THE PYP INCLUSIVE

Issue 42 November 2017

Editor
Kathy Saville
College Teaching and Learning Leader
Wesley College Melbourne

Inside this issue:

VICTORIAN PYP NETWORK

Travelling the PYP Journey

As I sit in front of the computer proofing the final issue of *The PYP Inclusive* that I will edit, and also the last one in its current format, I am taken back to the day, many years ago when the first issue was produced. That was in May 2002, with its then editor, Jacinta Janssens. It ran to a grand total of five pages. How it has morphed and grown in the past 13 years since I took over as editor for issue 7 in June 2004! Who would have thought that a newsletter, in what was then a small, fledgling network, would grow to have a global audience in the many hundreds. Many of you may not know this, but *The PYP Inclusive* was a key inspiration for today's *SharingPYP* blog. I remember sitting in a room with several others and Kirsten Loza, then a curriculum manager in Cardiff, generating ideas and possible formats and articles that we could use in its early days. I look now at how the blog continues to grow and change to meet the ever changing and growing needs of the organisation.

It has been a privilege and a joy to be the newsletter's editor for 37 issues over the past 13 years. I thank each and every one of you who has had the courage to put pen to paper to share your story in the newsletter. We are all the richer for your contributions. I know of many schools who have not only used articles as prompts for discussions in their professional development, but who have eagerly awaited the arrival of the next issue as *The inclusive* has been some school's only link to the broader IB world. Think back a few years—we really didn't have the access to the world that we do today! We truly have served a great purpose.

So, to 2018...a new editor, Joel Snowden, will take over the reins and I know, from conversations with Joel, that we are in for some great changes that will see *The PYP Inclusive* go from strength to strength.

And so, little remains for me to say, apart from thanking this issue's contributors for sharing, and then encouraging you to grab a coffee, find a quiet spot to read this issue and be inspired!

Enjoy!

As knowledge increases,
Wonder deepens

Charles Morgan

What's happening around the network

Growth mindset

Letter to the school community from the newly appointed PYP coordinator.

I would like to take this opportunity to say thank you for all the kind congratulations and best wishes that I have received regarding my new position as PYP coordinator. This is a very different role for me and will require time, patience and hard work to meet the challenges of the role. I would also like to say thank you to the leadership team that have given me great support and encouragement and I will continue to rely on their knowledge and experience throughout my time in this role.

One idea that I am going to rely heavily upon is the idea of a *Growth Mindset*. Mindset is a simple idea theorised by world-renowned Stanford University psychologist, Carol Dweck, based on decades of research on achievement and success—a simple idea that makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

At our school we promote the idea of a growth mindset. Our brain is a muscle just like the other muscles, it changes and gets stronger the more you use it. The approaches we take to assessing learning, the kinds of tasks we assign and the way we report success or failure at school send powerful messages to students, not only about their own learning, but also about the nature of learning itself.

Carol Dweck refers to this way of thinking as a growth mindset:
When [teachers and students] change to a growth mindset, they change from a judge-and-be-judged framework to a learn-and-help-learn framework. Their commitment is to growth, and growth takes plenty of time, effort and mutual support. (Dweck, 2006, 244)

No one thinks babies are stupid because they can't talk. They just haven't learned how to yet. But some people will call a person dumb if they can't spell a word right, or read fast – even though all these things are learned practice. At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns, the easier it gets to learn new things – because their brain 'muscles' have gotten stronger.

Working hard, struggling and having difficulties with reading, spelling or maths problems should be seen as a good thing. It means your brain is working and is therefore growing stronger. If we only do things that are easy for us then we are not working our brain muscles. Just like a person going to the gym will gradually try harder and heavier weights to build their muscles. Another way of looking at this struggle and hard work is comfort zone versus learning zone.

As described in her book *The Buzz*, Tracey Ezard describes how people can often feel that stepping out of their comfort zone is similar to those under high stress situations, leading to anxiety, anger, fear and increased heart rate. In a growth mindset environment we can see these emotions differently and instead feel excitement, motivation, anticipation and clarity. Providing the right level of support alongside the right level of challenge is a key element in reducing the anxiety levels of students and promoting a growth mindset. What is meant by this is that a correct combination of high challenge with high support leads to a thriving learning environment as opposed to high challenge and low support leading to a barely surviving learning environment.

As I grow and develop in my role as a PYP Coordinator I know that there will be high challenge to my role and responsibilities, but I will be receiving high support from my colleagues, in particular my principal. I will be out of my comfort zone but I do so with enthusiasm and excitement that I hope will lead me to a thriving learning environment.

