



## What is the PYP?

Seaford North Primary delivers the **Primary Years Programme** (PYP) of the International Baccalaureate and is a candidate IB World School.

The Primary Years Programme (PYP) of the International Baccalaureate is designed for students between the ages of 3 and 12 years. The aim of all IB programmes is to develop internationally minded people, who demonstrate the attributes of the Learner Profile. IB learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-takers, Balanced and Reflective. This is done through the delivery of a curriculum which is engaging, relevant, challenging and significant.

The International Baccalaureate emphasises putting learning in a global context and making real world connections with learning. Curriculum at Seaford North Primary is designed to support this aim, encompassing students' academic welfare, as well as their social, physical, emotional and cultural needs. The PYP combines the best research and practice from a range of national systems, with a wealth of knowledge and experience from international schools, to create a relevant and engaging educational framework for all children.

The Primary Years Programme has an overlying framework for its curriculum. Six transdisciplinary themes are covered each year, in conjunction with the Victorian Curriculum. Students inquire into different themes which are meaningful, relevant and have global significance. These themes cover:

- Who We Are
- Where we are in Place and Time
- How we Express Ourselves
- How the World Works

- How we Organise Ourselves
- Sharing the Planet

## **Why is SNPS an IB School?**

Seaford North Primary is an IB World School because of the high degree of philosophical alignment that we have with the IB. This can be seen through our mission statements.

Seaford North Primary School is thrilled to be a PYP candidate school. We strongly support the academic rigour associated with the programme, as well as its emphasis on lifelong learning. We believe that inquiry learning, where students are active in determining areas for investigation, helps to make learning more meaningful for students, as well as encouraging their capacity to become autonomous, self-motivated learners. Furthermore, Seaford North Primary strongly believes in the goal of encouraging students to feel like they can make positive change in the world. This theme can be seen in both our mission statement and that of the IB. Through the 5 Essential Elements of the PYP, and the IB Learner Profile, students are provided with a structure that supports their ability to care for and appreciate the world and its people, and encourages their acquisition of positive behaviours. By encouraging students to become agents of positive change, they can appreciate learning as being for a purpose, providing excitement and validation for students. Learning at SNPS is preparing students to go out into the world with a positive, lifelong view of learning and the belief that they themselves have the capacity to make the world a better place

Seaford North encourages the acquisition of the attributes of the IB Learner Profile in a number of ways. Our units of inquiry make links to the Learner Profile, and students are encouraged to reflect on how they have demonstrated these attributes during their learning or when completing tasks at school.

The students are taught to recognise these attributes in each other in various ways, such as by selecting their peers for playground awards for displaying attributes of the Learner Profile. By developing the attributes of the IB Learner Profile, students at Seaford North develop “International Mindedness”, which is the overarching goal of PYP schools.

Seaford North Primary is proud to produce internationally minded students who demonstrate the IB Learner Profile attributes.



Knowledge	Concepts	Skills	Attitudes	Action
<p><b>Transdisciplinary Themes</b></p> <ul style="list-style-type: none"> <li>• Who we are</li> <li>• Where we are in place and time</li> <li>• How we express ourselves</li> <li>• How the world works</li> <li>• How we organize ourselves</li> <li>• Sharing the planet</li> </ul> <p><b>Subject Areas</b></p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Mathematics</li> <li>• Social Studies</li> <li>• Personal, Social and Physical Education</li> <li>• Arts: Drama, Music and Visual Art</li> </ul>	<p>Transdisciplinary <b>Key Concepts</b> framed as questions drive the inquiry.</p> <p><b>Form</b> What is it like?</p> <p><b>Function</b> How does it work?</p> <p><b>Causation</b> Why is it like it is?</p> <p><b>Change</b> How is it changing?</p> <p><b>Connection</b> How is it connected to other things?</p> <p><b>Perspective</b> What are the points of view?</p> <p><b>Responsibility</b> What is our responsibility?</p> <p><b>Reflection</b> How do we know?</p>	<p><b>Thinking Skills</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p><b>Social Skills</b> Accepting responsibility, Respecting others, Cooperation, Resolving Conflict, Group decision making, Adopting a variety of roles.</p> <p><b>Communication Skills</b> Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication.</p> <p><b>Self-Management Skills</b> Gross motor skills, Fine motor skills, Spatial awareness, Organization, Time Management, Safety, Healthy lifestyle, Codes of behavior, Informed choices.</p> <p><b>Research Skills</b> Formulating questions, Observing, Planning, Collecting organizing and interpreting data, Presenting research findings.</p>	<p>What do we want students to <b>feel</b>, <b>value</b> and <b>demonstrate</b>?</p> <p><b>Appreciation</b></p> <p><b>Commitment</b></p> <p><b>Confidence</b></p> <p><b>Cooperation</b></p> <p><b>Creativity</b></p> <p><b>Curiosity</b></p> <p><b>Empathy</b></p> <p><b>Enthusiasm</b></p> <p><b>Independence</b></p> <p><b>Integrity</b></p> <p><b>Respect</b></p> <p><b>Tolerance</b></p>	<p>Students will be able to:</p> <p><b>Choose</b> <b>Act</b> <b>Reflect</b></p> <p>Student Action will be:</p> <ul style="list-style-type: none"> <li>• Modeled by adults in the school community based on community and local needs</li> <li>• Voluntary and involve student initiative</li> <li>• Be grounded in students' concrete experience</li> <li>• Come from a genuine concern and commitment</li> <li>• Anticipate consequences and encourage a sense of responsibility</li> </ul>
<b>PYP Essential Elements</b>				