

BELIEFS ABOUT LEARNING

The purpose of education is to develop to their fullest potential the powers of each individual to understand, to modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic and spiritual aspects.

Alec Peterson (1987)

Reference: IB (2008) *Towards a Continuum of International Education*

Our aim at Mount View PS is to enable students to become life-long learners and to equip them with the academic and life skills in order for them to be responsible citizens in a rapidly changing global world. So as educators we always look for continuous school improvement and challenge ourselves to give to the children we teach the best opportunities in education. After much research and comparative studies of available curriculum the Primary Years Programme (PYP) of the International Baccalaureate was chosen as the vehicle for this continued growth.

The driving force behind the PYP, MYP (Middle Years) and the DP (Diploma) is a deeply held philosophy about the nature of international education expressed in the mission statement of the IB and in the IB Learner Profile. The mission statement expresses the IB's overall purpose in promoting and developing programmes of international education. It states:

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.

Reference: IB (2008) *Towards a Continuum of International Education*

In the PYP the importance of the traditional subject areas is acknowledged: language, mathematics, social studies, science, the arts and personal, social and physical education are specified as components of the PYP curriculum model. Overall expectations for each subject, within each age range, are specified in detailed scope and sequence documents. For us at Mount View PS, as a Victorian Government School, these expectations are outlined in our Australian Curriculum Victorian Essentials Learning standards (AusVELS) documents. The PYP does not replace the curriculum set by the Victorian Government, but rather integrates all subjects traditionally taught under the 'umbrella' of this approach.

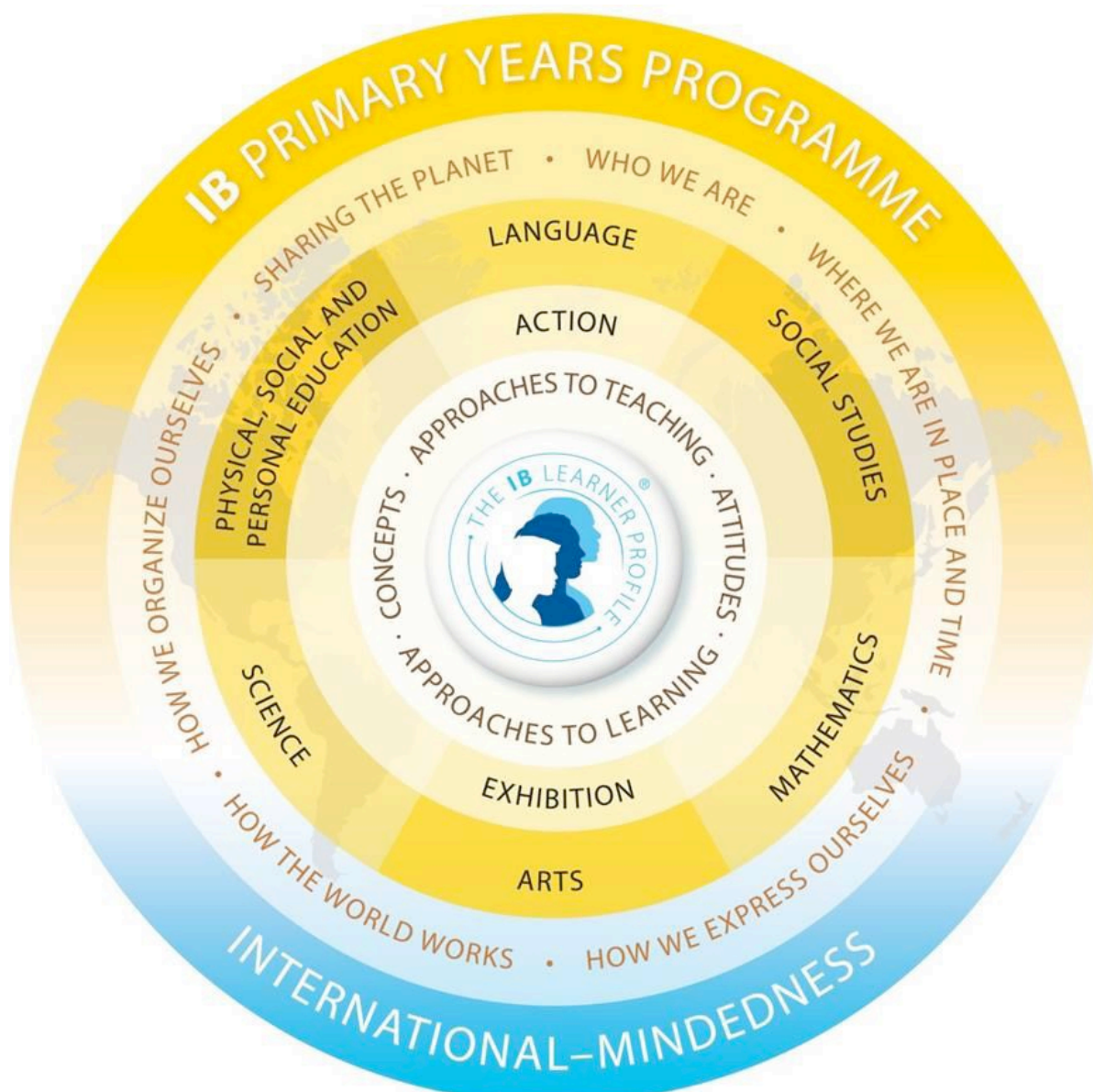
It is particularly important for students in the primary years of education to acquire skills in context, and to explore content that is relevant to them and that transcends the boundaries of the traditional subjects. The PYP curriculum is centred on six transdisciplinary themes based around shared human commonalities that are considered essential in the context of international education.