Written by a new PYP coordinator.
Peter Ritchie
Assistant Principal / PYP Coordinator
Kingsville Primary School
Victoria
Australia

What's happening around the network

Professional learning reflection

Kath Murdoch started working with our network a number of years ago. This year she has continued that partnership and delivered sold out PD days for both teachers and heads and coordinators. We were lucky enough to attend the heads and coordinators day. The focus for the day was leading inquiry learning and learner agency.

Kath designed a range of experiences that enabled us to reflect on who we are as educators and our role in shaping learner agency in our schools. A key component of the day was a session where we explored the 10 contemporary shifts in inquiry learning. Kath is a leader in the field of inquiry learning and reminded us all that it has grown since the 80s and 90s and that it is important for us to move with the times.

According to Kath, the 10 shifts are:

Inquiry learning has become an approach and stance across the curriculum and is undertaken across the day rather than in the afternoon under the heading of Integrated Studies. Inquiry is a way of being for both teachers and students.

Inquiry learning has moved from 'topics' to concepts. These are explored through rich questions rather than fact memorisation.

Inquiry learning has moved beyond the classroom and connected students digitally to the world, without leaving the classroom.

Digital technologies that were once an optional extra are embedded in teaching practice.

Units of inquiry have moved from shared plans to shared, differentiated and personalised pathways. Units are planned collaboratively and there are some shared experiences and others that are customised to the students' learning needs in the different classrooms in a year level.

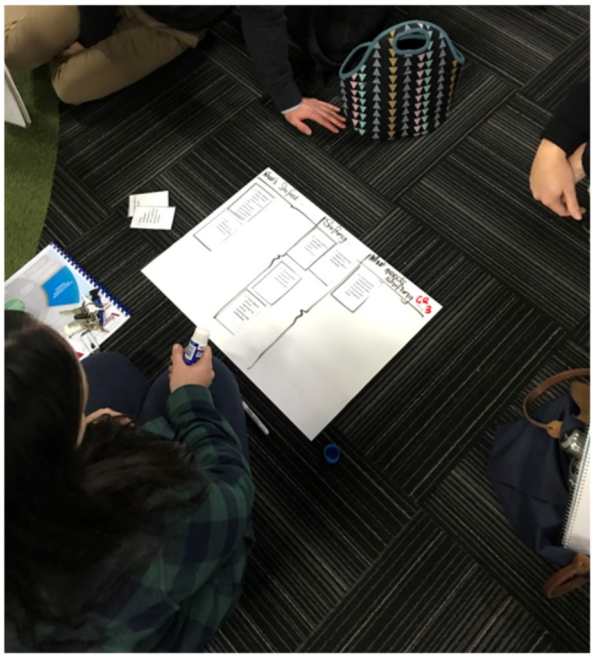
Inquiry learning has moved from teacher initiated and planned inquiry to a co-constructed approach that gives students a voice and input. Initially the inquiry is framed with possible lines of inquiry and a couple of shared learning experiences. Teachers collect what the students know and are curious about. From the shared learning experiences the teachers bring the data back and looks at what it tells them about where to go next. This process brings the students into designing learning experiences for themselves.

Inquiry has moved the learning from a contrived/artificial context to working with real-world issues, opportunities, challenges and problems for authentic audiences and real-life benefits.

Inquiry has moved from learning ABOUT to learning HOW. Students are learning key skills that are transdisciplinary and transferable. This ensures they learn how to learn.

Inquiry has moved students beyond reflection to reflection and metacognition (thinking about their thinking and learning).

Inquiry has moved from teaching skills alone to teaching skills and dispositions or character traits, which is aligned to the attributes of the learner profile and the attitudes of the PYP.



What's happening around the network

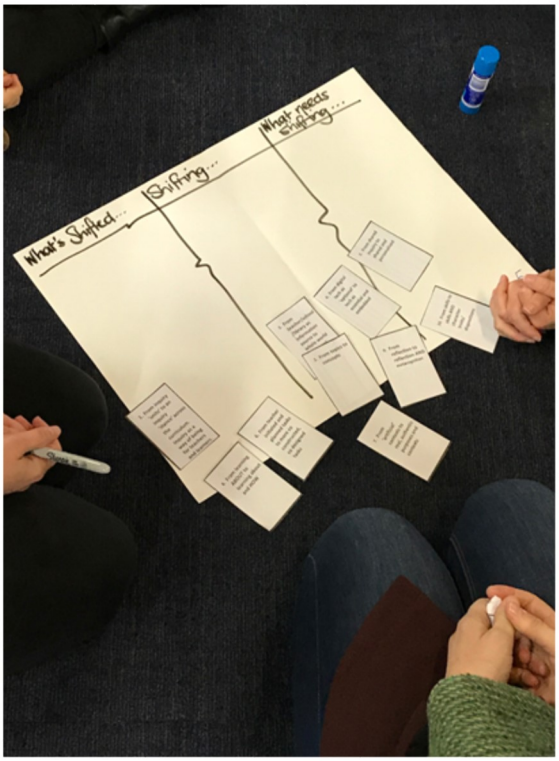
Professional learning reflection

Once these 10 shifts were shared, we engaged in a really powerful learning activity. Kath had the 10 shifts typed on individual cards. In our school groups, we were asked to think about our school and answer:

What has shifted? What is shifting? What needs shifting?

