



THE PYP INCLUSIVE

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Travelling the PYP Journey

Inside this issue:

Engaging our community with the learning of their children	2
PYP community night—Seabrook	3
Three reasons to allow your students to plan the UOI	5
How we express ourselves	7
Art in a UOI	8
A powerful journey	9
Earning and learning	16
Community engagement	18
Utilising the IB attitudes in the classroom	21
Beyond the Atlanta Olympics	23
Reflections on learning at Mount View PS	26

When I read articles for the newsletter I am always struck by the variety of what is happening. The PYP provides us with a framework and a common language, and whilst you can walk into any PYP school world-wide and feel that you are at home, when you dig a little deeper you see that the ethos and culture of the school are what make each IB World School unique. There is so much we have to learn from each other. I sincerely thank the contributors to Issue 38 for taking the time to reflect on elements of their practice and share with others.

We have a bumper 28 page edition—it is great to be back to the good days of old—let's see if we can keep this up for our next issue! Why not start writing now?

Kingsville Primary School wins the award for the most articles in an issue. Thank you to all the contributors who share ways to engage the community, ways we can express ourselves in a unit of inquiry and also how the visual arts teachers can contribute to this unit. They also share provocations related to a Grade 6 unit that begins with a class auction.

Rima, from Seabrook Primary School, shares the rewards of a community night and of the ways in which each year level contributes in a rich and meaningful way.

If you are looking for the courage to invite students in to planning units, then Lyn Bird's article is well worth a read. It is great to hear from our friends across the Tasman!

Grab a cup of coffee and settle in to read Mentone Girls' Grammar School's, Camilla Gaff's story of the powerful journey the Year 1 students took. It actually brought tears to my eyes! Very inspirational!

The Year 5 teaching team at Firbank shares the connections their students

made during a unit related to how communities organise themselves. The students' comments bring the unit's value to life.

Second year teacher, Emma, from Mornington Primary School, explores ways in which she has made making the language of the PYP part of the students' everyday classroom experience her goal for the year.

Brooke, from Firbank, explores the myriad of possibilities available to students today as they inquire into a range of areas of interest in units.

Alison celebrates the richness of culture, joy of learning and care for one another that is a part of every day at Mount View Primary School. She captures this with a wonderful series of photos.

So, all in all, a fabulous issue of the *PYP Inclusive*! Enjoy!



The greatest aim of education is not knowledge but action.

*Herbert Spencer
Philosopher and Sociologist*



VICTORIAN
PYP
NETWORK

What's happening around the network

Engaging our community with the learning of their children

Twice a year at Kingsville the levels open their classrooms to 'Share and Connect' with the community. Just like the exhibition, the 'Share and Connect' provides the students with an authentic chance to demonstrate their growth, understandings and application of the essential elements of the programme. *Dennis Littky says, "exhibitions are the best way to measure learning because they put the children right in the midst of their learning."* This can also be said of the 'Share and Connect'.



The success of the 'Share and Connect' is not judged on a wiz bang poster or diorama from a child's personal inquiry. The focus of the 'Share and Connect' is about the student sharing their learning journey of the unit of inquiry. It is about the skills they utilised to investigate and the attitudes they called upon during the journey – the provocations, tuning in experiences, their personal wonderings and assessments.

At the 'Share and Connect', students have an opportunity to communicate their findings (knowledge), discuss their personal inquiry journey (skills, attitudes and concepts), and/or explain the enduring understandings (big ideas) as a result of exploring a central idea.



This engagement with the broader community is an authentic way to connect and collaborate with others. Being able to share what we know with others ensures our and our audience's learning curve never becomes flat.

Jeff McDonald
Assistant Principal
Kingsville Primary School
Victoria
Australia



What's happening around the network

PYP community night—Seabrook Primary School

On Thursday 19 March teachers, students and parents enjoyed a wonderful evening at our PYP Community Night. The night was a great success as students shared their knowledge and understanding of the PYP. Students demonstrated this through various presentations such as PowerPoints, songs and portfolios. Within these presentations the students demonstrated that they were effective communicators, risk-takers and thinkers. As part of the evening, each year level presented an essential element of the PYP.

Attitudes

The Year 1 children presented PowerPoints, videos, songs and presentations of work to share their understanding of the PYP attitudes.

Artefacts and international mindedness

In Year 2 the students shared artefacts and their knowledge on international mindedness through their cultural backgrounds. They sang a song titled 'Children of the World' and presented their work from their values inquiry.

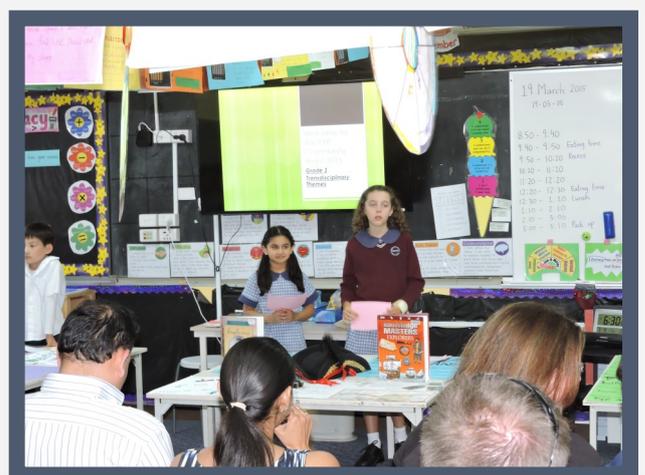


Learner profile

The Preps shared their knowledge about the learner profile through singing different songs and also by sharing some pieces of work from their portfolio.

Transdisciplinary themes

Students in Year 3 presented their understanding of the transdisciplinary themes (*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*) through mind maps, posters and visual displays.



