.....BECOMING AN INTERNATIONAL BACCALAUREATE SCHOOL
An International Baccalaureate (IB) school offers high quality programs of international education.

There are 4 IB programs: Diploma Program, Career Related Certificate, Middle Years Program and Primary Years Program (DP, MYP and PYP), running in schools for different student age groups.
The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners, who understand that other people, with their differences, can also be right.
Our mission is to provide all Seaford North Primary School students with a high quality, challenging, international education which develops compassion and respect.

We provide engaging learning opportunities that includes essential knowledge, concepts, skill and attitudes, enabling students to transfer these to new situations necessary in a rapidly changing world.

We are committed to differentiation so that students work at their level and are able to make decisions about their learning in line with the curriculum.

We encourage students to take responsibility with their learning so that they can be purposeful and make a difference to themselves and their world.
THE ATTRIBUTES OF THE LEARNER PROFILE TELLS US WHAT AN IB STUDENT LOOKS LIKE

You will notice that we now use these attributes for our Achievement certificates. The School’s Essential Agreements link with these attributes of a learner. We also used them when reporting about your student.
The PYP definition of curriculum comprises of three interrelated components. In keeping with the PYP commitment to inquiry, these three components are expressed in the form of the following three open-ended questions, each of which compels teachers to think deeply about their own practice with regard to student learning.

**What do we want to learn? The written curriculum**
The identification of a framework of what’s worth knowing

**How best will we learn? The taught curriculum**
The theory and application of good classroom practice

**How will we know what we have learned? The assessed curriculum**
The theory and application of effective assessment

DESIGNED BY LISA COATES, SNPS, 2016
3. WHAT DOES IB PYP WRITTEN CURRICULUM LOOK LIKE?

SNPS students are engaged in acquiring Knowledge.

A SNPS student is aware of driving concepts.

A SNPS student is explicitly taught life long skills.

A SNPS student is encouraged to display positive attitudes towards life.

SNPS student learning is enhanced by Actions.

DESIGNED BY LISA COATES, SNPS, 2016
4. WHAT DOES THE TAUGHT CURRICULUM LOOK LIKE?

The taught curriculum is the way we teach your student. The main method is through **constructivism** and **inquiry**.

**APPROACHES TO TEACHING:**

**CONSTRUCTIVISM**
- Ensure that learning is active and purposeful
- Learning builds on previous knowledge
- Connecting to other associated learning
- Learning is applicable to many situations by using concepts

**INQUIRY**
- Where the overall goal is for students to find out and to make meaning of their learning.
- Where teachers may guide the inquiry
- True inquiry is internally motivated.
- Inquiry models may be used. (We use Kath Murdoch)
4. WHAT DOES THE TAUGHT CURRICULUM LOOK LIKE?

- Tuning In
- Preparing To Find Out
- Finding Out
- Sorting Out
- Going Further
- Making Conclusions
- Taking Action

Designed by Lisa Coates, SNPS, 2016
The school needs to complete formal assessments yearly such as NAPLAN and Mandated OnLine Tests and PAT testing. We do formative testing to inform our teaching, and summative testing completed at the end of units of work.

**Formative testing** can be completed at the beginning, in the middle or at the end of units of work so that we find out where students are currently understanding. It helps teachers know where to go next with their teaching. We pre test and post test students throughout the curriculum so that we can determine the learning that is happening.

**Summative testing** is undertaken at the end of a unit and tests their understanding. This is also done throughout the curriculum so that we can test what they have learnt. In our UOIs this is usually an application task.
HOW IT ALL FITS TOGETHER?
THE DOMINO AFFECT

WHAT WE TEACH
IB PYP REQUIRES US TO TEACH THE 5 ELEMENTS: KNOWLEDGE, CONCEPTS, ATTITUDES, SKILLS & ACTIONS

THE WAY WE TEACH
IB PYP REQUIRES TEACHERS TO USE THE INQUIRY APPROACH AND CONSTRUCTIVISM

THE WAY WE ASSESS
USING A COMBINATION OF FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT AS WELL AS FORMAL ASSESSMENT

