

IB Asia Pacific PYP  
Workshop Handbook  
2008-2009

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# Introduction

## Professional development in the IBO:

### Three principles underpin the IB professional development policy/model:

1. the need to situate individual professional development within the larger context of whole school development
2. the importance of developing schools as professional learning communities (Professional Development Director IBCA March 04)
3. the importance of the international network of schools teaching the same programme in the promotion of international-mindedness on the part of students and adults in the school community.(IB programme standard A2)

### PYP professional development requirements for schools:

To meet the PYP training requirements for authorization and programme evaluation purposes, schools are required to ensure that all school staff<sup>1</sup> working with PYP students are trained at workshops organized by/through the regional office and staffed by PYP workshop leaders.

*'Through a combination of inschool and regional workshops, all teachers must have the opportunity to become familiar with the philosophy and practical application of the programme'*

#### References:

*Guide to School Application, page 2*  
*Rules for Authorized Schools, article 5.5*  
*PYP Coordinator's Handbook, section D2*  
*IB programme standards and practices 2006*

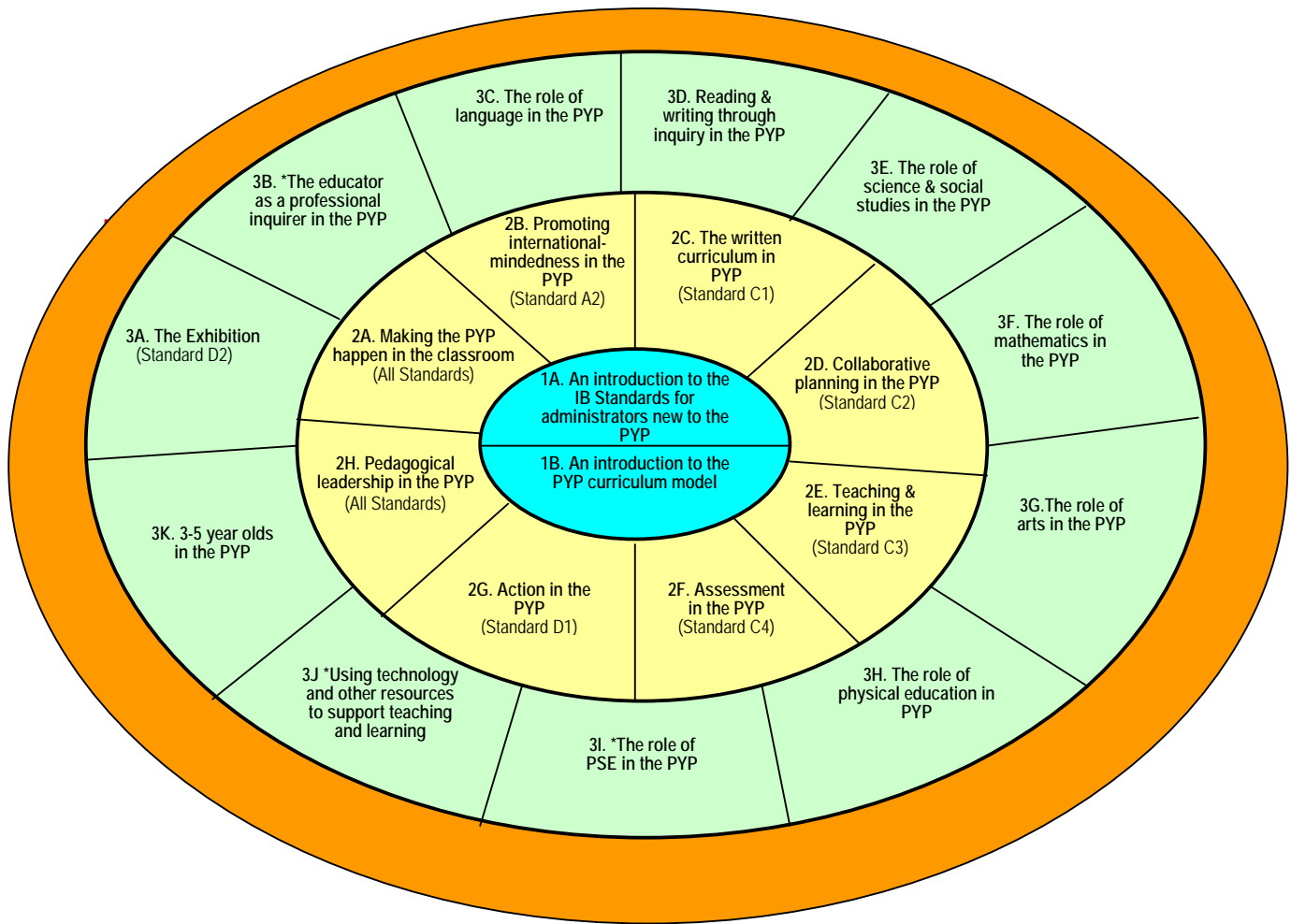
\*The following model details the full range of workshops, including some already developed or others yet to be developed. All regions will annually offer some workshops in category 1, 2 and category 3. However, it is not anticipated that all regions will offer all workshops or all categories of workshops at every event, or even every year. Which workshops are scheduled annually in each region will depend on the needs of the region at that particular time.

For each workshop participants will be provided with a participant resource book that supports the facilitation of the workshop.

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<sup>1</sup> The term 'staff' throughout this document refers to all and all teachers and administrators with responsibility for PYP students.

## Overview of all PYP regional workshops offered by/through the regional offices



## How the workshops are organized

Note: In order to identify which workshops are appropriate a school needs to select workshops according to whether it is an interested, candidate or authorized school, and then according to the individual participant registration criteria.

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## For Interested Schools:

### Category 1 workshops

**The overall purpose of workshops in this category** is to provide accurate and detailed information to interested schools considering embarking on the PYP application and authorization process and programme requirements and obligations, as well as guidance about the trial implementation of the PYP.

Schools considering implementing the PYP are advised to send an appropriate number of staff to one or both of the following workshops as part of the 'feasibility study' in order to inform the school decision on whether to trial the implementation of the programme.

Code	Title	Description
1A	An introduction to the IB standards for administrators new to the PYP	This workshop is for school district personnel, school directors, primary principals and other primary administrators of schools considering implementing the PYP.
1B	An introduction to the PYP curriculum model	For teachers <sup>2</sup> and administrators who want to understand the curriculum model and how they might begin to implement the programme in their schools should their schools move to Candidate Status.

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<sup>2</sup> Throughout this document the term 'teacher' or 'practitioner' is inclusive of: 'homeroom' or class teachers, single subject, support teachers and librarians who work with PYP students (aged 3-12 years). It includes teachers working across a school K-12 and part-time teachers.

## For PYP Candidate Schools:

### A. Categories 1 & 2 workshops

The overall purpose of workshops in this category is to facilitate participants, (all teachers and administrators working with PYP students, irrespective of teaching assignment), in increasing their familiarity with the PYP philosophy and curricular model, and of making connections between the theoretical framework and practices. Each workshop addresses one or more of the IB programme standards. Workshops in this category offer schools a range of entry points into further understanding of the PYP using the IB standards and practices as 'lenses'.

