



FAST TRAIN Programs

GEORGE MASON UNIVERSITY
College of Education and Human Development
Fast Train Program for International Educators

EDUC 621

Teaching and Learning in the International Baccalaureate Primary Years Program

Sunday 29th July – Friday 3rd August, 2012

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Prerequisites

Admission to GSE, enrollment in FAST TRAIN initial licensure program or permission of instructor.

Course Description

Focuses on principles and practices of Primary Years Program (PYP) of the International Baccalaureate (IBO) organized around five areas of inquiry: IBO philosophy and mission; the written curriculum; the taught curriculum; the assessed curriculum; and professional learning. Final course in eligibility for IBO Practitioner Award.

Nature of course delivery

The course will be taught during a 5-day intensive summer session. During class meetings, large group, small group, pair work, and individual instructional strategies will be used. All classes will model the IBO philosophy and principles.

Standards

National Board of Professional Teaching Standards:

- Proposition 1. Teachers are committed to students and their learning.
- Proposition 2. Teachers know the subjects they teach and how to teach those subjects.
- Proposition 3. Teachers are responsible for managing and monitoring student learning.
- Proposition 4. Teachers think systematically about their practice and learn from experience.
- Proposition 5. Teachers are members of learning communities.

IBO/PYP:

- Area of Inquiry 1: IBO philosophy and mission
- Area of Inquiry 2: The written curriculum
- Area of Inquiry 3: The taught curriculum
- Area of inquiry 4: The assessed curriculum
- Area of Inquiry 5: Professional learning

Student Outcomes

Students will be able to:

- A. Demonstrate their understanding of the IBO/PYP's philosophy and underlying educational principles
- B. Review, reflect on and refine IB planners for deeper understanding and integration
- C. Make connections between the IBO Mission Statement and the Learner Profile
- D. Analyze inquiry-based teaching and instructional approaches
- E. Synthesize the essential elements of the written curriculum
- F. Apply principles of assessment and develop and use assessment strategies and tools
- G. Engage in ongoing critical evaluation of planning, teaching, assessment, and learning through collaborative working practices
- H. Understand, create, and evaluate a Program of Inquiry Matrix.
- I. Use the IB standards to assess their work.

Standards and Outcomes

| Outcomes | NBPTS | IBO |
|----------|-------|-----|
| A. | 1-5 | 1-4 |
| B. | 4, 5 | 1-4 |
| C. | 1 | 2 |
| D. | 2 | 2 |
| E. | 2 | 1 |
| F. | 3 | 3 |
| G. | 4, 5 | 4 |
| H. | 2 | 1 |
| I. | 4 | 1-4 |

Required Texts

Making the PYP Happen. (Revised ed. 2009). International Baccalaureate Organization. Geneva, Switzerland.
Programme Standards and Practices. (2010). International Baccalaureate Organization. Geneva, Switzerland.
The Learner Profile Booklet. (2006). International Baccalaureate Organization. Geneva, Switzerland.
(All texts available from the IBO OCC)

Additional readings will be distributed in class and / or posted on Black Board: <http://blackboard.gmu.edu>.

Assignments

| EDUC 621 Assignments and Evaluation Overview | |
|--|-------------|
| Preparation and Participation | 20 |
| Daily Written Reflections | 15 |
| IB synthesis poster presentation | 10 |
| Programme of Inquiry creation and critique | 15 |
| Planner Analysis Summary | 10 |
| Final reflection paper (PBA) | 30 |
| Total | 100% |

Preparation and Participation (20 points)

Students are required to attend and be prepared for all classes. In- class participation is important not only to the individual student, but to the class as whole.