We started to sort out the cards into the 3 different categories. Instantly, we began to think of different aspects of our school and what was working well and what needed work. One of the challenges of doing this was which perspective to take. Our own, those of an individual teacher, a particular teaching team, the students or the whole school?!

We decided that this would make a useful professional learning session to do back at our own school and have teachers reflecting on their practice.



Teachers worked in grade level teams and surprisingly, the majority of our teams picked the same area as 'What needs shifting.' This gave us some excellent momentum for moving forward as teams had ownership and agency, having identified the shift themselves. We planned subsequent PD sessions to target staff needs and have made considerable progress in a short period of time.

What might need shifting in your school?

Joel Snowden
PYP Coordinator and
Anny Lawrence
Principal
Brighton Primary School
Victoria
Australia

What's happening around the network

Student led conferences

Learner agency seems to be the new buzzword of the moment, and for good reason. Learners need to do more than just passively receive information, and this is a crucial part of inquiry learning in the Primary Years Programme. They need to be active participants in the learning process to assist in developing autonomous life-long learners. Students need to manage and direct their learning without too much support from or control of others, and teachers play a vital role in making this happen.

One way that we assist in students strengthening their learner agency is by conducting student led conferences from ELC to Year 4. This is an opportunity for students to take responsibility for sharing the learning process with their parents. It gives them an increased responsibility and ownership over the direction of their learning. It allows students to discuss their learning goals and intentions. They not only focus on their successes, but also their challenges and how far they have come.

We keep portfolios of their year's learning journey as a form of assessment, but also a celebration of their achievements and growth. Students, with teachers, select learning tasks to discuss with their parents at student led conferences. They select work from their portfolio and other learning engagements to share with their parents. Students discuss their units of inquiry and make connections to both mathematics and English.

Student led conferences look different at different schools, as they should. At Fintona Girls' School in our Junior School, students spend twenty minutes in their classroom. This occurs with three students and their parents at a time spread out in the classroom. Students are in complete control of the conference, with parent prompt questions in languages to support mother tongue. The classroom teacher floats as a support if required. Having a few families in the room at once, not only allows the student to be in control rather than relying on the teacher, but also helps logistically with completing the student led conferences in one afternoon. After this, students spend ten minutes with one single subject teacher, followed by another ten minutes with another single subject teacher. There are changes to the subjects that they visit each subsequent year so that they are sharing all of their learning at school over the years.

Students demonstrate the attributes of the learner profile by being reflective of their learning successes and goals, showing the knowledge they have gained from their inquiry learning and demonstrating their effective communication skills. They display courage when explaining their learning independently and have a balanced approach by discussing their learning across the disciplines.

After families have undertaken the conferences, we get parents and students to reflect on the process. This provides us with feedback to inform the following year's conferences. Overall, feedback is positive and parents often note how articulate their child was when explaining and sharing their learning. They are impressed with their independence and the calibre of their understandings. Allowing students to take more control over their learning makes this possible.

So why are student led conferences so valuable? Students are able to reflect on their actions as learners and self-regulate. They have a voice and are actively involved in discussion and questioning about their learning with their parents. This practice also exhibits to the students that we support and value their learning by celebrating their achievements. Taking away control can be hard, but allowing the students to get in the driver's seat will nurture young minds that take action for a better future.

Lucy Bray
Year 3 classroom teacher and PYP coordinator
Fintona Girls' School
Melbourne, Victoria
Australia

What's happening around the network

We declared a war on waste!

During Term 2 a class of 22 curious and enthusiastic prep students decided it was time to take action and declare a war on waste. This class action was sparked by a connection shared by one student who had watched a program on the ABC network called *War on Waste*. Whilst sharing thinking during a class discussion, this student shared knowledge he had gained from watching the program at home and encouraged his class mates to care about their surrounding environment.

Let me give you some background to the unit prior to the discussion occurring. The students had spent a few weeks inquiring into the central idea, *Places have observable features and are significant for different reasons,* under the theme *Where we are in place and time*. The inquiries began by looking at a number of places in the local environment, observing their features and exploring their significance.

