

PYP Workshop Handbook

August 2009

DRAFT



Contents

| | |
|--|-----------|
| Introduction | 2 |
| Overview of architecture for PYP workshops | |
| Registration information | |
| Template description for workshop leaders | |
| Section 1: Category 1 workshop descriptions | 9 |
| Section 2: Category 2 workshop descriptions | 12 |
| Section 3: Category 3 workshop descriptions | 21 |

Introduction

Professional development in the IB

Three principles underpin the IB professional development policy/model:

1. the need to situate individual professional development within the larger context of whole school development
2. the importance of developing schools as professional learning communities (Professional Development Director IB Cardiff, March, 2004)
3. the importance of the international network of schools teaching the same programme in the promotion of international-mindedness on the part of students and adults in the school community. (IB programme standard A2, 2005)

PYP professional development requirements for schools:

To meet the PYP training requirements for authorization and programme evaluation purposes, schools are required to ensure that all school staff¹ working with PYP students are trained at workshops organized by/through the regional office and staffed by PYP workshop leaders.

'Through a combination of inschool and regional workshops, all teachers must have the opportunity to become familiar with the philosophy and practical application of the programme'

References:

Guide to School Application, page 2

Rules for Authorized Schools, article 5.5

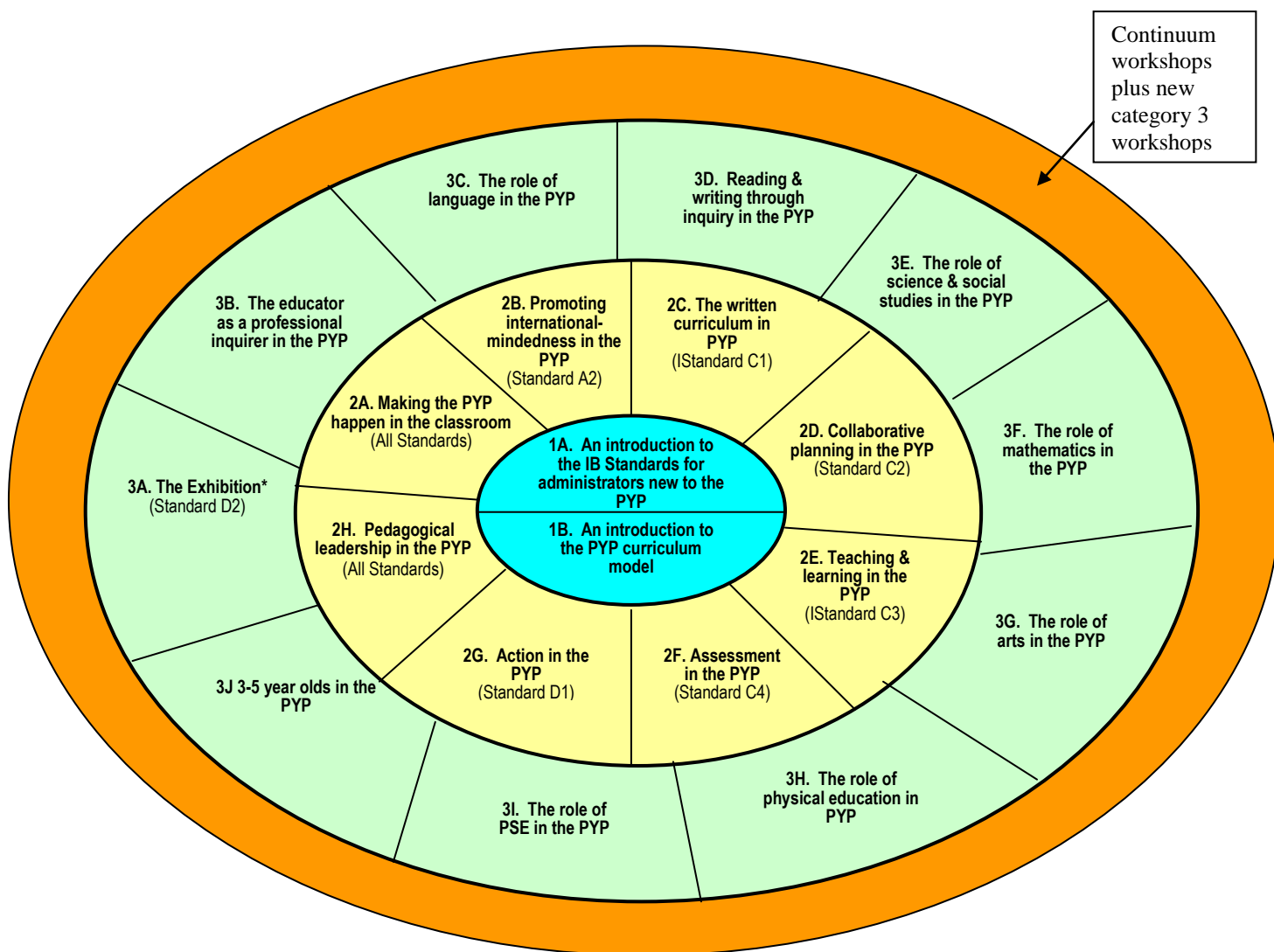
PYP Coordinator's Handbook, section D2

IB programme standards and practices 2005

The following model details the full range of workshops, including some already developed and others yet to be developed. All regions will annually offer some workshops in category 1, 2 and 3. However, it is not anticipated that all regions will offer all workshops or all categories of workshops at every event, or even every year. Which workshops are scheduled annually in each region will depend on the needs of the region at that particular time.

¹ The term 'staff' throughout this document refers to all and all teachers and administrators with responsibility for PYP students.

Overview of architecture for PYP workshops



Please note: Inquiry is addressed/imbedded in all workshops as it is our primary pedagogical approach. It is also emphasized in workshop 2E – Teaching and learning in the PYP.

All PYP workshops described in the following sections have been developed on the three day model where there are 12 sessions, with each session being 1 ½ hour long. There may be regional variations on workshop lengths until global guidelines are formulated and finalized.

| REGISTRATION INFORMATION | | | |
|--------------------------|---|--|--|
| CODE | TITLE | OVERALL PURPOSE OF WORKSHOP | RECOMMENDED AUDIENCE |
| 1A | An introduction to the IB standards for administrators new to the PYP | The overall purpose of this workshop is to explore the philosophical and administrative implications of the IB programme standards and requirements with reference to PYP implementation | Interested, candidate and authorized schools. This workshop is for members of educational leadership teams, including school directors, primary principals and assistant principals and designated PYP coordinators, who <ul style="list-style-type: none"> are in schools conducting a feasibility study with a view to trial implementing are new to the PYP and/or about to join an authorized or candidate school |
| 1B | An introduction to the PYP curriculum model | The overall purpose of this workshop is to introduce the PYP as a systemic and all encompassing curriculum through the study of <i>Making the PYP Happen: a curriculum framework for international education (2007)</i> | Interested, candidate and authorized schools. This workshop is for teachers and administrators who <ul style="list-style-type: none"> are in schools conducting a feasibility study with a view to trial implementing are new to the PYP and/or about to join an authorized or candidate school |
| 2A | Making the PYP happen in the classroom | The overall purpose of this workshop is to explore all aspects of the PYP as a systemic and all encompassing curriculum through <i>Making the PYP Happen: a curriculum framework for international primary education.</i> | Candidate and authorized schools. This workshop is for administrators, coordinators and teachers who <ul style="list-style-type: none"> work in schools where the programme is already being implemented have been working with the programme for some time but feel the need to revisit the basic philosophy and framework of the programme |
| 2B | Promoting international-mindedness in the PYP | The overall purpose of this workshop is to explore IB programme standard A2 : “ <i>The school promotes international-mindedness on the part of the adults and the students in the school community</i> ” | Candidate and authorized schools This workshop is for administrators, coordinators and teachers who <ul style="list-style-type: none"> Have been working with the programme for at least one school year Have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office |

