ASPS Teaching and Learning Policy

inquire create flourish

Help for non-English speakers

If you need help to understand the information in this policy please contact the school office.

Auburn South Primary School Mission and Values

At Auburn South Primary School we develop a positive sense of identity within a community that empowers individuals to flourish as open-minded inquirers, creative thinkers and compassionate, globally responsible citizens.

IB Mission Statement

As a long standing PYP school, ASPS is committed to the mission statement of the IB:

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.

Aims and Purpose of Teaching and Learning Policy

The Auburn South Primary School *Teaching and Learning Policy* aims to provide a broad overview of the underlying philosophy of our school and the planning, teaching and assessment practices that bring this philosophy to life in classrooms. This document draws significantly from the International Baccalaureate's *From Principles into Practice* as it functions as a core guiding document for all teaching and learning decisions made by the

school. When enacted with consistency, this policy ensures an inclusive, challenging, engaging and globally significant educational experience for all students in our school.

Elements of the PYP framework

Effective teaching, Albright (2016: 532) believes, "is implicitly transdisciplinary", and, by design, multiple elements of the PYP bring to life transdisciplinary learning and teaching. These elements provide the foundation for students to develop transdisciplinary thinking, to explore real-life issues and to effect change. They support the development of "internationally minded people who recognize their common humanity and shared guardianship of the planet" (IBO 2017: 2).

Framework for Improving Student Outcomes 2.0

ASPS aims to enact the Department of Education and Training's Framework for Improving Student Outcomes 2.0 in all strategic design and its enactment.

The FISO 2.0 sets out 5 core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every Victorian student.

When integrated, these elements build a positive environment through strong relationships that enables all students to become:

- happy, healthy, and resilient
- successful lifelong learners
- active, informed members of just and sustainable communities.

The interrelation of Learning and Wellbeing is crucial to the teaching and learning work that we do. To enact this, ASPS horizontally (within year level) and vertically (across year levels) maps the Visible Wellbeing and Rights, Resilience and Respectful Relationship programs to ensure a coherent wellbeing and social development experience for all students. See "Wellbeing Curriculum at ASPS" section of this policy for further details.

What does the written curriculum look like at ASPS?

The programme of inquiry

The school's Programme of Inquiry orients a significant part of the overall written curriculum at ASPS (Appendix 1). The key elements of the POI are:

A commitment to transdisciplinarity through six transdisciplinary themes:

- Who we are
- How we express ourselves

- Where we are in place and time
- How we organize ourselves
- Sharing the planet
- How the world works

The themes provide a basis for discussion and integration of the PYP scope and sequences or national/state/local curriculums into the programme of inquiry. They scaffold the development and demonstration of international-mindedness and engage students with issues of personal, local, national and global significance. (IB, 2022).

Developing the programme of inquiry

ASPS teachers collaboratively design the programme of inquiry to reflect the unique aspects of our school community, including our geographical location and its history, and the experiences of community members. Following the PYP planning process (Appendix 2), a collaboratively designed programme of inquiry builds a whole-school, long-term plan for learning based on our specific context. The programme of inquiry ensures that students experience broad, balanced, conceptual and connected learning throughout their time in school. It considers and supports:

- transdisciplinary learning experiences
- scope and sequence guidance
- development of approaches to learning, learner profile and international-mindedness
- inclusion of all learners, their interests, cultural diversity and variability in learning
- learning within and beyond the learning community
- personal and collective action.

What are the parts of a unit of inquiry?

How the world works
Term 1
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 the environment
The balance and survival of ecosystems is influenced by human actions.
Connection, Function, Responsibility
Biodiversity, Ecosystems, Survival, Interdependence
• Biodiversity in ecosystems (Function) • Balance and interdependence within ecosystems (Connection) • The impact of human actions on ecosystems (Responsibility)

Central idea: The central idea frames the unit of inquiry. It provides a structure to introduce concepts and support students' conceptual understandings of the underlying transdisciplinary theme. In developing or revising a central idea, we consider

- Does it offer opportunities to explore the commonalities of the human experience?
- Is it broad enough to offer multiple lines of inquiry?
- Is it underpinned by concepts?
- Will it engage students in thinking critically and creatively?
- Is it open to a range of student responses?

Concepts: Concepts are the means through which students develop conceptual understandings. Seven key concepts are identified: form, function, causation, change, connection, responsibility and perspective. A related concept deepens understanding of a key concept or a subject. As with key concepts, some related concepts have relevance across other subjects and provide further opportunities to make connections across, between and beyond subjects.

Lines of inquiry: Each unit of inquiry contains three or four lines of inquiry; these are written as statements or phrases.

- Do the lines of inquiry within each unit of inquiry:
- clarify and develop understanding of the central idea?
- define the scope of the inquiry and help to focus learning and teaching?
- remain distinctive, yet connected to one another, to support student understanding of the central ideas?
- invite student inquiries?
- provide opportunities for students to develop their understanding through multiple perspectives?
- relate to the experience of the students within a particular developmental range?

Single-subject curriculum design at ASPS

At ASPS, disciplinary knowledge is taught within the school's programme of inquiry, but also as a set of specific knowledge and skills in and of itself as discrete disciplinary areas (English, Mathematics, Science, History, Art, Music, etc.). The Victorian Curriculum is drawn upon to bring these learning areas to life.

How is our disciplinary curriculum organized?

Using developmental sequences

When the taught curriculum sits outside of the programme of inquiry, teachers at ASPS work to articulate levels of performance for the knowledge, concepts, skills and habits relevant to those subject areas and the overall direction of a single-subject unit of work. For example:

RUBRIC FOR ONGOING ASSESSMENT					
Criteria	**1**	**2**	**3**	**4**	**5**
Creates picture book about societal issues	**A1** Notices societal issues in books	**A2** Identifies societal issues	**A3** Plans picture book about societal issues	**A4** Writes picture book about societal issues	**A5** Shares picture book to take action about societal issues (students can choose how they take action)
Methods of implying meaning	**B1** Ready to learn	**B2** Uses pictures and words to convey a literal message	**B3** Experiments with methods of implying meaning	**B4** Uses methods of implying meaning to convey a message	**B5** Combines methods to create a picture book with an implied message Uses strategies to imply the main message
Planning a picture book	**C1** Ready to learn	**C2** Identifies elements to be included in a plan	**C3** Makes use of plan to aid book construction	**C4** Refers to plan throughout the writing process	**C5** Adapts their plan during writing process

Ensuring our curriculum is coherent across year levels

Determining a whole-school vision for learning involves an ongoing process of curriculum mapping. Teachers at ASPS plan collaboratively to ensure the single-subject curriculum design has appropriate breadth and depth from Prep to Year 6. To do this we design units of study that draw from the Victorian curriculum and IB Scope and sequence documents.

