

Presentation Outline 演讲概要

Points for Discussion

Background/Context 背景
The Future of Learning 学习前景
Introduction to PYP PYP 介 绍
Components of PYP PYP 元 素
Inquiry-based learning 探究式学习
Activity 活动
Discussion and Reflection 讨论反思
Questions 问题



Video Provocation

THE FUTURE OF LEARNING



Connect 关联

How are the ideas and information presented connected to what you already knew? 影片所展示的想法和信息是如何和你已知的相关联?

Challenge 挑战

What is still challenging or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?

导致你仍然难以理解的挑战和疑惑是什么?现在你有什么问题,疑惑或是困惑吗?

Extend 延伸

What new ideas did you get that extended or pushed your thinking in new directions?

你得到什么新的想法么?能把你的思维延伸或是推向一个新的方向的想法。

What skills will your child need to learn at school?

- 你的孩子在学校需要学习的技能是什么?
- THINK (LIST IDEAS)
- PAIR (SHARE WITH PARTNER,
- CHOOSE TOP THREE)
- 思考 (一分钟 思想清单)
- SHARE(SHARE IN A FOUR, 组队 (组队分享, 选出TOP3)
 - 分享(四个人分享,选出TOP2)

CHOOSE TOP TWO)

Implications for teaching 教学启示

- We do not need to teach children the answer.
- We need to teach children the skills to be able to use these answers and to sort, organise, classify, manage and critique them effectively.

21st Century Skills



Problem-finding Problem-solving



Entrepreneurship



Critical Thinking



Independence



Questioning



Communication



Collaboration



Digital Literacy



Global Citizenship



Flexibility



CHILDREN WILL NEED TO PREPARE FOR AN UNCERTAIN FUTURE



Background/Context 背景

INTERNATIONAL BACCALAUREATE

IB使命宣言

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



HANGZHOU INTERNATIONAL SCHOOL 2018

What is an IB education?IB教育是什么?

"An IB education is designed to develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world. Today, as new global challenges emerge under an unprecedented pace of change, an IB education is more relevant and necessary than ever."

INTERNATIONAL BACCALAUREATE, WHAT IS AN IB EDUCATION?, P. 7





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INOUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

International Baccalaureate* | Baccalaureat International* | Bachilleuto Internacional*

O International Baccal sureste Organization 2013

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.





国际文凭学习者培养目标

所有国际文凭教育项目的目标都是培养具有国际情怀的人,他们承认人类共有的博爱精神,分担守护地球的责任,帮助开创一个更美好、更和平的世界。

作为国际文凭学习者,我们要努力做到

积极探究

我们培养自己的好奇心,逐步掌握开展探究和研究的技能。我们知道如何独自或与他人一起开展学习。我们对学习充 满热情,并终身保持对学习的热爱。

知识渊博

我们发展并利用对概念的理解,跨越一系列学科探索知识。我们对各种具有当地和全球重要性的问题和思想观点进行探讨。

動于思:

我们运用批判性和创造性思考技能,对复杂的问题进行 分析并采取负责任的行动。我们积极主动地做出理由充分、合 乎伦理的决定。

善于交流

我们使用一种以上的语言,以多种方式充满信心和富有 创意地进行自我表达。我们有效地开展协作,注意倾听他人以 及其他群体的观点。

坚持原则

我们处事正直、诚实,有强烈的公平和正义感,尊重世 界各地人民的尊严和权力。我们对自己的行动及其后果承担 责任。

胸襟开阔

我们以批判的态度欣赏我们自己的文化和个人的历史。 以及他人的价值观和传统。我们寻求和评价一系列广泛的观 点、并愿意通过体验来丰富自己。

懂得关爱

我们表现出同理心、同情心和尊重。我们务力开展服 务,通过我们的行动使他人的生活和我们属围的世界发生积极 的变化。

重于尝试

我们深谋远虑和坚决果断地应对变化不定的事物。我们 独立地或通过合作探索新的思想观点和新颖的策略。面对挑战 和变化,我们表现得足智多谋和灵活机敏。

全面发展

我们理解在生活中做到智力、身体和情感均衡发展的重 要性,这样才能使我们自己和他人幸福康乐。我们认识到自己 与他人以及我们所处世界的相互依存关系。

及时反思

我们对世界和自己的思想观点和经验做出深刻镇密的思 考。为了支持我们的学习和个人发展,我们努力了解自己的长 处和弱点。

国际文凭学习者培养目标阐述了国际文凭世界学校所重视的十种特质。我们相信这些特质,以及与它们相似的其它品质。能够帮助人们成为当地、国家和全球社区中负责任的成员。



Learner Profile

Choose two attributes that best reflectyou

Introduce yourself and your attributes to two other people.

