

PCEP Resources and Teacher Professional Learning

Purpose: School system staff and teachers support implementation of PCEP resources to benefit student learning, especially, but not only, when M/DOEs purchase PCEP place-based books for students to have and use in classrooms.

- *Outcome: Teacher and students create place-based, student-friendly learning tasks with goals linked to standards.*

What do we know about our place? *Students demonstrate evidence of prior knowledge/practices about the environment in which they live.*

- Students create and keep artifacts that demonstrate what they know about the topic (e.g., images, 3-dimensional models)
- Teacher posts class-generated K-W-L chart
- Students explore local environments (e.g., schoolyard, nearby beach, mangroves, forest, park) and discuss observations with teacher and classmates
- Students talk and write about local stories of places in their village or island

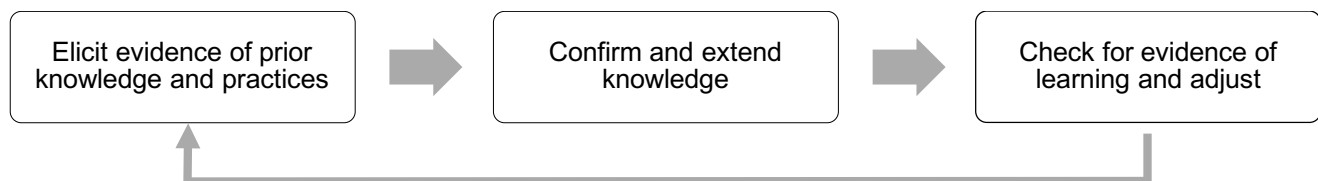
How do we confirm and extend our knowledge/practices related to our environment? *Students build on prior knowledge/practices about the environment in which they live.*

- After exploring a nearby environment, teacher leads a Poster Activity: <http://pcep.prel.org/resources/high-and-low-island-poster-activities/>
- Teacher and students engage in an activity using a PCEP resource (e.g., Teaching Tips in books, interactives and videos with follow up questions): <http://pcep.prel.org/>
- Teacher uses suggestions from PCEP resource *Place-Based Education: Elements of Design* <http://pcep.prel.org/resources/place-based-education-elements-of-design/>
- Students talk and write about local stories of place with a community expert or elder
- Students use bilingual and biliteracy strategies to access information in the resources – for example, build bilingual word / phrase walls associated with local places, working definitions, or concept map
- Teacher explains (or collaborates with students to explain) big ideas and phenomena through local examples (e.g., proverbs, sayings, songs) in local language and English
- Students access PCEP resources (e.g., booklets) for research to supplement activities knowledge

What do students understand about their environment, and do I need to help students re-visit any concepts or practices? *Teacher evaluates evidence of learning and adjusts as needed.*

- Teacher checks for learning after new knowledge is introduced – students revisit the artifact they initially created to revise/correct and add new information
- Teacher provides feedback that confirms new knowledge, clarifies any remaining gaps in knowledge, and encourages students to extend learning

Teaching and learning that begins with place. *With ongoing school system support, teachers apply and repeat pattern of activities demonstrated above:*



Implementing meaningful climate education in the Pacific begins with knowing one's place and the local ecological knowledge and practices (LEK) associated with that place. It connects LEK with ecological knowledge and practices gained via Western ways of knowing place.