What's happening around the network

PYP community night—Seabrook Primary School

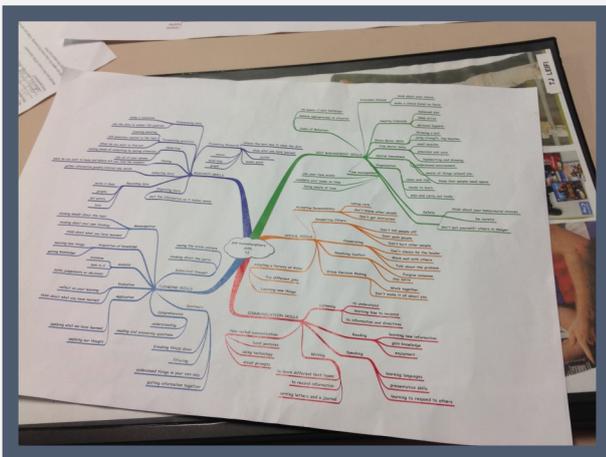
Concepts

Year 4 students were reflective about their understanding of the concepts using their values and beliefs about inquiry through PowerPoints, dance and sharing of work.



Transdisciplinary skills

Students in Year 5 showed their knowledge of the transdisciplinary skills (thinking, social, communication, self-management, research) through mind maps (where they linked their understanding and work with each skill) and classroom displays.



Leadership

Year 6 students shared their leadership journey through presentations by each leadership group.

The art specialist teachers also had the art rooms open for gallery viewing where students had the opportunity to share their artwork. There were also some sport games on the oval. The Italian specialist teachers worked with the grade 4s to parade their Venetian masks in the courtyard, which was linked to their classroom inquiry. We had music in the courtyard for the children to enjoy a bit of a dance and our much-loved BBQ and drinks station were popular.



It is great to see so many people from the community attend the PYP night. It was a lovely evening!

Rima EL Souki
PYP coordinator
Seabrook Primary School
Victoria



What's happening around the region

Three reasons to allow your students to plan the unit of inquiry

A Selwyn House Experience

Teachers spend many hours planning units of inquiry in order to help their students learn new knowledge and to develop new skills and attitudes. Some teachers collaboratively develop the unit before ascertaining student prior knowledge. Some teachers develop a skeleton unit plan and finish the rest of the unit plan informed by student prior knowledge, questions and interests. A few teachers carry out a true form of democratic inquiry and co-construct the unit with their students.

Fraser (2000, p.35) comments:

...teachers are in fact planning the units in advance, and consulting with the students only on a few minor details. The core elements, activities and direction of the units, as decided by the teacher, remain unchanged.

When considering effective pedagogy Selwyn House knows the power of incorporating student voice at all levels of learning, we know gathering prior knowledge is a very important first step and we know student choice is a powerful engagement tool. With these points in mind Selwyn House decided to plan a unit of inquiry from the student perspective, facilitating the same process that teachers undertake.

Individually, from their own cultural perspective, our Year 8 student leaders unpacked the transdisciplinary theme (sharing the planet) and central idea (everyone has rights ...) and then shared their understandings to form a shared meaning. This process included their family and cultural perspective and allowed prior knowledge to be captured. It was interesting how each student viewed the term "refugee" and how each had their own "lens" through which they approached the central idea.

Starting with a shared language aided the students in selecting the key concepts to be emphasised and to develop possible lines of inquiry. They formulated a variety of "big" questions to provoke and stimulate discussion such as "what rights and responsibilities do refugees have compared to us?" "A war can start small, but impact a huge amount of people" and "what is the difference between rights, responsibilities and power?"

Planning learning experiences promoted great excitement and was a highly motivating part of the planning. We were astounded at the ease with which the Year 8 students generated the activities and their natural inclusion of a wide variety in order to suit individuals, groups and learning styles.

Transdisciplinary links were developed naturally as the inquiry was focused on a real-world problem (refugees) and brought relevance both locally and internationally. The culminating activity was replicating a day in a refugee camp. This involved a great deal of planning and the development of financial, thinking, communication and research skills, but more importantly enabled them to be risk-takers, open-minded, reflective, caring learners.

Planning possible assessment tasks was relatively straight forward as they reflected on the learning activities and the skills, values and knowledge to be developed. They planned a number of individual and group activities that would culminate in a comprehensive portfolio of artifacts as proof of their achievement and learning journey. They also included co-constructed rubrics and role-play.

What's happening around the region

Three reasons to allow your students to plan the unit of inquiry

From this exercise we learnt three main points:

1. Start with what they know.

I have worked with groups of students for many years facilitating the planning of units of inquiry using the same steps and approach as teachers use. Teachers are astonished when they receive the planning and often choose to use the plan with minor modifications. Why? Because the planning is authentic, starts from "what the students know" and engagement is instant.

2. Students know how they like to learn best.

Students have the capability to design the learning activities and are very aware which skills they need to develop. Senior students have had many years of learning through exposure to many different types of inquiry learning activities and they know best which ones engage and suit the learning need. Planning assessment activities and an understanding of the learning journey leads to self-direction and metacognition.

3. Students feel empowered when they carry out the planning and engagement is assured.

Students I have worked with feel proud that they have developed the unit and are very excited to begin learning. Incorporating student voice and choice to such a degree encourages student agency and ownership of their learning.

The following link is the unit of inquiry planned entirely by a group of Year 8 girls at Selwyn House School:

<https://drive.google.com/a/selhouse.school.nz/file/d/0BxFV9nloLc69c3JzejhQNFY5WFU/edit>

I am sure they would love you to trial the unit and get your feedback.

Dr Lyn Bird
Principal
Selwyn House School
Christchurch
New Zealand



What's happening around the network

How we express ourselves

A term 1 unit of inquiry by the 1/2 level at Kingsville explored the different ways in which 'we' express ourselves. The central idea focused on the ways that people can communicate their uniqueness through different forms of the Arts. The students inquired into the unique and varied ways that individuals and cultural groups express identity, emotions and appreciation of their world.

To enrich this unit, the performing and visual arts teachers took on extra lines of inquiry. Through this collaborative and transdisciplinary approach the students investigated the decisions that artists make in choosing their media and the reasons for these choices.

The students individually reflected on the avenues they use to express themselves and their intentions when creating a piece of art.

They also explored ways to develop their creativity and confidence in communicating their opinions and artistic expressions.

They also engaged in thorough debate over the definition of art and the role of the Arts in our community, locally and globally, in connecting people and places.

As a provocation to the unit, the level invited *The Imagination Jungle* to visit. The students had fun being creative and imaginative using drama, music and art. The students expressed themselves through designing their own animal mask and costume. They also used an array of musical instruments to create a unique sound for their chosen animal. The fun culminated in a wild parade of animals, each student showcasing their imaginings coming to life.