| | | | |
|----|-----------------------------------|---|---|
| 2C | The written curriculum in the PYP | The overall purpose of this workshop is to explore the IB programme standard C1 : <i>“A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community”</i> | Candidate and authorized schools This workshop is for administrators, coordinators and teachers who <ul style="list-style-type: none"> • have been working with the programme for at least one school year • have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office |
| 2D | Collaborative planning in the PYP | The overall purpose of this workshop is to explore IB programme standard C2 : <i>“The school has implemented a system through which all teachers plan and reflect in collaborative teams”.</i> | Candidate and authorized schools This workshop is for administrators, coordinators and teachers who <ul style="list-style-type: none"> • have been working with the programme for at least one school year • have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office |
| 2E | Teaching and learning in the PYP | The overall purpose of this workshop is to explore IB programme standard C3 : <i>“Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action”.</i> | Candidate and authorized This workshop is for administrators, coordinators and teachers who <ul style="list-style-type: none"> • have been working with the programme for at least one school year • have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office |
| 2F | Assessment in the PYP | The overall purpose of this workshop is to explore IB programme standard C4 : <i>“There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme”</i> | Candidate and authorized schools This workshop is for administrators, coordinators and teachers who <ul style="list-style-type: none"> • have been working with the programme for at least one school year • have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office |
| 2G | Action in the PYP | The overall purpose of this workshop is to explore IB programme standard D1 : <i>“Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.”</i> | Candidate and authorized This workshop is for administrators, coordinators and teachers who <ul style="list-style-type: none"> • have been working with the programme for at least one school year • have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office |
| 2H | Pedagogical leadership in the PYP | The overall purpose of this workshop is to explore the roles, responsibilities and skills required to lead school | Candidate and authorized schools This workshop is for pedagogical leadership* teams. Each member of the |

| | | | |
|----|---|---|---|
| | | implementation of the IB standards and practices | <p>team will have</p> <ul style="list-style-type: none"> • been working with the programme for at least one school year • previously attended a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office <p>*The pedagogical leadership team will be defined differently in each school and may include school directors, primary principals, assistant principals, PYP coordinators</p> |
| 3A | The Exhibition | The overall purpose of this workshop is to explore IB programme standard D2 : <i>“In the final year of the programme, all students complete a programme-specific project that allows them to demonstrate a consolidation of their learning in the PYP”</i> | <p>Candidate* and authorized schools</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • Have been working with the programme for at least two school years • Have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office • Have an in-depth understanding of the philosophy and curriculum framework of the programme <p>*Candidate schools which have an authorization visit scheduled in the next 9 months.</p> |
| 3B | The teacher as a professional inquirer in the PYP | | <p>Candidate and authorized schools</p> <p>This workshop is for all administrators, coordinators and teachers who:</p> <ul style="list-style-type: none"> • Have been working with the programme for at least two school years • Have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office • Have an in-depth understanding of the philosophy and curriculum framework of the programme |
| 3C | The role of language in the PYP | | |
| 3D | Reading & writing through inquiry in the PYP | | |
| 3E | The role of science and social studies in the PYP | | |
| 3F | The role of mathematics in the PYP | The overall purpose of this workshop is to explore the scope, purpose and meaningful integration of mathematics in the PYP | |
| | | | |

| | | | |
|----|---|--|--|
| 3G | The role of arts in the PYP | The overall purpose of this workshop is to explore the scope, purpose and meaningful integration of arts in the PYP | |
| 3H | The role of physical education in the PYP | The overall purpose of this workshop is to explore the scope, purpose and meaningful integration of physical education in the PYP | |
| 3I | The role of PSE in the PYP | The overall purpose of this workshop is to explore the scope, purpose and meaningful integration of personal and social education in the PYP | |
| 3J | 3-5 year olds in the PYP | | |

Template for regional workshop descriptions

Note to workshop leaders: The following workshop description template is used to describe the criteria for registration, the purposes of workshops, and the materials to be used in each workshop. The information in each workshop description has been agreed across the IB regions.

| Template heading | Notes for workshop leaders |
|--|--|
| 1. Category/code | <i>States the category and code of the workshop.</i> |
| 2. Name | <i>States the name of the workshop.</i> |
| 3. Recommended audience | <p><i>Specifies the recommendation for an individual's participation in the workshop.</i></p> <p><i>Where there is a reference to 'all teachers' this will include home/class teachers, single subject and support teachers, whether full- or part-time in PYP schools.</i></p> |
| 4. The purpose of the workshop | <i>Specifies the understandings to be developed during the workshop.</i> |
| 5. Materials | <p><i>Identifies the materials that participants should bring from their schools.</i></p> <p><i>WSL are responsible for informing participants of additional materials if required.</i></p> |
| 6. IB materials to be included in participant resource books/handouts | <p><i>Items identified in this section will be those which regional offices have agreed across regions to be included in the workbook and will be supplied to all workshop participants. They will be listed in this section so that leaders are aware of their inclusion in the materials.</i></p> <p><i>Currently, the compilation and production of resource books and other workshop materials differs in each region, and as the IB streamlines arrangements across the three regions, it is likely that this will change. In the meantime, please follow regional office/events unit guidelines for the compilation of resource books and requests for materials for use in workshops.</i></p> |
| 7. What leaders will supply | <p><i>WSL may want to use additional materials to supplement the resource book, e.g.</i></p> <ul style="list-style-type: none"> • <i>Samples of student work</i> • <i>Power point presentations</i> • <i>Video footage</i> • <i>Graphic organizers</i> • <i>Resources to support the understandings of the workshop</i> • <i>Other IB materials not part of the resource book (as described in 6)</i> |
| 8. Copyrighted materials available for use | <p><i>Articles noted in this section of the workshop description are those for which PYP has copyright permission. Any articles that appear in red are in the process of requesting copyright permission. All articles for which permission has been granted appear on the workshop resource centre on the OCC.</i></p> <p><i>Obtaining copyright permission for any other articles used in workshops is the responsibility of the individual workshop leaders.</i></p> <p><i>Head of PYP professional development should have systems in place to receive article recommendations from WSL, and update copyright requests.</i></p> |

