



IB CONFERENCE
OF THE AMERICAS 2013
NEW ORLEANS 18th - 21st JULY



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Welcome!

Please:

1. Select a nametag sticker.
2. Choose the color marker that represents your programme.

PYP: yellow **MYP**: red **DP**: blue **IBCC**: purple

3. Draw and color a circle to represent your programme(s).

4. Pick up a copy of Notes and Ideas.

Note: if you are involved in more than one programme, please color a circle for each your programmes.

Thank you!

IB Across the continuum: 5 Schools, 7 Programmes, 1 Concept

How can you connect a common purpose across the continuum? We have in our cluster!

Learn how to link your programmes together across campuses.

Emily Munn

Metro Nashville Public Schools IB District Coach



Metro Nashville Public Schools



TownMaosUSA.com



Candy Warehouse



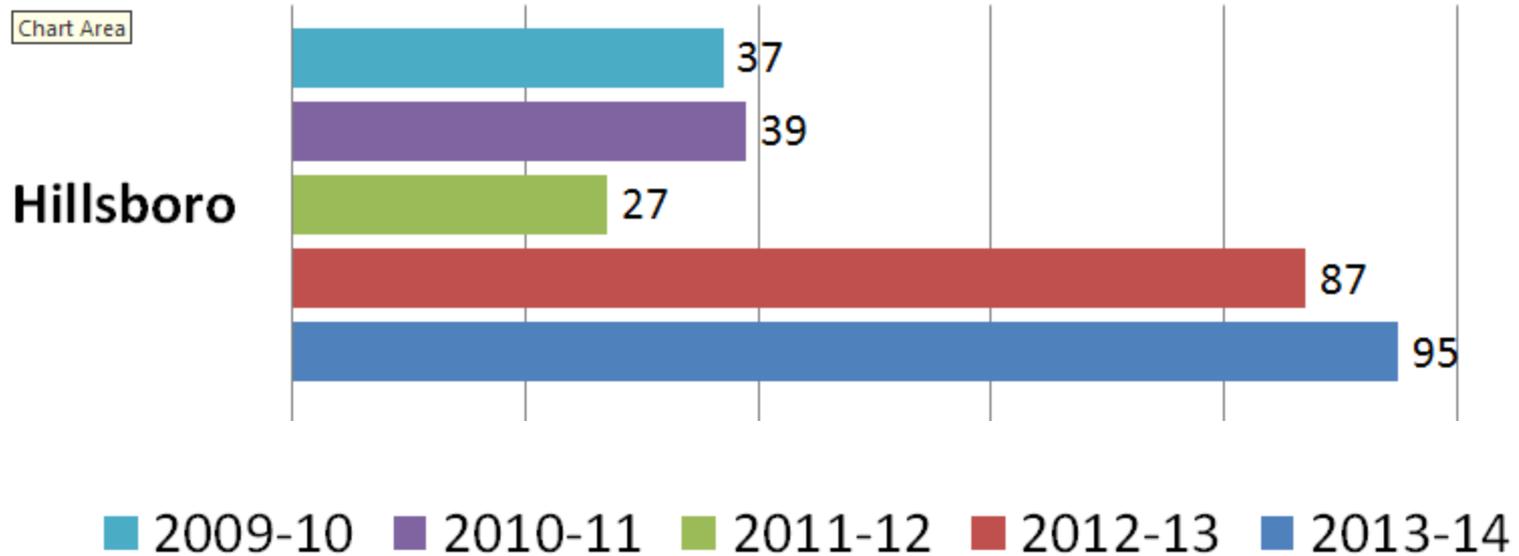
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7 Programmes, 5 Schools

<p>MNPS Hillsboro High School Cluster IB Schools</p>		<p>Hillsboro High School DP: 2004 IBCC: 2013 MYP: 2011</p>
	<p>West End Middle: MYP: 2009</p> <p>J.T. Moore Middle: MYP: 2007</p>	
	<p>Eakin Elementary: PYP: 2012</p> <p>Julia Green Elementary: PYP: 2011</p>	



Diploma Candidates



Becoming One



The Big Secret:

1. Time
2. Planning
3. Work



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Working together, people can make a difference within a community.