*The 1/2 level
Kingsville Primary School
Victoria
Australia*

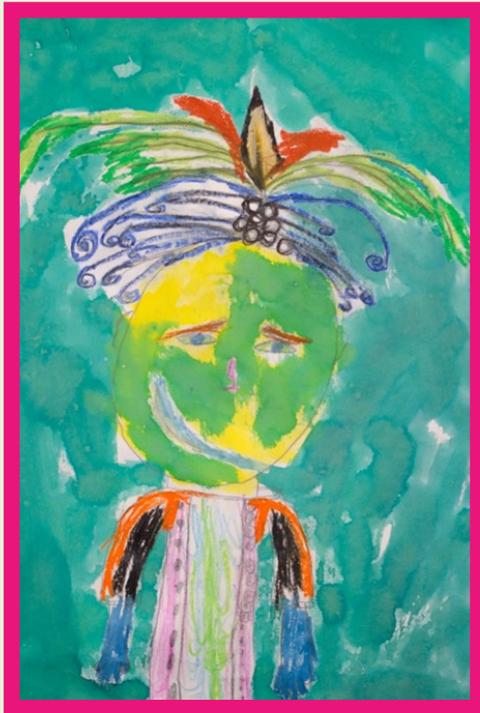


What's happening around the network

Art in a unit of inquiry

While the 1/2 students engaged in their *How we express ourselves* unit of inquiry, their visits to the art room explored this theme through the line of inquiry, 'Artists use different media and drawing techniques to engage their audience.' Their time in the art room began with a provocation using the book called *Crazy Hair Day* by Barney Saltzer. This text continues during the art unit to be a touchstone text. Using the images from the book the children were inspired to experiment with line, pattern and shapes to produce a self-portrait with crazy, colourful hair. A food dye water colour wash gave their work a finishing touch.

Visual Arts teachers
Kingsville Primary School
Victoria
Australia

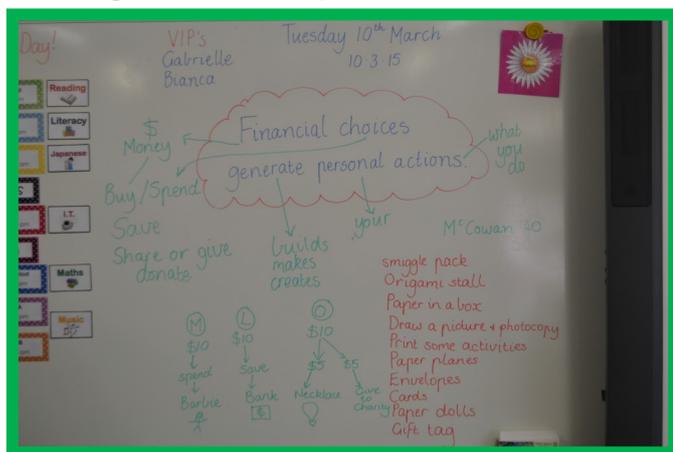


What's happening around the network

A powerful journey

As Year 1 teachers at Mentone Girls' Grammar School, Kylie Federici and I recently had the great privilege of planning and implementing a unit of inquiry that took each and every student on an incredibly powerful journey.

It all began with a story.



We read **The Giving Tree** by Shel Silverstein to the children, and what a potent tool it was.

Our girls demonstrated a wide range of emotions as they listened to the story of a tree that loved a boy so much he never stopped giving, even when it seemed he had nothing left to give. This story served as our pre-assessment as we explored their knowledge of, and the connections between loving – giving – responsibility, and the role that each of us plays in these important actions.

With this story fresh in our minds, our girls were ready to launch into a meticulously planned provocation for our unit focussing on **How We Organise Ourselves**. With their snack in their tummies and with the buzz of a happy, active playtime in the air, the girls were surprised to find a stranger in our classroom. Alisa Pont was introduced to the girls as a story-teller with a story to share with us. In reality, Alisa was from Projec10, a fundraising group with a focus on developing a social conscience and entrepreneurial skills in school-aged children. Alisa told the story of her own adventure to Ghana, trav-

elling with her husband and three young children. She had prepared a slide show and the girls were spellbound as they devoured the photos on the screen showing the happy faces of children in a land far away. Alisa spoke in a way that connected with our girls. She showed how children growing up in Africa share many of the same interests that we enjoy. There were photos of children playing ball sports, albeit with bare feet, no sporting grounds and broken equipment.

Other photos showed children enjoying their school day, albeit in a building with no mod-cons, few books and limited writing implements. We could see the girls processing the images; the faces looked happy and the photos littered with smiles, but life looked a little different to our own.

Finally, Alisa talked about how the children in Ghana live in houses with their families, just as we do. Often, they live with extended family too. Some children could relate to this experience as well. And then she showed a photo of a shanty. A home constructed of tin sheets. A single tiny room that could house a dozen people or more.



Alisa continued her story, not dwelling on the unfairness, the injustice or the enormity of the situation.

What's happening around the network

A powerful journey

She told us how her own children inundated her with WHY. Why can't they have homes like us? Why can't they have schools like us? Why can't they have fresh water like us? Why don't they have enough food? Why can't they have toys like us? This single word, WHY, had been their catalyst for action.

Our girls then inundated Alisa with questions. They also wanted to know WHY. They wanted to know what they could do, but felt frustrated because they were only six years old and they



didn't know how to bring about any kind of change.

We broke the girls into groups and gave them two wonderings to explore together.

- What actions can YOU take to improve someone's life?
- How much money do you think it would take to improve someone's life?

After sharing their thoughts with their peers, it was evident that the girls understood that



fresh food, clean water, medicine and improved housing were imperative ways to improve someone's life.

Their idea of the cost of this ranged from 200 cents to \$9099 to \$6000500000 and everything in between!

After regrouping, Alisa told the story of the birth of Projec10. This is a platform for fundraising where children begin with a \$10 donation and work in a team to grow that money into something bigger. Our girls were stunned and empowered to learn that it would **only** take \$10 to make a difference. Excitement grew as we decided to each raise and then pool our \$10 seed money and together grow a great, big, healthy giving tree that could improve someone else's life. And that's exactly what we did.