Following this, the inquiry moved quite quickly towards the direction of the third line of inquiry 'our responsibility to care for the places we use'. This occurred after a small group discussion about what it means to be principled. One student offered the idea that 'being principled is like being responsible and you take care of stuff'. Another student added to this thinking by sharing that, 'Yeah, like when you pick up rubbish, that's being responsible'. Being an inquiry teacher, I ever so slightly placed a question here and there throughout the conversation to cause the students to justify their thinking and to nurture the passion I could see building amongst them about ways in which they could be responsible.

Following this discussion, the students went out to play. They returned from playtime with a bucket full of rubbish they had picked up to demonstrate they were principled. When deciding what to do with the rubbish they began to make connections with a unit of inquiry they had participated in during ELC where the focus had been on sustainability and recycling. The students made observations about the recycling practices in the Junior School and started to workshop suggestions for how they could change this.

Together the class decided they would need to first sort through the rubbish collected to see what could actually be recycled. Whilst doing this, the connections began to occur. One student shared that 'you know if you can recycle it because it has a symbol on the back that says that'. The child mentioned earlier, who had made a connection with the program *War on Waste*, now offered that 'if it has a number on it that means you can't actually recycle it'. This comment caused quite a commotion amongst the students as they began to search for numbers inside recycling signs on many products in their lunch boxes.

Together as a class we did some research and discovered that this was in fact true and we needed to use this to guide some of our recycling choices. There was now an electricity in the air and a buzzing in the classroom from the children about this action. As a class they decided they would take action and make posters to inform the rest of the school about recycling.

What's happening around the network

We declared a war on waste!

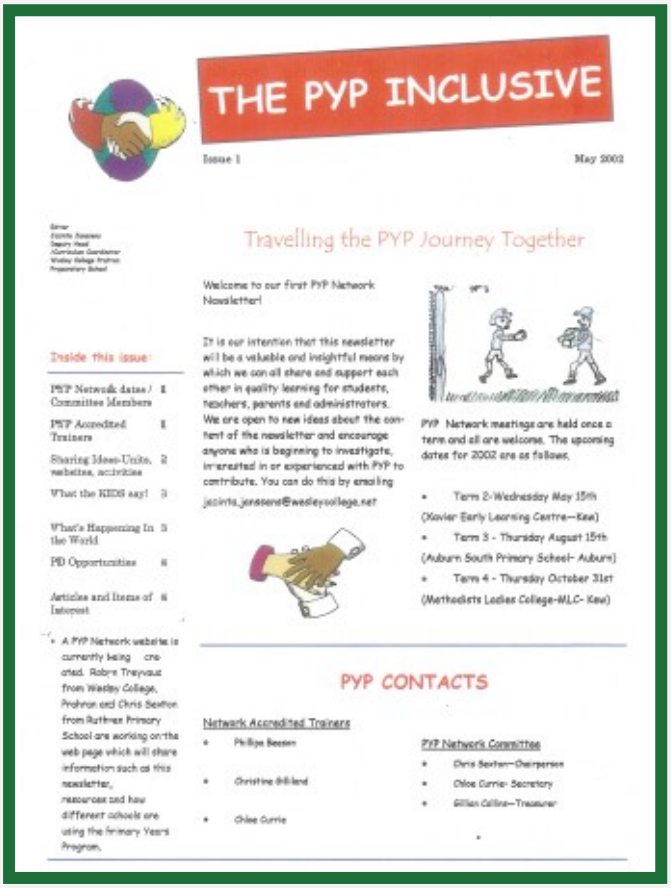
Following this they also decided to give each year level a set of tubs to assist them in recycling with their posters attached. The tubs were ordered, the students created the posters and a number of students took further action creating signs at home and bringing them in to place around the school and the classroom.

Finally, in the first week of Term 3, the tubs arrived and the students were beyond excited to distribute them amongst the junior school. Their posters were printed, laminated and attached to all the tubs. Small teams of prep students headed off around the Junior School to distribute the tubs and educate their peers on how they could join them in their action to recycle and care for their school. The response to the initiative from teachers and students of the Junior School was overwhelmingly positive. As I write this now, students can be seen considering their rubbish before putting it directly in the bin and the prep children who took the action can be seen educating other students or cleaning up the school grounds. They now plan to spread the message to the wider school and educate the senior students on recycling and waste.

What began as a connection with a personal experience became a class action that spread to school wide action!

