in collecting and processing data in traditional practicals.

Steps

To successfully complete this learning engagement, please follow these steps.

- Read the section "[Errors and uncertainties in chemistry](#)".



Part 1:

- Go to the library and download the document "Scaffolding for the analysis criterion, encouraging good practices"
- Analyse the document taking the following questions into account.
 - What are the weak and strong points shown in the collection of data?
 - What are the weak and strong points evidenced in the processing of the data?
 - Which strategies would you use so that your students can improve their performance in each aspect?
- Go to the **Scaffolding for the analysis criterion discussion forum** and share your opinions/doubts with other participants.

Part 2:

- Go to the library and download the document "Determining the molar mass of a volatile liquid: teaching good practices".
- Follow the instructions in the document: these involve processing the data, including propagation of uncertainties, as you would teach your students. Please observe that the IB does not endorse any particular approach.
- Go to the **Determining the molar mass of a volatile liquid: teaching good practices discussion forum** and share your opinions/doubts with other participants.

Tools

- **Scaffolding for the analysis criterion** discussion forum
- **Determining the molar mass of a volatile liquid: teaching good practices** discussion forum



Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Student reports: style, form, content and context (1/2)



There is no prescribed format for a student's exploration report, but the material should follow a logical sequence as understood by the scientific community, clearly show personal involvement, be succinct in character and make correct use of subject-specific terms.

In spite of the different formats that may be chosen, it is relevant to underline that the new criteria encourage a style that is both logical and justified, one that demonstrates personal involvement and exhibits sound scientific work at IB level. Journalistic approaches do not meet expectations and should be avoided as should superfluous comments.

The material should not reflect an IA checklist approach, following instead the model of scientific journal articles.

It forms part of good scaffolding practices to make students familiar with a number of high-school level chemistry journal articles.



Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Student reports: style, form, content and context (2/2)

Librarians should be actively involved in helping students identify resources that go beyond those on the internet. For this purpose, the OCC page for librarians could prove particularly useful.

Research and the pertinent scientific context are important parts of the new IA investigation. The IA task expects students to appreciate relevant scientific knowledge and the scientific context of their investigation. Therefore research should be undertaken throughout the investigation and, as repeatedly observed, be properly referenced.

The teacher support material and example reports in modules 3 and 4, as well as the discussion of the communication criterion, illuminate the normal range of report writing styles.

If you have concerns or queries regarding the format of the report then post in "**Burning Questions**".



Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Learning engagement 4: Writing the Student manual



Introduction

The investigation should evidence the skills acquired during the course. Students need both differentiation and solid scaffolding to progress in their knowledge. The following ongoing activity encourages sharing experiences and strategies that will provide an adequate support for achieving satisfactory results with the personal investigation.

Steps

To successfully complete this learning engagement, please follow these steps.

- Access the **Student manual**, an interactive space found in the module page that the group will build together.
- Share strategies and practices that you plan to use or have already successfully used in your course so that students develop necessary skills for the different stages of the personal investigation, including finding a title, conducting research, collecting data, processing and analysing data, and writing the report.
- Make an entry for each of them, summarizing its content or main idea in the **title field**.
- Check the entries made by your colleagues and provide feedback on at least three of them.

Tools

- **Writing the report: challenges** discussion forum
- A framework for the use of cognitive academic language proficiency
- [Language and learning in IB programmes](#)



n / nn

Chemistry: A focus on internal assessment (IA)

Module 2: Unpacking the individual investigation



Module checklist

- read all the notes and suggested document
- completed Learning engagement 1
- completed Learning engagement 2
- completed learning engagement 3
- completed learning engagement 4



n / nn

Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



Congratulations!

You have reached the end of module 2.

Thank you for all your contributions so far. Collaborating with your colleagues is an essential aspect of this learning experience.

The next module will address the challenges resulting from marking actual investigations.

Best of luck!

ACCOMPLISHED



n / nn

Chemistry: A focus on internal assessment (IA) Module 2: Unpacking the individual investigation



n / nn

Help

- This resource is split into a series of pages
- The 'Next' and 'Back' buttons on the bottom right-hand side of every page will take you sequentially from one page to the next
- The 'Table of contents' button at the bottom left of the page will navigate you to a table of contents for the whole resource
- The 'Download notes' button at the bottom left of the page links to a downloadable PDF version of the resource

Icons

Throughout this resource, various icons are displayed. These show which activity types or features are included on each page.



Assessment



Optional activity



Coffee corner /
High tea



Write



Resources



Group work



Technical



Reflect



Read



Warning / Help



Share

Audio



Pages that feature this icon include audio narration. Click on the icon to start the narration, click on the icon again to stop the narration.

Alternatively, use the audio controller to start, stop or skip the narration, or to adjust the volume level as required.

Izabela Fulara.pdf 

 IN COOPERATION WITH

 triple a
LEARNING

Certificate of Completion

Online professional development workshops

Name: Izabela Fulara
School: Fundacja Oswiatowa Szkola jak Dom
Workshop: An Introduction to Teaching IB DP Chemistry
Commenced: 10th October 2011
Completed hours: 36

The above listed person successfully completed an online workshop with Triple A Learning in cooperation with the IB



Andy Beharrell, Managing Director, Triple A Learning Ltd

Triple A Learning Ltd, Spital Acre, The Street, Salford, Essex. United Kingdom. CM9 8HW +44 (0)203 535 8050

