International Baccalaureate

Good Shepherd offers the IB Primary Years Programme, for students aged 5–12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It provides an educational framework based upon what is currently known about how young students learn. It draws on best research and practice from a range of national systems with the wealth of knowledge and experience in international schools to create a transdisciplinary curriculum which is relevant, challenging and engaging for learners of the 5-12 age range.

The IB Mission Statement confirms what we believe at Good Shepherd Lutheran School, Angaston:
‘The International Baccalaureate Organisation 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 IBO works with schools, governments and international organisations 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.’

What is the Primary Years Programme?

The Primary Years Programme (PYP) is designed for students between the ages of 3 and 12 years. It is an international, transdisciplinary programme designed to foster the development of the whole child, not just in the classroom but also through other means of learning. The PYP focuses on the total growth of the developing child, touching hearts as well as minds. It encompasses social, physical, emotional and cultural needs in addition to academic welfare.

The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational framework for all children.
IB learners strive to be:

**Inquirers**
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**
They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**
They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems and make reasoned, ethical decisions.

**Communicators**
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded**
They understand and appreciate their own cultures and personal histories, and are open to perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from experience.

**Caring**
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers**
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced**
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective**
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet to help create a better and more peaceful world.

CONCEPT DRIVEN - INQUIRY BASED CURRICULUM

What do we want students to understand?

Eight fundamental concepts, expressed as key questions, propel the process of inquiry and help to encourage a transdisciplinary perspective. These concepts drive the research units called Units of Inquiry, which teachers and students design and which lies at the heart of the curriculum model. The concepts are the following:

Form: What is it like?
Function: How does it work?
Causation: Why is it like it is?
Change: How is it changing?
Connection: How is it connected to other things?
Perspective: What are the points of view?
Responsibility: What is our responsibility?
Reflection: How do we know?

SKILLS:

What do we want students to be able to do?

The five sets of transdisciplinary skills acquired in the process of structured inquiry are:

- Thinking communication
- Social
- Research
- Self-management skills.
ATTITUDES:
What do we want students to feel, value and demonstrate?

The programme promotes and fosters a set of attitudes that include:

- Tolerance
- Respect
- Integrity
- Independence
- Enthusiasm
- Empathy
- Curiosity
- Creativity
- Cooperation
- Confidence
- Commitment
- Appreciation

ACTION:
How do we want students to act?

Students are encouraged to reflect, to make informed choices and to take action that will help their peers, school staff and the wider community.

KNOWLEDGE:
The Primary Years Programme identifies a body of significant knowledge for all students in all cultures, in six principal subject areas, language, social studies, mathematics, science and technology, the arts and personal, social and physical education. An authorized PYP school is expected to provide for the teaching of an additional language other than the school’s language of instruction in order to support the international perspective of the curriculum. The additional language offered at Good Shepherd Lutheran School is German. Christian Education at Good Shepherd Lutheran Primary School is an additional subject area included in our school curriculum.