Maddison Cooper
Prep teacher
St Leonard's College
Brighton
Victoria
Australia

Scan of the first page of the first issue of *The PYP Inclusive* May 2002



THE PYP INCLUSIVE

Issue 1 May 2002

Travelling the PYP Journey Together

Welcome to our first PYP Network Newsletter!

It is our intention that this newsletter will be a valuable and insightful means by which we can all share and support each other in quality learning for students, teachers, parents and administrators. We are open to new ideas about the content of the newsletter and encourage anyone who is beginning to investigate, interested in or experienced with PYP to contribute. You can do this by emailing jacinta_jensen@wesleycollege.net

PYP Network meetings are held once a term and all are welcome. The upcoming dates for 2002 are as follows.

- Term 2-Wednesday May 15th (Xavier Early Learning Centre—Kew)
- Term 3 - Thursday August 15th (Auburn South Primary School- Auburn)
- Term 4 - Thursday October 31st (Methodists Ladies College-MLC- Kew)

Inside this issue:

- A PYP Network website is currently being created. Robyn Treyvaud from Wesley College, Prahran and Chris Sexton from Ruthven Primary School are working on the web page which will share information such as this newsletter, resources and how different schools are using the Primary Years Program.

PYP CONTACTS

Network Accredited Trainers
- Philipa Beesen
- Christine Gilland
- Chloe Currie

PYP Network Committee
- Chris Sexton—Chairperson
- Chloe Currie- Secretary
- Gillian Collins—Treasurer

What's happening around the region

Gamifying science and the CREST award

Every year at Selwyn House School, all of our Year 7 students take part in the Royal Society of New Zealand's First CREST programme. They devise a question that is of interest to them and conduct an original scientific inquiry around it, or they design and construct a technological product to meet a need that they see. CREST is a robust and interesting learning experience; however, this year we wanted to incorporate gamification strategies to increase engagement and upskill ourselves in a trending teaching philosophy. Gamification had been a professional learning focus for two of the team teachers, and CREST seemed to offer a good opportunity for trying it out.

We told the students they were on a quest. We created a simple website using Google Sites called CREST World, which the students used for instruction, resources and guidance as they moved through their quest. Because they would be gaining so much scientific and technological experience during the term, the students were given eXperience Points (or XP) for all the tasks they undertook. There were six levels of achievement (Choosing a Topic, Proposal, Planning, Experimenting, Presenting, Judging) and each required 100 XP to 'level up'. Harder tasks within each level were worth more XP; for example, cold calling an expert for help was worth 8 XP, whereas sending them an email was worth a relatively paltry 2 XP. Unique digital badges were emailed to the students to indicate when they had levelled up, and when they got to 600 XP they became eligible to receive their CREST badge.

Impressing the Boss

We introduced the idea of a 'Boss' character, such as you often get in the final level of a computer game. In this case, the Boss was the external assessor of their projects and the students needed to display enough skill and knowledge to impress (defeat) the Boss. Also, on the quest the students did not use their own name; they made avatars, which they named with superhero names. Finally, a wall outside one of the classrooms had a giant fantasy-themed map with different paths on it, which the students moved their printed Avatar along to indicate XP earned and their progress through the quest.

A major challenge when setting up CREST World was the philosophical basis on which we justified having a reward schedule. Because it is a common gamification strategy we knew that we wanted to include one, but as teachers, and as a school, we usually promote that our students take action as a result of their own inward motivation rather than extrinsic inducements, and a great deal of effort goes into creating authentic learning experiences that create personal, emotional connections for the students. We could not see how a reward-based system would dovetail into this paradigm.

What's happening around the region

Gamifying science and the CREST award

Our solution was to design a reward schedule based on how much experience had been gained from a task, rather than how well the student had completed it. A minimum standard was required to earn XP but there was no partial credit, because there is no such thing as partial experience. This meant that all students were able to gain the same XP regardless of ability, which had the added benefit of levelling the playing field for our highest and lowest achievers, who were unlikely to produce the same quality of work for the same amount of effort.

The XP-based reward schedule also allowed us to shape the learning curve and provide a manageable structure for the students to follow when moving through CREST World. We were delighted to hear feedback from one of our parents who noted that the XP schedule had easily stepped her daughter through the CREST process and subsequently provided more motivation to keep going, because nothing was overwhelmingly big. We also noted that students who might normally have difficulty with deadlines started watching the points tally very closely.

Development still to do

CREST World worked extremely well, but there is development still to do. One of our hopes for this project was to create a dynamic learning experience that the students could independently guide themselves through by taking or leaving whichever XP tasks they needed, much like a pick-a-path novel. We had hoped for something multi-faceted and non-linear, but had difficulty mapping XP to tasks to achieve this. It was obvious to the students which paths they would most benefit from following, so to take the road less travelled never really appeared to be an option. Next time, we hope to better balance the earning potential of the XP so that students are happy on whichever road they choose.

