Our Humanity, Connected

IB GLOBAL CONFERENCE

20–22 March 2025 • Singapore

#IBGC2025

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Session Overview

It's not just an "integrated" unit! How thinking across, through and beyond subjects using the PYP transdisciplinary themes unlocks the power of learners as agents for change

Date and time   3/21/25 1:45 PM - 3:00 PM MYT

Location   Nicoll 1, Level 3

Speakers   Nicole Jaggers

Description

The word "transdisciplinary" is not just a fancy word we use to bamboozle our non-IB colleagues; it is at the heart of what we believe as IB educators. Being transdisciplinary leads us to our purpose—the "why" of what we do as PYP educators—to unlock the power of agency and international-mindedness in our students. The transdisciplinary themes are more than just the headline act of a unit of inquiry. Understanding theme descriptors and the importance they play in driving the conceptual nature of a unit is often misunderstood due to the competing pressures teachers face having to "cover" national content and skills. In this workshop, participants will explore seven common misunderstandings about transdisciplinary learning. Using the revised PYP theme descriptors as our guide, participants will uncover how to nurture future-focused learners who are empowered to take action as they explore the balance between the human and natural worlds.

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Session overview- So WHAT?

CORE COMMONALITIES

WAYS OF KNOWING, BEING, ACTING

SOCIAL AND ECOLOGICAL SYSTEMS

CONCEPTUAL UNDERSTANDINGS

THE HEART OF LEARNING

And some myth busting along the way!

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Forrest Primary School
Canberra, Australia

Founded in 1958

In the shadow of Australia's Parliament House

500m from the Prime Minister of Australia's Lodge

We are a government (public) non-selective Preschool to Year 6 school of 515 students Preschool to Year 6

BUT…Children in the ACT attend their local government school- must live in the catchment area.

For us, this includes international embassies and diplomatic families, Defence families, the most expensive suburb in Canberra, a local long stay caravan park and a women's refuge.

Playground duty has been described as the 'United Nations'

Highly 'geo-political' environment

50% English as an Additional Language population

Only 20% of our Preschool children finish with us in Year 6

Public school IB continuum pathway PYP-MYP-DP

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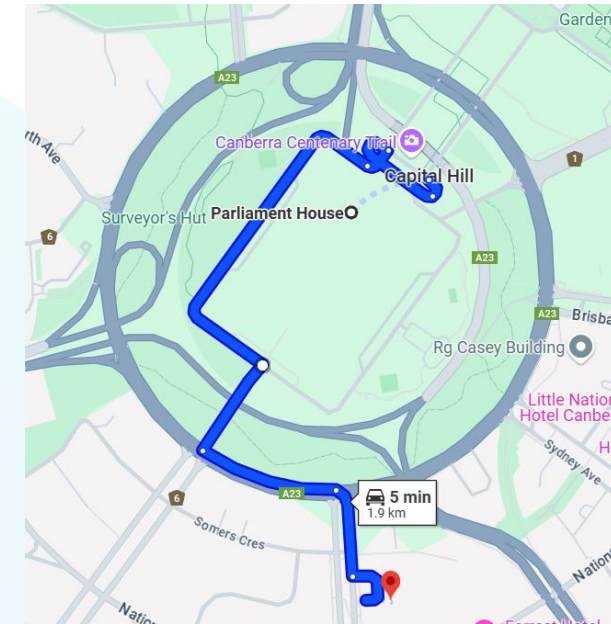
My Personal Quest!

My 18 year quest to understand what transdisciplinary is all about (as a parent and educator)

The TDT review is like a re-awakening - re-inspired me to think about why we do what we do in a PYP school.
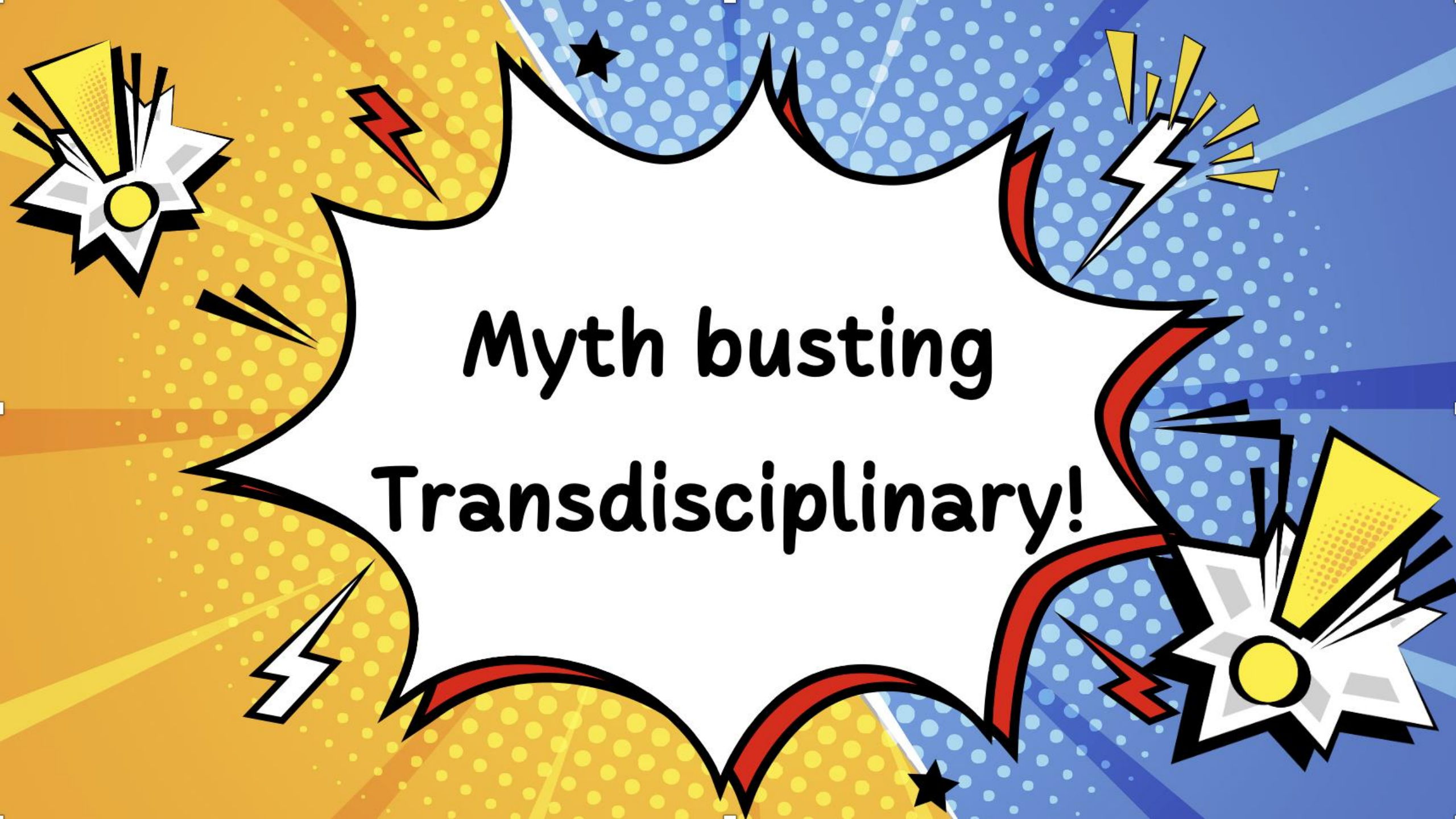
The importance of concepts. CONCEPTS, CONCEPTS, CONCEPTS!

I am PYP old school 'The concepts point the way'!

Modelling a 'life-long learner' for my staff- you never 'get it' as such. Always learning and making deeper connections to the programme.

Disclaimer- This is our school's journey and my/our interpretation of the PYP trans theme review!

Transdisciplinary

Connection

Form

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Myth busting

Transdisciplinary!

Informing our next steps

NEED TO KNOW- What else do you need to know or want find out about transdisciplinary learning?

STEPS or SUGGESTIONS- What is the next step you will take to grow transdisciplinary learning? or Do you have any suggestions for where to next?

EXCITES- What excites you about the new trans themes?

WORRIES- What worries or questions do you have about the new trans themes or in general?

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You are not alone in this!

NSEW wonderings from our staff:

- Time to integrate everything into planning and implementing new themes
- How to integrate subjects across all trans themes
- How to develop a scope and sequence
- How can we make our units more transdisciplinary?
- Aligning units with assessment- where does Australian Curriculum fit in?
- Balancing concepts and not being repetitive
- Will we need a new planner?
- How long can a unit of inquiry go for?
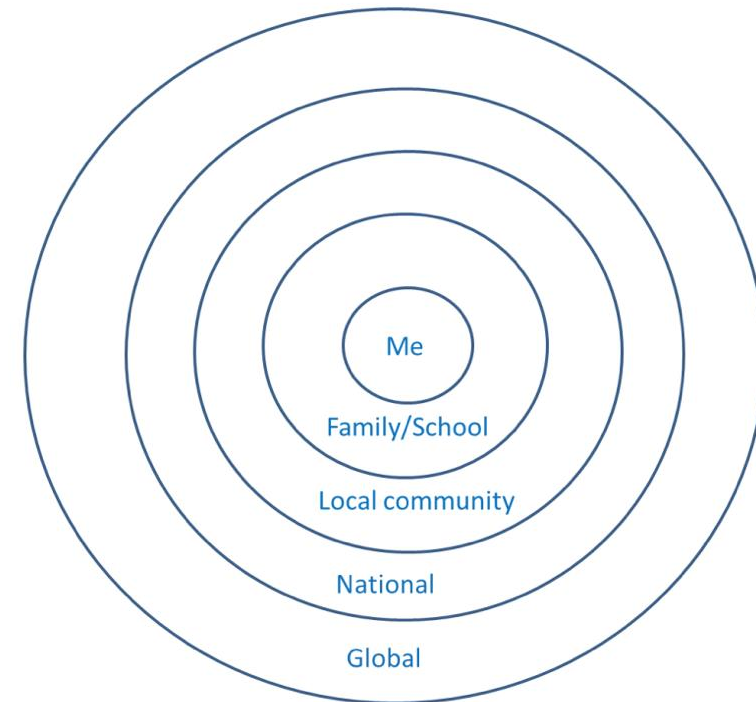- How do we balance stand alone teaching?

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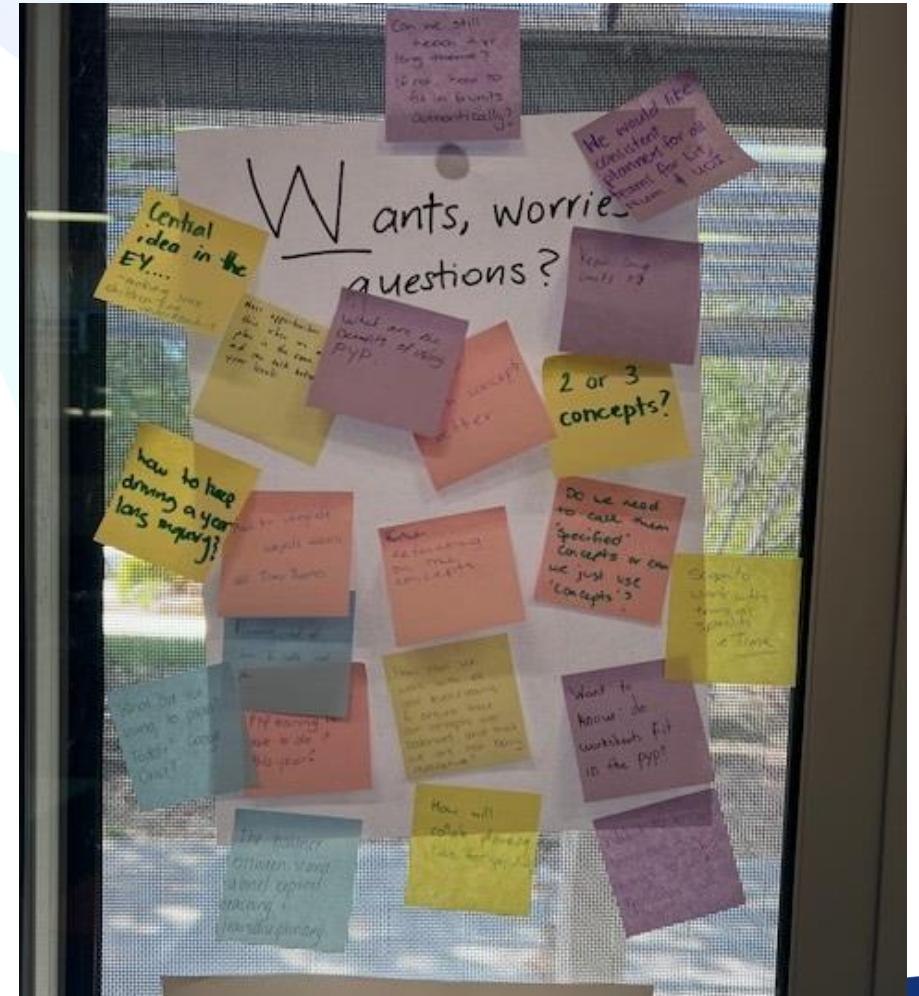
LIFE SEARCH!

