

<b>1. Category</b>	<b>3</b>
<b>2. Name</b>	<b>Concept based learning in the PYP</b>
<b>3. Recommended audience</b>	<p>Candidate and authorized</p> <p>This workshop is for administrators, coordinators and teachers who</p> <ul style="list-style-type: none"> <li>• have been working with the programme for at least one school year</li> <li>• have previously attending a PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office</li> </ul>
<b>4. The purpose of the workshop</b>	<p>The purpose of this workshop is to explore IB standards and practices under C3 pertaining to concept based learning, developing the following understandings:</p> <ul style="list-style-type: none"> <li>• Concepts are integral to the inquiry process and one of the essential elements of the PYP.</li> <li>• A concept-driven curriculum promotes meaning and understanding and challenges students to engage authentically with significant ideas. It challenges the memorization of isolated facts and the mastery of skills out of context.</li> <li>• The exploration and re-exploration of concepts lead students towards an appreciation of ideas that transcend disciplinary boundaries as well as towards the essence of each subject area.</li> <li>• In addition to the key concepts, each discipline has powerful related concepts that also support inquiry.</li> <li>• The IB scope and sequence documents are written as conceptual understandings to provide a platform for knowledge and skills development – concepts before content.</li> <li>• Concept based teaching and learning offers a solution to the ‘crowded curriculum’ by linking students’ interests to essential understandings that are transferable across disciplines.</li> <li>• The concepts are explicit at all stages of curriculum planning, in the central idea, the lines of inquiry, provocations to inquire and assessment.</li> <li>• Concepts presented as questions are a manageable and open-ended research tool.</li> </ul>
<b>5. Materials</b>	<p>What the participants should bring:</p> <ul style="list-style-type: none"> <li>- Samples of POI and unit planners</li> </ul> <p>Participants should have the following documents from the OCC available either electronically or printed:</p> <ul style="list-style-type: none"> <li>- MTPYP</li> <li>- Standards and Practices</li> <li>- Mathematics and Language Scope and Sequence</li> <li>- Any one other scope and sequence document</li> <li>- Regional or national curriculum documents if applicable</li> </ul> <p>Please ensure that you have a valid OCC account</p>
<b>6. What leaders will supply</b>	Any additional materials required to support the session guidelines
<b>7. Copyrighted materials available for use</b>	<p>Futility of trying to teach everything of importance by Grant Wiggins – 1989</p> <p>Thinking Big: A conceptual framework for the study of everything by Marion Brady - 2004</p>