When registering participants for category 2 workshops, schools should take into account the prior knowledge and experience of individual teachers/administrators, both in general and specifically in relation to the PYP, as well as considering which workshops will best meet the needs of individual teachers. Schools may select to send teachers to any one, or more, of the following workshops to meet the programme implementation training requirements.

Code	Title	Comments
1A	An introduction to the IB standards for administrators new to the PYP	This workshop is for school district personnel, school directors, primary principals and other primary administrators (including designated PYP coordinators) new to candidate schools.
2A	Making the PYP happen in the classroom	This workshop addresses the needs of teachers new to the PYP who have joined candidate/authorized schools and will be expected to work with an already existing school programme of inquiry and established units of inquiry. <b>Prior to attending this workshop teachers new to candidate and authorized schools need to have been part of school induction into the PYP.</b>
2B	Promoting international-mindedness in the PYP	Each of these workshops focuses on the related IB programme standards and practices in order to further understand the curricular implications of that standard.  Prior to attending this workshop teachers new to candidate and authorized schools should have been part of a school induction into the PYP. <b>In addition they are required to have attended a recognized IBPYP workshop</b> (organized by/through the regional office either in a regional or in school setting)
2C	The written curriculum in the PYP	
2D	Collaborative planning in the PYP	
2E	Teaching and learning in the PYP	
2F	Assessment in the PYP	
2G	Action in the PYP	
2H	Pedagogical leadership in the PYP	This workshop is designed to support experienced or new PYP administrators and coordinators who are responsible for the leading and supporting the implementation of PYP in the school. It is specifically planned to be attended by both the administrators responsible for the PYP and the PYP coordinator in the school.

## B. Category 3 workshops

Some candidate schools may have a small number of **experienced PYP teachers** existing, joining or returning. The purpose of workshops in this category is to extend participant understanding of the PYP philosophy and the curriculum. To allow the workshops to achieve this purpose schools must ensure, when registering participants, that each participant **meets the individual eligibility criteria for each workshop.**

It is essential that all staff registering for workshops in this category meet the individual eligibility criteria of the workshop.

*N.B. In general the needs of candidate schools preparing to meet the training requirements for authorization are best met through workshops in category 2. Registering teachers for workshops in this category should be the exception rather than the rule for candidate schools.*

Teachers with no prior professional development organized by/through the relevant regional office should not, under any circumstances, be registered for workshops in this category.

Cod e	Title	Comments
3A	The Exhibition	<p>Schools must ensure that individual participants in these workshops are:</p> <ol style="list-style-type: none"> <li>a. well acquainted with all aspects of the PYP philosophy and framework</li> <li>b. experienced in implementing the PYP and</li> <li>c. <b>have already attended at least one workshop in category 2</b></li> </ol>
3B	The teacher as a professional inquirer in the PYP	
3C	The role of language in the PYP	
3D	Reading & writing through inquiry in the PYP	
3E	The role of science and social studies in the PYP	
3F	The role of mathematics in the PYP	
3G	The role of arts in the PYP	
3H	The role of physical education in the PYP	
3I	The role of PSE in the PYP	
3J	The role of library / media centre in the PYP	
3K	3-5 year olds in the PYP	

## For PYP Authorized Schools(IB World Schools):

### A. Categories 1 and 2 workshops:

These workshops are designed to meet the needs of ***staff new to the PYP***, joining PYP authorized schools. However, the needs of returning staff who wish to further their understanding of the basic philosophy and programme framework with a view to improving implementation and development of the programme in their classrooms can also be met by workshops in this category.

Code	Title	Comments
1A	An introduction to the IB standards for administrators new to the PYP	This workshop addresses the needs of district personnel, school directors, and primary principals/administrators new to authorized schools.
2A	Making the PYP happen in the classroom	This workshop addresses the needs of teachers new to the PYP who have joined authorized schools and will be expected to work with the school's programme of inquiry and established units of inquiry. It is also suitable for returning staff who have been working with the programme for some time in candidate/authorized schools that feel the need to consolidate their understanding of the philosophy and framework with a view to improving implementation and development of the programme in their classrooms.
2B	Promoting international-mindedness in the PYP	<p>Each of these workshops focuses on the related IB programme standards and practices in order to further understand the curricular implications of that standard.</p> <p><b>Prior to attending this workshop teachers new to authorized schools should have been part of school induction into the PYP. In addition they are required to have attended a recognized IBPYP workshop (organized by/through the regional office either in a regional or in school setting).</b></p>
2C	The written curriculum in the PYP	
2D	Collaborative planning in the PYP	
2E	Teaching and learning in the PYP	
2F	Assessment in the PYP	
2G	Action in the PYP	
2H	Pedagogical leadership in the PYP	

## B. Category 3 workshops

The purpose of workshops in this category is to extend participant understanding of the PYP philosophy and the curriculum. To allow the workshops to achieve this purpose schools must ensure, when registering participants, **that each participant meets the individual eligibility criteria for each workshop.**

It is essential that all staff registering for workshops in this category meet the individual eligibility criteria of the workshop.

*N.B. Teachers with no prior professional development organized by/through the relevant regional office should not, under any circumstances, be registered for workshops in this category.*

Cod e	Title	Comments
3A	The Exhibition	<p>Schools must ensure that individual participants in the these workshops are:</p> <p>a. well acquainted with all aspects of the PYP philosophy and framework</p> <p>b. experienced in implementing the PYP and</p> <p><b>c. have already attended at least one workshop in category 2</b></p>
3B	The teachers as a professional inquirer in the PYP	
3C	The role of language in the PYP	
3D	Reading & writing through inquiry in the PYP	
3E	The role of science and social studies in the PYP	
3F	The role of mathematics in the PYP	
3G	The role of arts in the PYP	
3H	The role of physical education in the PYP	
3I	The role of PSE in the PYP	
3J	The role of library / media centre in the PYP	
3K	3-5 year olds in the PYP	

**Section 1:  
Detailed descriptions of category 1  
workshops**

1. Category/code	1A
2. Name	<b>An introduction to the IB programme standards for school administrators new to the PYP</b>
3. Registration criteria	This workshop is for members of educational leadership teams: school directors, primary principals, assistant principals and designated PYP coordinators, who are in schools conducting a feasibility study with a view to trial implementation 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><b>4. The overall purpose of the workshop:</b></p> <p>to explore the philosophical and administrative implications of the IB programme standards and requirements with reference to PYP implementation</p>	<p><b>a. To develop understandings of the following:</b></p> <p><b>Standard A1:</b> There is close alignment between the educational beliefs and values of the school and those of the programme.  <b>Standard A2:</b> The school promotes international-mindedness on the part of the adults and the students in the school community.  <b>Standard B1:</b> The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.  <b>Standard C1:</b> 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.  <b>Standard C2:</b> The school has implemented a system through which all teachers plan and reflect in collaborative teams.  <b>Standard C3:</b> 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.  <b>Standard C4:</b> 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.  <b>Standard D1:</b> 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.  <b>Standard D2:</b> 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>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>• The dimensions of the role of the administrator in implementing the programme</li> <li>• Programme requirements, process and timelines for authorization/evaluation</li> </ul> <p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>• The range of IB PYP documents, curricular and authorization process guides</li> <li>• IB services to schools: OCC, workshops, visits</li> </ul>
5. Materials	<p><b>What will be supplied:</b></p> <ul style="list-style-type: none"> <li>• Making PYP Happen: a curriculum framework for international primary education</li> </ul>

