

The Power of Transdisciplinary Teaching and Learning in the PYP Classroom with Dr. Peggy Healer



Elementary educator and Administrator. She has been working with the Primary Years Programme since 1998 and been a Consultant, Workshop Leader, Field Rep, Evaluator, and Curriculum writer for the IB since 1999. Peggy earned her Doctorate in Educational Leadership and Curriculum and Instruction in 2013 with a focus of researching the impact of the IB on Science Performance. Her strong belief in the power of Transdisciplinary Teaching and Learning was reinforced throughout this research.

This session will focus on a reflection of the broadened reinterpretation of the PYP Standard: C3.1. b in regards to Transdisciplinary Teaching and Learning and the impact that might bring to a PYP classroom and school. Participants will benefit from an interactive exploration into a deeper construction of knowledge of Transdisciplinarity and how that might differ from Interdisciplinary and Disciplinary teaching and learning and experience the possible transformational power this may bring to your school and classroom. Participants will be provided IB documents and on-line resources related to Transdisciplinary Teaching and Learning. Please bring a laptop, a copy of *IB Standards and Practices*, *MTPYPH* and *The Primary Years Programme as a model of transdisciplinary learning* and a unit you would like to work on (preferably one that is already written that you would like to revise).

Bringing Inquiry to the PYP Mathematics Lesson With Amy Quinn



Amy Quinn, founder and Director of Teaching and Learning at Washington Yu Ying PCS in Washington, DC has over 30 years of experience in Elementary Education. Though she has taught the spectrum of Elementary from 4 year olds through 12 year olds, Amy has focused on Early Childhood Education throughout most of her career.

Amy had the opportunity to spend the first 18 years educating outside of the United States, working with international schools and local education groups. During those years, she spent time at Reggio Emilia, in early PYP (ISCP) development groups and in IB PYP schools. After moving to Washington, DC, she got involved in developing the charter for an innovative Chinese immersion IB PYP public charter school.

Amy serves as an IB PYP site visitor and workshop leader. She is also a PYP reviewer and report reader for the IB.

The Inquiry in Mathematics in PYP sessions will provide an interactive, hands-on approach that will enable a deeper understanding of teaching mathematics through inquiry in the PYP. Participants will be provided with a bank of resources and inquiry strategies to use from Day 1 in the new school year. Please bring a laptop and a math unit planner that you have worked on.

Personal and Community Projects in the MYP With Lindsey Belzyt

For the past eleven years, Lindsey Belzyt has been a teacher and coordinator in a several Michigan IB secondary schools. Having taught a MYP Literature and Language, MYP Projects, DP Literature, and DP Theory of Knowledge, as well as worked as a supervisor for extended essay and personal project, Lindsey has a deep understanding of how the IB programmes work as a continuum and prepare students for life outside the classroom. Lindsey has a Masters of Developmental Linguistics from Oakland University and a Bachelors of Education, Literature, and History from Michigan University. She is also a workshop leader and grader for IBA.

The personal and community projects provide students with a valuable learning experience, enabling them to develop the skills and processes of becoming life-long learners and problem solvers. These projects offer students often their first time to take action on something they are personally interested in, rather than guided to learn about in school. While this is an exciting task, it is also very daunting for students, since they are in various stages of independence and building the skills they need to achieve their goals. Schools can help students succeed in these projects by creating a system for helping them manage their process and set processes in place for teachers to act as supervisors and community members to act as mentors. Participants in this session will examine the requirements both projects, the importance of developing students' ATL skills and understanding of the global

contexts, various methods to structure either projects to ensure student success and ways to build partnerships with community members to help students within and outside the classroom.

Participants should bring their school's timeline for establishing the projects or the current timeline they are working with and the projects guide. By the end of the day, participants will have begun to work on developing or revising a school-based plan to coordinate projects and train their supervisors and mentors.

Global Contexts in the MYP Classroom With Debbie Getzel



With over 30 years of experience as an educator, Debbie Getzel has retired twice as a middle school MYP coordinator and teacher. She is highly qualified in math, science, language arts, social studies and gifted and talented and has facilitated MYP year 1, 2 and 3 classes in all of these subjects as well as design and visual arts. Considered an educational innovator, her first teaching position received bonus pay as she served as the science teacher on a pilot program that included four-person team promoting collaboration, interdisciplinary teaching and learning and a student-centered focus. Later she developed and implemented a continuous progress math program, engaged students through a multi-year mock trial program, devised an architecture course that culminated with construction of a functional bird house and facilitated a complex thinking-skills instructional protocol that drew profoundly gifted students from throughout the Denver metropolitan region.

