

# Pre-Conference Sessions: July 27

## **The Creative Classroom**

### **Anne-Marie Evans**

*Anne Marie Evans has an almost 50 year career in education that has taken her all over the world, starting in Iran where she worked at Iran Girls College, a university for women, and later to California where she founded the Cascade Canyon School.*

*As a consultant, she has worked with schools in Hong Kong, Ghana, the Middle East, Europe, Indonesia and throughout the United States and Canada. She has led three schools through the authorization process of the PYP. She became a School Management Advisor in Qatar at the start of the school reform project in 2003. In Dubai, she is a school inspector for the Dubai Schools Inspection Bureau. In Sri Lanka, she was the Professional Development Manager for the IB Early Childhood Care and Education project. In this capacity, she developed and implemented a two-year pilot project, training a core group of teacher trainers to pass on their skills to a network of village preschools.*

*In 2012, she co-edited the book, Journeys in Learning Across Frontiers. She maintains an active group of PYP teachers through facebook: “PYP Online Collaboration” and enjoys leading workshops and presenting for the World Forum on Early Care and Education and the IB Annual Regional and Heads of Schools conferences.*

## The Creative Classroom

*Creativity requires the courage to let go of certainties. ( [Erich Fromm](#) )*

The Creativity Workshop is an interactive, experimental workshop dedicated to help PYP teachers learn how to be more creative in their units of inquiry. It offers strategies that educators can implement to ensure that units are transdisciplinary and to help students develop their creative, collaborative, artistic, and writing skills, as well as out-of-the-box thinking, self-confidence, leadership, and respect for peers. It helps teachers Identify traits and attitudes of creative classrooms and define their own creative principles through activities that cultivate a creative culture in the classroom and define behaviors that nurture creativity. It examines the roles of “tinkering” and “making” and the learning possibilities they suggest in adding opportunities for STEM or STEAM within our units of inquiry. Together we will conduct a day-long inquiry into how to create transdisciplinary units that inter-weave seamlessly the arts, science, math and technology with language arts.

## **Interdisciplinary Unit Planning in the MYP**

**Celina Pierrottet**  
**Xavier Alire**

*Celina Pierrottet has been teaching US History II for two years in Fairfax County, VA at an IBMYP school. During this time she has gained valuable experience with the subject overviews and unit planning process, both in her content area and interdisciplinary. Celina has a Ma.Ed degree from the College of William and Mary, which helped in the preparation of rigorous and authentic assessments for special education learners to advanced academics, and everyone in between. Celina would describe her teaching style as controlled chaos, meaning that her students have structures and procedures to follow. The process is often messy, but always entertaining.*

Participants will walk away with a realistic approach to interdisciplinary teaching and mitigating logistical problems. We will briefly demonstrate an example of how interdisciplinary teams at Langston Hughes Middle School in Reston, Virginia, accounted for time, county, and state requirements, to create a mid-year and final performance assessment that analyzed students' abilities to integrate content from their core classes in a written and oral format. By explaining the challenges we experienced with scheduling and timing, we hope to inspire teachers with similar challenges to approach realistically the idea of interdisciplinary learning.

The mid-year project focused on climate change which included the study of biomes over time; the impact of industrialization on biomes; and persuasive language as a tool to promote change. The end-of-year project focused on understanding how to examine different perspectives when considering the impacts of scientific and technical innovations on human ingenuity. Students explored new scientific advances impacting humanity and their consequences (eugenics, genetic engineering), studied developments over time in science and medicine, and examined related themes in dystopian fiction. Students applied understanding of learning and texts in all classes in a Socratic seminar.

Participants will understand how to align content with the IB Interdisciplinary Unit, and put it into practice. The second half of the session will be devoted to creating an interdisciplinary unit and working with choosing appropriate rubrics. In order to take advantage of the allotted time, participants are asked to bring subject area pacing guides and curriculum standards. Participants will understand the benefits of interdisciplinary learning by analyzing student testimonies and work samples throughout the year.

## **Mindfulness, Compassion and Happiness: Innovative Strategies**

**Lorne Young**, Upper Canada College

**Claudia Santos**, CAS coordinator, Teacher

*Lorne has been teaching IB Biology and Environmental Systems and Societies and has been a CAS Coordinator for over 25 years. He leads workshops in Biology, Environmental Systems and Societies, CAS and a variety of Category 3 workshops on Strategic Creativity and the Synergetic Methodology for Integrated Curriculum Design, Service Learning and the MYP-DP Continuum in Science. Lorne is the author of a teacher's course guide and student manual for the IB Environmental Systems and Societies course and an international speaker, author and presenter. His latest book "SyRF Systems, The Synergetic Redesigning of Fitness" is a synergy of the most ancient science from the East with the most recent science from the West to produce a health and fitness program that integrates mind, body and spirit. He conducts action research on this system with all of his students. Most recently Lorne has developed and is presenting a program that integrates Mindfulness, Compassion and Happiness and relates it to the IB ATL skills. Presently Lorne is a Senior Examiner and Team Leader, Extended Essay Examiner in Biology, Online instructor for the Extended Essay, Biology, CAS and ESS, an IB consultant and site visitor, and teacher of Environmental Systems and Societies and Biology at Upper Canada College in Toronto.*

