



THE PYP INCLUSIVE

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Travelling the PYP Journey

As some of you may know, I am on long service leave this term. As such, I have had the luxury of compiling this issue of *The PYP Inclusive* while kicking back on a ferry from Hook of Holland, in The Netherlands to Harwich, in England. I have lost count of the number of ships I have seen—this is clearly a busy shipping passage. Although late autumn, the day has been clear and sunny, with minimal wind, making for very smooth sailing. In fact, for those of you suffering a rather bleak spring in Melbourne, I have to say the sunshine is most welcome.

As a first time ferry user, I have had to undertake my own inquiry, much like the teachers at Rivercrest College have done, as you will discover when you read the article by Caryn Johnson about the College's year long investigation into inquiry. Joanne Kretsis, from Auburn South Primary School, also explores inquiry and the many ways all stakeholders contribute to it.

Margaret Kennedy, from Coatesville, shares the joys of the success of the student representative council's state award, recognising their efforts towards a shared learning community.

Rima El Souki, PYP coordinator at Seabrook Primary School, shares two articles with us; one exploring the success of a grade 5 science fair and the second discussing a mini exhibition in Prep.

Staff at the Australian International Academy unpack a unit of inquiry in

place and time, discussing the power of provocations in helping students raise key questions connected to the transdisciplinary theme; the use of story to explore key concepts; and, the generation of questions to guide their inquiry arising from these experiences.

The Kingsville Primary School specialist team share how they used the Olympics as a case study into specialist teaching and Kirsty Bone, from Heany Park Primary School shares how she has used provocation as a starting point for a unit.

As always, there is something for everyone! Enjoy!



*It is not who is right,
but what is right
that is of importance.*

Thomas Huxley, scientist

What's happening around the network

Inquiry learning: One school's journey

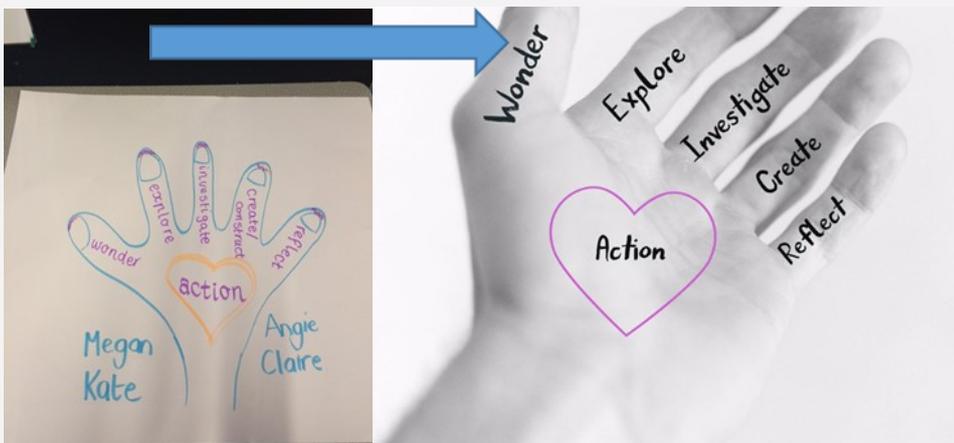
Our Primary Years Programme journey at Rivercrest has been fast and exhilarating, if not somewhat unique. We are a new school that opened its doors for the first time in 2014 as an IB candidate school with only three primary classes and a small Early Learning Centre. This presented a range of opportunities as well as challenges. Our first year passed in a blur, where pioneering staff were integrating the PYP into their practice for the first time as well as purchasing resources, setting up classrooms, building relationships with families and cultivating a thriving school culture. It was both thrilling and terrifying. Our Head of College and initial PYP coordinator, Dr. Michelle Cafini, was also eager to work towards being granted authorisation sooner rather than later (within sixteen months), a goal that was achieved.

One of the recommendations from our authorisation report (2015) was to ensure a consistent understanding of inquiry learning across our College. Thus began our year long journey to create a shared knowledge and practice of the driving vehicle of the PYP, inquiry learning. Our initial focus was to identify and dispel some commonly held misconceptions about inquiry learning. We explored the work of Banchi and Bell (2008) who identified four levels of inquiry learning (confirmation inquiry, structured inquiry, guided inquiry and open inquiry). These authors suggested that rather than view one level as more advanced than another, these levels should be seen as a continuum. Within this context, specific learning situations can be matched to the differing levels of inquiry, taking into account factors such as age, skill development and prior inquiry experience. The continuum focusses on how much information is given to the students as well as the extent of support provided

by the teacher. This linked in well with the IB's understanding of structured inquiry.

