



WESTLAKE IBMYP NEWSLETTER

"THE CONSIDERATION PHASE"

January - February Issue 2018

Westlake High School

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Dear Westlake High Community,

Thank you for taking the time to read the first edition of the 2017- 2018 IB Middle Years Programme (IBMYP) newsletter. I do hope you find this newsletter informative as we embark on this journey to IB MYP authorization! My goal is to improve your understanding of the Middle Years Programme as well as keep our community up-to-date on the great things happening at Westlake.

Westlake High School is currently in the "Consideration Phase" and exploring the International Baccalaureate Middle Years Programme to determine if we share a common philosophy—a commitment to high quality, challenging, international education that will ensure our students are globally aware and competitive after high school.

During this phase, we will focus on where we are now, and what we need to do to align our current philosophies and practices with those of IB. Throughout this year you will receive additional information about the MYP program, as well as our current IB Diploma program, the IB Learner Profiles, and updates on the progress within this phase.

Respectively your servant in education,
Dr. Triaka Larry
IB MYP Coordinator

International Days

January 27

International Day of Commemoration in Memory of the Victims of the Holocaust

February 1

Black History Month

February 4

World Cancer Day

February 11

International Day of Women and Girls in Science

February 14

Valentine's Day

February 20

World Day of Social Justice

IB Learner Profile of the Month



No problem can withstand the assault of sustained thinking.

-Voltaire, French Writer

Westlake's Mission and Vision

In keeping with our commitment to excellence we empower our students to become independent, life-long learners in an environment where students can learn and teachers can teach. Through a rigorous and meaningful curriculum we lay the foundation for our students to become successful and vital members of an ever-changing society.

International Baccalaureate's Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

TEACHING AND LEARNING

IB Topic: Understanding Conceptual Learning

What matters is not the absorption and regurgitation either of facts or of predigested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise.

-Alec Peterson, First IB Director General (2003)

What is conceptual learning?

- Conceptual learning is a process by which students learn how to organize information in logical mental structures.
- Conceptual learning focuses on learning organizing principles – the cubby holes in which the mind organizes facts into ideas.
- Conceptual learning is a catalyst for challenging students to think at more advanced levels

The International Baccalaureate (IB) values education more as the transformation of personal understanding and the collaborative construction of meaning, and less as the transmission of knowledge and rote memorization of facts. Consequently, conceptual understanding is a significant and enduring goal for teaching and learning in IB programmes.

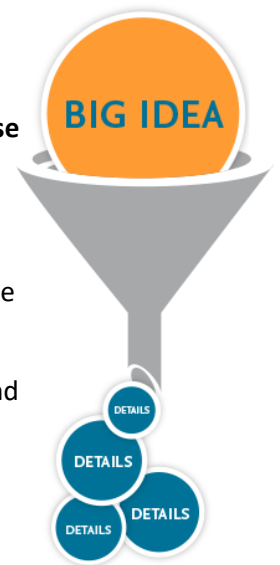
Conceptual Learning

The concept-based model in teaching and learning is used in the IB Middle Years Programme because it encourages students to:

- use concepts to represent the vehicle for students' inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of a subject.
- create personal relevance, as students relate new knowledge to prior knowledge, and promote understanding of cultures and environments across global contexts through the transfer of knowledge.
- process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings; and provides greater retention of factual knowledge because synergistic thinking requires deeper mental processing.

**** In a concept-based teaching model, teachers use knowledge as a tool to help students grasp transferable concepts and understandings. Knowledge provides the foundation and support for deeper, conceptual thinking leading to increased student motivation and engagement.**

For more information click [here](#).



IB INQUIRY/REFLECTION QUESTION OF THE MONTH

“How can I start to be a better conceptual learner?”

PEANUTS CLASSICS By Charles M. Schulz



You can first practice actively listening by showing that you are interested, not interrupting, reflecting on what the speaker says, noticing the speaker's body language, and responding appropriately.

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