What experiences have you had recently?

- What photos have you taken?
- What have you Googled?
- What have you watched?
- What have you read?
- What new information have you learnt?
- What new skills have you developed?
- Who have you shared time with?
- What events have you attended?
- What's on your bank statement?

Me

Family/School

Local community

National

Global

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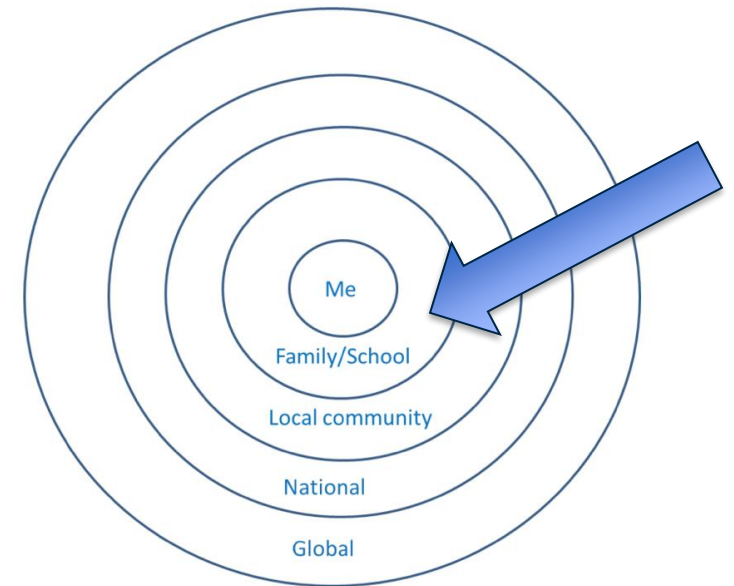Baccalauréat International
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EXPERIENCE SORT

Did the event relate to...

- You personally?
- Your family or close group you belong to?
- Your local community or region?
- Your nation/country?
- The world more globally?

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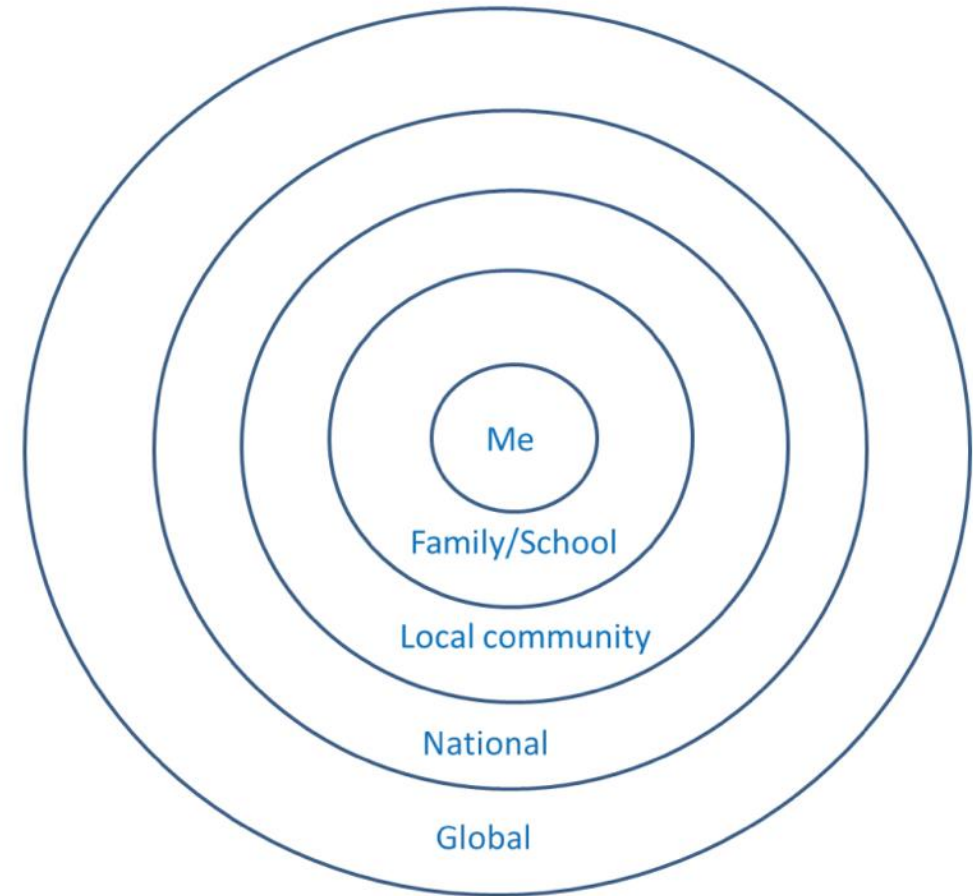
MY EXPERIENCES

Shared Commonalities

Group your experiences into categories.

If you could use one strong word to describe each category of common experiences, what word comes to mind?

ONE word only!

My current life's 'Big Ideas'

- Awe
- Regret
- Compassion
- Kindness
- Dignity
- Truth
- Fear
- Loss
- Loneliness
- Access
- Consent
- Rights
- Agency
- Sustainability

Core commonalities are universal experiences shared by ALL.

The commonality (big idea) can be explored through many types of examples/topics.

What is your experience of DIGNITY? RIGHTS? ACCESS?

Different experiences, but our UNDERSTANDING of DIGNITY/ACCESS is a universal one.

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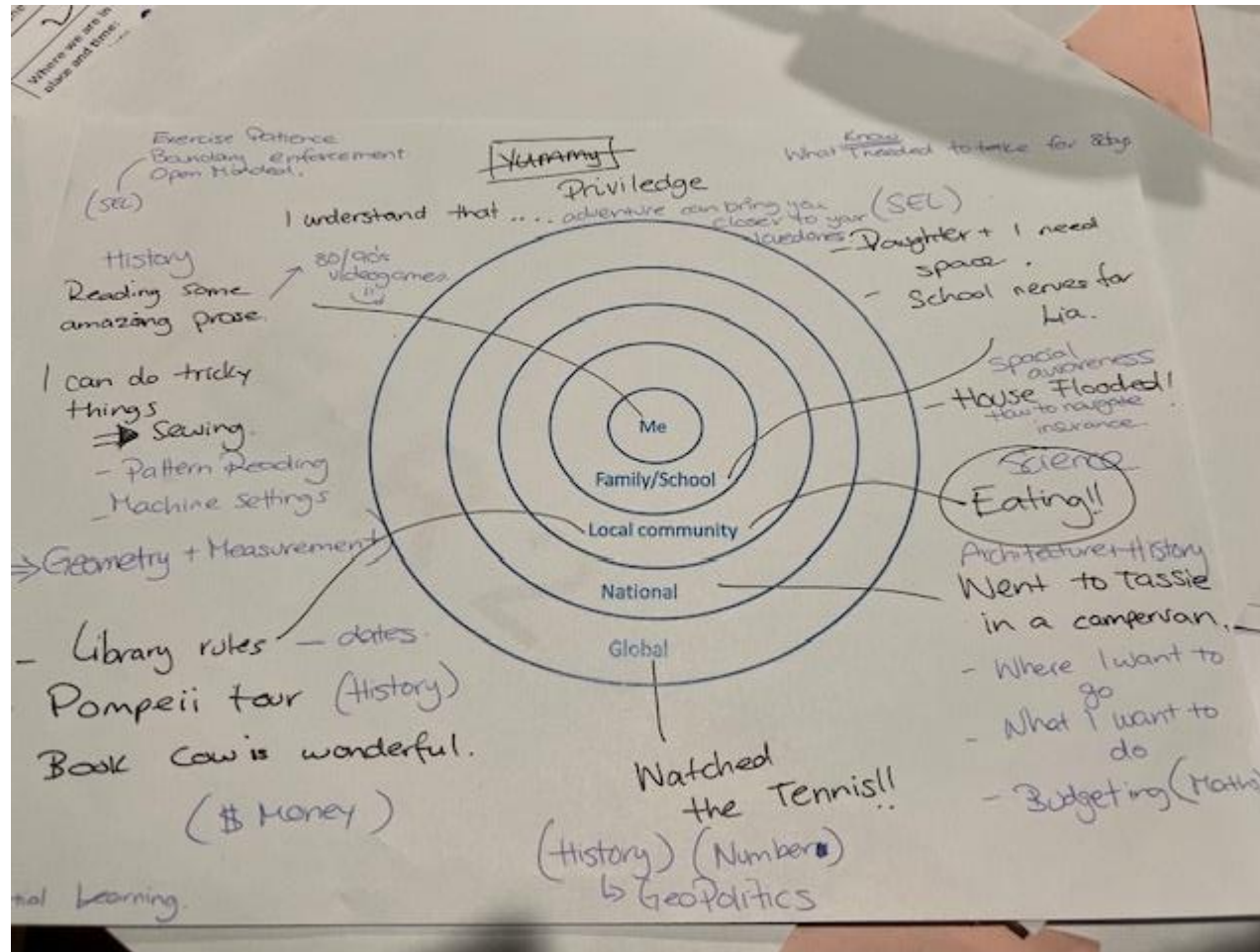
Core commonalities

Health
Justice
Education
Safety
Love
Belonging
Birth, life, death
Dreams, hopes, vision
Purpose
Relationships
Experiences
Create or appreciate beauty
Language and communication

'By focussing on common human experiences, children not only acquire a core of knowledge, they also discover relationships across the separate subjects.

They begin to see how what they study in the classroom actually relates to them, how their own lives can develop in a personally, socially and ethically constructive way.' Boyer

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What do you under now about your big idea?

- **I understand that**...adventure can bring you closer to your loved ones.

