IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2013

THE HAGUE 24TH - 27TH OCTOBER
SEK Ciudalcampo
International School

TeamLearning

IB Regional Conference - October, 2013

Research team: Michael Van Ostran, Suzanne A. Calvo Downie, Marisa Iglesias, Ainara Zubillaga and Maricruz Lagar

Technical team: Jesús Castillo and Mercedes Redondo

Education team: Primary Teachers and Counsellors
Today we are going to talk about a process of improvement of different innovations from SEK International Schools:

- The sixties: Flexible groups
- The nineties: “Aula Inteligente”
- 2012: We began this experience
How can we help our students to improve their social abilities?
Step one: Boxes

How?
Step two

Getting ready
Step three: Warming up

What do we do?
Step four: Verification
Step five: Analysis
Step six: Celebration
Return to boxes for a new reflection
WHY FORMULA 1?
Getting ready
Organization
Dare to make a change!
# Traditional timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15 – 10:00</td>
<td>Spanish</td>
<td>P.E.</td>
<td>Astronomy</td>
<td>Religion/Aten Educ.</td>
<td>French/German</td>
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<tr>
<td>10:00 – 10:45</td>
<td>Maths</td>
<td>P.E.</td>
<td>Maths</td>
<td>Chess</td>
<td>Maths</td>
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<tr>
<td>10:45 – 11:00</td>
<td>RECESS</td>
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<tr>
<td>11:00 – 11:45</td>
<td>English</td>
<td>Spanish</td>
<td>Science</td>
<td>Swimming</td>
<td>English</td>
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<tr>
<td>11:45 – 12:30</td>
<td>Science</td>
<td>Maths</td>
<td>English</td>
<td>Maths</td>
<td>Drama</td>
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<tr>
<td>12:30 – 14:10</td>
<td>LUNCH / EXTRACURRICULAR ACTIVITIES</td>
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<tr>
<td>14:10 – 15:00</td>
<td>Music</td>
<td>Science</td>
<td>Spanish</td>
<td>Science</td>
<td>Spanish</td>
</tr>
<tr>
<td>15:00 – 15:50</td>
<td>Art</td>
<td>English</td>
<td>Spanish</td>
<td>English</td>
<td>Science</td>
</tr>
<tr>
<td>15:50 – 16:05</td>
<td>RECESS</td>
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<tr>
<td>16:05 – 17:05</td>
<td>Spanish</td>
<td>Debate</td>
<td>Street Safety</td>
<td>French/German</td>
<td>Home Room</td>
</tr>
</tbody>
</table>
Rounding the edges
The “whole child” timetable

[Diagram showing a timetable with activities and times.]
The finished TeamLe@rning space
A day in TeamLe@rning
Students in action!
Warming up
Out test group - The pilots
5th grade students (11 y.o.)
Our vision!
TeamLe@rning

A GREAT LEARNING ENVIRONMENT where students...

• inquire and make connections.

• work together with a common objective.

• have the opportunity to reflect, and share their opinions and points of view with others.

• practice what they learn and take action.
TeamLe@rning:
Marisa Iglesias - FORMER PYP COORDINATOR
This is how we work
Managing the time

Considering what you’ve learnt today, how has your opinion about healthy eating changed?

Learning environments (Individual work – PC).

Additional task: What would be the menu if one of the students is lactose intolerant?

The importance of eating healthy. The food pyramid. NUTRITIONIST GUEST LECTURER

Activities:
• Find food pictures from different sources (magazines, shop leaflets, internet...)
• Classify the photos by food group
• Prepare posters of different food groups

Assessment: You are in charge of preparing the menu for the next field trip, what would you put in the picnic bag? (It has to be a balanced menu)

% FREE INQUIRY TIME – STUDENTS’ INTERESTS
Managing the groups

DIFFERENT OBJECTIVES → DIFFERENT DISTRIBUTIONS

MULTIPLE INTELLIGENCES

INTERESTS
PASSIONS

KAGAN STRUCTURES

SKILLS / LEVELS / ABILITIES / RANDOM

Time for individual inquiry based on own interests

Individual Pairs Small groups Big groups

FOR EXAMPLE
Check under your chairs!

Find the people who have the same fruit as you and get to work.

• The task:
  – You have decided to open a new concept of restaurant called “Breakfast on the go” to make sure people who have no time can still have a healthy breakfast.
    • You are preparing some hand outs to get people to visit your restaurant, what would your claim be?
    • Design two options for the Healthy Breakfast menu
      – Full breakfast
      – Express breakfast
Verification & Analysis
- THE RESEARCH -
What do we think so far?
Is it working?
- Students -

• Love working in TeamLe@rning.
• Opportunity to make new friends.
• Very motivating learning experiences.
• They feel better when facing group changes.
Is it working?
- Teachers -

- **Enriching experience** through **teamwork**.
- Opportunity to **observe**:
  - **Some children** who were normally alone at recess, or had problems fitting in their groups have **found other children to play with**.
  - Children are **more creative**, not only with their work but also how they present it.
  - Their **oral expression** has **improved**.
  - They have learnt to **work better in teams**.
  - From the initial analysis we have been able to **identify the different learning styles** from our students.
Is it working?
- Research-

Comparing the results:

• **Determine** whether there have been **changes in the social patterns** established by students.

• **Establish** the **connection between TeamLe@rning and the social and learning needs** as identifies by previous test results.
Return to boxes for a new reflection
TeamLe@rning

• Creative ways of using spaces and resources
• A team of experts working together
• Thinking outside the box

A COMMON GOAL

Creating **Innovative** ways of **educating**.
McSumi investigation cycle

How can we help our students to improve their social abilities?
McSumi investigation cycle

THANK YOU FOR YOUR ATTENTION!

Mc  Su  Mi
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Download a summary of our presentation with infinityVIEW App