

INTERNATIONAL SCHOOL OF NANSHAN SHENZHEN

深圳市南山外籍人员子女学校



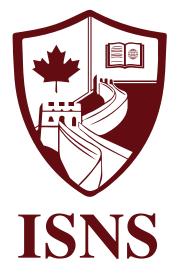




ENRICH YOUR PERSPECTIVE

Blessy Monica, K3-GR 2 Lower PYP Coordinator





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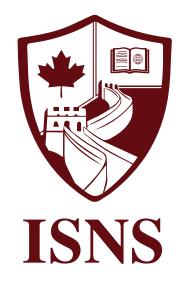


丰富您的视野

Blessy Monica, K3-2年级课程协调员

SERIES # 1: PLAY IS SERIOUS LEARNING

SERIES # 1G-B: Part 2: What is the Role of Teachers in Play?: Listening, Provoking & Observing



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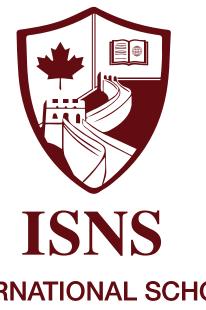


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系列#1:游戏是重要的学习

系列#1G-B:第2部分:老师在游戏中扮演什么角色?- 聆听、激励&观察



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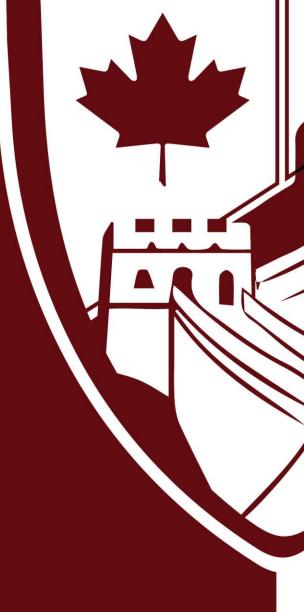




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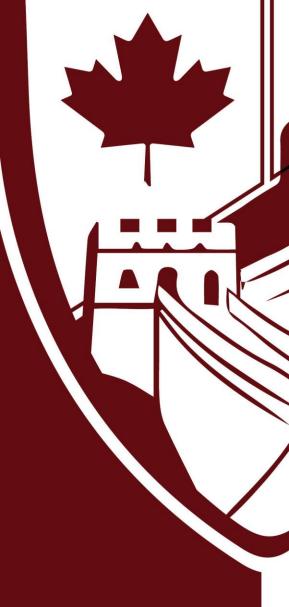
- Teachers play various roles in children's play and inquiry.
- Listening
- Questioning
- Provoking
- Observing
- Engage in reciprocal communication and sustained conversation



- 老师在儿童游戏和探究中扮演着各种不同的角色
- 倾听
- 提问
- 激励
- 观察
- 参与相互的沟通和持续的对话



- Teachers play various roles in children's play and inquiry.
- Providing descriptive feedback
- Provide explicit instruction at the moment to take children's learning further as needed
- Document students learning
- Assess and report on students learning



- 老师在儿童的游戏和探究中扮演各种角色
- 提供描述性的反馈
- •提供及时的明确指导,以根据需要进一步推动儿童的学习
- •记录学生的学习情况
- 评估和报告学生的学习情况



- Teachers listen, provoke and observe
- Example scenario: Tadpoles changing into frogs.

 Educators help children consider the many ways in which the children could represent their observations and ideas



- 教师倾听、激励和观察
- 场景举例: 小蝌蚪变成青蛙
- 教育者引导儿童思考采用多种方式来表达自己的观察发现和想法



 For e.g., in a drawing or a model, or by acting them out) and the kinds of tools and equipment they will need to do this.

 They might also discuss the care they will need to provide for the tadpoles.



·例如,在画图或搭积木过程中,可通过肢体动作演示,来完成任务,以及知道自己完成任务所需的各种工具和设备。

• 他们可能还会讨论如何照顾蝌蚪。



 At this point, other children might be invited to be part of the inquiry as well.

 The educators might probe to find out what bigger questions underlie the children's interest – what does it mean to develop? To transform? What is happening on the inside of the tadpole while it changes on the outside?