<b>1. Category/code</b>	<b>1B</b>
<b>2. Name</b>	<b>An introduction to the PYP curriculum model</b>
<b>3. Registration criteria</b>	For teachers and administrators, in <i>interested and candidate schools</i> who want to know about the philosophy, curricular model and how to begin to implement the programme.
<b>4. The overall purpose of the workshop:</b>  to introduce the PYP as a systemic and all encompassing curriculum through the study of <i>Making the PYP Happen: a curriculum framework for international education</i>	<p><b>a. To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>• The IB learner profile is the expression of the philosophy of the PYP and contributes to the development of international awareness.</li> <li>• The PYP defines curriculum the school takes responsibility for. The curriculum is written, taught and learned.</li> <li>• The essential elements of curriculum – concepts, knowledge, skills, attitudes and action – are interdependent components of a balanced curriculum.</li> <li>• Inquiry, collaboration and reflection are fundamental to the teaching/ learning process.</li> <li>• PYP workshops model the philosophy and pedagogy of the PYP</li> <li>• Assessment is integral to all teaching and learning.</li> <li>• Planning in the PYP is a collaborative process that allows for the synthesis of the essential elements and the subjects of the curriculum.</li> <li>• The Programme of Inquiry is but one component of the PYP within a school. It is a framework, organized into transdisciplinary themes, which provides a balanced, integrated school-wide experience.</li> <li>• Where there is learning there is action arising from learning. Reflection is essential for planning for action.</li> </ul> <p><b>b. To assist participants in becoming knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>• The identifying features of the PYP curriculum model</li> <li>• Ways a school wide programme of inquiry might be drafted/developed</li> <li>• How to assist their school in making an informed decision about the suitability of the PYP for their school</li> </ul> <p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>• Making PYP Happen: a curriculum framework for international primary education and other PYP curriculum documents</li> <li>• The IBO programme standards</li> <li>• How the regional office supports interested/candidate schools</li> </ul>
<b>5. Materials</b>	<p><b>What will be supplied:</b></p> <ul style="list-style-type: none"> <li>• Making PYP Happen: a curriculum framework for international primary education (travel copy)</li> </ul>

**Section 2:  
Detailed descriptions of category 2  
workshops**

<b>1. Category/code</b>	<b>2A</b>
<b>3. Name</b>	<b>Making the PYP happen in the classroom</b>
<b>3. Registration criteria</b>	This workshop addresses the needs of <i>candidate and authorized schools staff, administrators, coordinators and teachers</i> that will be expected to work with a school's existing programme of inquiry and already established 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. Participants before attending this workshop must have been involved in in-school induction.
<b>4. The overall purpose of the workshop:</b>  to explore <b>all</b> 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><b>a. To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>• International awareness is encompassed in the IB Learner Profile. It is further developed by practices under PYP standards.</li> <li>• At the heart of the curriculum cycle is the learner constructing meaning.</li> <li>• The PYP curriculum is concept-driven and transdisciplinary.</li> <li>• Teaching-learning takes place when a range and balance of teaching strategies are selected appropriately to meet particular learning needs.</li> <li>• PYP workshops model the philosophy and pedagogy of the PYP.</li> <li>• Assessment needs to be differentiated to reflect the needs of the learner and the learning to be assessed.</li> <li>• Collaborative- reflective planning increases the effectiveness and coherence of learning.</li> <li>• The Programme of Inquiry and the subject scope and sequences are components of the curriculum, which when used together, define a coherent curriculum.</li> <li>• Units of inquiry must illuminate the transdisciplinary theme under which they are placed.</li> <li>• Responsibility for learning is shared within a learning community in which teachers plan and reflect in collaborative teams.</li> </ul> <p><b>b. To assist participants in beginning to be knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>• How to analyze, refine and evaluate their school's programme of inquiry</li> <li>• How to deconstruct a unit planner</li> <li>• How to collaboratively plan a unit of inquiry</li> <li>• How to work collaboratively with other teachers</li> </ul> <p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>• Making PYP Happen: a curriculum framework for international primary education and other PYP curricular documents</li> <li>• The IB programme standards and practices</li> <li>• Their school's programme of inquiry</li> <li>• Their grade level units of inquiry</li> <li>• How to use the OCC</li> </ul>
<b>5. Materials</b>	<b>What participants should bring:</b> <ul style="list-style-type: none"> <li>• Making PYP Happen: a curriculum framework for international primary education</li> <li>• 1 copy of their school's programme of inquiry</li> <li>• 2 copies of a unit planner from their school</li> </ul>

\*Teachers joining candidate and authorized schools must be provided with OCC access by their school before taking this workshop so as to have a copy of Making the PYP Happen with them.

1. Category/code	2B
2. Name	<b>Promoting international-mindedness in the PYP</b>
3. Registration criteria	<p>This workshop is designed for <i>candidate and authorized school staff</i>, administrators, coordinators, and teachers.</p> <p>All participants should:</p> <ol style="list-style-type: none"> <li>Have been working with the programme <b>for at least one school year.</b></li> <li>Have previously attended a PYP workshop (regional or in-school) facilitated by IB PYP leaders organized by or through the regional office</li> </ol>
<p><b>4. The overall purpose of the workshop:</b></p> <p>to explore IB programme <b>standard A2:</b> <i>“The school promotes international-mindedness on the part of the adults and the students in the school community”</i></p>	<p><b>a. To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>Our personal cultural identities influences who we are as teachers.</li> <li>International-mindedness is not about ‘the other’ but rather about understanding the self.</li> <li>The curriculum framework can provide opportunities for learning about issue that have personal, local and global relevance and significance.</li> <li>An inclusive ethos which values and reflects the diversity of cultures and perspectives within and beyond the school community can be developed and supported.</li> <li>Internationally minded learners could actively demonstrate responsibility for and commitment to making a difference in the world.</li> </ul> <p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>How to take action on the practices of IB Standard A2 in classrooms &amp; schools.</li> </ul> <p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education pages 1-6</li> <li>Location of resources on the OCC and internet</li> <li>How to access and use resources including children’s literature to develop international-mindedness</li> <li>A range of engagements that encourage multiple perspectives</li> <li>The relationship between the development of international-mindedness, school culture, rituals, assemblies &amp; celebrations, etc</li> </ul>
5. Materials	<p><b>What will be supplied/what participants should bring:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education</li> <li>Copies of school Programme of Inquiry</li> <li>Copies of a unit planner that you have been involved in teaching/developing</li> <li>Artefacts that reflect your own cultural &amp; national identity</li> <li>Materials you have used to promote or develop international understanding e.g. books, websites, unit activities, student work, children’s literature</li> </ul>