What's happening around the network

A powerful journey



With **Financial choices generate personal actions** as our central idea, it was time to explore what our **financial choices** were. How were we going to get \$10? What could we do with it? How could we GROW it? What did \$10 even look like or feel like?

Large amounts of play money were compiled and investigated. Monies from around the world were explored and compared with our own. Patterns were developed and connections to counting patterns were made. Groups of like coins were piled high and coins were arranged from lowest value to highest. Research using our shelves filled with books about money matters informed us about how we could EARN money and led us to the understanding that we have some choices about how to use it.



We learned that we had 4 general options. We can:

- Save it
- Spend it.
- Invest it. (Yes, that very word proudly came from the mouth of a 6 year old girl!)
- Give it.

But before we could make choices about our money, we needed to earn it. Projec10 encourages children to pitch their idea to an 'investor' and collect \$10 seed money. When this money has been grown into something bigger, the investor has their seed money returned to them. This concept really appealed to us as it gave the girls the opportunity to experience investing in two ways – **financial investment** and **investment in self**.

We explored the structure and the language of persuasive writing, brainstormed some ideas that might contribute to a successful pitch and then set about planning our pitches. investor, what we were going to do with that money, why we were doing this and when they would see their money again. The girls approached this task with a high degree of enthusiasm and our pitches were transferred onto PowerPoint presentations with the assistance of our Year 6 Buddies. This peer-tutoring session was an incredibly industrious one and it was clear to the adults in the room that the flow of information was not simply one-way. PowerPoint files were emailed to parents and the girls went home and pitched for their seed money. The very next day, we had \$250 seed money and 25 girls who felt ready to change the world.

With a developing knowledge under our belts, we were ready to explore **personal actions**. We had grown a giving tree and it was time to decide on OUR action.

What's happening around the network

A powerful journey

The girls had BIG ideas and EXPENSIVE ideas and TIME-CONSUMING ideas and we slowly guided them towards the exploration of simplicity. We were able to talk about good business sense; the best ideas are the ones that are time and cost effective and create the most profit for the least cost.

We showed them the resources that we had at our ready disposal – coloured paper, coloured card, stickers, stars, decorative bits and pieces. What was something that every household needs and uses often? The idea of cards was explored, but but it was too big. it was too big. Should we make birthday cards, Christmas cards, cards for boys, cards for girls? It was a good idea, but not quite right.

Finally, the idea of a gift tag was put forward. A simple, small tag with an effective decoration that could be used for a variety of celebrations and was perfect for adults and children alike. We decided to package them in bundles of 5, in a small cellophane envelope.



What represented good value? Should we sell them for \$1, \$2, \$5 or \$10? The girls had lots of ideas and we reached agreement on \$3. As they said, **it felt like good value**. Now for the hard work. We needed to sell 84 bags to recoup our seed money alone. How could we achieve sales that would ensure we actually made some money to give to others? We threw this question to the girls and it wasn't long before an enterprising mind suggested we sell our gift tags at the Mentone Girls' Grammar Summer Fair. The only problem was – it was only 10 days away. Could we do it? Was it humanly possible to be ready in 10 days? We hadn't made a single gift tag. The girls refused to see any of these hurdles as a problem.

One of our favourite Year 1 mantras is **every problem has a solution**, and the girls were all about solutions. We met with our Marketing Department and organised a stall at the Summer Fair – it was called the **Small Action, Big Change** stall – and we loved it!

What's happening around the network

A powerful journey

Whilst it would have been easy to have made these tags at school, we wanted the girls to learn about giving in every sense. This requires giving some of your own time and your own energy. It was important that it was a little bit inconvenient to the girls. We spent some of our seed money on ribbon, stickers, ties and cellophane envelopes. We set about creating take home packs and sent these home with a tight time frame. Each pack had 30 blank gift tags that we had pre-cut for them, along with a sample tag and the materials required to replicate the design 30 times. The girls responded beautifully and rose to the challenge with many packs being returned the next day and girls signing up for another. Nine days later we had created 1250 gift tags – 250 bags! They



were stunning! Each packet had a beautiful thank you card inserted and the girls were proud of their incredible achievement.

The day of the Summer Fair dawned and our tent was ready. Each girl had committed to 'working' at our stall for a 15 minute period. They had spent the days leading up to the event handling play money, practising money transactions, rehearsing what they might say to 'customers' and role playing every scenario in between! Each girl had their photo taken when they arrived for duty and loved the safety that came with serving Mum or Dad first. After explaining our mission, the girls completed

their transactions with patient customers watching as we sat on the grass around our money boxes and worked out how much to ask the customer for and how much change to give using our 'finger calculators'. Each customer was giving a beautiful Enterprise handout explaining our unit of inquiry to the public.

Our customers included our Principal, Mrs Fran Reddan and our Head of Junior School, Ms Ann Mathers – and boy, were they proud moments in the lives of little girls! Restocking our gorgeous 'washing line' display was a priority and the girls learned about making our products LOOK their best at all times. We raised over \$500 at this stall alone. The girls handled a lot of money at this stall. One customer gave



us a \$100 note – and whilst we had seen pictures of \$100 notes in books, it was pretty exciting to have one in real life! Kylie and I both observed a strange phenomenon throughout the day – whilst the girls had handled many \$1 coins using our play money, they avoided the ones that were in our stall money box. The reason for this was that they were commemorative coins. Play money does not deal with this concept at all.

It also doesn't show the year it was minted or show the changing face of Queen Elizabeth II as she ages. We heard the words "I'm not sure what that one is" several times during our stall and knew that we needed to address it.

What's happening around the network

A powerful journey

Our sales in the following days continued. Our own girls brought in their own money to buy packs of gift tags. Families who had not attended the fair sought us out to purchase packets. Within days, we had raised over \$900! We gave the girls the chance to play with this money – feel it, compare it, handle it, count it and enjoy it. It was an opportunity to 'see' what they had achieved.

The girls wrote thank you letters to their investors outlining our amazing achievement. Each letter had \$10 attached – the return of their investment. It was a proud moment – the satisfaction that came with returning seed money was very empowering for the girls. In order to make money, we had to spend money. Kylie and I submitted our receipts – we had spent \$50.25 and \$52.00 respectively. The girls reimbursed us – and whilst they were initially shocked, it was so important for them to understand that we needed to spend money to make money. They had a far greater appreciation of this now.