I understand that…
experiences are important to build memories.
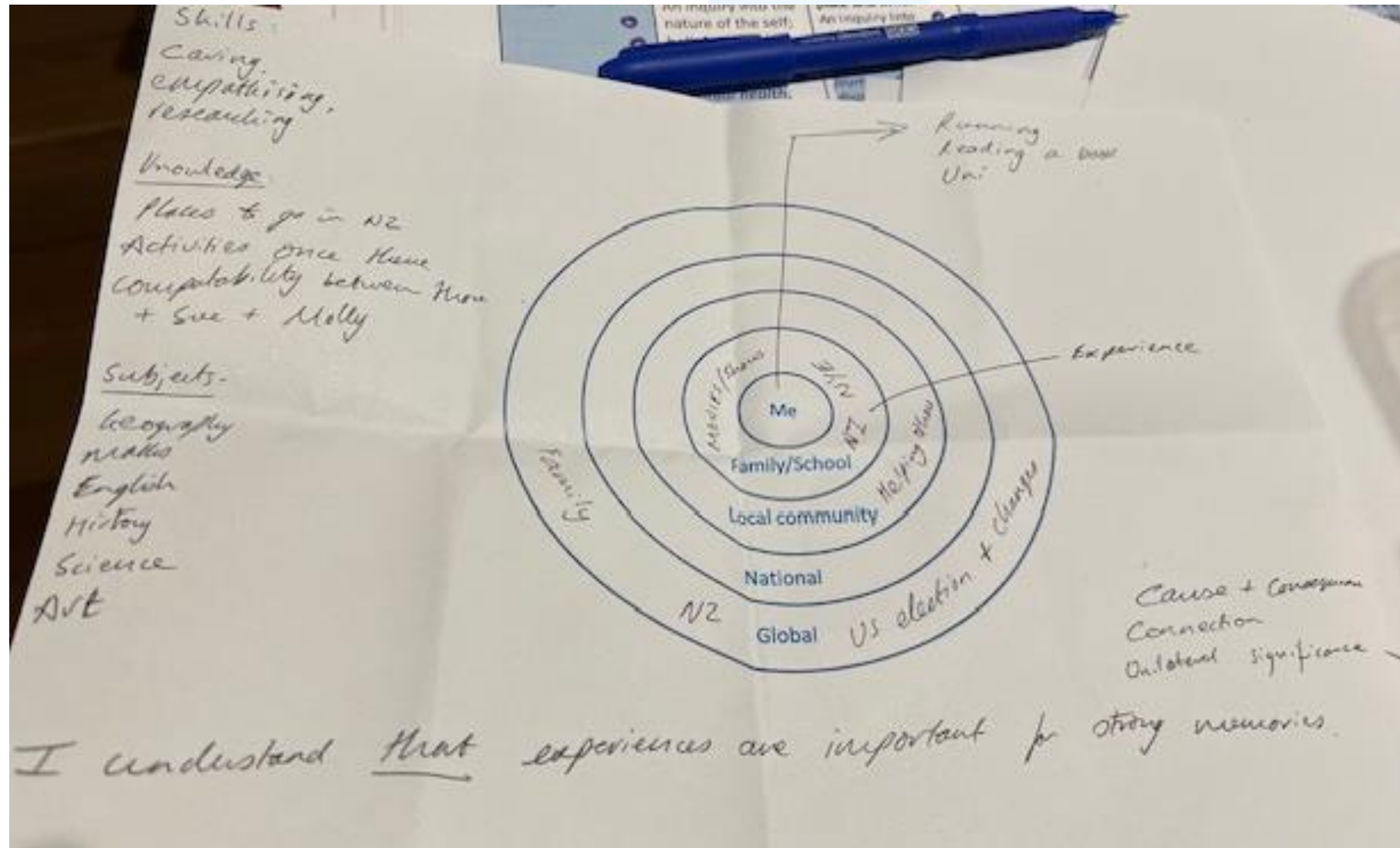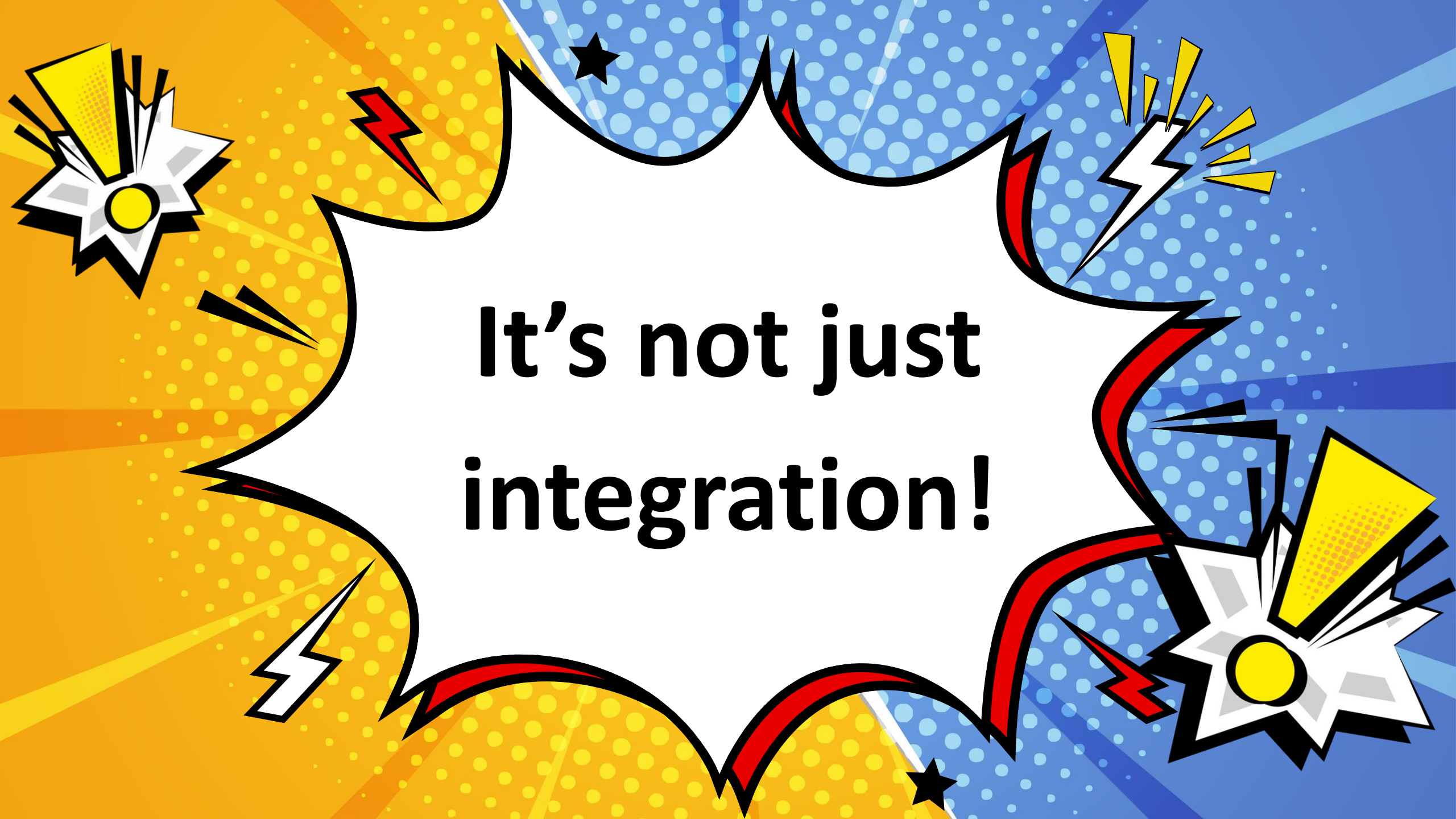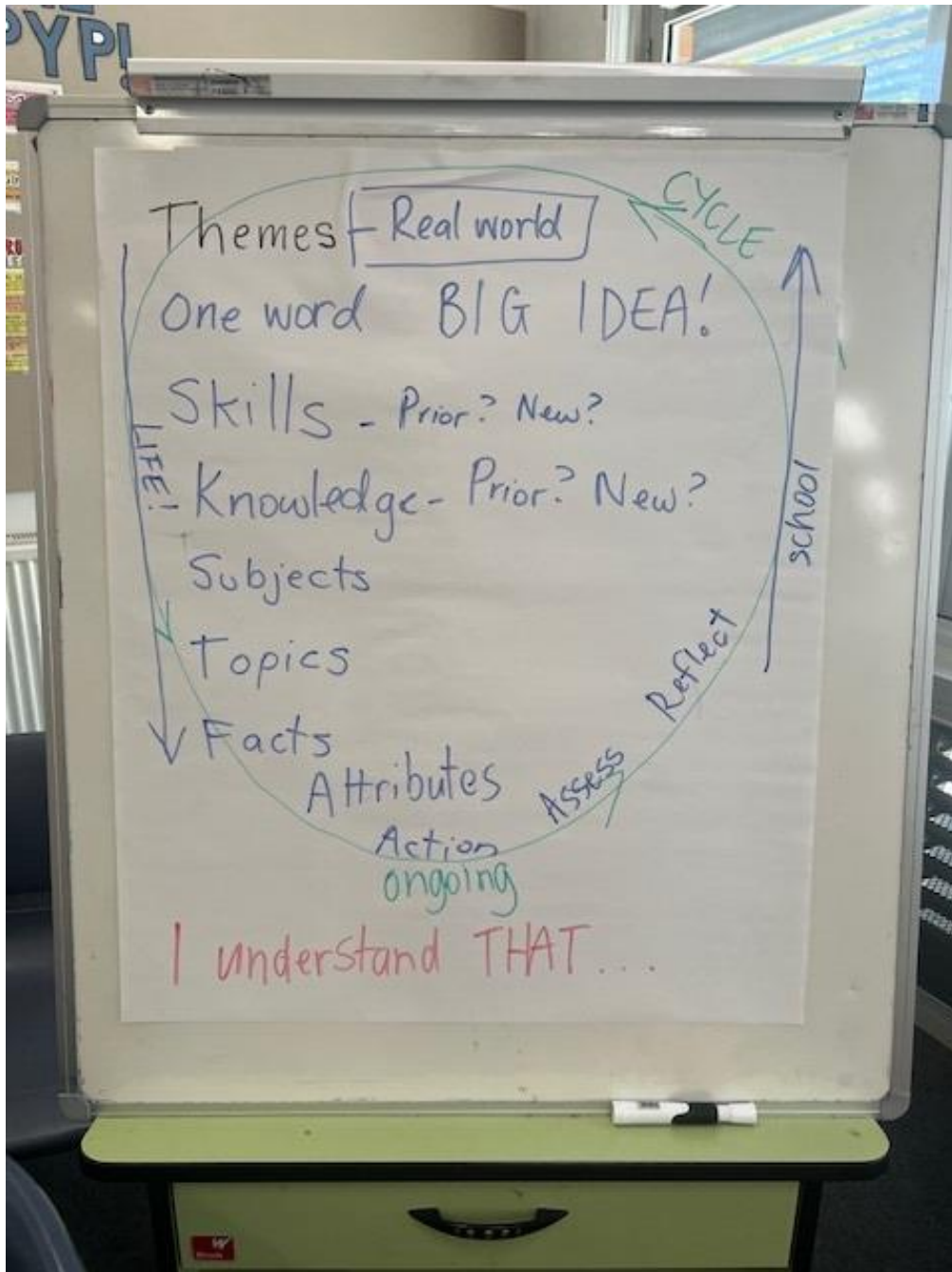
What we discovered!

All element of the PYP planning process are critical to transdisciplinary learning!

All elements are used in an ongoing cycle- back and forth as required for understanding to be reached

What comes first- needing to solve a real world problem or wanting to know something?

BOYER THE BASIC SCHOOL

I need to know the 'WHY?'

What is the research behind this?
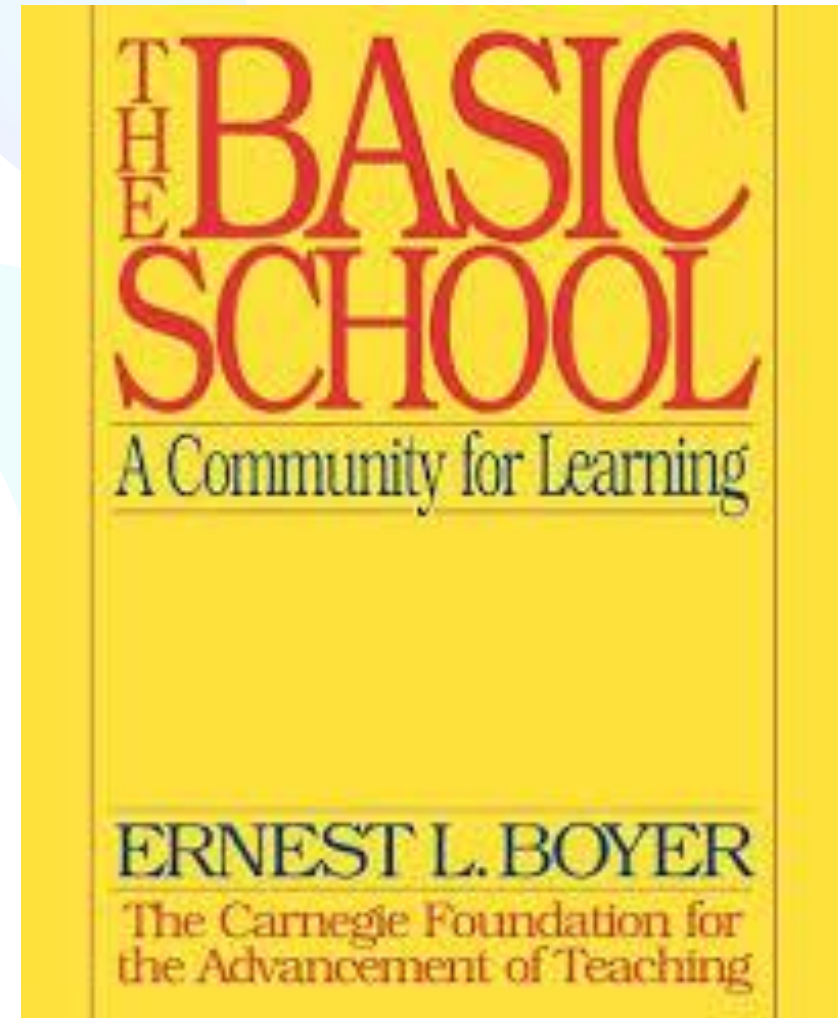
The Punch Line

Life is TRANSDISCIPLINARY!!