Wellbeing curriculum at ASPS

There is a growing evidence base that suggests learning and wellbeing be thought together in the design for learning programs. ASPS believes that doing so supports the development of the following wellbeing markers:

- Resilience

- School connectedness
- Emotional awareness and regulation
- Respect for diversity
- Subjective physical health

ASPS utilises the Visible Wellbeing SEARCH framework and the Department of Education and Training's RRRR program to systematically develop these markers. As such, all ASPS plan for a Visible Wellbeing line of inquiry to enhance the Program of Inquiry and bring learning and wellbeing together. For example:

	Who we are	**How the world works**	**How we express ourselves**	**How we organise ourselves**	**Where we are in place and time**	**Sharing the planet**
Central Idea	Relationships develop through interaction and communication.	Understanding simple machines promotes innovation and problem solving.	People create art to communicate meaning and provoke response.	Organisations impact the community and environment.	Exploring indigenous perspectives toward historical events builds recognition and respect.	Access to resources and opportunities affects quality of life.
Lines of inquiry	• The impact of words and actions on building/maintaining relationships (causation) • How our mindset impacts relationships (function) • Rights, responsibilities and respectful relationships (perspective)	• Methods of, and ways of documenting, scientific investigation (Function) • Simple Machines (Causation) • Using simple machines to create, solve and innovate (Change)	• Artistic elements (form) • Interpreting and analysing art (Causation) • Creating art that communicates meaning and provokes a response (Perspective)	• Purposes of different organisations (Function) • How organisations can make a difference (Responsibility) • How organisations use data (Connection)	• Significant events affecting Aboriginal and Torres Strait Islander peoples (perspectives) • Our responsibility for reconciliation (responsibility)	• Perceptions about the quality of life (Perspectives) • The equity of access to resources and opportunities (Causation) • How our actions can contribute to fair access to resources and opportunities (Responsibility)
VWB Line of Inquiry	**Relationship** • How our mindset impacts relationships	**Coping** • Resolving conflict when problems arise	**Emotional Management** • Expressing emotions	**Strengths** • How we use strengths to organise ourselves	**Habits and Goals** • How setting goals can help us achieve reconciliation	**Attention and Awareness** • Strategies to support attention

How do we enact the written curriculum?

Inquiry at ASPS

Inquiry, as the leading pedagogical approach of the Primary Years Programme (PYP) recognizes students as being actively involved in their own learning and as taking responsibility for that learning. PYP learning is approached with a spirit of inquiry. Drawing from the transdisciplinary themes and students' interests, inquiry is an authentic way for students to relate to, explore and understand the world around them.

A large body of research, supported by experiences of teachers worldwide, has informed the IB in committing to purposeful concept-based inquiry that engages students actively in their own learning (Kuhlthau, Maniotes, Caspari 2015), (Bonnstetter 1998). The IB believes that this is the way in which students learn best.

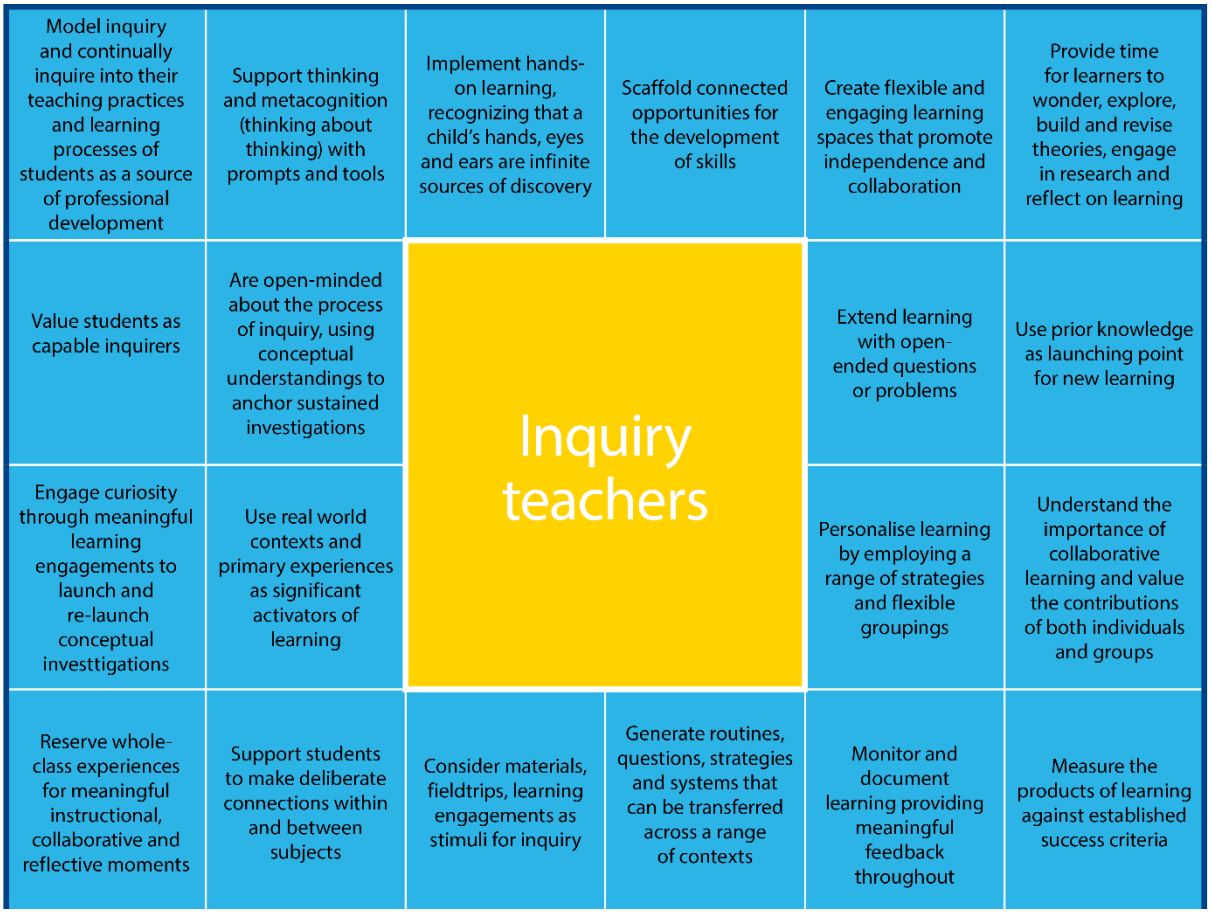
Connecting passion with intention, the inquiry process builds capacity through student agency where voice, choice and ownership feature strongly. PYP teachers and students collaborate to plan for inquiry through a wide range of strategies, tools and practices that suit learning goals, reflect the learner profile, respond to students' interests and understandings, and the school's culture and context.