A further aspect of inquiry learning that we wanted to explore as a staff was the range of models that were available. Initially we thought that we might adopt one or create a unique model for Rivercrest. Through our investigations we discovered the vast range of models that are available and we began to recognise commonalities between and across them. We decided as a team, that rather than have one model, that may prove to be restrictive, it was more important for us to have an extensive understanding of the process of inquiry that is often non-linear and quite messy. With this collective appreciation of inquiry learning, staff worked in teams to create their own models (see images). From the examples below it is possible to see the range of parallels and connections of our shared understanding of this approach to teaching and learning.

A further highlight of our year-long focus on inquiry learning, was a student free day, where all staff (including support staff) were given an opportunity to work in teams to go out into their local environment to do an inquiry of their own. The provocation upon which their inquiry rested was: 'Where you live affects how you live'. It was from this starting point that teams had to decide which transdisciplinary theme to work in, their key concepts and their lines of inquiry that would then guide them when out in the community, finding answers to their questions from a range of primary



Caryn Johnson
PYP coordinator
Rivercrest College
Victoria
Australia

What's happening around the network

Inquiry learning: One school's journey



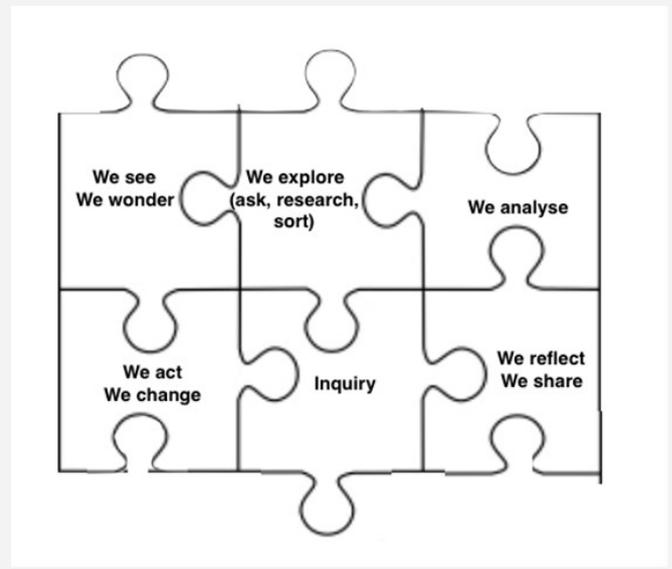
sources. This task was designed to give staff a real life experience of inquiry learning and it was **not** all smooth sailing. All the essential elements (knowledge, conceptual understanding, transdisciplinary skills, attitudes and action) came into play and each part was critical and dependent upon each other to ensure our learning was meaningful and a success. Upon reflection, many staff noted the high level of discomfort they felt as they shifted from the safe and known role of teacher to the position of an authentic inquirer. It gave staff a better understanding of cognitive dissonance, a vital (yet often unsettling) part of the inquiry process. This authentic inquiry experience moved us away from a purely theoretical understanding of the concept, making it personal and empowering us to better support our students in the inquiry process.

Together we learnt that inquiry learning is a haphazard process that is most definitely not sequential in nature and where connections are continually being made to prior knowledge and experiences. The words of Erickson (2012), eloquently summed up our year-long exploration of inquiry learning, in that, "Quality thinking is hard work", but uncontestedly worthwhile.

References:

Banchi, H., & Bell, R. (2008). The many levels of inquiry. *Science and Children*, 46(2), 26-29.

Erickson, H.L. (2012). *Concept-based teaching and learning*. Cardiff, Wales: International Press.



What's happening around the network

An inclusive community nurtures young minds

For our students to be able to flourish as inquirers they need to feel empowered with resources and tools in a nurturing environment for only then can they build on concepts, knowledge and skills. At Auburn South Primary School our philosophy values all stakeholders - students, staff, parents, friends and community partners. The IB strives to establish a more inclusive culture through inquiry. Each stakeholder plays a part in our inclusive learning community.