Our life experiences are not organised around subject disciplines but around basic human experiences- commonalities.

Life transcends subjects- starts as a baby!
Life is about problem solving
Life is riven by our questions or interests
Life has core commonalities we all experience
Life uses knowledge and skills to solve problems or explore a theme

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What is changing and why?

The six transdisciplinary themes:

- shift from exploring commonalities of human experience to a balance between human and natural worlds, supporting the well-being of people and the planet

- support transdisciplinary learning by linking concepts across descriptors, ensuring connections across, between and beyond subjects are visible

- rebalance the subject connections to support knowledge integration, contextualization and transfer

- reflect and respond to the interconnection and interdependence of social and ecological systems

- provide a more transformative starting point for learners to engage with local and global issues and opportunities

- highlight the ability of the transdisciplinary theme descriptors to strengthen and connect the development and demonstration of action, the IB learner profile and international-mindedness.

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PYP Transdisciplinary Theme Review

A greater emphasis is needed on the interconnection and interdependence of
social *and* **ecological systems**
...balancing human and natural worlds
for the well-being of people and the planet.

WITH NATURE

WITHIN NATURE

SOCIAL SYSTEMS

ECOLOGICAL SYSTEMS

MOVING TO...

ECOLOGICAL

SOCIAL SYSTEMS

SYSTEMS

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(Berkes and Folke, 1998)
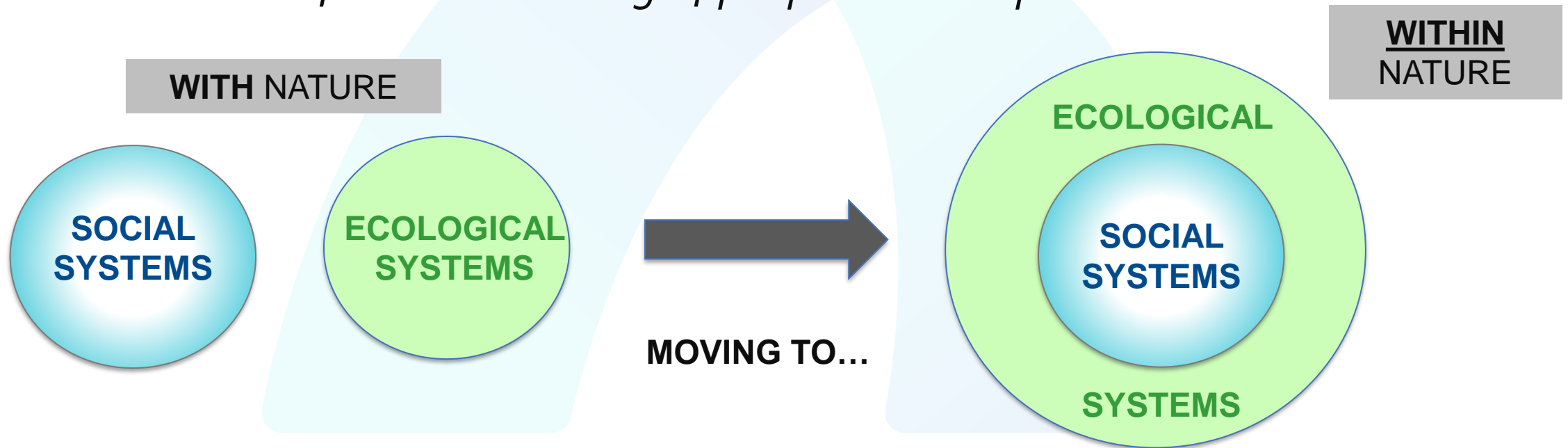
BALANCED

RELEVANT

FUTURE FACING

TRANSFORMATIVE

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UNESCO REPORT

Human and planetary sustainability are one and the same thing.

Humans are an inseparable part of the ecosystems.

Any attempts to achieve sustainable futures by continuing to separate humans off from the rest of the world are delusional and futile

Education must play a pivotal role in radically reconfiguring the ways we think about our place and agency within this interdependent world, and therefore the ways we act.

This requires a complete paradigm shift, from learning about the world in order to act upon it, to learning to become with the world around us.
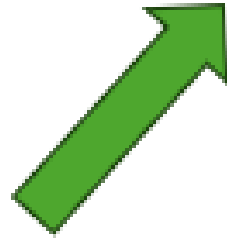
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The commonality of the Opening Statements "We all ...."

➢ Identify as individuals and as part of a collective

➢ Have histories and orientate in place, space and time

➢ Need diversity of voice, perspectives, and expression

➢ Want to understand the world and phenomena

➢ Use systems, structures and networks

➢ Experience the interdependence of human and natural worlds

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BULLET POINTS

- XXXX
- XXXX
- XXXX

Further unpack, **broaden** and deepen the theme

Support transdisciplinary learning by **linking concepts** across descriptors

Open up space for possibilities and alternatives in ways of **knowing and being**

Strengthen and connect the development and demonstration of **action**, the **learner profile** and **international mindedness**

WHO WE ARE

THE NATURE OF SELF

BELIEFS AND VALUES

An inquiry into **IDENTITY**

as **INDIVIDUALS**

MENTAL?

and as part of a **COLLECTIVE**

SPIRITUAL HEALTH

through...

PHYSICAL HEALTH

physical, emotional and spiritual **health** and wellbeing

relationships and belonging

HUMAN RELATIONSHIPS including families, friends, communities and cultures

learning and growing

WHAT IT MEANS TO BE HUMAN?

RIGHTS AND RESPONSIBILITIES?

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Who we are

MOVING FROM	MOVING TO	ACHIEVING?
'nature of self'	'collective'	Broadening inquiries past the concept of a human self to the collective nature of human interactions
'mental'	'emotional'	Social emotional is a more recent term rather than the term 'mental' health
	'wellbeing'- added	
'human relationships'	'relationships'	Removing 'human' to allow for relationships to be explored also across nature/ecosystems
'what it means to be human'	'belonging'	Belonging being more encompassing of moving towards exploring both human and natural worlds
	'learning and growing'- added	Open up possibilities for other subject knowledge exploration and concepts this theme
'rights and responsibilities'	removed	Rights and responsibilities still prominent as an exploration in other themes.

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Who we are

ECOLOGICAL SYSTEMS

Miracle of life
Growth in living things
Cycles
Systems in nature
Human body and how it works
Sacredness

SOCIAL SYSTEMS

Personal habits
Wellbeing strategies
Cultural experiences
Our choices and how they may affect life and systems
Promoting care for living things- our actions
Support structures

Factors that have impacted my identity

Friends
Family
Literature
Soccer
Music
Kindness
Art
Pets

How we express ourselves

MOVING FROM	MOVING TO	ACHIEVING?
	'diversity of voice and perspectives' - added	Adding a core commonality of DIVERSITY Bring to the forefront the importance of understanding everyone's voice and perspective- linking to IB Mission Statement.
'ideas'	'inspiration, imagination and creativity'	Broader focus now for where ideas might come from 'creativity' remains as a key term
'feelings'	'modes and practice of communication'	Feelings are one of many modes of communication
'beliefs and values'	'social and cultural modes'	
'nature'	Removed	
'appreciation of the aesthetic'	'perceptions, interpretations, responses'	Broadening to thinking about WHY humans might find something aesthetically pleasing. Exploring different perspectives about the aesthetic Responses- opens up social system exploration
# 'reflect, extend, enjoy'	'responses'	Opening up multiple ways of responding

How we express ourselves

ECOLOGICAL SYSTEMS

Features of ecosystems and nature that create wonder and awe

Appreciating the aesthetic

Looking at BEAUTY all around us.
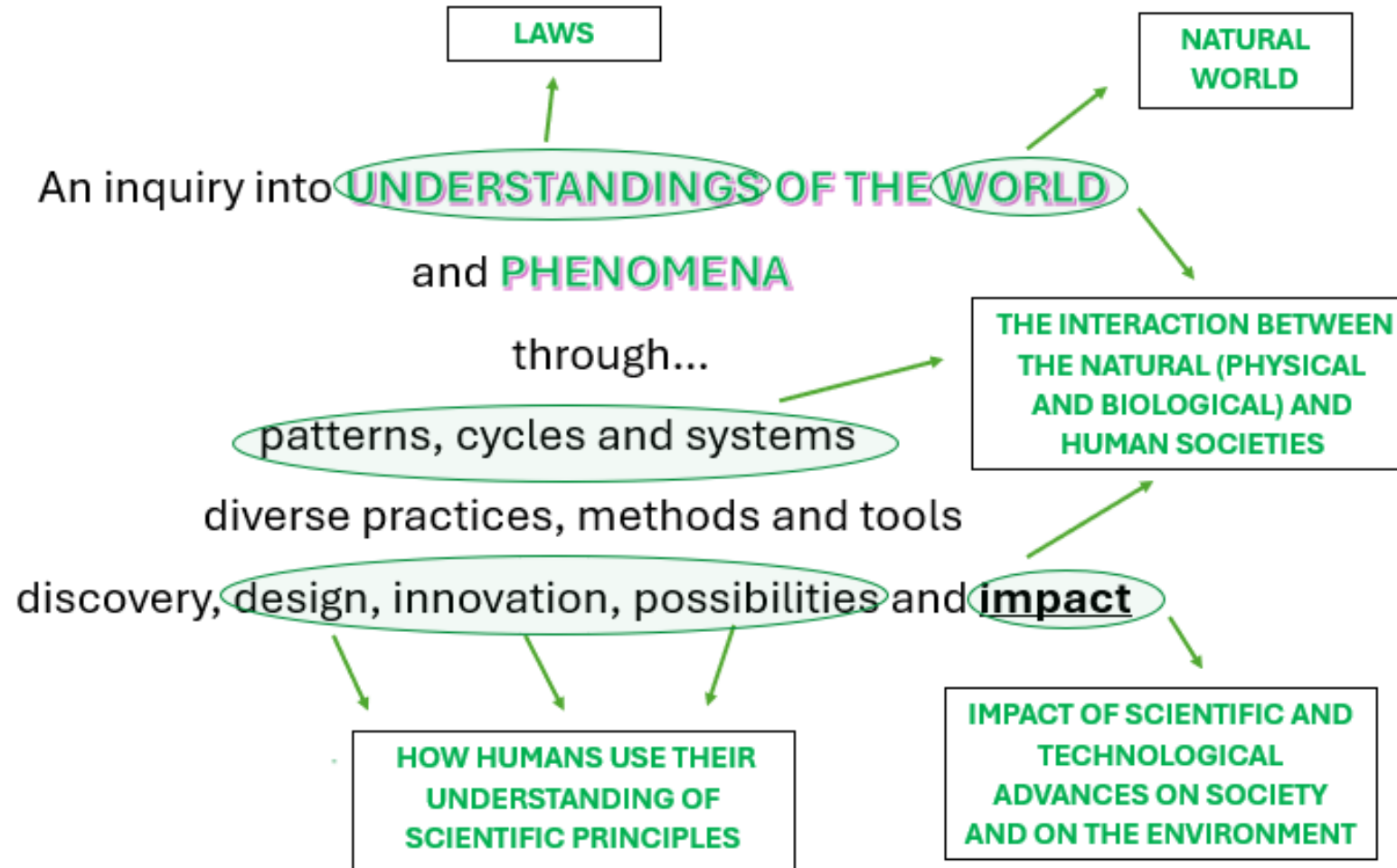
Shapes, shadows

SOCIAL SYSTEMS

Artists creating and producing based on a response to the aesthetic

Making and learning about the arts

When words are not adequate to describe what we see in nature

ECOLOGICAL

SOCIAL SYSTEMS

SYSTEMS

How the world works

MOVING FROM	MOVING TO	ACHIEVING?
'natural world'	'world'	Opening up perspectives wider than natural only
'interaction between natural and human societies'	Replaced with 'patterns, cycles and systems'	Broader statement Interaction between natural and human is now expected to be explored in each theme.
'how humans use their understanding of human principles'	Replaced with 'discovery, design, innovation, possibilities and impact'	'Human' removed
'laws'	removed	Phenomena added- sometimes there is no law to explain the why!
'impact of scientific and technological advances on society and on the environment'	removed	'Impact' remains more broadly Technological advancements could now be explored under 'discovery, design, innovation, possibilities'

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How the world works

ECOLOGICAL SYSTEMS

Wonder and observations
-Why is the sky blue?
-Where do rivers go?
-Why does it rain?
- How do rainbows form?