Through the inquiry process, students move from current understandings to new and deeper understandings. This process involves:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- applying concepts to deepen conceptual understandings
- researching and seeking information
- establishing and testing theories
- solving problems in a variety of ways
- taking and defending a position.

The markers of inquiry teaching and learning

Inquiry teachers share a range of markers (Figure 1) that ensure an effective education for all students. At ASPS, we are committed to enacting these markers, with the written, taught, and assessed curriculum demonstrating each one in a way that is relevant to our specific context.



Likewise, all curriculum design, enactment and assessment at ASPS is designed in a way that supports students to continuously develop as inquirers who demonstrate the markers of an inquiry student.

Through the inquiry process, students develop and sustain positive relationships with peers, teachers and others in the learning community in a spirit of active engagement. They also strive to make meaningful connections with environments, ideas, materials and concepts. The markers represented in Figure 2 support students to acquire knowledge, build conceptual understandings and develop skills that ensure active engagement in the world around them.

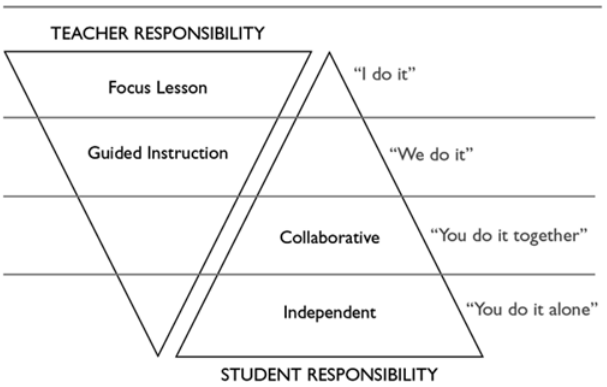
Are curious and engage in learning	Are resourceful and resilient	Learn independently and collaborate with others	Pose and pursue open-ended questions	Use the learning community as a resource	Reflect on learning
Select materials to support investigations	Collect and analyse data as a result of inquiry questions	Inquiry students		Use observation as a vital tool in learning	Build, communicate, test, and adapt theories
Engage in critical and creative thinking	Develop skills for inquiry and research			Consider opportunities to develop learner profile attributes	Make deliberate links between knowledge discovered and conceptual understandings
Transfer understandings across contexts and subjects	Represent and share understandings in meaningful and significant ways	Seek new perspectives	Take action	See learning as joyful and learn with enthusiasm	Sustain love for lifelong learning.

What does a session look like at ASPS?

Individual sessions are designed within the structure of the 'Gradual release of responsibility' model and 'Workshop model'.

Gradual release of responsibility

The gradual release of responsibility model is defined by a series of intentional steps taken in the planning and teaching process:



(Fisher & Frey, 2008)

Each section of the model includes the following markers:

Teacher Modelling ("I do"):

- Teachers explain the focus of the lesson and why it's important.
- Teachers demonstrate how they use this skill or strategy.
- Teachers think aloud to make their thinking visible.

Guided Practice Within the Lesson ("We do it"):

- Teachers engage students in focused discussions.
- Teachers and students practice together.
- Teachers scaffold students' attempts.
- Summation (What did we learn?) focuses on content and process.

Guided Practice Beyond the Lesson ("You do it together"):

- Teachers scaffold students' attempts as children work together to apply new learning in pairs and small groups.
- Teachers encourage and support student work and thinking, giving feedback that honours the child and the task.
- Students share their learning and thinking processes with each other.

Independent Practice ("You do it alone"):

- Students work to apply and refine new learning independently.
- Students continue to receive regular feedback from their teacher and peers.

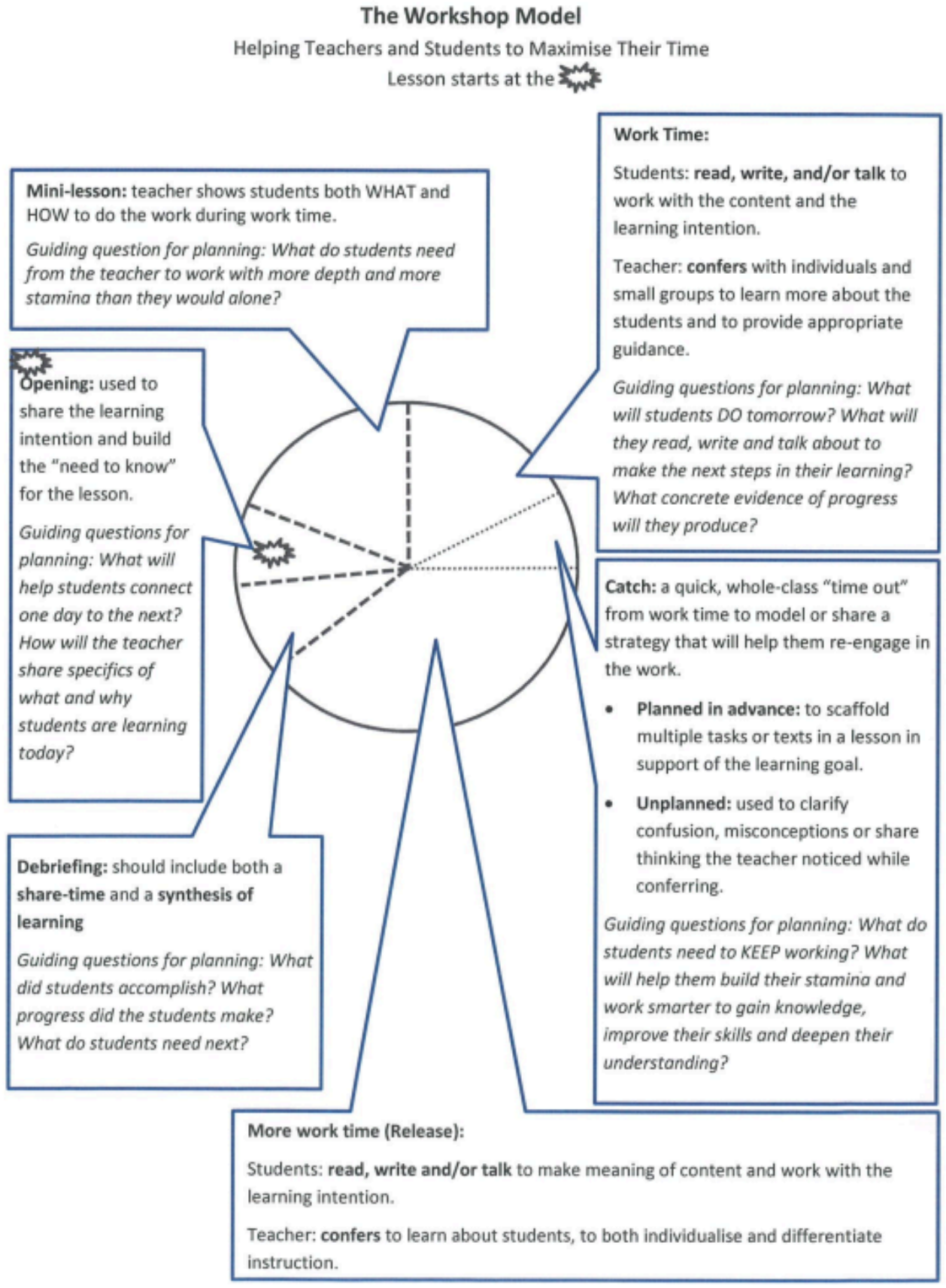
Application

- Students apply the new learning in authentic situations.
- Students transfer learning from one situation to another.
- Students synthesize content and process