<b>1. Category/code</b>	<b>2C</b>
<b>2. Name</b>	<b>The written curriculum in the PYP</b>
<b>3. Registration criteria</b>	<p>This workshop is designed for <b><i>candidate and authorized school staff</i></b>, administrators, coordinators, and teachers.</p> <p><u>All participants should:</u></p> <ol style="list-style-type: none"> <li>Have been working with the programme <b><u>for at least one school year.</u></b></li> <li>Have previously attended a PYP workshop (regional or in-school) facilitated by IB PYP leaders organized by or through the regional office</li> </ol>
<p><b>4. The overall purpose of the workshop:</b></p> <p>to explore the IB programme <b>standard C1</b>: “<i>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</i>”</p>	<p><b>a. To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>The PYP definition of curriculum includes the written, the taught and the learned curriculum: the interdependent relationship among these parts.</li> <li>The Programme of Inquiry: why it is the way it is and its relationship/role within the PYP.</li> <li>The written curriculum comprises of the Programme of Inquiry and the subject scope and sequences: the nature of the relationship between the Programme of Inquiry, the subject content areas and student learning.</li> <li>The role of the written curriculum in collaborative planning.</li> <li>The implications of the requirement for balance between disciplinary and transdisciplinary teaching-learning.</li> <li>The rationale for insuring provision in the written curriculum for the study of the host/home country, the culture of individual students, the culture of others.</li> </ul> <p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>How the IB programme standard C1 practices can be supported</li> <li>How the written curriculum can support and aid collaborative planning</li> <li>How to strengthen alignment between the Programme of Inquiry and the subject scope and sequences</li> <li>How to track the written curriculum through the taught and learned curriculum</li> <li>How to make decisions about what is taught in/outside the Programme of Inquiry</li> <li>How to represent the balance between transdisciplinary and subject specific teaching and learning</li> </ul> <p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education pages 10-28 and pages 67-128</li> <li>The IB programme standards C1-2-3-4</li> <li>The PYP sample Programme of Inquiry and their school’s Programme of Inquiry</li> <li>The introduction to the Sample Programme of Inquiry (2003)</li> </ul>
<b>5. Materials</b>	<p><b>What participants should bring:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education</li> <li>Their school’s Programme of Inquiry</li> <li>Unit planners</li> <li>Samples of school subject scope &amp; sequence documents</li> </ul>

1. Category/code	2D
2. Name	<b>Collaborative planning in the PYP</b>
3. Registration criteria	<p>This workshop is designed for <b><i>candidate and authorized school staff</i></b>, administrators, coordinators, and teachers.</p> <p><u>All participants should:</u></p> <ol style="list-style-type: none"> <li>Have been working with the programme <b><u>for at least one school year.</u></b></li> <li>Have previously attended a PYP workshop (regional or in-school) facilitated by IB PYP leaders organized by or through the regional office</li> </ol> <p>Schools are encouraged to send a team that may include coordinators, administrators, homeroom teachers, librarians/media specialists, and single subject teachers.</p>
<p><b>4. The overall purpose of the workshop:</b></p> <p>to explore IB programme <b>standard C2:</b>  <i>“The school has implemented a system through which all teachers plan and reflect in collaborative teams”.</i></p>	<p><b>a. To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>Planning is collaborative, across the curriculum and involves all teachers working with PYP students</li> <li>Understanding of the ways people think, learn and interact is basic to building collaborative working relationships</li> <li>Planning supports the whole learning experience of each student</li> <li>Assessment as an integral and ongoing part of collaborative planning</li> <li>Systems can facilitate/promote teachers planning and reflecting in collaborative teams</li> <li>The PYP planner synthesizes the essential elements of the PYP.</li> <li>Collaborative planning takes place horizontally and vertically.</li> <li>Planning addresses all the essential elements, concepts, skills, knowledge, attitudes and action</li> <li>Planning strengthens the transdisciplinary nature of the curriculum and ensures the pedagogy of the PYP is pervasive across the programme</li> <li>Planning provides opportunities for students to be involved in planning for their own learning and assessment</li> <li>Planning in the school is documented on PYP planners that are coherent records of student learning</li> </ul> <p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>How to take action to facilitate IB programme standard C2 practices in classrooms/schools.</li> </ul> <p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>The IB programme standards C1-2-3-4</li> <li>The PYP sample Programme of Inquiry and their school's Programme of Inquiry</li> </ul>
5. Materials	<p><b>What participants should bring:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education</li> <li>School's Programme of Inquiry</li> <li>2 completed PYP planners and supporting documentation</li> <li>Any policies/agreements/school documents relating to planning</li> </ul>

<b>1. Category/code</b>	<b>2E</b>
<b>2. Name</b>	<b>Teaching and learning in the PYP</b>
<b>3. School registration criteria</b>	<p>This workshop is designed for <i>candidate and authorized school staff</i>, administrators, coordinators, and teachers.</p> <p>All participants should:</p> <ol style="list-style-type: none"> <li>Have been working with the programme <b>for at least one school year.</b></li> <li>Have previously attended a PYP workshop (regional or in-school) facilitated by IB PYP leaders organized by or through the regional office</li> </ol>
<p><b>4. The overall purpose of the workshop:</b></p> <p>to explore IB programme <b>standard C3:</b>  <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></p>	<p><b>a. To develop the following understandings:</b></p> <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>Teaching in schools uses inquiry across the curriculum, and by all teachers</li> <li>Inquiry directly supports the personal construction of meaning and active responsible learning: effective learning is collaborative and social</li> <li>An inquiry driven curriculum facilitates/promotes the use of a range and balance of teaching strategies to meet specific individual learning needs</li> <li>The experiences, interests and needs of individual learners informs planning, teaching and assessment</li> <li>Differentiation empowers students to become life-long learners</li> </ul>
	<p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>How to take action to facilitate IB programme standard C3 practices in classrooms/schools.</li> </ul>
	<p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>A range of inquiry process models</li> <li>A range of tools/strategies to differentiate teaching, learning, &amp; assessment</li> <li>Resources which could support inquiry and differentiation</li> </ul>
<b>5. Materials</b>	<p><b>What participants should bring:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education</li> <li>Copies of PYP planner that you have taught</li> <li>Samples of differentiated tasks and/or assessments</li> <li>A class list (current class)</li> </ul>

