



THE PYP INCLUSIVE

Issue 35

June 2013

Editor
Kathy Saville
Deputy Director of Curriculum
Wesley College Melbourne

Travelling the PYP Journey

Inside this issue:

The inquirer	2
Provocation through inquiry	3
Where are the rules?	4
Promoting international mindedness in Timor Leste with the learner profile	6
<i>Café Espresso</i> —MENPS exhibition	8
Conflict as an exhibition lens	10
A book like this	12
PD opportunities	14
PYP network contacts	14

As winter strikes Melbourne with a vengeance those of us in Victoria know that we are not far off of a well-deserved break. Indeed, wherever in the world you are reading this, you are no doubt busily completing and proofing reports and thinking longingly of the time in the not too distant future when you will have the luxury of time to yourself (maybe!)

It has been a while between issues of *The PYP Inclusive*. Articles have been few and far between. Why? I am not sure. Maybe it is because we are all way too busy and the thought of writing or finding something to forward for wider circulation is just all too hard. Maybe we are all accessing blogs and using twitter to share PYP ideas. Maybe we are receiving fewer articles from other regions as more networks are now producing newsletters of their own. What do you think? I would welcome your thoughts.

How many of you would believe that we are in our eleventh year of producing the newsletter? Yes, that is right...eleven years!

In this, our thirty-fifth issue, we have a thought-provoking article from Janis Coffey at Geelong Grammar.....

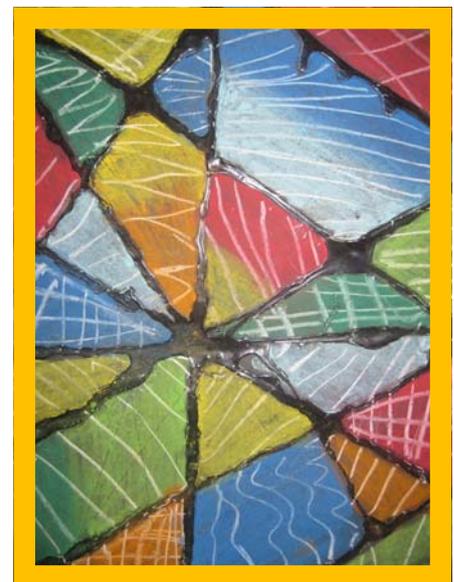
Year 1 teachers at Mount View Primary School explore ways in which provocations can stay with a unit for the duration, not just be used as an immersion activity.

Michelle Twining, from Mount Scopus Memorial College, shares the richness of the journey she and her students took as they developed their essential agreement for the year.

Two schools celebrate their exhibition journeys with us—Mount Eliza North Primary School in Melbourne and Radford College in the Australian Capital Territory.

Maxine Mann, an Indonesian teacher at Lloyd Street Primary School, shares with us her experiences in two remote Indonesian schools and her subsequent work with the students at Lloyd St to gather appropriate books for these schools, complete with inscriptions from the students in Indonesian inside the cover.

As always, enjoy!



*Man cannot discover new oceans
unless he has the courage to lose sight of
the shore.*

*Andre Gide
French author*



VICTORIAN
PYP
NETWORK

What's happening around the network

The Inquirer

"Learning is a process of constructing, testing and reconstructing theories, constantly creating new knowledge.

Teachers as well as children are constantly learning."

Carla Rinaldi & Peter Moss

There are many moments in your teaching practice that stay with you forever. One of those moments was when Rhiannon had discovered the formula for calculating the area of a two-dimensional shape. I say, 'discovered' because, for her, this was uncharted territory. It was a warm day outside and the children were busy in Year 2 working out how many one centimetre squares it took to cover a range of different sized rectangles. I noticed that Rhiannon had not covered the entire space, but rather only made two lines across the width and length of the shape with the miniature blocks. I asked her what she was doing. She looked at me with pure satisfaction, knowing she had just made a profound mathematical finding. "If you multiply the number of blocks along both sides, it gives you the total area!"

I had not taught Rhiannon how to calculate the area of a rectangle that day. She had discovered it herself. I merely put the tools in her hands, ensured she had the right resources and asked her the right questions. This is the role of a teacher in the inquiry classroom.

Educational researcher, Professor Erica McWilliam, is a firm believer that teachers need to take on the role as 'meddler in the middle' rather than just being the 'sage on the stage' or the 'guide on the side'. Of course our students can learn a lot from us and we are there to support them along their learning journey. But we are also there, in a sense, to agitate the learning process. We provoke students with engaging experiences or ideas. We inspire them to want to know more. Questions are posed to ignite thinking.

