




**Academic Content for PYP Workshops
Cesme
25-27 September 2008**

A decorative graphic at the bottom of the page consisting of overlapping blue shapes in various shades, including a large dark blue area on the left and a lighter blue area on the right that tapers towards the bottom right corner.

Workshop offering:

Workshop code	Title	Language	Number of sections	Number of participants
1A	An introduction to the IB programme standards for administrators new to the PYP	English	1	36
1B	An introduction to the PYP curriculum model	English	1	36
2A	Making the PYP happen in the classroom	English	3	72
2B	Promoting international-mindedness In the PYP	English	1	36
2D	Collaborative planning in the PYP	English	1	36

1. Code	1A
2. Name	An introduction to the IB programme standards for school administrators new to the PYP
3. School registration criteria	<i>Interested, candidate and authorized PYP schools.</i>
4. Individual participant registration criteria	This workshop is for members of educational leadership teams (school directors, primary principals and assistant principals and designated PYP coordinators) who are in schools conducting a feasibility study with a view to trial implementing or who are new to authorized or candidate schools which are already implementing the programme. It is also open to those who wish to consolidate or extend their knowledge of implementation requirements
<p>5. The overall purpose of the workshop:</p> <p>to explore the philosophical and administrative implications of the IB programme standards and requirements with reference to PYP implementation</p>	<p>a. To begin to develop understandings of the following: Standard A1: There is close alignment between the educational beliefs and values of the school and those of the programme Standard A2: The school promotes international-mindedness on the part of the adults and the students in the school community Standard B1: The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources Standard C1: 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 Standard C2: The school has implemented a system through which all teachers plan and reflect in collaborative teams Standard C3: Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and environment, and to take appropriate action Standard C4: 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 Standard D1: Student learns 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 Standard D2: In the final year of the programme, all the students complete a programme specific project that allows them to demonstrate a consolidation of their learning, in the case of the PYP, and the MYP.</p> <p>b. To assist participants to become knowledgeable about: 1.) The dimensions of the role of the administrator in implementing the programme 2.) Programme requirements, process and timelines for authorization/evaluation.</p> <p>c. To ensure participants are familiar with: 1.) The range of IB PYP documents, curricular and authorization process guides 2.) IB services to schools: OCC, workshops, consultation visits.</p>
6a. Materials	<p>What participants should bring:</p> <ul style="list-style-type: none"> - School mission statement - School language, professional development and any other policies in place
	<p>What will be supplied:</p> <ul style="list-style-type: none"> - <i>Making the PYP happen</i> (travel copy) - Participant Resource Book. - <i>Pedagogical leadership in a PYP school</i>

1. Code	1B
2. Name	An introduction to the PYP curriculum model
3. School registration criteria	For teachers and administrators, in <i>interested schools</i> who want to know about the IB philosophy, the PYP curriculum model and how their schools might go about beginning to develop a Programme of Inquiry.
4. Individual participant registration criteria	<p><u>This workshop is particularly suited to meet the needs of individual administrators and lead- teachers who are in schools:</u></p> <ol style="list-style-type: none"> Approved to begin PYP candidate status in September 2008. Considering becoming a candidate school and trial implementing the PYP in 2009.
<p>5. The overall purpose of the workshop:</p> <p>to introduce the PYP as a systemic and all encompassing curriculum through the study of Making the PYP Happen: a curriculum framework for international education</p>	<p>The specific purposes</p> <p><u>a. To develop the following understandings:</u></p> <ol style="list-style-type: none"> 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 as the written, the taught and the learned curriculum. 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. PYP workshops model the philosophy and pedagogy of the PYP. 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. 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. <p><u>b. To assist participants in becoming knowledgeable about:</u></p> <ol style="list-style-type: none"> The feature of the PYP curriculum model. Approaches to developing a school wide Programme of Inquiry. How to assist a school governance/pedagogical leadership in making an informed decision about the suitability of the PYP. <p><u>c. To ensure participants are familiar with:</u></p> <ol style="list-style-type: none"> <i>Making the PYP Happen (2007)</i> and other PYP curriculum documents. The IBO programme standards. How the regional office supports interested/candidate schools.
6. Materials	<p><u>What will be supplied:</u></p> <ul style="list-style-type: none"> <i>Making the PYP happen</i> (2007 edition). Participant resource book.