**It should be noted that as student's develop the knowledge, skills and dispositions that support a more independent approach to learning, the gradual release model shifts to a: You do > We do together > You do independently in a new context type structure, promoting investigative learning over teacher-as-teller.

Workshop Model

The workshop model can be summarised as:



How do we use assessment to ensure all students have access to the written curriculum?

Professional Learning communities at ASPS

Teacher-based inquiry, collaborative data analysis and reviewing student work in PLCs drives school improvement by encouraging teachers to engage in meaningful discussions about their practice and the needs of students (Jappinen 2016). Aligning staff professional learning with school goals and priorities builds a sense of purpose for the professional development activities that they undertake (Bouchamma et al. 2019; Bradford & Clarke 2015; Glen et al. 2017).

Teachers at ASPS collaboratively plan using the following steps to ensure the curriculum is sufficiently structured in a way that engages all students:

In practice, the PLC process supports teachers to better understand the specific developmental emergence of knowledge, concepts and skills and ensures that conversations about student performance in relation to this understanding is grounded in the generation and engagement with a range of student learning data.

Differentiation at ASPS

Differentiation involves teachers designing learning experiences that match learners' readiness levels, learning styles and interests. All learners learn differently, and differentiation is how teachers react responsibly to different learning needs. Inquiry and differentiation are closely linked because both strive to actively engage learners in learning, provide learners with choices for their learning and help them construct new understandings.

At ASPS we believe that every learner should be challenged to grow in their skills, knowledge and understandings, moving beyond where they are at the beginning of the school year. Differentiation ensures that every learner demonstrates growth.

Differentiation can take many forms, some of which are more visible and others which are more subtle. Some of the key differentiation strategies include:

- providing learners with choices in how they learn and demonstrate their learning
- using assessment results to design learning experiences that meet individual learner's needs
- learners working in small groups, with partners, and independently on learning tasks focused on their unique learning needs
- providing learners with extending prompts and home learning that extends their learning of a specific skill or topic
- providing review and re-teaching for learners who need help in developing an important skill or concept
- open-ended learning tasks and questioning strategies that encourage the development of learners' high-level thinking skills.

Assessment at ASPS

For an overview of ASPS's approach to assessment please refer to the school's *Assessment Policy*.

Language development at ASPS

At ASPS, we believe that:

- All teachers are teachers of language
- Early literacy experiences are defined by a structured, synthetic phonics approach

- All members of the community are language learners
- Language is fundamental to learning, inquiry and expressing understanding
- Language enables the communication of ideas, feelings and emotions Language underpins our capacity to think creatively and critically
- Language learning is a vehicle for expressing identity and culture and developing international mindedness
- Authentic language learning is purposeful, inquiry-based and transdisciplinary
- Language allows us to interact with others and become active members of local and global communities
- Critical literacy, and developing independence of judgement, thought and action, is vital for effective participation in contemporary society
- Home languages need to be valued and supported by the school community
- All students should have the opportunity to learn an additional language (Mandarin at ASPS)
- Additional language learning helps understanding of, and proficiency in, the first language
- Resources in the school need to reflect the language profile of the school community

A full articulation of ASPS's approach to language development can be found in our *Language Policy*.

Teaching and Learning as a Collaborative Partnership between Home and School

We see teaching and learning as a process of cooperative teamwork. We welcome and encourage the involvement of parents and others in the community. All members of the school community (teaching and non-teaching staff, parents and students) work towards the success of this policy by:

Teachers work towards the *Teaching and Learning Policy* aims by:

- providing a challenging and stimulating programme of study designed to enable all learners to read the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual learner according to ability and aptitude

- ensuring learning is progressive and continuous
- being good role models – punctual, well prepared and organised
- having a positive attitude to change and the development of their own expertise
- working collaboratively with a shared philosophy and commonality of practice and purpose
- ensuring early contact with parents to discuss matters which affect a learner's happiness, progress and behaviour
- a differentiated program within the classroom will provide opportunities through inquiry for extended learning
- learners of exceptional ability, will be extended within the classroom programs through guided individual inquiry and along with their parents, notified of the variety of additional programs available.

Students work towards the *Teaching and Learning Policy* aims by:

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly, avoiding term time holidays
- being punctual and ready to begin lessons on time
- discussing matters which affect their happiness, progress and behaviour with their parents and/or teachers
- being organised – bringing necessary books, equipment, etc.
- conducting themselves in an orderly manner in the school
- taking growing responsibility for their own learning.

Parents work towards the *Teaching and Learning Policy* aims by:

- ensuring that learners attend school in good health, regularly and punctually
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities offering encouragement and praise
- participating in discussions concerning their child's progress and attainments
- ensuring early contact with the school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to independent study and home learning and assisting with planning for revision

- allowing their children to take increasing responsibility as they progress through their primary school years.

Responsibilities

Principal, Assistant Principals and Learning Specialist:

- to provide the effective and rigorous implementation and monitoring of the policy

Assistant Principal (Curriculum) and Learning Specialist:

- to provide appropriate support, coaching, training and resources for teams and individuals
- to monitor and evaluate the delivery and impact of the policy
- to modify and update the policy in the light of ongoing developments and the changing needs of the school.

Team Leaders:

- to be responsible for the leading of long, medium and short term planning of schemes of work taking into consideration the aims and objectives of the policy
- to monitor and evaluate consistent delivery of the policy at team level
- to provide appropriate support to team members through training materials or coaching.

Teaching staff:

- to implement the policy by ensuring a consistent delivery of high quality learning experiences
- to be responsible for short term planning, in conjunction with the team.

All staff:

- to be aware of the principles of the policy and how they can contribute to it.

Students:

- to work positively within lessons to enable staff to implement the policy effectively
- to extend the learning experience outside the classroom by ensuring completion of the learning tasks set as home learning/independent study.