In the final year of the PYP, our fourth graders "undertake a collaborative, interdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems." www.ibo.org This experience allows the students to demonstrate their ability to problem solve independently, explore, and take action based on the information they have gathered. The focus for Eakin's Second Exhibition is this: How can I, as a nine- or ten-year-old, make a difference in my community? To begin this process of understanding Eakin's Exhibition Central Idea (Working together, people can make a difference within a community) presenters from non-profit organizations in the Nashville Community have led discussions with the fourth graders about the organizations' focus and the issues involved. After brainstorming different issues within their community, the students will select one of interest to them. Grouped according to their interest, the students will then research their identified lines of inquiry and select an action that they could take based on their learning. During the Exhibition on March 13th, the students will present their research, discuss the rationale for selecting their action, and reflect on the action taken. Please join us as we celebrate our students' growth as caring, principled, balanced global citizens.

Inquiry goes on in our building every day. It is part of the fiber of our school - an integral part of how we teach and learn. If you visit and get a quick glimpse of our day, it might not be apparent at first glance. I would challenge you to take a deeper look. Inquiry is evidenced on our Wonder Walls, on our IB Boards, in our "I see, I think, I wonder" activities, in students' journals, drawings, Inquiry Notebooks, and classroom discussions. Our teachers are asking questions that are more open and reflective in nature, and we are seeing that our students are great thinkers and problem solvers! They seek to collaborate and work cooperatively. They exhibit curiosity and are confident about sharing their own ideas. Another example of inquiry can be seen in the process that occurs as part of our 4th-grade Exhibition. The Exhibition is a culminating experience for the PYP and an in-depth collaborative inquiry. It starts with something that is important to each group of students and expands into real-world local and global issues. It will take place on May 16th, and it will be a shining example of student-initiated inquiry!

INQUIRY





Make it inviting!

Exhibition Invitation

 Julia Green's 4th grade students invite you to a culminating showcase of their Primary Years Programme International Baccalaureate experience:

**Julia Green's
2nd Annual PYP Exhibition**
Thursday, May 16th, 6:00 P.M.
Julia Green Multipurpose Room



Inquiry Night Invitation

HILLSBORO CLUSTER



INQUIRY NIGHT

Please join the teachers and students from the IB Schools in the Hillsboro Cluster as we come together to celebrate inquiry in the classroom. All families are invited to come see IB in action.

**Tuesday, February 26th
6:00 – 7:30
Hillsboro High School**

Each IB school will bring teams of teachers and students to participate in our first annual IB Inquiry Night. You will be able to explore Science Inquiry table by table as teachers and students offer demonstrations of what inquiry looks like in the classroom. At each booth you will have the opportunity to ask questions to develop deeper understanding. There will also be an Exploration Station where students can use inquiry methods to design and build their own flying machines.

We look forward to seeing you!



International-Mindedness

IB WEEKLY PERSPECTIVE
I see. I think. I wonder ...

Edition Three

<p>"Courage is knowing what not to fear." Plato</p>		<p>How do symbols on a flag help you determine what country the flag might represent?</p>
	<p>Which country is home to the most Muslims?</p>	

According to a recent study by the National Centre for Social and Criminal Research (NCSCR), 83 per cent of Egyptian families alter their food consumption habits during Ramadan in a way that augments their food bill for this month by 50 to 100 per cent. If total annual consumer spending in Egypt comes to around LE200 billion, LE50 billion of this is spent in Ramadan, which is to say at a rate of LE1 billion a day, the bulk of which goes to food in this month of 'fasting'.

The NCSCR study observes that during this month Egyptians spend 66.5 per cent more on meat and poultry, 63 per cent more on sweets, and 23 per cent more on nuts and nibbles, and they host 23 per cent more banquets and dinner parties. The study further notes that at least 60 per cent of food on an average Egyptian family table, and more than 75 per cent of food in a banquet, goes to waste, which is to say tossed into the rubbish bin, during this month.



