

The Learner Profile is an essential aspect of the PYP.

We aim for our students to become positive members of the community who strive to be:

Inquirers: They ask questions and do independent research to satisfy their curiosity.

Knowledgeable: They learn about ideas and issues that are significant to our community and to others around the world.

Thinkers: They approach problems thoughtfully and show creativity when looking for solutions

Communicators: They understand and express ideas and information confidently. They work well with others.

Principled: They act fairly and show respect for others. They take responsibility for their own actions.

Open-minded: They understand and appreciate the beliefs and viewpoints of others.

Caring: They show compassion and respect towards the needs and feelings of others. They act to make a positive difference to the lives of others and to the environment.

Risk-takers: They are prepared to try new things and face challenges bravely.

Balanced: They understand that it is important to have a balance between work, play, exercise, and rest.

Reflective: They think about their learning and understand areas they need to improve on.

A more detailed version of the IB Learner profile is available on the website of the **International Baccalaureate Organisation**. Please visit www.ibo.org for more information.

Southern Christian College is a candidate school* for the Primary Years Programme. This school is pursuing authorisation as an IB World School. IB World Schools share a common philosophy—a commitment to high-quality, challenging, international education—that we believe is important for our students.

Melanie Curé PYP Coordinator February 2012

* Only schools authorised by the IB Organisation can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) or the Diploma Programme (and in addition the IB Career-related Certificate). Candidate status gives no guarantee that authorisation will be granted.

Primary Years Programme Inquiry-Based Learning

Southern Christian College has been awarded the status of:
PYP Candidate School.

This means that we have introduced the IB Primary Years Programme with our students and we are aiming for full authorisation of the programme by January 2015

What does this mean for your children?

The Primary Years Programme is an educational philosophy which encourages inquiry-based learning. This means that the children develop their knowledge by asking questions and investigating ideas. It includes the different subject areas; focuses on children learning in real contexts and has an international focus.

The children's learning is organised into six units of inquiry each year (except for KELC and Kindergarten which have four). This is called the
Programme of Inquiry.

Each unit is designed to teach one of the following themes:

Who we are

Where we are in time and place

How we express ourselves

How the world works

How we organise ourselves

Sharing the planet.

Curriculum subjects of English, Maths, Science, S.O.S.E. (History, Geography & Civics), P.E., Indonesian, Art, Technology, Music, and Christian Studies are taught in different combinations throughout the different units.

Most Key Learning Areas are also taught as separate subjects.

Each unit has a statement which the children inquire into. This is the **central idea**. It is based around two or three broad **concepts** which are expressed as open-ended questions.

If you would like to know more about the Programme of Inquiry across the school or in your child's year group, please speak to your child's teacher or Mrs Curé, the PYP Coordinator.

A Sample Unit of Inquiry

Prep/One

Unit Title: Personal history

Unit theme: Where we are in place and time

An inquiry into orientation in place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humanity, relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.

Children will look at who the people in their family are and how they are related to one another.

They will identify similarities and differences between their own family histories and those of other children.

Central idea

Everyone has a different personal history

What is my history and how do I know?
What stories do other people tell about the past?
How can stories of the past be told and shared?

This is the statement into which the children will inquire.

Questions are designed to develop the children's thinking.

Concepts

Form Connection Change

Children are encouraged to ask questions as the unit develops, some of which are answered through inquiry based activities.

Curriculum Subjects covered within the unit: **English, Mathematics and History.**

The children will:

- Explore a mystery bag containing special objects – photos, bib, veil, candle, and memorabilia and discuss the use and significance of objects.
- Draw and identify family members
- Sequence life cycles/life stages
- Listen to and read texts (fiction/non-fiction) about family histories. Students draw and write about them and share with each other;
- Role play in an area set up with visuals, props to encourage dramatic play about families
- Visit a museum and look at objects from the past
- Invite visitors to come in and share about significant events in their lives (parents/grandparents)
- Compile a list of questions to ask at home about significant moments in their first years.
- Bring in an item from home that has significance to them/their family and give an oral presentation
- Sequence and draw events on a personal timeline
- Help to set up a museum in the classroom. Act as a guide for another student.
- Compile a list of questions to ask in an interview about past events in family member's life
- Draw members of family/events from the past

Following a unit of inquiry

An expectation of the PYP is that, at the end of each unit of inquiry, there will be some student-initiated action as the result of the learning process. This action may further the student's own learning or it may have a wider social impact.