| Exemplary 20 points | Nearing exemplary 18-19 points | Proficient 16-17 points | Partially proficient 14-15 points | Not proficient <14 points |
|--|---|---|--|--|
| <p>Preparation: Exceptionally well-prepared for all sessions.</p> <p>Selects and fully completes all readings and reports.</p> <p>Comes prepared with thoughtful synopsis, questions, and comments that broaden peers perspectives and understanding</p> <p>Demonstrates an excellent understanding of readings and makes connections to classroom practice.</p> | <p>Preparation: Very well-prepared for all sessions.</p> <p>Selects and fully completes all readings and reports.</p> <p>Comes prepared with thoughtful synopsis, questions, and comments.</p> <p>Demonstrates an excellent understanding of readings and makes connections to classroom practice.</p> | <p>Preparation: Prepared for all sessions.</p> <p>Selects and fully completes readings and reports.</p> <p>Is prepared for sharing reading and asking questions.</p> <p>Demonstrates a good understanding of readings and makes connections to classroom practice.</p> | <p>Preparation: Not fully prepared for sessions.</p> <p>Selects and completes some of the readings and reports.</p> <p>Is somewhat prepared to share readings and questions.</p> <p>Demonstrates a beginning understanding of readings and makes some connection to classroom practice.</p> | <p>Preparation: Unprepared for sessions.</p> <p>Little or no involvement and sharing of readings and reports.</p> <p>Is seldom prepared to share readings and questions.</p> <p>Demonstrates a limited understanding of readings and makes few connections to classroom practice.</p> |
| <p>Participation: Participates in all discussions and activities with enthusiasm and positive learning focus.</p> <p>Often takes the lead, actively promoting and extending conversation focused on the topic.</p> <p>Comments demonstrate an exceptional ly high level of understanding and reflection.</p> <p>Listens actively and sensitively to peers.</p> <p>Prompts peer feedback and input.</p> <p>Has a very positive effect on the classroom atmosphere.</p> | <p>Participation: Participates actively in all discussions and activities.</p> <p>Actively promotes conversation focused on the topic.</p> <p>Comments demonstrate a high level of understanding and reflection.</p> <p>Listens actively and sensitively to peers.</p> <p>Prompts peer feedback and input.</p> <p>Has a positive effect on the classroom atmosphere.</p> | <p>Participation: Participates in all discussions and activities.</p> <p>Comments demonstrate sound understanding and good reflection.</p> <p>Listens actively and sensitively to peers.</p> | <p>Participation: Participates in most discussions and activities.</p> <p>Comments demonstrate basic understanding.</p> <p>Listens actively to peers.</p> | <p>Participation: Little meaningful participation in discussions and activities.</p> <p>Comments demonstrate little evidence of understanding or reflection.</p> |

Daily Written Reflections (15 points)

Students will write a daily reflection from a given prompt.

Reflections will be scored for understanding of IB components and principles, and for depth of reflection.

Each reflection should be between 500 and 1000 words.

Each reflection will be marked using the rubric below.

| Exemplary 3 points | Nearing exemplary 2.5 points | Proficient 2 points | Partially proficient 1.5 points | Not proficient 1 point |
|--|---|--|--|---|
| Exceptionally clear and well-structured so that information is very easily accessible. | Very clear and well-structured so that information is very easily accessible. | Clear and well-structured so that information is accessible. | Information is accessible but lacks clarity and structure. | Information is missing or not accessible. |
| Shows extensive in-depth understanding of IB components and principles. | Shows in-depth understanding of IB components and principles. | Shows sound understanding of IB components and principles. | Shows some understanding of IB components and principles. | Shows little or no understanding of IB components and principles. |
| Shows in-depth insight and self-awareness. | Shows in-depth insight and self-awareness. | Shows insight and self-awareness. | Shows some insight and self-awareness. | Shows little or no insight and self-awareness. |

IB Synthesis Poster (10 points)

Each student will create a visual representation that summarizes and synthesizes the key components of the IBO continuum.

| Exemplary 10 points | Nearing exemplary 8-9 points | Proficient 6-7 points | Partially proficient 4-5 points | Not proficient <4 points |
|---|--|---|--|---|
| Synthesizes all the key components in format that is very easily accessible to others and enhances their understanding. | Synthesizes all the key components in format that is very easily accessible to others. | Synthesizes most of the key components in format that is easily accessible to others. | Includes most of the key components but format is not easily accessible to others. | Key components are missing and / or format is inaccessible. |
| Shows in-depth understanding of the IB conceptual framework. | Shows sound understanding of the IB conceptual framework. | Shows in-depth understanding of the IB conceptual framework. | Shows in-depth understanding of the IB conceptual framework. | Shows in-depth understanding of the IB conceptual framework. |
| Presentation is exceptionally clear and describes and explains the representation in some detail. | Presentation very clearly describes and explains the representation. | Presentation clearly describes and explains the representation. | Presentation describes the representation but lacks clarity and/or depth. | Presentation does not clearly describe or explain the representation. |

Programme of Inquiry creation, critique and refinement (15 points)

This assignment is in 3 parts, each worth 5 points. Working in groups and using the IBO standards, students will:

1. Create a Program of Inquiry Matrix.
2. Critique the PoI created by another group.
3. Reflect on the critique they receive for their own PoI and refine their PoI accordingly.