ACHIEVING THE IB MISSION STATEMENT
STUDENTS WITH THE ATTRIBUTES OF A GOOD LEARNER

DESIGNED BY LISA COATES, MENPS, 2009
**THE PROGRAM OF INQUIRY 2016**

<table>
<thead>
<tr>
<th>Date</th>
<th>Central Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 16</td>
<td>We are all unique and have relationships with people who are important to us. KC form connection responsibility RC Identity relationships.</td>
</tr>
<tr>
<td>1/2 15</td>
<td>Personal relationships may contribute to emotional and physical wellbeing. KC form connection responsibility RC relationships well being. Science: Watch it grow.</td>
</tr>
<tr>
<td>3/4 15</td>
<td>Cultural groups may express their identities in a variety of ways. KC Change RC advertising choices.</td>
</tr>
<tr>
<td>5/5 16</td>
<td>As I grow and develop, my sense of identity changes. KC change responsibility causation RC growth identity.</td>
</tr>
</tbody>
</table>

**DESIGNED BY LISA COATES, MENPS, 2009**
HOW A UNIT OF INQUIRY WORKS

1. What is our purpose?
   To inquire into the following transdisciplinary theme:
   WHO WE ARE
   human relationships including families, friends, communities, and cultures
   The central idea is:
   We are all unique and have relationships with people who are important to us

   Summative assessment task(s):
   What are the possible ways of assessing students' understanding of the central idea?
   Drawing themselves showing their physical and other attributes that makes them unique. Add in people they have relationships with and what their responsibility is.
   What evidence, including student-initiated actions, will we look for?

   who I am – my uniqueness
   Physical, hobbies and personality

   the types of relationships that I have formed
   The number and range of relationships the student shows

   The nature of relationship and how we work together
   The whole diagram shows this

   our responsibility to build and maintain relationships
   Diagram to show responsibility

   What assessment tool will you use?
   Teacher Designed Checklist – have you got the right colour hair? Have you added in those that you have a relationship with?

2. What do we want to learn?
   What are the key concepts (form, function, causation, change, connection, perspective, responsibility and reflection) to be emphasized within this inquiry?

   Key Concepts: Responsibility Form Connection
   Related Concepts: differences, similarities, relationships, citizenship

   What lines of inquiry will define the scope of the inquiry into the central idea?
   An inquiry into:
   - who I am and the types of relationships that I have formed (form, factual)
   - The nature of relationship and how we work together (connection, conceptual)
   - our responsibility to build and maintain relationships (responsibility, link to values, debatable)

   What teacher provocations will initiate this inquiry?
   - Bring a picture of someone you have a special relationship with
   - Work in small groups to share
   - Using photos, the class groups the relationships and thinks of a category name. Display

   What teacher questions will drive these inquiries?
   1. Form: What makes me unique?
   2. Form: What are all the relationships that are important to me? (Part A)
   3. Connection: What do I contribute to those relationships? (Part B)
   4. Responsibility: What is my responsibility in the relationships? (Part C)
   5. Responsibility: How do I build and maintain relationships?
HOW A UNIT OF INQUIRY WORKS

3. How might we know what we have learned?
   What are the possible ways of assessing students' prior knowledge and skills?
   Draw a picture of their unique self (pre-test)
   Draw a picture of people they have a relationship with
   Teacher annotates how they build that relationship (e.g., if drawn picture of mother and say 'I give her hugs' to build relationship, teacher will write)
   What evidence will we look for?
   What are the possible ways of assessing student learning in the context of the lines of inquiry?
   The line of inquiry
   The evidence we look for
   1. Accurate attributes, not just physical (e.g., right colour etc., learner profiles)
   2. Who it is they’ve drawn, name of the relationship (mother, father etc.)
   3. Appropriate language and explanation

4. How best might we learn?
   What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

   **TUNING IN:**
   See provocation (lesson 1)

   **PREPARING TO FIND OUT:**
   Deconstruct the central idea (lesson 2)
   Pre-test what they already know (lesson 3)

   **FINDING OUT**
   TQ1: Using pretest drawing, discuss with a partner what they think is unique about you and re-draw your picture more accurately (lesson 4)
   1. Form: What makes me unique?
   2. Form: What are all the relationships that are important to me? (Part A)
   3. Connection: What do I contribute to those relationships? (Part B)
   4. Responsibility: What is my responsibility in the relationships? (Part C)
   5. Responsibility: How do I build and maintain relationships?