References

Albright, J. (2016). "Transdisciplinarity in curricular theory and practice." In D. Wyse, L. Hayward, & J. Pandya (Eds.), *The SAGE handbook of curriculum, pedagogy and assessment*. London, UK: Sage Publications.

Bonnstetter, R.J. (1998). "Inquiry: Learning from the past with an eye on the future." *Electronic Journal of Science Education*, 3(1). Retrieved from http://wolfweb.unr.edu/homepage/jcannon/ejse/bonnstetter.html [Accessed 1 August 2024].

Bouchamma, Y., April, D. and Basque, M., 2019. Principals' leadership practices in guiding professional learning communities to institutionalization. *International Studies in Educational Administration*, 47(1), pp. 38-60.

Bradford, D. and Clarke, S., 2015. *High value-add schools: key drivers of school improvement*. [online] Available at: http://nla.gov.au/nla.arc-158409-20160517-0329-www.cese.nsw.gov.au/images/stories/PDF/HighValueAddReport_Oct2015.pdf [Accessed 1 August 2024].

Fisher, D., & Frey, N. (2008). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*. Alexandria, VA: ASCD.

Glen, M., Blackberry, G. and Kearney, J., 2017. Leading school improvement, innovation and professional learning through action research: A policy and practice review. *Leading & Managing*, 23(1), pp. 1-11.

IBO (2017). *What is an IB education?* Geneva, Switzerland: International Baccalaureate Organization.

IBO (2022). *The Learner*. Geneva, Switzerland: International Baccalaureate Organization.

Jäppinen, A.-K. & Ciussi, M. (2016). Indicators of improved learning contexts: a collaborative perspective on educational leadership. *International Journal of Leadership in Education*, 19(4), 482-504. doi:10.1080/13603124.2015.1015616

Kuhlthau, C.C., Maniotes, L.K., & Caspari, A.K. (2015). *Guided Inquiry: Learning in the 21st Century*. 2nd ed. Santa Barbara, CA: Libraries Unlimited.

APPENDIX 1: ASPS Programme of Inquiry

Prep Programme of Inquiry				
	Who we are	How the world works	How we express ourselves	Sharing the planet
Trans Theme	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	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 the environment.	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.	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.
Central Idea	**Relationships develop through interaction and communication.**	**People construct theories about how the world works through inquiry.**	**Appreciation of nature can inspire creativity.**	**People's actions impact the health of the Earth.**
Key Concepts	Responsibility, Connection, Change	Form, Function, Causation	Perspective, Connection	Form, Causation, Responsibility
Related Concepts	Identity, Perseverance, Growth	Process, Manipulation, Variables	Nature, Inspiration, Creation	Sustainability, Action, Resources
Lines of inquiry	• Learning about ourselves helps build relationships (Connection, Change) • Being able to identify, understand and manage one's emotions (Connection) • How actions affect others, relationships and the group (Responsibility)	• Skills and disposition of a scientist (Form) • Exploring, constructing and testing theories (Causation, Function)	• What it means to appreciate something (Perspective) • The beauty in nature (Perspective) • How nature inspires appreciation and creativity (Connection)	• The impact of resources on the environment (Causation) • Responsible use of resources (Responsibility) • We can change our habits and inspire others to do the same (Change)
VWB Line of Inquiry	**Emotional Management** • Developing a toolkit to help us identify and manage our emotions	**Relationships and Strengths** • How relationships help us solve problems	**Attention and Awareness** • How mindfulness helps us to be aware of self, others and the world around us	**Habits and Goals and Coping** • Setting goals to form responsible habits
Approaches to learning	Listening Listen actively to the perspective of others Interpersonal relationships Be aware of own and others' feelings Learn cooperatively in a group; being courteous, sharing, taking turns Resilience Work through change	Formulating and planning Ask or design relevant questions of interest that can be researched Listening Listen actively to other perspectives and ideas Evaluating Test generalizations and conclusions	Organisation Use time effectively and appropriately Manage setbacks Thinking skills Interpreting Considering new perspectives	Data gathering and recording Use all senses to find and notice relevant details Forming decisions Revise understandings based on new information and evidence Speaking State opinions clearly, logically and respectfully
RR Topics	RR Topic 1: Emotional Literacy RR Topic 2: Personal Strengths	RR Topic 3: Positive Coping RR Topic 4: Problem Solving	RR Topic 1: Emotional Literacy (revisit) RR Topic 5: Stress Management	RR Topic 6: Habits and Goals

Year 1 Programme of Inquiry						
	Who we are	How the world works	How we express ourselves	Sharing the planet	How we organize ourselves	Where we are in place and time
Trans Theme	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	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 the environment.	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.	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.	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.	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.
Central Idea	**Relationships develop through interaction and communication.**	**Investigating light and sound helps us understand the world around us.**	**Story communicates culture and identity.**	**There are factors that impact the survival of living things and their habitats.**	**Groups work together to achieve a common goal.**	**Places change over time.**
Key Concepts	Form, Causation, Perspective	Form, Function, Connection	Form, Perspective, Connection	Connection, Causation, Responsibility	Function, Responsibility	Change, Function, Perspective
Related Concepts	Relationships, Communication, Interaction	Perception	Diversity, Story, Identity	Habitat, Survival, protection	Goal setting	Time, Place, Colonisation (Truth telling)
Lines of inquiry	• Where do I feel emotions in my body? (Form) • What strategies can I use to cope with my emotions? (Causation, VWB: Emotional Management) • How actions and choices break/build positive relationships (Perspective)	• Light: What is it and what are the properties of it? (function) • Sound: What is it and what are the properties of it? (function) • Methods of investigation (form)	• The various forms of story (Form) • Connections between identity and culture (Connection, Perspective) • The diversity of our experiences (Perspective)	• The survival of living things and their habitats (Causation) • Human impact on living things and their habitats (Connection) • Actions to protect living things and their habitats (Responsibility)	• How we work together (Function) • Personal responsibility (Responsibility)	• How and why places change over time (Function, Change) • Impacts of colonisation on native land (Perspective)
VWB Line of Inquiry	**Emotional Management & Relationships** Embedded above	**Emotional Management** • How does light and sound affect us and make us feel (Connection)	**Strengths** • How our strengths contribute to our classroom culture	**Attention and Awareness** • How mindfulness helps us notice	**Habits and Goals** • How forming good habits can help us achieve our goals	**Coping** • How we respond to change in our lives