Using scientific principles to understand how nature works- pattern, cycles, systems
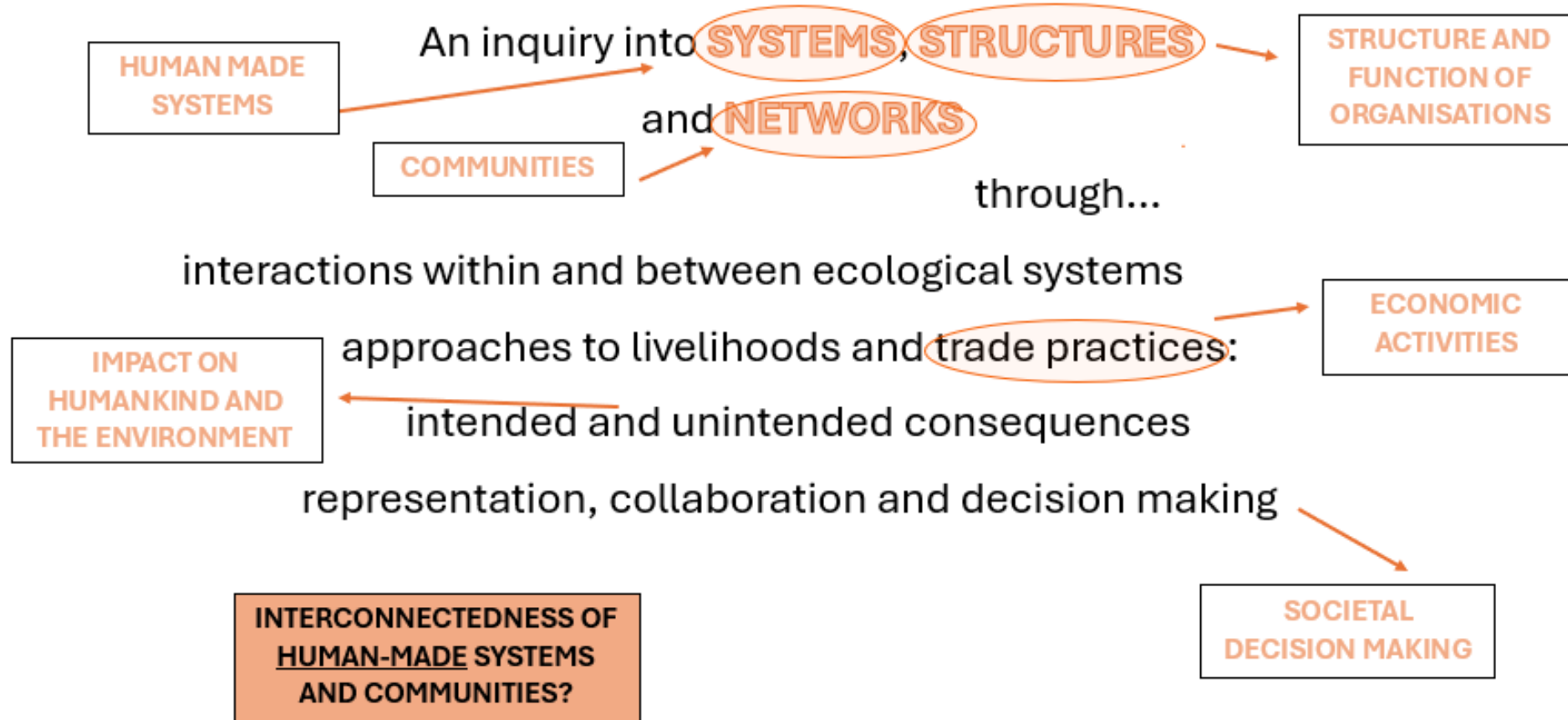

SOCIAL SYSTEMS

How we are connected to nature
How both humans and environment are interdependent
Using scientific principles to understand how nature works
Exploring human patterns, cycles and systems and impact on ecological systems

HOW WE ORGANISE OURSELVES

HUMAN MADE SYSTEMS

An inquiry into SYSTEMS, STRUCTURES and NETWORKS through...

STRUCTURE AND FUNCTION OF ORGANISATIONS

COMMUNITIES

interactions within and between ecological systems

approaches to livelihoods and trade practices:

ECONOMIC ACTIVITIES

IMPACT ON HUMANKIND AND THE ENVIRONMENT

intended and unintended consequences

representation, collaboration and decision making

INTERCONNECTEDNESS OF HUMAN-MADE SYSTEMS AND COMMUNITIES?

SOCIETAL DECISION MAKING

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How we organise ourselves

MOVING FROM	MOVING TO	ACHIEVING?
'human made systems'	'systems'	Broadening explorations wider than human systems into systems that occur in nature
'structure and function of organisations'	'structure'	Organisations in the previous context referred to human-made systems
'communities'	'networks'	Opening up opportunities for wider subject knowledge exploration eg: from looking at communities only through a social sciences lens
'interconnectedness of human-made systems and communities'	Removed Added- 'Interactions within and between ecological systems'	Recognising the move to both human and natural systems to be explored and their interconnectedness.
'societal decision making'	'representation, collaboration and decision making'	Allowing for possibilities to look also at personal or local opportunities for collaboration or decision making- not just at a society level

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How we organise ourselves

ECOLOGICAL SYSTEMS

Appreciation of beauty
Appreciation of the aesthetic- for example:
-   the sun, shadows

Groups and membership of groups in nature
Birth- life-death cycle

Resources that nature produces
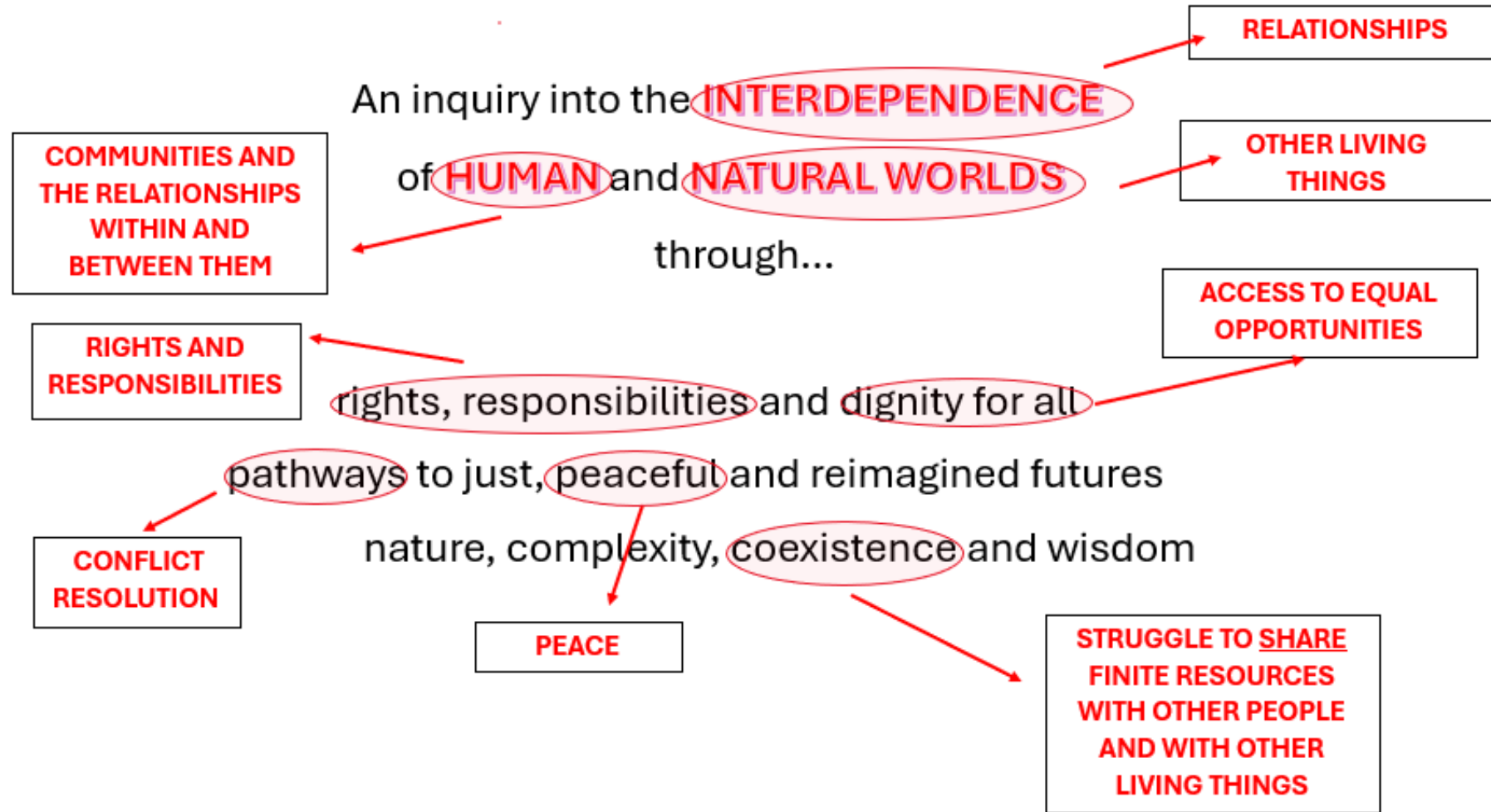Nature supplies resources to meet human needs and wants

SOCIAL SYSTEMS

Artists creating and responding, inspired by nature
Humans self-expressing beauty through arts
Responding to the aesthetic by making artworks

Humanmade groups- institutions, governments
Civic responsibility of groups

Conservation strategies
Humans as consumers
Human demands
Waste
Concept of work

ECOLOGICAL

SOCIAL SYSTEMS

SYSTEMS

SHARING THE PLANET

RELATIONSHIPS

An inquiry into the INTERDEPENDENCE

COMMUNITIES AND THE RELATIONSHIPS WITHIN AND BETWEEN THEM

of HUMAN and NATURAL WORLDS

OTHER LIVING THINGS

through...

ACCESS TO EQUAL OPPORTUNITIES

RIGHTS AND RESPONSIBILITIES

rights, responsibilities and dignity for all

pathways to just, peaceful and reimagined futures

CONFLICT RESOLUTION

nature, complexity, coexistence and wisdom

PEACE

STRUGGLE TO SHARE FINITE RESOURCES WITH OTHER PEOPLE AND WITH OTHER LIVING THINGS

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Sharing the planet

MOVING FROM	MOVING TO	ACHIEVING?
'communities and relationships between them'	'interdependence of human and natural worlds'	Putting 'human' and 'nature' at the forefront of this descriptor in the wording of the opening statement.
'access to equal opportunities'	'dignity for all'	Allowing for a deeper understanding of more core commonalities, of which access is but one way for dignity to be achieved. Dignity being the broader big idea
'conflict resolution'	'pathways to just, peaceful and reimagined futures'	Conflict resolution is a strategy. A 'pathway' is focussing on the PROCESS of resolution.
'struggle to share finite resources with other people and other living things'	'nature, complexity, CO-EXISTENCE, wisdom'	Struggles are a type of complexity experienced. Wisdom opens up possibilities for action- ways of knowing, being and acting.

