

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.

Attributes of the IB Learner Profile

The aim of all IB programmes is 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. IB learners strive to be:

INQUIRERS

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.

BALANCED

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

RISK-TAKERS

We approach uncertainty with forethought 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.

Essential elements of the written curriculum

TRANSDISCIPLINARY THEMES	KEY CONCEPTS	APPROACHES TO LEARNING	PYP ATTITUDES	ACTION
<p>WHO WE ARE 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.</p> <p>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 humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.</p> <p>HOW WE EXPRESS OURSELVES An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>HOW THE WORLD WORKS An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>HOW WE ORGANISE OURSELVES An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>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.</p>	<p>FORM What is it like? The understanding that everything has a form with recognisable features that can be observed, identified, described and categorised.</p> <p>FUNCTION How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.</p> <p>CAUSATION Why is it like it is? The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.</p> <p>CHANGE How is it changing? The understanding that change is the process of movement from one state to another. It is universal and inevitable.</p> <p>CONNECTION How is it connected to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.</p> <p>PERSPECTIVE What are the points of view? The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.</p> <p>RESPONSIBILITY What is our responsibility? The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.</p> <p>REFLECTION How do we know? The understanding that there are different ways of knowing, and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.</p>	<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 Non-verbal communication <p>THINKING SKILLS</p> <ul style="list-style-type: none"> Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Dialectical thought Metacognition <p>RESEARCH SKILLS</p> <ul style="list-style-type: none"> Formulating questions Observing Planning Collecting data Recording data Organising data Interpreting data Presenting research findings <p>SELF-MANAGEMENT SKILLS</p> <ul style="list-style-type: none"> Gross motor skills Fine motor skills Spatial awareness Organisation Time management Safety Healthy lifestyle Codes of behaviour Informed choices 	<p>APPRECIATION Appreciating of the wonder and beauty of the world and its people.</p> <p>COMMITMENT Being committed to their own learning, persevering and showing self-discipline and responsibility.</p> <p>CONFIDENCE Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.</p> <p>COOPERATION Cooperating, collaborating, and leading or following as the situation demands.</p> <p>CREATIVITY Being creative and imaginative in their thinking and in their approach to problems and dilemmas.</p> <p>CURIOSITY Being curious about the nature of learning, about the world, its people and cultures.</p> <p>EMPATHY Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.</p> <p>ENTHUSIASM Enjoying learning and willingly putting the effort into the process.</p> <p>INDEPENDENCE Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.</p> <p>INTEGRITY Being honest and demonstrating a considered sense of fairness.</p> <p>RESPECT Respecting themselves, others and the world around them.</p> <p>TOLERANCE Being sensitive about differences and diversity in the world and being responsive to the needs of others.</p>	<div style="text-align: center;"> </div> <ul style="list-style-type: none"> will be based on the needs of the school community and the local community should be voluntary and involve students in exercising their own initiative is most beneficial to the students when they are able to witness the outcomes usually begins in a small way and arises from genuine concern and commitment should include anticipation of consequences, and accepting of responsibility may require appropriate adult support in order to facilitate students' efforts and to provide them with alternatives and choices. <div style="text-align: center;"> <p>St Michael's Lutheran Primary School</p> </div> <p><small>T\Collaborative planning Updated Feb 2015</small></p>

KNOWLEDGEABLE
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.

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

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.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

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.

COMMUNICATORS

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.