

28, 29 and 30 January 2010

**ESCUELA BANCARIA Y COMERCIAL (CAMPUS REFORMA)**

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

Tel: (52 55) 9149 2000 / [www.ebc.mx](http://www.ebc.mx)

Timetable	Day 1		Day 2 and 3	
	0800 - 0830	Registration		
	0830 - 1000	Session	0830 - 1000	Session I
	1000 - 1030	Coffee	1000 - 1030	Coffee
	1030 - 1200	Session	1030 - 1200	Session II
	1200 - 1230	Coffee	1200 - 1230	Coffee
	1230 - 1400	Session	1230 - 1400	Session III
	1400 - 1500	Lunch	1400 - 1500	Lunch
	1500 - 1630	Session IV	1500 - 1630	Session IV
<b>1. Category/code</b>		<b>2E</b>		
<b>2. Name</b>		<b>Teaching and learning in the PYP</b>		
<b>3. Registration criteria</b>		Candidate and authorized  This workshop is for administrators, coordinators and teachers who <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>		<b>To develop the following understandings:</b>		
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>		<ul style="list-style-type: none"> <li>• Individual teachers' beliefs about and experiences related to teaching and learning impact on the way they teach</li> <li>• The pedagogy of inquiry is used by all teachers across the curriculum</li> <li>• Inquiry-based learning directly supports the personal construction of meaning; effective learning is collaborative and social</li> <li>• Inquiry-based learning leads to active responsible learning, where students choose ↔ act ↔ reflect</li> <li>• An inquiry driven curriculum facilitates and promotes the use of a range and balance of teaching strategies to meet specific individual learning needs</li> <li>• An inquiry process allows students to revisit and revise prior knowledge in the light of new experience in order to extend their learning</li> <li>• The learning environment and classroom culture are collaboratively created to support and promote student inquiry</li> <li>• The experiences, interests and developmental needs of individual learners informs planning, teaching and assessment (differentiation)</li> <li>• Flexible grouping and scheduling strategies support student learning</li> </ul>		
<b>5. Materials</b>		<b>What participants should bring:</b>		
		<ul style="list-style-type: none"> <li>• <i>Making the PYP happen: a curriculum framework for international primary education (2007)</i></li> <li>• <i>Developing a transdisciplinary programme of inquiry (2008)</i></li> <li>• A completed unit planner on which the participant has collaborated</li> <li>• Samples of differentiated tasks and/or assessments</li> <li>• A resource you have used that promotes or supports inquiry-based teaching and learning</li> </ul>		