学习者培养目标

Choose two attributes that best reflect you 选择两个最能反映你品质的培养目标,

向另外两个人介绍你自己和你的品质。







Approaches to Learning 学习方式

Developing skills in all areas through a variety of experiences

Social Skills

Accepting responsibility, Respecting others, Cooperation, Resolving conflict, Group decision making, Adopting a. variety of roles

Communication Skills

Listening, Speaking, Reading, Writing, Presenting, Viewing, Non-verbal communication

Research Skills

Formulating questions, Observing, Planning, Collecting data, Recording data, Organizing data, Interpreting data, Presenting reasearch data

Thinking Skills

Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition

Self-management Skills

Gross motor, Fine motor, Spatial awareness, Organization, Time management, Safety, Healthy lifestyles, Codes of behavior, Informed choices

How The World Works 世界如何运行

Central Idea: 中心思想:

People apply scientific principles to invent and innovate.

人们运用科学原理进行发明和创造。

Your challenge 你的挑战

Create a boat that can float while holding the most paper clips.

创造一只可以承载最多回形针的船。

Time Limit 时间限制

10 minutes

Materials 材料

- Play dough

- Straws

- Pipe cleaners

- String

- Card paper

- Popsicle sticks

- Tape





Reflecting on the experience 反思经验

What did you notice?

你注意到什么?

What skills did you use?

你用到哪些技能?

What knowledge did you need?

你需要哪知识?

下一步? Where to next?



Links to curriculum areas

Engl ish

READ:
CONNECT TO LITERATURE:
READ: WHO SANK THE
BOAT ?; MR ARCHIMEDES '
BATH, NON FICTION
TEXT SABOUT BOAT S T
HROUGHOUT HISTORY

WRIT E: INST

RUCTIONS - HOW TO

MAKE A BOAT.

NARRAT IVE - STORY

ABOUT A BOAT . EXPLANAT

ORY - REASONS WHY THE

BOAT FLOAT S AND THE

BES TTYPES OF DESIGNS

SPEAKING AND
LISTENING:
SHARE IDEAS, GIVE
FEEDBACK, GIVE
REASONS WHY.

techno logy

GOTHROUGH DESIGN
PROCES S:EMPATHIZE,
DEFINE, IDEATE, PROT
OTYPE, REFINE. LOOK AT
BOAT DESIGNS THROUGHOUTHISTORY WHY ARE
SOME DESIGNS USED
AND OTHES AREN'T.

Science

PRINCIPL E: UPWARD
BUOYANT FORCE THAT IS
EXERT ED ON A BODY
IMMERS ED IN A FLUID,
WHET HER FULLYOR
PARTIALLY SUBMERGED,
IS EQUAL TO THE WEIGHT
OF THE FLUID THAT THE
BODY DIS PLACES AND
ACT SIN THE
UPWARD DIRECT ION AT
THE CENT ER OF MASSOF
THE DISPLACED FLUID.

Mat hs

DATA ANAYLSIS
-WHOSEBOAT WAS THE
HEAVIES T?GRAPH IT.
DISCUSS
-COUNT PAPER CLIPS,
CREAT ETENS AND ONES
-DIS CUS SUNIT SOF
MEAS URES AND ST
ANDARD UNITS OF
MEASURE.

art

LOOK AT EXAMPLES OF BOAT DESIGN DESIGN A BOAT REFINE DESIGN.

How can you help?

5. Focus on the Learning Over the Work

Apps for Parents

Learning is the goal of an assignment. Take a moment to ask your child what the purpose of each homework assignment is, what do they think the teacher wants them to learn and get better at as a result. Then monitor the learning, not the work.

4. What Questions Did You Ask Today?

Our questions drive us as learners. Instead of asking your child, "Did you learn anything today?", you could say, "Did you ask a good question today?" This will encourage your child to be more invested in the types of questions they ask at school.

3. Challenge but Pon't Rescue

When your child encounters difficulties, don't jump in to solve the problem and rescue him/her. Instead, ask questions that will help him/her to think through the problem, identify, and choose a course of action to moving forward.

2. Pevelop a Growth Mindset

Develop a growth mindset in your child by focusing your praise on process, learning, and effort (You really worked hard on this and have learned a lot. You've really developed as a musician.), as opposed to ability (You're so clever. You're go od at math.)

1. Name and Notice Thinking

Use the language of thinking to name and notice the thinking your child is using and thus make it more visible.

Ilike how you have used what you already know to make connections. That's a perspective I hadn't thought about

6. Support Your Child in Arguing Effectively and Persuasively

Research has shown that teenagers who argued constructively with their parents by building a case and providing evidence for their position were more enabled to speak up, voice an opinion, and use evidence in other facets of life.

