



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



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**PRIMARY
LEARNING
COMMUNITY**
小学部学习共同体



QUICK FACTS

ABOUT OUR
**PRIMARY
LEARNING
COMMUNITIES**

资料便览

PRIMARY LEARNING COMMUNITIES



Welcome to our Primary School! We believe that your child is in the best place to make progress not only academically, but also in their 21st century skills as well as their social and emotional development. Our aim is for our students to become kind, productive global citizens. We believe that partnered together with you we can achieve it.

The Primary Leadership team leads our school in developing best practices for learning and teaching. The team consists of two leaders, both Western and Chinese, who coordinate the direction and daily running of the Primary School as well as one Chinese and one Western Learning and Teaching Coordinators who work closely with our teaching teams to ensure they are well equipped to develop the best in our students.

欢迎来到我们的小学部！我们相信在这里您的孩子不仅能取得学术上的进步，而且在21世纪必备技能、社交和情绪发展方面也能够获得长足的发展。我们的目标是让我们的学生成为善良、有竞争力的全球公民。我们相信与您通力合作，定能达成这一目标。

小学领导团队引领发展最佳的学习和教学实践。这支队伍由两位中西方主管组成，负责把握小学部发展方向和日常事务管理。他们与中西方学习和教学主管以及我们的教学团队紧密合作，确保教师们具备培养学生的最佳品质的能力。

This learning environment allows for interactions between students and teachers that model real life learning situations. Within these flexible learning spaces we can use a variety of groupings which enhances our ability to tailor to students' individual needs and fosters a true sense of collaboration.

这种学习环境允许学生和教师之间互动模拟真实的学习情境。在这些灵动的学习空间里，我们可以灵活分组，这增强了我们根据学生的个人需求而施教的能力，并培养了真正的合作意识。

Jane Martuneac Kang, Primary Coordinator
小学部主管

Primary Learning Communities are an open-plan, multifunctional learning space. Teachers collaboratively, while students utilise the space both independently and in flexible groupings. The design of the Learning Communities allows students to carry out their learning in a varied manner, aiding the uptake of knowledge and diverse skills. In addition, the space facilitates the advanced development of students' social or "soft" skills, which is highly advantageous for their progression through school and beyond. I should stress that the nature of the Learning Communities means that students thoroughly enjoy their school day and take readily to the process of learning.

小学学习共同体是开放的多功能的学习空间，老师的灵活组合以及孩子们的多样化分组很自然的将学习共同体空间有效利用起来。在这里，孩子们尽情的享受着学习的乐趣，他们获得了丰富的知识和技能。值得一提的是，孩子们的软技能在学习活动中得到很好的发展，这将让他们受益终生。

Jane Liu, LC Chinese Co-teacher
刘小静,学习共同体中文合作教师

01/ How is the YCIS Learning Community defined? 耀中的学习共同体是如何定义的?

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.

A Learning Community consists of approximately 70 to 100 students and a teaching team - both general and specialist - who work within flexible groupings and spaces. 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共同体模式支持教师与学生共享学习的环境和教学的资源。学习共同体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。学习共同体的员工、学生和家長还会共同努力，建立强烈的归属感。学习共同体通常包括70-100名学生和一个教师团队，团队中既有班主任老师也有专科教师，他们会进行灵活的分组，弹性共享学习空间。每个学习共同体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's philosophy respond to the changing future? 学习共同体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.

学习共同体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，学习共同体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/ Compared with traditional classrooms, what has changed in the Learning Community environment? 和传统的教室相比，学习共同体的环境发生了哪些变化?

In the Learning Community environment, students have access to a wider range of educators and groupings that span different spaces. Without the restraints of a traditional classroom, large scale activities and project work can be done in a more efficient and effective way.

在学习共同体的环境里，学生可以接受到来自更多的、更广泛的教师的关注，并使用灵活的空间进行灵活的分组学习。没有传统教室的限制，大规模的教学活动和项目工作可以以更高效的方式完成。

04/ What is the learning schedule of the Learning Community? 学习共同体的课表是什么样的?

Each day, students will engage in activities connected to the YCIS curriculum standards that cover the core curriculum areas. These are English, Chinese, Mathematics, Social Studies and Science. Depending on the situation, this learning can be integrated; such as, students may do a report on the Nile River which would cover both historical curriculum standards and literacy curriculum standards. Other times, standards will be explicitly taught; such as a mathematics unit on fractions.

