**Concepts**

*PYP Teacher Support Material*

**Scope of requirements**

We are requesting examples of learning and teaching surrounding conceptual learning. Specifically connecting to learning and teaching strategies for conceptual understanding.

Concepts represent ideas that are broad, abstract, timeless, universal.

Concepts help to:

* explore the essence of a subject
* integrate and transfer learning
* add coherence to the curriculum
* deepen disciplinary understanding
* build the capacity to engage with complex ideas
* allow transfer of learning to new contexts
* build understandings across, between and beyond subjects

Concepts may be transdisciplinary or subject based. They represent the vehicle for students’ inquiry into the issues and ideas of personal, local and global significance. Concepts are concise, they are represented usually by one or two words.

We would like examples specifically in the following area:

**Learning and teaching strategies for conceptual understanding: mapping key and related concepts in collaborative planning**

1. Examples of how teams establish conceptual focus for learning. Please share examples of how key and related concepts are identified and discussed in collaborative planning (focusing on the process).
2. Examples of mapped key and related concepts in the programme of inquiry and beyond (within and across subjects).

Examples could include: photos of collaborative planning meetings accompanied by descriptions, annotated plans, programme of inquiries, text examples of mapped concepts across grade/year levels, descriptions of collaborative planning discussions, contributions and comments from collaborative planning participants describing how concepts are identified and discussed.

**Submission criteria**Your submission will be reviewed against the following criteria (if applicable):

* promotes student/teacher engagement
* promotes inquiry-based learning
* linked to aspects of the learner profile
* encourages student creativity and agency
* demonstrates inclusive approach to education
* when possible, can be linked to a unit of inquiry and the central idea
* when possible, authentic use of digital technology

**Check list to ensure a complete submission**

* Submission of teacher support material in one of the compatible formats: Microsoft Word (.doc, .docx), Rich Text Format (.rtf), TIF, JPG, PNG, GIF (images should have a resolution of 72 dpi).
* Please reference in your materials if you are using non IB sources to inform your support material. As the IB does not have permission to use third party material, we might have to amend your material slightly to reflect this.
* Completed and signed **submission pack** that includes the following:
  + Submission form
  + Copyright license request form
  + Image and personal data consent form (minor)

*In the case of minors appearing in pictures, complete one form per minor*

* + Image and personal data consent form (adult)

*In the case of adults appearing in pictures, complete one form per adult*

**Deadline for submission: 23 June 2017**

Please e-mail your submission (including completed and signed submission pack) and mentioning in the subject line TSM Phase 3 to [pyp.curriculum@ibo.org](mailto:pyp.curriculum@ibo.org)