Section 1: Category 1 workshop descriptions

| | |
|---|--|
| 1. Category/code | 1A |
| 2. Name | An introduction to the IB programme standards for school administrators new to the PYP |
| 3. Recommended audience | Interested, candidate and authorized PYP schools. This workshop is for members of educational leadership teams: school directors, primary principals and assistant principals and designated PYP coordinators, who <ul style="list-style-type: none"> • are in schools conducting a feasibility study with a view to trial implementing • are new to the PYP and/or about to join an authorized or candidate school |
| 4. The purpose of the workshop to explore the philosophical and administrative implications of the IB programme standards and requirements with reference to PYP implementation | To develop the following understandings: <ul style="list-style-type: none"> • The IB standards and practices provide guidance for implementation of the PYP • The requirements of the PYP reflect the beliefs and values of the programme and are non-negotiable • Implementation of the PYP involves systemic change, including but not limited to pedagogical and organizational changes • A school's leadership team is responsible for involving all members of the school community in conversations about the PYP to inform the feasibility study • The PYP coordinator has a significant role of in implementing the programme • There are procedures for becoming an IB World School • The IB provides services to schools including documentation, OCC, professional development, consultation visits • Individual teachers' beliefs about and experiences related to teaching and learning impact on the way they teach |
| 5. Materials | What participants should bring: <ul style="list-style-type: none"> • School mission statement • Any relevant school policies |
| 6. IB materials to be included in participant resource books/handouts | What will be supplied: <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education (2007) (printed separately)</i> • <i>IB programme standard and practices (2005)</i> • <i>A basis for practice (2009)</i> • The IB Learner Profile booklet (2006) • <i>General regulations (2006, 2007)</i> • <i>Rules for IB World Schools - PYP(2006, 2007)</i> • Action plan template for candidate schools • <i>Towards a continuum of international education (2009)</i> • <i>Developing a transdisciplinary programme of inquiry (2008)</i> |
| 7. What leaders will supply | Additional materials WSL may want to use to supplement the resource book: <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | Margaret G. McKeown & Isabel L. Beck. (1999) <i>Getting the discussion started.</i> J.A Bean (1995) <i>Towards a coherent curriculum.</i> ASCD Ernest L. Boyer. (1995) <i>The educated person.</i> Grant Wiggins. (1989) <i>Futility of trying to teach everything of importance.</i> |

| | |
|--|--|
| 1. Category/code | 1B |
| 2. Name | An introduction to the PYP curriculum model |
| 3. Recommended audience | Interested, candidate and authorized PYP schools. This workshop is for teachers and administrators who <ul style="list-style-type: none"> • are in schools conducting a feasibility study with a view to trial implementation • are new to the PYP and/or about to join an authorized or candidate school |
| 4. The purpose of the workshop To introduce the PYP as a systemic and all encompassing curriculum through the study of <i>Making the PYP Happen: a curriculum framework for international education (2007)</i> | To develop the following understandings: <ul style="list-style-type: none"> • Individual teachers' beliefs about and experiences related to teaching and learning impact on the way they teach • The IB learner profile is the expression of the philosophy of the PYP and contributes to the development of international awareness. • The PYP defines curriculum the school takes responsibility for. The curriculum is written, taught and learned. • The essential elements of curriculum – concepts, knowledge, skills, attitudes and action – are interdependent components of a balanced curriculum. • Inquiry, collaboration and reflection are fundamental to the teaching/learning process. • Assessment is integral to all teaching and learning. • Planning in the PYP is a collaborative process that allows for the synthesis of the essential elements and the subjects of the curriculum. • The Programme of Inquiry is but one component of the PYP within a school. It is a framework, organized into transdisciplinary themes, which provides a balanced, integrated school-wide experience. • Where there is learning there is action arising from learning. Reflection is essential for planning for action. • The IB standards and practices provide guidance for implementation of the PYP |
| 5. Materials | What participants should bring: |
| 6. IB materials to be included in participant resource books/handouts | What will be supplied: <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education (2007)</i> (printed separately) • <i>IB programme standard and practices (2005)</i> • <i>A basis for practice (2009)</i> • The IB Learner Profile booklet (2006) • <i>Developing a transdisciplinary programme of inquiry (2008)</i> |
| 7. What leaders will supply | Additional materials WSL may want to use to supplement the resource book: <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | Siu-Runyan (1999) <i>Inquiry, curriculum and standards: A conversation with Kathy Short</i> Singh, N. (2002) <i>Becoming International</i> . Educational Leadership, ASCD. Margaret G. McKeown & Isabel L. Beck. (1999) <i>Getting the discussion started</i> J.A Bean. (1995) <i>Towards a coherent curriculum</i> ASCD Ernest L. Boyer. (1995) <i>The educated person</i> Grant Wiggins. (1989) <i>Futility of trying to teach everything of importance</i> |

Section 2: Category 2 workshop descriptions

| | |
|---|--|
| 1. Category/code | 2A |
| 2. Name | Making the PYP happen in the classroom |
| 3. Recommended audience | <p>Candidate and authorized schools</p> <p>This workshop is for administrators, coordinators and teachers* who</p> <ul style="list-style-type: none"> work in schools where the programme is already being implemented. have been working with the programme for some time but feel the need to revisit the basic philosophy and framework of the programme <p>*Teachers joining candidate and authorized schools must be provided with access to the OCC by their new school to enable them to access and bring the required documents with them to this workshop.</p> |
| 4. The purpose of the workshop to explore all aspects of the PYP as a systemic and all encompassing curriculum through <i>Making the PYP Happen: a curriculum framework for international primary education.</i> | To develop the following understandings: <ul style="list-style-type: none"> Individual teachers' beliefs about and experiences related to teaching and learning impact on the way they teach International-mindedness is encompassed in the IB Learner Profile. It is further developed by practices under PYP standards. In the PYP, the school's curriculum includes all those student activities, academic and non-academic, for which the school takes responsibility, since they all have an impact on student learning At the heart of the curriculum cycle is the learner constructing meaning. The five essential elements resonate throughout the entire curriculum The PYP curriculum is concept-driven and transdisciplinary. Teaching and learning takes place when a range and balance of teaching strategies are selected appropriately to meet particular learning needs. Assessment is integral to planning, teaching and learning, and needs to be varied and purposeful Responsibility for learning is shared within a learning community through collaborative and reflective planning The programme of inquiry and the subject scope and sequences are components of the curriculum, which when used together, define a coherent curriculum. Units of inquiry must illuminate the transdisciplinary theme under which they are placed. |
| 5. Materials | What participants should bring: <ul style="list-style-type: none"> <i>Making the PYP happen: a curriculum framework for international primary education (2007) (see *note in row 3)</i> The school's programme of inquiry A completed unit planner on which the participant has collaborated |
| 6. IB materials to be included in participant resource books/handouts | What will be supplied: <ul style="list-style-type: none"> <i>IB programme standard and practices (2005)</i> <i>Developing a transdisciplinary programme of inquiry (2008)</i> <i>A basis for practice (2009)</i> The IB Learner Profile booklet (2006) |
| 7. What leaders will supply | Additional materials WSL may want to use to supplement the resource book: <ul style="list-style-type: none"> Samples of students work Power point presentations Video footage Graphic organizers Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | Siu-Runyan (1999) <i>Inquiry, curriculum and standards: A conversation with Kathy Short</i> Margaret G. McKeown & Isabel L. Beck (1999) <i>Getting the discussion started</i> J.A Bean (1995) <i>Towards a coherent curriculum</i> ASCD Ernest L. Boyer(1995) <i>The educated person</i> Grant Wiggins (1989) <i>Futility of trying to teach everything of importance</i> Rob Traver (1998) <i>What is a good guiding question?</i> |