1. Code	2A
3. Name	Making the PYP happen in the classroom
3. School registration criteria	This workshop addresses the needs of <i>candidate and authorized schools</i> staff (administrators, coordinators and teachers) that will be expected to work with a school's existing Programme and units of inquiry. It is also suitable for teachers who have been working for some time with the programme in candidate and authorized schools who may feel the need to revisit the basic philosophy and programme framework with a view to improving implementation and development of the programme in their classrooms/schools.
4. Individual participant registration criteria	<p>All participants should:</p> <ol style="list-style-type: none"> Be a member of staff of a candidate or an authorized school which already has a Programme of Inquiry. Have read Making the PYP Happen (2007 edition)* Have had induction into the programme within their schools before the start of the current school year.
<p>5. The overall purpose of the workshop:</p> <p>to explore all aspects of the PYP as a systemic and all encompassing curriculum through Making the PYP Happen: a curriculum framework for international primary education.</p>	<p>The specific purposes</p> <p>a. To develop the following understandings:</p> <ol style="list-style-type: none"> International awareness is encompassed in the IB Learner Profile. It is further developed by practices under PYP standards. At the heart of the curriculum cycle is the learner constructing meaning. The PYP curriculum is concept-driven and transdisciplinary. Learning takes place when a range and balance of teaching strategies are selected appropriately to meet particular learning needs. PYP workshops model the philosophy and pedagogy of the PYP. Assessment is differentiated to reflect the needs of the learner and the learning to be assessed. Collaborative- reflective planning increases the effectiveness and coherence of learning. 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. Responsibility for learning is shared within a learning community in which teachers plan and reflect in collaborative teams. <p>b. To assist participants in beginning to be knowledgeable about:</p> <ol style="list-style-type: none"> How to analyze, refine and evaluate their school's Programme of Inquiry How to deconstruct a unit planner How to collaboratively plan a unit of inquiry How to work collaboratively with other teachers. <p>c. To ensure participants are familiar with:</p> <ol style="list-style-type: none"> Making the PYP happen (2007 edition) and other PYP curricular documents The IB programme standards and practices Their school's Programme of Inquiry Their grade level units of inquiry The OCC site.
6. Materials	<p>What participants should bring:</p> <ul style="list-style-type: none"> Making the PYP Happen (2007 edition)*. 1 copy of their school's Programme of Inquiry. 2 copies of a unit planner from their school.

Teachers new to candidate and authorized schools should be supplied with a paper copy of MPYPH 2007 for the workshop or alternately could be provided with Online Curriculum Center (OCC) access by their school in order to be able to download a copy for the workshop. Teachers working in candidate or authorized schools who do not already have OCC access should consult their PYP coordinator.

