



北京耀中國際學校
YEW CHUNG INTERNATIONAL SCHOOL OF BEIJING



YCIS



QUICK FACTS

ABOUT OUR
**LOWER
SECONDARY**
LEARNING
COMMUNITIES

有关初中部学习社区的
资料便览



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LOWER SECONDARY LEARNING COMMUNITIES



I love the excited buzz of the Lower Secondary Learning Communities. In this safe place, students get a chance to discover their passions and work together to achieve their goals, especially in classes like G100. Students get a chance to realize what they are capable of and to start developing skills that will serve them well throughout their journey in Secondary School, and also in their future lives.

我喜欢初中部学习社区这个激动人心的话题。在这里，尤其是G100这样的课程，学生们有机会发掘自己的兴趣点，并和大家一起工作实现他们的目标。学生们有机会认识到自己适合做什么，并能够培养出对他们在中学和未来生活有益的技能。

Alana Martin, Lower Secondary Learning Communities Leader
初中部学习社区领导

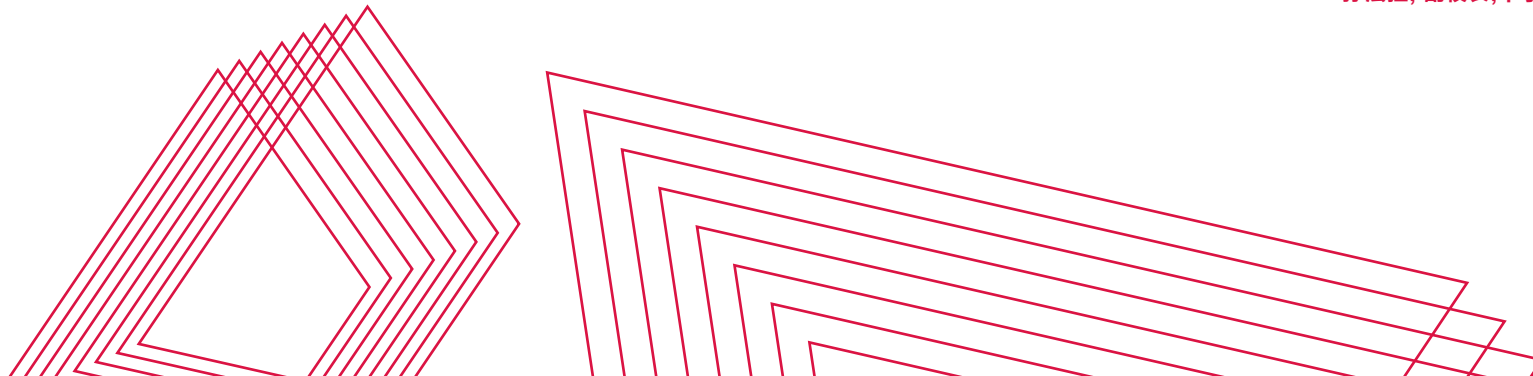
The Learning Community model has empowered me with the freedom to be innovative with my approach to teaching the curriculum, whilst maintaining the rigour and breadth of the largely English national curriculum-based content. I am not just aiming for knowledge development in my students, but also promoting the mastery of essential 21st century skills, such as collaboration and critical thinking through project-based learning.

Being in a learning community offers our students greater opportunities to develop as global citizens, as teachers can explore the intercultural links to their own and to other subject areas by collaboratively planning around the learning concepts. We also get to celebrate the diverse backgrounds and beliefs of the many members of our learning community.

这种学习社区模式使我勇于在课程教学方式上进行创新，同时保持英国国家课程内容的严谨性和广度。我这样做，不仅可以增长学生的知识，而且通过基于项目的学习可以促进他们掌握合作和批判性思维等新时代需要的技能。

学习社区为我们的学生成为全球公民提供了更多发展机会，因为教师们可以围绕学习主题进行协作规划，探索本学科与其他学科的跨文化联系。同时，我们也会庆祝学习社区成员的不同背景和信仰。

Farah Sun, Vice-Principal, Head of Secondary
孙法拉, 副校长, 中学部主管





01/ How is the Learning Community defined? 学习社区是如何定义的？

The Learning Community model operating at YCIS Beijing supports staff and students to share physical and intellectual spaces that encourage active learning, connections across the curriculum, and the development of learning dispositions which meet the needs of their generation. The community of staff, students and parents work together to build a strong sense of belonging.