Our giving tree continued. No sooner had we sent our thank you letters and seed money home, the money was returned to us as donations! Our final figure was around \$750!

After reflecting on our stall with a colleague, we discussed the commemorative coin phenomenon. We wondered about the merit of discarding play money and using real money – but how to get access to the sort of money we needed? She mentioned having a large collection of coins at home in an empty formula tin. She generously gave this to us for a couple of weeks. It contained almost \$400 and it taught us a great lesson as educators. Play money is just too different – it's not the right size, it's not the right weight, different sets portray the coins differently and to be frank, the girls just didn't take play money seriously.

Using real money (and lots of it!) the girls had the opportunity to set up an 'Exchange Shop'.

They could explore as many ways of making \$1 or \$2 as possible – exchanging the silver coins for the coveted gold ones. They could investigate the special occasions behind the commemorative coins and create an historic time line with them. They could compare images of the Queen and order the coins based on her changing appearance. They found coins that were minted in the year of their birth! They found coins that were minted in the years of OUR births! We talked about why some coins are shiny and some are dull. We imagined what a day in the life of a coin might look like.

This incredible unit of inquiry was packed into four action-packed weeks. The energy was high, the learning was powerful, the message, **Small Action, Big Change**, became a living, breathing force amongst our cohort.



What's happening around the network

A powerful journey

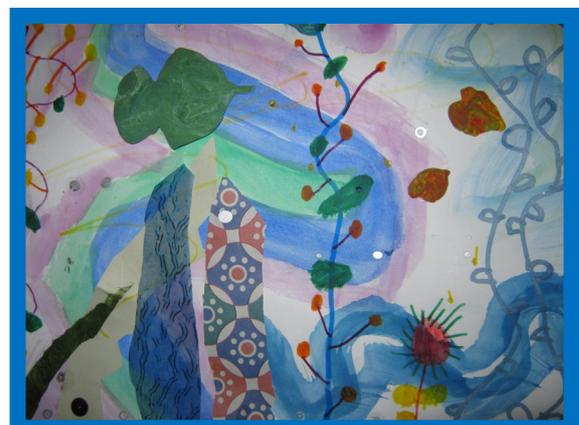
The girls recognised this theme in the actions of others in their community and beyond. They were inspired to take their learning further and find ways to become a giving tree in their own right. They gave time, money, energy to others. One student was so inspired to action she held a stall of her own selling clothing that she had outgrown and made over \$100 that was donated to the RSPCA.

The support from our parent group was amazing. The feedback was abundant – that's when you know you've really achieved some powerful learning. Parents wrote to us about the actions their daughters were taking, the language they were using, the empathy they were showing and the knowledge about money they were demonstrating. This knowledge transcended the ability to recognise and count it; it was about choices we can make with money, responsibilities that come with money and ways to successfully manage our money.

When we're all still talking about it weeks later, you know you've been a part of something really very special...



Camilla Gaff
Year 1 teacher
Mentone Girls' Grammar School
Victoria
Australia



What's happening around the network

Earning and learning

“Are we all done? Are we all silent? Going once... going twice... going three times... – and SOLD to the gentleman in red.”

The Grade 6 students of Kingsville Primary School began their unit of inquiry with a class auction. Generously given 'debit cards' with \$100, the students eagerly bid for an assortment of items including pencils, textas, rulers and bookmarks. Unbeknownst to them was that in order to complete the next activity, they would need specific coloured pencils. Towards the end of the auction, when students were informed that the upcoming activity would require items purchased only during the auction, prices skyrocketed.

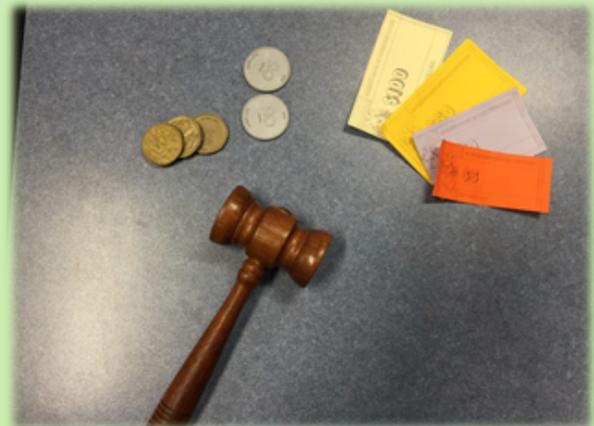
Students were to complete a 'colour-by numbers' picture using black, red, yellow and white pencils. The one white pencil, which sold for \$20 dollars at the auction, was suddenly being leased for a much higher price, as the demand for it was extremely high. Students used a combination of leasing, selling and exchanging strategies to obtain the items that they needed.



This provocation activity resulted in a fruitful reflection from all students. They discussed their decisions to buy certain goods, how they managed to complete the task, and they identified links between supply, demand and the cost of goods. The auction was enjoyed

immensely by the students, so much so, that they have been begging for another one ever since!

Based around the central idea: *“Trade is based on the principles of supply and demand,”* under the transdisciplinary theme of *How we organise ourselves*, this unit of inquiry included several other provocation activities.



Later in the unit, students engaged in a trading activity where they exchanged small items such as stationery and toys with their peers. This simple activity raised many ideas and questions: What happens when you have 'supply' but no 'demand'? How do our wants affect our trading decisions? What constitutes a fair trade?

Another engaging provocation throughout this unit of inquiry has been Rob Vingerhoets' *Earn and Learn*. The project provides students with opportunities to experience real-life scenarios as they act as 'adult' citizens within the classroom community. Initially students earned a wage, from which deductions were taken. Deductions included tax, insurance, rent and transport costs. Later on, students started up their own businesses or found employment at an established workplace. While not all businesses were successful, there were plenty of significant learning opportunities to be experienced by all students.

What's happening around the network

Earning and learning

To ensure the community was running efficiently, job roles were created. Students eagerly submitted applications for a number of different positions. After the applications were read and interviews were held, selected students were offered the important positions as Deputy Prime Minister, Government Treasurer, Government Secretary, Resource Minister, Bank Manager and Shopping Centre Manager.