   **SORTING OUT:**
   Brainstorm a list of other important people they have a relationship with.
   Chose a relationship to focus on.
   The checklist is unpacked with the students

   **GOING FURTHER:**
   Producing their summative assessment task

   **MAKING CONNECTIONS OR CONCLUSIONS:**
   Share their work with each other

   **TAKING ACTION:**
   Parents to write notes in the Yellow Book

5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc., will be available?

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

<table>
<thead>
<tr>
<th>Transdisciplinary Skills</th>
<th>Attitudes</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication: Non-verbal communication and Presenting</td>
<td>Respect</td>
<td>Communicators</td>
</tr>
<tr>
<td>Thinking: Acquisition of Knowledge</td>
<td>Appreciation</td>
<td>Open-minded</td>
</tr>
<tr>
<td></td>
<td>Tolerance</td>
<td>Reflective</td>
</tr>
</tbody>
</table>

DESIGNED BY LISA COATES, MENPS, 2009
WHO WE ARE

An inquiry into the nature of personal, physical, mental, social and spiritual health.
Central Idea

Personal relationships may contribute to emotional and physical well-being.
KEY CONCEPTS

Form
Reflection
Causation

RELATED CONCEPTS

Relationships
Well-being
Balanced
**LINES OF INQUIRY**

**Form:** Aspects of physical and emotional health

**Reflection:** Identifying the elements of a healthy lifestyle

**Causation:** The connection between relationships and emotional and physical wellbeing.
Teacher Questions

1. What are the aspects of physical health?
2. What are the aspects of emotional health?
3. How do we know that we are living a healthy lifestyle?
4. What is the connection between relationships and physical/emotional well-being?
**Attributes**

Balanced

Reflective

Open-Minded

**Attitudes**

Independence

Appreciation
TRANSDISCIPLINARY CONNECTIONS

Skill Focus:
Communication: non-verbal communication
Thinking: analysis
Research: observing, organizing data
Self Management: healthy lifestyle
LANGUAGE FOCUS:
Reading – Research skills
Writing – Procedural
Grammar -

MATHS FOCUS:
Multiplication – Division  - Length - Area
HOW A UNIT OF INQUIRY WORKS

Reflecting on the Inquiry

6. To what extent did we achieve our purpose?

Provide evidence of students’ understanding of the central idea. (The reflections of all teachers involved in the planning and teaching of the inquiry should be included.)

Students recognised their physical and emotional attributes that made themselves and their peers unique.

When they applied their understanding of relationships they were able to identify the important people in their lives that they have relationships with and how the relationship grows.

Nadia - They understand what unique means and that they are unique. They have a greater understanding of what a relationship is and the relationships that they have with others.

Richard - Students were able to define relationships and why they are important to them. They were able to identify people in their lives that they hold significant relationships with.

Debbie - Students seemed to understand that they are unique when asked about their physical attributes and could identify a relationship that was important to them. When doing their picture of themselves for a second time, most were more detailed in their drawings.

Yuen - I felt that most students seem to understand the central idea and apply it as best as they can as evidenced in their summative assessment. I noticed significant accuracy and detail of the children’s drawing of their unique self.

Kim - Students gained an improved understanding of the concept of unique and what it means to be unique. They understand the importance of relationships and other people in their lives. They perhaps need a more indepth understanding of why relationships are important and their roles.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

There was a direct connection with human relationships including family friends and communities. However cultures was not included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.

Pre and posts test was fine. Summative assessment change to the wording to how they contribute. Eq 1 am important to them because I...