• 这时候,可以邀请其他孩子一起探究。

教育者可能会发现孩子们兴趣背后隐藏的更大问题——生长代表着什么呢?转变?当小蝌蚪的外表发生变化时,它的内部发生了什么?



 The educators might also choose to provoke further inquiry by providing opportunities for the children to explore other similar kinds of changes or stages of life that happen – for example, in seeds, in eggs.

They will engage in sustained conversations to probe into students understanding of how the concept of life-cycle might transfer to humans.



- 教育者也可能会选择激发儿童进行进一步的探究,通过提供机会让儿童探索其它类似的变化或生命演变阶段,比如种子和鸡蛋发生的变化。
- 他们将参与持续的对话讨论,以检测学生对生命周期的概念如何转化为人类演变的理解

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•The educators offer provocations that build on the children's thinking or invite the children to engage in new ways of learning.

•Further to the example about tadpoles above, the educators might point out to the children that scientists investigate things they are interested in, and that the children now have an opportunity to "be" scientists as well.



- 教育者在儿童思维的基础上激发儿童进行思考, 或让儿童采用新的学习方式。
- •教育工作者可能会告诉儿童,科学家们会研究自己感兴趣的事物,你们现在也有机会"成为"科学家。



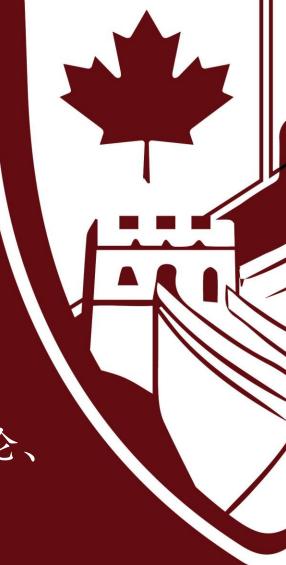
•The educators will have placed hand lenses and recording materials at a table with the tadpoles, pointing out to the children that they are using the same tools that scientists use.

•They might also mention that the children are using the same processes that scientists use (e.g., observing, wondering, asking questions and generating theories, communicating, working together).



•老师将放大镜和记录材料摆在放有蝌蚪的桌上,并告诉孩子们,他们使用的是科学家使用的工具。

•老师还会提到,孩子们正在使用与科学家相同的研究过程(例如,观察、思考、提出问题和生成理论、交流与合作)。



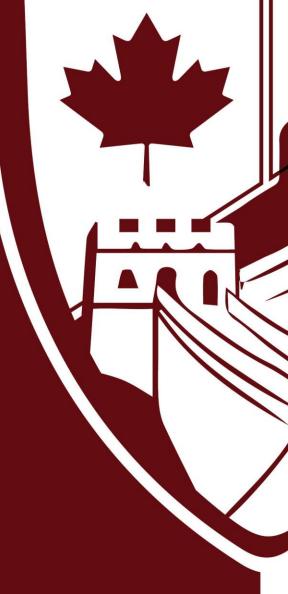
 In this way, when teachers join students in their inquiry, teachers become 'Classroom Researchers' by learning with and learning from the students.

 When teachers take on an inquiry stance, they create conditions that are critical for successful inquiry to take place.



这样一来,当老师加入到学生的探究中时,老师通过与学生一起学习并向学生学习,成为"课堂研究者"。

当教师以探究的立场看待问题时,他们创造了成功探究的关键条件。



 As the children conduct their investigation, the educators observe and document what they say and do.

 The educators confer about the documentation and then reflect on it with the children, negotiating what materials the children might add or take away in order to further test their theories about the tadpoles and build on their thinking.



- 在孩子们进行调查时,教育工作者会观察并记录他们的言行。
- 教育工作者讨论这些文件,然后与孩子们一起思考,讨论孩子们可以添加或删除哪些材料,以便进一步测试他们学到的关于蝌蚪的知识理论,并建立在他们的思考能力上。



References

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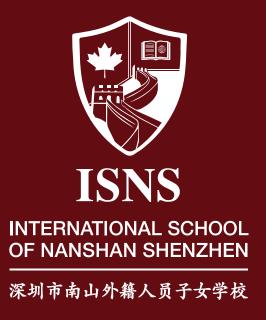
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