The main learning intentions of this program were for students to develop personal money management skills and to understand the responsibilities of being a consumer. They needed to ensure that they kept their money safe and to make informed decisions regarding spending. The mood of the students fluctuated from happiness on pay-day, to disappointment when deductions were made, particularly when fines had to be paid, when rent was due and when business ideas failed. Each small aspect of the bigger "Earn and Learn" picture reflected potential situations that students may face in the future, making this a significant and relevant experience.

The Morris Gleitzman book, *Too Small to Fail*, was read throughout this inquiry unit. Its humour and subject matter resulted in it being very appealing to the Grade 6 audience. As this book introduced students to various 'trade' related language, it complemented the unit fittingly.

Although this unit is coming to an end, we have decided to continue "Earn and Learn" until the end of the term, as interest and engagement in the program remains high and the benefits for students continue to be worthwhile.

Grade 6 teachers
Kingsville Primary School
Victoria
Australia



What's happening around the network

Community engagement

The Year 5 group at Firbank Grammar Junior School, Brighton Campus, has been exploring the ways in which, 'scientific knowledge and understandings, influence how communities organise themselves'. As a result, they have been making connections with a range of different communities to better understand their central idea in a broader context.

The students were lucky enough to visit the server room where the school's network is managed and had a presentation on the school's internet filtering security system, whilst also learning about the size and magnitude of information and communication technology and the influence it has on a school community such as Firbank. They also explored the science labs to identify how scientists work to reach their knowledge and understanding, which in turn has an impact on communities. Connections were also made with a current building project on site, where they explored a range of modern tools which builders use to assist them in their work and improve their productivity and organisation. The school maintenance department opened their shed up for the girls to explore the range of tools and equipment necessary for their work, and also learn the impact modern technology has on preventing injury or impairment to their bodies. Finally, we had two parent guest speakers who explained the way they conduct research in their field, which has influenced and supported medical and social psychology knowledge and understanding. Below are some reflections from the students about the community engagement during this unit.

I learned all about how science is not just about chemistry in a lab, but how it is connected with research, careers and our daily lives. I learned this from our guest speakers.

- Ava

I learned that most inventions are not dangerous. You can only get hurt if you use them incorrectly. My favourite thing was going to the ICT labs at the senior school, because I love science and it was really interesting. It also made me wonder how scientific equipment will be different in the future. I never realised how important scientists are to our community.

- Liv

It was interesting when we went to the building sites and actually got to go in the building. It was also interesting because we saw a machine

that could cut bricks! The technology there was amazing and I wonder what the technology at building sites will be like in the future.

- Sophie M

My favourite place to visit was the building site. I thought it was interesting when one of the builders talked to us about how tools have changed over time.

- Jessica

I really enjoyed the maintenance shed and the worksite because I liked seeing how we use new technology in building new things. I could see that the electric tape measure was an efficient, new way to do things.

- Mia C



What's happening around the network

Community engagement

It was fascinating learning about the ICT Lab and how our emails are checked by people before they go through. Also how they are so involved with the school and our iPads.

- Pippa

I enjoyed going to the senior school science labs because we got to see the different types of science they do and what different tools they need. I particularly liked the tanks in the biology room.

- Abby M

Listening to all the guest speakers, it sounded like you have to go through lots of stages to get to the finished product that you were looking for. My favourite thing was going to the science lab and looking at what tools they use.

- Izzy

I thought that the science labs were so cool. The equipment in the rooms was amazing. I wonder if science labs will help scientists discover more amazing things in the future? Do you think that they will?

- Stella



I thought that the science lab was amazing. I loved all the equipment that they use. However my favourite thing was the dissected frog!

- Abby

I learned from the parent speakers that there is a big process to go through with what you want to achieve and how you're going to get there.

- Annalise

The parent guest speakers made me think about how lucky we are to have scientific knowledge, understandings and inventions to help us organise ourselves much more efficiently as a community!

- Zoe

It was very interesting learning about the ICT department, especially how much they are involved in running the school efficiently with all the technology we use.

- Charlotte A

Listening to all the guest speakers made me think about their roles in helping the community function more effectively. I learnt that there is a big process to get to where you want to achieve. I especially liked looking in the science labs, because I find the equipment that they use very interesting.

- Stephanie

I learned how much science has affected the building sites. Science has made the buildings sites much easier and quicker to build buildings.

- Lulu

My favourite thing was the big control machine at the senior school and how people check our things before it gets sent out!

- Chloe S

What's happening around the network

Community engagement

I learnt that inventions aren't good or bad, it's how you use it that depends on if it is good or bad. I learnt that Firbank SS had a great computer thing that is controlling all of Firbank including Sandy House and Turner House's Wi-Fi and what's been used. I learnt about all the equipment they use at Firbank. I learnt about the stages of a science investigation.

- Erin

After seeing the building site I wondered about the machine that cuts the bricks in half. If we didn't have that it would almost be impossible and it would take a long time so some buildings would take a long time to build and then it would be hard to organise our communities without buildings.

- Tiah

My favourite thing was seeing all the tools in the site like the laser measures and the diamond blade bricks. It made me wonder what tools we used in the past to build things and how would we cut the bricks in half without the diamond blade.

- Paris

My favourite thing was seeing all the tools the builders used, especially the diamond brick cutter. I also loved seeing the science lab and all the things they do in there.

- Mia E

I really enjoyed looking at all the technology they had in the Senior School. I also really liked seeing all the tools that they used in the science labs, and all the chemicals! I learned that diamond was a very strong cutting material! It could cut the bricks, and lots of other things too!

- Ella



My favourite thing was going to the maintenance shed to see the new and old tools used. My favourite tool used was the tape measure that measured distance electronically. I wonder if there will be another generation of tape measures and other tools.

- Holly

When I visited the new building site I never realised how lucky we are to have great building tools. If we didn't have electrical tools it would make the building process very slow. It made me wonder what it would've been like in the day with just basic tools like the hammer.

- Bella

Claire Van Loon, Paul Connelly and Janet Nieuwenhuis
The Year 5 teaching team
Firbank Grammar Junior School
Brighton Campus
Victoria
Australia

What's happening around the network

Utilising the IB attitudes in the classroom

As someone who is only in my second year as a classroom teacher, the terminology and language of the IB Primary Years Programme is something that I have found especially challenging to get my head around. Luckily, I have been able to work as part of a supportive team and have been provided with several PD opportunities to help me to develop my skills in conveying an understanding of this language to my students. Making the language of the PYP part of our everyday classroom experience has been my goal for this year, and I wanted to share one of the strategies that I have used to enhance my students' comprehension of the PYP attitudes.