1. The PoI Matrix should be presented as a table/grid. It should include OrganisingTheme headings, Central Ideas, Lines of Inquiry, Key Concepts and Learner Profile Attributes.
2. The critique can be paragraphed text, tabular text or a clear bulleted list – between 1000 and 2000 words
3. The reflection can be paragraphed text, tabular text or a clear bulleted list – about 500 words explaining the revisions made and with the revised PoI attached.

The final paper submitted will therefore include:

- Your original PoI
- The critique you received from your peers
- Your reflection
- Your revised PoI

| Exemplary 5 points | Nearing exemplary 4 points | Proficient 3 points | Partially proficient 2 points | Not proficient 1 point |
|--|---|---|---|---|
| <p>Creating a PoI Each UoI is significant, relevant, engaging, challenging.</p> <p>The PoI is very well balanced vertically - within each organizing theme each UoI clearly builds understanding of the theme.</p> <p>The PoI is very well balanced horizontally.</p> <p>Shows in-depth understanding of the process of creating a PoI.</p> | <p>Creating a PoI Each UoI is significant, relevant, engaging, challenging.</p> <p>The PoI is well balanced vertically - within each organizing theme most UoIs build understanding of the theme.</p> <p>The PoI is well balanced horizontally.</p> <p>Shows sound understanding of the process of creating a PoI.</p> | <p>Creating a PoI Most UoIs are significant, relevant, engaging, challenging.</p> <p>The PoI is reasonably balanced vertically.</p> <p>The PoI is reasonably balanced horizontally.</p> <p>Shows basic understanding of the process of creating a PoI.</p> | <p>Creating a PoI Some UoIs are significant, relevant, engaging, challenging.</p> <p>The PoI is poorly balanced vertically.</p> <p>The PoI is poorly balanced horizontally.</p> <p>Shows limited understanding of the process of creating a PoI.</p> | <p>Creating a PoI UoIs are not significant, relevant, engaging, challenging.</p> <p>The PoI is not balanced vertically.</p> <p>The PoI is not balanced horizontally.</p> <p>Shows no understanding of the process of creating a PoI.</p> |
| <p>Critiquing a PoI Applies in-depth and perceptive analysis to the critique.</p> <p>Comments are very clearly substantiated.</p> <p>Presents feedback in a professional and sensitive manner.</p> | <p>Critiquing a PoI Applies sound analysis to the critique.</p> <p>Comments are clearly substantiated.</p> <p>Presents feedback in a professional and sensitive manner.</p> | <p>Critiquing a PoI Applies basic analysis to the critique.</p> <p>Comments are substantiated.</p> <p>Presents feedback in a professional and sensitive manner.</p> | <p>Critiquing a PoI Applies limited analysis to the critique.</p> <p>Comments may be valid but are unsubstantiated.</p> <p>Presents feedback in a manner that lacks professionalism or sensitivity.</p> | <p>Critiquing a PoI Applies no perceivable analysis to the critique.</p> <p>Comments are invalid or inappropriate.</p> <p>Does not present feedback or presents it in a manner that lacks professionalism and sensitivity.</p> |
| <p>Reflecting and refining</p> | <p>Reflecting and refining</p> | <p>Reflecting and refining</p> | <p>Reflecting and refining</p> | <p>Reflecting and refining</p> |

| | | | | |
|---|--|--|---|--|
| Actively seeks and welcomes feedback. | Receives and considers feedback in a very professional manner. | Receives and considers feedback in a professional manner. | Receives feedback somewhat reluctantly. | Does not listen to feedback. |
| Makes appropriate refinements to PoI based on peer feedback and own in-depth reflections. | Makes appropriate refinements to PoI based on peer feedback and own reflections. | Makes appropriate refinements to PoI based on peer feedback. | Makes some refinements to PoI based on peer feedback. | Makes little or no refinements to PoI. |

Planner Analysis (10 points)

Working in groups and using the IBO standards and planner critique template, students will analyze, compare and contrast their previously written planners. Each group will select two planners to use for the preparation of a compare and contrast summary.