| | |
|---|---|
| 1. Category/code | 2B |
| 2. Name | Promoting international-mindedness in the PYP |
| 3. Recommended audience | <p>Candidate and authorized schools</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • have been working with the programme for at least one school year • have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office. |
| 4. The purpose of the workshop to explore IB programme standard A2 : “ <i>The school promotes international-mindedness on the part of the adults and the students in the school community</i> ”. | To develop the following understandings: <ul style="list-style-type: none"> • Our personal cultural identities influence who we are as teachers. • International-mindedness is about understanding the self in order to effectively connect with others • An internationally-minded person strives to demonstrate the attributes of the IB learner profile within and beyond the school community • In a PYP school, teachers and students are making connections between life in school, life at home, and life in the world • International-mindedness is about recognizing and reflecting multiple perspectives • The curriculum framework provides opportunities for learning about issues that have personal, local and global relevance and significance. • An inclusive ethos values, supports and reflects the diversity of cultures and perspectives within and beyond the school community. • Internationally-minded learners actively demonstrate responsibility for and commitment to making a difference in the world |
| 5. Materials | What participants should bring: <ul style="list-style-type: none"> • <i>Making the PYP Happen: a curriculum framework for international primary education (2007)</i> • Copies of the school's programme of inquiry • A completed unit planner on which the participant has collaborated • An artifact that reflects your identity • A resource you have used that promotes and/or reflects international-mindedness and global perspective |
| 6. IB materials to be included in participant resource books/handouts | What will be supplied: <ul style="list-style-type: none"> • <i>IB programme standards and practices (2005)</i> • <i>The IB Learner Profile booklet (2006)</i> • <i>Developing a transdisciplinary programme of inquiry (2008)</i> • <i>A basis for practice (2009)</i> • <i>Towards a continuum of international education (2008)</i> |
| 7. What leaders will supply | Additional materials WSL may want to use to supplement the resource book: <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | <p>Singh, N. (2002) <i>Becoming International</i>. Educational Leadership, ASCD.</p> <p>Landis et al. (2006) <i>Learning through ethnographic dialogues</i>. Language Arts 83,3</p> <p>Short, K. (2003) <i>Exploring a curriculum that is international</i>. IB World</p> <p>Paul Poore (2005). <i>School culture: The space between the bars; the silence between the notes</i>.</p> |

| | |
|---|---|
| 1. Category/code | 2C |
| 2. Name | The written curriculum in the PYP |
| 3. Recommended audience | <p>Candidate and authorized</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • have been working with the programme for at least one school year • have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office |
| 4. The purpose of the workshop to explore the IB programme standard C1 : <i>“A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community”</i> | To develop the following understandings: <ul style="list-style-type: none"> • There is an interdependent relationship between the written, the taught and the assessed curriculum • The written curriculum reflects the essential elements • The programme of inquiry, unit planners and scope and sequences are purposefully connected and have a direct impact on one another and student learning • In a PYP school the written curriculum is collaboratively developed, reflected upon and reviewed both horizontally and vertically • As members of the school community teachers and students share responsibility for developing curriculum • The implications of the requirement for balance between disciplinary and transdisciplinary teaching-learning. • The written curriculum transcends the subject areas in order to explore issues that are relevant, significant, engaging and challenging to students • International-mindedness is pervasive throughout the written curriculum, reflecting local, national and global perspectives • scope and sequence documents |
| 5. Materials | What participants should bring: <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education (2007)</i> • The school’s programme of Inquiry • Unit planners • A sample of the school’s scope and sequence documents |
| 6. IB materials to be included in participant resource books/handouts | What will be supplied: <ul style="list-style-type: none"> • <i>IB programme standard and practices (2005)</i> • <i>A basis for practice (2009)</i> • The IB Learner Profile booklet (2006) • <i>Developing a transdisciplinary programme of inquiry (2008)</i> |
| 7. What leaders will supply | Additional materials WSL may want to use to supplement the resource book: <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | <p>Kath Murdoch and Nadine Le Mescam.(2006) <i>Negotiating the Curriculum with Students – A conversation worth having.</i> http://www.ega.edu.au/site/negotiatingthecurriculum.html</p> |

| | |
|--|--|
| 1. Category/code | 2D |
| 2. Name | Collaborative planning in the PYP |
| 3. Recommended audience | <p>Candidate and authorized schools</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • have been working with the programme for at least one school year • have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office |
| 4. The purpose of the workshop to explore IB programme standard C2: <i>“The school has implemented a system through which all teachers plan and reflect in collaborative teams”.</i> | <p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Planning is collaborative, across the curriculum (horizontally and vertically) and involves all teachers working with PYP students. • Understanding of the ways people think, learn and interact is basic to building collaborative working relationships. • Planning that addresses all of the essential elements supports the whole learning experience of each student. • Assessment is integral to the planning process and informs ongoing collaborative planning so that the PYP planner becomes a coherent record of teaching and learning. • Planning strengthens the transdisciplinary nature of the curriculum and ensures the pedagogy of the PYP is pervasive across the programme. • The PYP planner facilitates planning for and through inquiry that leads to the understanding of a central idea and provides a forum for ongoing planning and reflection • The ongoing process of collaborative planning incorporates students prior experiences and interests and differentiates to support the learner's inquiries • Systems and structures can facilitate/promote teachers planning and reflecting in collaborative teams. |
| 5. Materials | <p>What participants should bring:</p> <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education (2007)</i> • The school's programme of Inquiry • A completed unit planner on which the participant has collaborated • Any policies/agreements/school documents relating to planning |
| 6. IB materials to be included in participant resource books/handouts | <p>What will be supplied:</p> <ul style="list-style-type: none"> • <i>Developing a transdisciplinary programme of inquiry (2008)</i> • <i>IB programme standards and practices (2005)</i> |
| 7. What leaders will supply | <p>Additional materials WSL may want to use to supplement the resource book:</p> <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | <p>Barth, Roland (2006): <i>Improving relationships within the schoolhouse</i>. Ed Leadership Vol 63, 6</p> <p>Gibson-Langford and Laycock (2007): <i>So they can fly...building a community of inquirers</i> (paper presented at ACER conference, Sydney)</p> |

| | |
|--|---|
| 1. Category/code | 2E |
| 2. Name | Teaching and learning in the PYP |
| 3. Recommended audience | <p>Candidate and authorized</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • have been working with the programme for at least one school year • have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office |
| 4. The purpose of the workshop to explore IB programme standard C3: <i>“Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action”.</i> | To develop the following understandings: <ul style="list-style-type: none"> • Individual teachers’ beliefs about and experiences related to teaching and learning impact on the way they teach • The pedagogy of inquiry is used by all teachers across the curriculum • Inquiry-based learning directly supports the personal construction of meaning; effective learning is collaborative and social • Inquiry-based learning leads to active responsible learning, where students choose ↔ act ↔ reflect • An inquiry driven curriculum facilitates and promotes the use of a range and balance of teaching strategies to meet specific individual learning needs • An inquiry process allows students to revisit and revise prior knowledge in the light of new experience in order to extend their learning • The learning environment and classroom culture are collaboratively created to support and promote student inquiry • The experiences, interests and developmental needs of individual learners informs planning, teaching and assessment (differentiation) • Flexible grouping and scheduling strategies support student learning |
| 5. Materials | What participants should bring: <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education (2007)</i> • A completed unit planner on which the participant has collaborated • Samples of differentiated tasks and/or assessments • A resource you have used that promotes or supports inquiry-based teaching and learning |
| 6. IB materials to be included in participant resource books/handouts | What will be supplied: <ul style="list-style-type: none"> • <i>A basis for practice (2009)</i> • <i>Developing a transdisciplinary programme of inquiry (2008)</i> • <i>IB Standards and practices (2005)</i> |
| 7. What leaders will supply | Additional materials WSL may want to use to supplement the resource book: <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop (e.g. PYP scope and sequences) |
| 8. Copyrighted materials available for use | Traver. R. (1998) <i>What is a good guiding Question?</i> Educational Leadership, ASCD Ritchart, R and Perkins, D. (2008) <i>Making Thinking Visible</i> . Educational Leadership, ASCD. Ash and Kluger-Bell (2000): <i>Identifying inquiry in the K-5 classroom</i> http://www.nsf.gov/pubs/2000/nsf99148/ch_10.htm |