Staff

Our staff includes the principal and leadership teams, classroom teachers, specialist teachers and administrative staff. We utilise each other's strengths on a day-to-day basis through professional conversations, collaborative planning and professional development focus groups. We view one another as passionate inquirers with rich diverse backgrounds. By having a database on our Google Drive whereby staff can both record and access others with particular knowledge sets and interests, we act as global resources for our learning community.

Students

We encourage students to be learners that demonstrate the learner profile attributes: thinkers, inquirers, knowledgeable, caring, risk-takers, communicators, balanced, open-minded, principled and reflective. By providing our students with the opportunity to become 'student experts', they actively embody all these attributes. When interacting with one another as experts they feel empowered as learners and are actively staging their learning and developing their communication skills. They are exchanging knowledge and sharing ideas, learning and reflecting on their new discoveries.

Students as experts is not limited to just a few students in an 'elitist' group. At Auburn South Primary we foster the belief that all students are capable of being expert leaders. Our S.A.L.T teams, namely our Student Action Leadership Teams, provide that opportunity for students to take on board expert roles. Our well-being program allows our students to identify and track their strengths. Teachers and students alike are instrumental

in forming peer and small group expert coaching groups in their classrooms. We encourage our students to "wear the hats of assessors" and provide constructive feedback to each other. Students as experts are seen across a range of programs, such as the reading and science cross-age buddy programs, maths pairing, inquiry learning focus groups and the Year 6 Exhibition.

Parents & Friends

They are inquirers in the wider community with a wealth of knowledge and experiences that they are willing to share. We have a variety of parent groups involved with administrative and curriculum-based roles across the school. We operate as open classrooms and invite parents to be a part of their children's learning. Before we begin an inquiry unit we try and identify parents who may have particular sets of skills and experiences for us to tap into. Our new learning space solely for experts is ideal for parents to come along and present. The joy of students seeing their, and other, parents involved in their inquiry learning is invaluable as they make real life connections to their inquiry.

Wider Community

We are affiliated with a wide range of partnership programs. We have the Stephanie Alexander Kitchen Garden food education program that teaches students positive food habits through fun, hands-on learning. We run science focus groups with Auburn High School, our neighbour school, and participate in renowned competitions such as the International Competitions and Assessment for Schools program (ICAS) and the Science Talent Search run by the Science Teachers' Association of Victoria. We have the Cambodia partnership that teaches students about the value of active citizenship and the gift of giving. There are numerous sporting associations that are generally focussed on skill and team teaching. We have dealings with the local council and have a Green Team that is currently working on sustainability programs. We have educational partnerships with organisations that offer enrichment programs to our students. We have partnerships with other schools in the Boroondara area and also the Victorian PYP network where we often meet through

What's happening around the network

An inclusive community nurtures young minds

network meetings and TeachMeets. We are currently participating in a debating program. Through our school fair, we partner with a plethora of organisations that we network with and, of course, we access a variety of experts, organisations or resources from our community for excursions and incursions that enhance our units of inquiry.

The immense benefits provided to the young minds of our students from all members both within and beyond the Auburn South community are invaluable. These benefits transfer into concepts, knowledge and skills that enable students to become globally aware citizens and inquirers.

The PYP prepares students to become active, caring, life-long learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer, both within and beyond the classroom.

Joanne Kretsis
Year 3 classroom teacher
Auburn South Primary School
Victoria
Australia



What's happening around the network

Promoting student voice and choice

Coatesville Primary School has been committed to empowering students through promoting student voice and choice and building school pride in the school and wider community. Through this ongoing commitment from parents, teachers and students, we were honoured to be announced as the winner of the SRC (Student Representative Council) of the Year - Primary Schools at the 2016 VicSRC Recognition Awards.

Our goal was to empower our students by drawing on student voice to affect or change the decision-making processes within our school. Through the weekly classroom, SRC and Action team meetings, students are consulted for their opinions on changes and their ideas and opinions have been continuously sought through surveys, discussions and collaboration with the student body.

"Each SRC member is responsible for seeking advice, feedback and issues from their class and peers, then reporting back at SRC meetings." Chevonne—Grade 6

At Coatesville, the SRC is made up of a group of students from Grade 3 to Grade 6, one male and one female from each grade, who are voted into the SRC by their class members. Their key role is to represent student views from within our school. These 40 students, including four school captains, meet weekly to discuss,



debate and decide on their collective views about what is important to our school community.

As well as this, each SRC member nominates themselves for an Action Team (Student Wellbeing, Student Voice, Building Communities and Sustainability) which are led by the school captains and facilitated by teachers who coach students on how to initiate change and implement authentic student action. Throughout the year, teachers and students work in balance with each other in the different action teams. The teachers facilitate students' ideas and opinions and encourage them to take risks and have a collective voice for change.



What's happening around the network

Promoting student voice and choice



'All the SRC members play a part in the action teams and that goes to show how well we operate student voice at our school. When students pass their ideas on to the SRC council, these ideas spread out to the action teams. The action teams commit to achieve the student driven goals so the students feel they have a happier school environment.' Patrick – School Vice-Captain 2016

The Action Teams have given the students the opportunity to drive authentic action with ideas generated from every student in the school. Each SRC Action Team has aimed to efficiently and effectively deliver results for students. This has created a collective sense of achievement amongst the student body.

'We know what it's like to have an idea followed through and when we promote something that someone has suggested and it turns into a big event, it makes that person feel special and needed. Everyone at Coatesville feels included.' Sienna - School Captain 2016

So, what has been achieved?

Sustainability:

This team has problem solved the rubbish issue in our school, reorganised the type of bins used for rubbish and, after surveying the students, placing the rubbish bins in strategic positions around the school. They have created a video about sustainability at Coatesville to be shared on the 'Coatesville Voice' website and are working towards promoting Nude Food.



What's happening around the network

Promoting student voice and choice

Student Wellbeing:

Positive Wellbeing Day was a huge success where students from Grade F – 6 dressed up in a colour that best represented them, eg yellow represented creativity. The SRC host mindfulness and fitness lunch time activities and promoted Walk to School Day so that each student feels a strong sense of wellbeing and inclusion.

Student Voice:

The student voice team has released four editions of the 'Coatesville Voice' which is a student website developed as a forum to share and communicate with the Coatesville community about what is happening around the school. Every digital device in the school incorporates a feedback button allowing students to give staff feedback anytime, anywhere.

Building Community:

This team has worked on providing a 'Buddy Bench' for the Junior School playground, with the support of the school's grounds and maintenance committee of parents, who kindly made the bench after receiving a persuasive letter from the team. The 'Buddy Bench' is where students can meet new friends, make friends if they are new to the school and have some time out from the playground.

'Our SRC is effective because our students collaborate to meet the needs of our students. I attribute teamwork to our success and by working as a team we can reflect the thoughts, ideas, and opinions of the students at Coatesville'. Luca—School Captain

What has helped build an authentic and effective SRC?

- Student wellbeing leader
- Teacher mentors
- Student leadership days
- Explicit teaching on how to run an SRC class meeting
- Essential agreement negotiated by the SRC
- Staff honouring the role of the SRC member in their class and making time in the weekly timetable to have a class meeting
- Timetabled weekly SRC meeting negotiated with staff and students
- Weekly lunchtime meetings with teacher mentors

and the action teams

- Commitment from both teachers and students
- Student led whole school and grade level assemblies
- Communication to the school and wider community about the SRC achievements through whole school and grade level newsletters, the student website 'Coatesville Voice' and student led whole school and grade level assemblies.
- Releasing teachers and students to work on different actions

'Our SRC always puts their peers before themselves. They always try out new ideas based on the feedback they get from their class meetings and communicate with SRC members on how they can take action.'
Sophie— School Vice-Captain

What challenges have we faced over the years?

- Time constraints for teachers and students
- Lack of commitment from teachers and students
- Collective purpose and timetabling structures

'Our team have had to overcome the difficulties of students and teachers being busy and having a limited amount of time. In our SRC, we work cooperatively and compromise. We share the workload and work in our own time. We value the meetings and discussions we have and are always keen to be open minded and respect everyone's time constraints.' Gabby— Grade 6 SRC

Margaret Kennedy
Student wellbeing coordinator
Coatesville Primary School
Victoria
Australia

What's happening around the network

Grade 5 science fair at Seabrook Primary School

On Thursday the 20th of October the Grade 5 students conducted a Science Fair for their fifth unit of inquiry for 'How the world works'. The students developed various models of renewable and non-renewable energy sources such as hydro, chemical, magnetic, solar and nuclear. Through the Science Fair, the students shared their understanding of the central idea: 'Energy is converted and used in various ways to support human progress'. They were able to thoroughly explain how their models used energy and how it helps humans. Students were also able to display the learner profile attribute of communicator by sharing their knowledge with the school community. They also demonstrated the attitude of being creative by planning and designing their models. The Science Fair was a fantastic experience for the students, as it enabled them to display their learning journey.



