



IB PYP Newsletter

TERM 2

THE IB PYP MISSION STATEMENT:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

PRACTICE MAKES BETTER

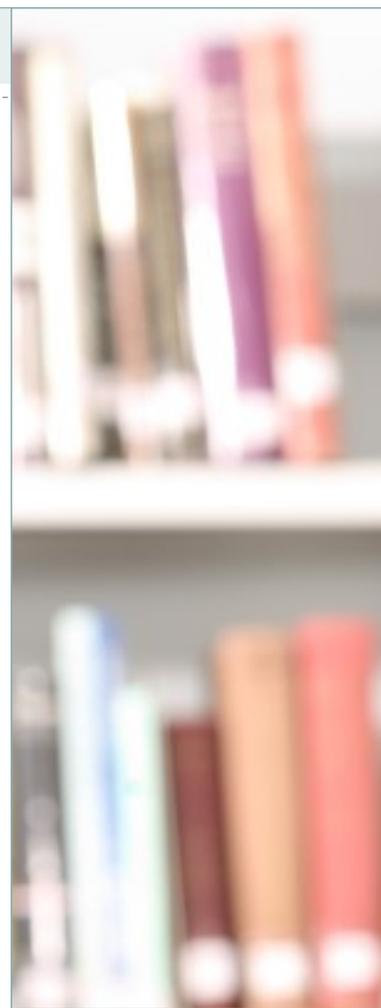
Our first PYP newsletter begins with the International Baccalaureate Primary Years Programme Mission Statement. We thought this the perfect way to begin as it voices our collective goal to improve and better the outcomes for all our students. What is also important to note is that this statement can be adjusted to have a slightly different vision:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring **teachers, parents and students** who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage **teachers, parents and students** across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

As a school, we recognise the importance for teachers and parents to work together and be role models. ***It is through watching others around us that we, as well as students learn. It is when teachers and parents question, students will learn how to ask questions. It is when teachers and adults model curiosity that students will learn how to inquire and find knowledge. It is when teachers and adults show care towards others that the students will endeavour to do the same.*** If we, as adults, put into practice our mission, students will become inquirers, they will develop a love of learning and they will learn the skills to become caring life long learners.



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SPECIAL POINTS OF INTEREST

- Please check Glenroy West Primary School's blog. It is here you will find the latest up to date news, especially about our curriculum. Head to our website to find out more.
- To find out more about the IB PYP please head to <https://www.ibo.org/programmes/primary-years-programme/>

FOUNDATION

TRANSDISCIPLINARY THEME: HOW WE ORGANISE OURSELVES

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human-kind and the environment.

LINES OF INQUIRY & PYP CONCEPTS	RELATED CONCEPTS	TRANSDISCIPLINARY SKILLS
<p>FORM: What a community is</p> <p>CONNECTION: People’s jobs in the community and how each can help us</p> <p>REFLECTION: Our reliance for the people in the community</p>	<p>RESPONSIBILITY</p> <p>INTERDEPENDENCE</p>	<p>RESEARCH SKILLS: Students will choose a person from the community and will read and investigate further about that person. Students will share their knowledge to the whole class and show their understanding using a poster.</p> <p>SELF-MANAGING SKILLS Students will ensure that they are on task and finish all their activities within a set time frame.</p>

Central Idea: People in a community help each other

AT HOME YOU CAN:

- Read books that highlight different jobs people might have
- Talk about your family members and what jobs they do and why they are important in their community
- Discuss which people in your community you see and work with
- Ask your child questions; Who do you think is the most important person in our community?
- Watch movies, video clips, YouTube clips, cartoons or the news and identify the people and their jobs in the clips
- Talk about your job, what you do everyday, why you like your job and why you think your job is important
- Talk to your child’s classroom teacher if you are available to talk about your job with your child’s class.

RESPONSIBLE PET PROGRAM

On Thursday 24th May, part of our “How We Organise Ourselves” Inquiry, Sue from ‘Responsible Pet Education Program’ came to visit the Foundation students with her beautiful German Sheppard dog; Xena. The program is to help teach students how to be safe around dogs and how to say hello to a dog with their owners! There were lots of listening, role play, singing and some dancing.