| | |
|---|--|
| 1. Category/code | 2F |
| 2. Name | Assessment in the PYP |
| 3. Recommended audience | <p>Candidate and authorized</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • have been working with the programme for at least one school year • have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office |
| 4. The purpose of the workshop to explore IB programme standard C4: <i>“There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme”</i> | To develop the following understandings: <ul style="list-style-type: none"> • Personal beliefs and experience influence how assessment is viewed and used. They also influence the expectations of teachers, students and parents. • Assessment is integral to all planning, teaching and learning • Assessment addresses all of the essential elements • Effective assessment of prior knowledge and understanding informs teaching and learning • Formative and summative assessment supports student learning and provides evidence of the efficacy of planning and teaching • Establishing essential assessment agreements on assessment, evaluation and reporting increases consistency of practices • Self and peer assessments enables students to reflect on their learning and allows them to become self-directed learners • Assessment tools and strategies should be varied and balanced • Reporting involves students, teachers and parents as partners and reflects the PYP • Critical consideration of assessment data is a means of evaluation of the teaching and learning and consequently the effectiveness of the programme |
| 5. Materials | What participants should bring: <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education (2007)</i> • The school's programme of inquiry. • A completed unit planner on which the participant has collaborated • A copy of your school's essential agreements on assessment and/or your school's assessment policy. • Samples of recording and reporting processes and procedures from your school • A professional resource for assessment that you have found useful |
| 6. IB materials to be included in participant resource books/handouts | What will be supplied: <ul style="list-style-type: none"> • <i>IB Programme Standards and Practices (2005)</i> |
| 7. What leaders will supply | Additional materials WSL may want to use to supplement the resource book: <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop • Other IB materials that might inform the workshop (e.g. mathematics and language scope and sequences) |
| 8. Copyrighted materials available for use | <p>Wiggins + McTighe (1998). The Six facets of understanding in <i>Understanding By Design</i>, Alexandria, VA.</p> <p>McTighe, J. and O'Connor, K. (2005) <i>Assessment to Promote Learning: Seven Practices for Effective Learning</i>, Educational Leadership</p> <p>Chappius. S and R Stiggins (2002) <i>“Classroom Assessment for learning”</i>, <i>Educational Leadership</i>, ASCD</p> |

| | |
|--|---|
| 1. Category/code | 2G |
| 2. Name | Action in the PYP |
| 3. Recommended audience | <p>Candidate and authorized</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • have been working with the programme for at least one school year • have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office |
| <p>4. The purpose of the workshop</p> <p>to explore IB programme standard D1: <i>“Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.”</i></p> | <p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Action is the ‘so what’ of learning • PYP schools develop a culture where all learners have the opportunity and autonomy to act, to decide on their actions, and to reflect on these actions • The teacher provides the environment and provocation for action to take place. • Successful inquiry leads to responsible action initiated by the student as a result of the learning process • Action can take different forms with a range and balance of teacher and student initiative • When individuals are engaged in relevant, significant and challenging learning, action will happen • Self-initiated action occurs when the learner is a problem-finder as well as a problem-solver • The understanding of a central idea should naturally lead to action • The understanding, knowledge, skills and attitudes required to take action can be learned and assessed |
| 5. Materials | <p>What participants should bring:</p> <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education (2007)</i> • <i>Examples/evidence of student-initiated action in their schools</i> |
| 6. IB materials to be included in participant resource books/handouts | <p>What will be supplied:</p> <ul style="list-style-type: none"> • <i>IB Standards and practices (2005)</i> • IB learner profile booklet • <i>Towards a continuum of international education (2008)</i> • <i>Basis for practice (2009)</i> • <i>Exhibition guidelines (2008)</i> |
| 7. What leaders will supply | <p>Additional materials WSL may want to use to supplement the resource book:</p> <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | <p>Roger Hart (1992). <i>Children’s participation – from Tokenism to Citizenship</i>. Innocenti Essays No. 4 UNICEF</p> <p>John Barrell (2003). Chapter 1 – A culture of inquisitiveness. From the book <i>Developing more curious minds</i>, ASCD</p> |

| | |
|--|---|
| 1. Category/code | 2H |
| 2. Name | Pedagogical leadership in the PYP |
| 3. Recommended audience | <p>Candidate and authorized schools</p> <p>This workshop is for pedagogical leadership* teams. Each member of the team will have</p> <ul style="list-style-type: none"> • been working with the programme for at least one school year • previously attended a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office <p>*The pedagogical leadership team will be defined differently in each school and may include school directors, primary principals, assistant principals, PYP coordinators</p> |
| 4. The purpose of the workshop <i>to explore the roles, responsibilities and skills required to lead school implementation of the IB standards and practices</i> | <p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Leaders must understand the philosophical and pedagogical implications of the PYP in order to support its implementation • Implementing the PYP will bring about systemic change within a school community and culture • Within a community of learners, each individual has a responsibility to reflect on, support, develop and assess the implementation of the programme • Shaping and affecting change in an educational context is complex • Understanding the diverse ways people think, learn and work is basic to building a learning community and affecting change • Effective schools maximize the skills and talents of all staff, including the pedagogical leadership team, in order to improve teaching and learning • Assessing your school in relation to the IB standards and practices is critical in planning and implementing the programme • Strategic planning for professional development will support the philosophy and pedagogy of the programme |
| 5. Materials | <p>What participants should bring:</p> <ul style="list-style-type: none"> • Making PYP Happen: a curriculum framework for international primary education (2007) • The school's programme of inquiry • Copies of recent IB visit reports • The school's action plan and/or strategic plan • A resource you have used that has supported you in your leadership role |
| 6. IB materials to be included in participant resource books/handouts | <p>What will be supplied:</p> <ul style="list-style-type: none"> • <i>PYP Coordinator's Handbook</i> (current) • <i>Making PYP Happen: Pedagogical Leadership in a PYP school</i> (2007) • <i>IB programme standards and practices</i> (2005) • <i>Learning in a language other than mother tongue in IB programmes</i> (2008) |
| 7. What leaders will supply | <p>Additional materials WSL may want to use to supplement the resource book:</p> <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop • Other relevant IB publications (e.g. scope and sequences) |
| 8. Copyrighted materials available for use | <p>Heifetz, R.A., Linsky, M. (2004) <i>When educational leadership spells danger</i>. Ed Leadership 61, 7</p> <p>Andy Hargreaves and Dean Fink. (2004) <i>The Seven Principles of Sustainable Leadership</i></p> <p>Doyle and Smith: <i>Classical leadership</i>. http://www.infed.org/leadership</p> <p><i>Thinking systemically from Asking the right questions: a leader's guide to systems thinking about school improvement</i>, McREL 2000</p> <p>Doyle and Smith (2001, 2009) <i>Shared Leadership</i> http://www.infed.org/leadership/shared_leadership.htm</p> |

