

(Concepts, Knowledge, Skills, Attitudes and Action) serve to develop the **IB LEARNER PROFILE**

<i>What do we want to learn?</i>				
<p>Concepts 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 different points of view? Responsibility: What is our responsibility? Reflection: How do we know?</p>	<p>Knowledge</p> <p>Transdisciplinary Themes:</p> <p>Who we are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>			<p>Disciplines</p> <p>Draw on globally significant knowledge from the following:</p> <ul style="list-style-type: none"> + Language (Oral, Written, Visual) + Mathematics (Number, Pattern and Function, Shape and Space, measurement and Data Handling) + Science and Technology (Living Things, Earth and Space, Materials and Matter, Forces and Energy) + Social Studies (Human systems and economic activities; Social Organization and Culture; Continuity and Change through Time; Human and Natural Environments; Resources and the Environment) + The Arts: (Music, Drama, Visual Arts) + Personal, Social and Physical Education (PSE: Personal, Social Education and PE; Physical Education)
<p>Attitudes</p> <p>Appreciation Commitment Confidence Cooperation Creativity Curiosity Enthusiasm Empathy Independence Integrity Respect Tolerance</p>	<p>IB LEARNER PROFILE</p> <p>Inquirers Knowledgeable Thinkers Communicators Risk-Takers Principled Caring Open Minded Reflective Well-balanced</p>			<p>Action</p> <ul style="list-style-type: none"> + Reflect > + Choose > + Act >
<i>Transdisciplinary Skills</i>				
<p>Thinking</p> <ul style="list-style-type: none"> + Acquiring knowledge + Comprehension + Application + Analysis + Synthesis + Evaluation + Dialectical thinking (Thinking from another perspective) + Meta-cognition (Thinking about the thought/ learning process) 	<p>Research</p> <ul style="list-style-type: none"> + Formulating questions + Observation + Planning + Collecting data + Recording data + Organizing data + Interpreting data + Presenting research findings 	<p>Social</p> <ul style="list-style-type: none"> + Accepting responsibility + Respecting others + Cooperating + Resolving conflict + Group decision making + Adopting a variety of group roles 	<p>Communication</p> <ul style="list-style-type: none"> + Listening + Speaking + Reading + Writing + Non-verbal communication 	<p>Self-Management</p> <ul style="list-style-type: none"> + Gross motor skills + Fine motor skills + Spatial awareness + Organization + Time management + Safety + Healthy lifestyle + Codes of behaviour + Informed choices
<p>How best will we learn?</p> <ul style="list-style-type: none"> + Inquiry based learning (An appropriate balance of teaching strategies selected to meet specific learning needs in the spirit of inquiry) + Collaborative planning and reflection + Programme of Inquiry ("Wherever possible and appropriate") and Subject based inquiry 			<p>How will we know what we have learned?</p> <ul style="list-style-type: none"> + Student portfolios (a celebration of a mind in action) with a range and balance of assessment strategies and tools + Performance based assessment (relevant applications of learning) + Assessment of prior Knowledge, Formative (on-going) Summative (end) and self and peer assessment. 	