Inquiring is a way of approaching learning. An inquiry teacher asks herself, 'How will my students discover new knowledge today? What experiences can I provide them so that they formulate new understandings?' Teachers listen carefully to their students and document where they are in their learning. This is a vital part of the process that helps teachers plan and prepare for the next chapter. Students in inquiry schools discover the curriculum. It is not delivered TO them by their teachers.

Learning in this way is meaningful to students. And we know that when there is meaning or understanding, the learning is embedded. Inquiry classrooms foster creative and critical thinking skills where students are making and testing theories. Explicit teaching of skills is done 'just in time'. They are taught exactly when students need them, there and then. This is contrary to the traditional sense of teaching skills 'just in case' where students are taught sets of skills disconnected from one another and without real-life application. The 'one day you may need to know this' approach to teaching skills fails to engage the learner who is unable to make sense of it in their own world. Without applying the understandings and consolidating the new knowledge through practical experiences, students remain disconnected from the learning.

As for Rhiannon, she continued to test her theory with other shapes. We looked at squares and triangles and other polygons. The students worked together to refine their thinking and made new discoveries. We tested algorithms and used calculators to check our sums. I think of that classroom not as a space where students came to learn, but as our laboratory for thinking.

Janis Coffey
Head of Teaching & Learning & PYP Coordinator
Geelong Grammar, Toorak Campus
Victoria, Australia

What's happening around the network

Provocation through inquiry

The right provocation at the start of any unit of inquiry can engage students into naturally feeling curious and motivated to learn. In a recent unit of inquiry taught in Year 1, the Year 1 team at Mount View Primary School wanted to design a provocation that was not only engaging, genuine and authentic, but continuous. We wanted to steer away from the trap of providing a 'one hit wonder' provocation at the start of the unit, where students are engaged during the provocation, but when it's over, it's back to 'normal'.



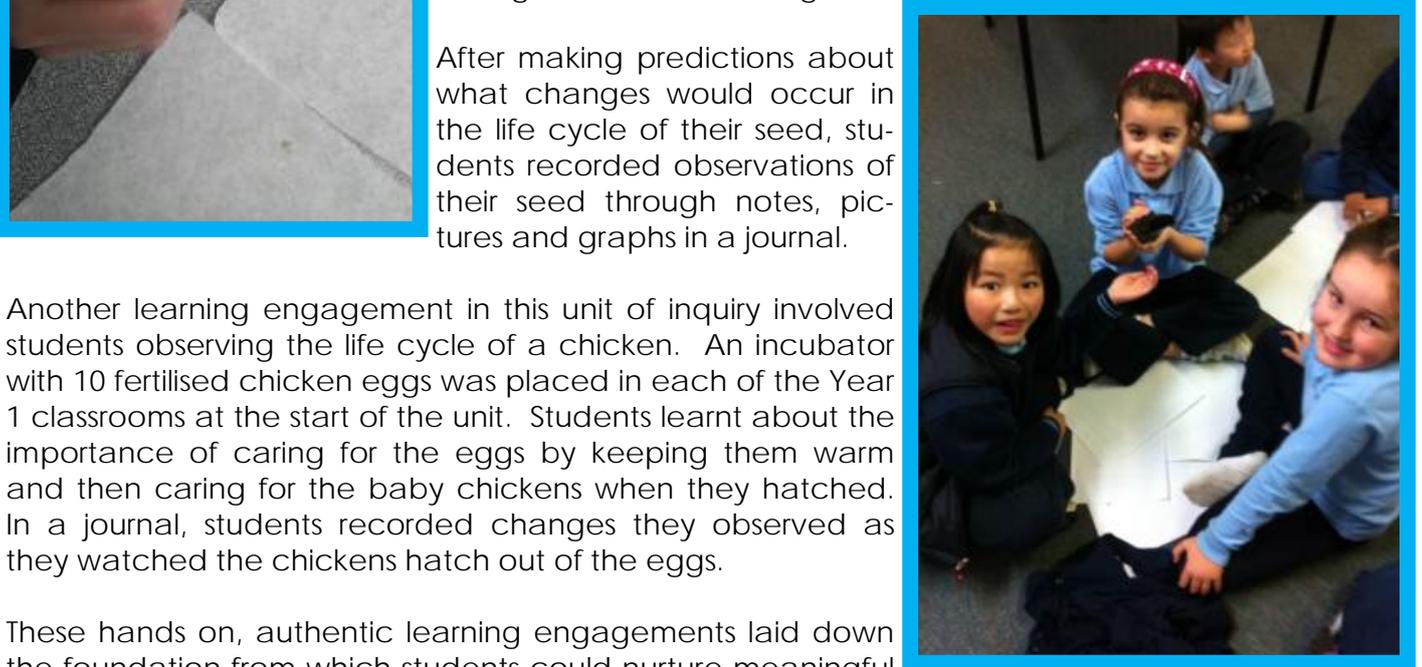
The transdisciplinary theme covered was *How the world works*, with the central idea being 'a life cycle is a process of change in the natural world'. The key concepts of *change*, *form* and *causation* were the foci and many of the learning engagements that the class participated in throughout this unit served to engage students in authentic inquiries that were driven by these concepts.