I was looking for a way to help my students, who are in grades 3 and 4, better explore their understanding of the PYP attitudes.

Some of the attitudes were already fairly well understood by the students, such as confidence, respect and creativity, as these are words that are more commonly used in our daily discourse. However, I found that my students were still struggling to articulate the meaning of more complex attitudes, such as empathy, appreciation, tolerance and integrity. Our class novel this term is *Matilda* by Roald Dahl. Although the characters in this novel may appear fairly simplistic, I thought that looking at them through the lens of the IB attitudes would be an engaging way to help my students visualise these attitudes and act as examples of these that we could refer to at a later time.



I provided my students with a list of the attitudes and asked them to assess themselves against them, using the same grading system that is used in our school reports. As a class, we went through each attitude, discussed its meaning and the students reflected on their own performance in this area. Then, as we read *Matilda*, I would ask the children to assess the characters that we came across against the attitudes as well. This prompted a great deal of discussion about the meaning of each attitude and students were providing examples from the text to illustrate their points. Mr Wormwood (*Matilda*'s father – not a nice person) was generally assessed fairly low by my class, especially in integrity as he cheats his customers. However, after thinking about it, many of my students gave Mr Wormwood strong marks for creativity, as the methods he develops for deceiving and cheating his customers are quite creative! He was also assessed as demonstrating confidence, as he

What's happening around the network

Utilising the IB attitudes in the classroom



The great thing about exploring the PYP attitudes through fiction is that it became more than just a way of improving our understanding of the attitudes and finding examples that illustrate the attitudes. It also gave my students a tool to carry out quite sophisticated character analyses, rather than simply stating that characters are 'good' or 'bad'. I will be using this approach again later in the year, to scaffold the students in tracking the development of a character through a narrative. They will be comparing their assessment of the character at the beginning of the story with that of him at the end. They should be able to use this to see where he has developed new capabilities.

Using the attitudes explicitly in this way has proved to be an engaging way of extending student knowledge of the PYP attitudes, and has helped the students to increase their use of PYP language during class discussions.

Emma Melder
Mornington Primary School
Victoria



What's happening around the network

Beyond the Atlanta Olympics

When I was in Year 6, my weekly schedule looked something like this:

Go to school each day, have one hour weekly dance class, attend netball practice for 45 minutes on a Friday and play a netball game on a Saturday. Often, I would also have one friend over or go over to a friend's for a few hours once a week, maybe visiting my Nanna and Poppa on the Sunday.

Cut to 2015. I am currently a Year 6 teacher at Firbank Grammar School, Brighton. What does an average weekly schedule look like for some of my students?

Olympiad, the Science Talent Search and so on and so on. On weekends, there are trips away, birthday parties and family commitments.

In a lot of ways my life as an eleven year old vastly differed to the life of an eleven year old now. There is also a great contrast in our schooling.

Circa Year 6 1996, the focus was on integrated units. The one I remember was the Atlanta Olympics unit and it was a study of what events are involved in an Olympics. What big



I honestly do not have the space to document their various activities. It is rare to have a day, for most of them, without something to do before or after school; often they have multiple things. Then there are play dates and socialising, made easier through access to technology. Additionally, at school you can choose to be in glee club, jazz combo, choir, sports teams, art club, aerobics, Chinese calligraphy writing competitions, Mathematics

ideas was I exposed to? What concepts drove the unit? How did it affect my life? How did it challenge me? What significance did it have? Well, it may not come as a surprise, but I struggle to answer any of these questions. I suppose I could say we explored form - What the Olympics is like - but that is about it.

The first unit of inquiry for Year 6 at our campus in 2015 was a *who we are* unit focused on

What's happening around the network

Beyond the Atlanta Olympics

what it means to be human, personal identity, the mind and learning. This was a powerful unit which resonated deeply with the students. It gave them the opportunity to contemplate one of life's big questions, 'What does it mean to be human?' from various perspectives. It allowed the students a space to explore adolescent identity and the complexity of one's sense of self. It challenged them to understand the human brain, what drives behaviour and how people learn. What's more, it gave them the opportunity to understand themselves and others.

- They craved information that helped them understand others who may think differently from them, mostly people with mental illnesses or learning issues, as everyone seemed to be connected to someone managing these issues
- They reported it was empowering to understand the learning process, learning preferences and the way our minds process, retain and create information



The direction of the unit was completely guided by student interests and needs and this is what came out:

- They were relieved to hear that the adolescent brain is a little unpredictable and emotional, as they felt it may explain their own or their siblings' behaviour
- They discussed 'stress' relating to living in the age of information and activity and wanted to learn to 'relax' their mind (not surprising given the average weekly schedule described above)

A rich array of personal inquiries resulted from this unit. Many students focused on anxiety and depression; some on the way we make decisions; and, a number looked at the effects of mindfulness, happiness and laughter. A few students were passionate about body image and self-esteem. A small group wanted to understand learning difficulties, having experienced them themselves, or being close to another who has. Two students inquired into introversion, having discovered that introversion is not about shyness, but about energy. Every student selected an inquiry that was

What's happening around the network

Beyond the Atlanta Olympics

close to their heart and that they were deeply connected to. Every student explored something that challenged them and deepened their understanding - and often challenged and deepened my own understanding in the process.

So what has happened since? Well, it hasn't been long; however, I can report that, at this point in time, I have students whose parents report that they are practising yoga poses and breathing. We have also had students verbalise self-management strategies that they have taught their parents and other family members. Some students bought mindfulness colouring books that they do to relax while others have independently set goals they have created to improve their learning or behaviour. A small team decided that our Year 6 learning space needed an affirmation and positive quote wall which students update with sayings such as 'Be yourself because everyone else is taken - Oscar Wilde'. When I was writing this article, I posed the same questions as I posed when thinking about the 'Atlanta Olympics' unit to the students - "What big ideas were you exposed to? What concepts drove the unit? How do you think it has affected or will affect your life? How did it challenge you? What significance did it have?" Their answers truly affirmed my observations.