每日，学生都将参与耀中核心课程标准引领下的学习活动。他们有英文、中文、数学、社会科学。基于以上学科，学科学习也可以被整合。例如，学生需要做一份关于尼罗河的报告，这份报告就融合了历史课程标准和英文课程标准。在教学中，教学标准将被不断的明确传递，如分数的数学单位。





05/ In the Learning Community, how do the students and teachers work together?

在学习共同体，学生和班主任老师是如何工作的？

The students in the Learning Community will be grouped into different subsections with a co-teaching pair assigned to them for registration purposes and as the first point of contact for parents. Students do not however stay in these subsections throughout their time in the Learning Community. Rather, they will work in changeable and mixed groupings with all the teachers and students of the Learning Community, forming a broad range of academic and social relationships.

学习共同体中的学生将被分至不同的班主任班，一对中西方班主任老师会负责该班学生的常规管理及家长沟通。然而，学生在学习共同体中不会整日停留在这些班主任班中。他们将在学习共同体的所有教师和学生一起灵活的组合并学习，以支持他们进行广泛的学术交流并建立社交关系。

06/ What are the differences in student assessment in the Learning Community?

在学习共同体，对学生的评估有何不同？

We engage in self, peer and teacher assessment both for the curriculum standards as well as the “Dimensions of Learning”: Collaboration, Perseverance, Self-Regulation, Innovation and Critical Thinking. No matter the grouping or teacher that the students are working with, all students’ progress is shared and tracked so that all Learning Community teachers can stay abreast on the developments of all individuals and move them along in their learning.

学生们会全程参与课程标准以及“学习者品质”引领下的自我评估、同伴评估和教师评估。“学习者品质”涵盖协作、坚持、自律、创新和批判性思维等几个维度。无论学生与谁合作，每个学生的进步都是被分享和被追踪的，这样所有学习共同体的教师都可以随时了解每个人的发展情况，并促进他们更好的学习。

07/ In the Learning Community, how do teachers group students flexibly?

What are the different forms of grouping?

在学习共同体，老师们是如何对学生进行弹性分组的？
有哪些不同形式的分组？

Students are grouped depending on the learning outcomes and nature of the activity, as well as needs of the learner. Groupings may take many forms, such as mixed-ability or similar-ability, and could be relatively small in size with just a few students working with one teacher to a larger group working with a few teachers.

在学习共同体中，学生的分组会根据学习成果和活动的性质以及学习者的需求进行灵活配置。分组可能有多种形式，例如按照混合能力或相近能力进行分组，也可能是少数学生与一位教师一起，或是较大的组别和几位老师一起。

08/ How do dual teachers work in the Learning Community? 双教师在学习共同体如何合作？

Teachers may work together to co-teach using a variety of co-teaching models: team teaching, parallel teaching, one leading with others supporting, etc. At the start and end of each day and continually throughout the day, teachers communicate with each other regarding the learning progress of the students and the planned activities to meet the learning outcomes.

教师们可以采用多种合作教学模式进行合作教学：如团队教学，平行教学，协作教学等。在每天的起始时以及课堂上，教师会随时根据学生的学习进度和计划进行沟通，以帮助学生学习达到最佳的学习成果。

What kind of learning materials might students use in the Learning Community?

在学习共同体，老师们是如何使用学习资料的？

The learning is in alignment with the YCIS international curriculum and standards. The Learning Communities use a variety of learning materials depending on the situation and learning occurring. The spaces are outfitted with a wide range of specialized materials and many hands-on learning tools. In addition, students have access to digital resources that range from iPads to interactive whiteboards and Green Screen rooms to Apple TV areas. These tools are used by students to both produce and showcase their work.

学习共同体的学习紧密围绕着耀中国际课程及标准。学习共同体会根据学生的情况和目标使用多样的教学材料。学习共同体配备了广泛的专业学习资料和许多支持学习的工具。此外，学生可以随时使用数码资源，从iPad到交互式白板，绿屏室到Apple TV区域，学生们借助这些工具来完成他们的学习任务并进行展示。



10/ How do teachers optimize English language learning in the Learning Community? EAL老师如何融入学习共同体的学习?

During focused English learning time, students will be grouped in a variety of ways dependent on learner needs and learning objectives. For example, one may expect to see students working within flexible mixed ability groups or in small groups with specific teacher support. Our goal is for students to be able to enjoy using English and confidently express themselves in many forms in both academic and social settings.