Approaches to learning	Social Skills Be aware of own and others emotions Emotional Management Take responsibility for one's own actions Communication Listen actively to other perspectives and ideas	Thinking Critical thinking, transfer skills Research information literacy skills (gathering and recording)	Listening Listen actively to other perspectives and ideas Writing Use appropriate forms of writing for different purposes and audiences Interpreting Understand the ways in which images and language interact to convey ideas	Research Data gathering and recording: Gather information from a variety of primary and secondary sources Social Advocate for one's own rights and needs, and those of others	States of mind Demonstrate persistence Emotional management Take responsibility for one's own actions. Thinking Skills Identify strengths and areas for improvement Record thinking and reflection processes	Reading Make inferences and draw conclusions Interpersonal relationships Practise empathy and care for others Advocate for one's own rights and needs, and those of others
RR Topics	RR topic 1: emotional literacy RR topic 4: problem solving	RR topic 5: stress management	RR topic 2: personal strengths		RR topic 2: personal strengths	RR topic 6: help-seeking RR topic 3: positive coping

Year 2 Programme of Inquiry

	Who we are	How the world works	How we express ourselves	How we organize ourselves	Sharing the planet	Where we are in place and time
Trans Theme	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	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 the environment.	An inquiry in 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.	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.	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.	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
Central Idea	**Relationships develop through interaction and communication.**	**Materials are selected for a purpose.**	**Ideas and beliefs can be communicated creatively**	**Events can be enhanced by the organisation and contribution of members.**	**Human and natural factors can change the life cycle of living things.**	**Connection to places enhances belonging.**
Key Concepts	Function, responsibility, connection	Causation, Form, Function	Perspective, Responsibility	Function, Responsibility, Causation	Causation, Change	Form, Connection, Perspective
Related Concepts	Relationships, growth, strategies	Materiality	Appreciation of Beauty, Attention and Awareness	Initiative, Communication, Roles	Cycles, Impact, Choices	Identity, Respect, Belonging

Lines of inquiry	• The connection between growth mindset and your relationships with yourself (connection) • How we can create positive relationships with people around us (function)	• The properties of materials and their impact on objects (causation) • Designing for a purpose (function) • Using diagrams to document the design process (form)	• The different ways people communicate creatively (perspectives) • Our beliefs and values (responsibility)	• Roles and responsibilities in the creation and organisation of an event (Responsibility, Function) • The evaluation of events (Causation)	• Life cycles as a process of change • Human and natural impacts on life cycles	• Connection to Country and Place (connection) • What makes a home (Form, Perspective) • Personal journeys (Connection)
VWB Line of Inquiry	**Emotional Management** • How we can best manage emotions in order to maintain and develop positive relationships	**Strengths** • How strengths can support investigation and design	**Attention and awareness** • Strategies that can support our attention and awareness	**Coping** • Developing coping strategies when collaborating	**Habits and Goals** • How goal setting can support our inquiries	**Relationships** • Respectful communication with others
Approaches to learning	Self-motivation Practice positive thinking and language that reinforces self-motivation Emotional management Take responsibility for one's own actions Social and emotional intelligence Be aware of own and others' emotions	Thinking Skills Apply existing knowledge to design new product processes, media and technologies Identify strengths and areas for improvement Research Skills Record observations by drawing, note taking, charting, tallying, writing statements, annotating images	Listening Listen actively to other perspectives and ideas Creative thinking Practise flexible thinking and consider multiple perspectives Mindfulness Use strategies to support concentration and overcome distractions	Data gathering and recording Record observations by drawing, note taking, charting, tallying, writing statements, annotating images Organisation Managing time and tasks effectively Interpersonal Relationships Learn cooperatively in a group, being courteous, sharing, taking turns	Writing Organize information logically Data gathering and recording Gather information from a variety of primary and secondary sources Evaluating Synthesize new understandings by finding unique characteristics; seeing relationships and connections	Evaluating Consider ideas from multiple perspectives Interpreting Be aware of cultural differences when providing and interpreting communication Interpersonal relationships Practise empathy and care for others
RR Topics	RR Topic 1: Emotional Literacy	RR Topic 7: Gender and identity	RR Topic 3: Positive Coping	RR Topic 5: Stress Management	RR Topic 6: Help-Seeking	RR Topic 8: Positive gender relations

Year 3 Programme of Inquiry						
	Who we are	How the world works	How we express ourselves	How we organize ourselves	Where we are in place and time	Sharing the planet
Trans Theme	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	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 the environment.	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.	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.	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	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.
Central Idea	**Relationships develop through interaction and communication.**	**Understanding simple machines promotes innovation and problem solving.**	**People create art to communicate meaning and provoke response.**	**Organisations impact the community and environment**	**Exploring indigenous perspectives toward historical events builds recognition and respect.**	**Access to resources and opportunities affects quality of life.**
Key Concepts	Perspective, Causation, Function	Function, Causation, Change	Form, Perspective, Causation	Function, Responsibility, Connection	Perspective, Responsibility	Perspective, Causation, Responsibility
Related Concepts	Relationships, Language, Interaction	Investigation, Application, Innovation	Symbols, Meaning, Interpretation	Process, Outcomes, Charity	Reconciliation	Quality of life, Equality, Fairness
Lines of inquiry	• The impact of words and actions on building/maintaining relationships (causation) • How our mindset impacts relationships (function) • Rights, responsibilities and respectful relationships (perspective)	• Methods of, and ways of documenting, scientific investigation (Function) • Simple Machines (Causation) • Using simple machines to create, solve and innovate (Change)	• Artistic elements (form) • Interpreting and analysing art (Causation) • Creating art that communicates meaning and provokes a response (Perspective)	• Purposes of different organisations (Function) • How organisations can make a difference (Responsibility) • How organisations use data (Connection)	• Significant events affecting Aboriginal and Torres Strait Islander peoples (perspectives) • Our responsibility for reconciliation (responsibility)	• Perceptions about the quality of life (Perspectives) • The equity of access to resources and opportunities (Causation) • How our actions can contribute to fair access to resources and opportunities (Responsibility)
VWB Line of Inquiry	**Relationships** • How our mindset impacts relationships	**Coping** • Resolving conflict when problems arise	**Emotional Management** • Expressing emotions	**Strengths** • How we use strengths to organise ourselves	**Habits and Goals** • How setting goals can help us achieve reconciliation	**Attention and Awareness** • Strategies to support attention

Approaches to learning	Interpersonal relationships Practise empathy and care for others Social and emotional intelligence Be aware of own and others' emotions Exchanging Information Listening actively and respectfully to others ideas	Generating novel ideas Design improvements to existing products, processes, media and technologies Data gathering and recording Record observations by drawing, note taking, charting, tallying, writing statements, annotating images Analysing Use models and simulations to explore complex systems and issues	Interpreting Understand the ways in which images and language interact to convey ideas Social and emotional intelligence Be aware of own and others' emotions Organisation Use time effectively and appropriately	Organisation (self management) Plan short and long term tasks Delegate and share responsibility for decision making Interpersonal relationships Build consensus and negotiate effectively	Analysing Consider meaning of materials Forming decisions Draw conclusions and generalisations Evaluating Evaluate evidence and arguments and associated decisions	Evaluating Synthesise new understandings by finding unique characteristics; seeing relationships and connections Interpersonal relationships Advocate for one's own rights and needs, and those of other Emotional Management Take responsibility for one's own actions
RR Topics	RR Topic 1: Emotional Literacy	RR Topic 4: Problem Solving		RR Topic 2: Personal Strengths	RR Topic 3: Positive Coping	