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Sharing the planet

ECOLOGICAL SYSTEMS

Natural worlds
Resources
Producers
Interdependence
Adaptation
Relationships between
living things

SOCIAL SYSTEMS

Rules, laws
Personal choices
Being consumers
Sustainability
Conservation
Footprints
Civic responsibility
Use of natural resources
Needs, wants

ECOLOGICAL SYSTEMS — with inner circle labeled **SOCIAL SYSTEMS**

Where we are in place and time

MOVING FROM	MOVING TO	ACHIEVING?
	'time' added	To look in both directions past and anticipate future
	'space' added	Orientating learners physically to their surroundings, such as where they fit geographically in the world
Personal histories	'histories'	Broader perspective past human only into ecological histories Exploring our shared sense of time through history and intergenerational connections.
	Adding 'space'	
'humankind'	'natural drivers'	Balancing social and ecological drivers. Visualising alternative future scenarios, and understanding the implications of your thinking and how you can prepare for and influence the future.
'local and global'	removed	Local and global is now implied as being explored in all themes
'interconnectedness'	removed	Interconnectedness of nature and social (humans) is now explored in all themes as a focus

Where we are in place and time

ECOLOGICAL SYSTEMS

Concept of being human
Location
Surroundings
Spirituality
Sense of being connected to something more
Indigenous perspectives- connection to Country
Drivers of change- ecological

SOCIAL SYSTEMS

How humans use nature
Our circle of influence over time
Connections
Power
Traditions
Influencers
Heroes
Role models
Drivers of change- social

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UNPACKING THE TRANSDISCIPLINARY THEME DESCRIPTOR

How we organise ourselves

An inquiry into systems, structures and networks through:

- interactions within and between social and ecological systems
- approaches to livelihoods and trade practices: intended and unintended consequences
- representation, collaboration and decision-making

Key word: System	Key word: Structure	Key word: Network
A group of related things that work together as a whole An interdependent group of items, people, or processes working together toward a common purpose	The arrangement of and relations between the parts or elements of something complex.	A group or system of interconnected people or things. connect as or operate with a network.
Key word: Representation	**Key word: Collaboration**	**Key word: Decision making**
The action of speaking or acting on behalf of someone or the state of being so represented. The description or portrayal of someone or something in a particular way. Portrail Depiction	The action of working with someone to produce something.	The action or process of making important decisions. A conclusion or resolution reached after consideration.

"To provide a more transformative starting point for learners to engage with local and global issues or opportunities'
"Relevance of transdisciplinary themes for today and tomorrow"   PYP Review 2024

WHY DOES THIS MATTER?
How might the transdisciplinary theme and descriptor connect to the lives of students now and into the future? What really matters about this transdisciplinary theme to our students and community?

WHAT MATTERS?	ME	FAMILY	LOCAL	NATIONAL	GLOBAL
Challenges (today)	Feeling included and a sense of belonging to groups Bullying Mental health	Caring responsibilities Who is in my support network? What beliefs and values are important?	Access to facilities for vulnerable or diverse people in our community Derogatory terms used and why they are offensive	National school funding Equity- making sure everyone can have a part and participate	Media and companies and the messages they portray to society Hypermasculine content affecting teens
Opportunities (tomorrow)	Planning for my future, making decisions Strategies I can use for improving my mental and social health	Who will represent me or my family in the future if I need support?	What can we change in our local area? How can schools be places that are more inclusive?	How to make places in our country more accessible We are the future decision makers- what can we do?	Artificial intelligence and the power to use this for good to enhance people's lives

It's not about 'finishing' a unit

Curriculum spiral- Exploring commonalities (big ideas)

- Begin at the start of the PYP
- Spiral from K-6
- Continue to learn about TDTs in a curriculum that spirals up
- Increasing complexity each year
- Big ideas being mapped across our whole school programme of inquiry

Boyer: A new way to think about curriculum
And how it relates to the student
- personally
- socially
- ethically

CONCEPT AUDIT - 2024 Programme of Inquiry							
Transdisciplinary Theme	Year Level Concept Count	Who we are:	Where we are in place and time:	How we express ourselves:	How the world works:	How we organise ourselves:	Sharing the planet:
Preschool	Form 1 Function 2 Connection 2 Change 1 Causation 1 Responsibility 1 Perspective 1	Perspective Connection	*Unit not taught in 2024	Form Function	Responsibility Change Causation	Function Connection	*Unit not taught in 2024
Kinder	Form 2 Function 1 Connection 2 Change 1 Causation 2 Responsibility 1 Perspective 0	Connection Function	*Unit not taught in 2024	Form Causation	Causation Form	*Unit not taught in 2024	Change Responsibility Connection
Year 1	Form 4 Function 2 Connection 0 Change 2 Causation 2 Responsibility 3 Perspective 1	Perspective Responsibility	Causation Change	Function Form Perspective	Causation Form	Form Function Responsibility	Form Change Responsibility
Year 2	Form 2 Function 2 Connection 3 Change 1 Causation 3 Responsibility 1 Perspective 2	Connection Perspective Form	Change Connection	Connection Perspective	Form Function Causation	Function Causation	Causation Responsibility

Year 5 POI Commonality THREADS

This is OUR…

WWA- Identity
WWAIPAT- Heritage
HWEO- Response
HTWW- Survival
HWOO- Voice
STP- Impact

The 'aha' moment as we decided upon
our core commonalities (big ideas)

	YEAR 5 2025					
PYP Planner	LINK	LINK	LINK	LINK	LINK	LINK
Transdisciplinary Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
Transdisciplinary Theme Descriptor	An inquiry into identity as individuals and as a part of a collective through: - Physical, emotional and spiritual health and wellbeing - **Relationships and belonging** - Learning and growing	An inquiry into histories and orientation in place, space and time through: - Periods, events and artefacts - Communities, heritage, culture and environment - **Natural and human drivers of movement, adaptation and transformation**	An inquiry into the diversity of voice, perspectives and expression through: - Inspiration, imagination and creativity - Personal, social and cultural modes of communication - Intentions, perceptions, interpretations and responses	An inquiry into understandings of the world and phenomena through: - Patterns, cycles and systems - Diverse practices, methods, tools - Discovery, design, innovation: possibilities and impacts	An inquiry into systems, structures and networks through: - Interaction within and between social and ecological systems - Approaches to livelihoods and trade practices: intended and unintended consequences - Representation. Collaboration and decision making	An inquiry into the interdependence of human and natural worlds through: - Rights, responsibilities and dignity of all - Pathways to just, peaceful and re imagined futures - Nature, complexity, coexistence and wisdom
Unit Order	1st- Term 1: W1-W6	5th -	2nd- T1W6 start	3rd - T2 WK 2	6th -	4th -
Big Idea	INCLUSION	HERITAGE	RESPONSE	SURVIVAL	VOICE	IMPACT
Central Idea	Inclusivity may foster connections.	Human migration is a response to challenges, risks, and opportunities.	We can influence and inspire others through the arts	Communicating scientific knowledge deepens understanding and cultivates curiosities	Power coincides with responsibility	People can make choices to support the sustainability of the Earth's resources
Specified Concepts	Perspective, Responsibility, Connection, Change.	Causation Change Reflection	Form Connection perspective	Form Change Causation Connection	Responsibility Function Causation	Form Connection Causation

#IBGC

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CURRICULUM WITH COHERENCE

*__The human experiences we all share are lived out
in very different ways from one culture to another.* Boyer.

Moving from separate, isolated units each year and across years.

Threads of commonalities of experience across our programme of inquiry

Allowing real world issues and opportunities to be explored over time

Vertical and horizontal coherency of experience of big ideas mapped strategically

We want want our students to see relationships and patterns within and between TDTs over time.

We have all 6 themes up in classroom all year to show connections and build upon.

We apply learning at any time from a unit.

TDTs are not a NEW curriculum- but a new way to THINK about the curriculum. (Boyer)

Elevator pitch – I often get asked how we are different to the school down the road. The school board asked me just last week! What would your teachers say to a parent?

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Alternatives in … WoK

Ways of KNOWING

Using multiple ways of knowing generate POSSIBILITIES AND ALTERNATIVES of **HOW** to know something

LANGUAGE	IMAGINATION	INTUITION	AUTHORITY
Knowing through signs and symbols	Knowing through imagining it to be so	Instinct "It just feels right to me'	Knowing through an expert
FAITH Knowing through belief systems	**MEMORY** Knowing from memories	**REASON** Knowing through reasoning	**EMPIRICISM** Knowing through experience

YOUR UNDERSTANDING

What influences our students' Ways of Thinking?

Why is this important to think about during the planning process?

WHAT ARE OUR STUDENTS INTERESTED IN LEARNING? Acknowledging our students and establishing connections to past and future learning, inside and outside the programme of inquiry			
CONTEXT AND BACKGROUND OF STUDENTS	STUDENTS' PRIOR KNOWLEDGE	STUDENTS' PRIOR EXPERIENCES	STUDENTS' INTERESTS

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Tree of Life

Roots

- family values and expectations
- your heritage, ethnicity, religion, socio-economic identity, cultural beliefs
- meaning of your given name

Trunk

- experiences from childhood through high school that have been significant in the development of your world-view

Limbs

- adult experiences or action that has changed or influenced your beliefs and values, or your view of other people or the world

Dr. Chandra McGowen & Jacquelle Francis
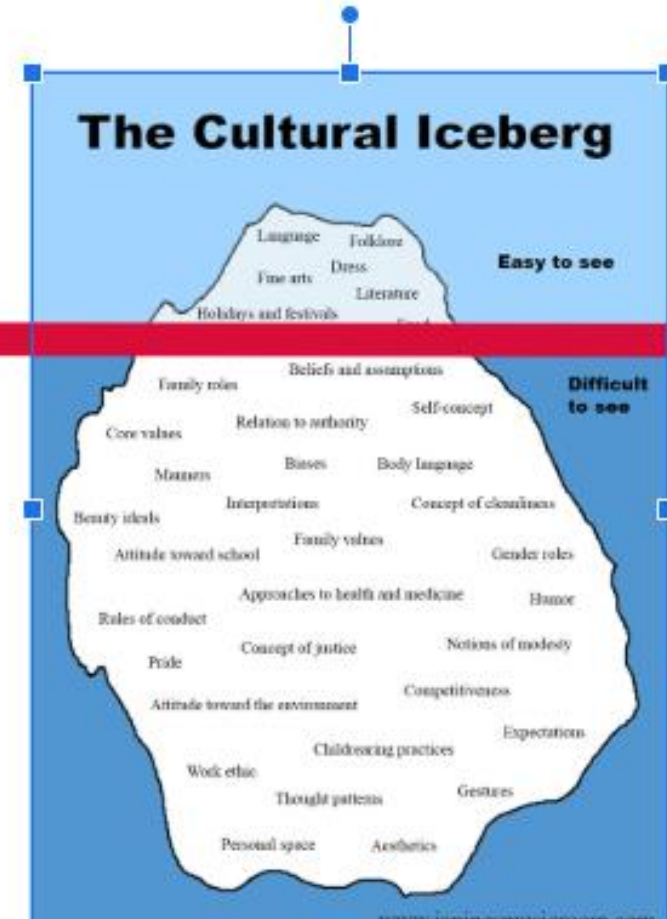
Ways of Knowing- What are your influences?

- What did your parents teach you about the world or people somehow different from themselves?
- How did your upbringing influence your interests in learning about the world?
- When did you first realize that not all people saw the world as you did?
- What role did school play in your emerging worldview?
- Did you have peak experiences that radically changed your perspectives forever?
- What are some of the implications your tree might have for your role as a teacher?
- How is culture a filter (bias) for learning and knowing?