Thank you Sue and Xena for taking the time to visit us at GWPS. We appreciate your visit and hope to see you both in our community soon. We will know how to greet you both when we see you. We will first ask Sue if we can pat Xena, we will get our hand ready for Xena to smell us and we will then gently pat Xena on her back.



GRADE 1/2: ZOO SAFARI



The grade 1/2 students being inquirers at the Werribee Zoo

CENTRAL IDEA: COMMUNITIES AND THEIR ENVIRONMENT ARE INTERCONNECTED

Grade one and two students have been inquiring into different animal communities and how they are connected to their environments. We were extremely lucky to have an excursion to Werribee Zoo where we saw different animals that lived in the Savanna. We were fantastic explorers in the 'Habitat Heroes' class and excellent inquirers when looking at different environments that the animals live in. Here are some photos from our excursion.

RELATED PYP CONCEPTS

- The ways we can be responsible citizens. (Responsibility)
- The cause and effect our choices make on the environment (Causation)
- The way people and animals share the same environment (Connection)



TRANSDISCIPLINARY THEME

Sharing the Planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

RELATED PYP CONCEPTS

Community

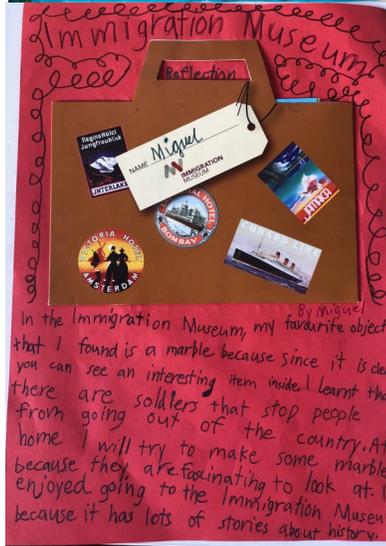
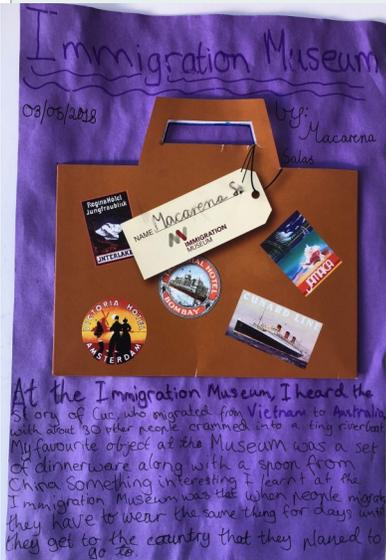
Environment

Behaviour

AT HOME YOU CAN:

- Read and watch documentaries about animals and discuss the impacts of humans on their life
- Go to your local library or search the internet to learn about local species and their habitats
- Have a discussion (in English or in your mother tongue) with your child about the excursion. Share what they enjoyed, what they found interesting, what could have made the excursion better and what else they would like to learn about
- Pick an animal your student learnt about from the Werribee Zoo excursion and create a poster or information booklet, sharing all the wonderful things your child has learnt
- Research a local endangered animal and make a persuasive poster to encourage others to change their behaviour to support their survival

Learning from Migration Museum



WELCOME TO AUSTRALIA

For our transdisciplinary theme of Where we Are in Place and Time, we inquired into the concept of migration, the different reasons why people migrate and the effects and contributions migrants make to Australia. In reading, we have read stories and experiences of migration around the world. We compared and contrasted our own experiences using a Venn diagram. In writing, we have used the form and function of a narrative to write our own migration story using the understandings learnt throughout the inquiry.

We looked at the different perspectives of a migrant and the problems they face.

On May 1st, the grade 3/4 team visited the Immigration Museum to further our understandings. Students enjoyed listening to different stories and experiencing

what life was like for these migrants through dress up.