Year 4 Programme of Inquiry						
	Who we are	How the world works	How we organize ourselves	Sharing the planet	How we express ourselves	Where we are in place and time
Trans Theme	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	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 the environment	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.	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.	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.	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
Central Idea	**Relationships develop through interaction and communication.**	**The balance and survival of ecosystems is influenced by human actions.**	**Wants and needs affect other people and the environment.**	**Intercultural understanding can lead to mutual respect.**	**Appreciation of the aesthetic is connected to personal experiences.**	**People participate in their community to create change.**
Key Concepts	Connection, Causation	Connection, Function, Responsibility	Form, Responsibility, Function	Causation, Perspective, Form	Form, Function, Perspective	Causation, Change,

Related Concepts	Communication, Interaction, Relationships	Biodiversity, Ecosystems, Interdependence	Wants/needs, Consumption, Affect	Culture, Conflict, Prejudice	Aesthetics, Experience	
Lines of inquiry	• How we interact within our environment (Connection) • How relationships develop and occur (Causation) • Rights, resilience and respectful relationships	• Biodiversity in ecosystems (Function) • Balance and interdependence within ecosystems (Connection) • The impact of human actions on ecosystems (Responsibility)	• Wants and needs (Form) • Choices and responsibilities of consumers (Responsibility) • Ways of taking action (function)	• Components of culture (Form) • Cause of conflict: individual, local, global (Causation) • Understanding different points of view to prevent and resolve conflict (Perspective)	• Aesthetic elements of design • Ways in which people express their identity • How communication and feedback can enhance aesthetics	• How voting rights have changed over time (change) • Influence of government on individuals and society (causation)
VWB Line of Inquiry	**Emotional Management** • How emotional responses can improve relationships and communication	**Relationships** • Balance and interconnectedness within the learning environment	**Habits and Goals** • How developing habits helps us to achieve goals	**Relationships** • Positive resolutions to conflict	**Strengths** • How strengths connect to your identity	**Coping** • How reframing can help us cope with challenges
Approaches to learning	Interpersonal relationships Be respectful to others Social and emotional intelligence Be aware of own and others' impact as a member of a learning group Social and emotional intelligence Be self and socially aware	Evaluating and communicating Draws conclusions from relationships and patterns that emerge from data Speaking communicates with peers, experts and members of the learning communities using a variety of digital environments and media	Organisation Set goals that are challenging and realistic Exchanging information when speaking Discuss and negotiate ideas and knowledge with peers and teachers Critical thinking - evaluating Evaluate evidence and arguments and associated decisions	Evaluating Consider ideas from multiple perspectives Interpreting Be aware of cultural differences when providing and interpreting communication Interpersonal relationships Make fair and equitable decisions.	Speaking State opinions clearly, logically and respectfully Considering new perspectives Practise flexible thinking—develop multiple opposing, contradictory and complementary argument ICT Communicate information and ideas effectively to multiple audiences using a variety of media and modalities	Interpersonal relationships Advocate for one's own rights and needs, and those of others Thinking Skills Evaluating evidence and arguments, and associated decisions
RR Topics	RR Topic 6: Help-seeking	RR Topic 5: Stress Management		RR Topic 7: Gender and identity		RR Topic 8: Positive Gender Relations

Year 5 Programme of Inquiry						
	Who we are	How we express ourselves	Sharing the planet	How we organize ourselves	How the world works	Where we are in place and time
Trans Theme	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	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.	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.	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.	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 the environment.	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
Central Idea	**Relationships develop through interaction and communication**	**Creativity can be expressed through design**	**Sustainable practices are determined by values and constraints**	**Locations and people are influenced by events**	**Advancement in the sciences has consequences**	**Significant events throughout history are told through the curation of artefacts**
Key Concepts	Responsibility, Change, Function	Form, Function, Perspective	Responsibility, Causation, Perspective	Causation, Connection, Change	Form, Connection, Perspective	Perspective, Causation, Connection
Related Concepts	Relationships, Health, Respect	Influence, Passion, Innovation	Sustainability, ethics		Systems, space	Time, Reliability
Lines of inquiry	• The elements of health (personal, physical, mental, social and spiritual) (Function) • The effects of ICT on the elements of health (Change) • The effects/affects of our actions (Responsibility) • Rights, resilience and respectful relationships	• The different ways we can be creative (perspective) • The design thinking process (form) • Influences on design (causation)	• The dimensions of sustainability (Form) • Influences on sustainable practices (Perspective) • Actions that contribute towards sustainability (Responsibility)	• The equity of access to resources and opportunities (Connection) • How change impacts relationships between individuals, events and location (Change) • How data can be used to make interpretations and to draw conclusions (causation)	• What space is (Form) • Our place in the universe (Connection) • The consequences of space science (Perspective)	• How artefacts can tell a story (Causation) • What makes a significant event (Perspective) • The different interpretations of significant events (Perspective)
VWB Line of Inquiry	**Relationships** • The effects/affects of our actions	**Emotional Management** • Emotions can be portrayed in different ways	**Attention and Awareness** • Awareness of self, others and the world around us	**Coping** • How people cope with success and adversities	**Habits and Goals** • Using goal setting to form new habits	**Strengths** • How people use strengths throughout history

Approaches to learning	Social and emotional intelligence Be self and socially aware Ethical use of media/ information: Use media ethically to communicate, share and connect with others Emotional management Use strategies to prevent and eliminate bullying	Creative thinking Consider multiple alternatives, including those that might be unlikely or impossible Generate metaphors and analogies	Research skills Interacting with media to use and create ideas and information Considering new perspectives Practise flexible thinking - develop multiple opposing, contradictory and complementary arguments Evaluating Identify obstacles and challenges (i.e. constraints)	Research skills Gathering information from a variety of primary and secondary sources Critical Thinking Draw conclusions and generalisations Evaluate evidence and arguments and related decisions	Formulating and planning Ask or design relevant questions of interest that can be researched Media Literacy Locate, organise, analyse, evaluate, synthesise information from a variety of trusted sources, social media and online network	Evaluating Evaluate evidence and arguments, and associated decisions Data gathering and recording Gather information from a variety of primary and secondary sources Synthesising and interpreting Sort and categorize information
RR Topics	RR Topic 4: Problem Solving	RR Topic 1: Emotional Literacy		RR Topic 3: Positive Coping		RR Topic 2: Personal Strengths

