



Kinesthetic Activities for the Classroom

PROFESSIONAL LEARNING AT ISLAND SCHOOL

Kids That Harm

Developing student search and research skills
The Challenges of Concept Led Curriculum Planning

Observing learning in ESF Schools

Teaching collaboration and creative synthesis

ISLE: a student's eye view

Using ELIS and Moodle in English and to promote reading across the curriculum'

Statistics for non-Mathematicians

Moodle Course builder



Senior Common room – Island School

1.00 – 3.30pm Wednesday 9th March 2011

Workshop 1: 'Kids That Harm' Dr. Mark Gandolfi St John's Counselling Service

- Self-harm and Self-injury definitions
- Understanding the labels and triggers in self-harm world
- Ways for teachers to detect and respond
- Differences in self-harm between male and females
- Intervention and treatment models

Workshop 2: 'Moodle Course builder' - Paul White

The Moodle course builder's course is designed to support groups of staff, such as year level groups in primary and curriculum groups in secondary, work together to build courses in Moodle. Staff are expected to come with lists of resources and electronic copies of the plans for the units of work. Staff will be supported by the facilitator, who will answer questions and make suggestions. Colleagues attending this course should have completed the Moodle 101 to make the most of this supported session.

Workshop 3: 'Using ELIS and Moodle in English and to promote reading across the curriculum' - Iain Checkland / James Smith

Part I (first half)

ELIS is a VLE extension for promoting student reading. We will demonstrate how the system replaces old style paper based reading logs with less data collection and more engaging activities and we will show the range of information available to teachers as student reading is tracked.

Part II

We will demonstrate some of the ways the VLE can be used in English.

This session is particularly suited to English teachers - but open to all.

Workshop 4: 'The Challenges of Concept Led Curriculum Planning' - Andrea Muller

Whilst the session will focus on the work of H. Lynn Erickson who has researched using the following questions....

- Is "integration" about what we do with subjects or is it really a cognitive process?
- How is knowledge structured? How does that structure reflect the different levels of thinking?
- What is a "conceptual lens" and why is it essential to the integration of thinking?
- How can we adapt our instructional units to support the integration of student thinking at a higher level?
- What does integrated thinking and teaching "look like?"

The session will also explore ideas to do with challenging students to think and learn at deeper levels and will question the ideas of planning a curriculum based on the notion of 'coverage of content'.

"A new approach to knowledge and knowing Schools deal with knowledge; it has been the stuff of the normal curriculum. The problem is that there is a standard way of considering both knowledge and the curriculum of schooling which all countries of the world seem to copy as though there could be no other. It has been built on the scientific method, on rationality, on one acceptable way of developing knowledge, of systematizing it and of passing it on. It is mechanistic rather than organic, structural rather than florescent, and is built on the image of the

production line, It favours a linear approach to learning, with one component having to be mastered before the next one is tackled; with a logical order to if graded from simple to complex. It is designed on the assumption that there are certain things to be learnt at certain ages of one's life, and therefore on the basis that learnings are age-related and that students should advance through their school programmes in relative lockstep. It has provided a frame of thinking which will have trouble surviving long in the twenty first century.

.....Almost everything about twentieth century schooling, the schooling for an industrial economy was based on these characteristics of the scientific method. The division of knowledge into subject areas; the way schools examine and assess students achievement and then report it; the division of learning into age-grade levels; the age-grade level organisation of students into classes or learning groups; the way teachers specialize in subjects; the linear progression in the content included in the curricula; the way schools are organised and the roles are assigned among teachers; the modes of supervision for staff and students- they all follow the inexorable logic of scientism. And almost all schools across the globe have chosen to follow the same logic." Hedley Beare

Workshop 5: 'ISLE: a student's eye view' - Paula Lepore-Burrough

The goal of this workshop is familiarize you with the google element of ISLE and how to use its features for practical use with your class. Students and **now** teachers have automatic access to these tools when logged into ISLE, so it makes sense to use these tools when it fits the scheme of work. During this session you will have the opportunity to observe how I am currently using google's facilities and participate in the objectives bulleted. If time permits, we can set up collections for each of your classes or at least give you time to create one class folder (collection) for experiential purposes.

The objectives we will cover include:

- learning how to drag and drop any type of file (worksheets, presentations, spreadsheets, pictures/images) for students to have instant access to as well as instantly creating an online bulletin board for the class;
- observing how to assess, comment and highlight student work without having to use email to send it back and forth;
- participating in an online real time collaboration using google docs ie. spreadsheets, drawing and the presentation tools;
- taking a short quiz (for fun) to show how google forms can be used to **quickly** assess understanding and provide immediate feedback for teachers (note *you can have google surveys automatically grade for you);
- using google groups to have an online discussion (another option to isle forums).