Mrs Rima EL Souki
PYP coordinator
Seabrook Primary School
Victoria
Australia



What's happening around the network

Prep mini exhibition at Seabrook Primary School

The Prep students had their Mini Exhibition on Wednesday the 19th of October for their fifth unit of inquiry, *Sharing the planet*. The students presented their dioramas to their parents and peers. Through their presentation, the students were able to discuss and explain their understanding of the central idea, 'Animals are endangered due to human actions'. The students were very articulate in sharing their knowledge about their diorama that included a habitat and an animal and they shared their report on how their animal is endangered. It was great to see how they demonstrated the learner profile attribute of being a **risk-taker** by confidently speaking about their diorama and they showed the attitude of **creativity** by using a variety of materials to create the diorama.

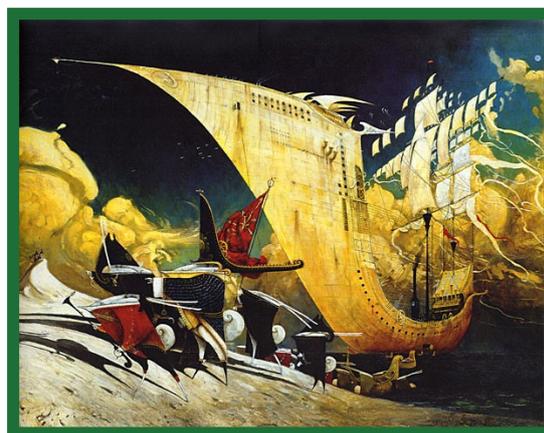
Mrs Rima EL Souki
PYP coordinator
Seabrook Primary School
Victoria
Australia



What's happening around the network

Unpacking a unit of inquiry in place and time

For our unit, *Where we are in place and time*, our central idea was, 'many cultural groups have contributed to Australia', with a focus on the 'first peoples.' We began our journey by engaging students with an unconventional and collaboratively orchestrated provocation. The narrative was that our grade 4 class was "interrupted" by the assistant principal and asked to relocate to another grade 4 classroom due to an impromptu meeting. Unwittingly, the students were actually "invading" their peer's classroom. The other grade 4 class was having a sharing circle on the floor. My class entered and I convincingly requested that they take any seat. Inexplicably, I instructed them to use the other students' belongings and even complete the other class's work set on their tables. Predictably, tensions arose. Some of my students refused, some felt powerless, some even felt hurt; however, they all felt uncomfortable. The other teacher and I dramatised an acrimonious dispute. The students were perplexed, uncomfortable and auspiciously provoked. Shortly after, the purpose and merit behind the staged narrative was articulated to the students. The learning experience had students wondering.... What does it feel like to be taken over? What does it feel like to invade? What did this make us think about? Students reflected on the experience. One student wrote, "It reminded me of when the English took over the aboriginals' land, and when the ANZACs attacked the Turkish," Another student wrote, "It reminded me of war."



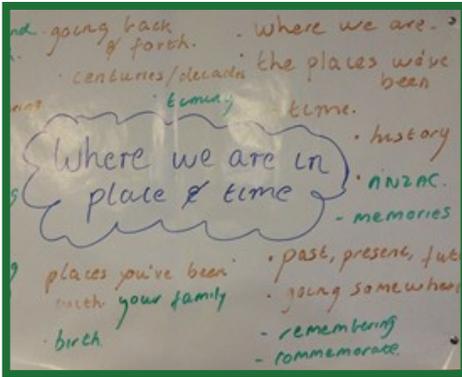
Next we began to make connections. We read a narrative titled, *The rabbits*, by John Marsden. The students again reflected. Why rabbits? They soon discovered the story was an allegory with hidden messages. It reminded them of when we went into the other grade 4's classroom. We read this book three more times: Each time through the lens of one of our unit concepts - perspective, change and causation.