Year 6 Programme of Inquiry						
	Who we are	Sharing the planet	How we organize ourselves	How the world works	Where we are in place and time	How we express ourselves (Exhibition)
Trans Theme	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	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	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	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 the environment	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	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
Central Idea	**Relationships develop through interaction and communication.**	**Systems of governance can enable communities to function.**	**People make choices that are guided by their passions to lead and influence change.**	**The interaction of matter produces something new.**	**People gain insight into the diversity of migration through story-telling.**	**People make choices that are guided by their beliefs and values to lead and influence change.**
Key Concepts	Causation, Responsibility, Connection	Responsibility, Function, Change	Connection, Change, Causation	Form, Function, Change	Causation, Perspective, Change	Change, Causation, Responsibility
Related Concepts	Influence, Credibility, Stereotype	Democracy, Values, Systems	Work, decisions, economics	Matter, Interactions, Phenomenon	Diversity, Migration, Response, Story	Action, Leadership, Creativity, Beliefs

Lines of inquiry	• The influence of relationships on lives (Connection) • External influences on attitudes and behaviours (Causation) • Rights, resilience and respectful relationships (responsibility)	• How democracy leads to equality (Responsibility) • How the electoral process work (Function) • Actions lead to change in communities (Change)	• How businesses incorporate your passions, interests and self-expression (Connection) • The ways in which businesses adapt to changes (Change) • How branding and advertising are used to influence choices (Causation)	• The different properties of matter and how matter can change (Change) • Developing questions to investigate (Form) • Methods of documenting and presenting scientific investigation (Function)	• The diversity of migrant experiences (causation) • Community response to migration and its impact (change) • How historical artefacts can uncover stories (perspective)	• How beliefs and values can inspire action (causation) • Creating change in our community through passions/leadership (change) • Using creativity to take action (responsibility)
VWB Line of Inquiry	**Relationships** As above	**Emotional Management** • How managing emotions enables relationships to function	**Strengths** • How strengths can be used to engage others	**Attention and awareness** • How awareness increases our skills in observation and knowledge	**Coping** • How people cope through change	**Habits and Goals** • How regular reflection supports us in achieving goals
Approaches to learning	Social and emotional intelligence Be aware of own and others' impact as a member of a learning group Emotional management Use strategies to prevent and eliminate bullying Interpersonal relationships Practice empathy and care for others	Communication Skills State opinion clearly, logically and respectfully Social Skills Build consensus and negotiate effectively Thinking Skills Analysing and evaluating issues and ideas, forming decisions	Social and emotional intelligence Be aware of own and others' impact as a member of a learning group Media literacy Demonstrate awareness of media interpretation of events and ideas Listening Listen actively to other perspectives and ideas	Formulating and planning Ask or design relevant questions of interest that can be researched Data gathering and recording Record observations by drawing, note taking, charting, tallying, writing statements, annotating images Formulating and planning Outline a plan for finding necessary information	Listening Listen actively to other perspectives and ideas Cultural Sensitivity Be aware of cultural differences when providing and interpreting communication Inferring Make inferences and draw conclusions	Considering new perspectives Apply existing knowledge to design new products, processes, media and technologies Listening Listen to, and follow information and directions of others Research skills Use critical literacy skills to analyse and interpret information
RR Topics	RR Topic 5: Stress Management		RR Topic 6: Help-seeking	RR Topic 7: Gender and identity	RR Topic 8: Positive Gender Relations	

Primary Years Programme

Collaborative planning process for learning and teaching

Supporting student agency

How do we recognise and support student agency in learning and teaching?

For all learning this means:

- involving students as active participants in, and co-constructors of, their learning
- developing students' capacity to plan, reflect and assess, in order to self-regulate and self-adjust learning
- supporting student-initiated inquiry and action

For all learning this means reflecting on:

- the purpose and conceptual focus of learning
- whether the learning goals were achieved (including knowledge, conceptual understandings, skills and attributes of the learner profile)
- the effectiveness of the monitoring, documenting and measuring of student learning against learning goals and developmental milestones
- the effectiveness of the learning experiences and use of resources
- student agency and its impact on student-initiated inquiry and action
- the ways in which positive relationships have been nurtured between home, family and school as a basis for learning, health and well-being
- the process of learning to inform current and future learning and teaching

Identifying purpose and conceptual focus

What is it we want students to learn?

For all learning this means:

- inside the programme of inquiry – negotiating a shared understanding of the central idea and lines of inquiry as they relate to a transdisciplinary theme
- outside the programme of inquiry – establishing subject based conceptual understandings
- establishing authentic opportunities for transdisciplinary learning across, between and beyond subjects
- identifying key and related concepts to develop conceptual understandings
- identifying links to approaches to learning and learner profile attributes

Establishing learning goals

What is it we want students to know, understand and be able to do?
What are our students interested in learning?

For all learning this means:

- acknowledging the interests, prior knowledge and experiences of all students
- defining knowledge, conceptual understandings and skills using PYP scope and sequence documents and / or national or local curriculum
- co-constructing learning goals and success criteria with students
- establishing connections to past and future learning, inside and outside the programme of inquiry

Designing engaging learning experiences

What experiences will facilitate learning?

For all learning this means:

- developing questions, provocations and experiences that support development of knowledge and conceptual understandings
- creating authentic opportunities for students to develop and demonstrate approaches to learning and attributes of the learner profile
- building in flexibility to respond to students' interests, inquiries, evolving theories and actions
- integrating languages to support multilingualism
- identifying opportunities for independent and collaborative learning, guided and scaffolded learning, and learning extension

In addition, for early years learning this means:

- planning opportunities for uninterrupted play
- supporting the development of symbolic exploration and expression (eg. language and mathematics understandings)

Making flexible use of resources

How will resources add value and purpose to learning?

For all learning this means:

- the thoughtful use of resources, both in and beyond the learning community, to enhance and extend learning, including:
  - time
  - people
  - places
  - technologies
  - learning spaces
  - physical materials

Integrating assessment

What evidence will we gather about students' knowledge, conceptual understandings and skills?

For all learning this means:

- building in opportunities for quality teacher and student feedback and feedforward
- ongoing monitoring, documenting and measuring of learning to inform planning and next steps
- engaging in ongoing and interactive dialogues about learning with the learning community
- using a backward and forward approach to planning to set and reset learning goals and success criteria
- using evidence of learning as a basis for grouping and regrouping students
- considering how assessment is used to inform the learning community

Reflecting on learning

How can our reflections guide next steps in current and future learning and teaching?

© International Baccalaureate Organization 2018
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional