Skills - What do we want students to be able to do?

There are 5 sets of transdisciplinary skills acquired in the process of structured inquiry. These are:

- **RESEARCH SKILLS**
  1. Asking questions
  2. Observing using all senses
  3. Planning
  4. Collecting information
  5. Recording organisation
  6. Organising information and finding the connections
  7. Sharing what has been learned.

- **COMMUNICATION SKILLS**
  1. Listening to directions, others and information.
  2. Speaking clearly, expressing ideas clearly and stating opinions.
  3. Reading a variety of resources for fun, understanding and connections.
  4. Writing reports, keeping a journal and recording information.

- **SELF-MANAGEMENT SKILLS**
  1. Manage my behavior (Speaking & Physical actions)
  2. Manage my work (Focus and complete on time)
  3. Pride in my work (Put supplies away)
  4. Turn in work

- **SOCIAL SKILLS**
  1. Taking Responsibility
  2. Respecting Others
  3. Cooperating in a group, sharing and taking turns.
  4. Resolving conflict by listening to others and being fair.
  5. Trying new roles in a group, listening and taking turns.

- **THINKING SKILLS**
  1. Learning new information
  2. Understanding
  3. Sharing and using what you learn
  4. Put the pieces together to create something new.
  5. Take action with what you learn and think before you act.

Attitudes - What do we want students to feel, value and demonstrate?

The 12 PYP Attitudes help students develop the attributes of the Learner Profile. They are what we want GWPS students to feel, value, and demonstrate.

- **Appreciation**
  Seeing and being thankful for the wonder and beauty of our world.

- **Commitment**
  Being responsible for my learning, showing self-discipline, and perseverance.

- **Confidence**
  Knowing I can do it! Having courage to take risks, using what I have learned & making good choices.

- **Cooperation**
  Working with others and being willing to lead or follow as needed.

- **Creativity**
  Using my imagination while thinking and doing things.

- **Curiosity**
  Being curious about the nature of learning, about the world, its people and culture.

- **Empathy**
  Being able to put myself in someone else’s place in order to understand her or him.

- **Enthusiasm**
  Being excited about learning and life.

- **Independence**
  Thinking and acting on my own.

- **Integrity**
  Being fair and honest.

- **Respect**
  Showing that I care for others, our world, and myself.

- **Tolerance**
  Understanding, appreciating, and celebrating differences in each other.

Action - How do we want students to act?

At GWPS students are encouraged to reflect, to make informed choices and to take action that will help their peers, school staff, and the wider community. This is how our students demonstrate a deeper sense of learning, by applying their knowledge to service and positive action.
Learner Profile - What do we want students to be?

At Glenroy West Primary School we aim to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Our community of learners strives to be:

**BALANCED**

We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**THINKER**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**RISK-TAKER**

We approach uncertainty with foresight and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**OPEN-MINDED**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**KNOWLEDGEABLE**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**INQUIRER**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**COMMUNICATOR**

**Our Curriculum - What do we want students to learn?**

The International Baccalaureate believes that all learning should be engaging, relevant, challenging and significant. The PYP curriculum model includes 5 Essential elements:

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>CONCEPTS</th>
<th>SKILLS</th>
<th>ATTITUDES</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant; relevant subject matter that we wish students to explore and know about.</td>
<td>Powerful ideas that have relevance within and across disciplines which students explore and re-explore in order to develop understanding.</td>
<td>Those things the students need to be able to do to succeed in a challenging world.</td>
<td>Dispositions which are expressions of fundamental values, beliefs, and feeling about learning, the environment, and people.</td>
<td>Demonstrations of deeper learning in responsible behavior through positive action and service, a manifestation in practice of the other essential elements.</td>
</tr>
</tbody>
</table>

Knowledge - What do we want students to know?

Knowledge in the PYP is developed through six Units of Inquiry each year from Foundation to Grade 6, under the headings of six Transdisciplinary Themes. These themes are used to integrate subject knowledge across the main curriculum areas.

The Six Transdisciplinary Themes are:

1. **How we are known**
   - How we respond to the natural world and its laws, the interaction between the natural world (physical and biological) and human activities; how humans use their understanding of scientific principles, the impact of scientific and technological advancement on society and the environment.

2. **How we organize ourselves**
   - An inquiry into the interconnections of human-made systems and communities; the structure and function of organizations, access to decision-making, economic activities and their impact on humankind and the environment.

3. **How the world works**
   - An inquiry into the nature of the self: beliefs and values, personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

4. **How we express ourselves**
   - An inquiry into the arts and the way artists think, feel, behave, and express themselves, including the aesthetic, personal, social and communication aspects of the performing arts, visual arts, and design processes.

5. **Sharing the planet**
   - An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; the relationships within and between them; access to equal opportunities; peace and conflict resolutions.

6. **The human world**
   - An inquiry into the history of humankind and the diversity of its peoples; the nature and development of human cultures; the role of cultural traditions and the means by which cultural understandings are communicated.

Concepts - What do we want students to understand?

There are 8 fundamental concepts expressed as key questions, which propel the process of inquiry. These universal concepts drive the Units of Inquiry, but they also have relevance within and across all subject areas (transdisciplinary). The 8 fundamental concepts are:

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Key Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>What is it like?</td>
</tr>
<tr>
<td>Function</td>
<td>How does it work?</td>
</tr>
<tr>
<td>Causation</td>
<td>Why is it the way it is?</td>
</tr>
<tr>
<td>Change</td>
<td>How is it changing?</td>
</tr>
<tr>
<td>Connection</td>
<td>How is it connected to other things?</td>
</tr>
<tr>
<td>Perspective</td>
<td>What are the points of view?</td>
</tr>
<tr>
<td>Responsibility</td>
<td>What is our responsibility?</td>
</tr>
<tr>
<td>Reflection</td>
<td>How do we know?</td>
</tr>
</tbody>
</table>

Students look for answers to these questions in a variety of ways, also asking their own questions. They conduct surveys, collect data, observe and measure, and develop and test hypotheses.