Each Year Level of the Learning Communities consists of approximately 40 students and a team of tutor teachers and specialist teachers who work together to support the children's learning. The teaching team assigned to each community collaborates consistently, sharing planning and ideas to bring greater depth, breadth and coherence to the individual learning needs of each student.

北京耀中国际学校的学习社区模式支持教师与学生共享学习的环境和教学的资源。学习社区的学习模式鼓励学生积极参与学习，跨学科融合课程，并不断发展学生优秀的学习品质，为学生的未来做准备。学习社区的员工、学生和家長还会共同努力，建立强烈的归属感。

初中部学习社区大致包括80-120名学生和一个教师团队，教师团队中既有班级辅导老师也有专科教师。每个学习社区的教师团队会协调一致，分享工作计划和灵感，为每个学生的学习带来更佳深度、广度和连贯性。

02/ How does the Learning Community philosophy respond to the changing future? 学习社区的理念如何回应了充满变化的未来？

The Learning Community model understands that we are preparing students for a future that is ever-changing and one which no one can quite fathom; however, the top skills we know they will need and that the Learning Community helps to foster are those of collaboration, communication and innovation.

学习社区模式关注到我们正在培养学生去适应一个不断变化的未来，而且这是一个谁也无法想象的未来。为此，学习社区着力培养学生的协作、沟通、创新等顶尖能力以适应未来的社会。

03/What is the curriculum of the Lower Secondary Learning Communities?

学习社区的课程设置是怎样的?

In the Lower Secondary Learning Communities, students engage with a wide variety of subjects each day. Their classes are English, Chinese, Maths, Humanities, Science, Visual Art, Performing Arts, Design Technology, Physical Education and Genius100. These classes are taught by specialists in their field. What makes our curriculum unique is the subject integration opportunities based around important concepts. Students are immersed in a concept and look at it from the perspective of their subjects areas, allowing them to learn more deeply and broadly. Concepts include: Learning to Learn, Identity and Perspectives, Power and Conflict, Tradition and Culture, Sustainability and the Environment, and Change and the Future.

在初中部学习社区，学生每天都会参加各种科目的学习。他们有英文、中文、数学、人文、科学、视觉艺术、表演艺术、设计与科技、体育和天才一百分这些科目。这些科目的老师都是各领域的专业人士。我们课程的独特之处在于基于概念的课程融合设计。为了加强学习的深度和广度，学生从不同的学科角度学习同一个概念。这些概念包括：学习技能、身份与视角、力量与冲突、传统与文化、环境与可持续发展、改变与未来。

04/Compared with traditional classrooms, what has changed in the Learning Community environment?

Each Learning Community is in the process of remodeling existing spaces to provide a wider variety of learning spaces available for our students. Students work best when they find areas that support their learning style. Teachers are also working collaboratively and will sometimes merge classes to complete projects, allowing students to benefit from working with more teachers and peers.

为了给学生提供更广阔的学习空间，初中部学习社区正在改造现有空间。学生可根据自己的学习风格寻找适合的学习空间。为了让学生从更多位老师和同伴那里受益，学习社区的各位老师也会协作工作，有时还会合并班级教学。

05/What is the learning schedule of the Learning Communities?

学习社区的课表是什么样的?

Each day students engage in a wide variety of subject areas, experiencing 10 subjects in all. Their classes are English, Chinese, Maths, Humanities, Science, Visual Art, Performing Arts, Design Technology, Physical Education and Genius100.

在初中部学习社区，学生每天都会参加各种科目的学习。他们有英文、中文、数学、人文、科学、视觉艺术、表演艺术、设计与科技、体育和天才一百分这十门科目。

06/What are the opportunities outside the academic curriculum in the Learning Communities?