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Thinking
Routine:

I See,

I Think,

I Wonder



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Commonalities in the Continuum

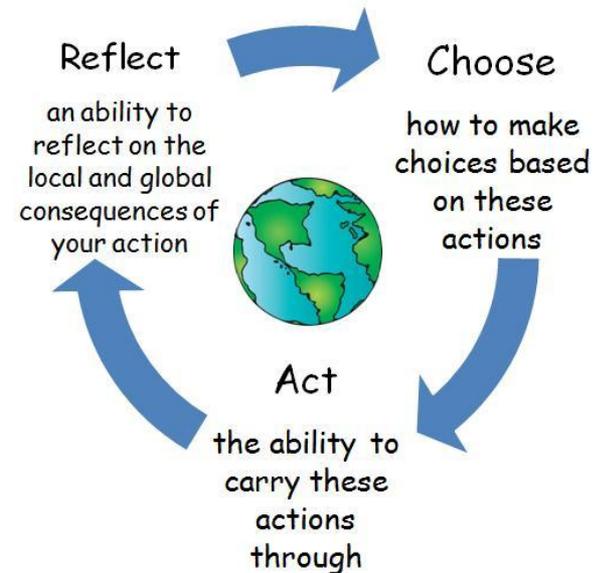
Learning Through Experience:

PYP: Action

MYP: Community & Service

IBCC: Community & Service

DP: Creativity, Action,
& Service





Community and Service Record Sheet
Hillsboro Cluster
IB Middle Years Programme

Student Name _____ Grade _____
Mentor Teacher: _____

Activity/Event Name: _____

Location: _____

Date[s]: _____

*If recurring event, please list ALL dates. You may use the back of this sheet, if needed.

Total Hours: _____

Summary of your service activities:

► Signature of an Event/Activity Coordinator: _____

Date: _____

Reflection (to be completed by student after service):

1. Why is this cause worth working for? What did you learn about yourself because of this activity? Was it what you expected?