Many learning engagements throughout this unit served as natural, lasting provocations, leading to an understanding of the central idea rather than a once off provocation at the start of the unit that ended no sooner than it had begun. One of these learning engagements started at the beginning of the unit. All students planted their own pea seed to inquire into what actually causes the changes in the seed as it grows.

After making predictions about what changes would occur in the life cycle of their seed, students recorded observations of their seed through notes, pictures and graphs in a journal.

Another learning engagement in this unit of inquiry involved students observing the life cycle of a chicken. An incubator with 10 fertilised chicken eggs was placed in each of the Year 1 classrooms at the start of the unit. Students learnt about the importance of caring for the eggs by keeping them warm and then caring for the baby chickens when they hatched. In a journal, students recorded changes they observed as they watched the chickens hatch out of the eggs.

These hands on, authentic learning engagements laid down the foundation from which students could nurture meaningful learning related to the key concepts and central idea - but these learning engagements also demonstrate that provocations can last throughout the unit, rather than be seen 'as a one hit wonder' at the beginning.



Year 1 teachers
Mount View Primary School
Glen Waverley, Victoria, Australia

What's happening around the network

Where are the rules?

My first response... "No, it's not the rules. It's an essential agreement." That's when I realised that to him, they were the same thing. We chatted some more... "**What's an essential agreement?** What does essential mean? What does agreement mean?" We looked up the words, chatted in pairs about them and came together to conclude what they meant.

This year I wanted my students to **go beyond rules to the reasons behind them**...and I've really felt that **what we value is most reflected by how we act**, so why not start there? I want to keep what is the most important to us at the forefront so we can remember why we want to act in a certain way...to remember the kind of people we want to be. I know I want to do

that personally, as well as professionally: To remember the point behind it all. If you remember those things, you don't really need 'rules'; instead you have a goal in mind of who you want to be. This is much more powerful in my own life. Hopefully, also in theirs.

If you're curious, see the students' essential agreement below. Pretty good stuff for anyone to live by (I tried to get them to cut it down more, but they were pretty set that these were all essentials!)

Michelle Twining
Year 6 teacher
Mount Scopus Memorial College
Burwood, Victoria



What's happening around the region

Promoting international mindedness in Timor Leste with the learner profile

At Radford College, we have a unique opportunity as PYP Junior School teachers to accompany senior school students to Timor Leste on an annual Service Learning Journey. Students and teachers work on real and lasting projects, experiencing life in a developing nation that is facing considerable and complex challenges. This opportunity allows the *“teachers and students to make connections between life in school, life at home, and life in the world.”* We are also able to bring back primary resources that we can integrate into our units of inquiry in the Junior School.



How do you facilitate an educational change for a nation?

One of the exciting developments in 2011 was visiting **Fatunaba Memorial School** and **The Dare Museum**. Our students immersed themselves in school life, working tirelessly over two days with hundreds of primary age children while Tina Landos and Brenda Lander led teacher training. Over the two days, our focus was on questioning, student-centred teaching techniques and promoting the attributes of the PYP learner profile. The two days proved to be a very memorable part of our visit. It led to further curriculum writing and refinement of teaching resources.

Our work at Fatunaba has evolved over the years as we have continued to build stronger relationships and connections. Carefully, we have valued and embraced cultural differences, responding positively to the needs of the local community.

When the Fatunaba students see June on their calendar each year, they know that their Radford friends will be returning soon.