Section 3: Category 3 workshop descriptions

| | |
|--|---|
| 1. Category/code | 3A |
| 2. Name | The Exhibition |
| 3. Recommended audience | <p>Candidate* and authorized schools</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • Have been working with the programme for at least two school years • Have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office • Have an in-depth understanding of the philosophy and curriculum framework of the programme <p>*Candidate schools which have an authorization visit scheduled in the next 9 months.</p> |
| 4. The purpose of the workshop to explore IB programme standard D2: <i>“In the final year of the programme, all students complete a programme-specific project that allows them to demonstrate a consolidation of their learning in the PYP”</i> | <p>To develop the following understandings:</p> <ul style="list-style-type: none"> • The exhibition is a culminating learning experience that reflects the major features of the programme and requires each student to demonstrate engagement with the five essential elements. • The exhibition provides PYP students with the opportunity to synthesize their learning and reflect on their journey through the PYP. • Throughout a student’s time in the PYP, all teachers in a school have a role to play in contributing to the learners’ understanding of the programme. • Through engagement in an in-depth inquiry about local/global issues, students are able to choose appropriate action. • As a self-initiated inquiry the exhibition becomes more significant to the students when they are empowered to lead the learning. • The inquiry process can be supported by a range of resources including primary resources and secondary resources • By accessing and critically analyzing primary and secondary sources, students develop perspectives that allow them to substantiate inquiry. • The exhibition is a highly collaborative process that leads to conceptual understanding of the issue being explored. |
| 5. Materials | <p>What participants should bring:</p> <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education</i> (2007) • Evidence of student/teacher process and products from their schools’ exhibitions. |
| 6. IB materials to be included in participant resource books/handouts | <p>What will be supplied:</p> <ul style="list-style-type: none"> • <i>The PYP Exhibition Guidelines</i> (2008) • <i>IB Standards and practices</i> (2005) • <i>Developing a transdisciplinary programme of inquiry</i> (2008) • DP Academic honesty guidance booklet and poster |
| 7. What leaders will supply | <p>Additional materials WSL may want to use to supplement the resource book:</p> <ul style="list-style-type: none"> • Samples of student work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop • Evidence of student/teacher process and products from their schools’ exhibitions. |
| 8. Copyrighted materials available for use | <p>Siu-Runyan, Y (1999), <i>Inquiry, Curriculum and Standards: A conversation with Kathy Short</i>.</p> <p>Jason Pataray Ching and Mary Robertson (2006). <i>Misconceptions about Curriculum as an Inquiry Framework</i>.</p> <p>K. Murdoch & N. Le Mescam (2006). <i>Negotiating the curriculum with students: a conversation worth having</i>.</p> |

| | |
|---|--|
| 1. Category/code | 3B Still requires reviewing |
| 2. Name | The educator as a professional inquirer in the PYP |
| 3. Recommended audience | <p>Candidate and authorized schools</p> <p>This workshop is for all administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • Have been working with the programme for at least two school years • Have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office • Have an in-depth understanding of the philosophy and curriculum framework of the programme |
| <p>4. The purpose of the workshop</p> <p>Inquiry is a stance that educators can take as professional learners. Teachers and administrators need strategies for answering their own questions about issues of teaching and leadership within their schools. The major focus will be on how educators can investigate their questions in order to more effectively implement the PYP. By looking at themselves as inquirers, however, participants will see implications for creating an inquiry curriculum for students. Participants will leave the workshop with a plan for a specific professional inquiry and will be asked to provide several electronic postings as they engage in this inquiry after returning to their schools.</p> | <p>a To develop the following understandings:</p> <ul style="list-style-type: none"> • The connections between educators as professional inquirers and standard A1. • Schools are communities of inquiry for professional growth and curriculum development. • Inquiry is a stance – a way to think about our lives as educators and to explore the tensions that we encounter in schools – not just an approach for teaching children. • Professional inquiry provides strategies for analyzing our teaching and developing our understandings of complex situations in order to take action and make changes in curriculum and in our interactions with students. • Professional inquiry involves developing a plan for posing and investigating significant questions about teaching and learning. • Through experiencing inquiry as adults we can more effectively support inquiry as a stance in our classrooms and schools. <p>b To assist participants to become knowledgeable about:</p> <ul style="list-style-type: none"> • The role of professional inquiry within the PYP • Their own development as professionals professional growth • Action research as systematic and intentional inquiry by educators • Finding a tension that is significant to teaching and learning • Developing a plan for exploring at tension/research question • Collecting data by closely observing and describing learning • Analyzing data to generate new understandings • Collaborating with other educators and sharing our inquiries <p>c To ensure participants are familiar with:</p> <ul style="list-style-type: none"> • Role of action research within the field of education • Professional development approaches • Range of strategies for collection and analysis of data • Resources to support action research. |
| 5. Materials | <p>What participants should bring:</p> <ul style="list-style-type: none"> • <i>Making the PYP Happen: a curriculum framework for international primary education</i> (2007) • <i>The Art of classroom inquiry</i> by Ruth Hubbard and Brenda Miller Power. Heinemann. • Plans and student work from a recent classroom inquiry that participants want to think more about (either because it went especially well or was problematic). • Create a brainstormed list of current tensions and issues related to teaching and learning within PYP in your school or classroom |
| 6. IB materials to be included in participant resource books/handouts | What will be supplied: TBD |
| 7. What leaders will supply | Additional materials WSL may want to use to supplement the resource book: TBD |
| 8. Copyrighted materials available for use | Copyright will be determined |

| | |
|--|---|
| 1. Category/code | 3C |
| 2. Name | The role of language in the PYP |
| 3. Recommended audience | <p>Candidate and authorized schools</p> <p>As all teachers are language teachers, this workshop is for all administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • Have been working with the programme for at least two school years • Have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office • Have an in-depth understanding of the philosophy and curriculum framework of the programme |
| 4. The purpose of the workshop | <p>To develop the following understandings:</p> <ul style="list-style-type: none"> • The PYP views all languages as equally important irrespective of which language(s) we are talking about: language of instruction, mother tongue, ESL, EAL, host country, and additional language. • An agreement within the school about how children learn language contributes to a cohesive learning experience for learners. • We are PYP teachers of language(s), not language teachers in PYP schools • In a balanced programme students learn language, learn about language and learn through language • Language learning is fluid in nature and therefore can be viewed as a continuum, not the sum of discrete parts where development is tied to an age or stage. • A language teacher can have an advisory, supportive or integrated role in teaching and learning in a transdisciplinary unit of inquiry. add to single subjects • The development of a language policy is better seen as a process rather than a product. |
| 5. Materials | <p>What participants should bring:</p> <ul style="list-style-type: none"> • <i>Making the PYP Happen: a curriculum framework for international primary education (2007)</i> • The school's programme of inquiry • A completed unit planner on which the participant has collaborated • The school's language policy, or language policy related documents (if available) |
| 6. IB materials to be included in participant resource books/handouts | <p>What will be supplied:</p> <ul style="list-style-type: none"> • <i>PYP language scope and sequence (2009)</i> • <i>IB programme standards and practices (2005)</i> • <i>Guidelines for developing a language policy (2007)</i> • <i>Learning in a language other than mother tongue in IB programmes (2007)</i> |
| 7. What leaders will supply | <p>Additional materials WSL may want to use to supplement the resource book:</p> <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | <p>Martinez-Roldan. (2005). <i>The inquiry acts of bilingual children in literature discussions</i>. Language Arts</p> <p>Katie Van Sluys with Rise Reinier. (2006) <i>Seeing the Possibilities: Learning from, with, and about Multilingual Communities</i>. Language Arts</p> <p>David Schwarzer, et al. (2003) <i>Fostering Multiliteracy in a Linguistically Diverse Classroom</i>. Language Arts.</p> <p>Jim Cummins. <i>Bilingual Children's Mother Tongue: Why Is It Important for Education?</i> www.iteachilearn.com/cummins/mother.htm</p> <p>Pataray-Ching (2006), <i>Inquiring into a second language and the culture of a school</i></p> |