2. What was most challenging about this activity?

3. What was most rewarding about this activity?

4. What Learner Profile characteristic did you use in this activity? How?

Reporting Action

IBCC: Community and Service

- HHS IBCC google site
- Weebly Blogs

DP: Creativity, Action & Service

- CAStastic Google Site

Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can

the optimism revolution ~John Wesley

Commonalities in the Continuum

Language Acquisition

Eakin & Julia Green:
Chinese

J.T. Moore & West End:
Chinese and Spanish

Hillsboro:
Chinese, Spanish, French

Commonalities in the Continuum

Structure of the Program

PYP

Transdisciplinary Units
Structured Template

- Central Idea
- Lines of Inquiry
- Key Concepts

MYP

Disciplinary Units
Transdisciplinary Units
Structured Template

- Significant Concepts
- Unit question
- Area of Interaction

Commonalities in the Continuum

Structure of the Program

IBCC

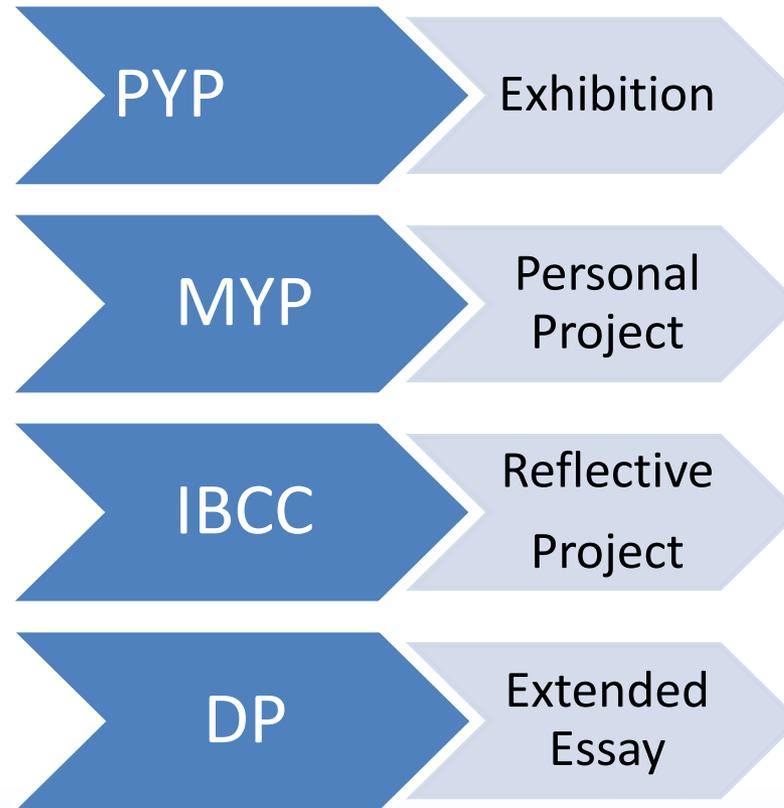
Organized around disciplines by the IBCC core components and are connected to other disciplines

DP

Organized around disciplines by the Theory of Knowledge course and are connected to other disciplines

Commonalities in the Continuum

Culminating Experience



Create a Calendar: Make it Inviting	
Build a Bridge: Vertical Articulation	
Connect with Each Other: Programme Models	
Putting it all together: District Initiatives	
Perfecting the Profile Instantly	
Becoming Internationally-Minded	
Mission Step by Step	
Who do IB Teachers Look Like?	
Myth vs Reality	