The summary should be between 1500 and 2500 words. Copies of the two planners should be attached.

Each group should submit ONE paper only, clearly marked with all group members' names.

| Exemplary 10 points | Nearing exemplary 8-9 points | Proficient 6-7 points | Partially proficient 4-5 points | Not proficient <4 points |
|---|---|--|---|--|
| Applies in-depth and perceptive analysis to the critique. | Applies sound analysis to the critique. | Applies basic analysis to the critique. | Applies limited analysis to the critique. | Applies no perceivable analysis to the critique. |
| Comments are very clearly substantiated and linked to IBO documentation. | Comments are clearly substantiated and linked to IBO documentation. | Comments are substantiated and linked to IBO documentation. | Comments may be valid but are unsubstantiated or not linked to IBO documentation. | Comments are invalid or inappropriate. |
| Shows in-depth understanding of the process of PYP planning. | Shows sound understanding of the process of PYP planning. | Shows basic understanding of the process of PYP planning. | Shows limited understanding of the process of PYP planning. | Shows no understanding of the process of PYP planning. |
| Compare and contrast is exceptionally clearly structured and exceptionally well written with no errors. | Compare and contrast is very clearly structured and very well written with no significant errors. | Compare and contrast is clearly structured and well written with few errors. | Compare and contrast is unstructured or poorly written. | Compare and contrast is unstructured and poorly written. |

Final Reflection Paper (30 points)

This is the designated performance-based assessment (PBA) for the course.

Students will use all the tools provided and developed from class participation each day to write a final paper that integrates the learning from the course in relation to IB philosophy, practices, and standards. The paper will be scored for evidence of understanding of and connections between the following 6 aspects of the IB PYP:

- 1. IBO Philosophy, Mission and the Learner Profile**
- 2. The Written Curriculum: the PYP Essential Elements: Concepts, Knowledge, Skills, Attitudes, Action**
- 3. The Taught Curriculum: Inquiry-based pedagogy, Relationship between cross-disciplinary integration and stand-alone teaching, the role of resources**
- 4. The Assessed Curriculum: Assessment of student learning, including student reflection and self-assessment**
- 5. Professional Learning: Collaborative teacher planning and reflection at classroom level, school level and global level**
- 6. IBO Programme Standards**

Each aspect will be marked using the rubric below:

| Exemplary 5 points | Nearing exemplary 4 points | Proficient 3 point | Partially proficient 2 point | Not proficient 1 point |
|--|--|---|--|--|
| Exceptionally clear and well-structured so that information is very easily accessible. | Very clear and well-structured so that information is easily accessible. | Clear and well-structured so that information is accessible. | Information is accessible but lacks clarity and structure. | Information is missing or not accessible. |
| Extensive evidence of in-depth understanding and highly relevant connections. | Very clear evidence of in-depth understanding and relevant connections. | Clear evidence of sound understanding and relevant connections. | Evidence of basic understanding and some connections. | Little or no evidence of understanding or connections. |

Grading

<http://jju.gmu.edu/catalog/apolicies/gradstandards.html>

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

| Grade | GRADING | Grade Points | Interpretation |
|-----------|---------|--------------|--|
| A+ | =100 | 4.00 | Represents mastery of the subject through effort beyond basic requirements |
| A | 94-99 | 4.00 | |
| A- | 90-93 | 3.67 | |
| B+ | 85-89 | 3.33 | Reflects an understanding of and the ability to apply theories and principles at a basic level |
| B | 80-84 | 3.00 | Denotes an unacceptable level of understanding and application of the basic elements of the course |
| C* | 70-79 | 2.00 | |
| F* | <70 | 0.00 | |

