

1. Category/code	2A
2. Name	Making the PYP happen in the classroom
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"> • 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>
<p>4. The purpose of the workshop</p> <p>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></p>	<p>To develop the following understandings: 下記について理解を深める</p> <ul style="list-style-type: none"> • Individual teachers' beliefs about and experiences related to teaching and learning impact on the way they teach 教師としての指導法に影響を与えた個人的な信念と経験について。 • International-mindedness is encompassed in the IB Learner Profile. It is further developed by practices under PYP standards IB学習者像は国際的な視野を提示。PYP基準と実践において多文化理解をさらに発展。 • 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 学問的活動及び非学問的活動の両方が生徒に影響を与えるので、PYP校においては学校の責任で両者をカリキュラムに含めて教育。 • At the heart of the curriculum cycle is the learner constructing meaning. 学習者が学びの意味を構築することがカリキュラムサイクルの中核に存在。 • The five essential elements resonate throughout the entire curriculum. 5つの基本概念がカリキュラム全体を貫く。 • The PYP curriculum is concept-driven and transdisciplinary. PYPのカリキュラムにおける学習は概念が主導し、超教科的学習。 • Teaching and learning takes place when a range and balance of teaching strategies are selected appropriately to meet particular learning needs. PYPにおける教えと学習は、複数の教授法をバランスよく駆使し、特定の学習の必要にあわせた指導法を適切に選択。 • Assessment is integral to planning, teaching and learning, and needs to be varied and purposeful. 評価は授業計画、教えと学習の必須要素で、多様な評価を明確な目的に基づいて実施する必要。 • Responsibility for learning is shared within a learning community through collaborative and reflective planning 学習の責任は、協同的に計画と振り返りを実践するより学びを構成するコミュニティー全体が分担。 • The programme of inquiry and the subject scope and sequences are components of the curriculum, which when used together, define a coherent curriculum. 探究プログラムおよび科目別 発展と継続がカリキュラムを構成し、両者を同時に活用することにより一貫性のあるカリキュラムと定義づけられる。 • Units of inquiry must illuminate the transdisciplinary theme under which they are placed. 超教科的探究テーマ内に個別の探究ユニットを明示。
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 in Chinese</i> • The school's programme of inquiry • A completed unit planner on which the participant has collaborated