7. To what extent did we include the elements of the PYP?

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Communicators</th>
<th>Students shared and presented their work.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Open-minded</td>
<td>Read how my parents learnt to eat and discussed cultural awareness. Accepting the difference between each other.</td>
</tr>
<tr>
<td></td>
<td>Reflective</td>
<td>Recreating there portraits reflecting on their attributes.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Respect</td>
<td>Used the language throughout the unit.</td>
</tr>
<tr>
<td></td>
<td>Appreciation</td>
<td>Appreciation of the person in the photo with them.</td>
</tr>
<tr>
<td></td>
<td>Tolerance</td>
<td>Turn taking and sharing about their portraits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Form</th>
<th>Recognised what is unique and relationships are.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Connection</td>
<td>How they are connected to people they have relationship with.</td>
</tr>
<tr>
<td></td>
<td>Responsibility</td>
<td>Recognised their responsibility for building and maintaining relationships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Concept</th>
<th>Similarities / differences</th>
<th>Students discussed physical attributes and compare similarities and differences. Integrated with maths lessons on charts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td></td>
<td>They understand how to build and maintain a relationship.</td>
</tr>
<tr>
<td>Citizenship</td>
<td></td>
<td>Understand that they are part of a community and have relationships within it.</td>
</tr>
</tbody>
</table>

| Skill | Communication: Non-verbal communication and Presenting | Demonstrated understanding through illustrations and kinocubs. Students presented their photos in small groups. |
|       | Thinking: Acquisition of Knowledge | Developed vocabulary include unique and maintaining. |
HOW A UNIT OF INQUIRY WORKS

Reflecting on the inquiry

3. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Richard/Kim/Nadia: Children mostly used family members. Some used buddies and teachers. The photo selected may have been more influenced by parents based on availability.

Yuen: Most of the kids used family photos, but we reckon this is to do with the influence of the parents.

Deb:

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Students displaying excellent understanding of the terminology by using it in the correct context. Students have improved creating their self-portraits. Students are showing evidence that they know how to build relationships by being caring and being friendly towards each other in the classroom.

Students are reflecting on how to build positive relationships

9. Teacher notes

Second lesson
We are all unique and have different relationships with people who are important to us. Write central idea on large piece of paper

Ask students what are the important words to help us understand this sentence? Teacher can guide students. Once we have selected the words unique, relationships, people and important cut them out.

Kids are placed into 4 groups with the words and brainstorm what the words mean in context. Students can have paper to draw on. Ensure every student shares their ideas. Teacher ensures one person is speaking at a time. Have the 5 kids model how to listen to each other and take turns. Give each group a starting person. Come back together, place the words back into the central idea and have students share what they came up with the whole class and record answer on the big piece of paper.

TQ1. What makes me unique?
Bring pre-test to the floor
Share with a partner. Partner asks questions such as you have blonde hair why is it brown in your picture?
Get a correct list of characteristics together through discussion
Students draw themselves again while their partner assist ensuring picture is correct. Ensure student's picture has whole body and correct attributes.

TQ2. What are all the relationships that are important to me? (Part A)
Brainstorm all types of relationships and the people within the relationships (Lesson 1)
Unpack the family relationship. Children then drew their family. (Lesson 2)
Look at relationships in the classroom and think what the relationships are. (Include teacher, aid or anyone who is part of the classroom community)

TQ3. What do I contribute to those relationships? (Part B)
TQ4. What is my role in the relationships? (Part C)
Discuss and model through role play. Children then complete writing task. I am a good friend because I __________.
I am a good student because I ________

TQ5. How do I build and maintain relationships?
Introduce a new student to the class. (Trace a child) Discuss how we will include the new student into our class and build a relationship with him/her. Write suggestions in the body.
Lisa - important to note that relationships are two way and children build relationships with their parents just as they do with them.

REFLECTIONS:
It was a good unit to start with. Letter for photo to go out week one. Letter a bit more specific about broader relationships. If photos are not received, take photos with teacher, buddy, sibling etc.

DESIGNED BY LISA COATES, MENPS, 2009
Any questions