IB CONFERENCE OF THE AMERICAS 2013
NEW ORLEANS 18th - 21st JULY
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
7 Programmes, 5 Schools

<table>
<thead>
<tr>
<th>MNPS</th>
<th>Hillsboro High School Cluster</th>
<th>IB Schools</th>
<th>Hillsboro High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hillsboro High School Cluster</td>
<td></td>
<td>DP: 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IBCC: 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MYP: 2011</td>
</tr>
<tr>
<td>West End Middle:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MYP: 2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J.T. Moore Middle:</td>
<td>West End Middle:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MYP: 2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eakin Elementary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PYP: 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julia Green Elementary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PYP: 2011</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Diploma Candidates

Hillsboro

2009-10 2010-11 2011-12 2012-13 2013-14

- 2009-10: 37
- 2010-11: 39
- 2011-12: 27
- 2012-13: 87
- 2013-14: 95
Becoming One

The Big Secret:

1. Time
2. Planning
3. Work
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!

Cheris Johnson, Julia Green Elementary
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

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!
According to a recent study by the National Centre for Social and Criminal Research (NCSR), 52 per cent of Egyptian families allow their food consumption habits during Ramadan to a way that arguments their food bills for this month by 40 to 100 per cent. If total annual consumer spending in Egypt comes to around LE60 billion, LE4 billion of this is spent in Ramadan, which is to say at a rate of LE5 billion a day, the lack of which goes to food in this month of "sulaim".

The NCSR study observes that during this month, Egyptians spend 45 per cent more on meat and poultry, 36 per cent more on sweets, and 19 per cent more on nuts and nibbles, and thus host 23 per cent more banquets and dinner parties. The study further notes that at least 49 per cent of food on each family table, and more than 75 per cent of food in a banquet, goes to waste, which is to say tossed into the garbage bin during this month.
Thinking Routine:
I See,
I Think,
I Wonder
Commonalities in the Continuum
Learning Through Experience:

PYP: Action
MYP: Community & Service
IBCC: Community & Service
DP: Creativity, Action, & Service

Reflect
an ability to reflect on the local and global consequences of your action

Choose
how to make choices based on these actions

Act
the ability to carry these actions through
Community and Service Record Sheet
Hillsboro Cluster
IB Middle Years Programme

Student Name __________________________ Grade _______
Mentor Teacher: __________________________

Activity/Event Name: ____________________________________________
Location: ______________________________________________________
Date[s]: ________________________________________________________
*If reoccurring 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

- John Wesley

Innovate Educate Create
IB Conference of the Americas 2013
New Orleans 18th - 21st July
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
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

- PYP: Exhibition
- MYP: Personal Project
- IBCC: Reflective Project
- DP: Extended Essay
<table>
<thead>
<tr>
<th>Create a Calendar: Make it Inviting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build a Bridge: Vertical Articulation</td>
</tr>
<tr>
<td>Connect with Each Other: Programme Models</td>
</tr>
<tr>
<td>Putting it all together: District Initiatives</td>
</tr>
<tr>
<td>Perfecting the Profile Instantly</td>
</tr>
<tr>
<td>Becoming Internationally-Minded</td>
</tr>
<tr>
<td>Mission Step by Step</td>
</tr>
<tr>
<td>Who do IB Teachers Look Like?</td>
</tr>
<tr>
<td>Myth vs Reality</td>
</tr>
</tbody>
</table>
Create a Calendar

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

PYP  MYP  IBCC & DP
Putting it all together

Common Core

PBL

Artisan Teaching

IB

Online Learning

IEP

ACT/SAT

Assessments
Perfecting the Profile

The IB Learner Profile

- Knowledgeable
- Risk-takers
- Principled
- Caring
- Communicators
- Reflective
- Inquirers
- Open-minded
- Balanced
- Thinkers

Instagram
Mission Step by Step

IB Mission Statement

School Mission Statement
Standardizing our Practices

GOAL SETTING
- SPECIFIC
- MEASURABLE
- ATTAINABLE
- RELEVANT
- TIME-BOUND

SMART

THINK
- STRATEGY
- PLAN
- MANAGE

WORLD SCHOOL
What does IB look like?
<table>
<thead>
<tr>
<th>Stop</th>
<th>Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue</td>
<td>Change</td>
</tr>
</tbody>
</table>
Commonalities in the Continuum: Learning in Context

MYP Areas of Interaction

PYP Transdisciplinary Themes