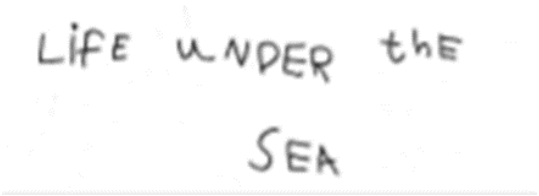
The XP schedule and CREST World took time to set up, but once it was done, the students could self-regulate their learning with ease and Google's productivity apps (Docs, Sheets, Sites etc.) were the widely available, cheap and simple tools that helped us to achieve this. When 'The Boss' finally came, she was thoroughly impressed by every single one of the students' projects and clear level of engagement with their topics. Incorporating gamification strategies into our teaching has been a thoroughly worthwhile experience and we are already wondering how we can do something similar for our speech writing unit later in the year.

Simon Christie, Fiona McKenzie and Laura Wells
Year 7 teachers
Selwyn House School
Christchurch
New Zealand

CREST is a Royal Society Te Apārangi programme *designed to encourage students to be innovative, creative, and to problem solve in science, technology, and environmental studies. CREST First Awards are for practical projects, generally for Year 6 – 8 students. For more information on Crest, please click here.*

What's happening around the network

Life under the sea



Culminating a five-month-long investigation into the ocean is our Celebration of Learning piece 'Life under the sea'. This project was part of the PYP and was expressed through our unit of inquiry, *How we express ourselves*. This celebration contains the memories, enduring understandings and ultimately all of the learning that the children have experienced and discovered during their time together.

In groups, and individually, the children organised themselves to investigate and research the various elements of change that transpire in the ocean. The children had access to a variety of tools and resources that allowed them to investigate, communicate, collaborate, create, organise and be responsible for their own learning and actions alongside an educator. Using these tools encouraged the children to develop and apply critical and creative thinking, engage in an inquiry about their chosen sea creature, and make connections about what they had researched, all whilst taking action either at school or within the community, from their inquiries. This research conducted by the children involved intense and concentrated explorations, aimed at discovering and acquiring knowledge on the ocean and its inhabitants.

The children encountered the creatures of the ocean, at a special place, the Melbourne Sea Life Aquarium. It was a significant step in the research process. Marine life is important to children, igniting cognitive curiosity and evoking emotional responses from them.

Children share an innate need to associate with other living creatures. Viewing sea creatures in an aquarium offered a unique window into another world. Many children recognise the intrinsic value of animals, not because of what they do for us or give to us, but because they are living.

On return to the ELC, the children recalled and shared stories about what they encountered. The children shared their prior knowledge with the group and formulated questions about what they wanted to find out more about. Further research was embarked upon. The children's thinking and ideas evolved as they expanded their inquiries in small and large groups. As they moved from one way of exploring to another, the children were seeking consistency between their understandings, pictorial recordings and words in the composition of their learning. Through rigorous research, the children were able to listen to each other's ideas and see each other's work. They had the opportunity to learn about different points of view. Through exploring a concept in different ways and from different perspectives, they were able to expand their knowledge and develop enduring understandings.

What's happening around the network

Life under the sea

ELC 4 team
Geelong Grammar School—Toorak Campus
Toorak, Victoria
Australia

As a group, the children investigated topics that interested them with the guidance of a teacher. They discussed how certain elements inspired them and therefore extended their thinking. This project also contained a strong element of communication. The learning needed to be shared and understood by other people. The children communicated their thinking by expressing their thoughts and ideas clearly about the sea creatures and then presenting their knowledge through a variety of visual media to a wide audience.

Through the course of the investigation, the children were encouraged to explore the possibilities and potentials of the material in their work. The commitment to their learning enabled the children to express their creativity through their cognitive, affective and imaginative processes.

As the children used their research and knowledge about the sea creature they had chosen to select materials to represent it, they needed to come to an agreement about size, scale, shape, and ultimately choosing a material for its realisation, analysing ideas and finding ways to use different materials in different ways. As the children experimented, they discussed and compared ideas, communicating their thinking with others.

The children had the opportunity to revisit and repurpose their learning on many diverse occasions: the Paper Planet incursion, library research, visiting Melbourne Sea Life Aquarium, writing stories, creating three-dimensional models and presenting an art installation. It was interesting to see the strategies the children used to re-interpret their experiences and share their newfound understandings with the wider community. The ideas that emerged from this fusion seemed courageous and at times numerous. In fact, it was a creative interweaving of the imaginary and the possible.