Alternatives in... WoB and WoA

Ways of **BEING**

What's going on for you internally
Consciously choosing your traits
Not fixed

Your mental and emotional state	Your thoughts about the past, present or future
How you feel in your body	How you relate to others Eg: Being caring

LEAD TO

Ways of **ACTING**

What you do externally
Consciously CHOOSING AND ACTING
Direct and immediate

Doing something in the present	Motivated by concepts or big ideas
What you think, say and DO	How you RESPOND

YOUR VALUES

YOUR IDENTITY

Circle of Influence – Ways of BEING
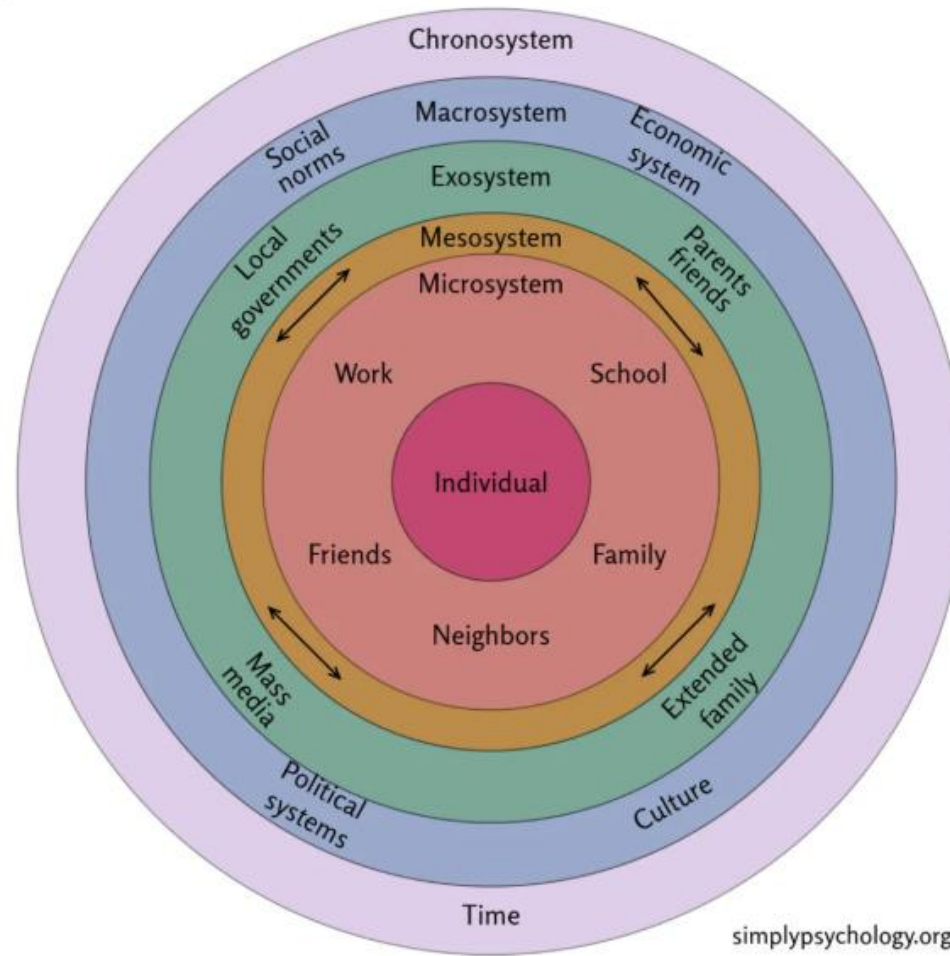
Ways of BEING and Ways of ACTING connected to PYP planning

LEARNER PROFILE AND ACTION **Ways of Being and Ways of Acting** *Through developing attributes of the learner profile, students grow in their ability to make informed, reasoned, ethical judgments and to exercise the flexibility, perseverance and confidence they need to bring about positive change in the learning community and beyond.*				
Participation	**Advocacy**	**Social Justice**	**Social Entrepreneurship**	**Lifestyle Choice**
Knowledgeable: How can we share your new knowledge to these messages to others?	**Principled:** How can we be an advocate for peers who need adjustments for inclusion?	**Open-mindedness** Who needs adjustments? How can we take action in our community? How can we stand up for others?	**Thinkers** What cause could we support for Big Action Week?	**Principled:** What changes could you commit to making to supporting diversity?

Unit Web

Subject 1:	
Specified concept/s	Additional concepts

Subject 2:	
Specified concept/s	Additional concepts

BIG IDEA

Subject 3:	
Specified concept/s	Additional concepts

Subject 4:	
Specified concept/s	Additional concepts

Transdisciplinary Unit Web

Subject 1: Humanities and Social Sciences

Specified concept/s	Social Additional concepts	Ecological Additional concepts
Responsibility Connection Function	**Citizenship** Community Volunteerism Beliefs Values Consumerism Sources	**Interconnection** People Place Provision **Choice**

Subject 2: Health and Physical Activity

Specified concept/s	Social Additional concepts	Ecological Additional Concepts
Connection Responsibility	Identity Family Belonging Kinship Role models Influencers Stereotypes Contribution **Inclusivity**	Heritage Respect Empathy Diversity Structures **Enhancement** **Adaptations**

BIG IDEA

DIVERSITY
AND
INCLUSION

Subject 3: English			BIG IDEA	Subject 4: Technologies		
Specified concept/s	Social Additional concepts	Ecological Additional concepts	DIVERSITY AND INCLUSION	Specified concept/s	Social Additional concepts	Ecological Additional concepts
Function Connection Perspective	Interaction **Multimodal** Audience Purpose Elaboration Text structure Features Persuasion	Interaction Access		Connection Responsibility	Design Products Goods Services Community	Needs Sustainability

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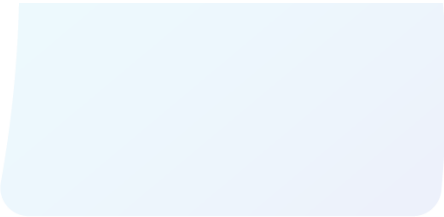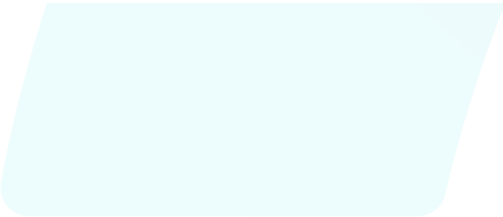
BIG IDEA: DIVERSITY AND INCLUSION			
Transdisciplinary Subjects	**Specified Concepts**	**Additional Concepts- Social Drivers**	**Additional Concepts Ecological Drivers**
Humanities and Social Sciences (HASS)	Responsibility Connection Function	Citizenship Community Volunteerism Beliefs Values Consumerism Sources	Interconnection People Place Provision Choice
Physical Education and Health	Connection Responsibility	Identity Family Belonging Kinship Role models Influencers Stereotypes Contribution Inclusivity	Heritage Respect Empathy Diversity Structures Enhancement Adaptations
English	Function Connection Perspective	Interaction Multimodal Audience Purpose Elaboration Text structure Features	Interaction
Mathematics	Responsibility	Critique Argument Statistics	Statistics
The Arts	Perspective	Communication Perspective Meaning Culture Context	Culture

CONCEPTUAL UNDERSTANDINGS

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Transformative Central Ideas
The 'biggest' Big Idea!

CENTRAL IDEA

So what? How or why does this unit matter to students? How does the central idea support students' understanding of the transdisciplinary theme and BIG IDEA to which the theme is connected?

By the end of the unit, students will understand that solutions to improve inclusion and access are fundamental in diverse communities.

Level 3: **SO WHAT? NOW WHAT?**
We need to do something about this
Where can we have an impact so everyone is included?

Level 2: **HOW** or **WHY** does this matter?
Not everyone can access what they need as a basic human right
Environments have barriers to inclusion
It's not ok, it's not fair for all

Level 1: **WHAT** IS THE REAL WORLD CHALLENGE OR OPPORTUNITY?
We live in diverse communities
People face challenges due to a range of reasons in our community
There are barriers people face that affect their ability to be included

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Multiple conceptual understandings

Students will understand that…
Providing social support can enhance mental health, relationships, wellbeing and developing a sense of belonging and connection
Citizens with shared beliefs can work together to promote and achieve a civic goal.
Respect and empathy, when expressed positively within media can influence consumers and their relationships with others
Kinship determines how people relate to each other and their social, ceremonial and land-related roles, rights, responsibilities and obligations within First Nations communities.
Adaptations and design modifications to physical activities and products can enable inclusivity within communities

To be truly educated, a student must also make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately relate what they learn to life." Boyer

WHY ARE WE LEARNING THIS?
Not facts and skills being taught in isolation.

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LINE OF INQUIRY: An inquiry into enhancing health in the community through shared goals

Concepts *Students will understand that…*	Guiding Questions *(C) Conceptual, (F) Factual, & (D) Debatable*	Knowledge *Students will know...*	ATL Skills *Students will be able to...*	Formative Assessment *Students can demonstrate their knowledge, skills or understanding by…*
Providing social support can enhance mental health, relationships, wellbeing and developing a sense of belonging and connection	What are the different types of health? (F) How can health be promoted for life and longevity? (F) How do environments relate to health outcomes? (C) What is the relationship between health and wellbeing? (C) What are social supports? (F) Does connection relate to wellbeing? (D)	**Health:** Definitions of types of health: physical, mental, social types of daily routines that can increase physical activity levels and reduce sedentary behaviour The Australian Guide to Healthy Eating key ideas Recommendations for daily physical activity **English:** The structure of spoken and multimodal texts Examples of text structures that support organising and developing ideas	**Thinking skills** - Analyse - Propose strategies **Communication skills** - Describe strategies - Create spoken and multimodal texts - Organise and develop ideas - Use text structures **Research skills** - Investigate practices **Social skills** - Support others - Recognise needs of others - Create connections with others - Listening	Create a proposal to enhance health or wellbeing in a community or system. Develop a multimodal text to show the connection between health and wellbeing. Demonstrate communication skills required when working in groups Design a solution to support inclusion or diversity in a group or system

Year 5
Central Idea
brainstorming
process

Who we are

INCLUSION

1

Inclusivity may foster connections

Responsibility: Why does inclusion matter?
Perspective: What factors make people feel excluded?
Connection: How do my actions affect the wellbeing of others?
Change: What adjustments can we put in place to support inclusion?

An inquiry into:
Support for inclusive practices
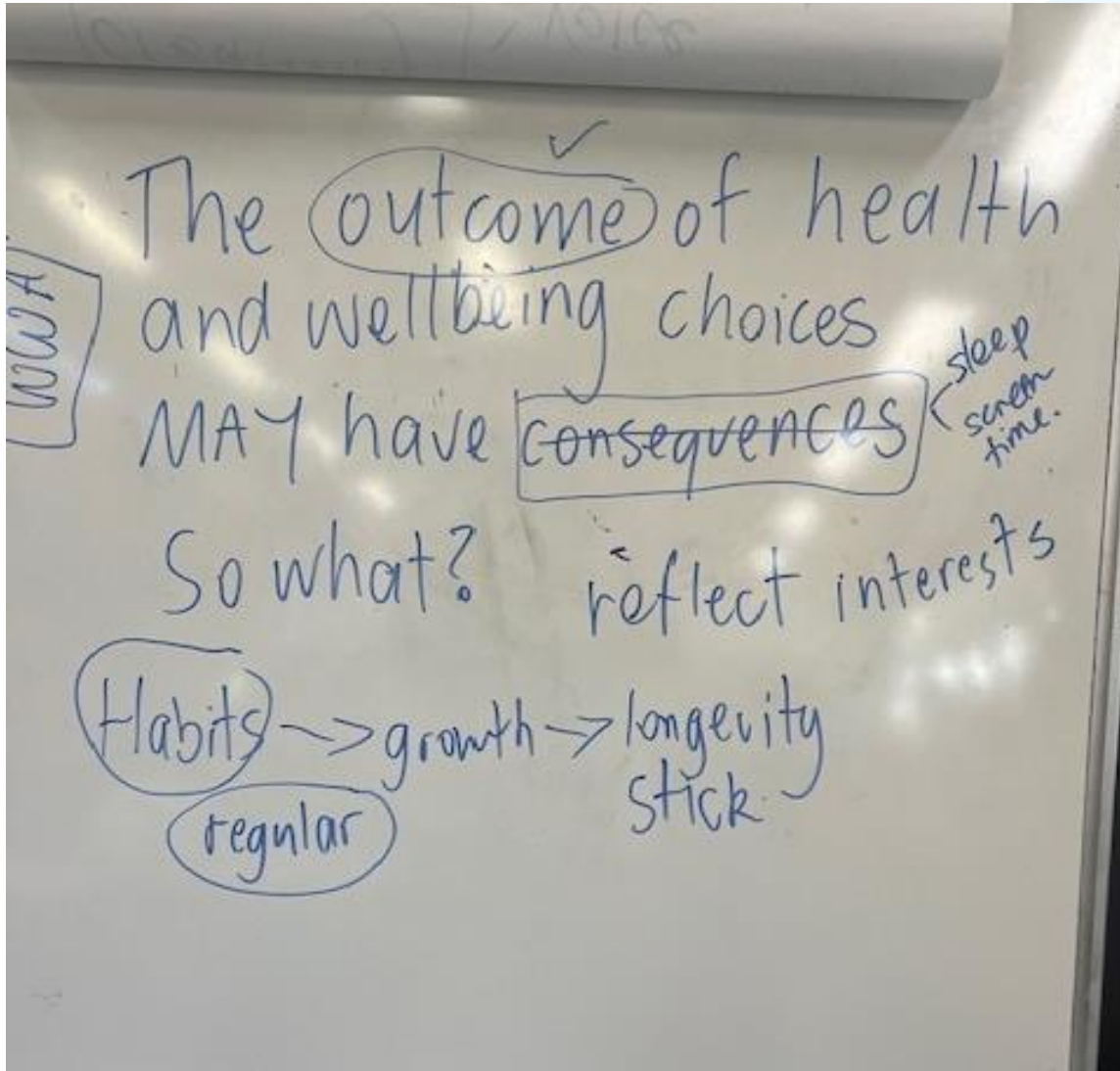The connection between culture and identity
How to manage health and wellbeing