Following this, we discussed the transdisciplinary theme and thought about what it meant. One student said it was about the past, present and future...we all agreed. The students then worked in groups and began to ask questions. They thought about what they wanted to know about the indigenous people of Australia. They created their own questions to lead their inquiry.

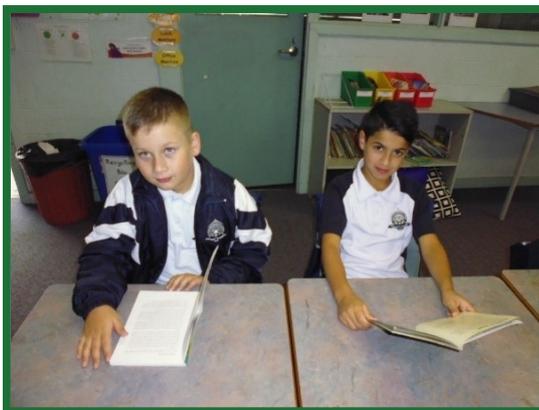
- *Did aboriginals build boats and other equipment? How?*
- *How did aboriginals make weapons and what did aboriginals use to hunt?*
- *What did Australia look like before European arrival?*
- *How did aboriginals survive?*
- *What was their diet like?*
- *How did aboriginals hunt?*
- *What did aboriginals use for shelter? Sleeping?*
- *Where did aboriginals come from? When did they arrive?*
- *What did aboriginals do for hygiene?*

What's happening around the network

Unpacking a unit of inquiry in place and time



The next step was to unpack our central idea, 'Many cultural groups have contributed to Australia'. Students looked at all the different cultural backgrounds of their parents and how they have contributed to Australia. They were then ready to begin researching, sorting and interpreting information. The students read books, used the internet and even went to the library together to find resources to help them answer our questions. They were inquirers!



Afterwards, students began working on their presentations. They presented their findings in their own words. Students made connections between themselves and indigenous children before settlement. They used a Venn diagram to compare and contrast. They also reflected on what they learnt, some of the challenges they faced and how they could use this information in the future.

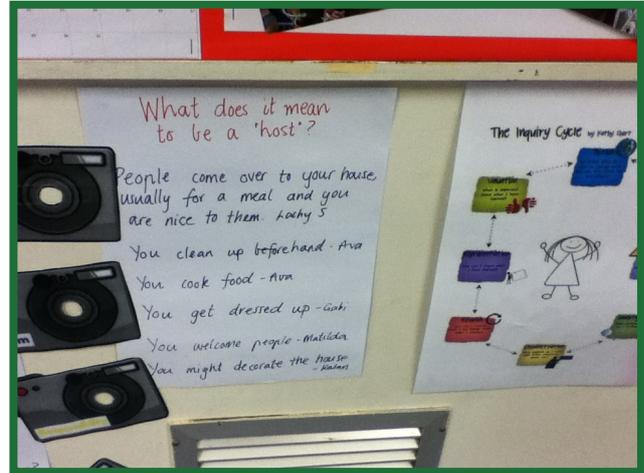
What's happening around the network

The Olympics as a case study into specialist teaching

The idea began during a common planning time for the specialist team consisting of a visual arts teacher, an Italian teacher, a performing arts teacher and a sport teacher. The Olympics would be the perfect time to do a collaborative unit for the whole school, inquiring into one central idea. This would be an opportunity for students to have authentic experience of the transdisciplinary nature of their specialist subjects. The learning that takes place in one area supports their understanding of the others.

As a team, over the course of our planning day, we came up with a central idea: *The Olympic Games brings together different cultures for competition and celebration*, as well as lines of inquiry for each area, concepts and a summative assessment. But, how to do a whole school provocation that would get them engaged and interested? We then thought that the only time the whole school is together is during assembly time.

The specialists took over the end of assembly time with music from the 2012 Olympics, people dressed in togas carrying the flame, people playing trumpets, people falling over and being helped up, the cauldron being lit, and the Olympic rings being symbolised with hoops. This was certainly enough to get the children talking!