The grade 3/4s getting into character at the Immigration Museum

CENTRAL IDEA: MIGRATION HAPPENS FOR DIFFERENT REASONS

Key concepts: Form, Change, Causation

Lines of Inquiry:

- Reasons and influences for migration (CAUSATION)
- The impact of migration in communities, cultures and individuals (CAUSATION)
- How migration helps shape nations (CHANGE)

Related concepts: Pattern, migration, growth, impact, adaptation

Transdisciplinary Skills:

Researching skills - formulating questions, recording data, collecting data, organising data and presenting research findings.
Communication Skills - Speaking, Listening, Writing.
Thinking Skills - Acquisition of knowledge, comprehension, application, dialectical thought

AT HOME YOU CAN:

- Discuss your own stories about migration. Encourage your child to ask questions and talk about the challenges and what you enjoyed about coming to new country.
- Encourage other family members and family friends to share their own story and compare the similarities and differences of your experiences
- Read books, newspapers and watch movies that include the theme of migration of migration. Share your thoughts before, during and after the book, article or movie
- Encourage your child to write a recount or a story at home that includes someone migrating to a new country



3/4 dressing up as migrants

ENCOURAGING MOTHER TONGUE

UNESCO Director-General Irina Bokova emphasised that “mother languages in a multilingual approach are essential components of quality education, which is itself the foundation for empowering women and men and their societies.”

She underscored the need to recognize and nurture this power, in order to “leave no one behind” and “craft a more just and sustainable future for all.”

Read on to read why you should encourage your child to speak their language at home.

PYP INQUIRY INTO PE

This semester the foundation students have been inquiring into Body Movement Skills. They have participated in games and activities that promote co-operation, communication and social interaction skills. Working in small groups students have started to develop their fundamental movement skills of catching, rolling and throwing through round robin movement challenges. Students have thoroughly enjoyed the challenges and have taken a great interest in using the rebound net. These skills we be developed further throughout the term with more challenges, obstacle courses and games.



FOR THE LOVE OF READING & LANGUAGE – WE WOULD LOVE YOUR HELP

If you have children’s books at home that are written in another language other than English or have a story from your country, we would love for you to share these stories with your child’s grade.

We would also appreciate any donations of books that are written in another language or any information of where the school can purchase books in the languages you speak at home. Please contact your child’s teacher or Mary Anne, the PYP Coordinator for further information.

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BENEFITS OF SPEAKING ANOTHER LANGUAGE AT HOME:

1. Form of Expression and Communication.

Mother tongue is the best form for the expression of one's ideas and feelings. It is the most significant agent for mutual communication and exchange of ideas.

2. Forms Friendships and Social Circles.

It is through language, and especially through the mother-tongue, that individuals form themselves into a social organisation.

3. Easy to Learn.

Of all the languages, the mother-tongue is most easy to learn. Full proficiency or mastery can be achieved in one's own mother tongue.

4. Best Way for Acquiring Knowledge.

Thinking is a way of acquiring knowledge, and thinking is impossible without language. "And training in the use of mother-tongue-the tongue in which a child thinks and dreams-becomes the first essential of shoaling and the finest instrument of human culture." (P. B. Ballard.)

It is therefore of the greatest importance for our students to get a firm grounding in their mother-tongue.

5. It brings about Intellectual Development.

Intellectual development is impossible without language. Reading, expressing oneself, acquisition of knowledge and reasoning are the instruments for bringing about intellectual development; and all of these are possible only through language, or the mother-tongue of the child.

6. Instrument of Creative Self-Expression.

We may be able to communicate in any language, but creative self-expression is possible only in one's own mother tongue. This is clear from the fact that all great writers could produce great literature only in their own language.

7. Instrument of Emotional Development.

Mother-tongue is the most important instrument for bringing about emotional development of the individual. The emotional effect of literature and poetry is something which is of vital importance in the development and refinement of emotions.

8. Instrument of Growth of the Students.

The teaching of the mother tongue is important because on it deepens the growth of our pupils. Growth in their intellectual life ; growth in knowledge ; growth in ability to express themselves; growth in creative and productive ability-all stem from the mother-tongue.

9. Source of Original Ideas.

Original ideas are the product of one's own mother tongue. It supports thought and expression, new and original ideas take shape only in one's own mother tongue.

Thus, mother tongue has tremendous importance in education and in the curriculum.