1. Code	2B
2. Name	Promoting international-mindedness in the PYP
3. School registration criteria	This workshop is designed for <i>candidate and authorized school</i> staff (administrators, coordinators, and teachers) who have been working with the programme for at least one school year. It is also suitable for school faculty who may feel the need to revisit the basic philosophy and programme framework with a view to improving implementation and development of the programme in their classrooms/schools.
4. Individual participant registration criteria	<u>All participants should:</u> a. Have previously attended a PYP introductory workshop (regional or in-school) facilitated by IB PYP leaders organized by or through the regional office b. Be seeking ways to promote international-mindedness across the curriculum, in your classroom and in their school community
5. The overall 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> ”	<p>The specific purposes:</p> <p>a. To develop the following understandings:</p> <ol style="list-style-type: none"> 1.) Our personal cultural identities influence who we are as teachers. 2.) International-mindedness is not about ‘the other’ but rather about understanding the self. 3.) The curriculum framework can provide opportunities for learning about issues that have personal, local and global relevance and significance. 4.) An inclusive ethos which values and reflects the diversity of cultures and perspectives within and beyond the school community can be developed and supported. 5.) Internationally minded learners could actively demonstrate responsibility for and commitment to making a difference in the world. <p>b. To assist participants to become knowledgeable about: How to take action to realize the practices of IB Standard A2 in classrooms & schools.</p> <p>c. To ensure participants are familiar with:</p> <ol style="list-style-type: none"> 1.) Making the PYP Happen (2007 edition) pages 1-6 2.) Location of resources on the OCC and internet 3.) How to access and use resources including children's literature to develop international-mindedness 4.) A range of engagements that encourage multiple perspectives 5.) The relationship between the development of international-mindedness, school culture, rituals, assemblies & celebrations, etc
6. Materials	What will be supplied/what participants should bring: <ul style="list-style-type: none"> - <i>Making the PYP Happen</i> (2007 edition) - Copies of school Programmes of Inquiry - Copies of a unit planner that you have been involved in teaching/developing - Several artifacts that reflect your own cultural & national identity - Examples of children’s literature that reflect intercultural understanding and present global perspectives - Other materials you have used to promote or develop international understanding e.g. books, websites, unit activities, student work

1. Code	2D
2. Name	Collaborative planning in the PYP
3. School registration criteria	<p>This workshop is designed for <i>candidate and authorized school</i> staff, administrators, coordinators, and teachers who have been working with the programme for at least one school year. It is also suitable for school faculty who may feel the need to revisit the basic philosophy and programme framework with a view to improving implementation and development of the programme in their classrooms/schools.</p> <p>N.B. Schools are strongly encouraged to send teams of participants to this workshop. Teams might include: coordinators, administrators, homeroom teachers, librarians/media specialists, and single subject teachers.</p>
4. Individual participant registration criteria	<p>All participants should:</p> <ol style="list-style-type: none"> have previously attended a PYP introductory workshop (regional or in-school) facilitated by IB PYP leaders organized by or through the regional office have been working with the programme for at least one school year be seeking ways to increase the effectiveness of collaborative planning.
<p>5. The overall purpose of the workshop:</p> <p>to explore IB programme standard C2: “The school has implemented a system through which all teachers plan and reflect in collaborative teams”.</p>	<p>The specific purposes:</p> <p>a. To develop the following understandings:</p> <ol style="list-style-type: none"> Planning is collaborative, across the curriculum 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 supports the whole learning experience of each student. Assessment is integral to collaborative planning. Systems can facilitate/promote planning and reflecting in collaborative teams. The PYP planner synthesizes the essential elements of the PYP. Collaborative planning takes place horizontally and vertically. Planning addresses all the essential elements, concepts, skills, knowledge, attitudes and action. Planning strengthens the transdisciplinary nature of the curriculum and ensures the pedagogy of the PYP is pervasive across the programme. Planning provides opportunities for students to be involved in planning for their own learning and assessment. Planning in the school is documented on PYP planners that are coherent records of student learning. <p>b. To assist participants to become knowledgeable about:</p> <ul style="list-style-type: none"> How to take action to realize IB programme standard C2 practices in classrooms/schools. <p>c. To ensure participants are familiar with:</p> <ul style="list-style-type: none"> The IB programme standards C1-2-3-4. The PYP sample Programme of inquiry and their school's Programme of inquiry.
6. Materials	<p>What participants should bring:</p> <ul style="list-style-type: none"> Making the PYP happen (2007 edition). Their school's Programme of inquiry. 2 completed PYP planners and supporting documentation. Any policies/agreements/school documents relating to planning.

*All teachers in PYP candidate and authorized schools have access to the IB Online Curriculum Center (OCC) arranged by their PYP coordinator. A copy of *Making the PYP happen* (2007 edition) and all other PYP curricular documents can be downloaded from this site.