| | |
|--|---|
| 1. Category/code | 3D |
| 2. Name | Reading and writing through inquiry in the PYP |
| 3. Recommended audience | <p>Candidate and authorized schools</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • Have been working with the programme for at least two school years • Have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office • Have an in-depth understanding of the philosophy and curriculum framework of the programme |
| 4. The purpose of the workshop | <p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Children (and teachers) have beliefs about what good reading/writing is which affects how they learn. • Inquiry is a philosophical stance that underlies everything we do in school. • The PYP holds a specific philosophy and belief system about the teaching of reading and writing to which we have a responsibility to adhere. • Reading and writing are tools for thinking about the self and the world. • There are authentic opportunities for the development of reading and writing through the units of inquiry. • There are connections between oral, visual and written language • A balanced literacy curriculum comprises of the three interdependent aspects: <ul style="list-style-type: none"> ○ learning language ○ learning about language and ○ learning through language. • Reading and writing in the PYP can be supported by a variety of resources that align with the philosophy of the programme |
| 5. Materials | <p>What participants should bring:</p> <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education</i> (2007) • A completed unit planner on which the participant has collaborated • The school's programme of inquiry • Resources that would be useful to share with fellow participants regarding reading/writing (including children's literature, professional resources, samples of student work) |
| 6. IB materials to be included in participant resource books/handouts | <p>What will be supplied:</p> <ul style="list-style-type: none"> • IB programme standards and practices (2005) • <i>PYP Language scope and sequence</i>(2009) |
| 7. What leaders will supply | <p>Additional materials WSL may want to use to supplement the resource book:</p> <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop (including IB documents not supplied as part of the workshop) |
| 8. Copyrighted materials available for use | <p>David Schwarzer, Alexia Haywood, and Charla Lorenzen (2003). <i>Fostering Multiliteracy in a Linguistically Diverse Classroom</i>. Language Arts, 80, 6.</p> <p>Martinez-Roldan. (2005). <i>The inquiry acts of bilingual children in literature discussions</i>. Language Arts</p> <p>Cambourne (2001), <i>What do I do with the rest of the class? The nature of teaching-learning activities</i>, Language Arts, 79, 2.</p> <p>Philip Pullman (2005), <i>Common sense has much to learn from moonshine</i>.</p> |

| | |
|--|---|
| 1. Category/code | 3E |
| 2. Name | The role of science and social studies in the PYP |
| 3. Recommended audience | <p>Candidate and authorized schools</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • Have been working with the programme for at least two school years • Have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office • Have an in-depth understanding of the philosophy and curriculum framework of the programme |
| 4. The purpose of the workshop | <p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Science and social studies taught through the units of inquiry can have an interdependent relationship that together with other areas of the curriculum assist in students understanding the transdisciplinary themes. • The science and social studies component of PYP is characterized by the exploration of concepts (key and related) and the development of skills (skills that are changing in light of technology developments) rather than a focus on a fixed body of knowledge. • A balanced programme of inquiry addresses a breadth and balance of science and social studies concepts, knowledge and skills. • Science and social studies are taught in context, exploring issues that are relevant to students, and transcending the boundaries of traditional subject areas. • Assessment of science and social studies is reported on within the context of units of inquiry |
| 5. Materials | <p>What participants should bring:</p> <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education (2007)</i> • A completed unit planner on which the participant has collaborated • The school's programme of inquiry • Any professional resources that you might want to share |
| 6. IB materials to be included in participant resource books/handouts | <p>What will be supplied:</p> <ul style="list-style-type: none"> • <i>PYP science scope and sequence (2008)</i> • <i>PYP social studies scope and sequence (2008)</i> • <i>Developing a transdisciplinary programme of inquiry (2008)</i> • <i>IB standards and practices (2005)</i> |
| 7. What leaders will supply | <p>Additional materials WSL may want to use to supplement the resource book:</p> <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | <p>Tishman, S. (2008). <i>The Object of their attention</i>. Educational Leadership, ASCD, Marion Brady (2004). <i>Thinking Big: A Conceptual Framework for the Study of Everything</i> Cynthia Crockett (2004). <i>What Do Kids Know—and Misunderstand—About Science?</i> Rob Traver (1998). <i>What Is a Good Guiding Question?</i></p> |

| | |
|---|---|
| 1. Category/code | 3F |
| 2. Name | The role of mathematics in the PYP |
| 3. Recommended audience | <p>Candidate and authorized schools</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • Have been working with the programme for at least two school years • Have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office • Have an in-depth understanding of the philosophy and curriculum framework of the programme |
| 4. The purpose of the workshop to explore the scope, purpose and meaningful integration of mathematics in the PYP | To develop the following understandings: <ul style="list-style-type: none"> • Mathematics is a way of thinking, a language for making meaning • In a balanced programme students learn, learn about and learn through mathematics • Planning, teaching and assessing in mathematics should reflect all the essential elements and the IB learner profile • In a transdisciplinary programme students learn and apply subject-specific content as a means to understand the world, ourselves and each other • Students construct their understanding of mathematics, through ever increasing levels of abstraction (constructing meaning, transferring meaning into symbols, applying with understanding) • In the PYP, skills are learned within a context where students can pose problems, solve problems and understand new ideas through inquiry, reflection and collaboration. • The planning, teaching and assessing of mathematics needs to be differentiated in order to meet the broad range of understandings of learners (both within the programme of inquiry and outside) • A wide range of resources, including manipulatives, supports the development of mathematical understanding • The PYP planner is a tool to facilitate concept-driven inquiry when units are developed around central ideas (both within the programme of inquiry and outside) • For understanding to be maximized students have to be able to critically reflect on and assess their learning. • All PYP teachers have a role in collaborative planning and building a cohesive educational experience for the learners |
| 5. Materials | What participants should bring: <ul style="list-style-type: none"> • <i>Making the PYP Happen: a curriculum framework for international primary education</i> (2007) • The school's programme of inquiry • A completed unit planner on which the participant has collaborated • Any professional resources you might want to share |
| 6. IB materials to be included in participant resource books/handouts | What will be supplied: <ul style="list-style-type: none"> • <i>PYP mathematics scope and sequence</i> (2009) • IB programme standards and practices (2005) • The standard pack of mathematics manipulatives (IBAEM, IBA) |
| 7. What leaders will supply | Additional materials WSL may want to use to supplement the resource book: <ul style="list-style-type: none"> • Samples of student work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | <p>Australian Capital Territory (2002, 2003): <i>Assessable moments in numeracy – conceptual understanding</i>. Access via the following website: http://activated.act.edu.au/assessablemoments/principles/conceptualUnderstanding.htm</p> <p>Doug Clarke (2001): <i>Young children and the teaching of algorithms: what can we learn from the research?</i></p> |

| | |
|--|---|
| 1. Category/code | 3G |
| 2. Name | The role of arts in the PYP |
| 3. Recommended audience | <p>Candidate and authorized schools</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • Have been working with the programme for at least two school years • Have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office • Have an in-depth understanding of the philosophy and curriculum framework of the programme |
| 4. The purpose of the workshop to explore the scope, purpose and meaningful integration of arts in the PYP | To develop the following understandings: <ul style="list-style-type: none"> • Inquiry models can help planning, learning and assessment in arts • In a transdisciplinary programme students learn and apply subject-specific content as a means to understand the world, ourselves and each other • In a balanced programme, students learn, learn about and learn through the arts • Planning, teaching and assessing in arts should reflect all the essential elements and the IB learner profile • In the PYP, arts provide a vehicle for wondering, reflecting, and consolidating. • The PYP planner is a tool to facilitate concept-driven inquiry • For understanding to be maximized students have to be able to critically reflect on and assess their learning. • All PYP teachers have a role in collaborative planning and building a cohesive educational experience for the learners • Arts provide opportunities and inspirations to explore our creative potential |
| 5. Materials participants should bring | What participants should bring: <ul style="list-style-type: none"> • <i>Making the PYP Happen: a curriculum framework for international primary education</i> (2007) • The school's programme of inquiry • A completed unit planner on which the participant has collaborated • Any professional resources you might want to share |
| 6. IB materials to be included in participant resource books/handouts | What will be supplied: <ul style="list-style-type: none"> • <i>PYP arts scope and sequence</i> (being published in November 2009) • <i>IB programme standards and practices</i> (2005) • Arts manipulatives (as negotiated with the regional office) |
| 7. What leaders will supply | Additional materials WSL may want to use to supplement the resource book: <ul style="list-style-type: none"> • Samples of student work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | <p>Eric Jensen (2001). <i>Arts With The Brain in Mind</i>. pages 4 – 7.</p> <p>Elliot Eisner (2004): <i>Guiding learning processes in the integration of the arts</i>. International Journal of Education and the Arts, Vol 5 No 4</p> <p>Copyright pending for the following articles: Susan Wright (2001): <i>What can education learn from the Arts about the practices of education?</i> Contemporary Issues in Early Childhood Vol 2, No 2</p> |