Workshop 6: 'Observing learning in ESF Schools' – Chris Durbin

This workshop's principle aim is to support the process of 'peer review' that forms part of the PM process at Island School. Observing learning is what we do as teachers, all day every day - thinking about our students and whether they are making good progress. But often there is a paradox, when we observe our peers we observe teaching. This may be because we know the students less well than in our own classes and/or our eyes are drawn to the central position that a teacher occupies and instinctively watch the 'conductor of the orchestra'. It is hard not to. It may also be because we reflect on our own teaching by watching a colleague, something that is worthwhile but happens insufficiently. This session explores methods of observing learning, from specific observation methods to, broader more impressionistic and intuitive methods. All have validity if questions and conclusions are carefully

constructed from those observations. The purpose of these sessions is to:

- explore a variety of models for observing learning to examine appropriate fitness for purpose;
- examine the question 'how do we know that students are learning and making progress?'
- develop an understanding of how to give meaningful and productive feedback to a peer colleague after visiting their lesson.

Workshop 7: 'Statistics for non-Mathematicians' - Pat Stafford

This aim of this session is to explain the statistical techniques used on the IB Diploma in courses such as (but not exclusively) Biology, Geography, Business Studies and Psychology. It will focus on the "why" rather than the "how", i.e. the concepts behind the tests rather more than the process of carrying them out. Techniques to be covered will include the Z- and t-tests for means, the Mann-Whitney U-Test; Correlation (Spearman's & Product-Moment Correlation Coefficient) and the Chi-Squared test for inter-dependence. By the end you should feel more confident in understanding which technique to use and why it is used, and also aware of how cautious you should be in your interpretation of the results. As different subject areas use different techniques, I'd appreciate you letting me know in advance which techniques are of most interest to you.

Workshop 8: 'Developing student search and research skills' - Mark Roper / Emily Leung

This workshop will explore how to develop student's abilities to search the Internet and the guidance that should be given to students prior to sending them on research tasks to find relevant and appropriate resources. We will look at alternative search engines and search processes. It will also revise the need for students to bookmark resources and the possibilities of using social bookmarking for group work and in 1:1 research situations.

Workshop 9: 'Kinesthetic Activities For the Classroom' - Jennie Wathall

Students are accustomed to visual, auditory and reading and writing tasks in our lessons- but how do we capture those students who respond best to kinesthetic activities and activities that require movement either around the classroom or school.

In Kinesthetic activities learning takes place by the learner using their body in order to express a thought, an idea or an understanding of a particular concept (which could be related to any field). Kinesthetic intelligence was originally coupled along with tactile abilities and was defined and discussed in Howard Gardner's Frames Of Mind: The Theory Of Multiple Intelligences.

This workshop will incorporate a few activities that can be used for any classroom and teachers will be given the opportunity to also share best practices.

Workshop 10: 'Teaching collaboration and creative synthesis' - Gilbert Halcrow

'The Wisdom of Crowds' by James Surowiecki proclaims that the 'right sort of crowd' is wiser than any individual within it. Other studies suggest that individuals working alone end up with far more complete novel solutions than if they had to be mediated by competing ideas of others.

Whether you believe in potential synergy of groups or think it is just one 'big compromise towards mediocrity' it is vital to develop collaborative skills in contemporary society.

For the last 2 years the Island School Theatre Drama department have been explicitly teaching Collaborative skills. Derived for the private sector work of Dr Meredith Belbin and a variety of educational theorists; we have been

developing a systematic approach to the explicit teaching of collaboration.

The model provides teachers and students with the means to diagnose issues, set personal targets and gives students ownership of their collaborative skill development.

The skills developed in this highly practical workshop, will be equally applicable to your Year 7s' group work, as collaborating with colleagues within your school.

Workshop 11 ' Demystifying PYP with an emphasis on The PYP Planner ' – Claire Robinson (Kennedy School)

One of the biggest challenges facing PYP teachers in ESF today is successfully using the PYP planner as a tool for facilitating and driving a Unit of Inquiry.

This workshop is designed to clarify how the PYP planner is used during the planning, delivery and reflection of a UOI. The planner is a vital tool for facilitating and driving a UOI. All guidelines discussed in the workshop are based on the guidelines stipulated by the IBO 'Making the PYP Happen' and is free from personal interpretation and influence of outside inquiry models. It's PYP in its purest form. Each section of the planner will be closely explored and linked to other sections to clearly show how it must be used in the classroom and more importantly how it allows for differentiation.

As a senior leader, having knowledge of the PYP planner and the planning process is extremely beneficial with regards to monitoring the progress of an inquiry and also understanding the inquiry process when making observations. It will allow you to better understand what is happening within a year group, especially when different learning engagements are occurring within the same year group. Most importantly you will walk away with a simple and effective planning process that you can pass on to your teachers in order to effectively support them with the planning of a Unit of Inquiry.