

# Andrea Muller

**Andrea Muller** is an experienced international teacher and consultant who has worked in and with many schools throughout New Zealand, Australia, Asia, the Middle East and Europe. In these settings, she has had roles that include curriculum coordinator and adviser, and programme manager with the International Baccalaureate. Her current role is consultant and regional director for Innovative Global Education. In this role, she has worked extensively in Asia Pacific and Middle East. Critical to this role is leading and evolving a sustainable model of coaching for enduring professional learning. This model involves developing and designing curriculum frameworks; working in partnership with teams to review and refine planning, teaching and assessment and supporting significant shifts in pedagogy in both local and international settings.



APPEARING AT

## MELBOURNE

All sessions for this conference are 2 hours in length

THURSDAY 18 MAY 2017

Taking the Complexity out of Concepts

THURSDAY 18 MAY 2017

Assessing Understanding

THURSDAY 18 MAY 2017

Conceptual Inquiry: Engaging Students in the Learning

## THURSDAY 18 MAY

Andrea MULLER & Tania LATTANZIO

### SESSION 1: 8.30AM - 10.30AM

#### Taking the Complexity Out of Concepts

*Taking the Complexity out of Concepts* is a practical workshop designed to assist educators in making the shift from a content-based curriculum to a conceptual curriculum. The authors' aim is to do what the title suggests, taking the complexity out of concepts in learning by providing practical strategies and ideas for teachers that can be implemented in any educational setting. Traditionally, educators have taught through content as opposed to concepts. Yet while factual information is important, it does not guarantee that learners will draw on this knowledge, use it and apply the content in meaningful ways.

### SESSION 2: 11.00AM - 1.00PM

#### Assessing Understanding

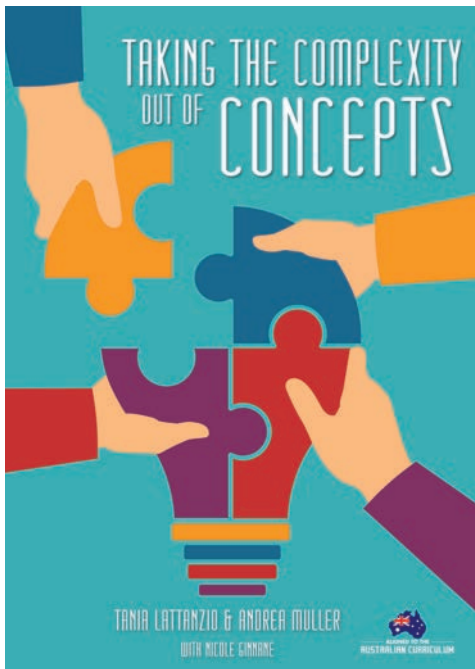
It is important within any planning process that educators are explicitly aware of what they are looking for with regard to understanding. When assessing conceptual learning, there are two primary aspects to consider: the student's grasp of the goals of the unit and the student's comprehension of the concepts driving the unit. By creating a learning continuum for understanding, educators have an explicit and consistent way to assess each student's ongoing development towards mastery of understanding. In this session participants will gain an understanding of the importance of backwards planning and explore formative assessment strategies along with a model for developing levels of understanding when assessing understanding.

### SESSION 3: 2.00PM - 4.00PM

#### Conceptual Inquiry: Engaging Students in the Learning

Inquiry provides a way for students to make meaning from their learning by exploring their own connections to it. In a conceptual unit, the process of inquiry as connection means that concepts are explored in ways that are relevant to students' prior knowledge and experience. These real-world connections are revisited and strengthened throughout the unit to help students build towards conceptual understanding. In this session participants will gain a deeper understanding of the purpose of inquiry as a tool for connection and provocation, and explore practical ways to design conceptual connections and provocations.

# RESOURCES



## Taking the Complexity out of Concepts

This book is a practical resource designed by Innovative Global Education (IGE) to assist educators in making the shift from a content-based curriculum to a conceptual curriculum. To meet the demand for better professional learning materials devoted to conceptual learning, IGE has formulated the IGE Model for Formulating Conceptual Understandings and the three-stage IGE Template for Planning Conceptual Learning. In support of these pivotal resources, the book also includes a number of case studies adapted from IGE's professional learning work with schools to serve as exemplars of how real-life educators are actually using the resources in their classrooms.

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