| | |
|---|---|
| 1. Category/code | 3H |
| 2. Name | The role of physical education in the PYP |
| 3. Recommended audience | <p>Candidate and authorized schools</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • Have been working with the programme for at least two school years • Have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office • Have an in-depth understanding of the philosophy and curriculum framework of the programme |
| 4. The purpose of the workshop <i>to explore the scope, purpose and meaningful integration of physical education in the PYP</i> | <p>To develop the following understandings:</p> <ul style="list-style-type: none"> • When inquiring into physical education concepts, the teacher and the student share control and initiative over what is learned, how it is learned and how it is assessed • In a balanced programme, students learn, learn about and learn through movement • In the PYP, skills are learned within a context where students can pose problems, solve problems and understand new ideas. • Inquiry models can help planning, learning and assessment in physical education. • Planning, teaching and assessing in physical education should reflect all the essential elements and the IB learner profile • The PYP planner is a tool to facilitate concept-driven inquiry • In a transdisciplinary programme students learn and apply subject-specific content as a means to understand the world, ourselves and each other (transdisciplinary themes) • For learning/understanding to be maximized, students have to be able to critically reflect on and assess their learning. • All PYP teachers have a role in collaborative planning and building a cohesive educational experience for the learners |
| 5. Materials | <p>What participants should bring:</p> <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education (2007)</i> • A completed unit planner on which the participant has collaborated • The school's programme of inquiry • A resource you have used that promotes or supports inquiry-based teaching and learning in the area of physical education |
| 6. IB materials to be included in participant resource books/handouts | <p>What will be supplied:</p> <ul style="list-style-type: none"> • <i>PSPE scope and sequence</i> (being published November, 2009) • <i>IB programme standards and practices (2005)</i> |
| 7. What leaders will supply | <p>Additional materials WSL may want to use to supplement the resource book:</p> <ul style="list-style-type: none"> • Samples of student work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | <p>Jennifer Donohue Zakkai. <i>Moving to Learn</i> Coyle, Diana (2008): <i>Kids really are different these days</i>. Phi Delta Kappan, 90, 6.</p> <p>Copyright pending for the following article:</p> <p>Pill, Shane (2007), <i>Physical education – what's in a name? A praxis model for holistic learning in physical education</i>. ACPHER Healthy Lifestyles Journal</p> |

| | |
|--|---|
| 1. Category/code | 3I |
| 2. Name | The role of personal and social education in the PYP |
| 3. Recommended audience | <p>Candidate and authorized schools</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • Have been working with the programme for at least two school years • Have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office • Have an in-depth understanding of the philosophy and curriculum framework of the programme |
| 4. The purpose of the workshop <i>to explore the scope, purpose and meaningful integration of personal and social education in the PYP</i> | <p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Well-being is intrinsically linked to all aspects of a learner's experience at school and beyond. • The culture of a school fosters shared responsibility amongst members of community • PSPE is integral to teaching and learning in the PYP and is embodied in the IB learner profile that permeates the programme and represents the qualities of internationally minded learners and effective lifelong learners. • PSPE contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle • The PYP concepts are a vehicle for developing an understanding of physical, emotional, cognitive, spiritual and social wellbeing • The PSPE scope and sequence (2009) directly supports the development of the transdisciplinary skills and highlights the transdisciplinary nature of the PYP • Lifelong learners adopt attitudes to support their learning and the development of their wellbeing • Lifelong learners reflect on themselves, their experiences, and the process of learning in order to support personal growth and their ongoing commitment to personal, social and physical well-being. |
| 5. Materials | <p>What participants should bring:</p> <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education</i> (2007) • A completed unit planner on which the participant has collaborated • The school's programme of inquiry • Any professional resources you might want to share |
| 6. IB materials to be included in participant resource books/handouts | <p>What will be supplied:</p> <ul style="list-style-type: none"> • <i>PYP PSPE scope and sequence</i> (to be published in 2009) • <i>IB programme standards and practices</i> (2005) • IB Learner Profile booklet |
| 7. What leaders will supply | <p>Additional materials WSL may want to use to supplement the resource book:</p> <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | Coyl, Diana (2008): <i>Kids really are different these days</i> . Phi Delta Kappan, 90, 6. |

| | |
|--|---|
| 1. Category/code | 3J |
| 2. Name | 3-5 year olds in the PYP |
| 3. Registration criteria | <p>Candidate and authorized schools</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> • Have been working with the programme for at least two school years • Have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office • Have an in-depth understanding of the philosophy and curriculum framework of the programme |
| 4. The purpose of the workshop | <p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Our understanding of 'inquiry' is evolving: inquiry includes but also extends beyond asking and answering questions • In the PYP inquiry is provoked through the provision of a stimulating environment and when the teacher acts as guide, facilitator and fellow learner. • While we shape the learning environment, it also shapes us as learners: the way we structure space and time reflects what we believe about how children learn and what learning is 'important' • Structured/guided, purposeful inquiry is open-ended and democratic - it gives learners choices. • Developing learner's understanding of mathematics and language concepts can be achieved in creative, playful, meaning- making ways where individual children learn at their own rates. • The units of inquiry provide authentic opportunities for the development of language and mathematics concepts and skills. • Assessment is integral to planning, teaching and learning: the intention of authentic assessment (personal intent, a reason to engage and a genuine audience beyond the teacher) is to involve learners in engagements that require them to apply concepts, knowledge, and skills in real world situations. • Consideration for learner's personal, social, physical development is reflected in the learning environment |
| 5. Materials | <p>What participants should bring:</p> <ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education (2007)</i> • A completed unit planner on which the participant has collaborated • The school's programme of inquiry • Any professional resources you might want to share, including photographs of learning spaces/environments |
| 6. IB materials to be included in participant resource books/handouts | <p>What will be supplied:</p> <ul style="list-style-type: none"> • <i>IB programme standards and practices (2005)</i> • <i>PYP mathematics scope and sequence (2009)</i> • <i>PYP language scope and sequence (2009)</i> • <i>PYP PSPE scope and sequence (being published in November 2009)</i> • <i>Developing a transdisciplinary programme of inquiry (2008)</i> |
| 7. What leaders will supply | <p>Additional materials WSL may want to use to supplement the resource book:</p> <ul style="list-style-type: none"> • Samples of students work • Power point presentations • Video footage • Graphic organizers • Resources to support the understandings of the workshop |
| 8. Copyrighted materials available for use | <p>Joanna Villivencio (2000). <i>Inquiry into Kindergarten</i></p> <p>Further copyrights pending for the following articles:</p> <p>Katz, Lilian (1997) A developmental approach to assessment of young children http://www.kidsource.com/kidsource/content4/assess.development.html</p> <p>Youngquist, J and J Pataray-Ching (2004) Revisiting "play": Analyzing and articulating acts of inquiry</p> |

