



TEACHERS' INQUIRY PROJECT SPRING 2015 SERIES: TEACHERS PUSHING BOUNDARIES

Selected Saturday mornings, 9:00 am-12:00 pm and
Wednesday afternoons, 4:30 pm-7:00 pm.

What are areas of education that may not be on a student's test or teacher's evaluation but impact your work every day? How might you grow in new directions as a professional thinker, researcher, and writer? This series brings in teachers and community educators to facilitate workshops that reach beyond and across traditional disciplines and school expectations, to tap teachers' social awareness and creativity. The workshops aim to foster listening to students while strengthening teacher voice in collegial and public arenas.

Register for one or more of the workshops in the series at

[Teachers' Inquiry Project](#)

This series is free, open to all educators, and generously
sponsored by

Francis W. Parker School

**Workshops
Offered:**

[Digital Learning
Meets Hands-on
Investigations](#)

[Storytelling
across the
disciplines](#)

[Theatre of the
Oppressed](#)

[Oral History for
Teachers](#)

[Anti-racist
Pedagogy](#)

[Making Space for
Active Learning](#)

[Teachers as
Authors](#)

**TEACHERS INQUIRY
PROJECT**

<http://teachersinquiryproject.org/>
773-797-5402

Spring 2015 Dates:
January 31, February 25,
February 28, March 18,
March 28, April 25
and May 2

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Saturday, January 31 Digital Learning Meets Hands-on Investigations with Frances Judd, presenter (recommended for early childhood, elementary educators, & administrators)

What is tangible technology, and how might this new tech trend be a better “fit” for early childhood teaching & learning? Frances Judd, founder of Chicago’s new Tangible Tech Collaborative, will lead a discussion and reflection that encourages educators to consider the value of tech experiences that are also pointedly tangible, physical, kinesthetic, language-based, and/or social-emotional by design. Chicago’s Tangible Tech Collaborative is being coordinated with the TEC Center at Erikson Institute. [REGISTER HERE](#)

Wednesday, February 25 Literacy, Culture, and the Storytelling Classroom with Susan O’Halloran, Stories Connect Us All (for teachers at all levels)

The art of storytelling sets a foundation for the love of language and encourages reluctant writers by immediately seeing the effect their words can have on an audience. It can also provide teachers with a way to make learning more culturally relevant as each student experiences that their and their families’ lives and history are included in the classroom. Additionally stories help students understand that cultures, families and generations around the world have both unique and similar needs, practices and beliefs. Students explore differing and shared life experiences that defy stereotyping and showcase people’s strength in the face of staggering challenges. Professional story artist, Sue O’Halloran, will share the elements that make for an engaging story as well as share techniques teachers can use in their classrooms to foster language skills, emotional expressiveness and community building. The learning standards that storytelling addresses as well as easy-to-find resources will also be discussed. [REGISTER HERE](#)

Saturday, February 28 Theatre of the Oppressed with Jasmin Cardenas, Pedagogy and Theatre of the Oppressed (for teachers at all levels and community and museum educators)

HOSTED BY THE ANCONA SCHOOL

This workshop will focus creative community building through working with conflict. The Theatre of the Oppressed process enables us to explore challenging situations that we experience in our work and lives through creative collaboration. It’s in thinking about situations of internal and external challenge that we have the best chance of growing, seeing and acting in a different way moving forward. Theatre of the Oppressed is rooted in the pedagogical and political principles specific to the popular education method developed in Brazil during the 1950s and 1960s by Brazilian educator Paulo Freire: 1) to see the situation lived by the participants; 2) to analyze the root causes of the situation; and 3) to act to change the situation following the precepts of social justice. [REGISTER HERE](#)

Wednesday, March 18 Oral History for Teachers with Cliff Mayotte and Claire Kiefer, Voice of Witness (HS/MS teachers)

The intensely democratic and highly interactive process of oral history-making focuses on the ethics and practicalities of amplifying unheard voices and creating a foundation for meaningful civic action. These experiences with “decentralized” story sharing translate directly into the skills and habits of mind for life-long participation in a democratic society. Steps in the oral history process include cultivating an awareness of social conditions and ethical considerations, creating inspiring questions, and conducting a practice interview. Participants and workshop facilitators will also share information about media platforms for community story sharing. The skills developed and explored in this workshop enable educators to place students on a continuum that begins with empathy, and moves toward becoming an ally, an advocate, and ultimately, a global citizen with the capacity for direct engagement. Teachers will receive a copy of *The Power of the Story: The Voice of Witness Teacher’s Guide to Oral History* and a book from the Voice of Witness series. These resources provide Common Core aligned lesson plans and strategies for creating oral history projects with students and as well as curricular resources that directly relate to national and international social justice issues. [REGISTER HERE](#)

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Saturday, March 28 Anti-racist Pedagogy with Stacey Gibson, Francis W. Parker School and Liz Shulman, Evanston Township High School (for teachers, administrators, and community educators at all levels)

This workshop explores the different levels of racism, ranging from individual to structural. We use these levels as the framework to help teachers, staff, administrators, stakeholders, and community members to recognize and examine how the different levels of racism influence curriculum and are evident in institutions. We work to foster an environment where educators can articulate and examine issues of race and occurrences of privilege within themselves and within their institutions. [REGISTER HERE](#)

Saturday, April 25 Making Space for Active Learning with Ellen Schwartz, Institute for Descriptive Inquiry (for teachers at all levels)

This workshop will be an interactive dive into Making Space for Active Learning: The Art and Practice of Teaching, a new book of teachers' writing that Ellen edited with Anne Martin. The workshop will focus on storytelling, with participants sharing "small" moments from the classroom to open up thinking about both the children involved, and larger educational questions illuminated by the stories. We will explore "wobble room" and ways to make space for children; often hearing how others do that opens new possibilities. Finding those places where we can support children's active desire to engage with the world can be a starting place for taking action in our daily practice, inspiring hope and vigor. This is especially important at this time, when children, families, and teachers are under attack and schools are inundated with programs and practices that draw attention away from learning and teaching. [REGISTER HERE](#)

Saturday, May 2 Teachers as Authors with Andy Kaplan, Schools Journal (for teachers at all levels)

This TIP program begins with the premise that teachers need to play a more central role in the national conversation about education. We can resist the reductive and demeaning assertions of the accountability "reformers" by raising public awareness about what happens when learning actually occurs. The workshop will encourage teachers to tell their own stories about the challenges and successes of daily life in the classroom. The workshop will help teachers identify fruitful topics and give them suggestions and strategies about developing their work for publication. [REGISTER HERE](#)

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