<b>1. Category/code</b>	<b>2F</b>
<b>2. Name</b>	<b>Assessment in the PYP</b>
<b>3. Registration criteria</b>	<p>This workshop is designed for <i><b>candidate and authorized school staff</b></i>, administrators, coordinators, and teachers.</p> <p><u>All participants should:</u></p> <ol style="list-style-type: none"> <li>Have been working with the programme <b>for at least one school year.</b></li> <li>Have previously attended a PYP workshop (regional or in-school) facilitated by IB PYP leaders organized by or through the regional office</li> </ol>
<p><b>4. The overall purpose of the workshop:</b></p> <p>to explore IB programme <b>standard C4:</b>  <i>“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”</i></p>	<p><b>a. To develop the following specific understandings:</b></p> <ul style="list-style-type: none"> <li>Personal beliefs and experience influence how assessment is viewed and used. They also influence the expectations of teachers, students and parents</li> <li>Assessment is integral to all planning, teaching and learning</li> <li>Assessment addresses all of the essential elements</li> <li>Effective assessment of prior knowledge and understanding informs teaching and learning</li> <li>Formative and summative assessments support student learning and provides evidence of the efficacy of planning and teaching</li> <li>Establishing essential assessment agreements on assessment, evaluation and reporting increases consistency of practices</li> <li>Self and peer assessments enables students to reflect on their learning and allows them to become self-directed learners</li> <li>Assessment tools and strategies should be varied and balanced</li> <li>Reporting involves students, teachers and parents as partners and reflects the PYP</li> <li>Critical consideration of assessment data is a means of evaluation of the teaching and learning and consequently the effectiveness of the programme</li> </ul>
	<p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>How to take action to put Standard C4 in to practice in classrooms/schools</li> <li>A variety of tools and strategies to assess and evaluate student learning</li> </ul>
	<p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education</li> <li>A range of perspectives on record keeping /communicating with parents.</li> <li>The purpose of a school wide assessment policy</li> </ul>
<b>5. Materials</b>	<p><b>What participants should bring:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education</li> <li>A copy of your school's Programme of Inquiry</li> <li>A copy of your school's essential agreements on assessment/copy of your school's assessment policy</li> <li>A sample report card from your school</li> <li>A sample collection of student work (portfolio) (can be work in progress)</li> <li>Copies of completed PYP planners for 3 units of inquiry with the accompanying assessment tools/tasks/work samples</li> <li>Any student self-evaluation/reflection tools you wish to share/critique</li> <li>A professional resource for assessment that you have found useful: e.g. book, article, etc.</li> </ul>

1. Category/code	<b>2G</b>
2. Name	<b>Action in the PYP</b>
3. School registration criteria	<p>This workshop is designed for <b><i>candidate and authorized school staff</i></b>, administrators, coordinators, and teachers.</p> <p><u>All participants should:</u></p> <ol style="list-style-type: none"> <li>Have been working with the programme <b><u>for at least one school year.</u></b></li> <li>Have previously attended a PYP workshop (regional or in-school) facilitated by IB PYP leaders organized by or through the regional office</li> </ol>
<p><b>4. The overall purpose of the workshop:</b> to explore IB programme <b>standard D1:</b> <i>“Students learn 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.”</i></p>	<p><b>a. To develop understanding:</b></p> <ul style="list-style-type: none"> <li>A PYP school is a culture of curiosity that leads to action</li> <li>Some form of action is a natural element of the process and product of authentic inquiry (and in the units of inquiry) It is an expectation of action in the PYP.</li> <li>The skills and attitudes that support action can be learned.</li> <li>The understanding of the transdisciplinary themes and central ideas that lead to action.</li> <li>Action can take different forms with a range and balance of teacher control and student initiative.</li> <li>Individuals need knowledge and emotional engagement to act.</li> <li>Self-initiated action occurs when the learner is a problem-finder as well as a problem –solver.</li> <li>The teacher provides the environment and provocation for action to take place.</li> <li>The understanding, knowledge, skills and attitudes required to take action can be assessed.</li> </ul> <p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>How to take action to facilitate IB programme standard D1 practices in classrooms/schools.</li> </ul> <p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education</li> <li>A range of materials and resources available to support teacher understanding of Action</li> <li>A range of examples of student action across the age range</li> </ul>
5. Materials	<p><b>What participants should bring:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education</li> <li>A copy of your school’s programme of inquiry</li> <li>2 PYP planner that you have taught</li> <li>Samples of action that have taken place in the school</li> <li>Examples of how you provoke action</li> <li>Examples of how you assess action</li> </ul>

1. Category/code	2H
2. Name	<b>Pedagogical leadership in the PYP</b>
3. Registration criteria	<p>This workshop is designed for <i>candidate and authorized school staff</i>, administrators, coordinators, and teachers.</p> <p><u>All participants should:</u></p> <ol style="list-style-type: none"> <li>Have been working with the programme <b>for at least one school year.</b></li> <li>Have previously attended a PYP workshop (regional or in-school) facilitated by IB PYP leaders organized by or through the regional office</li> <li>Be currently working as a PYP administrator/coordinator, or be about to take up such a position</li> <li>Be responsible or share responsibility for, the implementation of PYP in the school</li> </ol> <p><b>It is expected that the leadership team (e.g. principal and PYP coordinator) attend this workshop as a team</b></p>
<p><b>4. The overall purpose of the workshop:</b></p> <p>to explore the roles, responsibilities and skills required to lead school implementation of the IB standards and practices</p>	<p><b>a. To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>A school is a community of learners</li> <li>Implementing the PYP will bring about systemic change within a school community and culture</li> <li>Affecting and change in an educational context is complex</li> <li>Assessing your school in relation to the PYP standards is critical in planning and implementing the programme</li> <li>Understanding the diverse ways people think, learn and work is basic to building a learning community and affecting change</li> <li>Leaders must understand the philosophical and pedagogical implications of the PYP as an inquiry based curriculum</li> <li>Effective professional development should be based on the philosophy and pedagogy of the programme</li> <li>Effective schools maximize the skills and talents of all staff</li> </ul> <p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>Approaches to developing schools as communities of learners</li> <li>Strategies for facilitating groups</li> <li>Systemic approaches to the change process</li> <li>Ways to assess the status of a school's implementation of the PYP</li> <li>Individual styles of learning, interaction and leading</li> <li>Leadership models</li> <li>Roles and responsibilities of members of PYP leadership teams</li> <li>How to develop an action plan</li> <li>Philosophical and pedagogical implications of the PYP</li> <li>Stages of concern in implementing innovation</li> <li>Ways to foster inquiry across the school community.</li> </ul> <p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>OCC, IBNET and HEADNET as resources and means of communication with IBO</li> <li>IB published documents and where to locate them</li> <li>A variety of useful resources related to leadership, change and international education</li> <li>The range and purposes (general and specific) of PYP regional and inschool workshops</li> </ul>