In 2012, we were met by an ocean of eyes and smiling faces. This year, our students hosted three days of interactions with larger numbers of school children, undertaking hands-on lessons using Tetum and English. Teacher training sessions took on a further development this year. Additional teachers attended our training sessions, travelling from surrounding schools. Their desire and eagerness to move from “chalk and talk” to higher order thinking and cognition was inspiring. The Timorese teachers, working *“for the education of their nation,”* showed not only a determination to help their students, but also a willingness to improve themselves as learners. Reflections formed an integral part of our training. We met with the teachers prior to demonstrations and modelling and again at the end of each day. One of the Timorese teachers commented at the end of a session that, *“I now understand that even the children want to learn and if it is not fun, they will lose interest.”* (Zelia)



What's happening around the region

Promoting international mindedness in Timor Leste with the learner profile

It was our observation as PYP teachers that the learner profile provided a powerful framework in which students and teachers could engage in learning together. Although they are not part of a PYP school, we observed Timorese students demonstrating all the attributes of the learner profile. Initially, these students were hesitant, due to their unfamiliarity with the inquiring nature of the learning process. As they became facilitators of their own learning, they became alive, taking risks, approaching their learning with open-mindedness. During our first day together, the focus was on developing understanding of the written text using Tetum early reading books. Paulina, one of the Timorese teachers, reflected that, "I have never got the kids to think about a book before opening it." The Timorese students were beginning to use creativity and imagination in the literacy lessons. They were exploring key questions of why, what and how.

We progressed onto "mathematica", modeling maths games using the hundreds chart, patterning and ordering of numbers. "The children were incredibly happy and excited to be doing things." (Amanda) This clearly demonstrated a shift to learning that was not only engaging, but relevant, challenging and significant.

Why is the journey important for Radford College students and staff, Timor Leste students and staff?

As PYP teachers, part of our service journey is bringing back the Timor experience and incorporating it into our classrooms. In Timor, our units of inquiry were always at the forefront of our thoughts. In our travels, we gathered photographs about ideas or provocations relating to our units and on return have been able to share the experience in our classrooms and with other PYP teachers.

Through collaboration with our friends in Timor Leste, all of our lives have been enriched. "By helping students to make connections and see that learning is connected to life, a strong foundation for learning is established." (*Making the PYP Happen*). It is about international mindedness, service, leadership, and aid. Our Radford students and staff return to Australia having gained an entirely new outlook on the world. By being human with others, we all become more human. We return affirmed in our belief that life is not what you have, but what you share.

Tina Landos PYP Team Leader Years 5 & 6
Brenda Lander PYP Music Teacher P-2
Radford College
ACT
Australia



What's happening around the network

Café Espresso - MENPS Year 6 Exhibition

Mount Eliza North Primary School is an International Baccalaureate school and as part of the IB requirements, Grade 6 put on an exhibition. The exhibition, while being a learning experience, is also a celebration of the student learning at an IB school. Our transdisciplinary theme for the exhibition was *How we express ourselves*.

The transdisciplinary theme includes:

- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;
- the ways which we reflect on, extend and enjoy our creativity;
- our appreciation of the aesthetic.

The students went through a process to arrive at a name, *Café Espresso*, for the exhibition. The purpose of the exhibition was to

demonstrate the research into and understanding of the theme *How we express ourselves*. The students presented different perspectives of this theme.

The work concluded in an interactive presentation in mid September.

The year 6 Exhibition was a term's worth of work spent on finding an area of interest, organising a plan, researching for information and presenting findings.

It all started by deconstructing the theme then isolating an area of interest. The teacher put students into working groups and they developed their own central ideas to investigate.

From there, students formulated lines of inquiry which directed their research. Students planned and organised what their final presentation was going to look like and they delegated roles to group members. The work was presented in two areas, one was the Café Kitchen, where the background information was displayed and explained, and the Café Restaurant, where students showed their understanding and made a positive impact on the exhibition visitors.

