

PYP Overview*

Teacher Planning	The Five Essential Elements				International-Mindedness													
The Planner reflecting on the inquiry -	Knowledge Transdisciplinary Themes – 'human commonalities'	Concepts Transdisciplinary Concepts in the form of questions/concept-driven inquiry What do we want students to understand?	Skills What transdisciplinary skills does the PYP suggest?	Attitudes What do we want students to feel, value and demonstrate?	Action	Learner Profile												
<p>1. What is our purpose?</p> <ul style="list-style-type: none"> To inquire into: <ul style="list-style-type: none"> -the transdisciplinary theme - the central idea Summative assessment <p>2. What do we want to learn?</p> <ul style="list-style-type: none"> -Key concepts -Lines of inquiry -Teacher questions/provocations <p>3. How might we know what we have learned?</p> <ul style="list-style-type: none"> -Assessment (pre and formative) <p>4. How best might we learn?</p> <ul style="list-style-type: none"> -Learning experiences (incl. development of transdisciplinary skills and attributes of the learner profile) <p>5. What resources need to be gathered?</p> <p>6. To what extent did we achieve our purpose?</p> <p>7. To what extent did we include the elements of the PYP?</p> <p>8. What student-initiated inquiries arose from the learning?</p> <p>9. Teacher notes</p>	<table border="1"> <tr> <td>Who we are</td> </tr> <tr> <td>Where we are in place and time</td> </tr> <tr> <td>How we express ourselves</td> </tr> <tr> <td>How the world works</td> </tr> <tr> <td>How we organise ourselves</td> </tr> <tr> <td>Sharing the planet</td> </tr> <tr> <td>Disciplines/ Traditional Subjects</td> </tr> <tr> <td>Language</td> </tr> <tr> <td>Mathematics</td> </tr> <tr> <td>Science</td> </tr> <tr> <td>Social Studies</td> </tr> <tr> <td>Personal, Social and Physical Education</td> </tr> <tr> <td>Arts: Drama, Music & Visual Art</td> </tr> </table>	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	Disciplines/ Traditional Subjects	Language	Mathematics	Science	Social Studies	Personal, Social and Physical Education	Arts: Drama, Music & Visual Art	<p>Form What is it like?</p> <p>Function How does it work?</p> <p>Causation Why is it like it is?</p> <p>Change How is it changing?</p> <p>Connection How is it connected to other things?</p> <p>Perspective What are the points of view?</p> <p>Responsibility What is our responsibility?</p> <p>Reflection How do we know?</p>	<p>Thinking Skills</p> <ul style="list-style-type: none"> Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Dialectical thought Metacognition <p>Social Skills</p> <ul style="list-style-type: none"> Accepting responsibility Respecting others Cooperating Resolving conflict Group decision-making Adopting a variety of roles <p>Communication Skills</p> <ul style="list-style-type: none"> Listening Speaking Reading Writing Viewing Presenting Non-verbal communication <p>Self-management Skills</p> <ul style="list-style-type: none"> Gross motor skills Spatial Awareness Organization Time management Safety Healthy lifestyle Codes of behaviour Informed choices <p>Research Skills</p> <ul style="list-style-type: none"> Formulating questions Observing Planning Collecting, recording, organizing and interpreting data Presenting research findings 	<p>From Figure 10 p. 26 MTPYPH 2007</p> <p>Should be a voluntary action</p> <p>Extend the student's learning or have a wider social impact</p> <p>Will look different within each age range</p> <p>Inaction may be the best choice/response</p> <p>Can involve service to fellow students, larger community within and beyond the school or to the world</p> <p>Can be a demonstration of responsibility and respect for self, others and the environment</p> <p>May require adult support and modelling</p>	<p>Ref. p 4 Making the PYP Happen 2007</p>
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<p>Ref. pp. 33-40 Making the PYP Happen 2007</p>	<p>Ref. pp. 12 & 67-142 Making the PYP Happen '07</p>	<p>Ref. pp. 18-20 Making the PYP Happen 2007</p>	<p>Ref. pp. 21-23 Making the PYP Happen 2007</p>	<p>Ref. p 24 Making the PYP Happen 2007</p>	<p>Ref. p 4 Making the PYP Happen 2007</p>													

* based on an original page entitled 'PYP SYNOPSIS': Creator unknown, but full recognition is given to their intellectual property. Reworked in April 2008 to include terminology from the 2007 edition of 'Making the PYP Happen'. Bernadette Dowling St Leonard's College, Brighton, Melbourne, Australia