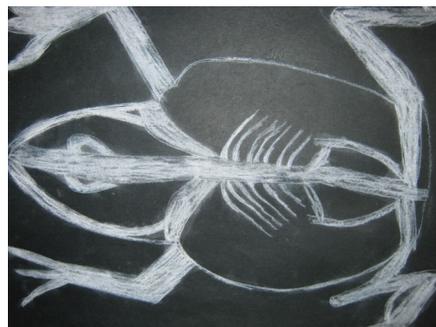
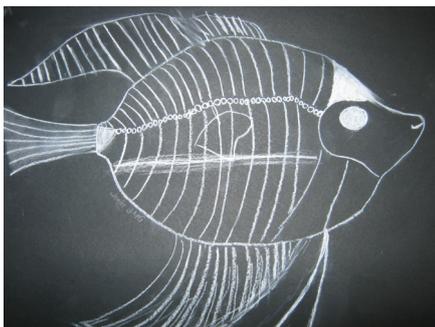
You may be wondering why I started with an outline of what a typical week of my life was like when I was in Year 6. I started with it because I know that the world I grew up in is unlike the world our students now inhabit. All of

the issues the students decided to inquire into have come to the forefront of our awareness not too long ago. Despite this, I cannot help but feel a little envious of my students' experience. PYP units are relevant, significant, engaging and challenging for any person, anywhere and can transcend time. Had I explored this unit in 1996, I think it would have had a great effect on my life. To make some of the discoveries about who I am, to better understand those around me and to have techniques to deal with change and negative thinking patterns as an eleven year old would have empowered me. It took me well into my adult years to understand what many of these girls now comprehend and appreciate.

I am lucky; however, that as an adult I get to keep wondering, digging deeper and learning more. I am lucky that through my teaching I am also an active participant in inquiry and that each time I partake in a unit, I extend my knowledge and understanding, just as my students do. It is that new knowledge that changes the way we think and act. Yesterday, I placed a new quote on our inspiration wall, reflecting on how glad I am that my education didn't stop when I left school:

"I am still learning" - Michelangelo, age 87

Brooke Clayton
Year 6 Teacher
Firbank Grammar Junior School
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Australia



What's happening around the network

Reflections on learning through the PYP @ Mount View PS

Let me start by saying, "I love my job." I love the community with whom I work and I especially love our students. The diversity of thinking, creativity, abilities, attitudes and cultures of all its members ~ students, staff and parents ~ brings a richness to our school and makes it an amazing place to work. It is with great pride that I share a little about the learning at Mount View.

Mount View is a primary school in the eastern suburbs of Melbourne. We are a Victorian government school celebrating our 50th birthday this year and we have been an IB World School offering the PYP to students in Prep – Year 6 since 2008. We were authorised in 2012 and are looking forward to our first evaluation next year. Our current student population sits at around 1035 and within that, we also have 36 hearing impaired students in our Deaf Facility, as well as a number of students with other disabilities – physical and intellectual.

Culturally our strength lies with our Mount View students. Our children are the greatest ambassadors for successful multiculturalism. They live and breathe it every day. Within our student group, we have 48 different cultures represented, and this brings with it rich opportunities to learn about and from each other. We acknowledge and honour the similarities, as well as celebrate the differences. The Thai expression, "Same, same, but different," resonates through everything that we try to do. To our students, the others around them are just their friends and peers and they don't see the issues of ethnicity that their parents do. It's their ability to articulate their care and respect for one another, and their understanding about learning, that makes Mount View a very special place to be.

My aim in writing this article was to celebrate the richness of culture, joy of learning and care for one another that happens at Mount View. We're no different to any other IB school throughout the world in what we value and want for our students. We want our students to be respectful, compassionate and motivated, to love learning and to look forward with hope and in knowing that the future is in their hands. I hope these photos show some of this. Here's a snapshot of life at Mount View.



How We Organise Ourselves

我们如何组织自己

Prep CI: Many products go through a process of change before they are consumed or used.



Who We Are

我们是谁

Prep CI: Awareness of our characteristics, abilities & interests impacts our mental and physical development.



Where We Are in Place & Time

我们身处什么时空

Yr 5 CI: Migration creates challenges, risks and opportunities for individuals and societies.



How the World Works

世界如何运作

Yr 4 CI: Humans use scientific principles to develop machines to make life easier.



Sharing the Planet

共享地球

Yr 1 CI: The survival of living things depends on their ability to interact with and adapt to their environments.



How We Express Ourselves

我们如何表达自己

Yr 6 Exhibition Unit

As this is the culmination of their learning, students work in teams to write their own central ideas & lines of inquiry.

MOUNT VIEW'S PROGRAMME OF INQUIRY

What's happening around the network

Reflections on learning through the PYP @ Mount View PS



Taking & defending a position



Clarifying existing ideas & reappraising perceptions of events
澄清现有的思想观点并重新评价



Solving problems in a variety of ways



Researching & seeking information



Making predictions & acting purposefully to see what happens
做出预测并采取目的清楚的行



Experimenting & playing with possibilities



Deepening understanding through the application of a concept
通过对概念的应用加深理解



Making connections between previous learning and current learning
在以往的学习和目前的学习之间建立联系



Collecting data & reporting findings



Exploring, wondering & questioning

THIS IS WHAT INQUIRY LOOKS LIKE AT MOUNT VIEW



Making & testing theories

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“The Victorian PYP Network seeks to model and foster the ideals and philosophy of the IBO through its actions and the provision of information, meetings and professional development opportunities that promote professional learning and encourage communication between members.” (March 2006)



PD OPPORTUNITIES

19–21 June 2015, Sydney, Australia
Cat 1: Making the PYP happen in the classroom

7–9 July 2015, Auckland, New Zealand
Cat 1: Making the PYP happen in the classroom
Cat 2: Exhibition

9–11 July 2015, Brisbane, Australia
Cat 1: Making the PYP happen in the early years
Cat 1: Making the PYP happen in the classroom
Cat 2: Assessment
Cat 2: Action
Cat 2: Teaching and learning

15–17 July, Adelaide, Australia
Cat 1: Making the PYP happen in the classroom
Cat 2: Exhibition

31 August–2 September 2015, Melbourne, Australia
Cat 1: Introduction to the PYP curriculum model

Refer to the events calendar at www.ibo.org for further details.

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