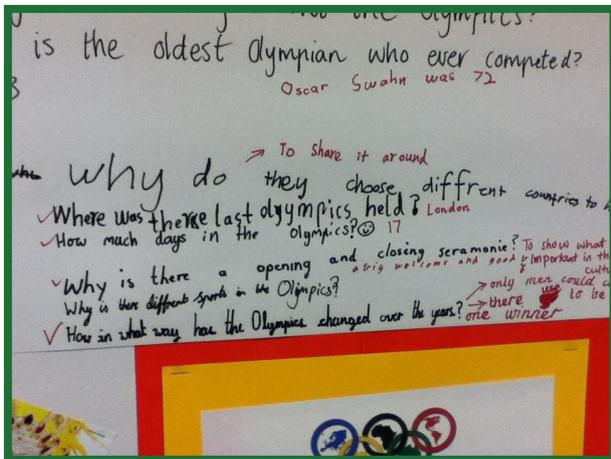
Classroom teachers then recorded some of the discussion that followed this and passed this on to the specialist teachers.

Each specialist then did their own provocation tied into their area, again, designed to get the children thinking about the Olympics from all different perspectives. They children had a chance to record their thoughts in their own 'Olympic booklet', which was kept in the 'Olympic village' for each teacher to access. The younger classes had one for the entire class, while the older children each had their own.



What's happening around the network

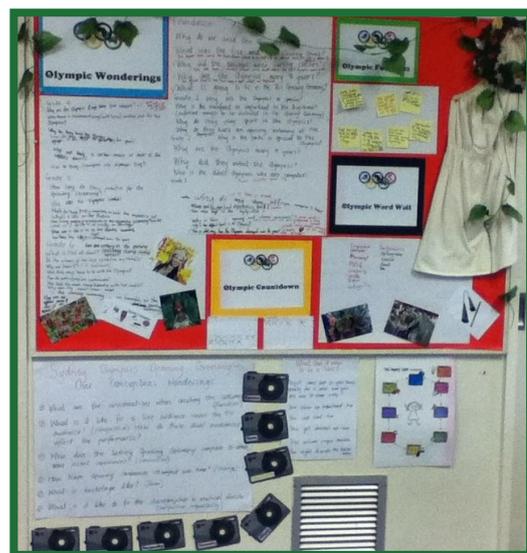
The Olympics as a case study into specialist teaching



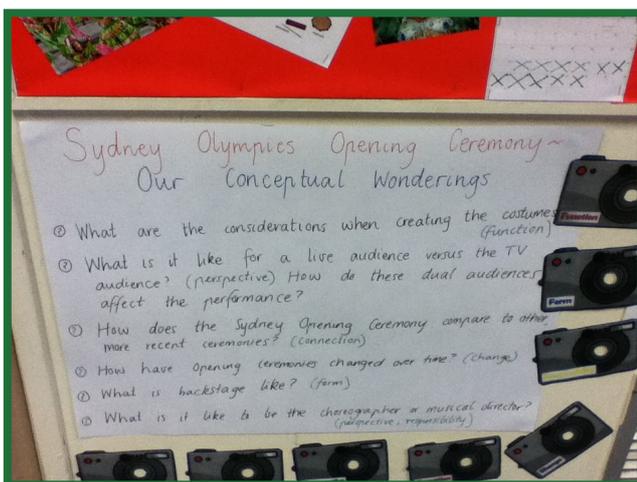
After the provocations, each child had their own question that they wanted to explore further, as well as group questions being answered in class time. Children were then given the week to complete their inquiries. This was the part that they found difficult to get their head around. They may have had a question that related to performing arts, but for the four specialist hours that week, they were able to research that question, even though it didn't have a direct relation to the specialist area at the time. This was a great way for the children to see firsthand how the specialist team work together and support each other.

At the conclusion of the unit, the specialist teachers took the opportunity to bring together an aspect of learning from each area in a special "KPS Closing Ceremony". Students who had written their own oaths in PE read them aloud, sharing work they had completed earlier in the unit when looking at the importance of pledging fair play. These were read in three languages, to illustrate the way the language barrier is negotiated

at an Olympic Games. The Italian teacher supported the students to translate their work not only into Italian, but also French, one of the official languages of the Olympics. With music and dance being at the centre of Brazilian culture, a closing ceremony would not be complete without students performing the samba. Older grades performed this hip-swinging dance while the younger students had learnt a song in Japanese, sung after the ceremonial handing over of the flag, representing the Tokyo games in 2020. An important part of any closing ceremony is when the athletes, who had entered the stadium two weeks before as part of their country's team, now swarm together, no longer separated by nationality. At the conclusion of assembly, all the students moved onto the oval, waving a flag individually created in visual arts lessons.