Note: "C" is not satisfactory for a licensure course

"F" does not meet requirements of the Graduate School of Education

Teacher Candidate Anthology

The Teacher Candidate Anthology (TCA) is designed to be a collection of performance-based tasks that are valid samples of candidate work throughout the program. It documents the individual's knowledge, skills, dispositions and ability to teach. Further it documents the candidate's ability to positively influence PK-6 student learning. Its purpose is to assess the attainment of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and to provide an avenue for growth and reflection.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is the *Final Reflection Paper*. This assignment must be posted to Task Stream, where it will be reviewed and graded. Additionally, students are required to submit both a mid-point anthology reflective paper after completing three licensure courses and a final reflective after completing the final licensure courses. Both the mid-point and final anthology will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website: http://gse.gmu.edu/fasttrain/programs_of_study/elementary/ for more guidelines about the anthology requirement.

Attendance Policy

FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as a whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog).

GMU E-mail: Web: www.gmu.edu/email

Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work** (Mason catalog).

Course Withdrawal with Dean Approval

For graduate and nondegree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean and is permitted only for **nonacademic** reasons that prevent course completion (Mason catalog).

Incomplete (IN)

This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the

end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract should be provided to the FAST TRAIN office.

GSE Syllabus Statement of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Laptops and Cell Phones

FAST TRAIN students may use their laptop at the discretion of the instructor for specific assignments and small group work. Cell phones must be turned off during class and may be used during breaks or lunch as needed.

George Mason University
College of Education and Human Development
Professional Performance Criteria
Dispositions for A Career Educator

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet CEHD grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the College of Education and Human Development expects its students to develop and exhibit the following:

VII. Commitment to the Profession

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

VIII. Commitment to Honoring Professional Ethical Standards

- Fairness
- Honesty
- Integrity
- Trustworthiness

Confidentiality
Respect for Colleagues and students

IX. Commitment to Key Elements of Professional Knowledge

Belief that all individuals have the potential for growth and learning
Persistence in helping individuals succeed
High standards
Safe and supportive learning environments
Systematic planning
Intrinsic motivation
Reciprocal, active learning
Continuous, integrated assessment
Critical thinking
Thoughtful, responsive listening
Active, supportive interactions
Technology-supported learning
Research-based practices
Respect for diverse talents, abilities and perspectives
Authentic and relevant learning

X. Commitment to Being a Member of A Learning Community

Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning

XI. Commitment to Democratic Values and Social Justice

Understanding systemic issues the prevent full participation
Awareness of practices that promote equity and access
Respects the opinion and dignity of others
Appreciates and integrates multiple perspectives

Adopted by GSE – May 2004

I understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education.

Signature

Date

References: Virginia DOE, INTASC, NEA Code of Ethics, Graduate School of Education

Proposed Class Schedule

| | Topic/Learning Experiences |
|---|--|
| <i>Preparation for Day 1</i> | <p>Read EDUC 621 syllabus fully making sure you understand the requirements, assignments, deadlines and grading policies.</p> <p>Skim required texts to familiarize yourself with the overall structure and content.</p> <p>Choose a quotation and explain how it illustrates your own educational philosophy. Bring a hard copy to class for discussion.</p> |
| Day 1 Sunday July 29 th 1.00-5.00 | <p>Welcome to EDUC 621</p> <p>Course overview</p> <ul style="list-style-type: none"> - EDUC 621 syllabus - EDUC 621 standards and areas of inquiry - EDUC 621 student outcomes - EDUC 621 assessments <p>Getting to know you</p> <p>Course content introduction:</p> <p>Area of Inquiry 1: IBO philosophy and mission</p> <p>Area of Inquiry 2: The written curriculum</p> <p>Area of Inquiry 3: The taught curriculum</p> <p>Area of inquiry 4: The assessed curriculum</p> <p>Area of Inquiry 5: Professional learning</p> <p>IBO Programme Standards</p> <p>Share quotes and discuss significance for personal philosophies.</p> |
| <i>Preparation for Day 2</i> | <p>Read: MTPYPH pp1-9, pp56-62 IBO Programme Standards and Practices A, B1, B2 pp6-8 IBO Learner Profile Booklet</p> <p>Bring previous IB planners from 512, 513, 514, 516, 520 (each day)</p> <p>Bring a brief biography of a contemporary or historical figure who you feel represents the attributes of the Learner Profile. Come prepared to explain / defend your selection.</p> <p>Bring a brief summary of a children's book (fiction or non-fiction) that you feel fosters development of ONE learner profile attribute.</p> <p>Complete IB Synthesis Poster (due tomorrow)</p> |
| Day 2 Monday July 30 th 8.30-5.30 | <p>Area of inquiry 1: IBO Philosophy and Mission</p> <p>IBO Programme Standards A, B1, B2</p> <p>IB Mission statement</p> <p>The 3 programmes of the IB continuum</p> <p>IB Synthesis Poster presentations</p> |