These themes are supported by knowledge, concepts and skills from the traditional subject areas but utilise them in ways that transcend the confines of these subjects, thereby contributing to the transdisciplinary model of teaching and learning.

The Primary Years Programme 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 child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic welfare. The philosophy of the PYP, as it directly affects the child, is expressed in a series of desired attributes and traits that characterise students with an international perspective. Taken together, they create the IB Learner Profile.

The IB has focused on developing the kind of student who, in the struggle to establish a personal set of values and a code of ethics, will be laying the foundation upon which international-mindedness will develop and flourish. The attributes of such a learner are listed in the IB Learner Profile. The IB Learner Profile is the mission statement in action; it is central to the IB definition of what it means to be internationally minded, and it directs schools to focus on learning.

The IB Learner Profile is based on values that are the embodiment of what the organization believes about international education. The attributes described in the learner profile are appropriate to and achievable by all IB students from the ages of 3 to 19. The teacher needs to interpret these attributes in a manner appropriate to the age and development of the student, always bearing in mind that part of the adaptability and versatility of IB programmes lies in what these attributes may look like from one school culture to another.



What do we want our learners at Mount View to be?

**INTERNATIONALLY-
MINDED PEOPLE LIVING
AS THE IB LEARNER
PROFILE**

Balanced

Quán miàn fā zhǎn

全面发展

We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

我们理解在生活中做到智力、身体和情感均衡发展的重要性，这样才能使我们自己和他人幸福快乐。我们认识到自己与他人以及我们所处世界的相互依存关系。

Caring

Dǒng de guān'ài

懂得关爱

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

我们表现出同理心、同情心和尊重。我们努力开展服务，通过我们的行动使他人的生活和我们周围的世界发生积极的变化。

Communicators

Shàn yú jiāo liú

善于交流

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

我们使用一种以上的语言，以多种方式充满信心和富有创意地进行自我表达。我们有效地开展协作，注意倾听他人以及其他群体的观点。

Inquirers

Jī jí tàn jiù

积极探究

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

我们培养自己的好奇心，逐步掌握开展探究和研究的技能。我们知道如何独自或与他人一起开展学习。我们对学习充满热情，并终身保持对学习的热爱。

Knowledgeable

Zhī shì yuān bó

知识渊博

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

我们发展并利用对概念的理解，跨越一系列学科探索知识。我们对各种具有当地和全球重要性的问题和思想观点进行探讨。

Open-minded

Yǎn kāi kǎi huā

眼开花开

nge of points of view, and we are willing to
ow from the experience. 己。

principled

we act with integrity and honesty, with a strong
sense of fairness and justice, and with respect
for the dignity and rights of people everywhere.
We take responsibility for our actions and their
consequences.