7. Provide Time to Pursue Passions

Students need time and space to pursue their passions and interests. Pay attention to your child's learning and passions outside of school and make time for them.

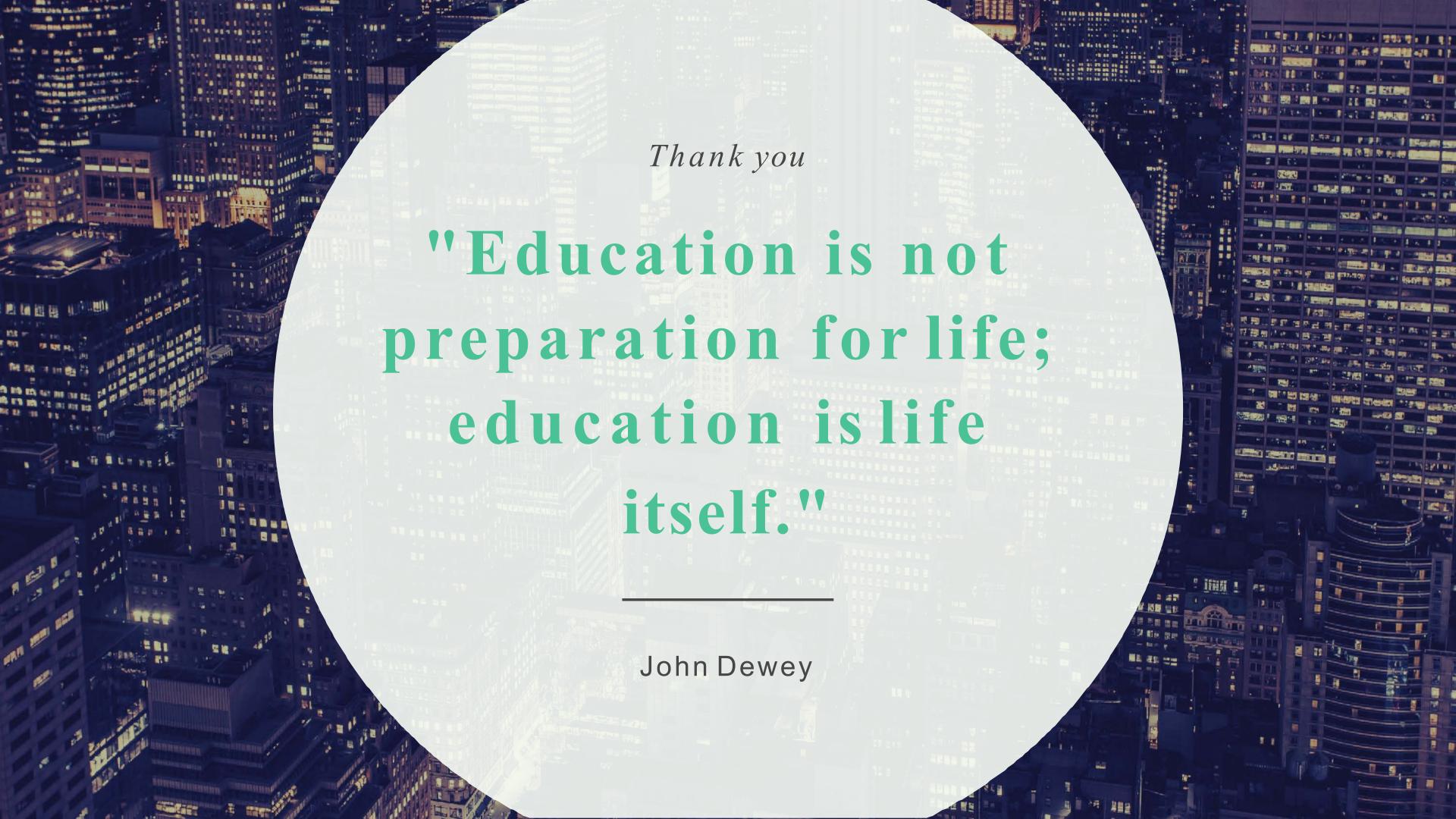
Make Your Own Thinking Visible

You are a model for your child of what it means to be a thinker and a learner. Model your own interests, passions, curiosity, reflection, learning, and thinking for your child.

9. What Makes You Say That?

By simply asking, "What makes you say that?", in a curious and non-judgmental tone after someone has given a response, we are able to get a window into the thinking behind that person's initial response.

Ron Ritchhart 2013



QUESTIONS? 问题?

What are your burning questions? These will be used to guide future presentations.