在学习社区，有哪些学术课程之外的机会?

Students are invited to participate in Co-Curricular Activities (CCAs) where they can develop their interests in a variety of areas. Sports clubs are available for the entire school year allowing students to increase their athletic abilities and sportsmanship. Leadership opportunities also exist through various clubs and Student Leadership where students can arrange events for the whole school. We also help students enter contests in various disciplines such as Mathematics, Creative Writing, Speech and Debate and Battle of the Books.

我们鼓励学生参与不同的课外活动（CCAs），并通过参与不同的课外活动在不同领域发展自己的兴趣。整个学年，学校都会有体育类活动供学生选择和参加。学生可通过参加体育类活动增强运动能力，感知运动精神。学生会和不同的俱乐部会为学生提供培养和锻炼领导力的机会。学生有机会参与组织全校类活动。除此之外，我们还鼓励学生参与学科竞赛，如数学竞赛、创意写作比赛、演讲辩论和英文阅读擂台赛。

07/ In the Learning Communities, how do the tutors work with students? 在学习社区，班级辅导老师是如何和学生工作的？

Teacher tutors greet the students each day and serve as the first point of contact for the students and parents. Tutors monitor their progress, help them manage their responsibilities and aid new students and families to settle into the routines of school. Tutor groups from different year levels share classrooms. This encourages students from various year levels to become friends.

班级辅导老师每日会与学生见面，是学生、家长与学校沟通的首选联系人。班级辅导老师会监督学生的学习进度，让学生对自己的责任有更好的理解，并帮助新生和他们的家庭成员更好的适应学校生活。两个不同年级的班级辅导小组共用一间课室。这种方式可以鼓励不同年级的学生成为朋友。



08/ What are the differences in student assessment in the Learning Communities? 在学习社区，对学生的评估有何不同？

Students are assessed in a variety of ways in each Learning Community. Teachers work collaboratively with each other and the students to design engaging and challenging projects based on the focus concept. Problem solving, creativity, communication and collaboration are the focus of such projects and help students learn to manage their time and organize their own materials effectively. As students prepare for their IGCSE programme that begins in Year 9, they are also challenged with testing and exam conditions that prepare them for the demands of the rigorous IGCSE.

在初中部学习社区，学生有机会接触到不同种类的评估。教师们彼此协作，和学生们共同设计富有挑战性与吸引力的评估项目。解决问题能力、创造力、沟通技能和协作能力是评估项目的重点考察部分，除此之外，如何有效管理自己的时间和如何有效整理学习资料也成为学生学习的一部分。为了帮助学生更好的准备9年级开始的IGCSE课程，6-8年级的学生也需要进行测试与考试。



09/ How does the Learning Community support student learning in English academic language? 学习社区如何支持学生英语学术语言的学习?

Students who require additional support in English language are provided with support to help them negotiate the curriculum in English. In the English Intensive Programme,

Science and Humanities, helping them develop their academic language. The English as an Additional Language programme provides similar support for students who have more experience with English but require additional support.

需要额外英文支持的学生会得到他们所需的帮助，帮助他们能够更好的学习英文教授的科目。在英文强化课程（EIP）中，零英文基础的学生会得到英文、科学和人文课教师的支持，帮助他们学习学术语言。英语作为第二语言的课程（EAL）也为那些有英文基础但还需关注的学生提供语言支持。

10/ How does Co-Teaching model continue in Year 7? 7年级的合作教学是如何继续的?

In Year 7 we have a team comprised of both Western and Chinese teachers who teach together in Mathematics, English, Humanities and Science. The teachers support students using both languages of instruction, produce bilingual resources and integrate Chinese culture into the curriculum. This model allows students to continue their development of academic Chinese, while supporting students who require the additional support of a Chinese teacher to access the English curriculum.

