



Theatre Networking Session
Friday February 8, 2019

Agenda

8:30- 9:00 am Breakfast at the Commons (building facing the soccer field)
IB Educator Facilitator- Joanna Fellows

9:00- 10:00 am Assessment Overview
10:00-10:45 am Skill Identification
10:45-11:30 am Practical exploration options
11:30 am- 12:00 Structuring the Course
12:00- 12:30 pm Questions/Suggestions
12:30- 1:30 pm Lunch

Agenda items addressed by participants:

1. I would like to learn more about how other teachers teach their students the necessary skills required for each assessments. The four assessments are packed with a range of requirements and the current assignments, projects, and activities feel too large to properly teach them specific skills. I wish to learn how to offer my students smaller and more frequent short term assignments, and activities that will focus on one element of an assessment.
2. How to engage students with their 'Process Journal'. It's still an arduous task for them, instead of place for them to creatively record their thoughts and experiences.
3. How to organize the year when you have both Seniors who are involved with their final assessments and juniors who are just learning about the curriculum.
4. Organizing the course, specifically when in a mixed-level classroom
5. Organization/time management of completing all tasks by deadline. Scores: How they are reached, and what makes for a below average, average, and stellar presentation for each of the assessments. Basic networking options (I would love to do more of the puppetry theatre, but we just can't afford to buy the materials). Also, who might be around our area/ available to provide special lessons (guest speakers, worthy field trips, etc...)
6. How to best help prepare students for assessments through all topics related to the course?
7. Year 1 of the course - how to teach the skills without repeating the same assessments as Year 2?
8. Setting up a usable website for the class that is county approved. Chunking out the deliverables to make the assignments both more "palatable" and guiding the students to more thorough responses. Balancing writing with theatrical experiences - without feeling rushed to get the deliverables (assessments) done. Getting theatre novices up to date without slowing down the class for more knowledgeable students. TOK without TOK - the students in my school take TOK senior year, so I feel the need to have mind opening TOK lesson to start the year.