

28, 29 and 30 January 2010

ESCUELA BANCARIA Y COMERCIAL (CAMPUS REFORMA)

Av. Paseo de la Reforma 202, Colonia Juárez, México DF

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Timetable	Day 1		Day 2 and 3	
	0800 - 0830	Registration		
	0830 - 1000	Session I	0830 - 1000	Session I
	1000 - 1030	Coffee	1000 - 1030	Coffee
	1030 - 1200	Session II	1030 - 1200	Session II
	1200 - 1230	Coffee	1200 - 1230	Coffee
	1230 - 1400	Session III	1230 - 1400	Session III
	1400 - 1500	Lunch	1400 - 1500	Lunch
	1500 - 1630	Session IV	1500 - 1630	Session IV
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>			
4. The purpose of the workshop	<p>To develop the following understandings:</p> <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. 			
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>				

5. Materials**What participants should bring:**

- *Making the PYP happen: a curriculum framework for international primary education (2007)*
 - *Developing a transdisciplinary programme of inquiry (2008)*
- *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.
- The school's programme of inquiry
 - A completed unit planner on which the participant has collaborated