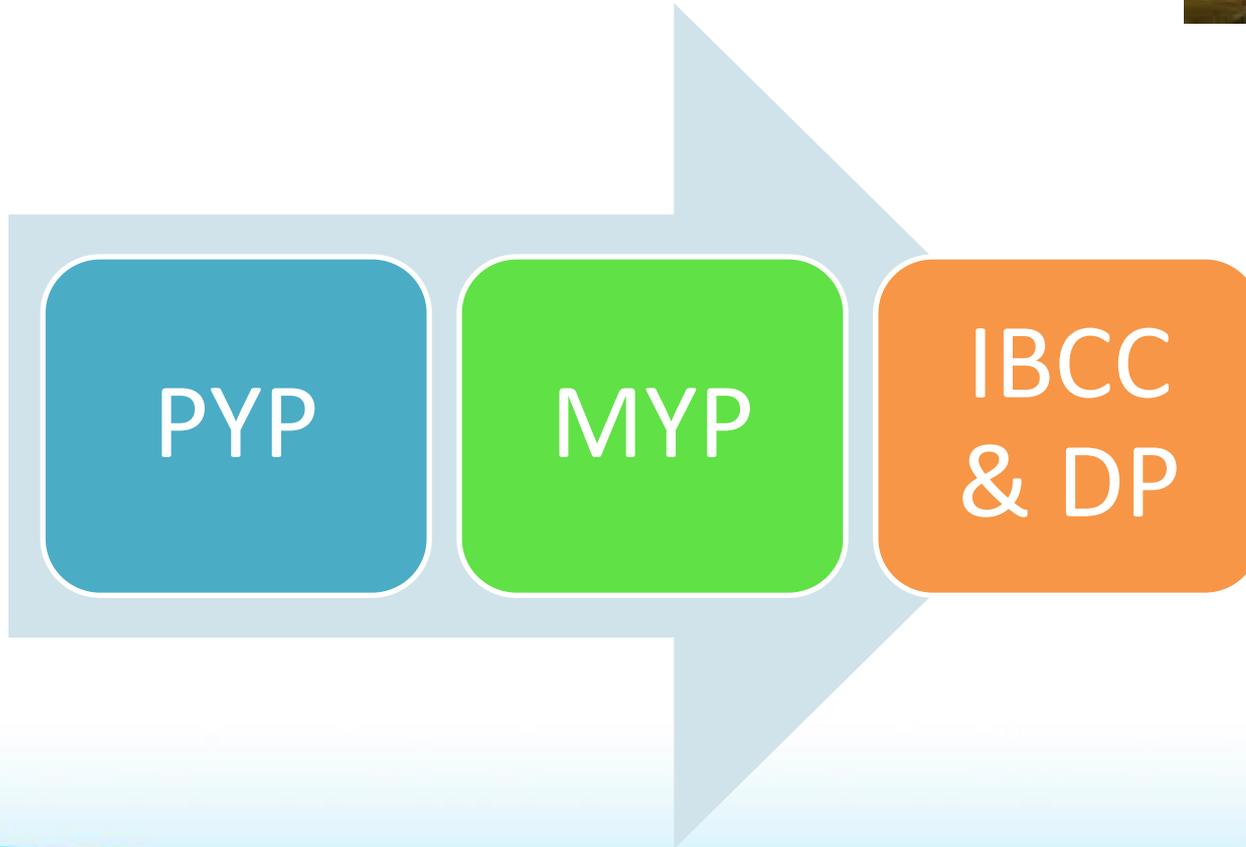
Create a Calendar

Plan to Plan!
Pencil me in.
Do lunch.
Speed dates
are better
than no dates.

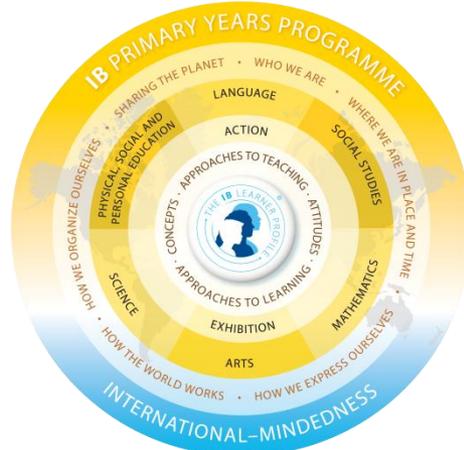




Build a Bridge



Connect with Each Other





Putting it all together

PBL

Artisan Teaching

Common Core

Online Learning

IB

ACT/SAT

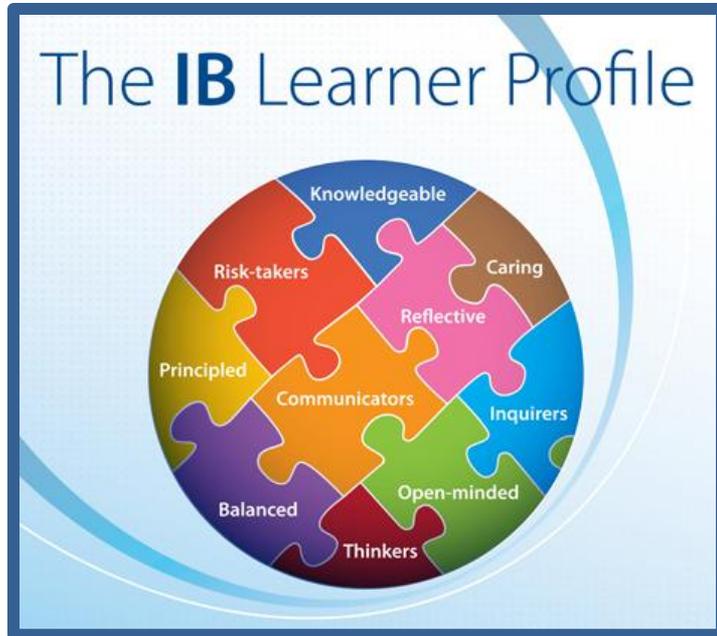
IEP



Assessments



Perfecting the Profile



Instagram



Mission Step by Step



School
Mission
Statement

IB Mission
Statement





Standardizing our Practices





What does IB look like?



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Reflection



Stop	Start
Continue	Change



Commonalities in the Continuum: Learning in Context

MYP Areas of Interaction



PYP Transdisciplinary Themes

