

# 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

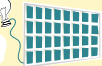
### FORM

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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