She now serves as a school consultant, site visitor and workshop leader for the IB and serves as a science reviewer and language and literature senior reviewer for the MYP Building Quality Curriculum program.

The MYP global contexts sessions will provide an interactive, hands-on approach that will enable a deeper understanding of the role that the global context plays in facilitating service as action as an outcome of learning. Topics of exploration will include: Removing the Dark Glasses: Understanding global contexts and explorations; Making Things Clear: Creating a vibrant, transferrable statement of inquiry; Seeing the Sunlight: Global contexts and the summative task; Making your Hammock: Threading the global context throughout the unit planner.

Participants will be provided with an on-line bank of resources related to the MYP global contexts.

Please bring a laptop, a copy of your subject guide and of *MYP: From principles into practice* (download or print is fine for either of these documents), a copy of the updated (December, 2016) version of *Evaluating MYP unit plans* and a unit that you would like to work on. It is preferable to use a unit that you have already written, but if you want to look at a new unit, please have a rough idea of

your key and related concepts, global context exploration and the content and learning experiences in your unit.

Integrating Technology into the IB DP Classroom With Amy Heusterberg-Richards and Vicki Quinn



In her eleven years of teaching, Amy Heusterberg-Richards has taught approximately ten different English Language Arts courses and served as a peer coach in the Howard Suamico School District's digital transformation initiative. As an undergraduate, Amy studied English, Spanish, and secondary education at St. Norbert College in De Pere, Wisconsin and at an Enforex School in Madrid, Spain. Amy holds a Master's degree in Applied Leadership in Teaching and Learning from the University of Wisconsin-Green Bay and has trained in an Apple Core Institute for Education.

Before teaching, Vicki Quinn worked as an editor and technical writer for places such as 3Com, AT&T Wireless, and the Museum of Modern Art. Then she decided to get her Master's in education so that she could spend her days conversing with brilliant young people about art, music, literature, and the common human experience. More specifically, she is in her 15th year teaching English Language Arts, co-chairing the department, instructing through the College Credit in High School program, advising the Yearbook, and leading the Educators Rising chapter organization.



Together, Amy and Vicki have trained under the guidance of national senior technology consultant John Kuglin and served as pilot educators in the Howard-Suamico school district's digital transformation. They have taught IB English Literature HL at Bay Port high school in Green Bay, Wisconsin since the diploma programme's development six years ago, have a student success rate of approximately 97% earning credit, and have been awarded the Brown County Golden Apple Teachers of Distinction award. They presented at the IB Conference of the Americas in Chicago in 2016 and were recently interviewed by the IB Community blog about promoting inquiry through technology integration. Throughout their careers, the two have published as guest contributors to such professional publications as the NCTE English Journal, Wisconsin Education Association Council Journal, Edutopia, Northeastern Wisconsin Scholastic Press Association Journal, and Moving Writers. They share their knowledge of free technology tools in their collective website and blog: <http://ibelearning.weebly.com/>

This session will offer technology-integration strategies to enhance classroom discussion, encourage inquiry-based research, expand creative expression, and provide unique student curation and project options. After attending the session, participants will be able to redefine their own methodologies and design creative learning experiences for students through the inclusion of free, web-based, technology tools. Attendees are welcome from all technology comfort levels and should bring a laptop with internet access.

Elevating the Extended Essay Experience With Doreen Chonko



Doreen Chonko teaches Theory of Knowledge at Palm Harbor University High School in Palm Harbor, Florida. She is an IB examiner for Theory of Knowledge and a National Board Certified Teacher in Library Media. Ms. Chonko received an MA degree from the University of South Florida in Library Science. Her BA degree is in Psychology from Montclair State University. She has been a workshop leader and developer for IBA since 2008. Ms. Chonko was one of the three writers of the original Extended Essay workshop for IBO, which was first offered in 2009.

As a process the extended essay provides a valuable learning experience that supports lifelong learning. Each school plays an important role in providing a structure that enables students to build their own learning experiences while researching and writing the extended essay. Schools can increase student achievement in the extended essay by taking a systematic approach to managing the extended essay process and by preparing teachers to assume supervisory roles and responsibilities. Participants will examine the new 2018 Guide and share best practices in order to gain an understanding of various methods for preparing students to be successful with writing the extended essay as they explore the new guidelines and required reflections. Participants should bring their school's timeline to evaluate and revise in order to best monitor progress throughout the process. A school-based plan for coordinating the extended essay process will be developed or revised to include training of supervisors, required supervisory reflection sessions, and the student's reflection space.