7年级的教师团队由西方老师和中方老师共同组成。中西方老师会共同教授数学、英文、人文和科学课。除了双语指引之外，教师会为学生提供双语学习资料，并将中国元素融入课程中。这种教学模式不仅支持学生在不同学科领域继续学习中文，还能帮助需要中方教师额外支持的学生更好的学习英文课程。

11/ In G100 projects, how do students work with the teacher? 在天才一百分项目里，学生们是如何和老师一起工作的?

G100 is a favorite subject of many. Students work with a mentor teacher to brainstorm, pitch, plan and present a project and develop their own personal projects based upon their own areas of interest. Mentor teachers help set the students on their way and encourage them to complete the project independently with minimal teacher input. Students have a chance to design their own curriculum in this subject and rely on the teacher as a guide, allowing them to build independence and problem solving skills at a high level.

天才一百分是很多学生最喜欢的科目。学生和指导老师一起工作，在自己感兴趣的领域，集思广益、推广、计划、完成并展示一个属于自己的项目。指导老师会确保学生项目的顺利推进，并鼓励学生独立完成项目。学生有机会在这门学科中创建自己的课程。老师的角色以引导为主。这门课有助于在高水平层面上培养学生的独立性和解决问题的能力。



12/ In the Lower Secondary Learning Communities, how do students celebrate and share learning success together? 在学习社区，学生如何一起庆祝和分享学习的成功？

We love to celebrate learning in our communities. At the end of a G100 cycle or after the completing of major projects in our concept areas, we will invite students, teachers, parents and the wider community to attend project shares. We display and present our work and invite feedback and comments from our audience. This is a great opportunity for parents to engage in their child's learning and to see what their child is doing in the

我们喜欢在学习社区里展开庆祝。在天才一百分项目每个阶段结束后或每个主题概念结束后，我们会邀请学生、教师、家长和社区成员参加学习成果展示。我们展示并介绍我们的作品并邀请观众留下反馈。这对家长来说是一个很好的机会，让他们参与到孩子的学习中，看看他们的孩子在学习社区里做了什么。

13/ In the Learning Community, how do teachers use learning materials? 在学习社区，老师们是如何使用学习资料的？

Teachers work together to gather appropriate and engaging learning materials for the students. Materials are collected from a variety of sources; fiction and non-fiction texts, textbooks, high quality websites (Encyclopedia Britannica, Newsela, TED, etc.) as well as online programs designed to augment the students classroom learning and communication (Khan Academy, Read Theory, Managebac, etc.)

教师们会一起准备有趣并适合学生的学习资料。学习资料来自多种渠道，如：小说、纪实文学、课本、优质网站 (Encyclopedia Britannica, Newsela, TED, etc.) 和在线课程 (Khan Academy, Read Theory, Managebac, etc.)。





14/ How does the Learning Community support parents to understand children's learning? 学习社区如何支持家长理解孩子们的学习?

Parents have many opportunities to learn about their child's school life. Parent Classrooms are organised in order to help parents better understand their child's learning. We also organised project showcases where students can demonstrate their understanding of the curriculum to a wider audience. Digital portfolios will also be developed in order to help students regularly reflect upon and share their learning with their parents. These will be a major part of their Parent Teacher Student conferences.

家长有很多机会了解自己孩子的校园生活。我们会定期举办家长课室以帮助家长更好的了解孩子的学习进度。我们还会定期举行学生学习成果展示会。学生有机会向来访家长展示他们的学习成果。此外，我们还引导学生创建电子成长档案以记录并反思他们的学习进度与成果。电子成长档案是家长教师见面会的重要组成部分。

15/ How do parents in the Learning Communities communicate with the teacher to support the child's learning? 学习社区的家长如何和老师沟通，以支持孩子的学习?

The teachers are always happy to discuss the child's learning with parents through email or face-to-face meetings. While Parent Teacher conferences happen twice a year, we also have regular events where parents are invited to see their child's work and talk to the teachers about their child's learning. We value open communication with our families.

老师们都非常愿意就孩子的学习和家长进行邮件或会面沟通。除了每年两次的家长教师见面会外，我们定期会邀请家长来校参加活动。家长可以看到学生的学习成果，并和相关老师进行交流。我们非常重视和家长的沟通。