在专项的英语学习时间内，学生将根据学习者的需求和学习目标以多种方式进行分组。例如，我们可能期望看到学生在灵活的混合能力小组内学习，或者在具有特定教师支持的小组中学习。我们的目标是让学生能够在学术和社交环境中使用英语并自信的以各种形式表达自己的想法。



11/ How are students grouped for Chinese Language lessons? 学生在中文课的学习分组是怎样的?

During Chinese language lessons, students are grouped according to their Chinese language ability, either in a CFL (Chinese as a First Language) or CAL (Chinese as an Additional Language) group. From there we provide further refined levels within the CFL or CAL groups to meet the students' various language needs.

在中文课时间，学生会按照中文语言能力进行分组，无论是以CFL（中文作为母语）还是CAL（中文作为其他语言）分组。在母语组、非母语组下，我们也提供更加细化的各水平组以满足不同的学习需要。



12/ How do students learn Mathematics in the Learning Community?

在学习共同体的数学时间，孩子们如何学习数学？

All the strands of mathematics are covered, sometimes in an integrated fashion with the other core subject areas, but oftentimes in stand-alone lessons. While all students will be focusing on the same curriculum standard, the students are challenged appropriately at their own level.

在数学课中，会涉及到数学的所有学科标准，有时，数学也融合在其他核心学科的学习中，但通常是独立的课程。所有学生都将基于相同的数学课程标准学习，但学生们在自身数学水平之上也会受到适当的挑战。



13/ What activities will students have in the open areas of the Learning Community?

在学习共同体的开放区域，孩子们会有哪些活动？

In the large open spaces of the Learning Community, large discussions and whole group meetings often take place. In addition, students will use these spaces for dramas, presentations and sharing of work with their peers.

在学习共同体的广阔空间中，经常会展开集体范围的讨论和全体参与的小组活动。此外，学生们将使用这些空间进行戏剧、演讲及同学间的学习分享活动。

14/ In the Learning Community, how do students learn and work in the Makerspace?

在学习共同体，孩子们如何在创客空间里学习和工作？

The Makerspace is designed for students to engage in the process of “making” which encourages students to take a hands-on approach to learning which enhances their understanding of the curriculum standards being taught. Making encourages problem-solving and critical thinking while fostering an attitude of perseverance.

创客空间旨在让学生参与“制作”的过程，鼓励学生通过实际动手操作的方式进行学习，从而增强他们对正在教授的课程的 understanding。在这一过程中，鼓励解决问题能力和批判性思维能力的发展，同时也培养学生坚持不懈的态度。



15/ How does the Learning Community support parents to understand students' learning?

学习共同体如何支持家长理解孩子们的学习?

All Learning Community information is uploaded to the Learning Community blogs. This is the quickest way to stay abreast of what your child is learning. We also actively look to build relationships with our Learning Community parents, so coming in and speaking with the teachers is another way to keep informed and have questions answered. In addition, the students create digital portfolios to document their learning and progress made. Parents can access these online and leave comments for their child.

所有学习共同体的相关信息都会上传至学习共同体的博客，这是与自己孩子同步学习内容的最快捷的方法。我们还积极寻求与学习共同体中的家长建立关系，家长与老师进行沟通是另一种了解孩子学习情况并获得支持的方式。此外，我们还为学生们创建了电子档案以记录他们的学习进度。家长可以访问孩子的电子档案，并为学生留下评论。



16/ How do parents in the Learning Community communicate with the teachers to support the student's learning?

学习共同体的家长如何和老师沟通，以支持孩子的学习?

While we would encourage parents to come in for a visit or a chat about their child's learning, teachers are also available to communicate with parents over email or the phone.

我们会鼓励家长来访以了解孩子的学习情况，但教师也可以通过电子邮件或电话与家长进行交流。

17/ In the Learning Community, how are projects incorporated into the learning programme?

在学习共同体，老师们如何开展项目研习?

Participation in project-based work helps students to meet the standards of the YCIS curriculum while providing authentic learning so as to keep them actively engaged in their own learning journey. Students will research, plan, create, revise, apply and present to their community as they work on their projects.

参与基于项目的学习有助于学生更好的达到耀中国际学校的学习标准，同时提供真实的学习任务，使他们能更加积极的参与自己的学习之旅。学生将在他们的项目工作中进行研究、规划、创建、修改、应用以及最终向社区展示自己的学习成果。