Health
Technologies
Mathematics
English
Arts
Mandarin

Communication,
Thinking and
Social Skills

Principled　　　**Open minded**　　　**Thinker**

Year 5
Central Idea
brainstorming
process

Who we are

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Inquiry learning does not allow for the teaching of skills

LINE OF INQUIRY: An inquiry into… support for inclusive practices.			
Concepts *Students will understand that…*	**Teacher Guiding Questions** *3 - 5 Questions per Generalization (C) Conceptual, (F) Factual, & (D) Debatable*	**Knowledge** *Students will know...*	**ATL Skills** *Students will be able to...*
Perspective Responsibility Change We have a collective responsibility to support inclusive practices.	What is an identity? What factors help share our identity? (F) What is exclusion? (F) What is the impact of not having inclusive practices? Is there ever a time we should exclude people? (D) How can one seek help for their own and others' inclusion? How can we make adjustments to cater for the needs of others? (F) What factors can promote inclusion? **Why does inclusion matter? C** **What factors makes people feel excluded? D**	What identity means Factors that influence identity; visible and invisible factors, *(family and relationships, cultural background, values and beliefs, life experiences, socio-economic status, gender and norms, media and technology, environment and location).* Examples of developmental changes and transitions Examples of strategies to manage changes What respect, empathy and inclusion mean. What it means to be inclusive. What exclusion means? How to identify an inclusive practice. Recognising they need to be inclusive and thoughtful (caring, sensitive to what you say).	**Communication Skills/Thinking Skills:** **Propose** (Persuasive text)- read world audience Propose a list of ways that we can be respectful, empathetic and inclusive while on school camp. **Demonstrate** (explain, talk, do) - Include others using supportive strategies, social-skills. Identify and explain inclusive practices - Understand and be considerate of others. **Explain** (diagram)

Transdisciplinary learning involves...

TRAINING

LEARNING AND PRACTISING SKILLS

COACHING & TARGETED DRILLS

STAND ALONE INSTRUCTION

JUST IN TIME

PLAYING THE GAME

APPLYING THE SKILLS

REAL WORLD APPLICATION

LIVE FEEDBACK

UNITS OF INQUIRY!

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Formative Assessment
How will we know students have achieved the learning goals?

Knowledge, Skills or Understanding Assessed:	Assessment Task(s)	Link to Assessment Tool (rubric, checklist,...etc)
HPE.5.01 *Explains* how *different factors influence identities.* V9.E.5.12 *Interacts* with others, and *listens* to and *creates spoken and/or multimodal texts including literary texts*	Explain a factor/s that have influenced your identity? Include visible and invisible factors Using the Wonder Artwork with a brainstorm/mindmap around the 'wonder face'.	Co-constructed rubric with students Pre-Assessment for English - oral presentation of explanation of artwork - anecdotal notes for observation Assessment Overview
TT.5.06 and 5.04 (Tech) HPE 5.01; 5.02; 5.03 V9.HPE.5.05 Explains how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline	Students design a role play to demonstrate their understanding of _____ (students select a topic: exclusive/inclusive/cyber bullying/unsafe behaviours). Students creates a design idea/prototype which includes technology (ie. videoing/song creation etc/digital creation/stop motion etc (student choice). Prototype is recorded and presented. Reflection questions included.	Year 5 team to develop rubric and checklist. Week 6
	Digital Footprint - Students create a poster raising awareness of how to stay safe online, the technology that forms their digital footprint. Digital Footprint reflection - in Google Classroom there is an assigned reflection on a digital footprint.	Construct a rubric with the students- below, at level, above, examples and discuss.

THREADS

Young children come to school asking WHY and searching for hidden THREADS that link all subjects.

NOT- will I be assessed?

Is this on the test?

What are we doing in 'maths' today etc.

 Moving from...Timetables- fragments throughout the day, isolated subjects

Moving to...integrative questions throughout the day- THREADS.

Coherent view of knowledge and of life!

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COHERENCE- THROUGH THE EYES OF A CHILD

Purpose of review:
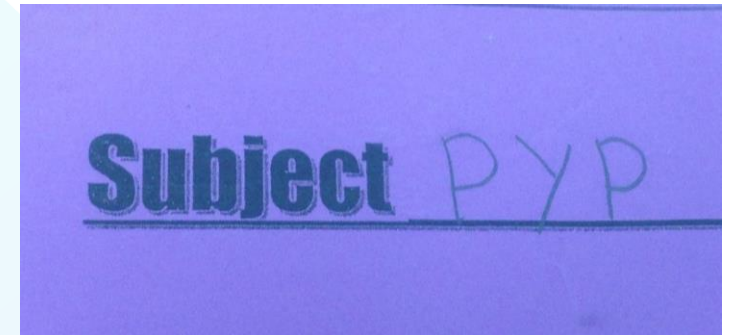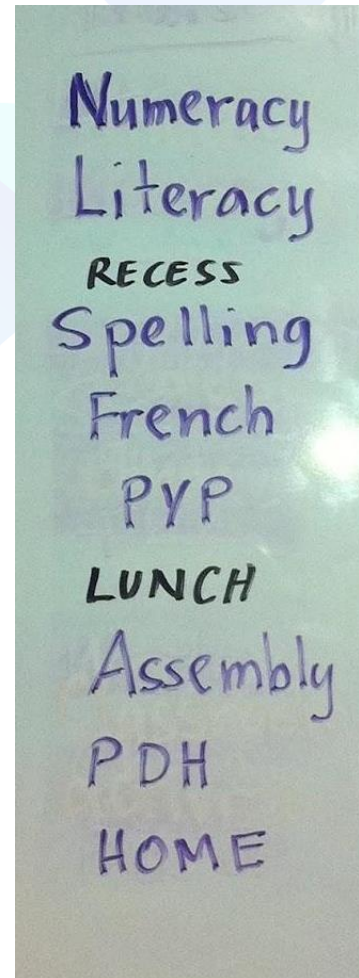"To support transdisciplinary learning
AND TEACHING"

Moving from:

Fragmented curriculum during the day/week.
Presenting isolated facts.
Memorise and forget.

Moving to:

Helping students put each lesson into
perspective- be part of a bigger picture

The WHY!

"Integrated units"

Designing integrated units around a topic rainforests, space to engage learners. Each subject still stands alone in isolation.

How do separate lessons fit together?

How do they related to a bigger picture or overall plan for the student? (THREADS of human commonality).

How do stand alone integrated units touch the child's deepest self?

Stir within an appreciation of the world?

Apply learning to their own lives?

THE WHOLE... THE HEART

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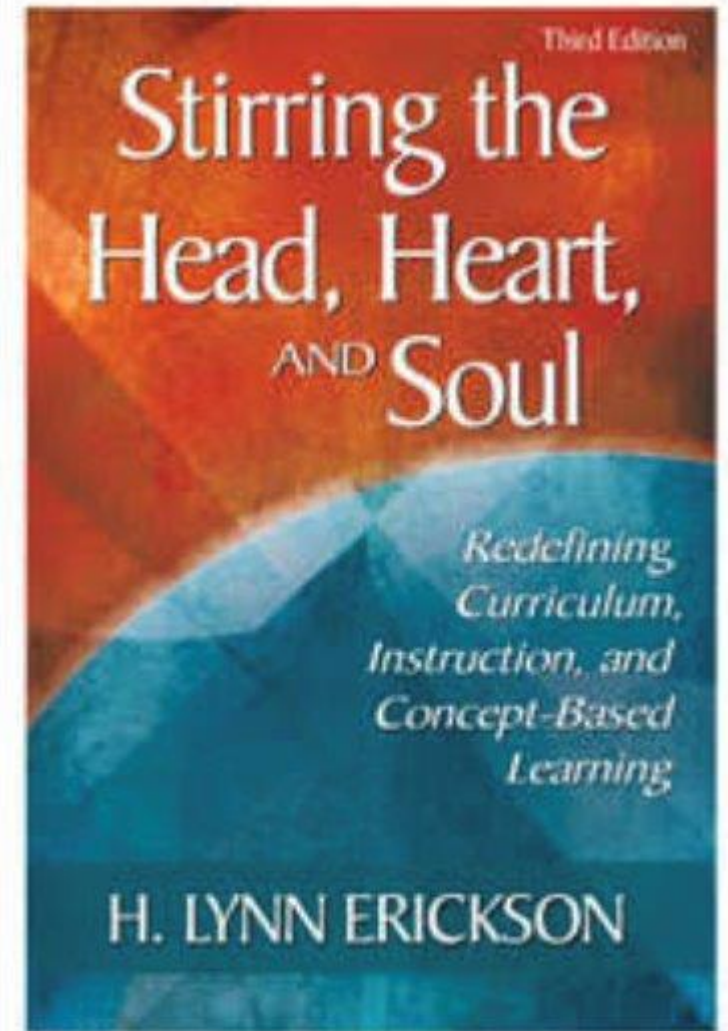Bachillerato Internacional

HEART OF WHAT WE DO!

"An educational approach that lacks unity will not touch the child's deepest self nor stir within each student a heightened appreciation of the mystery and majesty of the world." Boyer

The whole for us in the PYP is the Aha Moment

ORGANISING USING TRANSDISCIPLINARY THEMES
TO UNDERSTAND AND TRANSFER

NOT JUST REPACKAGING THE CURRICULUM

Third Edition
Stirring the Head, Heart, AND Soul
Redefining Curriculum, Instruction, and Concept-Based Learning
H. LYNN ERICKSON

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Gathering student reflections on the unit

After tuning in provocation:

What do you think the big idea is?

Why do you think this matters?

Who are you hoping to BE at the end of this unit?

How can you express the learner profile attributes in this unit?

Which 'ways of BEING' are central to you taking action in this unit?

What change might be stirred in you during or after this unit?

How can I help you thrive in this unit?

After conceptual understanding is uncovered:

What did you learn about yourself?

How did you acquire/gain your understanding in this unit?

How do you know your understanding is true/accurate?

What new possibilities or alternatives did you think of in this unit?

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In a ('Basic") PYP SCHOOL...

Real life, shared human experiences

Core commonalities

Traditional subject knowledge

Make connections across disciplines

Relate what they learn to real life

Source: BOYER

Forrest Primary POI reflection process using new transdisciplinary themes

We see the revised trans theme descriptors as an opportunity.

It's time!
Australian Curriculum V9.
New leadership
New teams
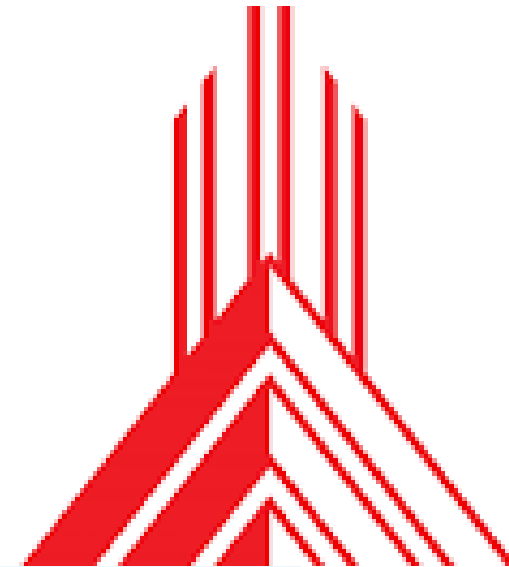Changing demographic of our student population

How?
Big picture mapping- scope and sequence
Redesigning units over time – the detail over time
Identifying our THREADS to connect each unit across the year
Learning environment changes/updates to promote transdisciplinary learning

OUR 2025 GOAL: Broad, balanced, Relevant, Transformative!
Staff are saying 'the PYP is back!'

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References and Credits

Credit and thanks to the amazing teachers at Forrest Primary School in Canberra for their insights and student work samples.

Ernest Boyer, The Basic School. Carnegie Foundation 1995

OECD (2025), *Trends Shaping Education 2025*, OECD Publishing, Paris, https://doi.org/10.1787/ee6587fd-en.

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