Jiān chí yuán zé

坚持原则

我们处事正直、诚实，有强烈的公平和正义感，
尊重世界各地人民的尊严和权力。我们对自己的
行动及其后果承担责任。

reflective

We thoughtfully consider the world and our own
experiences and perspectives. We work to understand
our strengths and weaknesses in order to
improve our learning and personal development.

Jí shí fǎn sī

及时反思

我们对世界和自己的思想观点和经验做出深刻缜
密的思考。为了支持我们的学习和个人发展，我
们努力了解自己的长处和弱点。

Transdisciplinary Themes

Who we are

我们是谁

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.

是对自我本质的探究：

信仰与价值观；

个人、身体、心智、

社交和精神等方面的健康；

各种人际关系，

包括家庭、朋友、社区和文化；

权利与责任；

为人的意义何在。

How we express ourselves

我们如何表达自己

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.

探究我们发现和表达观点、

情感、大自然、文化、

信仰与价值观的方式；

我们反思、扩展、

享受我们创造力的方式；

我们的审美鉴赏。

How the world works

世界如何运作

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.

探究自然界以及自然规律；

（物质的与生物的）

自然界与人类社会的互动；

人类如何利用他们对科学原理的理解

；

科技进步对社会与环境的影响。

Where we are in place and time

我们身处什么时空

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.

探究我们在时空中的方位；

个人的历史；家庭和旅程；

人类的各种发现、探索与迁徙；

从本地与全球的观点考察个人

与文明之间千丝万缕的联系。

How we organise ourselves

我们如何组织自己

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.

探究人类创造的制度与社区之间的相互联系；

各种组织的结构与功能；

社会决策机制；

经济活动及其对人类与环境的影响。

Sharing the planet

共享地球

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.

探究努力与他人及其他生物分

享有限资源时的权利与责任；

群体/社区以及他们内

部及之间的关系；

机会均等；和平与解决冲突。

Attitudes

Appreciation 欣賞	Appreciating the wonder & beauty of the world & its people.	欣賞世界和世人的神奇和美麗
Commitment 承諾	Being committed to their own learning, persevering & showing self discipline & responsibility.	致力於自己的學習，堅持，並展示自律和責任感
Confidence 自信	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned & making appropriate decisions & choices.	對於自己的學習能力感到自信，有勇氣承擔風險，應用所學知識，做出適當的決定和選擇
Cooperation 合作	Cooperating, collaborating, & leading or following as the situation demands.	根據情況合作、帶頭或追隨
Creativity 創造性	Being creative & imaginative in their thinking & in their approach to problems & dilemmas.	在思考和設法解決問題或進退兩難的境地時，具有創造性和想像力
Curiosity 好奇心	Being curious about the nature of learning, about the world, its people & cultures.	對於學習的本質、世界、世人及文化具有好奇心
Empathy 能感同身受	Imagining him/herself in another's situation in order to understand his or her reasoning & emotions, so as to be open-minded & reflective about the perspectives of others.	想像自己身處別人的環境，以便理解別人的推理和情感，從而能思想開放地從別人的角度思考問題
Enthusiasm 熱情	Enjoying learning & willingly putting the effort into the process.	從學習中獲得樂趣，並願意在學習中投入努力
Independence 獨立	Thinking & acting independently, making their own judgments based on reasoned argument, & being able to defend their judgments.	獨立思考和行事，根據證據推理做出自己的判斷，並且能夠為自己的判斷作辯護
Integrity 正直	Being honest & demonstrating a considered sense of fairness.	誠實，並展示出慎重的公平感
Respect 尊重	Respecting themselves, others & the world around them.	尊重自己，尊重他人，尊重周圍的世界
Tolerance 寬容	Being sensitive about differences & diversity in the world & being responsive to the needs	能意識到世界的不同和多樣性，對於別人的需求能做出回應

of others.