

MAKING THE ENHANCED PYP SIMPLE

THE KEY CONCEPTS

THESE SUPPORT HIGHER-ORDER THINKING AND PROVIDE LENSES FOR CONSIDERING KNOWLEDGE RELATED TO THE CENTRAL IDEA IN A RANGE OF WAYS

FORM

What is it like?

FUNCTION

How does it work?

CAUSATION

Why is it as it is?

CHANGE

How is it transforming?

CONNECTION

How is it linked to other things?

PERSPECTIVE

What are the points of view?

RESPONSIBILITY

What are our obligations?

APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence

RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information

THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills

COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills

SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind

KNOWLEDGE AGENCY

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

AGENCY

PYP LEARNERS....

• ARE ACTIVELY ENGAGED IN VARIOUS STAGES OF LEARNING, INCLUDING: THINKING ABOUT, PLANNING, MODIFYING AND CREATING

• ARE ACTIVELY INVOLVED IN DISCUSSION, QUESTIONING AND BY BEING SELF-DIRECTED IN THEIR CREATING (AS OPPOSED TO PASSIVE RECEIVING)

• APPLY THEIR UNDERSTANDING OF CONCEPTS THROUGH THE CONSTRUCTION OF THEIR PROJECTS/PLAY

• MAKE CONNECTIONS TO THE REAL WORLD BY TAKING PAST EXPERIENCES INTO THEIR PLAY WORLDS

• HAVE AN ACTIVE VOICE AND STAKE IN THE CLASSROOM/COMMUNITY

• FACE CHALLENGES AND ARE GIVEN THE FREEDOM TO INDEPENDENTLY OVERCOME THESE OR FAIL THROUGH TRIAL AND ERROR OR EXPERIMENTATION

• ARE RISK-TAKERS

• EXPRESS THEIR THEORIES OF THE WORLD AND THESE ARE HONOURED IN THE ENVIRONMENT

• REFLECT ON THEIR ACTIONS AND SELF-REGULATE



VOICE

- students question, guide and direct learning
- students propose and initiate action
- students participate in decision making



CHOICE

- students co-construct learning goals
- students engage with multiple perspectives



OWNERSHIP

- students define own learning goals
- students reflect on own learning goals
- student ideas are supported throughout planning and taking action.

LEARNER PROFILE ATTRIBUTES

INQUIRERS

KNOWLEDGEABLE

THINKERS

COMMUNICATORS

PRINCIPLED

OPEN-MINDED

CARING

RISK-TAKERS

BALANCED

REFLECTIVE

APPROACHES TO TEACHING

★ BASED ON INQUIRY

★ FOCUSED ON CONCEPTUAL UNDERSTANDING

★ DEVELOPED IN LOCAL AND GLOBAL CONTEXTS

★ FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION

★ DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS

★ INFORMED BY FORMATIVE AND SUMMATIVE ASSESSMENT

Central Idea

THE PRIMARY CONCEPTUAL LENS THAT FRAMES THE TRANSDISCIPLINARY UNIT OF INQUIRY AND SUPPORT STUDENTS' CONCEPTUAL UNDERSTANDINGS OF THE TRANSDISCIPLINARY THEME UNDER WHICH IT IS SITUATED

Lines of Inquiry

STATEMENTS THAT DEFINE THE POTENTIAL SCOPE OF AN INQUIRY

THE LEARNER

AGENCY

EARLY LEARNER

LEARNER PROFILE

ACTION

THE EXHIBITION

LEARNING AND TEACHING

TRANSDISCIPLINARY LEARNING

APPROACHES TO LEARNING

INQUIRY

CONCEPTS

DEVELOPING A PROGRAMME OF INQUIRY

ASSESSMENT

LANGUAGE

THE LEARNING COMMUNITY

COMMUNITY OF LEARNERS

INTERNATIONAL MINDPNESS

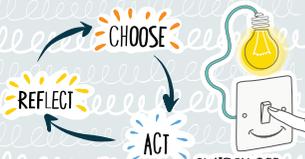
LEADERSHIP

COLLABORATION

LEARNING ENVIRONMENTS

TECHNOLOGY

Action



PARTICIPATION

contributing as individual or group

ADVOCACY

action to support social / environmental / political change

SOCIAL JUSTICE

relation to rights, equality and equity, social well-being and justice

SOCIAL ENTREPRENEURSHIP

innovative, resourceful and sustainable social change

LIFESTYLE CHOICES

eg. consumption, impact of choices

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