Pride, enthusiasm, commitment, joy and confidence emanated from their faces!
(Teacher comment)



When you were making decisions in groups, you were considerate and successful, when you undertook research, you strived to go the extra mile to deepen your understanding, when you planned and organised your presentation, you cooperated, when you had problems to solve or decisions to make, you thought things through to make the best choice. (Teacher)



Loved the work done by all the Grade 6 kids and their teachers. I really enjoyed the opportunity to meet some of the students and work with them. They' shown terrific maturity and a willingness and capacity to learn. Keep it up Mt Eliza North Primary, very impressive stuff! (Mentor)



What's happening around the network

Café Espresso - MENPS Year 6 Exhibition

As an I.B school we had to display the 5 elements of the Primary Years Program. The five elements work together to create a learner profile. The learner profile explains what an I.B student looks like. The elements include:

- Knowledge
- Concepts
- Skills
- Attitudes
- Action

Having worked with two groups (the design and the architecture group) and seeing the rapid progression of their project and the constantly increase in knowledge in their area of interest, I could only begin to imagine the high standard of work, communication and organization of the presentations. My expectations were far exceeded and I was blown away by the effort that everybody had put in. (Mentor)



During the process, students recorded evidence of displaying these elements in their exhibition journals. Afterwards, students also reflected on the effects of these elements on their learning.

Your communication with me was outstanding - I told you that whenever you needed anything just to email me or call me in and you did exactly that! (Mentor)



The Exhibition is an engaging and busy event and a highlight of the grade 6 year. It was a great way to show everyone that these students are ready to move onto life at a secondary school.

The destination can at times be seen as the main purpose for a trip but WOW what you guys clearly learnt and experienced along the way was amazing. Yes, there can be obstacles and problems along the way but it's how you handled those, how you addressed them and how you overcame them that demonstrate the skills and experiences that will be with you for life. (Mentor)



Lisa Coates
PYP Coordinator
Mount Eliza North Primary School
Mount Eliza
Victoria
Australia

What's happening around the region

Conflict

This year's exhibition unit at Radford College began in Term 3 and focused on the issue of 'conflict'. It was an eight-week inquiry that ended with a presentation to the Radford community.

During the first two weeks, the Year 6 team planned various excursions and visits from guest speakers to promote a deeper understanding of local, national and global conflicts. At the conclusion of week 2, the students were asked to reflect on these learning experiences and choose one area of 'conflict' that was the most meaningful and relevant to them. This issue then 'drove' their inquiry for the remaining six weeks where they worked in small teams to plan and present their chosen inquiry to the Radford community.

Here are some student responses from various groups demonstrating their understanding of the ACTION element of the PYP.

Fair Trade

We have made contact with the appropriate people to ensure that at our sausage sizzle on Exhibition evening, we have Fair Trade tea and coffee available. We have also produced a shopping guide that lists products

that are available in our local community. We have included magnets on the back so that families can put them onto the back of their fridge.

Cyber Safety

We organised an excursion to the Department of Broadband, Communications and the Digital Economy and we met with Kerry Westcott. She talked to us about the government's cyber safety help button. The button includes the resources for parents, students and teachers and information about how to stay safe online. There is also a blog page where you can talk to someone anonymously 24 hours a day. We came back to school thinking that it would be great to have the help button on our school network. We have made contact with the IT department and our principal, and are working towards having the safety help button on our network.

Orangutans and Palm Oil

We have discussed with Radford Tribal Council, the high impact that palm oil has on animals. There are products in our school canteen that contain palm oil. We will be discussing this with our mentor and Principal and then approaching the canteen in order to remove these products from their area.



What's happening around the region

Conflict



We are also trying to find an alternative. Currently these products are priced at \$1.50. If they are unable to be removed from the canteen, we would like the price increased to \$2, as this may encourage less people to buy them.

Gender Bias Group

We heard from an announcement that the Super 8 cricket was involving two boys' teams this year. This made us think about our topic of Gender Bias. We sent an email to our Principal to ask him to help us eliminate gender discrimination. We wondered if it would be possible to have a girls' Super 8 cricket team as well. Our principal replied with a positive message and we sought further action. We organised a girls' trial day and next week, the girls' team will be playing at the University of Canberra! Success!! We hope that in future

years, both girls and boys will be involved.

Sport

During last year's exhibition, a group assisted with writing a code of conduct for students and parents who engage in sport. We thought it would be beneficial to raise further awareness of the code for students and parents. We discussed with our mentor and principal, and got approval to discuss our proposal with the Sports Administration staff. Our idea is to put the code of conduct along with an 'I agree' box on the back of the summer and winter sports registration form. At the beginning of the school year, during information evenings, all the PE teachers will mention to the parents that there is a Code of Conduct and where it can be located.



*Year 6 teachers and students
Radford College
Canberra, ACT
Australia*

What's happening around the network

A book like this

My name is Maxine Mann, and I have recently been appointed as a part time Indonesian teacher at Lloyd Street Primary School in Malvern East. Only a few months ago I was visiting Indonesia on one of my frequent trips and had the opportunity to see some remote schools near the city of Malang.