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| | <p>The Learner Profile The Beliefs and Values of the PYP International-mindedness</p> <p>Reflection #1: Write/Review /Write (review in pairs) How do the IBO Mission Statement and the Learner Profile promote international-mindedness?</p> |
| <i>Preparation for Day 3</i> | <p>Read: MTPYPH pp. 10-27 IBO Programme Standards and Practices C2 pp9-10</p> <p>Bring previous IB planners from 512, 513, 514, 516, 520</p> |
| <p>Day 3 Tuesday July 31st 8.30-5.30</p> | <p>Area of inquiry 2: The Written Curriculum IBO Programme Standards C2 The 5 Essential Elements of the PYP in theory and in practice Concepts Knowledge Skills Attitudes Action The Essential Elements in the subject areas</p> <p>The Programme of Inquiry as the central component of a school’s written curriculum – creating, critiquing and refining a Programme of Inquiry Work on Programme of Inquiry Creation and Critique assignment</p> <p>Reflection #2: In what ways are the 5 Essential Elements of the PYP ‘essential’ and to what extent do they represent a ‘complete curriculum’? How do they relate to your personal educational philosophy and practice?</p> |
| <i>Preparation for Day 4</i> | <p>Complete Programme of Inquiry Creation and Critique assignment (due tomorrow)</p> <p>Read: MTPYPH pp28-43 IBO Programme Standards and Practices C1, C3 pp8-9, pp10-11</p> |
| <p>Day 4 Wednesday August 1st 8.30-5.30</p> | <p>Area of inquiry 3: The Taught curriculum IBO Programme Standards C1, C3 Changing practices in the subject areas Inquiry-based teaching and learning</p> <p>Synthesizing the written, taught and assessed curricula through the planner Analyzing, comparing and contrasting planners Work on Planner Analysis Summary assignment</p> <p>Reflection #3: In what situations is inquiry-based learning most/least appropriate? How does it compare to/combine with other teaching methods? What is your own experience of (or anticipation of) establishing an inquiry-based classroom?</p> |
| <i>Preparation for Day 5</i> | <p>Complete Planner Analysis Summary assignment (due tomorrow)</p> <p>Read:</p> |

| | |
|--|---|
| | MTPYPH pp44-55 IBO Programme Standards and Practices C4 pp11-12 |
| Day 5 Thursday August 2 nd 8.30-5.30 | <p>Area of inquiry 4: The Assessed Curriculum IBO Program Standards C4 Principles of assessment in the PYP Formative and Summative assessment in the Units of Inquiry Assessment in the subject areas</p> <p>The ultimate summative assessment - the PYP Exhibition Assessment issues in IB schools</p> <p>Reflection #4: The PYP exhibition aims both to synthesise student learning that has taken place throughout the PYP and to prepare students for MYP, and ultimately, DP. To what extent and in what ways do you feel the Exhibition achieves these aims? If you were responsible for a group of grade 5 students undertaking the PYP Exhibition how would you go about it?</p> |
| <i>Preparation for Day 6</i> | Complete Final Reflection Paper (due tomorrow) |
| Day 6 Friday August 3 rd 8.30-5.30 | <p>Area of inquiry 5: Professional Learning Professional learning communities Investigating the pros and cons of different methods of professional learning</p> <p>Peer review of Final Reflection Papers Final revisions and submission to Taskstream (plus hard copy to instructor please)</p> <p>Course Evaluation</p> <p>Reflection #5: Describe your own professional learning journey through FastTrain with reference to your personal development of the Learner Profile attributes and your preparedness as an IB teacher.</p> |