The value of learning offered by this project has proved to be of great interest, both in the terms of the concepts explored, the dialogue with materials and the way collaborative group work was employed, allowing the children to present their learning through a magical art installation of three dimensional sea creatures created from a variety of materials.

What's happening around the network

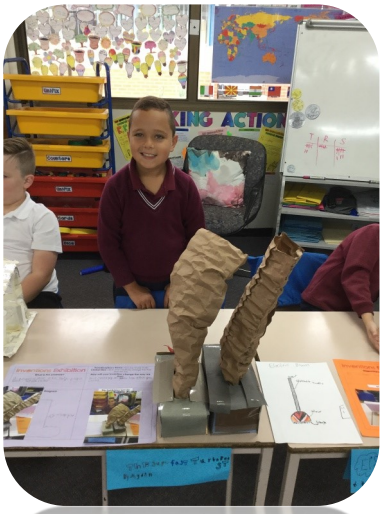
Year 2 inventions exhibition

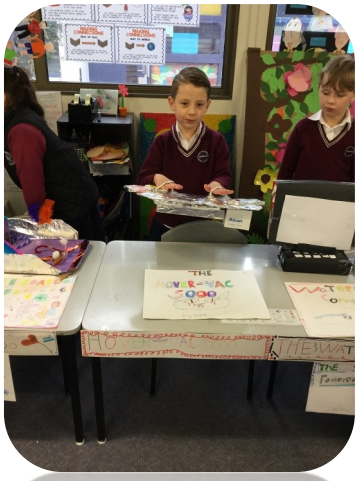
The Year 2 students have been inquiring into the central idea, ***Ideas and creativity change the way we live***. The Inventions Exhibition is an inspiring experience that provides a fantastic opportunity for students'to apply their knowledge and understanding of the central idea.

Throughout the Inventions Exhibition, students are involved in a collaborative, transdisciplinary inquiry process that involves students identifying, investigating and offering solutions to real life issues and problems. Students celebrate and explore multiple perspectives, while demonstrating independence and responsibility for their learning.

Students exhibit the attributes of the IB learner profile and IB attitudes by taking action as a result of their learning. The students undertaking the exhibition are independent, confident and curious. The exhibition allows them opportunities to showcase their passion for learning.

Mrs Salvado
Year 2 Teacher
Seabrook Primary School
Victoria
Australia





What's happening around the network

Strawberries, spinach and lettuce—a maths investigation

On Wednesday the 18th October, the Preps engaged in a challenging maths problem solving task. We discussed the needs of plants, and, in particular, the amount of space that different plants require to be healthy and produce fruit.

The children were briefly shown that strawberries require a 50cm x 50cm space between each plant and that they need to be planted in the centre of the box.

50cm

50cm

30cm

30cm

They were also shown that spinach and lettuce require 30cm x 30cm of space between each plant.

The Preps were then taught how to use a ruler and that one centimetre can be measured using different resources such as; MAB blocks, both minis and tens, a 30cm ruler and a 1 metre ruler. The children were then given access to a variety of materials, and worked in groups to figure out how to measure a 50cm or 30cm square.

A team leader was appointed to direct and guide each group.

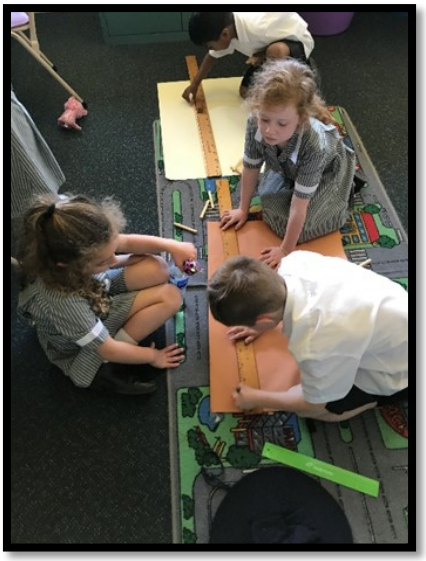
What's happening around the network

Strawberries, spinach and lettuce—a maths investigation

Some strategies we saw were:

- Measuring with a 1 metre ruler.
- Measuring with a 30cm ruler.
- Double checking measurements by placing MAB 10s on top of the ruler.
- Communicating with each other and using each others' ideas to solve problems.
- Each of the children took part in measuring.

Some children recognised they had cut their paper too short and adjusted the size of their paper by cutting an additional strip to ensure it met the required size.



"Team work meant that we measured 30cm x 30cm correctly."