Students came to each lesson sharing new knowledge gained in another class, excited to make links between disciplines. The opening ceremony, for example, could be explored in all specialists when viewed from different perspectives. As a team it was an immensely worthwhile and enjoyable unit to teach. Collaborating together and seeing the way a unit could work across ages and across disciplines was very rewarding. We're now inspired for Tokyo 2020!



Kingsville Primary School specialist team
Kingsville Primary School
Victoria, Australia

What's happening around the network

Provocation as a starting point for a unit of inquiry

In the senior school, we have been working on our fifth unit of inquiry, under the transdisciplinary theme, *Where we are in place and time*. Our central idea is, 'The history we are currently creating will inform the decision makers of the future'. During the first week of the unit, the senior teachers started our unit with a provocation. (A provocation is used to hook the students into the central idea and engage them in thinking, talking and wondering about the unit.) The staff led the students into believing that the Year 6 hoodies were going to be banned in the future due to incidents which had occurred throughout the year. This rumour, of course, instigated tremendous discussion between the current year 5 and 6 students.

- *Who decided this?*
- *What happened for this decision to be made?*
- *Should we (year 5) be penalised for year 6 incidents?*

The provocation ended with all the year 5 and 6 students working in small collaborative groups to discuss the decision and address the questions raised throughout the morning. The students discussed how this decision impacted not only on them, but also the future students coming through Heany Park Primary School.

As the unit developed the students started investigating local and global events, the decisions made and if they had or will have a positive or negative impact on the future. The summative task, which allows students to demonstrate their understanding of the unit, was a role play. The students were placed in cross-year level groups. They had to select a significant event from history that has changed or impacted the future and present an informative role play.

The students came up with some great events such as women being able to vote, the invention of Google, The Port Arthur massacre and the invention of penicillin, to name a few. From here they needed to investigate the event, the impact the event had, who decided something had to be changed and who was affected.

The role-plays allowed students to work on their research, organisation and team work skills. The final plays were presented to family members to share and celebrate the students' learning.

Kirsty Bone
Heany Park Primary School
Victoria
Australia

TeachMeet

Open to all teachers to contribute and attend

Present a two or seven minute snapshot of something that is working well for you

Venues for 2017

Wesley College—Glen Waverley campus
 Trinity College—Kew
 Aspendale Gardens Primary School
 Lloyd St Primary School—Malvern
 Firbank Girls Grammar School—Brighton

Dates

Weeks beginning 6 March, 22 May, 21 August
 Watch for specific dates for each venue early Term 1

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*"The Victorian PYP Network seeks to model
and foster the ideals and philosophy of the
IBO through its actions and the provision of
information, meetings and professional devel-
opment opportunities that promote profes-
sional learning and encourage communication
between members."* (March 2006)



Victorian PYP Network Committee 2015-2016

POSITION

Chairperson of Network

Vice-Chairperson

Joint Secretaries

Treasurer

Joint Chairs—Principals/Heads

Joint Chairs—Coordinators

Joint Chairs—Professional Development

Immediate Past Chairperson

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Mount View Primary School

Kathy Saville
Wesley College

Anne Beruldsen
Independent Teacher Educator

Karen Chandler
Firbank Grammar School—Sandringham House

Nerida Smith
Lloyd St Primary School

Colin Dobson
Mount View Primary School

Marcus Wicher
Auburn South Primary School

Glen Hayres
Auburn South Primary School

Kim Jackson
Kunyang Primary School

Sharron Bailey
Caulfield Grammar School—Malvern

Donnah Ciempka
Geelong Grammar School—Toorak

Melissa Graham
St Margaret's School

PD OPPORTUNITIES

29 April—1 May—Melbourne, Victoria

Cat 1—Making the PYP happen
Cat 2—The exhibition
Cat 2—Pedagogical leadership
Cat 2—Assessment
Cat 2—Action
Cat 2—Concept-based learning
Cat 3—The role of physical education
Cat 3—The role of mathematics
Cat 3—Science throughout the programme of
inquiry
Cat 3—Play-based learning
Cat 3—The learning environment and inquiry
Cat 3—The role of the arts
Cat 3—Digital citizenship

Refer to the events calendar at www.ibo.org for further
details.