*Claudia Santos has been a pre-IB French and senior IB History teacher with the TDSB since 2001. In 2009, she became the IB Guidance Counselor as well as the IB CAS Coordinator at Weston Collegiate, in Toronto. She has presented during PD events & IB roundtables to teachers on 'Strategies and Techniques for Stress Management' and she also leads CAS workshops. Most recently, Claudia is presenting a program that integrates Mindfulness, Compassion and Happiness. She has presented this Mindfulness Program for future teacher candidates at the Faculty of Education (OISE & York U) as well as teacher conferences in TDSB and at the ARC. She is observing, keeping data and researching how this program improves and helps her students develop focus, compassion and gratefulness, in turn becoming more purposeful citizens of the world. She enjoys participating in service learning projects and believes in putting 'Compassion into Action'. Over the years and through the study of Reiki, Yoga, Meditation and Mindfulness, she has focused her attention in developing strategies to help students and teachers deal with stress and anxiety, inside and outside of the classroom. She is convinced of the importance of incorporating Mindful Meditation and Compassion throughout the IB curriculum.*

This workshop will present techniques and strategies that have been shown to be effective with the implementation of the ATL components of all four IB programs. Based on the most recent research in neuroscience from the west and synergetically integrated with ancient philosophies from the east, it will provide participants with experiential opportunities to explore mindfulness practices and develop strategies as to how to incorporate them inside and outside the classroom. These findings from universities such as Harvard and Stanford, show that mindfulness contributes to much more than just improvements in blood pressure, heart rate and anxiety control (that we have known for many years) but also improves focus, concentration, creativity, compassion and happiness and most recently the research even shows impacts on neuro-plasticity of the brain and impacts on DNA structure.

The goal is to help bring the qualities of mindfulness, compassion, empathy and emotional intelligence to students and teachers and in turn foster deeper contemplation, creativity, academic success and greater happiness. It includes mindfulness meditation techniques to employ in the classroom and step-by-step strategies to help cultivate and deepen compassion and true service, thereby integrating CAS across the curriculum. This can lead to improved character, resilience, perseverance and self-motivation and help develop kindness and greater levels of happiness.

## **Approaches to Teaching and Learning in the DP and MYP Classroom**

### **Kate Hebdon**

*Kate has been a teacher of Geography and TOK, coach, guidance counsellor, and DP coordinator for 19 years. She served on the ATL in the DP working group in 2011 and 2012 in The Hague which led to the ATL in the DP document and workshops and she authored a variety of support documents and presentations for IB workshop leaders to embed ATL in our subject groups. In addition, she is an IB developer and workshop leader of Coordination. Kate continues to champion the cause to bring the best practices and support structures into the academic and socio-emotional learning of our adolescent community.*

With smart phones at our fingertips and access to knowledge now so readily available, we need to ensure our classrooms are dynamic spaces that use knowledge to think critically and elevate student interactions. Using the Approaches to Teaching and Learning (ATL) framework, Kate will guide participants through ideas and strategies that support best practices in our teaching and coaching of students as they learn in both MYP and DP.

## **TOK Across the Curriculum**

### **Jerry Chris**

*Jerry Chris, Ed.D, is the author of eight educational books and two novels. He taught for thirty-eight years in Southern California and served as International Baccalaureate Coordinator at Mission Viejo High School from 1985 until 2008. In 1991, he became the first president of the California International Baccalaureate Organization (CIBO, now CAWS), the prototype for sub-regional groups within the IB. He continues to serve as a Theory of Knowledge workshop leader and examiner.*

*Among his many awards are California-Orange Region (GATE) Teacher of the Year, Disney Creative Challenge County Teacher of the Year, and the Crystal Apple from NBC. In 2004, he was given the “Award of Recognition” by the state of California for a lifetime of dedication to gifted education.*

Typically, subject area teachers, upon viewing the requirement of including ToK instruction in their classroom, complain that they just don’t have time for additional content. Little do they realize that more than likely, they not only are fulfilling the ToK requirement already, but that these lessons are some of their favorites. Most often, students only need to be told that “this is ToK ish!” Could a history teacher give proper instruction without discussing the role of memory and emotion in the writing of history? Could the role of ethics be wiped away from the search for a scientific discovery? How would one venture into advanced mathematics without the use of deductive reason? Could a teacher of world literature avoid the importance of translated word meanings?

Additionally, subject area teachers are often unaware that the highest scoring examples ToK students will use in their final essays and presentations come not from the ToK class itself, but rather from their involvement in other studies. ToK “textbook” examples often appear overused while those culled from other classrooms usually reflect personal involvement in the subject.

Throughout the day hands on activities will be demonstrated.