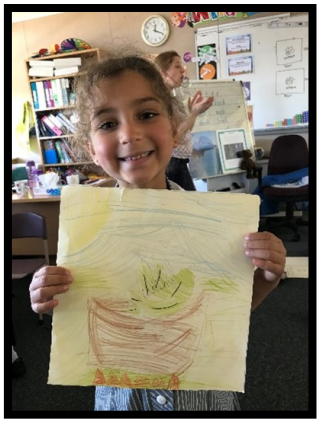
"It was a little bit tricky to cut the paper without the ruler moving but, we worked together and took it in turns to cut along the ruler."

"The plant must go in the middle of the square, so they have enough room to grow."

Working as a group

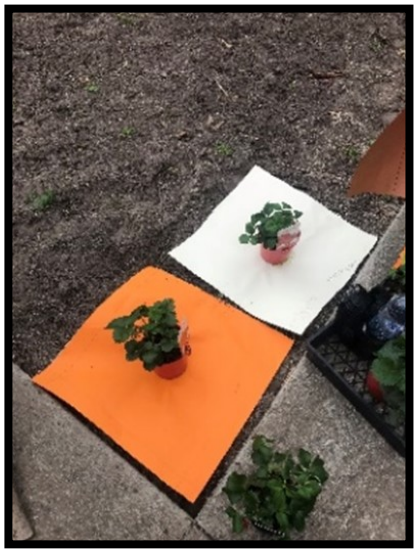
What's happening around the network

Strawberries, spinach and lettuce—a maths investigation



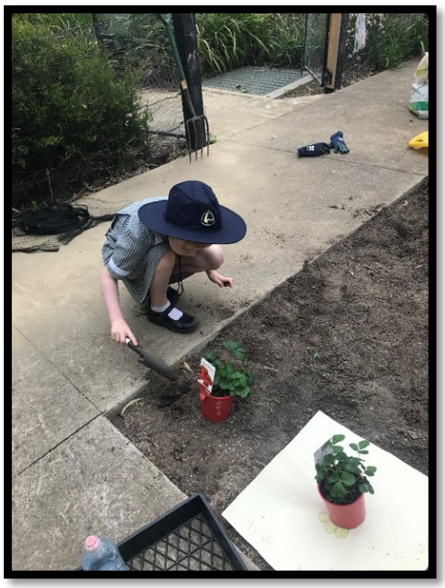
"We have drawn a lettuce in the middle so we know what plant this sheet is for."

Once the Preps had cut out their pieces of paper, we then went to our veggie patch and looked at the size of our plot. The children were asked to think about how they were going to position the strawberries before planting them. Some of the children identified that we had to use more than one 50cm x 50cm sheet of paper to indicate where to put subsequent plants. After some discussion and attempts to guess the accurate position of the plants, the children were guided to understand the importance of maximising useable space in the plot. Their final strategy was to place two of the pieces of paper down besides one another. This gave them the positioning of the first two plants. One of the children suggested we draw a line in the dirt where the piece of paper ended and move the first piece of paper into the third position to determine where the next plant would go. This was repeated until all of the strawberry plants were in their final positions, ready to go into the ground.



What's happening around the network

Strawberries, spinach and lettuce—a maths investigation



While some children planted, others turned the soil, got dirty, tasted some mint, found creepy crawlies and weeded the garden.

What's happening around the network

Strawberries, spinach and lettuce—a maths investigation

Towards the end of our time in the garden a fine rain began to drop. As the rain fell on the children's skin some recognised the connection between the rain and the way in which it helps sustain life, and that it would "make the plants happy!"

Tonja Craig & Brianna Kent

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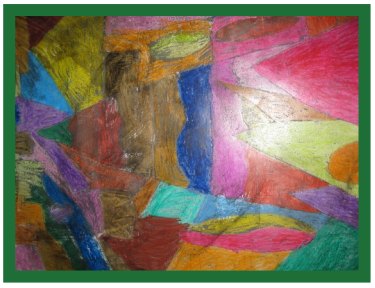
"The Victorian PYP Network seeks to model and foster the ideals and philosophy of the IBO through its actions and the provision of information, meetings and professional development opportunities that promote professional learning and encourage communication between members." *(March 2006)*



PD OPPORTUNITIES

17 January — 19 January 2018
Adelaide, South Australia

An introduction to the PYP curriculum model
Making the PYP happen in the classroom
Assessment
Pedagogical leadership
The exhibition
Concept-based learning
The role of the coordinator
The role of arts
The role of information and communication technology
The role of language
The role of mathematics
The role of physical education
Making the PYP library the hub of learning
Leading for effective teaching and learning
Social and emotional learning (PYP/MYP)

Refer to the PD page at www.ibo.org for further details.

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VICTORIAN PYP NETWORK