<b>5. Materials</b>	<b>What participants should bring:</b> <ul style="list-style-type: none"><li>• Making PYP Happen: a curriculum framework for international primary education</li><li>• Job descriptions of principal and coordinator</li><li>• 4 copies of the school Programme of Inquiry</li><li>• 4 copies each of a completed PYP planner</li><li>• Copies of recent pre authorization, authorization or programme evaluation reports and other relevant accreditation reports e.g. CIS (for personal reference)</li><li>• The school's strategic plan</li><li>• The school's assessment and language policies</li><li>• The school calendar</li><li>• Laptop to work on action plan</li><li>• Memory stick to facilitate sharing of school documents</li></ul>
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**Section 3:  
Detailed descriptions of category 3  
workshops**

<b>1. Category/code</b>	<b>3A</b>
<b>2. Name</b>	<b>The Exhibition</b>
<b>3. School registration criteria</b>	<p>This workshop is for <b><i>candidate and authorized school staff</i></b>, administrators and teachers, who are in schools.</p> <p>All participants should:</p> <ol style="list-style-type: none"> <li>Have been fully implementing the programme for <b>at least two school years</b>.</li> <li>Have previously attended a PYP category two workshop facilitated by IB PYP leaders organized by or through the regional office (in school and/or regional)</li> <li>Have an <b>authorization visit scheduled in the next 9 months</b>.</li> </ol>
<p><b>4. The overall purpose of the workshop:</b></p> <p><b>to explore IB programme standard D2:</b> <i>'In the final year of the programme, all students complete a programme-specific project that allows them to demonstrate a consolidation of their learning in the PYP'</i></p>	<p><b>a. To develop understanding of:</b></p> <ul style="list-style-type: none"> <li>the requirements of the exhibition</li> <li>what action means in the context of the exhibition</li> <li>relevant issues/topics</li> <li>what constitutes guidance at each phase of the process</li> <li>the importance of involving the whole school community</li> <li>connecting and synthesizing the essential elements of the programme in the exhibition</li> <li>ongoing assessment of the exhibition, including the role of formative assessment</li> </ul> <p><b>b. To provide participants with a forum in which they can discuss :</b> IB programme standard D2, and specifically, to provide an opportunity for teachers to share a range of ways of:</p> <ul style="list-style-type: none"> <li>planning and keeping records of the learning process for students</li> <li>involving all students actively and productively in the exhibition from planning stages to the final presentation</li> <li>reflecting all major features of the programme including evidence of the five essential elements</li> <li>incorporating a range of media and forms of expression</li> <li>sharing with the wider school community</li> <li>assessing and reflecting on the exhibition</li> <li>monitoring of the exhibition, and keeping records of teacher collaboration and reflection.</li> </ul> <p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>The current PYP Exhibition Guidelines</li> <li>The online curriculum center support for the PYP exhibition</li> </ul>
<b>5. Materials</b>	<p><b>What participants should bring:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education</li> <li>Evidence of student/teacher process and products from their schools' exhibitions.</li> <li>Resources used in the exhibition process, such as examples of planning, assessing, learning engagements, reflection journals</li> </ul>

<b>1. Category/code</b>	<b>3C</b>
<b>2. Name</b>	<b>The role of language in the PYP</b>
<b>3. Registration criteria</b>	<p>This workshop is for <b><i>candidate and authorized school staff</i></b>, administrators and teachers, who are in schools.</p> <p><u>All participants should:</u></p> <ol style="list-style-type: none"> <li>a. Have been fully implementing the programme for <b>at least two school years</b>.</li> <li>b. Have previously attended a PYP category two workshop facilitated by IB PYP leaders organized by or through the regional office (in school and/or regional)</li> <li>c. Have been involved in collaborative planning for at least four units of inquiry with teams that include classroom teachers/arts specialists or single subject/specialist teachers</li> </ol>
<b>4. The purpose of the workshop</b>	<p><b>a. To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>• Language is language (irrespective of which language/languages we are talking about, language of instruction, mother tongue, EAL, ESL, host country, foreign).</li> <li>• We are PYP teachers of language(s), not language teachers in PYP schools: what makes one a PYP teacher</li> <li>• When we look at the balance of: learning language, learning about language and learning through language, we are looking at the child's whole language experience: <i>'language learning is experience, not age or stage of development'</i> (Harste)</li> <li>• What the PYP says about language applies to all language and learning.</li> <li>• Language acquisition is a continuum, not the sum of discrete parts.</li> <li>• Children learn language when it is meaningful to them.</li> <li>• Children learn language by hypothesizing about rules and structures.</li> <li>• A language teacher can have an advisory, supportive or integrated role in teaching and learning in a transdisciplinary unit of inquiry.</li> <li>• The role of the language teacher changes according to the amount of time with the students' and their levels of competence.</li> <li>• A language policy is better seen as a process rather than a product.</li> </ul> <p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>• The PYP perspective on language</li> <li>• What it means to be a PYP teacher of language</li> <li>• The role of language in student learning</li> <li>• Language learning as inquiry</li> <li>• The role of the language teacher in a transdisciplinary unit of inquiry</li> </ul>
<b>5. Materials</b>	<p><b>What participants should bring:</b></p> <ul style="list-style-type: none"> <li>• Making PYP Happen: a curriculum framework for international primary education</li> <li>• 1 completed planner with samples of assessment tasks/rubrics</li> <li>• The school's programme of inquiry</li> <li>• The school's language scope and sequence documents</li> <li>• The school's language policy, or language policy related documents (if available)</li> </ul>

<b>1. Category</b>	<b>3D</b>
<b>2. Name</b>	<b>Reading and writing through inquiry in the PYP</b>
<b>3. School registration criteria</b>	<p>This workshop is for <i>candidate and authorized school staff</i>, administrators and teachers, who are in schools.</p> <p><u>All participants should:</u></p> <ol style="list-style-type: none"> <li>a. Have been fully implementing the programme for <b>at least two school years</b>.</li> <li>b. Have previously attended a PYP category two workshop facilitated by IB PYP leaders organized by or through the regional office (in school and/or regional)</li> </ol>
<b>4. Purposes of the workshop</b>	<p><b>a. To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>• Teachers' personal experiences, beliefs and practices as readers and writers influences how they teach</li> <li>• Children have beliefs about what good reading/writing is which affects how they learn.</li> <li>• Inquiry is a philosophical stance that underlies everything we do in school.</li> <li>• The PYP holds a specific philosophy and belief system about the teaching of reading and writing to which we have a responsibility to adhere.</li> <li>• Reading and writing are tools for thinking about the self and the world.</li> <li>• A balanced literacy curriculum comprises of the three interdependent aspects: <ul style="list-style-type: none"> <li>○ learning the language</li> <li>○ learning about the language and</li> <li>○ learning through the language</li> </ul> </li> </ul> <p><b>b. To assist participants in becoming knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>• A range of models which can be used to analyze personal beliefs about the teaching of reading &amp; writing and to analyze approaches to literacy instruction in schools</li> <li>• How to analyze classroom literacy practices</li> <li>• How to conduct and analyze reading and writing interviews</li> </ul> <p><b>c. To assist participants in becoming knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>• Inquiry is a perspective, a way of looking at learning as a process of actively and reflectively engaging students as problem-posers and problem-solvers</li> <li>• How to analyze classroom literacy practices</li> <li>• The implications of inquiry as a perspective on the teaching of reading and writing in PYP schools</li> <li>• A range of materials and resources which can support the PYP pedagogy in this area.</li> </ul>