The first one was a kindergarten / primary school, called Harapan, which was created and built by a man called Pak Izzar with the help of volunteers and donations from the local and wider community. It is located near the beach called Bajulmati and is about two hours away from the main city of Malang.



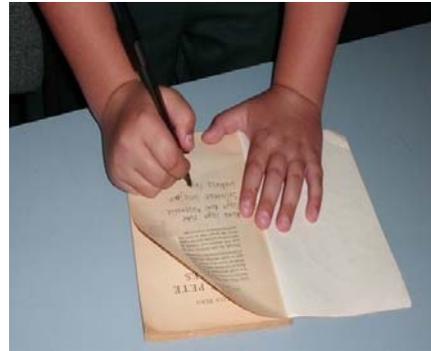
The second school I visited was called SMA Mamba' Unnur. It is located in a small village, again about two hours out of the city of Malang.



What's happening around the region

'A book like this'

After a tour of each school, I was asked if I could send some books in English for their students to study as they have no access to these resources. When I returned home I got together with another teacher at my school who told me that they had a collection of books which would be suitable to donate. I raised some money amongst my friends to help me with the cost of sending the books and I asked students at Lloyd Street Primary School to sign each book in Indonesian as I felt it personalised the book and made it more special for the children in Indonesia.



Thankfully the first box of books has arrived in Indonesia at Harapan school and now the students have books that they can treasure and use as they learn English.

We are currently busy signing books for the next school, SMA Mamba' Unnur and we hope to send this box of books in the next few weeks. The students there are honoured to be accepting these books from us and it is inspiring them to learn more English.

Throughout this project, the Lloyd Street School students have been comparing our school classroom with schools in Indonesia which obviously have limited funding. Under the transdisciplinary theme of *Who we are*, students have been inquiring into the universal rights and responsibilities of children, and I believe they are now somewhat empathetic to the reality of what it is like to go to school in a third world country. They have some understanding about how important it is to learn another language in order to be a part of a globalised community and due to this project they now have a connection with schools in Indonesia, who are desperate to learn English, just as we are to learn Indonesian.

Our Mission

Lloyd Street School aims to develop the individual talents of students and teach them to relate the experience of the classroom to the realities of the world. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship. Students are encouraged to become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs. Students will be conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

Maxine Mann
LOTE Indonesian teacher
Lloyd Street School, Malvern East, Australia

Editor
Kathy Saville
Deputy Director of Curriculum
Wesley College Melbourne

Wesley College Glen Waverley Campus
620 High St Rd
Glen Waverley VIC 3150
Australia

Phone: +61 33 8102 6888
Fax: +61 3 9803 0851
Email: kathy.saville@wesleycollege.net

The PYP Inclusive is published by the Victorian PYP Network up to four times a year.

“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

8–10 July 2013 Melbourne, Australia

- Making The PYP Happen Class A , cat 1
- Making The PYP Happen Class B , cat 1
- Making The PYP Happen Class C , cat 1
- Teaching and Learning cat 2
- Assessment in the Early Years cat 2
- Concept Based Learning cat 3
- Role of the Coordinator cat 3
- Role of Information and Communication Technology 3
- Play Based Learning cat 3
- Inquiry and the Librarian, cat 3 (Continuum)

8-10 July 2013 Adelaide, Australia

- Making the PYP Happen cat 1
- Role of the Arts cat 3
- Action cat 2
- Assessment cat 2
- Sustainability as International Mindedness cat 3

22–24 July 2013 Auckland, New Zealand

- Making the PYP Happen cat 1
- Concept-based Learning cat 2

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

Victorian PYP Network Committee 2013-2014

POSITION

Chairperson of Network

Vice-Chairperson

Joint Secretaries

Treasurer

Joint Chairs—Principals/Heads

Joint Chairs—Coordinators

Chair—Professional Development

Immediate Past Chairperson

PERSON

Melissa Graham

St Margaret's School

Tami-Jo Richter

Kororoit Creek Primary School

Michelle Phillips

Firbank Grammar School, Brighton campus

Sandra Myrwoda

McKinnon Primary School

Louise Pearce

Coatesville Primary School

Colin Dobson

Mount View Primary School

Anny Lawrence

Brighton Primary School

Alison Rees

Mount View Primary School

Sharron Bailey

Firbank Grammar School, Brighton campus

Christine Gilliland

Xavier College, Kostka Hall campus

Kathy Saville

Wesley College