<p><b>5. Materials</b></p>	<p><b>What participant should bring:</b></p> <ul style="list-style-type: none"> <li>• Making PYP Happen: a curriculum framework for international primary education</li> <li>• Age-appropriate scope and sequence documents related to the teaching of reading and writing</li> <li>• A copy of your school's programme of inquiry and unit planners</li> <li>• Photographs of classroom literacy environments and photographs of children engaged in these literacy environments.</li> <li>• 1 or 2 writing samples from various stages in the writing process, preferably first drafts, from across the curriculum, (narratives, stories, poems, letters or other creative work)</li> <li>• 2 children's books you have found particularly powerful with students etc</li> <li>• 1 professional resource regarding reading or writing through inquiry (professional book, journal, teacher resource)</li> <li>• Your class or teaching schedule for 1 week (current, previous or proposed)</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• A school language policy</li> <li>• Assessment tools you use for reading and writing</li> </ul>
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<b>1. Category/code</b>	<b>3E</b>
<b>2. Name</b>	<b>The role of science and social studies in the PYP</b>
<b>3. Registration criteria</b>	<p>This workshop is for <b><i>candidate and authorized school staff</i></b>, administrators and teachers, who are in schools.</p> <p><u>All participants should:</u></p> <ol style="list-style-type: none"> <li>a. Have been fully implementing the programme for <b>at least two school years</b>.</li> <li>b. Have previously attended a PYP category two workshop facilitated by IB PYP leaders organized by or through the regional office (in school and/or regional)</li> </ol>
<b>4. Purposes of the workshop</b>	<p><b>a. To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>• Science and social studies are unique ways of thinking about the world.</li> <li>• An inquiry-based curriculum lends itself to addressing the disciplines of science and social studies in a meaningful ways.</li> <li>• The written curriculum is a transdisciplinary/concept driven curriculum <ul style="list-style-type: none"> <li>○ The PYP curriculum is concept-driven and transdisciplinary in nature. In both science and social studies we are striving for conceptual understanding, which transcends discrete content knowledge and skills.</li> <li>○ Scope and Sequence documents</li> </ul> </li> <li>• The subject scope and sequences are also components of the curriculum, and when used with the Programme of Inquiry define a coherent curriculum</li> <li>• The taught curriculum: <ul style="list-style-type: none"> <li>○ The Programme of Inquiry</li> </ul> </li> <li>• The planning for and teaching of science and social studies takes place within the programme of inquiry <ul style="list-style-type: none"> <li>○ The Unit of Inquiry</li> </ul> </li> <li>• Units of inquiry illuminate the transdisciplinary themes under which they are placed, through the concepts, knowledge and skills of science and social studies</li> <li>• The learned curriculum <ul style="list-style-type: none"> <li>○ Assessment</li> </ul> </li> <li>• Reporting on learning in science/social studies</li> </ul> <p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>• How to define the underlying concepts in science/social studies in units of inquiry</li> <li>• How to insure alignment between the Programme of Inquiry and the subject scope and sequence</li> <li>• How to analyze and evaluate the science/social studies content in individual units of inquiry and in a school-wide programme of inquiry.</li> </ul> <p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>• The PYP sample programme of inquiry pack</li> <li>• The PYP sample units of inquiry pack</li> </ul>
<b>5. Materials</b>	<p><b>What participants should bring:</b></p> <ul style="list-style-type: none"> <li>• Making PYP Happen: a curriculum framework for international primary education</li> <li>• All pertinent school documents including the school's programme of inquiry, sample planners, and scope and sequence documents for science and social studies.</li> </ul>

1. Category/code	<b>3F</b>
2. Name	<b>The role of mathematics in the PYP</b>
3. School registration criteria	<p>This workshop is for <i>candidate and authorized school staff</i>, administrators and teachers, who are in schools.</p> <p><u>All participants should:</u></p> <ol style="list-style-type: none"> <li>a. Have been fully implementing the programme for <b>at least two school years</b>.</li> <li>b. Have previously attended a PYP category two workshop facilitated by IB PYP leaders organized by or through the regional office (in school and/or regional)</li> </ol>
4. Purposes of the workshop	<p><b>a. to develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>• Individual teachers' beliefs about and experiences related to mathematics impact on the way they teach math</li> <li>• Mathematics is a way of thinking, a language for making-meaning: the strands of data-handling, measurement, space and shape are best taught-learned in authentic meaning making contexts such as in units of inquiry</li> <li>• Students construct their understanding of mathematics, through ever increasing levels of abstraction</li> <li>• Effective math teaching-learning is achieved through the selective use of a broad range of strategies and tools to meet particular learning needs</li> <li>• Learners need math tasks which cater for a broad range of mathematical understandings</li> <li>• A wide range of resources, including manipulatives, supports the development of mathematical understanding</li> <li>• Inquiry, reflection and collaboration are fundamental to the teaching and learning of mathematics</li> <li>• How we teach-learn mathematics should be influenced by research</li> <li>• Putting teachers in the situation of learners assist them in identifying conditions which can support or hinder student learning in general</li> <li>• Assessment tools and strategies must address understanding of math concepts as well as skills and knowledge</li> <li>• Changes in attitude and understanding of mathematics and of primary students' learning of mathematics requires effective communication across the school community.</li> </ul> <p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>• Multiple strategies students might use to solve problems</li> <li>• How to assist students in evaluating which strategies are most effective and efficient in different contexts</li> <li>• Tools and strategies that can be used to assess all aspects of math learning, concepts, skills, knowledge, attitudes and action.</li> </ul> <p><b>c. to ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>• The PYP sample scope and sequence for mathematics</li> <li>• The PYP mathematics subject annex in Making PYP Happen: a curriculum framework for international primary education pages 81-92</li> </ul>
5. Materials	<p><b>What participants should bring:</b></p> <ul style="list-style-type: none"> <li>• Making PYP Happen: a curriculum framework for international primary education</li> <li>• A copy of the school's programme of inquiry</li> <li>• Examples of mathematics inquiry, assessment tasks, rubrics, units of work, student work samples</li> <li>• A copy of the school's mathematics scope and sequence document</li> <li>• Resources you have found useful in the teaching of mathematics</li> </ul>

<b>1. Category/code</b>	<b>3G</b>
<b>2. Name</b>	<b>The role of arts in the PYP</b>
<b>3. Registration criteria</b>	<p>This workshop is for <i>candidate and authorized school staff</i>, administrators and teachers, who are in schools.</p> <p><u>All participants should:</u></p> <ol style="list-style-type: none"> <li>Have been fully implementing the programme for <b>at least two school years</b>.</li> <li>Have previously attended a PYP category two workshop facilitated by IB PYP leaders organized by or through the regional office (in school and/or regional)</li> <li>Have been involved in collaborative planning for at least four units of inquiry with teams that include classroom teachers/arts specialists or single subject/specialist teachers</li> </ol> <p>This workshop is intended for teachers working with the arts, (e.g. music, visual art, drama, dance) as well as classroom teachers and administrators who are interested in the arts.</p>
<b>4. The overall purpose of the workshop:</b>	<p><b>a. To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>The arts are both personal and social</li> <li>Inquiry is a pedagogical philosophy and curricular framework for learning the arts</li> <li>The arts are embedded in a concept-driven and transdisciplinary curriculum</li> <li>We learn the arts, about the arts and through the arts</li> <li>The arts play a critical role in the Programme of Inquiry</li> <li>For effective assessment of the arts we must have a clear understanding of the purpose of the assessment.</li> </ul>
	<p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>Curricular frameworks and models for organizing planning, teaching and learning the arts</li> <li>The essential elements of the PYP in relation to the arts</li> </ul>
	<p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>IB programme standards and practices</li> <li>Models for collaboration and co-teaching between and among teachers</li> <li>Useful literature/resources (for teachers and students) which support teaching-learning of, about and through the arts.</li> </ul>
<b>5. Materials participants should bring</b>	<p><b>What participants should bring:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education</li> <li>Completed planners with reflections.</li> <li>School scope and sequence documents for visual arts, music, dance/movement and drama.</li> <li>Samples of inquiry and assessments in various arts areas.</li> <li>A personal artefact that represents what the arts mean to you. This will be used to share with others about the different perspectives we all bring to 'what is art' for us. It can be representative of 'art' from any discipline, or simply what 'the arts' mean to you personally.</li> <li>Any professional books you might want to share</li> </ul>

<b>1. Category/code</b>	<b>3H</b>
<b>2. Name</b>	<b>The role of physical education in the PYP</b>
<b>3. School registration criteria</b>	<p>This workshop is for <b><i>candidate and authorized school staff</i></b>, administrators and teachers, who are in schools.</p> <p><u>All participants should:</u></p> <ol style="list-style-type: none"> <li>Have been fully implementing the programme for <b>at least two school years</b>.</li> <li>Have previously attended a PYP category two workshop facilitated by IB PYP leaders organized by or through the regional office (in school and/or regional)</li> <li>Have been involved in collaborative planning for at least four units of inquiry with teams that include classroom teachers/arts specialists or single subject/specialist teachers</li> </ol> <p>This workshop is intended for teachers working with physical education, as well as classroom teachers and administrators who are interested in physical education.</p>
<b>4. The overall purposes of the workshop:</b>  to explore the scope, purpose and meaningful integration of physical education in the PYP	<p><b>a. To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>In PE inquiry the teacher and the student share control and initiative over what is learned, how it is learned and how it is assessed</li> <li>In a balanced programme, students learn, learn about and learn through movement</li> <li>In the PYP skills are learned for solving problems and understanding new ideas</li> <li>Inquiry models can help planning, learning and assessment in physical education.</li> <li>Physical education can be planned, taught and learned around key concepts</li> <li>The PYP transdisciplinary themes are a means to understanding the world, ourselves and each other</li> <li>In a transdisciplinary curriculum students learn and apply content from subjects in different places and with different people</li> <li>Coaching is a form of guided research</li> <li>For learning to be maximized learners have to be able to evaluate themselves.</li> </ul> <p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>How to apply the PYP framework to enhance teaching and learning of PE</li> <li>How to use a range and balance of strategies in teaching and learning physical education</li> <li>How to use physical education as a place and time to develop the transdisciplinary elements of the PYP</li> <li>How to plan the physical education programme around the shared and single subject central ideas and guiding questions</li> <li>How to develop strategies to manage inquiry in a movement based environment</li> <li>How to develop the transdisciplinary elements of the PYP in physical education.</li> </ul> <p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>Making the PYP Happen: a curriculum framework for international primary education. 2007 edition</li> <li>PYP scope and sequence for PE</li> </ul>
<b>5. Materials</b>	<p><b>What participants should bring:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education Units of inquiry you have been involved in planning</li> <li>Resources you would like to share</li> </ul>

<b>1.Category/code</b>	<b>3K</b>
<b>2. Name</b>	<b>3-5 year olds in the PYP</b>
<b>3. Registration criteria</b>	<p>This workshop is for <b><i>candidate and authorized school staff</i></b>, administrators and teachers, who are in schools.</p> <p><u>All participants should:</u></p> <ol style="list-style-type: none"> <li>Have been fully implementing the programme for <b>at least one school years</b>.</li> <li>Have previously attended a PYP category two workshop facilitated by IB PYP leaders organized by or through the regional office (in school and/or regional)</li> </ol>
<b>4. Purposes of the workshop</b>	<p><b>a. To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>Our individual histories affect who we are as learners and teachers: our beliefs and values influence how and what we teach</li> <li>Our understanding of 'inquiry' has evolved over time, and is still evolving: asking and answering questions are but two of the ways children inquire</li> <li>In the PYP inquiry is guided through the provision of a stimulating environment and by the teacher acting as guide and facilitator.</li> <li>While we shape the learning environment , it also shapes us as learners: the way we structure space and time reflects what we believe about how children learn and what learning is 'important'</li> <li>Inquiry is democratic- it gives learners choices.</li> <li>Before we design learning experiences we need to be aware of our own dominant learning style and kind of intelligence.</li> <li>Good units of inquiry are refined by sharing our practice.</li> <li>Literacy and numeracy can be achieved in creative, playful meaning making ways by individual children learning at their own rates</li> <li>Assessment is integral to planning, teaching and learning: the intention of authentic assessment is to involve learners in engagements that require them to apply concepts, knowledge, and skills in real world situations.</li> <li>In authentic assessment there is: personal intent, a reason to engage and a genuine audience beyond the teacher.</li> </ul> <p><b>b. To assist participants to become knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>A range of tools which can be used to analyze personal beliefs and school-based approaches to early child year's best practice</li> <li>How to analyze and critique a unit of inquiry for 3-5 year olds</li> <li>Ways literacy and numeracy can be achieved through creative, playful, meaning-making ways</li> <li>How to evaluate the structuring of time and space in relation to our beliefs about how children learn</li> <li>A range of tools and strategies for documenting, and evaluating EY student learning</li> <li>The role of the arts in meaning- making of 3-5 year olds.</li> </ul> <p><b>c. To ensure participants are familiar with:</b></p> <ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education The PYP planner template</li> <li>A range of examples of how teachers can facilitate guided inquiry with 3-5 year olds</li> </ul>
<b>5. Materials participants should bring</b>	<ul style="list-style-type: none"> <li>Making PYP Happen: a curriculum framework for international primary education</li> <li>Units of inquiry you have planned, taught and assessed</li> <li>Any evidence / photos / worksheets / displays/ picture book etc. which are examples of how units of inquiry have been documented/implemented</li> <li>Examples of how you record observations of young children</li> </ul>